

Student Advisor Report

SOCIETY OF GRADUATE AND PROFESSIONAL STUDENTS

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Student Advisor Report

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Mandate

The Student Advisor program provides members of the SGPS with general information, advice, advocacy and support services with regard to all aspects of academic and university life. The advocacy role of the Student Advisor program consists of facilitating dialogue; attempting to find resolutions to concerns; providing referrals to other services available to resolve issues; and assisting in accessing and navigating formal routes of resolution. The Student Advisor program encourages self-advocacy of the client whenever possible, as well as offering assistance by answering questions and resolving student concerns as they arise. No actions will ever be taken without a client's express and informed written consent. The Student Advisor program shall seek informal resolutions or mediation whenever possible in order to promote the resolution of a student's grievance at the most immediate level.

The Student Advisor program is a confidential, non-judgmental, anti-oppressive service. The overall goal of client care within the Student Advisor program is to model ethical, responsible, and professional behavior while providing assistance or advocating on behalf of clients.

Advisors 2017 - 2018

The following Advisors are contracted to serve the program from August 1 2017 until May 31 2018.

Sarah Lawrason, MA Candidate School of Kinesiology and Health Studies

Emma Esselink, MPA Candidate School of Policy Studies

Jeremy Butler, PhD Candidate Department of Philosophy

Training Completed

Ban Righ Centre Meet and Greet

Conflict Resolution training

Four Directions Meet and Greet

Intercultural Competency certificate training

Psychological First Aid

Queen's Human Rights Office (HRO) Anti-Oppression training

Queen's Positive Space Training

Queen's Ombudsmen Meet and Greet

SafeTalk certificate training

Sexual Assault Response Office Meet and Greet

SHRC Non-Gendered Language training

SGPS Advisor 101

Rate of Pay and Weekly Hours

All of our Advisors are salaried transient staff.

One of our Advisors is paid \$12,000 per year with the remaining two paid \$8,000 each per year.

The Advisors are contracted to work ten hours a week although in reality the program experiences periods of high traffic where the Advisors go beyond their contracted hours and periods of low traffic where the Advisors do not make the hours requirement. Unfortunately, these ebbs and flows are largely unpredictable.

Overview of Responsibilities

Participate in necessary/mandatory training related to the Student Advisor Program.

Assist graduate and professional students (“clients”) in the manner outlined in the SGPS bylaws and policies. These responsibilities include:

Fulfilling the Student Advisor advocacy goal by facilitation of dialogue, attempting to find resolutions to concerns, and assisting in accessing formal routes of resolution;

Holding weekly office hours;

Maintaining suitable written records;

Answering email communications from clients and other parties in a timely fashion;

Coordinating work hours with other Student Advisors;

Conducting meetings with clients, referring clients to other university resources;

Working diligently on assigned cases and track progress as instructed.

Hiring Committee Members

Stéfy McKnight, SGPS Vice-President Graduate

Adam Grotsky, SGPS President

Justin Kerr, International Student Adviser

Gail MacAllister, Associate, Policy and Appeals, Office of the University Ombudsman

Heidi Penning, Equity Advisor

Campus Partners

Campus Security and Emergency Services

The mandate of Campus Security and Emergency Services is to promote a safe and welcoming environment that recognizes and is respectful of the diverse nature of the Queen's Community.

Website: <http://www.queensu.ca/security>

Contact: 613-533-6733, Emergencies Only 613-533-6111, Off-Campus Response 613-533-2922

Address: Fleming Hall, Jemmett Wing, Rm 202

Career Services

Helps students make the transition through university to the workplace with programs and services that highlight career direction, employment, and further education.

Website: <http://www.careers.queensu.ca>

Contact: 613-533-2992

Address: Gordon Hall, 3rd floor

Four Directions Aboriginal Centre

The Four Directions Aboriginal Student Centre, or 4D as it is affectionately called, strives to be a home away from home, a hub of activity and a key resource for Queen's Indigenous students. Come and hang out or study in our lounge with free wifi and cable TV, grab a snack or a meal in our fully equipped kitchen, and do your laundry for free! We offer academic tutoring and advising, cultural programming, Indigenous focused library, and a range of workshops designed to support you, academically, socially and culturally.

Website: <http://www.queensu.ca/fdasc>

Contact: 613-533-6970

Address: 146 Barrie, Kingston

Frontenac Community Mental Health and Addiction Services

Website: <http://www.amhs-kfla.ca/>

Contact: Info: 613-544-1356 Crisis: 613-544-4229

Address: 385 Princess St, Kingston

Human Rights Office

Confidential service that assists individuals or groups at Queen's who wish to pursue informal or formal routes of complaint resolution following an incident of harassment or discrimination.

Website: <http://www.queensu.ca/humanrights/home>

Contact: (613) 533-6886

Queen's Legal Aid

Queen's Legal Aid provides legal services to low-income residents of Kingston, Napanee and surrounding areas, and to Queen's University and St. Lawrence College students.

Website: <http://queenslawclinics.ca/>

Contact: 613-533-2102

Address: 303 Bagot St., Suite 500, Kingston

Student Wellness Services

Offers students private appointments with an experienced professional counsellor for confidential crisis support.

Website: <http://www.queensu.ca/studentwellness/counselling-services>

Contact: 613-533-6000 x78264

Hours: Monday – Friday, 8:30 am – 4:30 pm

Address: 146 Stuart Street, Kingston

Queen's University International Centre

The Queen's University International Centre (QUIC) is a support service for all members of the Queen's community and through its activities promotes an internationally informed and cross-culturally sensitive learning environment.

Website: <http://quic.queensu.ca>

Contact: 613-533-2604

Groups We Should Endeavor to Partner With

Accessibility Services

Assists students with disabilities in many ways including providing advocacy and support, as well as recommending accommodations.

Website: <http://www.queensu.ca/studentwellness/accessibility-services>

Contact: 613-533-6467

Address: 146 Stuart Street, Kingston

AMS Food Bank

Located in McGillivray-Brown, the AMS Food Bank serves confidential and non-judgmental food service to members of the Queen's community. We are a non-profit organization which aims to provide our clients with food services in the most comfortable environment possible. We operate mainly on donations as well as an opt-outable student fee from both the AMS and the Society for Graduate and Professional Students. As a non-profit organization, we aim for our funds to be put towards the upkeep of the Food Bank itself in the purchasing of fresh fruits, vegetables, milk and other items on a weekly basis.

Website: <http://amsfoodbank.com/>

Contact: During Operating Hours: (613) 533-6972. Outside Operating Hours: (613) 533-6000 x 74816

Address: John Deutsch University Centre, Room 343

Education on Queer Issues Project (EQuIP)

The Education on Queer Issues Project (EQuIP) is a student-run organization under the AMS' Social Issues Commission. Its purpose is to create a safe environment for individuals on Queen's campus and in Kingston of all sexual/romantic orientations and gender identities. EQuIP strives to create a fun, welcoming, and educational community for queer and queer-positive individuals while advocating for human rights and raising awareness about queer-related issues.

Website: <https://www.facebook.com/pg/equipqueens/>

Year Goals

(1) Develop a plan to incorporate responsibilities for some promotional/awareness-raising activities into student advisor job description. These might include, for example, visits to department graduate student societies, regular appearances at relevant campus events, resource fairs, etc.

(2) To whatever extent possible, incorporate the activities described in (1) into the regular, autonomous operations of the student advisor program. A list of relevant groups and events should be compiled in a centralized advisor operations handbook. In this way, at least some promotional and awareness-raising activities can be part of the standard practices of the advisor program itself, rather than being dependent on particular single-year advertising or promotional initiatives undertaken by the SGPS.

(3) Develop materials suitable for use in activities described in (1), and which can be used on an ongoing basis, rather than re-visited every year. These might include, for example, a power-point presentation for use on visits to student groups, and a simple pamphlet designed to be distributed annually to departments and relevant campus offices.

(4) As suggested in (2), develop a single, comprehensive student advisor handbook or manual. This could be used both for advisor training and as a general resource for advisor operations throughout the year. Detailed goals for the content and format of this document should be worked out in consultation with current SGPS Student Advisors, the Executive Director of the SGPS, and the SGPS President and VP Graduate. The existing document 'Informal Handbook for SGPS Student Advisors' might serve as a useful starting point.

(5) Assess viability of current hiring practices for incoming student advisors. In particular, consider instituting a policy according to which efforts are made to ensure that the program is never at risk of going into an academic year with only new student advisors. Ensuring that at least one advisor each year has at least a year of experience is important both for the preservation of institutional memory, and for training purposes.

(6) Develop a more standardized training plan for incoming advisors. If advisors are going to continue to be hired at the end of the winter term, efforts should be made to ensure that all new advisors are fully trained and taking on clients no later than the end of July after their hiring. Further, efforts should be made to have all incoming and returning advisors undergo training together for a concentrated period of time shortly after hiring. This is important for team-building and program morale. These two suggestions may require that when hiring new advisors, preference will have to be given to candidates who will be in Kingston for the summer.

(7) Evaluate existing record-keeping practices. These could be streamlined. In particular, the best strategy may be to eliminate the taking of hand-written notes altogether, and move to a system whereby notes are transcribed directly into digital form by advisors, into a client's digital file.