



Undergraduate Orientation
Review Working Group

Final Report

March 1, 2018

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Executive Summary

Undergraduate Orientation Review Working Group

The Undergraduate Orientation Review Working Group (UORWG) was created in September 2017 by Principal Woolf with a mandate to review all aspects of the Queen's direct-entry undergraduate student orientation experience, and articulate a vision for orientation that achieves shared goals around community-building, inclusivity, accessibility, safety, and responsibility, and that results in a student transition experience that respects and reflects the diversity of the student population, is welcoming and accessible for all students, and fosters, for all members of the incoming class, a sense of belonging at Queen's.

The Group was also mandated to propose changes needed to successfully implement the above vision and to ensure that student associations, student groups, and the university develop a cooperative framework supporting the shared vision, including mechanisms for training and educating students on diversity and inclusion.

The Working Group met several times throughout the 2017-18 academic year to learn about current orientation week practices, consult widely with a broad range of stakeholder groups, and discuss possible changes to orientation that would result in a welcoming week accessible to all. In February 2018, the Working Group approved the following final recommendations.

Final Recommendations

1. All senior orientation leaders (e.g., orientation heads/coordinators, senior leaders, society executives) involved in the hiring of orientation leaders should receive standardized and common training, coordinated by the Human Rights and Equity Offices and the Alma Mater Society, on unconscious bias and on recruitment, interviewing, and selection practices that promote equity in the hiring process.
2. The Human Rights and Equity Offices, Division of Student Affairs, and the Alma Mater Society work collaboratively to develop a suite of customized training modules for orientation leaders that ensure consistent content, delivery, and quality across all Faculties/Schools, including international/exchange/transfer students and students not in residence, and which include anti-oppression and anti-racism training.
3. A single website should be collaboratively developed and maintained by the Orientation Roundtable and Division of Student Affairs that provides access to information about university orientation, Faculty/School orientation schedules, international/exchange/transfer and students-not-in-residence orientation schedules, contact information, and resources for incoming students and community members.
4. During Faculty/School orientation, as well as orientation for international/exchange/transfer students and students not in residence, all incoming students should have the ability to participate in activities and shared experiences that are open to students of any Faculty/School, such as the existing sidewalk sale, and in activities that provide opportunities for all incoming students to find community. Efforts should be made to increase awareness of activities sponsored by cultural/religious groups, LGBTQ or racialized groups, academic groups, etc., and such options should be promoted by all Faculties/Schools. All activities must ensure balance, inclusivity, and choices for students.
5. Orientation activities should include at least one all-student event, such as the existing university-wide concert, that promotes interaction and a sense of shared community across Faculties/Schools.
6. The post-orientation survey should be reviewed in consultation with the Office of Institutional Research and Planning and, if appropriate, updated to ensure that the survey provides data adequate to assessing the

degree to which orientation week programming has met the Senate-approved goals of orientation week. This review should include the establishment of a protocol to guide the administration of the survey and the assessment and dissemination of the survey results. Data should be provided to the Division of Student Affairs and Orientation Roundtable for the development of a thorough report, which should then be circulated to deans, student societies, and SOARB for review. Raw data may be made available upon request of these groups.

7. The post-orientation survey should be supplemented by a mechanism (e.g. a mobile app) that enables the collection of feedback on individual activities in real time, and that facilitates the reporting of incidents of racism, discrimination, or barriers to accessibility in real time. A strategy should be developed to ensure appropriate reporting of real-time incidents to individuals/groups with relevant training. Real-time incident data should be collected and reviewed in conjunction with data from the post-orientation survey.
8. Faculty/School heads, the Division of Student Affairs, and the Alma Mater Society should strike a working group to explore ways to improve the financial accessibility of orientation for incoming students and orientation leaders, including a review of existing fees paid by students and leaders in different Faculties/Schools, including those in the “NEWTS” and “FYNIRS” groups, and the expenses associated with planning and executing orientation events.
9. A review of all policies, procedures, and guidelines related to orientation week should be conducted to remove overlap and confirm the jurisdiction and responsibilities of all parties and ensure that all documents are accessible on a single repository, such as the proposed single website (see recommendation 3).
10. Senate should be requested to review the mandate, structure, and function of SOARB with respect to its role in the oversight of orientation, as well as the Senate-approved “Goals of Orientation” (2002) to ensure their continued relevance.
11. Current practices within each Faculty/School related to the oversight and approval of all aspects of Faculty/School orientation should be reviewed to identify appropriate levels of oversight and clear assignments of responsibilities for all parties as well as appropriate mechanisms to ensure the timely completion of these responsibilities on an annual basis.
12. A Deans’ Working Group related to orientation planning should be created to facilitate coordinated oversight of Faculty/School orientations and to assist in the sharing of best practices.
13. Event approval forms should be augmented to require clear, meaningful, and informed indication of how each event will contribute to the goals of orientation, including the promotion of accessibility and inclusion.
14. Current informal collaborations between the Division of Student Affairs and the AMS should be formalized into a standing operational planning group that provides updates to the Deans’ Working Group on a regular basis.
15. The Division of Student Affairs and student groups should work together, and in partnership with University Relations, to develop a university-wide communications plan that identifies what information is sent to incoming students, which unit is responsible for sending it, and when it should be sent, as well as guidelines to ensure the accuracy and consistency of messaging from all units, regardless of which unit issues the communications.
16. Planning groups should work together, and in partnership with University Relations, to enhance communication to the campus and local community regarding orientation activities and the overall goals of orientation.

17. Guidelines should be developed to ensure consistent, accurate, and timely communications regarding dates, deadlines, and processes related to the administration of orientation (e.g. timelines for leader hiring and training, event development and approvals, etc.) while also acknowledging the need for some flexibility for student groups to operate within their own planning timelines.
18. Orientation programming should include welcoming students to the City of Kingston, promoting positive interactions between students and local residents, modelling respectful citizenship, and building a sense of responsibility to the City for students' entire Queen's experience.
19. The chant commonly sung at the end of the Oil Tigh, "*What's the sport of Kings? Queen's! Queen's! Queen's!*", should be revised to remove the suggestion of gender-based dominance, harassment, or violence and students should be encouraged to take the lead in identifying a suitable replacement.
20. An annual process for the review of all chants, cheers, orientation group names, and orientation costumes/dress should be established to ensure that they contribute to an inclusive and safe environment for all students. This should be done across and not within Faculties/Schools to ensure consistency and shared decision-making.

History of Orientation at Queen's

The practice of formally welcoming incoming students to Queen's began in the late 19th century with reserved events, such as a candle-lighting ceremony for female students. As the 20th century moved into its second decade, these events began to give way to rowdier undertakings. Initiations included uniform requirements, such as mismatched socks, and physical activities, such as food fights.

Efforts were made to tone down the most extreme of these activities in the 1950s; however, a formal "Orientation Week" was not held at the university until the 1970s. In the same decade the University Senate passed a motion prohibiting the use of physical force on any person as part of initiation activities, but problems associated with many events continued.

Formal goals for orientation were first set out in 1988 and the Senate Orientation Activities Review Board was created in 1991. In 2006, following the cancellation of house gatherings by a member of the administration after SOARB had approved the events, SOARB requested clarification regarding the jurisdiction of the then Associate Vice-Principal and Dean of Student Affairs with respect to orientation and potential overlap with SOARB's jurisdiction. In 2007, Queen's Legal Counsel delivered the opinion that, while SOARB had the responsibility and authority to ensure that the planning, organizing, and conduct of Queen's orientation adhered to the Senate Orientation Policy and objectives, the university's senior management has always had the authority and duty to take reasonable steps to ensure that its students are safe and that the institution is not exposed to any unnecessary risk of liability.

Current Practice

Orientation at Queen's University now consists of a series of formally-planned events for new and incoming students over the course of the week before classes begin. Students move into residence on the Sunday before Labour Day Monday, spend Monday and Tuesday engaged in university-wide activities, and spend Wednesday to Saturday participating in Faculty-specific events run by student societies. Goals for Orientation were approved by Senate in 2002 (Appendix A) and detail the expectations for those who plan orientation events.

A Senate-approved [Orientation Week Policy Manual](#) approved in 2014 is reviewed annually by SOARB and details requirements and guidelines for items such as risk management, activity approvals, fees, handbooks, hazing, terminating a leader contract, and placing a society's orientation week on probation.

Changes Planned for 2018

The institution of a Fall Term Break, approved by Senate in 2017, has necessitated changes to Orientation Week that will begin in 2018. In particular, students living in residence will now move in on the Saturday of Labour Day weekend and have an initial day of University orientation on Sunday. Faculty-specific orientation activities will take place on Labour Day Monday, Tuesday, and Wednesday. Classes will be held on Thursday and Friday; additional Faculty-specific activities will take place on the Saturday; and university-wide orientation activities will be run on the Sunday, with classes resuming on Monday for the remainder of the term.

A working group consisting of representatives from the Alma Mater Society (AMS), Department of Student Affairs (DSA), and Orientation Roundtable (ORT) have been meeting throughout the 2017-18 academic year to accommodate this change.

UORWG Terms of Reference and Composition

Preamble

Queen's University and the Alma Mater Society (AMS) are committed to the principles of equity, diversity, and inclusion. As we reflect on these issues at Queen's and engage in important conversations on campus, we are committed to the creation of an environment where all incoming students to the university experience a welcoming and inclusive orientation that reflects and embraces the diversity of our entire student population. To that end, we are reviewing the orientation programming offered by the university and our student groups to ensure we are intentionally living these values in our programs and events that occur during this important time of transition for new students.

Terms of Reference

The purpose of the Working Group is to review all aspects of the Queen's direct-entry undergraduate student orientation experience, and articulate a vision for orientation that achieves shared goals around community building, inclusivity, accessibility, safety, and responsibility, and that results in a student transition experience that respects and reflects the diversity of the student population, is welcoming and accessible for all students, and fosters, for all members of the incoming class, a sense of belonging at Queen's; and,

To propose changes needed to successfully implement the above vision and to ensure that student associations, student groups, and the university develop a cooperative framework supporting the shared vision, including mechanisms for training and educating students on diversity and inclusion.

The Working Group shall:

- A. Conduct broad consultation with Queen's students and other interested and affected members of the Queen's community regarding orientation activities and the orientation experience;
- B. Review all quantitative and qualitative data regarding the student experience of orientation at Queen's;
- C. Consult with other universities and review best practices related to an orientation experience that is inclusive, welcoming, and accessible to all students;
- D. Examine the organization, management, and oversight of orientation in consideration of the foregoing to ensure clarity in governance and in the respective roles, responsibilities, and authority of those responsible for decision-making including students, Faculty Deans, the Office of the Vice-Provost and Dean of Student Affairs, and the University Senate, recognizing that recommendations regarding the role of Senate or changes to its policies would be referred to it for consideration and decision in accordance with its established procedures;
- E. Consider orientation programming and planning in light of recent university reports on equity and inclusion, including those from the Truth and Reconciliation Task Force and the Principal's Implementation Committee on Racism, Diversity, and Inclusion, and university policies and reports on student conduct, sexual violence, mental health, and accessibility;
- F. Make recommendations for the planning of orientation programs that are inclusive, welcoming, and accessible to all students in consideration of the diverse backgrounds of the

- members of the incoming class, including but not limited to abilities, race, religion, gender, gender-identity, sexuality/sexual identity, and socio-economic status; and
- G. Report back to the Principal with recommendations no later than March 1, 2018.

The Working Group shall keep in mind the following principles:

- Orientation activities are valuable in assisting first-year students in making the transition to university;
- Orientation should focus on the academic and social transition of new students to Queen's and programming should reflect that;
- Programming should be meaningful and flexible to meet the needs of a diverse student body;
- Student involvement and student leadership is a strength of orientation; and
- Safe, fun, inclusive, and accessible events are shared goals for all orientation stakeholders.

Composition

The Working Group's composition is intended to draw from stakeholder units that play a key role in encouraging an inclusive, coordinated, and successful orientation for all incoming students.

- Deputy Provost - Chair
- AMS President, or designate
- Vice-Provost and Dean of Student Affairs, or designate
- 1 faculty or staff representative from each of the following undergraduate programs as follows:
 - Dean of Arts and Science, or designate
 - Dean of Engineering and Applied Science, or designate
 - Dean of the Faculty of Education, or designate
 - Director of the School of Nursing, or designate
 - Executive Director of the Commerce Program, or designate
 - Director of the School of Computing, or designate
 - Director of the School of Kinesiology, or designate
- 1 student representative from, and selected by the Presidents of, the undergraduate society of each of the following undergraduate programs:
 - Arts & Science
 - Engineering & Applied Science
 - Concurrent Education
 - Nursing
 - Commerce
 - Computing
 - Kinesiology
- AMS Social Issues Commissioner
- Manager, Student Experience Office
- Student and Non-Student Co-Chairs, Senate Orientation Activities Review Board

Advisory members (non-voting):

- Director of the Human Rights Office, or designate
- Director of the Four Directions Aboriginal Student Centre, or designate
- Director of Queen's University International Centre, or designate
- President, Queen's University Alumni Association

- 1 member of University Council

Support (non-voting):

- Associate Secretary of the University
- Director of Communications, or designate

Consultants:

At the discretion of the Working Group, non-voting advisory members may be added to provide expertise in regards to operational issues.

UORWG Meetings and Consultation

The Undergraduate Orientation Review Working Group (UORWG) was formed in September 2017. It met 10 times during the Fall and Winter terms and moved through three phases of work:

Learning about Queen's Orientation:

- All members of the Group involved in the organization and operations of Orientation Week submitted detailed information to UORWG on their year-round planning timeline; the recruitment, hiring, and training of their organizing team and orientation leaders; the fees and expenses associated with their program; the activities run for the incoming students included in their program; and any feedback or data collected from incoming students on orientation.
- Reports were received from Arts & Science Undergraduate Society (ASUS), Engineering Society (EngSoc), Commerce Society (ComSoc), Computing Students' Association (COMPSA), Concurrent Education Students' Association (CESA), New, Exchange, Worldly Transfer Students (NEWTS), First Year Not in Residence Students (FYNIRS), Physical Education and Kinesiology (PHEKIN), Nursing Science Society (NSS), the Student Experience Office (SEO), Four Directions Aboriginal Student Centre, the Queen's University International Centre (QUIC), and the Arts and Science Academic Orientation Committee.
- The Group reviewed recommendations from the Truth and Reconciliation Task Force and the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) related to orientation.
- The Group reviewed the orientation week practices of peer institutions across Canada.

Consulting with members of the Queen's and Kingston communities about Orientation:

- UORWG members agreed on a series of consistent questions to pose in an effort to collect feedback related to the Group's mandate (Appendix B). These questions were posed on the Group's website and in consultation sessions.
- The Group reached out to the Queen's community, as well as that of the broader Kingston community, with invitations for interested individuals, clubs, and units to submit feedback in a variety of ways:
 - Two town halls;
 - A dedicated email address;
 - Attendance by one or more Group members at a meeting of their club/unit;
 - Attendance by one of more club/unit members at a meeting of the Group;
 - A one-on-one meeting of a Group member with a club/unit representative
- Representatives from the Group attended a wide variety of consultation sessions in addition to the two open town halls, which included:
 - Meetings of the AMS Assembly, the Senate Orientation Activities Review Board (SOARB), Department of Student Affairs Executive Team, Senate, ORT, PHEKSA, University Council, EngSoc, ComSoc, ASUS, NSS, CESA, PHEKSA, COMPSA, the Aboriginal Access and Support Working Group, and the Native Student Association.
- Group members reviewed emails from Queen's faculty, staff, and alumni, as well as Kingston community members.

- 175 tent cards advertising the Working Group and its email address were placed in the three university dining halls in Leonard Hall, Ban Righ Hall, and West Campus.

Reviewing the feedback received and **developing** final recommendations:

- Group members reviewed all of the feedback and discussed various themes that emerged.
- Draft recommendations were developed based on the themes and reviewed with all Group members.
- The Group approved final recommendations at its last meeting on February 15, 2018.
- Group members provided feedback on the draft final report in late February, and the report was submitted to the Principal on March 1, 2018.

Final Recommendations

Orientation Leader Hiring and Training

UORWG members, and those with whom the Group consulted remarked frequently on the processes related to the hiring and training of orientation leaders. These are the individuals who will have the most direct contact with incoming students and often act as mentors for them throughout their first year at the university.

Currently, students are recruited in various ways, screened using different methods, interviewed by different groups, and hired using different criteria. Although efforts have been made in recent years to remove past orientation heads/leaders from interview committees, those replacing them are also often closely tied to orientation and student governments, such as executive members of a student society. Once hired, training also differs greatly among student leaders. Some receive training before they leave campus for the summer while others are completely trained upon their return for orientation week. In some instances, training is conducted by staff members with a high degree of expertise in the applicable field, and in other instances, training is done by peers.

While recognizing the improvements made to student leader hiring and training in recent years, and the desire by all for a transparent and equitable process, the Working Group recommends that:

1. All senior orientation leaders (e.g., orientation heads/coordinators, senior leaders, society executives) involved in the hiring of orientation leaders should receive standardized and common training, coordinated by the Human Rights and Equity Offices and the Alma Mater Society on unconscious bias and on recruitment, interviewing, and selection practices that promote equity in the hiring process.
2. The Human Rights and Equity Offices, Division of Student Affairs, and the Alma Mater Society should work collaboratively to develop a suite of customized training modules for orientation leaders that ensure consistent content, delivery, and quality across all Faculties/Schools, including international/ exchange/transfer students and students not in residence, and which include anti-oppression and anti-racism training.

Orientation Resources

Orientation at Queen's is decentralized, with some activities for incoming students organized centrally by the Division of Student Affairs and others organized by committees/groups of multiple student societies. However, the resources to which incoming students are directed and the information they may need as they transition to university can be consistent, regardless of their academic program. Individuals and groups consulted by UORWG often expressed the wish for a central list/website that would contain all of the information on orientation weeks and resources. In addition, many incoming students often complained of "information overload" in their responses to post-orientation surveys and wondered whether the information relayed to them during their week could also be centrally-located and easy for them to refer back to when needed.

In response to these concerns, the Working Group recommends:

3. A single website should be collaboratively developed and maintained by the Orientation Roundtable and Division of Student Affairs that provides access to information about

university orientation, Faculty/School orientation schedules, international/exchange/transfer and students-not-in-residence orientation schedules, contact information, and resources for incoming students and community members.

Orientation Activities and Options

Perhaps the most extensive discussions among Working Group members, as well as at all consultation sessions, concerned the activities in which incoming students take part during orientation. Orientation week is highly scheduled and students can take part in eight to ten activities each day. Many students express feelings of being overwhelmed, exhausted, or sick by the end of the week and not ready for the start of classes. Some students also find many of the activities to be too physically or emotionally demanding, and express the wish for some downtime during their days, with or without their orientation group. Recent years have seen the development by orientation planning committees of “alternative” activities that run alongside more traditional activities; however, these are often not as well attended and students feel singled out when they do not participate in what is seen as the primary activity on offer.

It was also noted that some students do not find their community via orientation activities at all, but through other experiences at the university, such as an athletic, cultural, or special-interest club; study groups; community work; or unstructured free time, and that the current format of orientation does not provide chances for students to begin to explore these opportunities.

UORWG members discussed these issues and agreed that, instead of promoting such activities as “alternate,” all activities could be promoted as options for all students. Options should include more than just one high-intensity activity and one low-intensity activity, and students should be given the choice of participating or taking some time off of scheduled activities all together. Group members did recognize the potential logistical issues related to running multiple events side-by-side, but encouraged student societies to work together on establishing best practices to overcome such problems in subsequent years.

To ensure orientation activities are as inclusive and welcoming as possible, the Working Group recommends that:

4. During Faculty/School orientations, as well as orientation for international/exchange/transfer students and students not in residence, all incoming students should have the ability to participate in activities and shared experiences that are open to students of any Faculty/School, such as the existing sidewalk sale, and in activities that provide opportunities for all incoming students to find community. Efforts should be made to increase awareness of activities sponsored by cultural/religious groups, LGBTQ or racialized groups, academic groups, etc., and such options should be promoted by all Faculties/Schools. All activities must ensure balance, inclusivity, and choices for students.
5. Orientation activities should include at least one all-student event, such as the existing university-wide concert, that promotes interaction and a sense of shared community across Faculties/Schools.

Orientation Surveys and Data

Discussions during UORWG meetings revealed that many surveys on students' experiences are conducted during orientation week. A university-wide survey administered by the Division of Student Affairs is circulated to all incoming students in the Fall term and additional surveys are run by student societies, both post-orientation and in real time during orientation activities. However, data sharing is limited and there is no formal reporting aside from a report to Senate from SOARB in the Winter term. Although this report is published in the Senate agenda, which is publicly available, accessing it is not common and the data is not reported on or shared in any other public fashion.

To ensure that appropriate and useful data on orientation is collected, analyzed, and shared, the Working Group recommends that:

6. The post-orientation survey should be reviewed in consultation with the Office of Institutional Research and Planning and, if appropriate, updated to ensure that the survey provides data adequate to assessing the degree to which orientation week programming has met the Senate-approved goals of orientation week. This review should include the establishment of a protocol to guide the administration of the survey and the assessment and dissemination of the survey results. Data should be provided to the Division of Student Affairs and Orientation Roundtable for the development of a thorough report, which should then be circulated to deans, student societies, and SOARB for review. Raw data may be made available upon request of these groups.
7. The post-orientation survey should be supplemented by a mechanism (e.g. a mobile app) that enables the collection of feedback on individual activities in real time, and that facilitates the reporting of incidents of racism, discrimination, or barriers to accessibility in real time. A strategy should be developed to ensure appropriate reporting of real-time incidents to individuals/groups with relevant training. Real-time incident data should be collected and reviewed in conjunction with data from the post-orientation survey.

Orientation Finances

Working Group members frequently heard from student organizers of the frustration associated with many of the expenses associated with orientation, including the need to pay for room bookings on campus. These fees often result in the need to charge orientation leaders a registration fee to participate in orientation, in addition to the fees charged to incoming students. While some student societies have established bursaries in an attempt to off-set fee requirements for students, both leaders and incoming, these funds are not consistent across the university and are not guaranteed. Many Group members expressed concern that fees, whether subsidized or not, may create barriers to full participation in orientation for students from lower socio-economic groups who are disproportionately also from equity-seeking groups.

To remove financial requirements that may create barriers to participation in orientation, the Working Group recommends that:

8. Faculty/School heads, the Division of Student Affairs, and the Alma Mater Society should strike a working group to explore ways to improve the financial accessibility of orientation for incoming students and orientation leaders, including a review of existing fees paid by students and leaders in different Faculties/Schools, including those in the "NEWTS" and

“FYNIRS” groups, and the expenses associated with planning and executing orientation events.

Orientation Policies, Processes, and Practices

Consultations frequently revealed the plethora of policies, procedures, and practices created and held by multiple groups related to orientation week. These often create miscommunication among students, leaders, staff, and faculty and lead to misunderstandings related to jurisdiction and responsibilities. There is confusion related to which document supersedes another and where the final, official copies of various documents are kept. Issues related to incident protocols, investigations, and reporting are particularly vulnerable to problems with the current lack of structure. Many expressed the desire for a central repository for all orientation-related documents and a summary document outlining roles and responsibilities accessible to all involved in orientation planning.

To facilitate this, the Working Group recommends that:

9. A review of all policies, procedures, and guidelines related to orientation should be conducted to remove overlap and confirm the jurisdiction and responsibilities of all parties and ensure that all documents are accessible on a single repository, such as the proposed single website (see recommendation 3).
10. Senate should be requested to review the mandate, structure, and function of SOARB with respect to its role in the oversight of orientation, as well as the Senate-approved “Goals of Orientation” (2002) to ensure their continued relevance.
11. Current practices within each Faculty/School related to the oversight and approval of all aspects of Faculty/School orientation should be reviewed to identify appropriate levels of oversight and clear assignments of responsibilities for all parties as well as appropriate mechanisms to ensure the timely completion of these responsibilities on an annual basis.
12. A Deans’ Working Group related to orientation planning should be created to facilitate coordinated oversight of Faculty/School orientations and to assist in the sharing of best practices.
13. Event approval forms should be augmented to require clear, meaningful, and informed indication of how each event will contribute to the goals of orientation, including the promotion of accessibility and inclusion.
14. Current informal collaborations between the Division of Student Affairs and the AMS should be formalized into a standing operational planning group that provides updates to the Deans’ Working Group on a regular basis.

Orientation Communications

Those consulted expressed concern regarding a general lack of effective and coordinated communications related to orientation planning and execution, both to incoming students as well as planning groups. There currently does not exist a communication plan that details the entirety of information developed and sent to incoming students, which has resulted in duplication of the

information being sent, the sending of different instructions for the same task, the misdirection of students to various websites, and the communication of differing deadlines for different tasks.

To resolve these problems, the Working Group recommends that:

15. The Division of Student Affairs and student groups should work together, and in partnership with University Relations, to develop a university-wide communications plan that identifies what information is sent to incoming students, which unit is responsible for sending it, and when it should be sent, as well as guidelines to ensure the accuracy and consistency of messaging from all units, regardless of which unit issues the communications.
16. Planning groups should work together, and in partnership with University Relations, to enhance communication to the campus and local community regarding orientation activities and the overall goals of orientation.
17. Guidelines should be developed to ensure consistent, accurate, and timely communications regarding dates, deadlines, and processes related to the administration of orientation (e.g. timelines for leader hiring and training, event development and approvals, etc.) while also acknowledging the need for some flexibility for student groups to operate within their own planning timelines.

Orientation Citizenship

Working Group members recognized that orientation should not simply welcome students to Queen's, but also to the City of Kingston, of which they will be a citizen for several years. The increasing undergraduate student population of the university has resulted in an increase to the number of students participating in orientation activities, several of which take place off-campus. Recent incidents involving student non-academic misconduct have also heightened the Kingston community's sensitivity to the actions of students and many of those consulted agreed that orientation should play a role in ameliorating these problems.

In an effort to recognize the role of students as Kingston citizens, the Working Group recommends that:

18. Orientation programming should include welcoming students to the City of Kingston, promoting positive interactions between students and local residents, modelling respectful citizenship, and building a sense of responsibility to the City for students' entire Queen's experience.

Orientation Chants and Cheers

The Working Group heard from several Queen's community members with concerns about the chants and cheers heard frequently during orientation. These individuals remarked on both the lyrics and the physical gestures associated with chants, the inappropriateness of introducing incoming students to Queen's spirit in this manner, and the potential negative effect on those hearing the chants, whether they be Queen's community members or not. Group members broadened the discussion on the issue and agreed that the names of orientation groups could also be seen as inappropriate and contrary to the desire to welcome students in an inclusive and safe way.

To ensure all cheers, chants, and group names create a welcoming environment, the Working Group recommends that:

19. The chant commonly sung at the end of the Oil Thigh, "*What's the sport of Kings? Queen's! Queen's! Queen's!*" should be revised to remove the suggestion of gender-based dominance, harassment, or violence and students should be encouraged to take the lead in identifying a suitable replacement.
20. An annual process for the review of all chants, cheers, orientation group names, and orientation costumes/dress should be established to ensure that they contribute to an inclusive and safe environment for all students. This should be done across and not within Faculties/Schools to ensure consistency and shared decision-making.

Implementation

The Working Group recognizes that implementing its recommendations will take time and will only be accomplished through collaboration among the many groups involved in the planning and execution of orientation. All members of the Group want to encourage those involved in the implementation process to carry with them the values of respect, trust, and partnership exhibited during the Group's own work.

The Working Group urges those involved in orientation to conduct an annual evaluation of the event against the Group's recommendations to ensure continued progress toward implementation.

A Note Regarding PICRDI and the TRCTF

As referenced in UORWG terms of reference, part of the Working Group's mandate was to "consider orientation programming and planning in light of recent university reports on equity and inclusion, including those from the Truth and Reconciliation Task Force and the Principal's Implementation Committee on Racism, Diversity, and Inclusion, and university policies and reports on student conduct, sexual violence, mental health, and accessibility".

The Working Group made the decision to develop a group of recommendations that addressed broad issues related to orientation that were communicated to it by multiple stakeholders. Part of the Group's first phase of work was to review the PICRDI and TRCTF final reports and to consider how the recommendations within them that related to orientation could be addressed.

In conducting its work, UORWG has fulfilled a portion of PICRDI recommendation 10, which outlined the need for a broad review of orientation. In addition, the Working Group has made specific recommendations related to equity and inclusion training for both orientation leaders and incoming students, a review of SOARB's mandate and structure, orientation data collection, orientation policies and procedures, and the content of orientation activities, which it believes reflects the recommendations concerning orientation week made in both the PICRDI and TRCTF final reports.

UORWG members also made these recommendations in consideration of issues such as student mental health, various aspects of accessibility (financial, physical, cultural), student non-academic misconduct, and sexual violence and harassment. It is hoped that the consideration and implementation of all recommendations will make a significant contribution to improving the climate of Queen's campus and community.

Appendix A

Goals of Orientation

Approved by Senate January 31, 2002

The goals of Queen's Orientation are:

- To make new students feel welcome;
- To facilitate a smooth transition to university;
- To build a strong and inclusive community of students;
- To make new students comfortable in their academic, social, and environmental contexts;
- To provide a solid foundation for a successful university experience.

In order to achieve these goals, specific objectives include:

- Ensuring that each new student is part of a support network
 - For where they live
 - For their academic program
 - For their personal interests and needs
- Acquainting new students with their environment, including
 - Their living environment (e.g., their Residence or, for off-campus students, bus routes, parking, lockers on campus, etc.)
 - The Queen's campus
 - The Kingston community
 - The units and the systems they will/might access (library, QCard, Student Health, Phys Ed Centre, etc.)
- Fostering a sense
 - of enjoyment
 - of belonging
 - of diversity
 - of responsibility
 - of pride
- Preparing students for
 - the challenges they will face academically
 - the decisions they will face socially
 - the issues they will face personally
- Providing the opportunity for every new student to meet, individually or in a small group, for a time of discussion with a faculty member

In achieving these goals and carrying out these objectives, the utmost respect for the individual and the community will be shown.

Based on the Goals of Orientation the following outlines administrative accountability and responsibility:

1. The duties of, and accountability for, event approval, handbook approval and general managing of the week shall be the responsibility of a partnership between the Faculty societies, Faculty dean's office, and the Alma Mater Society; and
2. The terms of reference of the faculty society representative shall be determined by each faculty society.

Appendix B

Consultation Questions

The Working Group developed the following questions to provide the community with an idea of the type of information it was hoping to receive from stakeholders:

- What do you believe is the most important thing Queen's should do to create a welcoming and inclusive orientation for new undergraduate students?
- In what ways is Queen's orientation inclusive and accessible for those of different abilities, races, gender and gender identities, religion, sexes and sexual identities, and/or socio-economic statuses? In what ways can we do better?
- Ideally, how should orientation prepare new undergraduate students for their time at Queen's, both academic and non-academic?

Any individual, club, group, or unit was welcome to submit feedback to the Working Group.

Consultation methods included:

- attending one of the Working Group's meetings
- inviting the Working Group to one of your meetings
- requesting a one-on-one meeting with a member of the Working Group
- attending one of the Working Group's town halls
- sending a submission for the Group to consider
- emailing the Group at orientation.review@queensu.ca