

# **A.M.S. POLICY MANUAL 3**

## **REPRESENTATION POLICY**

### **Amendments**

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**A.M.S. POLICY MANUAL 3: REPRESENTATION POLICY**

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## **AMS POLICY MANUAL 3: REPRESENTATIONAL POLICY**

### **1. INTRODUCTION**

The policies contained in this document constitute positions adopted by the Alma Mater Society (AMS) on a wide range of issues that affect its members *as postsecondary students attending Queen's University*. These positions establish the basis for advocacy and lobbying by the AMS through its Executive and/or other AMS duly authorized or delegated representatives. Where the policy obliges the AMS with respect to representation, it shall also refer to those acting on the organization's behalf.

The AMS does not take positions on governmental policy or political issues that do not directly relate to Queen's University and its students, and commits itself to a strict policy of political neutrality regarding such issues. Moreover, the AMS recognizes that ideally its student representatives should not be elected on the basis of these political views. The AMS welcomes diversity of opinion and will at all times protect the rights of students to express themselves.

The AMS, recognizing that the universities and colleges of Canada are fundamental to the Canadian tradition of intellectual development, affirms its devotion to the values entrenched in the Canadian Constitution through the Charter of Rights and Freedoms, and pledges that in the application of its procedural and representational policies, it shall treat all members and member organizations equally, and in a fashion consistent with the principles of due process and free expression enshrined in the Charter.

All policies herein have been approved by the AMS Assembly in accordance with Section 5.02.01 of the AMS Constitution which states:

*The Assembly is the ultimate decision-making body for the non-service, policy and political affairs of the Society. The Assembly has full power, within the restrictions of this Constitution, to create, alter and/or terminate any policy*

*or policy statements, which are considered to be Society Policy, and to deal with any reports, recommendations and/or conclusions of any groups, committees and organizations which fall within the purview of the Assembly.*

Where the AMS is a member of, or otherwise affiliated with, an external lobbying organization, it shall maintain full autonomy with respect to its own policies which shall at all times take precedence. The AMS shall be bound only by those policies of the organization that have been explicitly approved by the Assembly. For greater clarity, any policies approved by such an organization necessarily must be separately approved by the Assembly in order to become AMS representation policy.

Policy Manual 3 is divided into two sections: procedure and policies. The procedures section deals with changes to representational policy, while the policies section contains the representational stances themselves. The representational policies are further divided into five categories: Academics and the Learning Environment, Student Life, Equity and Diversity, Queen's University Governance, and External.

It shall be the responsibility of the Speaker of the Assembly and the AMS Secretariat to review this document annually to ensure the policies contained within remain current and relevant.

## **2. PROCEDURES**

**2.1** The AMS has a duty to represent a diverse student body with students from different faculties and backgrounds. Oftentimes, university issues divide students. Representational stances taken by the AMS should be the result of unquestionable support from the student body.

**2.2** Additions to AMS representational policy shall require one of the following:

a) A 2/3 vote of the total voting membership of Assembly, with the support of at least half of all Faculty Societies, rounding up to the next whole number.

- i. For the purposes of this policy, the Speaker shall not consider vacant seats part of the total voting membership.
- ii. The Speaker will declare a Faculty Society in support of a representational policy if a simple majority of the voting members representing that Faculty Society support the policy.

b) A 2/3 vote of the members of the Society in a binding referendum where turnout is at least 25%.

i. Any referendum question on representational policy shall conform with AMS policy and procedures on referendum, as laid out in the Constitution and Policy Manual 1.

**2.3** Where, in the course of a review of this document, policy is found to be out of date and no longer relevant the Speaker must notify Assembly in writing at the next meeting of the Assembly.

a) The policy in question will be removed at the meeting of Assembly following the notice.

b) Should any voting member of Assembly object to the removal of the policy, that member may raise a motion to retain the policy stance.

c) The motion to retain the policy stance shall require a simple majority of members present to pass.

d) Should the motion fail, the policy stance will be struck from this manual.

**2.4** The AMS shall only advocate or promote on behalf of students positions or stances which have been duly adopted according to the procedures of this policy manual.

a) Without limiting the generality of the foregoing, this shall include on social media; in media interviews; in meetings with administration, other student unions, or government; and through promotional campaigns

### **3. ANCILLARY FEES**

**3.1** Ancillary fees are a significant source of revenue for universities in Ontario and serve in part to offset decreases in government funding. While many of these fee increases have been necessary, they represent another hindrance to accessibility and unlike tuition fees, most ~~they~~ are not tax deductible. Revenue collected through ancillary fees should not be used to replace funding from the University operating budget, as this would be tantamount to an increase in tuition and would divert badly needed funding from university student services.

It is the position of the AMS Assembly that:

- In order to protect students from a back door method of fee deregulation, the Ontario Government should continue to require all post-secondary institutions to have student-approved ancillary fee protocols (see AMS Student Fee Policy).
- The University must not use ancillary fees to replace existing funding from the operating budget.
- When an increase in ancillary fees is proposed, the University should commit to at least match the increase out of the University operating budget.

### **4. DESIGNATION OF DECEMBER 6<sup>th</sup>**

**4.1** The AMS is committed to being a non-discriminatory organization. Concerned by issues of violence against women, the AMS supports the designation of December 6<sup>th</sup> as a date to remember the killing of fourteen women at Ecole Polytechnique on December 6<sup>th</sup>, 1989, and to reflect on issues that relate to violence against women, both in our community, nationally and globally.

It is the position of the AMS Assembly that:

- December 6<sup>th</sup> continue to be a designated day of remembrance at Queen's University.
- December 6<sup>th</sup> continue to be appropriately observed by the cancellation of classes, exams and other academic commitments.

### **5. SEXUAL ASSAULT ON CAMPUS**

**5.1** The AMS is committed to ensuring that students are able to engage in a safe environment that promotes learning and a sense of community. Concerned by issues of sexual assault on campus, the AMS stands in solidarity with survivors of sexual assault.

### **6. KEY PERFORMANCE INDICATORS**

**6.1** The AMS acknowledges the need for key performance indicators (KPI) both by the province and by individual institutions. KPIs are a valuable tool for assessing institutional quality, performance and development. However, the current Provincial indicators do not adequately assess the undergraduate experience at Ontario universities.

It is the position of the AMS Assembly that:

- The current KPI system is overly simplistic and must be revisited by the Province.
- KPIs must reflect the individual institutional mandate and mission of each university.
- KPIs must take into account the number of students in professional programs, as these students tend to skew the statistical indicators.
- Separate KPIs should be conducted by both the institutions and by the province, both to be published annually.
- KPIs should be developed as both quantitative and qualitative indicators in consultation with university stakeholders

- Indicators should include a broader range of data, including surveys of student satisfaction
- KPIs should consider the quality of on campus student services and the broader learning environment, as well as the academic strength of a university.

## **7. PRIVATIZATION**

**7.1** Education is one of the key pillars of our society and, as such, must remain under the auspices of government. Our universities create growth and opportunity for all of Ontario's citizens whether they choose to participate or not, and thus it is essential that universities remain part of the public sphere. The AMS supports our current system of publicly funded, autonomously governed universities and believes that this system should remain unchanged. The AMS believes that there is room to privatise specific programs of study (i.e. the MBA program at Queen's), however this should only occur within very narrow parameters.

It is the position of the AMS Assembly that:

- The Ontario government must continue to support publicly funded, autonomously governed universities.
- Students should be able to choose from a variety of universities with unique philosophies and areas of strength
- There should be no creation of private universities in the Province of Ontario.
- Universities must maintain the right to decide for themselves whether or not to privatise specific programs.
- To preserve the integrity of a degree in Ontario, only universities should be permitted to grant degrees to students in the province.

## **8. QUALITY OF EDUCATION**

**8.1** One of the most reliable indicators of a nation's leadership is the strength of its universities and colleges. Possessing world-class institutions provides a nation with strong, active citizens who strengthen its ability to participate in a global economy. As a result, the Provincial and Federal governments have a responsibility to ensure Canada's post-secondary education system remains of the highest quality.

It is the position of the AMS Assembly that:

- The Ontario government commit to improving the quality of our post-secondary education system.
- The Ontario government target funding toward increasing the number of university faculty, both to increase the number of courses offered and to reduce student-faculty ratios
- The Ontario government increase funding at a stable level to allow for planning to enhance quality.
- The Ontario government designate funding for instructional support programs, such as our Centre for Teaching and Learning.
- The Ontario government include quality improvement in all future multi-year accountability agreements.
- The Ontario government recognize and correct the fact that teaching is underemphasized at institutions across Ontario.
- The Ontario government mandate all new instructors, who will be teaching or leading students for any length of time, to complete a formal system of instruction in teaching, in consultation with university instructional support programs.

**8.2** A Queen's University undergraduate education should consist of scholarship, innovation and dedication in an environment which blends academic excellence alongside extra-curricular pursuits within a residential community.

Queen's should remain committed to maintaining this unique emphasis on an extensive, diverse undergraduate education.

It is the position of the AMS Assembly that:

- Queen's University must maintain its commitment to academic integrity and freedom within the institution and to ensuring that instruction remains autonomous and free from intervention from external influences.
- Queen's University must seek to enhance opportunities to utilize its broader learning environment to nurture the life and leadership skills necessary to prepare graduates for roles as citizens and leaders of a sustainable, global society
- Queen's University must continue to develop well-rounded and fully engaged students through the use of innovative teaching techniques such as inquiry-based learning, team based learning, and community service learning.
- Queen's University should continue to recruit and admit well-rounded students with diverse experience, as well as those who have demonstrated academic excellence.
- Queen's University must continue its commitment to, and increase its support of, an engaging and diverse learning environment, including ensuring that diverse subject matter is available to students and that innovative technology is used to enhance learning.
- Queen's University must maintain its commitment to innovative and highly developed pedagogy and must adequately support the work of the Centre for Teaching and Learning within the Queen's Community.
- Queen's University must, in faculty recruitment, hiring, promotion and tenure decisions place equal emphasis on proficiency in both teaching and research.
- Queen's University mandate all new instructors, who will be teaching or leading students for any length of time, to complete a formal system of instruction in teaching, in consultation with the Centre for Teaching and Learning
- Queen's University must commit to reducing the current student-faculty ratio and must set hard goals for this initiative
- Queens' University must ensure that all instructors are fluent in English

**8.3** The AMS recognizes that Teaching Assistants (TAs) play an integral role in the provision of undergraduate education. As enrollment and student-faculty ratios continue to increase, the responsibilities of TAs in undergraduate courses are growing. Considering the importance of the TA's role it is essential that they are selected and trained in accordance with practices designed to ensure they are able to contribute positively to undergraduate education.

It is the position of the AMS Assembly that:

- TAs must receive mandatory introductory training. Ongoing, readily available access to support and resources from both their departments and the Centre for Teaching And Learning must also be available to assist TAs in improving their marking and instructional techniques.
- TAs must be fluent in English. It is the responsibility of the University to ensure that such language instruction is easily available to TAs and to encourage them to pursue such instruction.
- Departments should develop and utilize evaluation mechanisms to ensure their TAs are providing undergraduates with satisfactory levels of instruction. Policies should be developed by each department detailing the maximum responsibility a TA may bear in terms of determining an undergraduate's final grade through their evaluation of course work and examinations.
- TAs will not privately tutor, for profit, any student in a class in which they serve as a teaching assistant.
- Academic units must adhere to all Senate policy on TAs, including fulfilling their duty to provide 3 hours of mandatory TA training and to complete the required TA contracts.

**8.4** A high quality and well maintained infrastructure is essential to ensuring the institutional quality of Queen's University. According to the 2006 report of the Auditor General of Ontario, the backlog of deferred maintenance in

Ontario post-secondary institutions is estimated at about \$1.6 billion. The AMS is concerned that increasing costs of deferred maintenance will soon compromise our institution's ability to fulfill its obligation to provide a safe, healthy and accessible living and learning environment for its student, faculty and staff.

It is the position of the AMS Assembly that:

- The university must begin a program of infrastructural renewal in order to ensure a safe and accessible university environment.
- The provincial government must show leadership in tackling this issue.
- The provincial government must negotiate with Ontario post-secondary institutions to find the required funding to meet the challenge of deferred maintenance.

**8.5** It is the role of faculty to deliver high quality education and this role shall not be restricted to excellence in research but must embrace the principle of teaching excellence.

It is the position of the AMS Assembly that:

- Faculty must commit to excellence in teaching and research, and to broadly improving the learning environment of Queen's University.

## **9. STUDENT EVALUATION OF TEACHING**

**9.1** The AMS recognizes the importance of developing a strong teaching and learning environment. As the main beneficiaries of quality teaching, students are in a strong place to evaluate the effectiveness of classroom pedagogy. Student evaluations of professors are among the most effective methods of gathering feedback on teaching ability. The release of evaluation forms is essential for accountability and to ensure students are equipped to make educated choices in the course selection process.

It is the position of the AMS Assembly that:

- It is of the utmost importance that students continue to be involved in the evaluation of their classroom instructors and the effectiveness of their pedagogy.
- In order to foster accountability for the effectiveness of instruction in the institutions, there must be a semi-annual release of USAT results to the student body.
- The USAT release protocol should be immediately amended so that results are released by default and professors must apply to opt-out
- Professors have the right to withhold USAT results in certain circumstances, but the rationale for withholding this information must be approved through an established process.

## **10. STUDENT FINANCIAL AID**

**10.1** The Province of Ontario must commit to making post-secondary education (PSE) universally accessible to all academically qualified students irrespective of their socio-economic status. Accessibility is something which must not end upon admission but rather must be extended to considerations of reasonable debt levels and fair debt repayment schemes. The province must recognize that a strong financial aid system is critical to ensuring this accessibility. As tuition and cost of living continue to increase dramatically more and more students are bearing a greater portion of the cost of university. It is essential that Ontario possesses a comprehensive aid assessment formula, adequate funding to meet each student's assessed need, and a plan to support students who are graduating with increasingly dangerous debt loads.

It is the position of the AMS Assembly that:

- The Ministry of Training, Colleges and Universities should fully harmonize the system of loans under the Ontario Student Assistance Program (OSAP). In harmonizing these two systems the government should select aspects of each system that are most equitable to students.
- The financial aid system must provide accountability and transparency to the public
- The financial aid system must be designed to maximize student ease-of-use while minimizing operating cost
- Financial aid should be available to all students in need and should be distributed primarily on the basis of need
- The financial aid system should incorporate some flexibility to address individual circumstances
- The financial aid system should provide enough funding to cover all reasonable education costs.
- OSAP loans must accurately reflect the actual cost of an education and cost of living.
- The financial aid system should provide a predictable amount of assistance to students
- Non-repayable forms of financial aid must compose a significant portion of the student aid package
- The financial aid system must provide additional assistance for those facing difficulty in repayment
- The provincial government must develop an accurate assessment formula for total student costs, taking into account regional costs of living
- The provincial government should allow an exemption of a small amount of savings in the OSAP need assessment, to allow for emergencies, cash shortfalls, and to promote prudent financial planning and saving
- The provincial government should allow students to earn income up to the amount of their unmet need before their OSAP is clawed back.
- OSAP should provide an adequate appeals process for student who do not receive OSAP due to qualification policies.
- The provincial government must provide targeted non-repayable financial assistance to students from under-represented groups
- The provincial government must not implement an income-contingent loan repayment plan in Ontario
- Graduates must not be required to begin repayment, nor should interest accrue, until their income exceeds an acceptable debt-to-earnings ratio
- The provincial government should lower the interest rate applied on student loans to prime minus one
- The Bankruptcy and Insolvency Act must be amended to treat student debt like all other types of consumer debt, rather than singling out students and preventing them from declaring bankruptcy based on their debt.
- Part-time students must be eligible for OSAP
- Textbooks, software and computers, when purchased for educational purposes, should be exempt from sales tax
- High schools students must be adequately informed of financial aid opportunities upon acceptance to a post-secondary program.
- Minimum financial aid guarantees should be made to high school students, payable upon acceptance to a post-secondary program
- The government of Ontario must immediately increase the current loan maximums to levels that accurately reflect student need.
- The release of information to students regarding the specifics of the aid they will be receiving should occur by the end of October; and that students should be given an estimate of the levels of aid they will likely receive no later than the August prior to the commencement of the academic year.

**10.2** The AMS further acknowledges the roles and responsibilities that Queen's as an institution has to its students, both prospective and current, in the area of financial aid. The university must work to ensure the financial and psychological accessibility of the institution. This is critical to maintaining the high standards and competitiveness of Queen's.

It is the position of the AMS Assembly that:

- The Government of Ontario should be committed to student financial aid and be the primary source of aid for students within the province. Queen's University administration should remain committed to this principle and assist students in avoiding private debt.

- The Queen’s University Student Awards Office should continue to work to make the process of securing loans, both internally and externally, as easy and accessible as possible for students in financial need.
- Queen’s University must make incoming students aware of all institutional financial aid possibilities well before the deadline for acceptance.
- The Royal Bank of Canada/Queen’s Line of Credit should be offered at a low interest rate for a period similar to the interest-free period for OSAP. This interest-free period should extend through a medical student’s residency.
- A philosophy of a “needs-blind” admission process into Queen’s University is essential to ensuring that the best students are selected for attendance and should be utilized by Queen’s.
- The Student Awards Office of Queen’s University must continue to send available financial aid estimates along with offers of acceptance to prospective students and should introduce this initiative into all programs at Queen’s.
- Institutional financial aid funded by the provincial government must be available to all students in need, including those who do not receive OSAP.

## **11. STUDENT REPRESENTATION**

**11.1** Students are major stakeholders in the university community by virtue of their significant financial, academic and social contributions to the life of the institution. Students also bring a valuable and unique perspective to issues that affect the institution, and thus it is critical that they have a voice in the operations and affairs of the university.

It is the position of the AMS Assembly that:

- There must be undergraduate student representation on all University Committees.
- The relevant student governing body must be consulted to determine this representation.
- That the number of students on the Queen’s University Board of Trustees should increase to six (6) voting members.

## **12. STUDENT SERVICES**

**12.1** High quality student services are essential to the health, physical and mental, of all members of the Queen’s community. The institution has an obligation to provide high quality and well-maintained student services.

It is the position of the AMS Assembly that:

- There must be significant and meaningful student input and representation on the operations, administration and budget of Queen’s student services.

**12.2** Residences at Queen’s provide an essential aspect to the atmosphere of the university. With the majority of Queen’s students coming from outside Kingston, it is important for the university to maintain high quality and accessible residences.

It is the position of the AMS Assembly that:

- The University guarantees all incoming first year students a space in Queen’s Residences
- There must be regular consultation with students on all issues pertaining to residences. This consultation should normally be conducted through the Residence Society..

**12.3** The University has a responsibility to ensure high-quality, diverse, affordable food is available on-campus for students who live both on and off campus.

It is the position of the AMS Assembly that:

- Students are consulted regarding any food contract negotiations between the university and any third parties

**12.4** Insofar as academic performance is clearly linked to mental and physical health, ensuring accessibility to the highest quality health, counselling and disability services should rank as one of the most important aspects of on-campus student services.

It is the position of the AMS Assembly that:

- Health, Counselling and Disability Services (HCDS) receive adequate funding from the university to provide a high level of service to students at Queen's
- HCDS acquire sufficient space and additional staff to reduce wait times.
- HCDS undergo regular reviews to ensure it is providing the highest quality of service to students

### **13. TARGETED FUNDING**

**13.1** The last half-decade has seen the rise of the use of targeted funding initiatives by the province of Ontario to encourage program growth (i.e., EdTOP and MedTOP) or to direct specific funding towards areas of the university budget the government supports (i.e. ATOP, BigTOP). The AMS acknowledges the validity of these initiatives and their growing importance as a revenue source for institutions.

It is the position of the AMS Assembly that:

- Targeted funding initiatives must not limit, direct or interfere with institutions' academic goals.
- The acquisition of targeted funds must not be pursued by institutions solely for the purpose of replacing deficient Basic Operating Income.

### **14. UNIVERSITY FUNDING**

**14.1** The Alma Mater Society recognizes the role of the federal government, as the primary revenue collector, in adequately funding Canadian Post Secondary Education (PSE). The federal government has a responsibility to provide substantial funding to PSE through fiscal transfers to the provinces and through directed funding.

It is the position of the AMS Assembly that:

- The federal and provincial governments should develop a national consensus on education standards.
- The federal government shall work with the provinces to create a transfer mechanism which ensures targeted funding to post-secondary education.
- Federal funding for Universities should be increased.

**14.2** The provincial government must make post-secondary education a priority to ensure a strong future for all Ontarians. The AMS recognizes the constitutional jurisdiction of the provincial government over education and the direct responsibility it has to ensuring that Post Secondary Education is of the highest quality. The societal benefits of a strong post-secondary education system are dramatic. Citizens possessing a post-secondary education are more likely to vote, more likely to volunteer in their communities, and possess a larger average income.

It is the position of the AMS Assembly that:

- The provincial government must further increase funding to Ontario universities to at least the national per capita average-The provincial government should not increase tuition by more than the rate of the Ontario University Non Salaried Price Index, as determined annually by the Ministry of Training, Colleges and Universities (MTCU).
- The provincial government must pay for a minimum of seventy percent of the operating costs of universities to be guaranteed by an act of the provincial legislature
- Targeted funding initiatives must not limit, direct or interfere with institutions' academic goals

## 15. TUITION

**15.1** The AMS recognizes the important role tuition plays in efforts to improve the quality and accessibility of post secondary education. The federal and provincial governments, as well as students, share the responsibility for covering the operating costs of post secondary institutions. The AMS acknowledges the intrinsic benefits to the individual recipients of post secondary education, and the social and economic benefits to society and therefore recognizes the role of government regulation to ensure a reasonable cost-sharing model provides an accessible post-secondary education to all willing and qualified students.

It is the position of the AMS Assembly that:

- The university must ensure that tuition levels do not exceed students' ability to pay in terms of immediate resources and in long-term debt repayment
- The provincial government fund a minimum of seventy percent of the operating costs of universities. Students must also be accountable for a fair share of operating costs, which must not exceed thirty percent.
- The Government of Ontario must continue to regulate all programs in order to fulfill its duty of ensuring tuition predictability and the accessibility of the system.
- Tuition should not be used to subsidize other university operations
- The university should not use international students as 'cash cows' to create an influx of money that is not warranted by actual financial needs to educate said student.
- Due to increasing participation levels expected in future years, the provincial government should engage university stakeholders in a discussion of cost-recovery models with the aim of examining the future of the tuition model in Ontario.

**15.2** The issue of deregulation or locally set tuition has been a contentious one for some time. The AMS is concerned by the accumulation of research suggesting deregulation is a serious barrier to accessibility, specifically for middle-class students. In the event of deregulation, effective communication between students and administrators must be of the highest priority.

In the event of deregulation, it is the position of the AMS that:

- The administration of Queen's University should engage students and faculty in a continuing dialogue regarding locally controlled tuition increases. The Dean responsible for the deregulated programs which must make annual presentations explaining proposed future tuition levels, the rationale behind the proposed tuition, the projected investment of funds accrued from proposed tuition and other such issues as the respective faculty society deems pertinent
- The deregulated faculties should set binding tuition ranges four years in advance, with specific tuition levels being approved in the academic year prior to establishment. Should an extreme situation arise in which a faculty's administration believes there is a need to exceed the upper bound of a previously set tuition range, student approval must be obtained.
- The Province of Ontario should not re-regulate currently deregulated programs and undo tuition increases without supplying sufficient funding to ensure there is no decrease in the quality of education. However, restored funding should not allow schools that deregulate programs more drastically than others, to be rewarded by receiving higher funds.

## 16. ACADEMIC INTEGRITY

**16.1** It is the responsibility of the university to promote the core tenets of academic integrity, defined as "as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility." The AMS also recognizes the responsibility of students to educate themselves about academic integrity

and to respect the fundamental values of academic integrity. It is important that all stakeholders join forces to promote the benefits of contributing positively to one's academic community.

It is the position of the AMS Assembly that:

- An open dialogue between instructors and students should be maintained on campus about the importance of academic integrity and the necessity of correct citation in order to continue the learning process.
- All faculties should adopt the philosophy of academic integrity as a replacement for the old ideas of academic dishonesty. This change should be reflected in policy.
- All faculties should develop a comprehensive education plan, including a practical document aimed at educating students
- The academic discipline process must be fair and equitable. A mechanism must be in place to ensure sanctions are applied with consistency, while still maintaining flexibility for professors to choose an appropriate sanction.
- The rules of academic integrity should apply equally to all members of the Queen's community. Faculty should not be held to a lower standard than students.

**16.2** As a reputable institution of higher learning, the university has the responsibility to promote and protect the academic integrity of its staff and students. The AMS is not opposed to the use of programs that assist instructors in detecting plagiarism, provided they are implemented properly.

It is the position of the AMS Assembly that:

- Under no circumstances should a student be required to prove the originality of his or her work.
- The University must continue to work with the Academic Integrity Advisor in the Office of the Vice Principal (Academic) to develop pervasive, long-term solutions to academic dishonesty and to continue to discuss alternatives to curb plagiarism.
- If plagiarism detection programs are used within the University, there must be consultation by the University with the undergraduate student body, the AMS, and the faculty societies.
- Instructors and students should both be educated about the purpose of turnitin.com as a text-matching software, and not as a stand-alone system of detecting plagiarism.
- Educational efforts should be led by the Office of Academic Integrity and some form of mandatory training must be completed by professors wishing to use turnitin.com in their courses.
- Instructors should be required to include on course outlines if they intend to use turnitin.com during a course and that the student's work will become part of the turnitin.com database.
- In an effort to promoting academic integrity and to educate students about proper citation methods, if a course is using turnitin.com, students must always have the opportunity to submit a rough draft of their work to turnitin.com, and to view the resulting report, before the final draft is submitted for grading.
- Students must have the right to access their own originality reports.
- Students must have the right to request their work not be included in the turnitin.com database.
- Students should have the right to request their work not be submitted through turnitin.com.
- Turnitin.com should be available outside of the classroom for use to all students as an academic resource and learning tool.

## **17. "CRAM COURSES"**

**17.1** The Alma Mater Society recognises that there is a market for "cram courses" on campus, and as such, students have demonstrated a desire to enrol in them. It must be ensured that students understand the origin of the courses, and that these organizations are treated equally to any other for-profit group.

It is the position of the AMS Assembly that:

- The University explore why there is such a market for these courses.
- These groups be treated as all other for-profit groups on campus.
- These groups must explicitly state that they are not a Queen's service.

## **18. LEGAL DRINKING AGE**

**18.1** Since the removal of Grade 13 in Ontario, the average age of first year university students has decreased dramatically. Because a large part of university social activity takes place in licensed areas, younger students are now barred from participating, thus creating an unnecessary rift among the student population.

It is the position of AMS Assembly that:

- The provincial government lower the legal drinking age in the province to 18.
- That the University administration should work with the AMS and other universities to lobby the government adjust the legal drinking age of Ontario to 18.

## **19. ORIENTATION WEEK**

**19.1** The fundamental principle behind Queen's Orientation Week is that decision making power and control over the execution of Orientation Week is the responsibility of students, and this underlying principle should never change.

It is the position of the AMS Assembly that:

- Orientation Week must continue to run in a student lead and executed manner.
- Faculty Societies should retain ownership of their own orientation programming.

**19.2** Faculty Societies shall have sole jurisdiction over the composition of the hiring panels for all of their Orientation Week positions. However, at the discretion of each Faculty Society, a Dean or Dean's designate may be invited to sit on the hiring panel.

## **20. NON-ACADEMIC DISCIPLINE**

**20.1** Queen's is unique in its commitment to a student-run non-academic discipline system. The administration must continue to recognize the benefits of this system and continue to support it.

It is the position of the AMS Assembly that:

- The administration should state, in writing, its rejection of the notion of 'in loco parentis'
- All matters of non-academic discipline should remain in the hands of students.

## **21. INTERNATIONAL STUDENTS**

**21.1** As the University moves towards promoting and increasing diversity on campus, issues affecting international students must become more of a focus. With a stronger emphasis on supporting international students, the University will be more likely to recruit the best students from around the world.

It is the position of the AMS Assembly that:

- The deregulation of international student fees should not be used as a means for profit by the University, and should simply reflect the cost of attending University.
- The University should work in conjunction with the provincial and federal governments to develop additional bursary and scholarship opportunities for international students.
- The University should increase its international student support network to create a more welcoming atmosphere. This should include strengthening programs such as English as a Second Language (ESL), academic counseling, and culture shock workshops.
- All exchange students must have the opportunity to be paired with a buddy who has sufficient experience living in Canada and attending Queen's

## **22. COMMITMENT TO UNDERGRADUATE EDUCATION**

**22.1** Strong undergraduate programs have long been a strategic strength of Queen's University. Given recent pressure to expand graduate education, it is extremely important that the administration work to preserve and enhance the quality of undergraduate programs as well.

It is the position of the AMS Assembly that:

- The administration should remain committed to undergraduate studies and that resources are not taken from these programs to fund graduate studies.

## **23. REVIEW OF REPRESENTATION POLICY**

**23.1** It shall be incumbent upon the AMS Executive to review this policy in its entirety at least every two years.

## **24. COMMITMENT TO UNDERGRADUATE LIVING SPACE**

**24.1** Quality residence living experience has long been a strength of Queen's University. Given the recent oversubscription on campus, pressure to utilize common areas and programming space in residence buildings for use as bookable classrooms and workspace for Teaching Assistants & graduate students has mounted. These spaces are partially paid for by students' non-tuition related ancillary fees, and must remain available for the Main Campus Residents' Council to coordinate optional programming in residence to enhance the student living experience. The administration must work to find alternate solutions for space issues on campus that do not involve an integration of student living space into academic space. It is the position of the AMS Assembly that:

The administration should remain committed to keeping classroom learning and TA instruction separate from student residence living space. Space in residence buildings should never be a part of the timetabling inventory, and should not be available for booking by instructors for scheduled academic courses.

## **25. TECHNOLOGY AND VIRTUALIZATION IN THE CLASSROOM**

**25.1** The AMS recognizes that emerging learning technologies may serve to significantly augment and enhance teaching and learning in undergraduate education. In particular, the AMS recognizes the value of virtualization in the form of lecture capture and believes it should be embraced and utilized under suitable and well-defined conditions as a valuable and useful delivery mechanism for education. The Lecture Capture System consists of an audio or audio-video stream recording of lectures, often accompanied by PowerPoint Slides or other electronic documents. Lecture recordings can be posted and subsequently viewed by students at their leisure where they are able to pause, rewind, and fast forward recordings.

It is the position of the AMS Assembly that:

- The introduction of virtualization should be designed solely to enhance learning and educational access and not as a cost-cutting measure.
- The implementation of virtualization should be based on the suitability of the particular course and guidelines should be developed for these determinations.
- Virtualization should not be introduced uniformly but rather on a course by course basis within departments. Assessments should be approved by department heads with appropriate consultation.
- Where modes of virtualization have been introduced in the classroom the university should establish key performance indicators to assess the effectiveness and viability of these measures. These indicators could include mark distributions, student exit surveys and attendance. Each department should annually review and report on this data for a period of three years after implementation.
- Virtual learning shall be accessible to all students enrolled in a course where it is offered. Efforts need to be taken to ensure necessary resources such as computers are available in sufficient supply to access on campus as well as considerate of varied learning and physical abilities.
- The Supplementary/Hybrid Model of Lecture Capture, where lectures are recorded while courses proceed in a traditional manner so that they can be subsequently accessed by students online, should be offered where possible.
- The Course Redesign Model of Lecture Capture, where courses are comprised of pre-recorded lectures in place of traditional classes, in conjunction with small group face-to-face learning, should be carefully planned and incorporate effective face-to-face interaction, as well as a well-developed contingency plan and consistent review of key performance indicators.
- The Replacement Model of Lecture Capture, where courses are taught solely through online lectures, can be used to enhance the accessibility of post-secondary education. However, mandatory courses should not be exclusively offered in the Replacement Model, students should have the option to take mandatory courses in an alternate form.
- The University should explore alternative modes of virtualization in the delivery of education to promote active engagement. Alternative modes could include the instantaneous response system, also known as clickers, and virtual learning environments, such as Moodle.
- The Centre for Teaching and Learning should be consulted throughout the planning and implementation process of any form of virtualization.

## **26. COOPERATIVE EDUCATION**

**26.1** The AMS recognizes the significant value in the University providing contextual learning wherein classroom-based education is combined with practical work experience or experiential learning opportunities. There can be many different forms of co-operative education including formal programs such as 4-month co-operative placements or longer 12-16 month internships. Also, there are less structured and integrated forms of co-operative education, such as fourth-year design projects and community research projects.

It is the position of the AMS Assembly that:

- Each work situation should be approved by designated program coordinators at the relevant University level, working closely with employers to develop suitable learning grounds.
- The co-operative student should be provided with genuine work experience rather than mere opportunities to observe.
- A student's co-operative employer and/or course coordinator should be involved in evaluating the co-operative student's job performance.

- Programs should have well-defined goals, and should establish strong communication between employers, program organizers and students to ensure educational goals are met and the workload on all parties is reasonable.
- The University should explore opportunities for experience-based education in theory-based programs which are not traditionally considered for a co-operative learning component.
- The university should regularly gather student and employer feedback to continuously evaluate and re-evaluate co-operative programs for future implementation.
- Where cooperative placements require additional fees, targeted financial support from the University should be made available for those students.

## **27. FRATERNITIES AND SORORITIES**

**27.1** The Society opposes the presence within the Queen’s University community of fraternities and sororities, typically defined as externally affiliated organizations that are exclusive in membership and have secret oaths or pledges. It regards fraternities/sororities as contrary to the spirit and letter of the AMS Operating Statement, specifically Sections #1 and #3, which reads:

1. The AMS shall strive to be non-racist, non-sexist, non-homophobic and *otherwise inclusive and non-discriminatory*;
3. The AMS and its representatives shall act in an accountable manner and *be accessible to all of its membership*;

The Society acknowledges the right of students to enjoy membership in organizations off campus of their own choosing. However, in full adherence to the AMS Operating Statement, no fraternity/sorority, as defined above, shall be recognized by the Society or the University or be affiliated with either. No such organization shall be eligible to receive or otherwise access any of the Society’s resources including, but not limited to, funding and the use of University facilities/campus space for meetings and publicity. No such organization shall be permitted to conduct any form of recruitment effort on campus or to utilize any Queen’s University or AMS resources for this purpose.

It is the position of the Society that the entire student body in effect constitutes a single community in and of itself. Where students choose to define themselves in subsets of that community, it is based on participation in academic, athletic and extracurricular pursuits within the tradition of the Queen’s University experience, rather than within external organizations that are exclusionary in membership. The Society holds that fraternities ultimately create subcultures that are not only unaccountable to the University or the AMS but that develop values that are frequently contrary to the Queen’s spirit and tradition. The Society recognizes that fraternities inherently enforce a gender binary that is not congruent with the Society’s values. Such values risk bringing significant reputational damage to the University, fragmenting the student community, potentially diminishing the perceived value of a Queen’s University degree. Further, the Society believes that the existence of fraternities and sororities in the community would detract from efforts to establish a positive relationship between Queen’s University and the City of Kingston.

The Society holds that the student extracurricular university experience should at a fundamental level engender loyalty to the University itself and thus support the development and maintenance of an active, engaged alumni community to support the University and to which Society members will eventually belong.

## **28. ENROLMENT**

**28.1** Enrolment increase at Queen’s should not be allowed to compromise the integrity of student life, financial sustainability, academics, or the relationship between the Queen’s and Kingston communities. Any enrolment plan must properly account for the impact expanded student body will have on all areas of the aforementioned, and cannot be permitted to infringe upon the quality of the university experience at Queen’s.

It is the position of the AMS Assembly that:

- Queen's University should remain a mid-sized institution
- Queen's should continue to ensure it provides a superb broader learning environment for its students
- Queen's has an obligation to ensure students have easy access to quality support services
- Queen's should strive to increase and support diversity in its student body
- Queen's should rely on predictable, consistent, and stable revenue streams to support its Operating Budget
- A substantial portion of the university Operating Budget should continue to fund student learning and support services
- The Provincial Funding Formula should be in tune with the needs of Ontarians and the path ahead for the post-secondary sector
- Queen's should offer a first-rate classroom experience to all students
- Queen's should endeavour to maintain its high admissions standards across all programs
- The relationship between Queen's and the Kingston community is an integral element of the university's identity
- Students require livable and affordable upper-year housing
- A substantial portion of beds in the Queen's residence system should be reserved for upper-year students
- Queen's should implement an enrolment strategy that promotes growth through distance and credential courses that do not pose a threat to the university's core programs and residential campus
- Queen's should look into opportunities for partnership with other institutions in an effort to reduce costs
- Where possible, Queen's should investigate the possibility of implementing a class size cap for lower- and upper-year courses in different programs
- Queen's should continue to expand its recruiting efforts in an effort to better include students from historically underrepresented groups
- Queen's should investigate the possibility of hiring teaching-focused faculty in an effort to ensure all students have the opportunity to engage in meaningful contact with their instructors.

## **29. INNOVATION AND ENTREPRENEURSHIP**

**29.1** Promoting active participation in innovation and entrepreneurship at Queen's serves to support the academic mission of the University and enhance student life. As the University works towards the development of an entrepreneurial community on campus, it is the position of the AMS Assembly that:

- Queen's University should strive to foster a holistic, campus-wide culture of innovation;
- The University's approach to innovation should be student-driven;
- Student initiatives demonstrating innovation and entrepreneurship should be recognized for their innovative activity and be supported accordingly;
- The University's approach to innovation should involve the regular evaluation of its programs and services;
- A commitment to innovation should be integrated into the University's mission, visioning documents, communications strategy, and metrics for success;
- Queen's should work to mitigate the culture of risk aversion on campus in an effort to increase the number of students participating in entrepreneurial endeavours;
- The University's innovation strategy should see student involvement and consultation at every point;

- Support services for entrepreneurs, including but not limited to: mentorship, seminars, speaker series', and space, should be extended to students demonstrating innovation and entrepreneurship in student-run services, on-campus entrepreneurship organizations, and entrepreneurial on-campus clubs;
- Queen's should ensure its innovative initiatives are rooted in the broader context of the Kingston community;
- Where possible, the University should enable the involvement and participation of individuals external to the Queen's community in the events and programming it offers;
- Queen's should incorporate a retention strategy, in consultation with the City of Kingston, as a component of its innovation strategy in an effort to better integrate the University with the municipality;
- All Queen's students should have equal access to opportunities promoting the exploration of innovation and entrepreneurship on campus;
- The University's approach to entrepreneurship should be interdisciplinary in nature;
- The University should provide opportunities for innovation and entrepreneurship at the curricular level;
- Queen's should actively incentivize innovation in teaching and learning;
- Queen's should make funding available to support the entrepreneurial mission of the University;
- A holistic approach to innovation should include designated and purpose-built incubator space on campus;
- Entrepreneurs should have easy access to regular and relevant mentorship;
- Queen's should work to enhance and expand the availability of legal, consulting, and accounting services, provided by students studying in these fields, to entrepreneurs; and,
- The University should make space available for events that aim to bring the entrepreneurial community together.

### **30. TANNING BEDS**

**30.1** As the University moves towards increased vigilance with regards to long-term health risks to students, issues surrounding these health risks being available on campus are increasingly concerning. The International Agency for Research on Cancer has announced that tanning beds are now classified as a carcinogen and has validated the overwhelming evidence collected that cutaneous melanoma risk increases by 75% when their use starts before age 30. Therefore the presence of tanning beds on campus would endanger the health of students by conveying that the University condones this activity.

It is the position of the AMS Assembly that there shall be no presence of tanning beds on campus, including but not limited to on campus businesses.

### **31. BROADER LEARNING ENVIRONMENT**

**31.1** The broader learning environment constitutes a defining element of the Queen's experience, providing students with avenues to engage with a multitude of co-curricular initiatives and assume genuine autonomy and responsibility in University governance, programming, and service provision. In recognizing the above, it is the position of the AMS Assembly that:

- The Queen's experience is substantially enriched by affording students opportunities for engagement with an active and diverse broader learning environment.
- The broader learning environment provides a variety of avenues for experiential learning, adding value to a Queen's degree.

- Queen's unique broader learning environment constitutes a competitive advantage for the University.
- The level of autonomy and responsibility afforded to Queen's students in the offering of services and programming is an essential component of the broader learning environment.
- Certain student-oriented programming and services are often more effective in meeting the needs of students if they are student-run.
- Harm reduction is central to the mandate of many student-run services and initiatives.
- The Broader Learning Environment requires sufficient dedicated space in order to thrive.
- Student-run services are fundamentally different in mandate and impact than services designed to generate a profit or dividend through their operations.
- The extra- and co-curricular opportunities available on campus should receive official recognition from the University as venues for experiential learning and student engagement.
- The University should investigate the possibility of developing courses that attribute academic credit to extra-curricular experiences.
- The University, in conjunction with the Queen's University Faculty Association, should look to revise the definition of University Service in the Collective Bargaining Agreement to include involvement in select student organizations.
- The Audit and Risk Committee of the Board of Trustees should endeavour to make decisions in recognition of the institutional risk associated with compromising the broader learning environment.
- The University should endeavor to offer services that do not directly compete with those offered by students.
- The Audit and Risk Committee of the Board of Trustees should recognize the relationship between the management of risk to student health and safety and the adoption of a philosophy of harm reduction.
- Student life should fall under the mandate of a Vice-Principal Student Experience.
- Accountability mechanisms should be established to ensure that students have adequate recourse in evaluating the performance of the Office of Student Affairs or any subsequent iteration.
- Student representation on committees and Boards should reflect the large investment students make into the cost of their education.
- The Office of Advancement should seek out opportunities to establish partnerships with student groups in recognition of the essential role that the broader learning environment plays in developing a relationship between the University and its future alumni.
- The University and Faculties should develop agreements with students groups surrounding the provision of designated student life space on campus.

- The student service space in the Student Life Centre should be charged rent at a different rate than commercial and university exclusive ancillary space in recognition of the difference in mandate