



# 2013 Orientation Week Report to the Senate

Prepared by

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## **INTRODUCTION**

The Senate Orientation Activities Review Board (SOARB) has the responsibility and the authority to ensure that the planning, organization and conduct of Queen's Orientation adheres to Senate Orientation policies and objectives<sup>1</sup> (see Appendix I for Senate approved Orientation Week goals).

Orientation Week partners and their responsibilities are listed below:

- Senate approves Orientation Week policy.
- SOARB recommends Orientation Week policy for Senate approval, approves procedures and practices developed by Faculties/Schools to implement Senate policies, and monitors and reports on how policies and procedures are carried out during Orientation Week.
- Student-led Orientation Week Committees are responsible for developing Orientation Week procedures and practices for SOARB approval.
- Faculty/School Deans or designates are instrumental members of student-led Faculty/School Orientation Committees. Deans or designates sign-off on Orientation Week procedures, practices and activities planned by student leaders.
- Faculty/School Society Presidents and Orientation Week Committee leaders plan and execute approved procedure, practices and activities.

The Associate Vice-Provost and Dean of Student Affairs is the university official who holds overall responsibility for Orientation Week.

## **PURPOSE OF REPORT**

The purpose of this report is to highlight Orientation Week strengths and to build on opportunities for improvement. Essential to this report are recommendations to the University, Faculty Deans or designates, Society Presidents and/or Orientation Committees submitted to the Senate for endorsement. Separate, more detailed, letters are also sent to each Faculty/School, focusing on areas of interest specific to them.

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<sup>1</sup> SOARB Mandate, available at: <http://www.queensu.ca/secretariat/senate/committees/soarb.html>

## SOURCES OF REPORT DATA

Three sources of information have contributed to this report: (a) direct observation of activities by SOARB members; (b) feedback on activities observed and reported by campus community members (students, faculty and staff); and, (c) results of a first-year Orientation and Transition survey administered to the incoming class in the final two weeks of November.

## ORIENTATION WEEK SURVEY

Every year, a first year orientation and transition survey is sent to all incoming students. This year, the survey was in the field from November 15 – December 5, 2013. Of the total 4101 first year students sent the survey, 1503 (37%) responded. The survey completion rate among the respondents was 73%. Among the respondents,

- 93% completed high school in Canada (85% from Ontario)
- 96% are English first-language speakers
- 14% are first generation (first in family to attend post-secondary)
- 2% identify as Aboriginal
- 20% identify as members of a racialized ('visible minority') group
- 65% identify as female, 34% male and 1% transgender
- 3% identify as bisexual, 2% gay or lesbian, 90% heterosexual, 3% questioning, 2% not specified/other
- 8% reported being a person with a disability
- 50% were enrolled in Arts and Science, 21% Engineering and Applied Science, 13% Commerce, 7% Concurrent Education, 3% Computing, 3% Kinesiology/Health Studies, 3% Nursing, 1% Music
- 94% live on campus in Residence and 6% live off campus

## ORIENTATION WEEK STRENGTHS AND OPPORTUNITIES

In this section, general Orientation Week strengths as well as opportunities for improvements are highlighted. The areas for improvement are listed in thematic categories, with a synopsis of the issue and a recommendation for change.

### Overall Outcome

Overall, Orientation Week was executed successfully, with overwhelmingly positive outcomes across orientation group events and activities. That being said, there were, this year, several accounts by students, SOARB observers, campus partners and community members of hazing activities and behaviours. The following general observations were reported:

- A tremendous level of volunteerism and commitment by students.
- Extensive support by faculty and staff to coordinate and execute events.
- Student leadership in responding to the challenge of meeting academic as well as social goals more effectively, with several new activities initiated
- A number of activities and behaviours, typically between actual events, that appeared to be intimidating, humiliating and distressing for students

### Level of Participation and Most Useful/Least Helpful Aspects

Survey results indicate the following:

- The majority of students attended most if not all activities planned
- 85% of students reported feeling somewhat to very prepared for the first day of classes after orientation
- The most useful aspects reported were the ability to establish social networks and build relationships to help transition to the university
- The least helpful aspects reported were feelings of intimidation, some sense of over-programming and some feeling of duplication in messaging, especially with many assembly-style gatherings
- 35% of students felt the Week was very or extremely demanding and another 45% felt it was somewhat demanding
- 73% felt the length of Orientation Week was just right, 11% felt it was too short and 16% felt it was too long.

### Effectiveness in Achieving Orientation Week Goals

When students were asked to comment on the extent to which they felt activities met the five overarching Orientation Week (OW) goals,

- 88% agreed or strongly agreed that OW helped them to feel welcome at Queen's.
- 78% agreed or strongly agreed that OW helped facilitated their smooth transition to university.
- 84% agreed or strongly agreed that OW helped them to feel like they were joining a strong and inclusive community of students.
- 80% agreed or strongly agreed that OW helped them to feel comfortable in their new social, academic and living environments.
- 72% agreed or strongly agreed that OW helped provide them with a solid foundation for a successful university experience.

While these numbers hover between 72% and 88%, it is important to note that many students responded neutrally, and only between 3% and 7% said they disagreed or strongly disagreed across the five goals.

### Positive Experiences

The majority of student respondents reported very positive experiences as a result of participating in Orientation Week:

- 87% said they were given information about how to stay safe on and off campus
- 86% said they were invited to participate in activities to improve group bonding
- 85% said they were given the opportunity to chat with an orientation or group leaders about any of their questions or concerns about university life
- 81% said they were taught the positive history and spirit of the university
- 64% said they were reminded about the student code of conduct

*Note: Each percentage point represents 15 students*

## Negative Experiences

Despite some very positive experiences, there were some reports of very negative experiences while participating in Orientation Week:

- 54% said they were required to exert physical energy (e.g. running, pushups, etc.)
- 37% said they were expected to participate in embarrassing activities of wear embarrassing costumes/attire
- 9% said they were asked or encouraged to drink alcohol
- 4% said they were put down verbally
- 3% said they were asked or encouraged to eat unknown substances or mixtures
- 2% said they were asked or required or forced to drink alcohol

*Note: Each percentage point represents 15 students*

## Hazing

When asked specifically if they had experienced any subtle, harassment or violent hazing, 1094 students responded in the following proportions:

- 950 (87%) reported experiencing no hazing
- 132 (12%) reported experiencing subtle hazing
- 11 (1%) reported experiencing harassment hazing
- 1 (negligible %) reported experiencing violent hazing

*Note: When explicitly asked about hazing, 144 students reported experiencing some form of hazing (e.g., subtle, harassment or violent). However, when asked to report their experiences of various activities, which fit the definition of hazing, without explicitly using the term hazing, there were 1645 accounts of experience with hazing activities (see above list under 'negative experiences' section). **This finding suggests a lack of understanding among first year students concerning what constitutes hazing, which is prohibited in the Senate approved Orientation Week policy handbook. The finding points to the need to educate both incoming students and upper year leaders regarding hazing behaviour and its overt and hidden individual and community harms.***

See appendix III for definitions of subtle, harassment and violent hazing.

## SOARB RECOMMENDATIONS

All recommendations are made to ensure that first year students are welcomed and oriented to Queen's in a positive, respectful and safe manner that is both educational and enjoyable, per Orientation Week goals, principles and objectives (Appendix I).

Themes are: (1) eliminating inappropriate activities, including hazing during Orientation Week; (2) managing external sponsors and guests; (3) managing event logistics and risk, in the context of increasing cohort sizes; (4) codifying Senate/SOARB Orientation Week policies and procedures; and, (5) regulating post-Orientation Week parties, involving hazing and dangerous alcohol consumption.

### **THEME 1: Eliminating inappropriate activities, including hazing**

SOARB members observed and received several reports from the campus community of inappropriate activities, several of which appear to be or approach the definition of hazing, by student leaders and upper year students as well as concern for what is described as sexualized undertones to activities, clothing and events. Details of the activities are below.

*Note: See Appendix III for examples of hazing*

Subtle hazing includes behaviors that emphasize a power imbalance between new members and other members of the group or team. These are termed "subtle hazing" because these types of hazing are often taken-for-granted or accepted as "harmless" or meaningless. Subtle hazing typically involves activities or attitudes that breach reasonable standards of mutual respect and place new members on the receiving end of ridicule, embarrassment, and/or humiliation tactics. New members often feel the need to endure subtle hazing to feel like part of the group or team.

Harassment hazing includes behaviors that cause emotional anguish or physical discomfort in order to feel like part of the group. Harassment hazing confuses, frustrates, and causes undue stress for new members.

*Inappropriate activities by Orientation Week leaders*

- i. Requiring first year students to exert themselves physically in a sustained and relentless manner (e.g. jumping jacks, running, excessive moshing, etc.)
- ii. Verbally abusing first year students by yelling at and taunting them using derogatory and demeaning language
- iii. Intimidating first year students by physically placing themselves very close to students (while yelling) or positioning themselves in the path of students choosing not to comply with demands

*Inappropriate activities by Upper Year students who are not Orientation Week leaders*

- iv. Very intoxicated upper years yelling at and taunting first year students
- v. Teaching inappropriate chants (with profanities and putting down other faculties)
- vi. Spraying first year students with water and other liquids (e.g. vegetable oil, urine, beer). Note: activities that use water ONLY may be permitted if they are approved and regulated.

*Sexualized Activities and other Inappropriate Events*

- vii. Highly sexualized slogans on Orientation Week leaders' jackets
- viii. Sexualized and gender stereotypical costuming (and cheers)

**SOARB Recommendation 1.A**

**SOARB recommends that the Faculty/School Deans or their designates work with Faculty/School Society Presidents and Orientation Week Committee Heads to develop strategies to: (a) clearly communicate behavioural expectations to Orientation Week leaders and upper year students, with specific examples and parameters around what is and is not acceptable; and, (b) enforce prohibited behaviours outlined in the Spirit with Responsibility Guide to SOARB Policies (Appendix II). Faculties/Schools will report to the SOARB, the steps they have taken**

**to adjust or terminate (where necessary) behaviours and activities not aligned with Orientation Week goals by April 30, 2014.**

Detailed Requirements to Meet Recommendation 1.A:

While all Faculties and Schools are required to demonstrate that they will adhere to behavioural expectation, specific Faculties and Schools are tasked with adjusting and eliminating particular behaviours and activities that were found to be patterns in their 2013 Orientation Weeks.

This report does not include specific references to individual Faculties/Schools so as not to unfairly portray any particular group in a negative light in any given year. While all recommendations should be considered equally by all orientation groups, SOARB will clearly identify to Faculties/Schools those areas, in detail, where they and their counterparts need to focus efforts for improvement.

- Faculty Orientation Committees must ensure that orientation week leaders and upper year students do not yell verbally abusive and profane taunts to students, do not intimidate students psychologically or physically, and do not place inappropriate slogans on their leader clothing. This behavior fits the definition of hazing and is thus prohibited.
- Faculty Orientation Committees must review the frequency and duration with which they require students to run between events as part of their orientation week “tradition” and “culture”. A better balance needs to be achieved between generating spirit, excitement and fun through challenging activities on the one hand and creating physical inaccessibility, physical exhaustion, and psychological stress with relentless pressure to run. The latter conditions approach the definition of hazing and in order to retain the physical aspect of between-event activities, groups must execute these activities in such a manner that is not relentless, is dispersed throughout the day and is not associated with verbal abuse and intimidation.
- Faculty Orientation Committees must devise plans to stop inappropriate behaviour and hazing by their upper year students towards first year students, particularly teaching inappropriate chants to incoming students, encouraging alcohol consumption and spraying students with liquids including beer, vegetable oil and urine.

- Faculty Orientation Committees must stop the practice of having first year students being assigned to groups and/or wearing associated costumes and uniforms that parody or demean certain populations/demographics.
- Faculty Orientation signatories must improve their process for vetting and approving leader clothing slogans and words as well as costumes associated with activities to ensure they do not contain inappropriate, offensive and discriminatory language and references.

If identified behaviours and activities above are not adjusted or terminated as required, SOARB will send reports to the AMS Non-Academic Discipline System to review and determine appropriate sanctioning if groups are found to be in violation of SOARB policies and/or the Student Code of Conduct.

### **SOARB Recommendation 1.B**

**Faculty Deans or designates, Society Presidents and Orientation Week Heads review recruitment and training procedures to identify opportunities to ensure students applying and being hired for coveted leadership positions are both *aware* of behavioural expectations and can *demonstrate* the attitudes, knowledge and skills required of a cadre of Faculty student leaders best equipped to meet the goals of Orientation Week**

<b>THEME 2: Managing external sponsors and guests</b>
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SOARB observed and received reports from campus community members that several events had sponsors and guests whose mandate and activities conflicted with Orientation Week goals and Queen's values.

- a) *Queen's in the Park*. ASUS became aware of the presence of a fraternity being a registered participant in the event, despite the fact that the AMS has a policy that does not endorse or support the activities of fraternities and sororities, including the use of AMS sponsored space and resources. The ASUS will be developing policies and procedures that are in line with AMS policies around the treatment of unsanctioned and banned groups and organizations interested in participating in the Queen's in the Park event.
- b) *Sidewalk Sale*. The ASUS became aware of the presence of groups registered to participate in the event who were distributing inappropriate and offensive

materials. The content of the materials was contrary to values of respecting and including diverse identities and perspectives related to faith and spirituality. The ASUS will be developing policies and procedures to improve the vetting and monitoring of materials distributed by registered groups at the Sidewalk Sale event.

### **SOARB Recommendation 2**

**Given the specific incidents related to Arts & Science events, the ASUS proposed to develop policies and protocols which are aligned with University and AMS values, policies and regulations in relation to sanctioning and supporting external clubs and groups and their messages. The Board agreed this was an appropriate action to take and requests that ASUS report back to SOARB on policies and protocols put in place to prevent and/or respond to similar issues in future by April 30, 2014.**

### **THEME 3: Managing event logistics and risk, in context of increasing cohort sizes**

This year SOARB heard about three issues that related to the broad theme of increasing numbers of students and consequent challenges managing event logistics and risk. Specifically,

With increasing numbers of incoming students, spaces on campus are becoming inadequate to hold faculty orientation groups. Computing Science, Concurrent Education, and Kinesiology students no longer attend the same welcome event in Grant Hall. Additionally, filing students in and out of Grant Hall for the Welcome event now takes a substantively longer time, necessitating earlier start and finish times for that event. Other faculties wishing to use the Grant Hall before and after must also shift locations or times. Scheduling miscalculations for the ASUS welcome event caused a significant delay which subsequently delayed Engineering activities and also created a bottleneck of first and upper year students, which had to be monitored and managed to ensure student safety.

As well, Computing Science organizers only became aware of an almost two fold increase in their cohort very late in their planning cycle, due to a lack of communication down the chain from the Faculty to the Society organizers.

### **SOARB Recommendation 3A**

**SOARB recommends the enhancement of the on-line orientation week event management tool developed jointly by the Office of the Vice-Provost and Dean of**

**Student Affairs and AMS Campus Activities Commission. SOARB supports the exploration and possible investment in enhancing this valuable tool which will be transformative from the perspective of event, time and risk management associated with Orientation Week. The DSA and the CAC will work together again to explore possibilities and costs of such enhancements.**

**SOARB Recommendation 3B**

**With increased numbers of students, it is more important than ever to ensure that event forms are submitted well in advance of the summer so that signatories, the ORT Coordinator and university risk management teams are able to problem solve capacity, mobility and fire safety issues. SOARB recommends that the ORT work with Faculty Societies to enforce the timely submission of required event forms so they are compliant with set deadlines and protocols for event risk management and approval. Details of events should be submitted as early as possible as they evolve, and every new change in event logistics must be vetted by the ORT Coordinator and resent to signatories for their approval where appropriate.**

**SOARB Recommendation 3C**

**Faculty Deans or designates should communicate confirmed enrollment numbers or any changes to confirmed numbers as soon as possible to the Orientation Committees. Orientation Committees should identify a point person within the Faculty Society to receive communications about enrollment numbers and this person must be available throughout the summer to receive this communication.**

<b>THEME 4: Codifying Senate/SOARB Orientation Week policies and procedures</b>
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Since the establishment of SOARB over 20 years ago, reports and recommendations have been advanced to the Senate for approval. Those recommendations approved are arguably *de facto* policy however they have not been codified in any policy documents or compiled in a central policy manual. It is thus difficult to maintain institutional memory with respect to recommendations approved as policy. Invariably, the Board Secretary must search past SOARB minutes and reports as well as Senate minutes to clarify current policies. Oftentimes, significant time is spent debating whether or not a recommendation has been approved by Senate, and whether that approval can be interpreted as policy. Further, the AMS has created a guiding document to help interpret Orientation Week policies for student Orientation leaders. The absence of a SOARB Orientation Week Policy Manual makes it very difficult to function effectively

and efficiently as a review and regulatory Board. Moreover, the absence of a policy manual leaves room for misinterpretation and misrepresentation as the years pass.

### **SOARB Recommendation**

SOARB will strike a policy subcommittee to

- Develop a format and system for maintaining up to date Orientation policies and procedures.
- Compile recommendations approved by Senate and codify as policy statements with procedures.
- Identify any policy gaps and propose new or revised policies for SOARB discussion.
- Draft existing and new policies and procedures and compile it all into a single Manual by March 31, 2014.

SOARB will present the Orientation Week Policy Manual to Senate for approval by April 30, 2014.

<b>THEME 5: Regulating post-O-Week parties, involving hazing and alcohol risk</b>
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This year, SOARB was made aware that “post orientation parties” hosted by Orientation leaders may be taking place. These activities came to light during follow-up health and wellness check-ins with first year residents who had been highly intoxicated the night before, some of whom had to be transported to the Campus Observation Room or Kingston General Hospital for monitoring. Residents referenced “slosh the frosh” as well as other activities, which may have involved their Orientation leaders. A sampling of reports, with names and faculties redacted, was reviewed by the Board.

The Board recognizes that post-orientation parties continue to take place at Queen’s and some orientation leaders may be complicit in planning and hosting the parties. The Board also acknowledges that ORT Coordinators, Committee Heads, and Faculty Committees have been very intentional, in the last five years, about engaging students, faculty and staff in appropriate and relevant training and education opportunities to discourage the planning and hosting these parties. Moving forward, the 2013 SOARB membership would like to reinforce the remarks made by the 2010 SOARB membership in its 2010 Report to the Senate (Appendix IV) and encourage campus community

members to direct future complaints about post-orientation parties to Faculty Deans and designates and/or utilize appropriate non-academic discipline systems. Below are recommendations SOARB can offer to the campus community with respect to tackling the issue of post-orientation parties over the long-run.

### **SOARB Recommendation 5**

SOARB recommends that:

- (a) Faculty Deans or designates, Society Presidents and Orientation Week Heads identify/develop, communicate and enforce policies to ensure orientation week leaders do not coordinate and are not involved in post-orientation “parties” where hazing (masked as initiation) is taking place, including encouraging, pressuring or forcing first year (and often underage) students to consume alcohol, sometimes in dangerous amounts
- (b) Faculty Deans or designates, Society Presidents and Orientation Week Heads explicitly communicate behavioural expectations as well as non-academic disciplinary measures for misconduct (providing examples of hazing activities and consequences)
- (c) Faculty Deans or designates, Society Presidents and Orientation Week Heads review recruitment and training procedures to ensure the cadre of incoming Faculty student leaders are best qualified and capable to meet the goals of Orientation Week.
  - i. In the recruitment, screening and selection processes for the coveted student leadership roles, there may be opportunities to identify students who have demonstrated or can demonstrate the attitudes, knowledge and skills required to meet Orientation goals for a diverse incoming class.
  - ii. In the training process, which should include early and multiple sessions after hiring, there may be opportunities to ensure students are clear about behavioural expectations and are able to develop skills to enable them to adhere to behavioural expectations.
- (d) Faculty Deans or designates and Society Presidents participate in any university-wide efforts to develop and implement a comprehensive and ongoing strategy to prevent hazing.

## APPENDIX I

### Orientation Week Goals, Principles and Objectives

#### Goals

The goals and objectives of Orientation Week, as approved by Senate on January 31, 2002 are:

- To make all 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.

#### Principles and Objectives

The SOARB membership elaborated on the Senate goals and adopted guiding principles and objectives to support Senate goals. Below is an excerpt from the Orientation Week planning document accepted by SOARB on March 2, 2012 and utilized for subsequent Orientation Week planning.

*Guided by the central principles of diversity, equity and inclusivity, orientation and transition activities should consider the diverse needs of all potential new students and promote an accessible and equitable experience within a climate that is non-discriminatory. Orientation and transition succeeds if new students feel welcomed and are provided with the tools to succeed. It fails if it is alienating, humiliating, degrading or painful for any student.  
The broad approaches we take in order to achieve the [Senate] goals:*

- *Foster a climate that:*
  - *is positive, respectful, inclusive and discrimination-free*
  - *prepares students for academic and intellectual pursuits*
  - *promotes individual and community health, wellness and safety*
- *Familiarize students with:*
  - *personal support services and social opportunities*
  - *expectations for non-academic conduct*

- *the academic culture, expectations and resources*
- *Facilitate:*
  - *the development of social networks and interpersonal relationships*
  - *student engagement with faculty members*
  - *student utilization of personal and academic resources*

## APPENDIX II

### Excerpts from Spirit with Responsibility Guide to SOARB Policies Background to SOARB Theme 1 Recommendations

Pages 18 – 20 of the 2012 Spirit with Responsibility (SwR) Guide to Orientation Week Policy SOARB outlines Behavioural Policies concerning: cheers, chants and songs; coverall (and by extension clothing) slogans; hazing; uniforms; and generally prohibited orientation activities.

The following are relevant excerpts from the policies:

#### *Cheers, Chants and Songs*

*Cheers, chants and songs which are profane or offensive to individuals, identifiable groups, or faculties are unacceptable and must not be taught or condoned by Orientation leaders. The teaching of profane or offensive cheers, chants and songs to new students by upper year students should not be condoned by Orientation leaders and an effort should be made by the Orientation committees to discourage this from occurring (p. 18, SwR).*

#### *Coverall Slogans*

*Any obvious, gross and offensive allusion worn as a slogan on Queen's coveralls by any student is a violation of the Queen's Code of Conduct. When student wear what is de facto Queen's uniform, they have an obligation to behave in a way that does not disgrace the institution that the uniform represents (p. 19, SwR).*

#### *Hazing*

*Hazing is defined as any act that injures, degrades, or disgraces, or tends to injure, degrade or disgrace another student or person attending the institution. This includes psychological hazing, which is defined as any act which is likely to: (a) compromise the dignity of an individual, (b) cause embarrassment or shame to an individual, (c) cause an individual to be the object of malicious amusement or ridicule, or (d) cause psychological harm or substantial emotional strain. Hazing in any form will not be tolerated as part of Queen's Orientation. Those engaging in hazing will be dismissed from their role in Orientation, with consequences through the [AMS] Judicial Committee (p.19, SwR).*

#### *Uniforms*

*Faculty/school outfits must not be silly, childish or demeaning but should be designed to create pride in the faculty or school (p. 19, SwR).*

Prohibited Activities

*[The following activity is part of list of activities] intended to generalize about types of activities that are not acceptable in a safe, welcoming and inclusive Orientation program. Any event that is not approved by SOARB will be terminated.*

- *Activities that violate personal space*

**APPENDIX III**

**Examples of Hazing (Source: stophazing.org)**

**A. SUBTLE HAZING:**

Behaviors that emphasize a power imbalance between new members/rookies and other members of the group or team. Termed “subtle hazing” because these types of hazing are often taken-for-granted or accepted as “harmless” or meaningless. Subtle hazing typically involves activities or attitudes that breach reasonable standards of mutual respect and place new members/rookies on the receiving end of ridicule, embarrassment, and/or humiliation tactics. New members/rookies often feel the need to endure subtle hazing to feel like part of the group or team. (Some types of subtle hazing may also be considered harassment hazing).

**Some Examples:**

- Deception
- Assigning demerits
- Silence periods with implied threats for violation
- Deprivation of privileges granted to other members
- Requiring new members/rookies to perform duties not assigned to other members
- Socially isolating new members/rookies
- Line-ups and Drills/Tests on meaningless information
- Name calling
- Requiring new members/rookies to refer to other members with titles (e.g. “Mr.,” “Miss”) while they are identified with demeaning terms
- Expecting certain items to always be in one's possession

**B. HARASSMENT HAZING:**

Behaviors that cause emotional anguish or physical discomfort in order to feel like part of the group. Harassment hazing confuses, frustrates, and causes undue stress for new members/rookies. (Some types of harassment hazing can also be considered violent hazing).

**Some Examples:**

- Verbal abuse
- Threats or implied threats
- Asking new members to wear embarrassing or humiliating attire

- Stunt or skit nights with degrading, crude, or humiliating acts
- Expecting new members/rookies to perform personal service to other members such as carrying books, errands, cooking, cleaning etc
- Sleep deprivation
- Sexual simulations
- Expecting new members/rookies to be deprived of maintaining a normal schedule of bodily cleanliness.
- Be expected to harass others

**Appendix III continued.**

**C. VIOLENT HAZING:**

Behaviors that have the potential to cause physical and/or emotional, or psychological harm.

**Some Examples:**

- Forced or coerced alcohol or other drug consumption
- Beating, paddling, or other forms of assault
- Branding
- Forced or coerced ingestion of vile substances or concoctions
- Burning
- Water intoxication
- Expecting abuse or mistreatment of animals
- Public nudity
- Expecting illegal activity
- Bondage
- Abductions/kidnaps
- Exposure to cold weather or extreme heat without appropriate clothing

## APPENDIX IV

### 2010 SOARB Communication to Senate Regarding Post-Orientation Parties

In 2009, the then Principal and the Vice-Principal Academic requested that SOARB be given the responsibility of coordinating the efforts to stop the unsafe practices associated with post-orientation parties typically hosted by second year students living off-campus for members of their Orientation groups as a post-Orientation gathering.

In its 2010 Report to the Senate, SOARB responded to the 2009 memo with the following statements:

*Since April 2009, SOARB has reviewed the issue in great detail with input from University stakeholders.*

*During this period of discussion, SOARB implemented several changes to event planning and the training and education of Orientation executives and leaders.*

*Most Faculties created and implemented additional awareness campaigns for their leaders to encourage the elimination of unsafe practices including the overconsumption of alcohol.*

*SOARB recognizes that ongoing relationships between upper year and new students are desirable and part of the fabric of a strong community; the issue is not gatherings but the over consumption of alcohol and the resulting behaviour.*