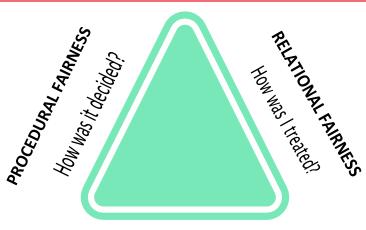
Fairness Considerations for Decision Makers



SUBSTANTIVE FAIRNESS

What was decided?

Three Aspects of Fairness

Procedural Fairness outlines how a decision was decided. It involves providing notice that a decision is to be made, what is required and what is at stake in the decision. Procedural Fairness requires:

- an appropriate forum for the affected parties to be heard,
- decisions are made in a reasonable time,
- the decision maker is impartial and unbiased, and
- clear and appropriate reasons for decisions are provided.

Relational Fairness outlines how an individual has been treated through the process. Information should be made clear and accessible problemsolving options have been provided. Relational Fairness requires:

- being approachable, honest, and forthright,
- listening and being clear on what you can and cannot do, and
- respecting confidentiality.

Substantive Fairness outlines how a decision was decided. It involves ensuring that decisions are based on relevant information. Substantive Fairness requires:



Fairness does not require that everyone is treated the same.





Fairness requires an individual has a chance to be heard without judgment and bias.

- decisions are not unjust, oppressive, or discriminatory,
- are not wrong in fact, and
- are reasonable.

Concepts of Fairness

The following concepts of fairness can help guide best practices for decision makers.

Access to Information

Is the information on policies, procedures, anddeadlines accessible through different means?

Notice of Proceedings

Has the student had adequate and clear noticeof the proceedings and potential outcomes?

Disclosure

Has the student beeninformed on what information is being considered for the decision?

Opportunity to Respond

Has the student had an opportunity to respond and share their side of the story?

Impartiality

Are their steps for decision makers to maintain impartiality? Can students perceive the process as fair?

Timelines

Are timely decisions provided?

If delays occur or are
expected, are students
notified?

Reasons

Have adequate reasons for the decision been communicated clearly to the student?

Consistency

Are decisions consistent to established criteria? Has consideration been given to individual circumstances?

Appeals

Has information been provided to the student on how to appeal and where they can get support?

Support

Has the student been made aware they can have a support person or advocate to consult with and attend meetings?

Administrative Guidelines for Decision Makers is a tool that can be used to guide the decision-making process and as a checklist to ensuring the fairness triangle of procedural, relational, and substantive fairness have been followed.