



## AMS Assembly Minutes

October 21st, 2021

**Minutes are tentative until approved at Assembly.**

The meeting was convened at 6:30p.m. EST.

**Speaker Amir-Ali Golrokhian-Sani:** As soon as we have quorum. We're good to go. Alright, motion one.

**Motion #1 – Moved by Secretary Laura Devenny, Seconded by AMS President Zaid Kasim**  
*Motion for Assembly to approve the agenda of the meeting of October 21st, 2021].*

FOR: Unanimous  
AGAINST: None  
ABSENTIONS: None

*Motion carries.*

**Speaker Amir-Ali Golrokhian-Sani:** So the motions are out of order on my sheet, so that will need to be changed on the agenda. Let me know if I miss anything and we can go back and vote on them.

**Motion #2 – Moved by Secretary Devenny, Seconded by President Kasim**  
*Motion for Assembly to approve the minutes of the meeting of September 21, 2021.*

FOR: Unanimous  
AGAINST: None  
ABSENTIONS: None

*Motion carries.*

## Speaker's Business

**Speaker Amir-Ali Golrokhian-Sani:** Now, I believe we're good to move on to Speaker's Business. Let's begin with some land acknowledgments, I have this really nice one that I did last time, but let's do it a little bit better this time if possible:

*Cataraqui or Kingston, as we understand it today, is abundant in history and modern-day traditions of many First Nations and Metis. In particular, the Alma Mater Society would like to acknowledge that it's Anishinaabe and Haudenosaunee territory which Queen's University resides on. These lands surrounding the Great Lakes are immersed in thousands of generations of indigenous history, including language, art, celebrations, and resilience. We recognize that it was within the Crawford purchase of 1783 that these lands were made available for settlements, and the agreements made were upheld by the First Peoples, but not the British crown or later the Canadian government. While we work on these lands as uninvited guests we actively benefit from the oppression of indigenous peoples. Because of our settler positionality, we have an obligation to listen to indigenous voices, and we must act in ways that will condemn past and ongoing violence against indigenous peoples and support positive change.*

*As a branch of the Society that strives to connect student leaders and facilitate positive change and student advocacy on Turtle Island, we strive to maintain the core values and teachings from indigenous peoples. We are incredibly grateful for the ability to do so. As the Secretariat Office facilitates Assembly, elections and Judicial Affairs, it is our duty to ensure the voices of indigenous and marginalized peoples are amplified, as well as provide resources on how we can facilitate and help in advocacy that is important. We encourage all members of the Office as student leaders, to reflect on privileges that they have been afforded on this land, and use it to ensure campus safety, accessibility and impact for all students. As settlers on this stolen land of the Anishinaabe and Haudenosaunee peoples, we must continue to educate ourselves and strive to decolonize every layer of our governance system and curricula, and to indigenize our learning. The resilience of indigenous peoples and their traditions should be applauded and inspire strength and kindness in us all. The Wampum belt covenant should be used as our compass as we navigate our journey of reconciliation with indigenous people of Canada. The Anishinaabe and Haudenosaunee people had a mutual understanding of how to share the land and resources peacefully with one another. By living on this land, we must also abide by these values.*

**Speaker Amir-Ali Golrokhian-Sani:** I would encourage everyone to turn on their cameras, if possible, and remind everybody that only voting members may raise their hands. I'll welcome the first guest speaker now, Stuart, go ahead!

## Guest Speaker

**Full Name:** Stuart Pinchin, University Registrar

**Registrar Pinchin:** Thank you very much. I'm going to let Ryan and Zaid go ahead with their presentation and I'll be here to answer questions if that's okay, or do you guys want me to go ahead and talk?

**AMS VP-UA Seig:** Yeah, Stuart, we don't have a presentation prepared so I think we're more hoping that if anyone has any questions on the survey or how to access it on OnQ, you can answer those questions. I'm also hoping that you could give a brief overview of where we're at in the timeline and then answer any questions.

**Registrar Pinchin:** Okay, thank you. Alright, so hopefully you're all aware that we're doing a review of the Fall Term Break. It was first introduced in 2017, and was on a three year trial, but with COVID we pushed it to four years. We are doing a review of the Fall Term Break at this time and there are several members of Assembly that are here tonight that are part of the group that is doing that review. We are to report to Senate with a recommendation by the 30th of November on whether or not the Fall Term Break should continue. And if so, in what format it should take in terms of the length of time, and when in the academic term it will take place. So, we've had a survey that's been in field since the 1st of October. There have been a number of ways that we've tried to reach out to the various constituents on campus: students, faculty, staff, as well as the community. I can tell you that as of an hour ago, we've got 9,237 responses received, which is about 2,000 more than were received for the survey that was done in 2017 for the first break. 8,215 responses are from students, and I can tell you that it's very representative across each of the faculties in terms of the eligible number of students and percentage that are responding. So maybe I will stop there and open it up for questions. I should say Ryan and Zaid and Christina are all members of the committee as well.

**Registrar Pinchin:** I was just going to say, seeing no questions, I would just encourage everyone to fill out the survey if you have not. I know there's only tomorrow, but really the results of the survey are going to be very important in forming the plans going forward. So, I really encourage you if you have not done so already, to please, please, go fill it out. And I see a question.

**ASUS President Roos:** Sorry, I just had a quick question surrounding the timeline following the survey, and also wondering what the feedback has been. What's the timeline for deciding the sessional dates and whether or not the Fall Term Break is going to be kind of implemented long term?

**Registrar Pinchin:** Well, we have to make our recommendation to Senate for the November 30th meeting where they will, hopefully, approve our recommendation, and the template that we're working will be something that can stand the test of time. This will give us a

model for sessional dates going forward so that it doesn't have to be something that gets reassessed on a year-by-year basis. I would also say we are proceeding with the assumption that the National Day of Truth and Reconciliation could become a holiday, so that we're taking that into account so that we don't have to go back through this process again. And it would be effective for the sessional dates for 2022 to 2023, so next year. Are there any other questions, or Ryan, Zaid, is there anything you want to add in?

**AMS President Kasim:** No, nothing that I would add. If any students have any questions later, feel free to email message Ryan or myself, or if you know any other folks on the audit committee feel free to message them. I think we're good to go, thanks Stuart.

**Registrar Pinchin:** All right, thanks very much. Good luck with the rest of the meeting.

**Speaker Amir-Ali Golrokhian-Sani:** Alright, moving on to the next guest speaker, if I may call in the Social Issues Commissioner Samara Lijiam.

**SIC Commissioner Lijiam:** Hi, my name is Samara, I'm just going to share my screen so I can start by introducing myself. My pronouns are she/her, I'm in my fourth year of Political Studies, and I'm the Social Issues Commissioner for the Alma Mater society. The Social Issues Commission is one of five commissions that addresses oppression on campus. We have the Committee Against Racial and Ethnic Discrimination, EQUIP Educational Career Centre, Accessibility Queen's, as well as our yearly publication "Collective Reflections". That's just a little bit of a blurb about the SIC, but right now I'm actually here to talk about research that I did while I was in ASUS. Last year, I was the Director of Student Affairs Research. It was the first time ASUS had this position, which was really cool, and I wanted to talk to you all today about the research that I got to do in that role.

Over the year I got to take up two projects and write two reports. The first one was on financial accessibility, and this was a survey that was filled out by 314 students. The survey talked about the way that students experienced financial stress, the way that they interact with working, and just addressed a lot of aspects of student's financial lives. The second report addressed the BIPOC student experience at Queen's. This was comprised of focus groups with 20 students, then I took some of the bigger questions and made a follow up survey that was given to those participants and also members of the BIPOC@Queen's Facebook group. Then there were some follow up consultations that I did with four students just to ask them more questions and address some more confusing points that came up in the original survey responses. I'm going to start with the Financial Aid Report and that research.

The main question that we aimed to address in this report was trying to see how effectively our current financial aid resources help students. We measured this by looking at debt, looking at financial stress and looking at whether or not students had to work, and whether they were working for essential income. We found that students that use financial aid were more likely to experience all of these issues. In this graph you can see the

difference between debt expectations from students that use financial aid and students that didn't. Students that did not were a lot more likely to not have debt, and to have significantly lower debt. Another thing that we looked at was financial stress, and this was interesting because we found that most students regardless of whether or not they use financial aid did experience financial stress, whether it was slight or major, and this could be because of a lot of reasons. Coming to university, a lot of students are managing their own finances for the first time and a lot of them don't have resources or advising or don't know where to go for financial advising. So, this was a big problem that came up. But we also see that financial stress was more significant for students that use financial aid, so financial aid did not really address financial stress for these students, and looking at this graph, we broke down the different areas of financial stress. The highest one is paying rent, both for students who use financial aid and students who don't. This is definitely not surprising, looking at the prices of rent in the university district and the housing crisis that's happening in Kingston. Another indicator of financial stress, other than financial aid, was also parental income. Students who had parental incomes that were higher were much less likely to experience financial stress. One of the biggest ways in which I thought we can measure how financial stress materializes is whether or not students felt that they had enough money to complete their education. We found that students who use financial aid were a lot more likely to doubt their ability to have enough money to complete their education. This is obviously a very large stressor for students to be in a degree that they don't have know if they'll have enough money to complete.

One of the biggest parts that we also wanted to explore were student workers and how working interacts with students' academic lives. Something that was interesting was that most students who filled out the survey did work; around half the students work during the school year and around 95% worked during the summer, but the reasons for which students worked were what varied. Students that used financial aid were significantly more likely to work for essential income, whereas students who did not use financial aid were more likely to work for disposable income, community experience, gaining experience, exploring a field and networking. Something that came up in discussions was that a lot of the students that work for our student government aren't necessarily doing it out of financial need.

Looking at student workers and financial aid, we found that students who worked were significantly more likely to access one of the listed financial aid resources than students who didn't work. This showed us that working didn't necessarily alleviate the financial burden, or that financial aid didn't alleviate the financial burden and still meant that students had to work for essential income, which is unfortunate. Here is the breakdown of student workers and which financial aid resources they use the most. We found that they were slightly more likely to use government aid and slightly less likely to use bursaries, scholarships and awards which are often things that Queen's or some of our faculties or departments might provide.

Another big thing that we wanted to explore was the effects of working and how this impacted students. Looking at the effects, 78% of student workers said that it had an impact on their academic performance. 52% of respondents said that it was a slight but

manageable impact. 26% said that it was significant. This impact was greater for students who accessed OSAP or the Queen's bursaries, or for students who had parental incomes lower than \$25,000, which is lower than the poverty line. Student workers were more likely to also say that their finances are a major stressor in their lives and have showed greater stress when paying for rent, affording food and affording academic supplies and textbooks. It was interesting to see that a lot of the times, students working didn't really alleviate financial stress that they felt.

Another big thing that we want to look at was the impact of identity. We asked students if they were first generation students, if they were BIPOC, if they self-identified with having a disability. We found that the likelihood of using financial resources and having financial stress was higher for BIPOC and 1st generation Canadians. This report wasn't supposed to take an equity lens, but it ended up showing a lot of inequities that weren't fixed by the current financial aid systems that we have in place. Likelihood of having a parental income below \$25,000, being concerned with having enough money to graduate, and not feeling comfortable in Queen's culture was also higher for first generation, BIPOC and students with disabilities. Our takeaways from this is that first generation Canadians and BIPOC students are not faring as well and are not having their needs addressed as much by the current resources that we have.

We chose five recommendations to talk about. There's much more in the reports, but the first one is providing budgeting advice and mental health support to students who receive financial aid. We thought of this as something like academic advising, helping students come up with financial plans, help them understand loans that they're taking out and the financial aid programs that they're accessing. This is something that we see can benefit the entire community because a lot of students even that aren't accessing financial aid resources do experience financial stress.

Another recommendation was a stronger work-study program. This is a program that is really underutilized at Queen's, there's often more eligible students with entitlements than there are jobs. So this is an opportunity to develop job opportunities on campus and within Kingston. A big takeaway from the section on student workers was that students who self-identified as having a disability expressed in the comments that it was difficult for them to find employers in Kingston that would accommodate their physical disability, so having on-campus employment or employment opportunities in our student governments that are more accessible and accommodating for students can help meet that need.

Another is academic recognition and compensation for employment. This could be both experiential learning, and also recognizing the unique burden of working for essential income, a way of acknowledging that learning happens outside of the classroom. Being able to compensate experiential learning through things like non-academic transcripts, but then also recognizing that not everybody in university is just being a student and sometimes you can be supporting your family or supporting yourself, and so acknowledging that through something like a worker's academic credit can alleviate the academic impact.

Fourth, reducing the cost of textbooks and academic supplies. That came up as a large area where students experienced financial stress, so something like moving towards accessible online resources and facilitating textbook exchanges, and also further tuition and scholarship support. Obviously lowering tuition would be one great way to come about that, but also things like making entrance awards renewable and targeting identity-based groups that demonstrated larger financial need. So, groups like BIPOC students, first generation students, students with disabilities.

That's all for this report, and now I'm going to move into the BIPOC student experience. With these focus groups, one of the most common experiences that students talked about was experiencing microaggressions. It's something that almost every single person said that they experienced. I took the ones that they talked about the most and I put them in a survey to see which ones were really experienced the most by all students. So in this order, they were "being tokenized because of your race", "feeling ostracized with your peers students saying things you found offensive or insensitive for the sake of academic discussion or debate", "not wanting to raise your hand for fear of affirming stereotypes", "people looking at you or giving you side eye", "not being listened to", "people assuming you know everything about a subject because of your race". 20% of respondents said that they occasionally experience microaggressions, but for most people it was a pretty consistent experience. It's also notable that a lot of these microaggressions seem to revolve around academics or take place in the classroom and be a product of classroom culture. So now, talking about the classroom experience, I feel like I should note that this was asked in the hard science academics, but 78% of survey respondents said they did not feel that their course content does a good job of providing non-white or Eurocentric perspectives. Looking at some of the quotes from this part of focus groups, they say:

- "the content literally just doesn't exist".
- "the content is rarely present and always treated homogenously across cultures and time periods".
- "The pedagogies are never explored just the cultural products", "it's always a one off class and never a point of focus",
- "even when the courses do include BIPOC voices, there aren't topics about race",
- "BIPOC are artists and scientists and we should hear about their work and perspectives, about things not related to race".

As well, professors who are most often not BIPOC do not have adequate academic experience, knowledge or understanding on non-white Eurocentric perspectives. So, when asking about representation, students either didn't feel that there was enough or were not satisfied with the way that they were being represented. I think that a big thing that came up was that while we are seeing the introduction of more diversity in curriculums, they were often brought in in a tokenizing, inappropriate or offensive way. So, while we are

bringing in more diversity to our courses, we also need to make sure that it's done in an appropriate way.

Looking at the classroom experience with culture, lots of different things came up. Some of the quotes were:

- “it can be very daunting to be one person in a classroom of 100, because you're on classroom time and you don't want to feel like you're taking time away on an issue that only affects a small part of the class.”
- “I didn't want to raise my hand and answer questions in case I got them wrong, because I didn't want to be the dumb black girl.”
- This is a quote from a prof in a course: “make sure to put an Asian kid into every group because they're smarter”
- “you have to work 10 times harder to feel like you belong in your program.”

Students described experiencing regular microaggressions in the classroom, and a lot of them unfortunately happened in courses that were really focused on equity. There was one student who was in a course entirely on race who had their TA say the N word during a presentation because due to language barriers they didn't know that they couldn't say the N word. However, they were a TA in a course on Race and Racialization, which kind of brings in the point about how while we are having all these courses about these equity topics, we're not having training for the people teaching them, or making sure that there's certain baselines for qualifications and knowledge on equity before you can teach an equity course, and it's contributing to dangerous spaces. There's also another student who described how they were in a class of 10 for an entire semester, and three people in that course were the same ethnicity and gender as them, and throughout the entire semester the professor never learned their name apart from the other two students of the same gender and ethnicity, and how that even though that wasn't explicit discrimination it was a microaggression that really was dehumanizing and effected them over time. Students expressed a lot of issues that they've experienced in the classroom and that have, as you see from some of these comments, impacted how they engage with their academics. Looking at this graph here, we talked about whether or not students would bring up incidents of oppression and kind of talked about accountability in the classroom. We found that most students hadn't brought up incidences of oppression when they had experienced them and most students said that they were unlikely to, which was really interesting. When I spoke with the students who had brought up issues with professors, they often did not have great experiences.

Moving onto students and equity resources. When I asked students how they felt about equity resources, the most common answers was “what equity resources? I didn't really know that Queen's had any.”. Most people couldn't really name many at all, which showed a really large gap in information. There were a lot of students who had been involved in equity work who did have more experience and some of the quotes from this part of the group were:



- “too little too late”.
- “At the end of the day, I feel like it would be difficult to access them and they probably wouldn't help much”
- “how is Queen’s going to tell me how to handle racism, I've been doing it for years now.”
- “A bunch of self-righteous white people telling me what they want to learn or unlearn about my experiences is not what I need, how could they possibly understand the look, the always taking your ID when you go for a walk just in case, or the confusion that comes with being called “negro” by white friend. I'll struggle alone, so that those who come after me one day might not have to.”
- “I feel like I know exactly what would happen if I plagiarized an essay, but have no idea what happens if I had committed a hate crime.”
- “All they want to do is repair the damage that these incidents have caused rather than fix the culture at Queen’s through holding people accountable, which allows for these things to happen.”

One of the largest concerns that almost every student brought up was this lack of accountability in Queen’s culture, within the classroom within administration, and that contributed to a large distrust that students have with the institution and with any resources that the institution offers. Students described how information around equity reserved resources at Queens is very decentralized and discombobulated. Students involved in equity work felt that they often didn't get credit for their work, and were very rarely compensated. When awards are given out, they're often given out to faculty and staff, and it was particularly frustrating for these students to see other people get credit and benefit from the uncompensated work that they do. Something that I also found really interesting about equity resources: the ones that seemed to be the most effective for students were ones that were run by other students and were peer-to-peer resources. Those were the most popular, and the ones that really resonated with students. I asked students where they felt the most at home at Queen’s and most of them said that it was in the off-campus communities they created for themselves. Some students credited groups like QPass and Four Directions for being the reason that they're still at Queen’s. So a big takeaway from this was that peer-to-peer resources are a lot more successful at engaging with students and meeting their needs and supporting them.

Moving onto the recommendations, I’m going to talk about five but there's a lot more in the report. Firstly, more equity training. These obviously don't really solve issues like implicit bias, but they're a good way to start the conversation and give people a guide on how to talk about and address these issues, and specifically for Tas and Profs teaching about Equity Diversity and Inclusion. I think that that's something that should be mandatory because when you're facilitating these spaces without this knowledge, it can be very dangerous. Secondly, more diverse curriculums and syllabi, but in a sustainable and

consistent way. Students don't like when all of the different marginalized people are roped into one unit, and so really making sure that we're not tokenizing people in our curriculums. Thirdly, more organizational accountability, this was the biggest one. When students described their experiences trying to get accountability, putting in complaints and things like that, or addressing issues with their profs and Tas, most students were dismissed or guilt-tripped or had very bad experiences. Some students had to switch out of tutorial groups or things like that, so making sure that there's organizational awareness of the rules and consequences, that there's options for anonymity, and that issues are dealt with in timely and transparent ways. Four, centralizing information and resources is something that I've tried to do a lot of at SIC. I think that the equity community can really benefit from centralizing our information through something like an Equity@Queen's website. And number five, giving students who are doing equity work credit and compensation. So, obviously giving them more of the student-based awards, but also having bursaries and grants that can be more sustainable funding for them to give them the time and capacity to continue their work. And that's my presentation. Thank you for listening. I'm open to take any questions and I can also drop my email into the chat, if anybody wants to reach out.

**Speaker Amir-Ali Golrokhian-Sani:** Alright, so I'm not seeing any hands raised. Oh, there's one, go ahead.

**Nursing Society President Gumapac:** Thank you, Samara, for that presentation. First of all, this is extremely necessary work, and thank you for your labor. I'm in nursing, and we actually just talked about this in our curriculum committee, and one thing that I found interesting is that Queen's doesn't actually have a centralized definition of "equity, diversity, inclusion, indigeneity and accessibility" in any of their policies. Do you know anything about where we would have those sorts of conversations about putting this like into somewhere so that we can start that conversation?

**SIC Commissioner Lijiam:** That's definitely an interesting question, yes, I think that "EDII" is a very Queen's-specific term. Now that we've added "indigeneity" into the mix, I don't really know who's in charge of kind of coming up with a definition for that but that is a really good question. Yeah, that's something that I'll think about.

**CESA Rep Bishop:** Hi, I'm Ben Bishop. I was wondering, now that these surveys are made, where are they going to be going?

**SIC Commissioner Lijiam:** That's a great question. I left ASUS and went into the AMS pretty quickly. I recently led this presentation with the Senate Educational Equity Committee, and

will probably be bringing it to the University Council Against Racism or on Anti-Racism and Equity. I'm kind of using it within my advocacy, I think that this information is out there it's available on the USCIS website so anybody can use it within their advocacy and I think it's really meant for anybody that wants to advocate on these issues to be able to use as a tool. So yeah, and I don't know if ASUS wants to jump in and add on to that too, because maybe they have some ideas as well, but it's definitely been very useful to me in my advocacy and I hope it's useful to other people as well.

**ASUS President Roos:** Well, thank you again Samara, amazing presentation as always! Great to hear you speak about all these issues and all the stuff that you're getting through further research. As someone mentioned, both reports are available on the USCIS website and Samara put together an incredibly comprehensive report on these presentations that goes into great detail around the issues and potential solutions. I know this year, our Director of Research is looking to explore different projects and engage in new research. She's also using these projects in this research as kind of a foundation. What we're hoping to do is look at other universities now and see what other universities have also concocted for kind of solving the issues at hand. Oftentimes when you go to the faculty with comparable solutions from U of T or Western or McGill, that will often also bring some appeal to the solutions. Now it's about taking this research and finding what the next step of solutions is going to be, so that's the work we're engaging with now, but I think there's also so much relevancy that we can take from this and see how we can guide our equity work based off of the real life experiences of students which Samara has so amazingly put together.

**SIC Commissioner Lijiam:** Thank you so much to ASUS for funding this research and having this position. I think it's really great that there's student-based research like this.

**Speaker Amir-Ali Golrokhian-Sani:** Alright, I'm just gonna go in order of hands that haven't spoke yet, so we'll begin with, Annika Chowdhury please.

**Commissioner of Campus Affairs Chowdhury:** Hello, Commissioner of Campus Affairs Annika. Thank you, Amir, and Samara, I just had a quick question, if that's okay: are you able to tell us a percentage of students that participated in the survey? Or any statistic that tells us about the percentage of students from Arts and Science that completed the survey.

**SIC Commissioner Lijiam:** I can pull up my calculator for you right now. Like I thought about it later. That's definitely something we can figure out. 314 students filled out the survey, there's like, 12,000 in ASUS, so if somebody wants to do that math really quick.

**Speaker Amir-Ali Golrokhian-Sani:** All right, and so onto the next hand, NSS President go ahead.

**NSS President Gumapac:** All right, thank you. My name is Nathaniel. This is a suggestion, but something that we did in Faculty of Health Sciences is we actually hired an external content expert on EDIIA, and we had a mandatory syllabus decolonization of all the professor's courses over the summer. So, before you head out to other universities, maybe that's a feasible option within the university to look at. Thanks.

**SIC Commissioner Lijiam:** Okay. Yeah, a lot of these are in relation to academics, so that's, that's a great point. Thank you.

**Speaker Amir-Ali Golrokhian-Sani:** Thank you, we will now move on to the Executive Report. We will begin with President Kasim's report.

### **President's Report**

**AMS President Kasim:** Hello everyone! I'm Zaid Kasim, President of the AMS. I will try to go through one notable section in my report, and I will leave the rest as some nighttime reading if folks are interested. I want to talk about HoCo, what we learned from HoCo, what happened, and our stance on the situation. So, you know, AMS has been pretty involved in many conversations about Homecoming and our position has always been harm reduction.

I was initially very nervous about the police presence, but the AMS was assured that the police presence was not going to be what it was like over the weekend, and I do want to say that right off the bat, the AMS is extremely concerned with the amount of police presence that was there over the weekend. It was unprecedented, and in the opinion of the AMS, it really exacerbated what happened this weekend. I also want to note that, of course the AMS is disappointed in the small group of students that did break the law, and the group of students that chose to put up misogynistic signage and other inappropriate signage. While we're disappointed in that group of students, the way in which police carried themselves and operated this weekend was frankly unacceptable and the AMS is in the position to say that we don't want this, this can't happen again next weekend. We're very strongly advocating that this not happen. I want to note that through the Social Issues Commission, and also our Communications Office, we have worked very hard to get a petition out there. Maybe some of you have seen it online. Please sign the petition, it's getting a lot of traction but the more the merrier. We do plan on taking some more action, having some more conversations. I think that the overall stance is that the university needs to step up here. The university can't just wipe their hands clean and be like "oh it's a city problem", because obviously that doesn't work, and I think it's also important to note that the police presence this weekend did not work. In fact, it moved everyone from Aberdeen and dispersed them all over the place. And I think that it's a lot safer if we have things

present like water, like more access to washrooms, seating areas, first aid, you know, just more harm reduction in general. This dives a little bit more into the petition itself. Usually, the university donates around \$150,000 a year to the city for Homecoming purposes; for emergency services, police, whatever. This year, they've increased that to \$350,000, and the argument from the university is that COVID-19 adds another layer to the issue. But most of this money is being funneled towards the police, and we know that from the amounts of fines that were given out to students, they do not need that money. We are in the position that we think that that money should be going towards social services, housing services, medical services, services that actually help. So, moral of the story is please sign our petition, please share it wherever you can. You can find it in the bio of the AMS Instagram, and you might find it here and there on people's stories, so please sign it and spread the word. We're definitely going to try and we're definitely going to follow up. But we're, We're very disappointed in the city, and their choice for the police presence this weekend. Otherwise, I'm aware of how busy this Assembly is so if you have any questions, check out the report, email me, text me, I don't care. I'm happy to answer anything you may have. Thank you very much.

**Speaker Amir-Ali Golrokhian-Sani:** Alright, there are no questions right now, and we can move on to VP Wong. Oh, we do have a question actually. Nathaniel, go ahead.

**NSS President Gumapac:** Yes, sorry I wasn't sure if we were taking questions, but I agree with everything that was said. I know that police presence was absolutely overstated. It's one thing to be disappointed in students for breaking the law, but are we going to condemn the students who are breaking the law? Are we going to come up with a statement that says we don't stand behind this message and that we don't stand behind public harassment, we don't stand behind property destruction, you can party safely?

**AMS President Kasim:** Absolutely, that's definitely part of our official stance and reasoning. I think right now we're still formulating how we're going to be formulating that response, but yes that is our stance. We are very much in the space that we condemn vandalism, misogynistic signs, that is not okay. But at the end of the day, I think like while all of those are massive issues that need to be taken seriously, the overarching issue that I think blew the rest out of the water this weekend was how police chose to conduct themselves. I think that for us is our focus for now, but those other issues are absolutely still issues, still front of mind, and still need to be addressed and will be addressed by us. But we want to protect and take care of the vast majority of our students. Students don't have ways of connecting as easily as they did before COVID, and it's been a long time. Students want to connect, and the university is not giving students these easy ways of connecting. So it's definitely an area of improvement, but I hope that helps answer your question, yes, thank you.

**Speaker Amir-Ali Golrokhian-Sani:** Okay, then we will be moving along to VP Wong for her section.

### **Vice President's Reports**

**AMS VP of Operations Wong:** Hi everyone, I'm Tiana Wong, Vice President of Operations of the AMS. I was just going to add onto that and say that our official statement is up on our website under "News Updates", and it basically summarizes everything Zaid says, and it does condemn that behavior. The message just hasn't made its way onto our socials yet which is why you might not have seen it. I also understand that we are pressed for time, so I'll keep my report really short. A lot of services are currently working towards supporting the AMS sustainability month, so there's a lot of big things coming down the pipeline for Common Ground next week. PNCC has already introduced their ecopapers initiative, and WalkHome is trying to push for walking instead of other forms of transportation. A lot of the updates on the services can just be read in my report. One of the ones I want to highlight is that PSCX Cared for those of you who don't know PSCX Cared was a subset of the Peer Support Center where there's specific hours dedicated to BIPOC- identifying students to guarantee they can speak with a BIPOC-identifying peer. It has now been renamed to "BIPOC Talk" to be a little bit more representative of what the service is. So, if you hear that term being thrown around, that's what it is. It is now open three days a week, specified hours that you can find on the Peer Support Center's Instagram, website and in-person. Another thing I wanted to highlight that I don't think made it into my report is that in-person event sanctioning is now open. One thing you might see on the sanctioning form is the ability to select if you would like a satellite WalkHome booth at your event. These are for any events that are taking place or plan to end past 7PM or 8PM. At no additional charge you can have WalkHome staff stationed at your event for when the attendees are planning to leave, and as we've been talking a lot about harm reduction and safety on our campus, I just think that that's something you could share with any of your constituents who are planning events, and know that it's at no extra charge to them, we're just happy to station staff there to keep the attendees safe on their walks home when leaving those events. I'm happy to take any questions if there are any.

**Speaker Amir-Ali Golrokhian-Sani:** I'm not seeing any questions, so once again thank you for that, and I will move on to VP of Undergraduate Affairs Sieg.

**AMS VP-UA Sieg:** Hi everyone, hope you're having a good night so far. I'll also try and keep mine relatively short. The two other things that I want to touch on are, as Tiana was just explaining, we have renamed "BIPOC Talk" and that is opened up now. We're also starting a new initiative that is very similar to BIPOC Talk but for the Queer and Trans community, so we will be hiring the assistant manager coordinator position for that. Once that person is hired they'll be helping develop the program, and then we'll be hiring volunteers after that.

That is an exciting hiring opportunity that's coming down our pipeline and a new initiative that we're starting so if you know anybody who is interested in that or if any of you are interested in that, keep your eyes open for the hiring posts. We're also hiring the new ORAT team now, so that application is officially live. We've made some small changes to those positions, so if you know anyone who was interested in orientation or you are yourself, go apply for that very exciting opportunity. Annika put in the chat here the link for our event-sanctioning forming guide. We are now allowing the person activities, which is very exciting. I also added the link into my report here so if you ever need to refer to it you can go back to the agenda, or you can go to the AMS website and go to "Clubs", and then "Event Planning", and that has a guide and the form. The guide is intended to help you use the form so that it can answer any questions as they come up. And, yeah, I have a couple other things in my report but for the sake of time I think I'll just leave it there for now. I'm happy to take any questions.

**Speaker Amir-Ali Golrokhian-Sani:** All right, I see no further questions, so thank you for that, and we can now move on to the Board of Directors report from Chairperson Arora.

### **Board of Director's Report**

**Chairperson Arora:** The Board usually hosts two meetings during fiscal year, with members of the corporation. The first meeting will be held on Thursday, November 18<sup>th</sup> right before Assembly. It should just be an hour, from 5:30 to 6:30. At this meeting will be providing a comprehensive update on Board business and ask you to act on the Annual Report, audited financial statements, bylaw changes, and the election of new directors. All materials will be provided 72 hours in advance of the meeting so I'll be in touch with all of that information for some of you soon. I was just want to mention that the ratification of one one-year term Student Director and one two-year term Co-Director for the Board will also be on the agenda. The application deadline for these positions is October 25<sup>th</sup> and I'll be sending over shortly to most of you a PDF explaining what the two positions are, as we're hoping to help widen the applicant pool this year. So, if you guys could just help spread the word with that it would be greatly appreciated. I'm happy to take any questions right now or through email, but that's all for me. Thank you!

**Speaker Amir-Ali Golrokhian-Sani:** Any questions? No? So once again, thank you to our speakers. Moving on to the Undergraduate Trustee Report, I'll call forward Trustee Joshua Sharma.

### **Undergraduate Student Trustee's Report**

**Trustee Sharma:** My updates are on my Instagram page and my website, but basically September was a pretty big month for the Board because we had our quarterly Board

retreat. That's where a lot of the oversight happens for the year. A lot of the things you talked about are related to students, so reopening, COVID-19 policies, student wellness, and a bit about sustainability as well. And then in terms of other things, I've had some discussions with the previous trustee about starting a trustee caucus for different undergraduate trustees from different universities in Ontario to meet and learn from each other just because it is a unique position, so I'm going to be working on that. But other than that, not too much else going on and for full updates you can see my website.

**Speaker Amir-Ali Golrokhian-Sani:** Alright any questions? Okay, I see no questions. Moving onto the Student Senate Caucus Chair Report, Jeremy, go ahead.

**Secretary Devenny:** I don't believe Senator Nguyen is with us today, so we'll skip over the report.

**Speaker Amir-Ali Golrokhian-Sani:** So that should be mostly in the notes that we should be moving on now. Alright, so now we have the Statements by Students.

### Statements by Students

**Speaker Amir-Ali Golrokhian-Sani:** Statements by Students is a chance for any member of the student body to give updates of what they or their group has been up to, and also there's a question period after. Alright so I'm going by show of hands so if there's no hands that means that there is no one would like to come forward now. I believe that's correct. If so, then we can move forward to the question period, which does apply to everything that's happened up to now, so not just this last section but all the sections.

**Speaker Amir-Ali Golrokhian-Sani:** If there are any questions. No, no questions? Alright, we're speeding through these. Next we have the Business Arising from the Minutes. Alright, Okay, this will be motion two. This is actually a quick point to clarify - we have 13 motions here today, but two motions were numbered as "two" on the agenda. So, we've passed the first two of them. I will now pass the other motion two, or call for it rather, before moving on to the rest. So, motion two 2.0 is moved by Secretary Devenny and seconded by President Kasim, that the AMS Assembly approve the minutes for the Assembly meeting of April 12, 2021. All in favor?

**Secretary Devenny:** Wait, nevermind, that was not supposed to be in there. That was a copying and pasting error, I'm sorry. My apologies everybody, we've already approved those minutes.

**Speaker Amir-Ali Golrokhian-Sani:** Alright, so let's move onto motion three.



## **Business Arising from the Minutes**

### **Motion #3 – Moved by AMS President Kasim, Seconded by VP-OPS Wong**

*That AMS Assembly approve the AMS' fee increase campaign parameters, as seen in appendix: Fee Increase*

**Secretary Devenny:** We'll let VP-OPS Wong take this one as she has a very thorough explanation of the fees, also please note the first Assembly motion change of the ballot question, we've just added the Consumer Price Index into the question.

**VP-OPS Wong:** Sure. So we came about this number after a five year exercise, alongside our GM Lynne Perry and that's how we arrived at \$78. The last time the fee was increased was eight years ago, in the 2012-2013 year. The AMS fee a couple years ago was a lot higher than it currently is. And then it had to get broken down to a lot of smaller fees, making some optional when SCI came about, so we have really taken a hit from that. And then we worked on this budgeting exercise to budget out where we would be or need to be within the next five years, based on some of the growth that we're planning to see, and new positions coming about. I'm happy to take any questions.

**Speaker Amir-Ali Golrokhian-Sani:** Okay, one hand raised by Christina Bissel, President of the Engineering Society.

**President Bissel, Engineering Society:** The student fee before the Student Choice Initiative says that there's a spending limit for the campaign that will be set at \$800 I was just wondering if this amount was included in the operating budget we approved at the last Assembly, and why it is \$800?

**VP-OPS Wong:** That is a question for the Secretariat. I believe in the process of the referendum, let me find the exact number for your first question, though, with regards to what it was before us. Yeah. Thank you.

**Secretary Devenny:** The referendum budget was set at \$800, and it was included in the VP office's operating expenses for marketing initiatives. We're going off what happened with the referendum that was sponsored by the AMS three years ago in 2018, where videography and other marketing costs had been set at \$800. So we're going off of that precedent. As well, I've worked with our marketing director Peter Brickell as well as Matt, he's our Director of Communications, in creating a marketing plan for the student internship. So this is not dissimilar to what has been done before with an AMS sponsored referendum. If that answers your question.

**VP-OPS Wong:** And then to answer your first question on the 2018-2019 fee slate, the AMS-specific fee was \$86.23. Does that answer your question, Christina?

**President Bissel, Engineering Society:** Yes, thank you.

**Speaker Amir-Ali Golrokhian-Sani:** Alright, another question?

**ENGSOC Representative Ibrahim:** Hi, I'm Salma Ibrahim, ENGSOC Representative. I had a question about the justification that was in the appendix, it was just the paragraph under this one saying that the spending limit will be set higher: "The goal of this referendum is to not only encourage students to vote yes to the fee for a new JDUC, but also encourage students to engage meaningfully in the new services and efforts brought with the AMS fee increase. I'm just confused as to what the increase of the AMS fee has to do with the JDUC, because I believe that's a separate fee.

**Secretary Devenny:** I think that was a cut and paste issue, so I will move to annex that from the motion sheet, that whole paragraph I believe.

**Speaker Amir-Ali Golrokhian-Sani:** Okay, there's one more question, Kaija Edwards, go ahead.

**VP Edwards of Engineering Society:** Hi! Just a question for website hosting and all of these fees. Why is it \$800? That seems very high for a campaign. I recognize that websites are a good way to engage with students. However, as someone who's voted in all the AMS elections I can't really say that I've really relied on the website. I'm just confused as to where that money goes. Is there some history on how much of it is per campaign, or per group? And how much of that is usually spent? If you could just provide some clarity or a breakdown on what exactly that covers that would be really helpful so thank you.

**VP-OPS Wong:** So that is actually the process of the referendum facilitated through the Governance Office rather than the actual like referendum, so maybe Laura can answer to that. Although like I mentioned, the last time this sort of referendum happened it was eight years ago, so probably not a ton of historical data, but Laura feel free to speak on it.

**Secretary Devenny:** I think that Zaid also has some work the marketing initiatives that are going to happen.

**AMS President Kasim:** Yes, that's what I was going to say. Given the importance of the AMS and how it has a massive ripple effect for literally everything, including all the faculties societies, it is in the interest of not only the AMS but its entire membership that we have the funds to have additional promotions. If you would like to have its own website, to do what we need to do to try and secure this referendum fee. So I think that was the thought process behind the budget. Laura, maybe I can pass it over to you or Laura and Tiana maybe you folks can answer it there but I think that was the general thought process behind the overall price or budget, not price.

**Secretary Devenny:** Yes, it also ends up supplementing the cost of the voting fees for that referendum.

**Speaker Amir-Ali Golrokhian-Sani:** All right, another hand raised by Christina Bisol.

**President Bisol, Engineering Society:** Thank you. I just wanted to clarify a bit more the price increase from \$62.11 to \$78. Before the student choice initiative, it was \$62.11 only the mandatory portion? And so we're kind of compensating for that opt-in amount? That's my first question, and then my second question that builds off that is, given that the Student Choice Initiative hasn't run in a non-COVID year, would it not be best to increase the fee after assessing what the actuals are like this year, in a non-COVID year without Student Choice Initiative?

**VP-OPS Wong:** Great questions. The first question is a bit more complicated than it seems. Since the fee was broken up there have also been more fees from the AMS that have been added, both optional and mandatory. Some of the fees that got split out of the mandatory fee that still remain mandatory would be the WalkHome fee for example, and the JDUC fee, and then as a result of the SCI you'll see some admin fees that correspond to some of those fees that got added to cover those costs. That's one reason why the \$78 isn't going back up to the full \$86. Then there are some of the optional fees, for example sustainable action fee and the Tricolour Yearbook or the StudioQ fee. Those fees are always changing, and are also adjusted to CPI, but like I said, not all of those were there when SCI happened, some were added. In response to your second question, which is also a great question, it's definitely been a turbulent couple of years, but with the operations that have grown with the AMS in the past three years it's imperative that we have an added fee for next year. Looking at how our bottom line already is this year and knowing what we're seeing with our services - almost a return to pre-COVID levels of services - based on our past two months (September and October) which is a good sign in terms of operations. But my biggest thing is knowing that we need this fee increase. We could have used it this year, so we've added it for next year already, regardless of if it's COVID or SIC. Thank you.

**VP Edwards, Engineering Society:** Hi, I'm Kaija Edwards, just a question arising from the discussion we just had. It's definitely very important to make sure that we're promoting the AMS and it does have a large impact on the faculty societies. I'm just more wondering, you mentioned there wasn't lots of historical data, but how much did you guys spend on your campaign? How much is a reasonable amount? And has there been some effort to look at that trend across even the past two or three years to really help determine if this is reasonable, or if this is more dated and not something that we need to allocate for. The second question I had, on the basis of student fees, I understand that the AMS did not give back the majority of the student fee that they got last year, and there was quite a number of new students compared to the influx we got from previous years. I'm just wondering, would that not account for the ability to keep a lower fee, or how does that factor into the increase?

**VP-OPS Wong:** Great question! I think to provide some clarity on the first one, regarding that \$800, if anything it's actually a cap. We don't need to follow fee increase referendums like ratified groups, we could go out and spend a whole bunch of money, but that really

wouldn't be in the best interest of the students to be spending more money when we're trying to just increase our fee if that makes sense, it's more so saying like, "we can't spend over \$800" When, in theory, we could if we wanted to. But for transparency's sake, we're stating how much we're going to be capping ourselves in promoting this fee increase. Does that make sense?

**VP Edwards, Engineering Society:** Yeah, sorry. So, this is directly for promoting the importance of the fee increase? Okay, my apologies, I read the paragraph and I got confused with AMS general elections. I was thinking that this was the campaign limit per group and that's where the confusion stemmed from so thank you.

**Secretary Devenny:** For clarification, the referendum spending limit is \$50 per group. I apologize for that, sorry the voting days are just to find in the elections referenda policy manual, sorry, I apologize for that.

**VP-OPS Wong:** Okay, wonderful. To the next question regarding enrollment, we actually do a really good exercise that I was surprised by when I came into this role: with the help of our permanent staff and the registrar, our numbers for estimating enrollment have actually been within 75 students, which is really crazy when you're guessing within the 20,000 range. We've used this exercise based on enrollment numbers for the last three to five years and were predicting actually there was going to be a large increase but every year the registrar puts out predictive numbers for the next three years. And so we use those for our budgeting exercise.

**VP Edwards, Engineering Society:** Yes, so a large part of the operational budget for not just faculty societies, but the whole AMS went unused. So, I guess my question is more along the lines of, the fee doesn't really have to be increased if this money is still part of your budget that's available for use.

**VP-OPS Wong:** Good question. So, last year the AMS rebated specific services fees, I believe, for example, WalkHome, who consistently run a surplus. And that's something that we are very much aware of and that was rebated, but looking at our consolidated operating budget the AMS is not running enough of a surplus really at all. Unfortunately, if we were we wouldn't be trying to increase our fee but if anything, every year it's going in a downward trend. The only reason that the budget line looked quite good last year is because of something called CEWS, which is the Canadian emergency wage subsidy, which was brought in as a result of COVID and luckily because we're an incorporated entity, we got CEWS for all of our services, which amounted to I believe more than a million dollars in wage subsidy which helped really cover our bottom line there. Otherwise, we would have been running quite a deficit, unfortunately, and then tapping into our reserves.

**Speaker Amir-Ali Golrokhian-Sani:** Alright, so now that's been answered. Now, all in favor?

**Secretary Devenny:** Please only vote if you are a voting member of AMS. If you are a general member here right now, please do not raise your hand.

**Speaker Amir-Ali Golrokhian-Sani:** Majority is quite high for Assembly right now, so as of right now it says significantly below majority I believe, so I will ask you to give a few more seconds for voting for favor and then I'll ask for against. Now, for those who are against, raise your hands and those in favor please lower them. Okay, so that's passed. Onto motion four.

**Motion 4 – Moved by Clubs Commissioner Seo, Seconded by VP Seig**

*That AMS Assembly approve the new ratified clubs as seen in appendix: New Clubs!*

**Commissioner of Clubs Seo:** I can speak on that. Thank you all clubs for waiting. This is our fall ratification period and we are so happy to welcome 40 clubs, old and new, which range from Queen's Rocket Engineering Team to the Queen's Album Club to a club based upon Creative Writing. So, you know, there's so many, and we are happy to announce that our clubs community has grown to a beautiful number of 344, as of this time speaking.

**Speaker Amir-Ali Golrokhian-Sani:** Any questions? Okay, great. Sounds good. Then, all in favor? motion has passed, ratified.

FOR: Unanimous  
AGAINST: None  
ABSENTIONS: None

*Motion carries.*

**Motion 5 – Moved by Secretary Devenny, Seconded by President Kasim**

*That AMS Assembly approve the following question on the 2021 Fall Referendum Ballot  
"Do you agree to an increase in the fee (subject to individual opt-out) for Telephone Aid Line Kingston from \$0.75 to \$1.00, an increase of \$0.25 for the next three years?"*

**Speaker Amir-Ali Golrokhian-Sani:** All in favour? Great, motin passed!

FOR: Unanimous  
AGAINST: None  
ABSENTIONS: None

*Motion carries.*

**Motion #6 – Moved by Secretary Devenny, Seconded by President Kasim**

*That AMS Assembly approve the following question on the 2021 Fall Referendum Ballot  
“Do you agree to the establishment of a \$0.25 fee (subject to individual opt out) to support  
the Kingston Gets Active Ambassadors Club?”*

**Speaker Amir-Ali Golrokhian-Sani:** Seeing no one wanting to speak on this, let’s vote. All in favor? Excellent, passed.

FOR: Unanimous  
AGAINST: None  
ABSECTIONS: None

*Motion carries.*

**Motion #7 – Moved by Secretary Devenny, Seconded by President Kasim**

*That AMS Assembly approve the following question on the 2021 Fall Referendum Ballot  
“Do you agree to the establishment of a \$0.50 fee (subject to individual opt out) to support  
the Queen’s Entrepreneurs’ Competition?”*

**Speaker Amir-Ali Golrokhian-Sani:** All in favor? Ok, majority has been achieved, motion passed. Onto the next.

FOR: Unanimous  
AGAINST: None  
ABSECTIONS: None

*Motion carries.*

**Motion #8 – Moved by Secretary Devenny, Seconded by President Kasim**

*That AMS Assembly approve the following question on the 2021 Fall Referendum Ballot  
“Do you agree to the establishment of a \$ 0.15 fee (subject to individual opt out) to support  
the Queen’s Hellenic Student Association?”*

**President of Hellenic Society:** Hi my name is Liliana, and in the last few years we've had incredible exponential growth in our club. Unfortunately, our only source of support prior

to now financially was from a lot of restaurants, usually Greek-owned. Due to COVID we've lost a lot of funding, so we, the executives, have had to bear the brunt of it. We're looking to continue our collaboration with other teams and clubs, particularly cultural clubs, and to be strong collaborators in those initiatives as well as to provide a safe space for all our general members to support the student body.

**Speaker Amir-Ali Golrokhian-Sani:** Alright, all in favor? Great, motion carries.

FOR: Unanimous  
AGAINST: None  
ABSECTIONS: None

*Motion carries.*

**Motion #9 – Moved by Secretary Devenny, Seconded by President Kasim**

*That AMS Assembly approve the following question on the 2021 Fall Referendum Ballot  
“Do you agree to the establishment of a \$0.50 fee, subject to individual opt-out, to support the Queen’s Institute for Healthcare Improvement?”*

**Speaker Amir-Ali Golrokhian-Sani:** All in favor? Opposed? Motion passes.

FOR: Unanimous  
AGAINST: None  
ABSECTIONS: None

*Motion carries.*

**Motion #10 – Moved by Secretary Devenny, Seconded by President Kasim**

*That AMS Assembly approve the following question on the 2021 Fall Referendum Ballot  
“Do you agree to the establishment of a \$0.70 fee subject to individual opt out to support the Queen's Space Engineering Team?”*

**Speaker Amir-Ali Golrokhian-Sani:** Does anyone want to speak on this? No? Okay, all in favor? Against? Passed.

FOR: Unanimous  
AGAINST: None  
ABSECTIONS: None

Motion carries.

**Motion #11 – Moved by Secretary Devenny, Seconded by President Kasim**

*That AMS Assembly approve the following question on the 2021 Fall Referendum Ballot  
“Do you agree to the establishment of a \$0.30 fee (subject to individual opt out) to support  
Step Above Stigma?”*

**Step Above Stigma Founder:** Hi, my name is Ampai. I'm the founder of Step Above Stigma and representing my team today. We are hoping to establish a student fee so that we can amplify our work on destigmatizing mental health on campus and also educating students on the importance of self-care, self-love and of course, identifying issues for their peers and for themselves and always seeking help. So, if we're awarded a referendum, we would be able to find more presenters, provide more workshops, and purchase more products and services necessary to host one of our new events this year which is going to be our summit. We're just hoping to collaborate intersectionally with more groups on campus and really emphasize our mission this year. We've been operational since 2017 and it's the first time we're asking to receive a student fee. We're really looking for some support from the student body, and I'm excited to hear your vote today. Thank you.

**Speaker Amir-Ali Golrokhian-Sani:** Alright, any questions? I don't see any hands that haven't been raised for a bit, so I'm not sure if they're related. I will call the names just in case they are ...oh, nevermind, they're down now. Well, then we have no hands. Once again, all in favor? That has passed as well.

FOR: Unanimous  
AGAINST: None  
ABSENTIONS: None

Motion carries.

**Motion #12 – Moved by Secretary Devenny, Seconded by President Kasim**

*That AMS Assembly approve the following question on the 2021 Fall Referendum Ballot  
“Do you agree to an increase in the MUSE Magazine fee subject to individual opt-out from  
\$0.50 to \$0.65, an increase of \$0.15.”*

**MUSE Business Director:** My name is Matt, I'm the Business Director for MUSE magazine. Like everything else in the world, it's gotten really expensive to publish a magazine, and we're also going to work to permanently increase our page count from 40 pages to 64 pages in the coming years, so, we'd love to get some more funding for that. We are the



largest student-run publication at Queen's and across Canada and we'd really appreciate your support.

**Speaker Amir-Ali Golrokhian-Sani:** Alright any questions? No? All right, if that is the case, All in favor? And the motion has passed.

FOR: Unanimous  
AGAINST: None  
ABSESIONS: None

*Motion carries.*

**Motion #13 – Moved by Secretary Devenny, Seconded by President Kasim**

*That AMS Assembly approve the following question on the 2021 Fall Referendum Ballot  
“Do you agree to an increase in the Queens’s Legal Aid student fee (mandatory fee) from \$5.50 to \$6.00, an increase of \$0.50?”*

**Queen’s Legal Aid Director:** Hello, I am Blair. I'm the Director of Queen's Legal Aid, and I'm really just here to answer any questions any member of the executive may have. One question has occurred to me, which is in the unlikely event that the question should fail, with it worded that way does it strike down the fee altogether or does it simply keep it at the current \$5.50? Thank you for consideration of the motion.

**Secretary Devenny:** Your fee, if it were to fail, you still have to go for Triennial Review, but it would continue to remain at the \$5.50 level.

**Queen’s Legal Aid Director:** Okay, thank you very much.

**Speaker Amir-Ali Golrokhian-Sani:** Alright, so once again we have some hands raised, but I believe it could be from voting on the previous motion. Oh, there go the hands. Seeing no other hands, we shall now move on further. All in favor? And the motion has passed.

FOR: Unanimous  
AGAINST: None  
ABSESIONS: None

*Motion carries.*

## Discussion Period

**Speaker Amir-Ali Golrokhian-Sani:** Alright, moving out of that section to the discussion period now. So, based on the description on the slide we will start with the Constitution Reading, as seen in the appendix “Constitution”.

- a) Constitution Reading #1 as seen in appendix: Constitution
- b) Triennial Review Groups as seen in appendix: Triennial

**Secretary Devenny:** I'll just quickly go over some of the constitutional changes we've made just to make sure that everybody is aware, and this is not going for voting today. This is just a discussion on things that need to be changed in the AMS constitution, as well as some other little housekeeping things. I'll keep it quick, to a summary of what we worked on. So the Social Issues Commissioner and I, we worked on adding equity, diversity and indigeneity into our mandate as the AMS. We've reworded clause number four, our mandate, as well as we've added the Health Sciences Society and Dan School of Drama and Music into our Constitution. I have lowered the quorum requirements for AMS Assembly members. We defined “Presidents’ Caucus” and “Summer Assembly”, we added the Commission of Clubs and the Commissioner of Environmental Sustainability, split Marketing and Communications, as well as changed the Rector policy to reflect the 1% of signatures, the quorum requirement for our general Annual General Meeting going down to 1% as to reflect our signature requirements and when many other things that have said 1%. We've also helped rework the Campus Affairs Commission's mandate, added the QSAA President as an ex-officio member of Assembly, removed mentions of the AMS Director of Human Resources. Yeah, if anybody has any questions about this, it won't be voted on until next Assembly, but if anybody has any thoughts about our constitution, feel free to hit us with them. Or if anybody who worked on this constitution with me wants to shout out their, their portion. Shout out to Annika, Zaid, Samara, Ryan, Jessie who just made her new section, it's all great. All right, I'm taking this as a win for now, not a win but if any of you have any feedback, please email me. My email is in the chat. I'm more than happy to discuss any of these changes. I feel that they are very much just housekeeping, updating our constitution, not a major overhaul or anything but we can re-talk about it in a month.

**Speaker Amir-Ali Golrokhian-Sani:** Moving on to the next point, the triennial review groups, as seen in the appendix.

**Secretary Devenny:** I don't really have anything for this but this is just to kind of announce what you'll see on your ballot in November 1<sup>st</sup>. I just wanted to give a quick context. So the difference between Triennial Review Groups, and Establishing Groups where we voted on them is that Triennial Review Groups have already gone through this process to review mandatory and non-mandatory fees. Every three years They will re-show up on your AMS elections ballot, either in the fall or in the winter, just to reaffirm the existence of their fee on your fee slate, any adjustments to CPI may be there, as well as any other sort of

plebiscite questions at that time. But if you're here for your Triennial Review, congratulations it's very, very exciting, you've passed all the hurdles! Campaigns will start for these Triennial Review groups between the 25th and the 31st of October, they will have \$50 to convince you to vote yes on their fee. They'll also have their little blurbs in the Queen's Journal for you to look over. It's an integral part of the allocation process that students know what they're voting, on students know where their money's being allocated. I think I might be the only person in the world who could go through my fees on my SOLUS, but I enjoyed that. So, congratulations, I'm very glad you're here with us, and that that is it for me. Moving into Adjournment because we're over time, anybody with questions for Triennial Review Groups or me, please reach out.

**Speaker Amir-Ali Golrokhian-Sani:** On that note, time for Adjournment, so if I may call on someone to motion for Adjournment. Okay so we have a motioner and a second. All in favor? Yep, okay, that's a majority, the motion has passed.

### **Adjournment**

**Moved by VP-UA Seig, Seconded by President Roos.**

FOR: Unanimous  
AGAINST: None  
ABSENTIONS: None

*Motion carries.*

Assembly is adjourned at 8:07 EST.