

Thank you, Madam Chair and good evening, everyone. I want to first recognize you for your service to the Board of Trustees for the past four years as its Chair. We, and indeed our predecessors, have been honoured to work with you in that capacity, and we wish you the very best as you leave the Board.

We also want to congratulate Dr. Don Raymond on his new role to the Board. Many will know that Dr. Raymond is a former student leader — albeit for the wrong society.

First, I want to acknowledge that we have had an outstanding semester. Dr. Art McDonald won a Nobel Prize, Stephen Smith and the Baders have each made extraordinary contributions to the institution, and we have come out on top for student satisfaction in Maclean's, no less.

Looking forward to more successes and more milestones ahead, I wanted to inform the Board that Dr. Harrison has been very gracious

in discussing the future of the JDUC with us, one of two student life spaces at this University.

Let me be clear: one of the AMS's long term priorities is to make the JDUC a world class student life facility. That will require substantial investment, which we are prepared to do, and we know is in the best interests of the University as well. We must work together to create a space that reflects the unique student experience that is Queen's competitive edge.

In the spirit of the holiday season, I could not help but reflect on the nature of the community we have at Queen's. We are an exceptional school, full of exceptional students, staff, and faculty. Even administrators.

This community is not perfect. We are a diverse community, so getting everyone on board with initiatives can be a frustrating process. But our community has been with us through rainy and sunny days alike. What makes it unique, in spite of all the

inefficiencies, is the fact that everyone has a deeply personal attachment to our school, and has a stake in its future.

So let me turn to the review of non-academic misconduct. The Board has acknowledged, among others, their support of student involvement in the non-academic misconduct systems at Queen's.

However, I want to delve a bit deeper into what we mean by involvement, and how the nature of that involvement will determine how effective a system can be.

Let me be clear again: a new system needs the Board to give substantial authority to the Queen's community to enforce Queen's community standards. That is what makes Queen's unique. That is what has made the non-academic system legitimate and effective in the eyes of students.

We cannot be driven by a puristic desire to address all alcohol issues at the University level. Students should be able to deal with issues pertaining to alcohol and student health and safety, because in some

cases, the people who have the best community context are the most effective at enforcing community standards.

That being said, the Board needs to mitigate its risks. Unlike some parties, our AMS has accepted that. We know that the Senate does not exercise regulatory and oversight functions.

Our AMS accepts that doing nothing is not an option. The Board needs to create a strong oversight and regulatory body for the non-academic misconduct systems to mitigate the risks the Board faces. The AMS supports a strong regulatory body for all systems that can hold ultimate authority, while letting students manage it.

The Board should mitigate risks to share authority with the people with the best community context, in our case, students. The nature of student involvement will determine how effective a new system is in the years to come.