



AMS Assembly Minutes
Monday, November 25, 2019
Wallace Hall

Minutes are tentative until approved by Assembly

The meeting was convened at 17:32 EST.

Motion #1: Moved by: Secretary Borchenko, seconded by: AMS President Pierce.

Motion for the AMS Assembly to approve the agenda for the Assembly meeting of November 25th, 2019.

No debate, vote proceeds.

FOR: Unanimous

AGAINST: None

ABSENTIONS: None

Motion carries.

Speakers Business

Speaker Maule: *Land recognition statement was read.* We are grateful to live and learn on these lands. To acknowledge this territory recognizes this history and recognizes the significance for Indigenous people who have lived and currently live upon on it. Welcome to the Special Assembly. Although only Assembly can vote, anyone can speak and ask questions. Also just wanted to say thank you to Principal Deane for providing us pizza. Especially post Student Choice Initiative, we really appreciate that.

No further debate.

Guest Speaker: Principal Patrick Deane

Principal Deane: Thank you for coming out. It's great to be with you and I hope we can have a conversation about the future value of university and through that, the futures you can all look forward to. In the immediate future, there is more pizza coming. That should be the case, so please enjoy it. It's the kind of the end of the day when hunger really gets so please enjoy. This is

a great opportunity to advance a conversation that I've been trying to have with everyone at the university since my arrival in July. However, I really began these conversation in earnest in the fall with the arrival of students and faculty. The operating assumptions of these conversations is that they are completely open. I'm eager to hear what you have to say and the point is not to hear from me but for me to hear from you. To hear about things that are important to you, and challenging things so we can establish what we aspire to have in our university. These are completely open, frank and participative.

If you don't get to speak tonight, I want to make sure that I have the benefit of your thoughts on the university and wherever you're headed. You can provide that feedback through the website or you can also just come and see me. I want to talk further about these issues and some may find it easier to talk in a smaller group so I'm happy to do that.

Studio Q is livestreaming this event, not for the fact that I am a celebrity but because it's useful to have a record of these conversations. At the end of this process, in spring consolidation, we want to try to tie together what I've heard and lay out the future direction for university in the coming years. Having recordings of these sessions will be important for me too in that respect. In addition to using online tools to register your own thoughts, you can come to other events like this, as they are intended specifically for students.

Why are we doing these conversations? I'm the new guy. Universities have a routine element to it and to university life. If you're here, there's a very cyclical process. Students come in, do the work to get their degrees, graduate, and the process is repeated. This is all important work but sometimes it can lose its sense of urgency and we can wonder 'what's the impact?'. My point is that I'm trying in view of my newness to ask these questions. To say, you know-times change, so what do students want from their university now? What do you want for your careers and is the university providing that? What is the relationship for undergrad students? What is the research mission of the university? What's the other key components? These are fundamental questions to pause and think about. Eventually, yes, we will develop a strategic plan. However, I'm an English professor, I'm not always the most comfortable with corporate strategic plans. What matters is not exactly corporate strategy but a human goal. The point of the conversation is to ask those basic questions and ask about your values. What does it take for you to be proud of your university? What are you proud of? Our colours? Our sports prowess? Or should we make an impact in the world? I think the university is a huge organization that can advance social change and impact. This process can be exciting if you identify the goals you want for the university. If you decide that Queen's needs to be known for impact or international development. Then you would reverse engineer that to make sure what you're doing is going to deliver that result for the university students. Let's talk about what you want from this place. It is really important for me to know. You can approach this from two different directions: what you aspire to see at the university and what you hope the university has given you by graduation or you can also talk about what's not working. Let's have these conversations.

Chairperson Tharp: I have a question about the political situation with the Student Choice Initiative. This is something that has affected many undergraduate societies and universities across the province. There has been a new announcement on its unlawfulness. Just wanted to know your thoughts on this.

Principal Deane: That's a great question. This is momentous news. The court has thrown out the Student Choice Initiative. It's too early to understand what that means for us right now.

Action has already been taken, the budgetary issues have resulted in services not being provided. Where are we now? I'm almost certain that they will advance some court challenge to that; to appeal the decision in some way. I think I'll give you my personal view. Students are brilliant at providing services and my view is that all members of a student body should support services even they don't derive benefit from it. This is a pillar of society of - to contribute even if you are not directly the person benefitting. The Student Choice Initiative may have delivered some results that may not have been expected and this has been challenging for students. We'll know when we understand the legality of what the government will do next. The position of the university is to be mindful of the services provided by student government and where permissible under regulations, to support that, particularly the services that have brought community impact. We wanted to make sure the impact has stayed relatively the same. This is the best answer I can do right now until we know better on where the government is. Can I ask you all a question? What makes you proud of the university? What are you proud of? Does this question put you in a quandary.

ENGSOC President Benoit: The student engagement and the opportunities we have to pursue is what I will leave Queen's remembering.

Principal Deane: I think people will agree with you. One of the reasons for why I'm back is the engagement of students in their lives and their studies. Engagement - can I push you on that? That is a great thing, however is it great in of itself? Or is it great because it prepares you for life? Are there consequences that come from the intense engagement in university?

ENGSOC President Benoit: I think it has layers. It is in of itself a great opportunity as it makes being a student more engaging and fun, fills up weekends, and there are huge opportunities for personal and professional growth that we can carry on into the workforce and graduate degrees. Especially leadership and project management skills that the typical student wouldn't have gotten if they hadn't engaged in leadership opportunities. Yes, it's more than just a way to meet people and that's a valuable aspect of it.

Principal Deane: I would observe that I agree with you. This is an unusual institution as the amount of responsibilities that students bear is immense - from the ethics of administration, NAM policies, and to providing input into all critical decisions made in the university. Rector da Silva's position is an emblem on what's unusual at Queen's as students have influence at the highest level of the university. One of the things that is dangerous about the Student Choice Initiative is that it runs the risk of undermining students to carry and exercise this responsibility. In terms of the impact of this institution on country and the world, fostering that capacity on students is critically important. Are there any other reasons to be proud?

Member-at-large: In the short time that I've been here, the sense of community and sense of belonging. It is a big campus but you feel like you can approach anyone about everything. Everyone can be best that they can be and I'm proud to say Queen's is home.

Principal Deane: It does feel like we are part of an integrated community like that - very good point, thank you!

ENGSOC President Benoit: In the past months, we've seen two major policy proposals - the alcohol policy and the sexual violence prevention and response policy. What sort of role do you think students should play in consultation and implementation, and how would you make sure that it happens?

Principal Deane: In both those policies, they bear heavily on the student experience and so students should have a major role, not only in pro forma policy but it has to be real dialogue on policy of this sort, especially sexual violence prevention and response policy. This is a function of human community and protection. My view on policy is that generally in a place like this, policy has to evolve with the benefit of extensive and honest consultation. That does not mean that everyone will get what they want. You have to decide what goes in, out, and what mechanisms to implement it with, but the process has to be sound and has to have full, honest dialogue. In the short time I've been here, I've learned a lot about our existing approach to policy and I hope to be more deliberate on seeking input, especially contradictory input. There are many stages of policy, and eventually it will have to go through the group which I chair, however, there are many opportunities and modifications to be made on the policy before it reaches that point.

Chairperson Niddam-Dent: I think a lot of the people in this room are student leaders. One problem that I've noticed is that when dialogue happens between the administration and the students in consultation, it happens to be the same small group of students. They're not necessarily able to represent all viewpoints and students who go to this school. As a university and student leaders, we have to do better to reach out to othering viewpoints.

Principal Deane: Can you suggest ways of doing that?

Chairperson Niddam-Dent: Tough. I think we all notice not that students are apathetic. Students do have opinions and ideas, and yet those ideas tend to stay in conversations with students. From the student leadership perspective, I think just reaching out and engaging with students. I'm not sure. I see that you're making an effort to collect different viewpoints and it's not easy to get student input. Students are very busy and there are a lot of demands on student time. Maybe just making the process easier for students to make input.

Principal Deane: Great point. That's the observation about these kinds of institutions which is something you really have to fight against. They're institutions set up to industrially do something that's profoundly humanistic and individual. We exist to help you realize your strengths and aspirations but we do it in a big, institutional format. It looks industrial. There are a lot of students here. When you think about how many people are here, you feel that it's a remarkable thing. The university is a big complicated sort of industrial place. With the processes that go on, there is a real temptation for people like me who run all our instruments and mechanisms to opt for the easiest, streamlined solution to any problem. Student opinions can represent a disruptive force to that smooth running mechanism but I fervently believe that students have to challenge these mechanisms. It's absolutely important that students speak up, the whole body and not just elected representatives. You need people at every level to be watchful of the university falling into a routine and allowing questions to be asked. I really take your point. Everything that can be done to make students feel like they have ownership of this place is really important.

ASUS President Perkins: First of all, thank you for being here with us today. I think I speak for the room when I say we appreciate your time and it's so rewarding to know you care about our opinions. Basically, I've been reflecting over the past couple of months in this position. I'm in 4th year, and when I first chose to come to Queen's, it was because I was told that Queen's has an unparalleled student experience. I still believe that to be true. We have the oldest and most advanced student government, an all student run Orientation Week, student services, and one of the highest graduation rates in country. In my position now, we've found ourselves in a unique

year where there are a lot of concerns that students have the way that Queens exists right now – whether that’s about the sexual violence prevention policy update, fall reading week, mental health cuts and university spending. Lots of things have come onto our plates, and yours as well, and the university administration. In light of this, I was just wondering what your values are and what you really hope to accomplish in your term as principal?

Principal Deane: It’s a challenging moment, not just for our university, for all the universities in the province. It’s a challenging moment for universities everywhere. We live in a post-truth world. What is more corrosive of the work that gets done in a university than governments who argue that policy decisions can be made on the basis on ideology, preference, and emotion? There’s a big international fervor on the way that is damaging to universities. We’ve got a version in our province. There are all these other manifestations of a slightly problematic way in how societies view these organizations. In an uncompromising way, I actually intensely dislike the way in which universities and the education and development of young people in them is understood in the most part by the government and sometimes by businesses. There is an instrumental approach to the human beings in this room that dominates universities this way. The view is such as that your importance is intrinsically related to the kind of cog you will be in the economic machine you’ll be in the nation. As an educator, I don’t see that as my primary goal. Mine is you leave this place a thoughtful, well informed individual ready to make a difference in society and the world at large. That’s very different than saying “I want you to get a job when you get out of here”. My conviction is that you will be more successful in that narrow goal by being a well informed individual capable of thinking of contradictory ideas and thinking through to conclusion. My values are about the human dimension of the work that gets done here. We have a huge role to play in society but the role that we play is through every individual that comes out of here, every researcher with challenging questions, and every student who does volunteer work to taking job in major organization afterwards. This is why I say to Senator Nadeem-Dent’s point about the institutionalization of education. Institutions make it look like it’s only job is to pump people out to get a job. That is important but not a primary goal. I spoke earlier about engineering backwards. Part of the reasons for the questions I’m asking is what should it look like for you to leave this place? What do you want from this experience if the point is to shape you, enrich you and cultivate you before you leave this place? You must talk up about it. Even if the province says there’s only ten criteria that we will judge universities and they are all economic ones. Even if that’s what the government says, that is not what we’re here to do, we’re here to do much more than that. I couldn’t do my job if I were not optimistic about achieving and doing this work in the spirit I described to you. I do it because it’s urgently important for universities to push against that drift and to be advocates on behalf of all of you unless we do the right thing in cultivating you as individuals, we will produce a society we don’t want to live in. Education is exciting work always but you can’t lose sight that the goal of education is the greatest goal of human life which is the fulfillment of the humans who go here. I would say, it is now increasingly inseparable from planetary health. There are a number of things that need to feed into the aspiration of individuals.

Member-at-large: Just wanted to share a quick story. I’ve been struggling with mental health throughout my entire university experience. Something that I’ve come to terms is that I have to face that. So I reached out to Student Wellness Services, my appointment is next week. I’ve been waiting for two months to have that service. Unfortunately, I had to go home to see a family doctor because it was faster. I reached out to services in Kingston outside of the university, and do everything I can to avoid Student Wellness Services because it will take even longer than

what they had expected. I don't know if you have any plans to make those changes in the coming years. It's important to me and those close to me. We've done a good job with dialogue surrounding mental health. My professors, TA's, and students around me are realizing how important mental health is and have been talking more about it and I was wondering if you know what should we be doing to take steps forward and what your ideas are?

Principal Deane: I agree. We need to keep taking steps forward. This is a huge issue that's grown over the last 15 years and it is a massive challenge. Absolutely the university sees the need to improve what's available to students and is needed, even for the community outside of Queen's as it affects us all. I'm sorry that your experience is what you described. That's not what the university wants nor would we regard that as satisfactory. We have to do better than that. We have to find ways to deal with people's immediate needs. We also have to ask the fundamental question which is: to what extent is the way we habitually do business contributing to the problem? One thing to talk about addressing the symptoms that individuals experience and that is challenging enough. But then the other question is: what is it about these places that could be different to make managing those challenges easier to do? Totally sympathetic to your concerns. I know when I arrived, there had been a lot of work done in the summer but everyone is aware we're still a long way to be able to satisfy everyone's needs.

Chairperson MacIntyre: Just wanted to know how you see the current relationship between students and the Kingston community and how you would like to see that change and how you want to accomplish that in next few years?

Principal Deane: Everything I've said about the importance of these places as positive forces on society comes to a focus on that question. There's a theoretical way you can talk but another way as well. You can say, okay, this university resides in this community; what's the relationship? and vice versa. What are the assumptions that people bring to students on campus and how do students regard the community? I think at the moment, and this is a long standing problem that goes back to when I was here at Queen's first, that relationship is slightly obscured by street partying. I know when I appeared at city council, all the council wanted to talk to me about was street partying. That is not all that students do in the community: students volunteer. I was told that Queen's students are fabulous volunteers, leading youth in trouble and the homeless. Our students have an active engagement with life in the city and actively looking to improve quality of life in the city. That tends not to come up. What comes up is behavioural issues: noisy house parties or the big Aberdeen street party. I really want us to shift the way in which we talk about the relationship between the university and the students that make up the university, and the city because there is so much that is positive that doesn't get attention. My hope is if we're really good in doing that, I'm wanting to find out the full scale of student volunteerism – how all of you and the people you represent are affecting the community. Then we can begin to construct a different narrative. We've been here for 178 years. Grant Hall exists because of difficulties between students and city government. Students put up this building in memory of a principal who supported them in a difficult situation that was not unlike the one we're currently in. It's often difficult to say that these are the things that happen in a university town but that is true. However, other good things happen in a university town and we need to focus on that positive. This may be a difficult task as the homecoming street party is on such a scale that it's important to know what can counterbalance that in the eyes of Kingston residents. And there, everybody has a role to play. There's a cultural shift that has to come into place. If this place is about the fulfillment of human beings, the way in which this place relates to the people surrounding it, also

has to be premised on the notion that we exist to support people's fulfillment. We need to be thoughtful on how to behave, what kind of neighbours we are. The city is preoccupied with this issue 12 months of the year, they think we are doing a disservice to the community and we need to attend it.

COMPSA VP Anand: How do you hope the relationships with this university and other universities, in and out of the country, will change during your tenure?

Principal Deane: There's been an interesting shift in the last decade or so. There are 97 or 98 universities in the country. There are 15 intensive research universities, of which we are one - ones with a heavy research component. There is always a high degree of competition among institutions. We compete for the best students, faculty and we individually go and lobby people at Queen's Park. One of the biggest learning experiences was when I got an interview with a provincial minister. As I waited outside, I saw one of my colleagues from Western come out and the President of McMaster was waiting to roll in. So there's competition even in the simple things. That will never go away as there will always be a element of competition. I'm heartened by the increasing need for collaboration among higher education institutions, which is desirable in a country like this. In a world where there is a high degree of competition, if we want to have a capacity for extraordinary biomedical research, we're going to need not one institution, but many. If we want particular kinds of individuals, we will need to think of it as a national thing. I'm very interested in partnerships and collaborations. In this institution, it's a unique kind of place in a unique country. We're a bit isolated, which is attractive to people interested in a unique experience. However, because we are so isolated, some opportunities don't come our way and government funding doesn't always come our way so we do need to step up our capacity for corroboration and collaboration. The most exciting degree programs are the ones done with other organizations such as the Queen's and Cornell MBA, or other programs that are an amalgamation study in one country and study in another. Going back to your question, one of our functions is that you leave this place being capable of being hugely successful, whether that be having degrees and having education in one place, but working at Queen's and at other institutions. This can look like dual degree programs, student exchanges, or study abroad. It's an interesting thing about study abroad. It's an interesting thing, how many students would like to spend some time at UBC? Canadian students are highly unlikely to travel across provincial boundaries for their education and we've got to get around that. It's a long answer to your question and raises many questions. Collaboration and partnership are absolutely important because the world out there requires breadth of knowledge, and the problems of the world are not to be solved by one person.

Member-at-large: Thank you for all of your provoking discussion. My question is in reference to the mental health question. We touched upon mental health resources on campus, especially with the new same day appointments. I called the other day at 8:03AM EST, and all of the same-day appointments were booked. I did that for 2 days and still was unable to receive an appointment. This is a really good new implementation of the resource, however, the supply is not meeting the demand. Do you have any other ideas of what we can do? It's Week 12. You alluded earlier that it comes down to our structure and reverse engineering things that we want. Is there is a reason why it's so bad, or is the competitive environment around campus fostering this. While Queen's is a community, there is an air of competition, manifested through getting a higher grade or being involved in different things. Students wear ourselves thin. So to come back

to mental health, how do we do things to become well-rounded if we have worn ourselves out by the time we graduate?

Principal Deane: This question has two parts: the experience you've had, trying to secure that appointment, is upsetting for me to hear. Why is that the case? Obviously supply and demand, but that doesn't help you. You discovered in an immediate way that it's a supply and demand issue. But the big take away with me is to talk with the people who are in charge of mental health support provision and see what to do. The other question you raised, which is the problem you and Sam have raised, will never really go away unless we think seriously about learning and life, especially in leading high quality institutions like this one. You're right, to get into Queen's, you have to be a high achiever. And you are driven to continue to achieve in a significant way, and that will take its toll. It's not necessary. We have to not believe it's necessary. There is tangible evidence that the way we do business is harmful. Professor Berg in the English Department published a paper called The Slow Professor on slow learning. It doesn't mean difficult learning, but simply changing the pace and competitive parameters of academia. This can be changing the nature of assignments so that learning is not about putting a human on trial for 4 years. It's a different kind of learning experience. This is an educational institution and it's not in the business of providing mental support but it has to be oddly enough in the way we do business. If there's a way to change the work in a way that doesn't exacerbate the problem, it won't help you tomorrow, but it is important to go back to what I said. Today, people have to ask for it and demand that institutions change the way we think about this. It's not as if a particular model on the way things should be taught and examined was dropped from heaven and that's how we have to follow it. No, this is something that we've made and decided on what education should look like. It could look very different. I don't want to be naïve as higher education, like all things, is embedded in social worries and expectations. What we do is affected by what goes on around us. If we can change the rules for your degree, can you still get into Harvard graduate school? Well I hope you should be and they should be too. That is the dilemma - you have to be courageous. We need to be courageous on making progress on this issue and we need to do it so successfully that it changes all around us.

Member-at-large: My friends and I did come up with a possible solution. Just as you would go to your doctor to get regular checkups, would it be so bad for every student to be assigned a counsellor to check up on them? Would it be plausible? Obviously, funding matters a lot, and but it may help bridge the struggle with supply and demand. As a preliminary measure, you could make a same day appointment to just chat with someone, even if you just need to talk to someone. Would that be so bad as to have a counsellor assigned per student?

Principal Deane: I think it's a great idea, however this is purely a resource issue. That's all I can say. To do that would require a massive investment of resources. It doesn't mean it's a bad idea, but the reality is that even if you want to get advice on your degree, you're dealing with someone who's dealing with stacks of students even for something non-urgent. It's the same problem there, and sometimes, I know there's an arrangement that was made this summer, that provides access online to counsellors and other people you can talk to. There are ways to playing with that model of yours. The ideal is that you have someone you can talk to casually to get something off your mind to and to work the issue through with them. Again, by institutions, human growth is individual and requires individual attention. The process is individual as you have a need that needs to be addressed individually. That would be an ideal that we need to be striving towards to

achieve while doing the other stuff. However, we can also consider turning down some of the aspects of university life that contribute to the problem.

Member-at-large: Near the beginning, you talked about students being well rounded, and being engaged in student organizations is a big part of that. As principal, how will you foster well rounded students, specifically in student organizations?

Principal Deane: I'll continue to do what I'm doing now to support students and to encourage students to participate. I'll put resources into supporting students and making it available to as many as possible. It has to be a priority. What we're trying to do here isn't just what happens in the classroom. It includes clubs and other things if we're looking at the secret of this institution, which encompass the much broader range of experiences students have. I will always pursue a holistic approach to the experience students have because I think that brings the best kinds of learning outcomes. Something more practical, I'm a thinker talker guy but to me it's not even a question, you pursue those things and help students in those diverse experiences. I will try to foster some, and bring rewards for students in which they don't receive credit work for voluntary work in the community.

Chairperson Tharp: I want to put a word behind that. One of the things other schools have been doing is students having co-curricular records. Queen's has not really demonstrated an appetite for co-curricular records. Is that something you would like to change?

Principal Deane: The answer is yes. I haven't been part of that discussion but I don't know what the resistance is. However, you have to think about what gets on a co-curricular record? Who's to judge what's significant and what's not? Is it holding office? Or being a member? Who vouches for accuracy of the record? I can't say for sure what has militated against it being receptive here. Is it plausible here? I also think that we have a very two dimensional sense of who reads a transcript or record. The old school view that the only thing people are interested in as a student is that that comes from the registrar's office. However, more and more, people are starting to look at the whole person. Whether you were a president or just a member, the record of participation is enough. I do value things like that, as I just said, I value the broadening of the notion of what we think of as credit worthy. In other words I'm not sure I want to confine things to a parallel record and historical transcript but I'm interested in blurring boundaries between those things. I'm absolutely committed to notion that students who do work that contributes to their personal growth should have a way to demonstrate that growth and work. I'd love to know what the best universities are doing on this. Co-curricular records have been around, but they're not a big deal in Canada for some weird reason. It's been swell on other things. If you go out west, they have a provision where if you've done 16 years of work with a social agency, you can ask for credit for work you've done in your work place. You get a credit for it and I think that's great. It recognizes the truth. You don't just learn in a classroom. It's not a big deal in Ontario though, I don't know anyone in the province that has that.

COMPSA President Boateng: The school of computing has been sidelined in growth because of caps on the number of students. This stifles growth on certain classes that don't have capacity to handle other students. I understand the cap is because of residence and students we have in residence. How do you plan on balancing this while encouraging the growth of smaller faculties if you're going to keep that guarantee that first years will receive residence?

Principal Deane: Good question, however this is partly a moot discussion. The province has capped enrollment so we can't grow our overall enrollment from where we were two years ago. So if you want to grow capacity for a specific program, we have to reduce number of students in other programs, or we don't admit as many first years. Maybe it's possible in time that we go over our limit, however, we don't get government money for that. That would allow us to grow the first year class, but you can never grow very much as you're only getting a fraction of the revenues from the students. I take your point. If we didn't have these limitations on how big the university can be, we'd be free to make different decisions. We also want to make sure that every first year gets into residence. If we want to grow, we'd have to build more residences. The prospects for growth is small, except for international students. That number could grow. The legitimate problem is that the number of students is fixed. If you increase them in one program, you decrease them in another. It is hard to do. However, the growth does happen from time to time. I'm sure there will come another period of growth.

Member-at-large: In terms of housing and residence, I don't know how true this is, but I've heard that there have been meetings of building a new residence by Victoria Hall. I understand building a new residence. I'm sure you have considered a lot as well. I was in Leonard Hall, and the living conditions are not good and custodians do the best they can to maintain the residences, but the infrastructures themselves do need updating. I know it comes down to funding if we're talking about building a new residence, why not consider fixing the old ones first?

Principal Deane: Part of the reason that we're building the new one is so we're able to shut down one while we renovate an older one. Let's say you want to fix Victoria Hall. Where do students go while we fix it? It takes a long to renovate. There is a new residence planned but it's not necessarily planned to accommodate dramatic growth. It will be a place where students live for the year while one residence after another gets renovated. Students pay for residence and there is a revenue stream that we turn back into renovations and improvements. It's difficult to do when X number of students need to be accommodated but you can't take one of the residences offline for a year. It's a good point. It's on the people in Housing and Residences to make sure their quality of living conditions that they need and want is good. However, we're a 178 year old institution and there will be needed updates.

Thank you all for coming tonight. Your observations have been very helpful and I hope you found what I had to say helpful as well. Please come out to other events or use the feedback button online to make your views known. And come see me if you want to make other things known.

Speaker Maule: Thank you Principal Deane.

Adjournment

Moved by: COMPSA President Boateng, seconded by: AMS VP-UA Greene.

Vote proceeds.

FOR: Unanimous - 1

AGAINST: None

ABSENTIONS: 1

Motion carries.

Assembly is adjourned at 18:36 PM EST.