

## Meeting Notes

<b>Meeting</b>	CSC Student Committee – General Meeting
<b>Date &amp; Time</b>	November 19, 2013 @ 1:30pm
<b>Location</b>	830 Kaneff Tower
<b>Attendance</b>	Gayle, Kathryn, Melissa, Salvatore, Prakash, Elana, Elize, Matt

### CSC Vice-Chair Welcome

- Prakash Amarasooriya welcomed the group.

### General Student Concerns

- Prakash spoke to students during the LeaderSHAPE conference about their safety concerns.
- Many concerns were brought up regarding goSAFE.
- Elize suggested that this be a topic which is reviewed by the CSC Audit Sub-Committee as there are relevant METRAC recommendations related to goSAFE which could be addressed.
- Residence Concern – people trailing into the buildings beside a resident
  - This is a recurring issue. Weekends are of particular concern.
  - Matt indicated that during Orientation in Fall 2013 there was someone stationed 24/7 and this worked well. There is a resource issue to maintain this service throughout the year.

### Equity Statement

- Including an equity statement on the course syllabus has been a recurring topic at the CSC student committee meetings.
- The committee has agreed to review the current Senate equity statement (provided below) drafted in 2009 and come up with a suggested version for the course syllabus. A small group of members have agreed to take on the review: Prakash, Elana, Salvatore, Melissa and Gayle. The draft will be submitted to Elize and Matt by the end of term for review.
- Upon approval from the Student Committee, the proposed statement will be brought to CSC for approval, ideally at the January meeting. If approved, CSC Chairs John and Prakash would need to bring this forward to the Senate committee on Academic Standards, Curriculum and Pedagogy for institutional review and approval.
- For review of current forms and templates, please visit the [Senate Committee on Academic Standards, Curriculum and Pedagogy website](#).

#### **Senate Draft Equity Statement (Version #7, Mar 18, 2009)**

The commitment to equity at York University is vital to academic excellence and the fulfillment of the University's mission.

By equity we mean fair and respectful treatment of all persons, in relation to gender, gender identity, sexual orientation, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, religion, sex, age, marital status, disability, and family status. Accordingly, in present academic structures, processes, programs and environments, attention should focus on eradicating systemic and structural discrimination, including barriers to access and promoting equity.

In addition, York will incorporate in its planning processes measures to advance equity. It is our shared responsibility to create the conditions for all to achieve their potential and participate fully in the academic community. Instructional design, delivery and assessment; recognition of student achievement, research activity, and supervision and mentoring should be directed toward this goal. All collegial decision making and forms of recognition ought also to honour our commitment to equity.

**Equity statement as included in the current [University Academic Plan \(UAP\)](#)**

York also has a number of values that help to distinguish us from other universities. These include:

- recognition of the special opportunities and responsibilities that arise from the University's setting in a uniquely dynamic, metropolitan and multi-cultural milieu including the value of partnerships and outreach to the broader community consistent with institutional autonomy and trust reposed by the public
- a commitment to social justice and equity which includes a profound desire to make post-secondary education accessible to the various individuals and communities we serve
- deep and thoroughgoing commitments to interdisciplinarity and to the pursuit of innovative initiatives and approaches
- a commitment to cultivate an engaged learning and research environment and
- a commitment to sustainability in both our academic programs and our practices as a community.

It bears mentioning that a commitment to equity at York University has been a hallmark of academic excellence and the fulfillment of the University's mission. By equity we mean fair and respectful treatment of all persons, in relation to gender, sexual orientation, race, ancestry, place of origin, colour, ethnic origin, creed, religion, sex, age, marital status, disability, and family status. Accordingly, in present academic structures, processes, programs and environments, attention should focus on eradicating systemic and structural discrimination, including barriers to access, and on promoting equity.

Equity is embedded in our planning processes and evaluation measures. It is our shared responsibility to create the conditions for all to achieve their potential and participate fully in the academic community. Instructional design, delivery and assessment recognition of student achievement research activity and supervision and mentoring should be directed toward this goal. All collegial decision making and forms of recognition ought also to honour our commitment to equity. This commitment is exhibited in our emphasis on community engagement both at York and in our outreach to the broader community as reflected in the President's Task Force on Community Engagement and the White Paper.

### **Facebook Group**

- Information sharing via a social media outlet has been brought up at Student Committee meetings.
- Prakash suggested creating a Facebook page which could be purely informational where we can share service info, event and contact information for various resources on campus.
- Comments would be disabled
- The page will facilitate keeping the issues at the forefront and not only when there is a hot topic to discuss.
- Gayle said this type of informational page would be a good way to help students find what's going and get connected.

## **Safe Space Mandate**

- Prakash has inquired with Jair from SCLD about a “safe space” mandate for York clubs. The mandate would be another way we are creating a safe campus. It could be a type of inclusion statement added to the club constitution, and training, possibly provided by DPET members at the Clubs 101 session, to help club executives make their spaces safe and inclusive for their members. Prakash was investigating further.
- Gayle mentioned to speak to Hamoudi Hneinou, VP Operations at the YFS regarding their club ratification policy.
- It was mentioned if this could be extended to College Council and SIRC (Student Intramural Recreation Council).
- Suggested that the Student Committee create a draft statement for review.

## **Themed Forum for Winter**

- Prakash has been investigating putting together a themed forum in the Winter term around student and citizen rights. Many students are unaware of both their rights as a student offered by the student code of conduct and as a citizen and possibly a tenant.
- Presenters will be Office of Student Conflict Resolution, CLASP and TPS. Will also have other campus partners in the audience to answer questions.
- Melissa indicated that she is doing a practicum with CLASP and could help get more information. Prakash was going to follow up with Melissa.
- **UPDATE:** Forum will be held in place of the CSC forum in the winter term: **Tuesday February 11, 2013 @ 4pm in 106 LSB.**

## **Sexual Assault Policy**

- There will be a discussion at the next CSC meeting (Nov. 26 @ 2:30pm) to receive input from CSC members.
- If you cannot attend the meeting, please send your input in through another CSC member so that it can be brought up.

## **Other Business**

- Matt inquired if the agenda can be circulated in advance and to possibly include the type of meeting format (i.e. working discussion vs. presentation style) and if input is needed. This will allow CSC members to speak to their peers, and colleagues in advance of the meeting and share the comments at the meeting.

## **Action Item Review**

- Draft equity statement for review by end of term

## **Next Meeting**

- Doodle poll will be sent out for a meeting in December if timing permits.