

**AODA Committee Meeting**  
**Friday, March 26, 2015**  
**9:00am-11:00am**

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In Attendance	Regrets
Mike Berg ( <b>MB</b> )	Ahmed Abukar ( <b>AA</b> )
Tracey Maynard ( <b>TM</b> )	
Dana Costin ( <b>DC</b> )	
Janet Hollingsworth ( <b>JH</b> )	
Nicole Waskul ( <b>NW</b> )	
Lam Trinh ( <b>LT</b> )	
Akil Annamunthodo ( <b>AA</b> )	
Leah Barclay ( <b>LB</b> )	
Rick Follert ( <b>RF</b> )	
Nancy Bryant ( <b>NB</b> )	
Phil Legate ( <b>PL</b> )	
Nora Simpson ( <b>NS</b> )	
Kathy Provost ( <b>KP</b> )	

**Welcome & Check in:**

All committee members reported being busy and well.

**Minute Review and Approval:**

**TM** approved minutes.

**Online Training Update:**

**KP** shared that Humber's Centre for Teaching and Learning (CTL) is working with Faculty to provide workshops to make teaching and learning materials more accessible. **KP** was in attendance for one session recently and found the content very beneficial. She encouraged committee members to take advantage of accessibility-related training opportunities provided by CTL as there is a variety of expertise on Humber's campuses.

**KP** shared that all the requirements for 2015 have been met and the training completion rates are at 90% for all three AODA modules: Customer Service Standard, Training to Educators and IASR/OHRC training.

**Review of AODA Committee Terms of Reference:**

**KP** reviewed several areas of the Terms of Reference including Section 6: Roles and Responsibilities and Section 8: Membership. **KP** emphasized that committee members

are responsible for communicating AODA related information with their schools/departments. Furthermore, **KP** reminded members that they are required to attend 5 meetings per year and if they are unable to do so they should indicate their withdrawal from the Committee to the AODA Coordinator.

The committee had a discussion regarding membership representation. **KP** explained that she will be confirming which committee members will be continuing on the committee for the 2015/2016 academic year.

The committee had a brief discussion regarding the challenges regarding the recruitment and retention of students on the AODA Committee. There have been challenges to find students who are willing and able to sit on the Committee. **NS** indicated that would work with **KP** to target their efforts towards recruiting returning students and student leaders. **KP** requested that committee members contact her directly if they know Humber students who may be interested in joining the committee. The matter of having representation of Guelph-Humber students on the committee was also raised. **NW** offered to provide assistance with recruitment of Guelph-Humber students. **AA** shared that he was currently in the process of assembling some focus groups for website feedback.

**DC** suggested that the committee needed to engage students differently to encourage their participation on the committee. She suggested creating subcommittees with semester-long projects for students to work on. **DC** also shared that more student representation from Lakeshore would be beneficial. **JB** suggested that the committee generate several suggestions for semester-long projects for student committee members.

**LB** suggested that to increase student involvement the committee could adjust the terms of reference specifically for students in order to capture more representation for a shorter time frame given the difficulties maintaining student membership.

### **Individual Accommodation Plan Update**

**KP** shared with members that the Individual Accommodation Plan has been approved and released. Information will be released in the Communiqué in the coming weeks.

### **2015 Goals:**

#### **Diversity and Inclusion Dialogues**

**KP** explained that one session for the 2015/2016 year will focus on accessibility. **KP** asked the committee if there were any topics that members would like to be addressed. **KP** suggested that a presentation on Universal Design for Learning and Universal

Design of Instruction may be beneficial to demonstrate their similarities and the differences. This would be beneficial for those involved in developing and delivering course content.

**MB** identified that language is constantly changing and various situations individual could benefit from some guidance on appropriate language. **JB** indicated that the Centre has produced several resources on appropriate language and will share that resource with committee members following the meeting. As language is always evolving, **JB** asked for committee members' feedback to enhance the resource.

**AA** shared that he is working on resources for creating accessible documents at Guelph-Humber. This includes the development of quick tips sheets or a reference guide. Further training on creating accessible documents could be of interest to the Humber Community.

### **Lunch and Learn Workshops**

**AA** explained that he has been working on workshops on creating accessible pdfs for Guelph-Humber employees. **JB** suggested that they collaborate to deliver a lunch and learn in Fall semester. **JB** shared that she has delivered a similar workshop in the past that provided 6 tips to create more accessible documents. The workshops received positive feedback and **JB** would be interested in collaborating in this area. Other suggestions for a short 50 minute session included a workshop on myths and realities about people with disabilities.

A suggestion was put forward to contact the Centre for Teaching and Learning to create a video to provide tips to employees about accessibility matters. Videos would be an additional method of information sharing. Short videos would be useful for disseminating AODA and accessibility-related information in several meetings including those Dean-led school meeting orientations for part-time faculty.

**AA** reminded the committee that if videos are developed they should be aware of how rapidly technology changes and how this can impact their longevity.

### **New Business Arising:**

**DC** shared with the committee that sometimes there are structural matters that impact accessibility, for example, elevators in cottages that are aging and are unreliable and how this impacts students. There was a recent situation where instructors switched the location of their classrooms as concerns were expressed that a student whose class was on the second floor could not rely on the elevator to get to class. The instructors worked together to switch locations to ensure the student could attend the class without

having to rely on the elevator. In terms of accessible learning environments, **DC** explained that classrooms are in need of a redesign to increase accessibility.

**MB** shared that some of the accessibility barriers that are found in the learning environment are being addressed by Humber in their long term infrastructure goals. **KP** will consult with the Ontario College community to determine what other Colleges are doing in relation to classroom redesign, retrofitting, aging elevators, etcetera.

**MB** suggested that the committee might want to hold smaller focus groups with individuals departments to gather information about accessibility and departmental challenges in that may be encountered.

**Closure & Check-out:**

Everyone reported a good meeting.

**Next Meeting Date**

Friday, May 29, 2015