



Humber College AODA Committee

Minutes

January 15, 2021, 9:00 a.m. to 11:00 a.m.

Microsoft Teams

In Attendance	Regrets
Aaron Brown (AB)	Anne Zbitnew (AZ)
Adam Benn (AB2)	Christopher Schiafone (CS)
Amanda Soriano (AS)	Julia Ciampa (JC)
Bhavya Dhawan (BD)	Philip Burge (PB)
Carina Enriquez-Cunanan (CC)	
David Yen (DY)	
Gina Catenazzo (GC)	
Hiren Patel (HP)	
Jason Rouatt (JR)	
Jennie Grimard (JG)	
Karen Hortopan (KH)	
Kimberly Zammit (KZ)	
Liana Acri (LA)	
Lynn Vanlieshout (LV)	
Natalie Bergstorm (NB)	
Sacha Ally (SA)	

Items	Notes
<p>Welcome and Introduction of New Members, Check in</p>	<p>AB2 welcomed our new members Bhavya Dhawan from Residence and Gina Catenazzo from Teaching and Learning. Gina has developed fully online courses and also does training with faculty and staff in creating accessible documents. Last term Gina launched a fully online certificate in the subject matter.</p> <p>Group members checked in and reported being well after the holiday break.</p>
<p>New Business</p>	<p>No new business</p>
<p>Review and Approval of Minutes: November 20, 2020</p>	<p>November 20, 2020 minutes approved by Committee.</p> <p>AB put forward the motion, seconded by NB and supported by the Committee.</p>
<p>Follow up on To Dos (Standing Item)</p>	<p>All immediate to dos were completed in advance of the meeting.</p>
<p>Update on CHRED AODA training compliance</p>	<p>Training completions for AODA modules increased between 2%-5% depending on the module.</p> <p>Some departments and faculties are beginning to incorporate the AODA trainings and other mandatory trainings into their performance reviews which may result in increased training compliance.</p>
<p>Continued Discussion: COVID-19 and the AODA: What (if any) has the impact been on accessibility?</p>	<p>AB2: We've been trying to surface issues around COVID-19 and the impact on accessibility looking at students and staff in the online environment.</p>

<p>Are there specific things the committee should be doing in response to COVID-19?</p> <p>How are accommodations being facilitated in your respective environment/areas?</p>	<p>For example how are accommodations being facilitated in your respective environments attempting to understand the delineation between disability related accommodation needs and COVID-19 needs.</p> <p>KZ: Related to academic advising and registration we're seeing more flexibility from instructors which is great. People are more understanding given the circumstances being exasperated by COVID-19 with regards to stress and anxiety.</p> <p>Testing services isn't overwhelmed with students who require more time. This is one of the biggest accommodations we see at U of GH. Students are writing online using Respondus. They are able to write more quickly after the end of their classes without longer wait times making recall of the subject material easier. They're also able to write in the comfort of their own home and getting the extra time they need without long wait times at the testing center.</p> <p>U of GH is also looking at accommodations being presented in an online portal for instructors which will provide a seamless process. This is another positive that has come from COVID-19.</p> <p>There are still the barriers for students who are required to come on to campus because the accommodation requires it.</p> <p>JG: I teach a first-year program so students are brand new and often young and just out of high school. The college experience is new as well as the online experience.</p> <p>There has been a lot less accommodation requests. It may be that students are not aware that accommodations are available or are unaware of the process because they are not mingling and sharing on campus. I would normally get 10-12 requests and only received 2.</p>
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It's also possible because they are studying at home they feel less of a need for accommodations and are working at their own pace.

LV: The programs we run normally deal with students that have a lot of challenges to start with. One of the big issues we ran into with one of our students is just the safety factor of studying at home. They really wanted to be able to have a safe space to access Wi-Fi in the Internet and not being able to do that on campus was really difficult for that student.

The number of mental health issues have raised and the amount of depression that students are dealing with due to the isolation. We have done a lot of referrals to counselling services and supports for students who have been very responsive.

DY: I've started teaching at the hospital. There are stringent requirements related to PPE and sanitizing. They're probably safer than most environments and have a robust app with a number of questions.

It's important to be grateful for what we have. Many of us are working from home comfortably. Not everyone has that opportunity.

Two important pieces related to safety: 1) You can't be stopped on the road for the purpose of checking for compliance with the stay at home order and 2) You don't need a letter of employment to prove why you are outside your home.

HP: On the employee side, there has been an increase in the number of accommodations. One of the major concerns are those that have a chronic medical condition or if they are immunocompromised if they were to come into work. The majority of requests are able to be accommodated. There are however some positions where you have to do the work in person and there are no other options but Humber has been great at accommodating.

<p>Subcommittee Report Breakout Groups</p>	<p>Those new to the Committee were provided a brief overview of what each subcommittee was working on. New members chose subcommittees based on their interests and the Committee moved into subcommittee rooms.</p> <ol style="list-style-type: none"> <li>1) Needs Assessment: AS Working on the promoting the Bell – Let’s Talk event on January 26, 2021</li> <li>2) Resource Curation: LA We are collecting available resources at Humber and externally related to accessibility and identifying gaps. We are working on content to fill those gaps using what is currently available.</li> <li>3) Attitudinal Barriers: SA We are working on creating a short video that will be posted on social media to raise awareness of attitudinal barriers related to accessibility. We have a faculty member that is prepared to be profiled and we are working with Marketing to prepare the video.</li> </ol>
<p>Subcommittee Report Back</p> <ol style="list-style-type: none"> <li>1) Resource Curation: <u>Subcommittee members:</u> Jason Rouatt Phil Legate Karen Horotopan Amanda Soriano Anne Zbitnew Liana Acri</li> </ol>	<ol style="list-style-type: none"> <li>1) Resource Curation: LA The Resource Curation Subcommittee is working on the instruction sheet for Microsoft Teams that was circulated in December. Currently looking at the flow and accessibility of the document as well as offering alternate formats. We hope to have a rough draft by the end of January.</li> <li>2) Attitudinal Barriers SA The Attitudinal Barrier Subcommittee have an upcoming meeting with Marketing. We expect to gain some clarity on the video creation process including whether the recording will be done online or in person. Also looking at the possibility of a voice over to avoid just</li> </ol>

<p>2) Attitudinal Barriers <u>Subcommittee members:</u> Adam Benn Jennie Grimard Aaron Brown Sacha Ally Hiren Patel</p> <p>3) Needs Assessment: How does accessibility affect folks that are most marginalized? <u>Subcommittee members:</u> Kimberly Zammit David Yen Philip Burge Christoper Schiaphone</p>	<p>looking at a web cam feed of the subject through the entire video. We are currently working out the details of the video itself in terms of format and duration as well.</p> <p>3) Needs Assessment: How does accessibility affect folks that are most marginalized?</p> <p>The Needs Assessment subcommittee identified mental health as an issue for many Humber students based on a previous focus group. Mental health issues have been exacerbated by COVID-19. The subcommittee is cooperating with the Life at Humber team, the digital communications team who are hosting a conversation about mental health during the week of Bell – Let’s talk. The event is taking place on January 26<sup>th</sup> at 12:00pm and will be hosted live on YouTube and Facebook. Participants will include three students and a health promotions coordinator. The goal of the event is to raise awareness around mental health for students and to destigmatize and normalize mental health. The Needs Assessment subcommittee will be assisting with promotion of the event.</p>
<p>Review of Parking Lot and Finalizing of To Dos for next meeting – Standing Item</p>	<ul style="list-style-type: none"> <li>• What responsibility do members have in disseminating information AB2 provided a reminder to Committee members to share relevant accessibility information received from our meeting to their respective networks</li> </ul> <p>AB2 sent out an email to Committee members in December 2020 that came from the Ministry related to AODA compliance. This would be a good example of communications that should be disseminated to your networks.</p>

- The Subcommittee also advised that they considered the promotion of the barrier form and recommended that the breakdown of barrier form requests could be useful to observe trends over time - [Ongoing](#)
- Invitation to the Dean of Students – Ian Crookshank to an upcoming AODA meeting to raise awareness of the work being done

Things that could be done:

- A suggestion was raised about drafting a 1 page housekeeping script on how students can make their experience more accessible eg. Captioning, accommodation request, etc.
- A suggestion was made for conducting a needs assessment under COVID-19 conditions
- Concerns about how many documents are being sent to students that are inaccessible. The three-part accessible documents training is useful but a quick tip sheet might be very helpful as well.

GC has tip sheets that can be shared with the Humber community. The difficulty with tip sheets is that there's only so much that can be included. Most PDFs being sent out are likely inaccessible.

We need more resources available for our faculty members to create accessible PDFs. Standard PDF accessibility training covers the first 70% of creating accessible PDFs but the last 30% often requires the support of an accessibility expert and it's likely unreasonable to ask faculty to handle. Tip sheets can get you part way there but won't get you all the way.

JG Inaccessible PDFs are often related to the templates being used. If we could prioritize common PDF communications sent out to students that we deem as critical information or finding a way to systematically identify which

	communications being sent to students are inaccessible, then that would be a start.
Next Meeting Date and Checkout - Friday, March 19, 2021 - Location: Microsoft Teams	Our next meeting is Friday, March 19, 2021.  AB2 If you do receive things from me, please share them in your network to ensure people are getting the relevant information and that accessibility is staying top of mind.