



Humber College AODA Committee

Minutes

November 20, 2020, 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)	Jennie Grimard (JG)
Carina Cunanan (CC)	Joelle Awad (JA)
David Yen (DY)	Julia Ciampa (JC)
Hiren Patel (HP)	Karen Hortopan (KH)
Jason Rouatt (JR)	
Kimberly Zammit (KZ)	
Liana Acri (LA)	
Lynn Vanlieshout (LV)	
Natalie Bergstorm (NB)	
Phil Legate (PL)	
Philip Burge (PB)	
Sacha Ally (SA)	

Items	Notes
Welcome and Check in	<p>AB2 welcomed the Committee as well as Natalie Bergstrom who is returning to the Committee from a leave of absence from Humber. Many of us have been working remotely/from home since March 2020. Committee members were asked to check-in and share how they have been managing with the new remote working environment since we began.</p> <p>Common themes emerging were:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciation for no longer having to commute, cost savings <input type="checkbox"/> Discomfort at the beginning of the transition <input type="checkbox"/> An appreciation for relaxed dress attire <input type="checkbox"/> Student engagement being more challenging in the virtual environment especially around challenging conversation topics <input type="checkbox"/> A greater ease in meeting collaboration related to scheduling and availability <input type="checkbox"/> A lack of genuine meeting collaboration, such as in conducting interviews and the depth of connection <input type="checkbox"/> More training offerings due to the ease in setting up events <input type="checkbox"/> Greater uptake of student events such as academic prohibition and the advantage of anonymity that virtual sessions provide. Along with the ease with which students can virtually attend from the comfort of their own home <input type="checkbox"/> Challenges posed in maintaining work life balance, challenges taking breaks, and not checking emails <input type="checkbox"/> Better work life balance <input type="checkbox"/> Less people on campus, less conflict, less touching from a public safety perspective <input type="checkbox"/> No snow days <input type="checkbox"/> Forced innovation -Additional service offerings – library scanning services of physical collection, text chat service and MS team meetings with students

	<ul style="list-style-type: none"> <input type="checkbox"/> Less accommodation requests for faculty related to testing <input type="checkbox"/> Residence being slow <input type="checkbox"/> Contrasting work and home spaces. Some home spaces are more private than open work areas <input type="checkbox"/> Less chit chat and interruptions <input type="checkbox"/> More accommodations related to time extensions and the ability to use a computer. Less high stakes exams, more options are being provided to students for assignments vs. exams. More common to have issues with time management because of greater reliance on assignments over exams. <input type="checkbox"/> Challenges when asked to provide reference letters. Faculty may not have a personal connection with the student as many don't put on their cameras during class. Difficult to recognize students outside of the classroom.
New Business	No new business
Review and Approval of Minutes: May 21, 2020	<p>September 18, 2020 minutes approved by Committee.</p> <p>PB put forward the motion, seconded by AB and supported by the Committee.</p>
Follow up on To Dos (Standing Item)	All immediate to dos were completed in advance of the meeting.
Update on CHRED AODA training compliance	<p>SA provided a brief update on AODA training completion statistics. Standard completion rates. HROE is in the process of centralizing the mandatory training through a new platform. This will provide a single sign on feature which should make it easier for users to access the training, to track the training and to send out reminders to obtain compliance.</p> <p>The AODA modules are flash based and will likely have to be updated in order to obtain compatibility.</p>

Continued Discussion:
COVID-19 and the
AODA: What (if any)
has the impact been
on accessibility?

Are there specific
things the committee
should be doing in
response to COVID-
19?

The Committee had a robust discussion on the impact of COVID-19 on accessibility and considered ideas as to what the Committee could be doing in response. Some of the topics of conversation included:

- Concerns expressed as our September 20, 2020 meeting regarding COVID-19 signage and the accessibility of that signage have been conveyed to Humber's Marketing and Communications department. The signage has been prepared in consultation with Accessible Learning Services such as signage height, the perception of colour difference, etc.
- Employees that are looking to return to work from leaves are often better able to return to a remote work environment as they can work from home
- More emails to respond to and more typing required
- Greater efficiency and productivity.
- Concerns about how many documents are being sent to students that are not accessible. The three part accessible documents training is useful but a quick tip sheet might be very helpful as well.
- AS has conducted live events with ALS about how to help students
- NB from IGNITE – revamping website to comply with WCAG guidelines
- David Yen – Public Safety – Toy drive with online toy delivery to Humber

AB2 provided a the following verbal report:

COVID-19 has had an impact on operations around the world. Accessibly initiatives have been no exception to this. Despite this, Humber College continues to manage barriers to accessibility. Barriers have been identified through the 'barrier identification forms' and accessibility/push button audits. Humber has also been very proactive in addressing barriers. Many of the projects reflected here not only meet standards outlined by the AODA, but also demonstrate an institutional commitment to working towards principles of universal design. Some high level updates from key departments in the organization:

Accessible Learning Services

- In response to COVID, creation of “Accommodations online document”– document meant to support faculty in addressing accommodations in the virtual environment
- Working through some challenges: Delays for Third Party contractors to get sign-ins to access Learning Management Systems, invigilation, availability of printers, and quiet space
- Worked with Communications around COVID-19 signage, and ensuring that signage was accessible: recommendations around audible, tactile signs, size of the signage, levels of signs
- Identified a risk around ‘attitudinal Barriers’ – negative assumptions about individuals who have disabilities held by Faculty – areas identified include FAST, Business & Clinical Classrooms.

AODA Committee

- In response to COVID, focus on the impact of the pandemic and the ensuing working/study from home might be having on accessibility issues for staff and students
- Working groups focused on projects addressing attitudinal barriers and curation of accessible resources on Humber websites

Arboretum

- Natural Environment and Community Programs has completed upgrades to an approximately 200m informal natural surface trail connecting the Humber Arboretum and Humber College North Campus to the West Humber Recreational Trail.
- The well-used informal path was over 25% slope in sections and ran along an active erosion area on the ravine hillside. The new trail achieves a 10% grade along the trail by using retaining walls and incorporates a series of pools and swales to convey drainage.

- The trail was designed in consultation with the PFR Community Disability Steering Committee to balance accessibility and protection of the surrounding natural environment. Design and construction was completed by Toronto and Region Conservation Authority (TRCA).

Capital Development and Facilities Management

- Completed Accessibility Audit in 2019 that listed and prioritized accessibility issues in the physical building – 250K awarded. Currently being applied to emergency alarms in washrooms (75), and strobes in washrooms (identified as a top priority)
- Replacement of accessible doors – from push button to wave (also aimed at addressing issues related to high touch areas as per COVID-19)
- Lakeshore Cultural Hub Project – working with principles of Universal Design

Centre for Human Rights, Equity & Diversity

- Completed PPT Attitudinal Barriers Module Spring 2020
- With Marketing and Communications, coordinated 4 (4) of the ONTARIO REGULATION 191/11, *Integrated Accessibility Standards*: By January 1, 2021, all internet websites and web content of public sector organizations like Humber must conform with to WCAG* 2.0 Level AA standards

Government Relations, Marketing, and Communications

- With ALS, developed COVID-19 signage for reopening of Humber Campus
- With Centre for Human Rights, Equity & Diversity, coordinated 4 (4) of the ONTARIO REGULATION 191/11, *Integrated Accessibility Standards*: By January 1, 2021, all internet websites and web content of public sector organizations like Humber must conform with to WCAG* 2.0 Level AA standards
- Funded AODA training (Accessibility for digital content creators) for a number of people throughout the college (55 in total).

Humber Libraries

	<ul style="list-style-type: none"> ▪ ACE – Accessible Content ePortal: Humber Libraries participates in the Accessible Content ePortal (ACE), which contains alternative formats of the print book collections of participating Ontario colleges and universities. Content is made available to students with print disabilities in these formats: B&W PDF, DAISY, TXT and ePub. ▪ Video Captioning - As part of its acquisitions process, since 2014 the Library has been purchasing captioned DVDs and streaming videos as much as possible. We have also taken a proactive approach to captioning high-demand DVDs that were already part of the collection ▪ Low-use titles that are part of the collection and not captioned yet, we caption on request using D.J. Woods Digital Inc. as a vendor. ▪ LEAP - Humber Libraries is participating in a provincial initiative called the Library eResources Accessibility Project (LEAP). LEAP is a self-audit tool that is being built using a crowd-sourcing model where each participating library evaluates the accessibility of library e-resources using a common set of questions/standards and shares their assessments.
<p>Subcommittee Report Back</p> <p>1) Resource Curation: <u>Subcommittee members:</u> Jason Rouatt Phil Legate Karen Horotopan Amanda Soriano Anne Zbitnew Liana Acri</p>	<p>1) Resource Curation:</p> <p>The Resource Curation Subcommittee have created a document and will distribute via email. Will ask for feedback by Dec. 4. They will make an accessible document and will look to Sacha and Adam for distribution in the Communique.</p> <p>2) Attitudinal Barriers</p> <p>The Attitudinal Barrier Subcommittee expect to be preparing a script for the first video in the coming weeks and working in conjunction with Marketing and Communications to edit the video profile. This will serve as an example as we seek to get a student who is willing</p>

<p>2) Attitudinal Barriers <u>Subcommittee</u> <u>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</u> <u>members:</u> Kimberly Zammit David Yen Philip Burge Christoper Schiaphone</p>	<p>to participate in a similar project. It will likely be distributed via Communique, Humber’s social media channels and possibly on December 3rd.</p> <p>3) Needs Assessment: How does accessibility affect folks that are most marginalized?</p> <p>The Needs Assessment Subcommittee is proposing a simple print ad composed of 4-6 images of students which asks the question which of these people do you feel may have been impacted by COVID-19? – the answer is they all are. For information contact SWAC.</p> <p>They are also interested in talking to internal experts from SWAC such as Jacqueline Anderson to talk about how people have been impacted by mental health. Amanda Soriana will connect with this subcommittee as she is working on similar projects with SWAC.</p>
<p>Review of Parking Lot and Finalizing of To Dos for next meeting – Standing Item</p>	<ul style="list-style-type: none"> <input type="checkbox"/> What responsibility do members have in disseminating information – Can look at this in the new academic year <input type="checkbox"/> 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

	<ul style="list-style-type: none"> □ Invitation to the Dean of Students – Ian Crookshank to an upcoming AODA meeting to raise awareness of the work being done <p><u>Things that could be done:</u></p> <ul style="list-style-type: none"> □ 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 □ Physical accessibility as it relates to signage was raised as a concern. Signage being placed at eye level and what that means for persons with disabilities whose eye level may not be the same as others, especially when the signage has a QR code which needs to be scanned. Also raised was the possibility of the Committee working with the Humber’s signage committee to consult on those accessibility related concerns. – This has been conveyed to Marketing and Communications and SWAC was involved in the design process for the new signage to address these concerns □ Concerns about how many documents are being sent to students that are not accessible. The three-part accessible documents training is useful but a quick tip sheet might be very helpful as well.
<p>Next Meeting Date and Checkout</p> <ul style="list-style-type: none"> - Friday, January 15, 2021 - Location: 	<p>AB2 wished the Committee a good weekend.</p>

Microsoft Teams	
-----------------	--