

## MINUTES AND ACTION ITEMS - ENABLE YORK

<b>Meeting Date:</b>	Wednesday, January 16, 2019, 10:00 AM to 12:00 PM, Room 956 - Kaneff Tower
<b>Meeting Attendees:</b>	<ul style="list-style-type: none"> <li>▪ Allison Bishop</li> <li>▪ Mira Dineen</li> <li>▪ Rana Nasrazadani</li> <li>▪ Roxanne Mykitiuk</li> <li>▪ Ruth Bramham</li> <li>▪ Sheila Wilmot</li> <li>▪ Maureen Armstrong</li> <li>▪ Dragan Spasojevic</li> <li>▪ Deane Taylor</li> <li>▪ Ketziah Rhule</li> <li>▪ Marc Wilchesky</li> <li>▪ Roxana Jahani Aval</li> <li>▪ Yvonne Simpson</li> <li>▪ Maggie Quirt</li> <li>▪ Megan Davies</li> <li>▪ Alicia Campney</li> </ul>
<b>Guests:</b>	<ul style="list-style-type: none"> <li>▪ Franck van Breugel</li> </ul>
<b>Apologies from:</b>	<ul style="list-style-type: none"> <li>▪ Kat Kahnert-Wolchak</li> <li>▪ Yasir Hameed</li> </ul>
<b>Minutes by:</b>	Allison Bishop (Education and Communications Advisor, Centre for Human Rights, Equity and Inclusion)
<b>Next Meeting Date:</b>	Wednesday, February 13, 2019, 10:00 AM to 12:00 PM, Room 901 - Kaneff Tower

**Agenda:**

1. Welcome and Introduction of New Committee Members
2. Approval of the Minutes of the Meeting of October 31, 2018 and November 28, 2018
3. Business Arising from the Minutes
4. Review of the November 2017 Roundtable Recap document in relation to the CART transcript from the event for accuracy (both documents already circulated)
5. Consultation with Senate Executive Sub-Committee on Equity Re: Academic Accommodation for Students with Disabilities (Guidelines, Procedures and Definitions)

6. New Business: Roundtable/Community Consultation; York University Accessibility Mapping Exercise, Draft Project Plan

### Items Discussed:

#### 1. Welcome and Introduction of New Committee Members

- The Co-Chairs opened the committee meeting with roundtable introductions by present members. New members, Maggie Quirt (Faculty), Megan Davies (Faculty) and Alicia Campney (Student) were introduced.

#### 2. Approval of the Minutes of Meeting of October 31, 2018 and November 28, 2018

- Meeting minutes from both the October 31, 2018 and November 28, 2018 committee meetings were approved without changes.

#### 3. Business Arising from the Minutes

- **Meeting Schedule:** The Enable York Faculty Co-Chair informed committee members that the date of the March meeting has changed from March 13, 2019 to March 20, 2019.
  - Meetings for the remainder of the 2018-2019 academic year are as follows:
    - February 13, 2019; 10:00a.m.-12:00 p.m.
    - March 20, 2019; 10:00a.m.-12:00 p.m.
    - April 3, 2019; 10:00a.m. - 12:00 p.m.

#### 4. November 2017 Roundtable Document Review:

- Committee members reviewed the accuracy of the November 2017 Roundtable Recap document in relation to the CART transcript from the event.
  - Several committee members who attended the November 2017 event felt the Recap document accurately represented the feedback shared during the roundtable.
  - One committee member noted the repetition in the document may represent the level of frustration and disengagement felt by students, and the document could be more explicit about this frustration.
  - There was discussion about how the recommendations outlined in the Recap document could be applied and the various systemic barriers, such as a lack of funding, that make it challenging to remove barriers. The Co-chairs felt these gaps may be identified and addressed through the accommodation and accessibility mapping exercise the committee is undertaking.
  - The document was not formally approved by the committee and will be voted on at the February, 13, 2019 meeting.

## 5. Consultation with Senate Executive Sub-Committee on Equity Re: Academic Accommodation for Students with Disabilities (Guidelines, Procedures and Definitions)

- Franck van Breugel met with Enable York on behalf of the Senate Executive Sub-Committee on Equity.
  - The purpose of the consultation was to seek initial input on the guidelines, procedures, and definitions that will accompany York's Policy on Academic Accommodation for Students with Disabilities. The Policy was recently updated and approved by the Senate in April, 2018.
- The Senate Executive Sub-Committee on Equity is currently undertaking a broad consultation on the guidelines and intends to seek approval of these documents by April, 2019.
- Enable York Committee members had an opportunity to review feedback that the committee had previously provided in fall, 2017 and provide further input for consideration.
- The Senate Executive Sub-Committee on Equity will return to the Enable York Committee for further consultation in winter, 2019, once a draft of the guidelines has been created.
- A high-level summary of feedback provided by Enable York Committee members during the session is provided below:

### Format and Communications Approach

- Committee members spoke of the importance of writing the guidelines, procedures and definitions in a way that meets legal requirements, while using plain language to increase accessibility.
- Several committee members also emphasized the importance of writing the guidelines with the audience in mind, namely: undergraduate students, graduate students, professional students, and faculty.
- There was discussion between committee members regarding whether the guidelines should be detailed so they function as a "one-stop-shop" for all information related to accessibility and accommodations, or, whether they should link to resources with additional information.
  - Providing information about service navigation and additional tools was identified as a priority.
- Committee members felt the guidelines should contain information about accommodations processes.
- One committee member suggested informational graphics could be used to enhance the guidelines or supplementary resources to help increase access their accessibility. It was suggested that technical experts should be engaged to help develop an accessible communications strategy.

### Language and Definitions

- Committee members felt it was important to integrate definitions and information about both accommodations and accessibility. Moreover, it is important for the guidelines and accompanying resources to reflect current understandings of accessibility.
- There was considerable discussion regarding the use of the phrase "required needs" in the Policy on Academic Accommodation for Students with Disabilities, and how required needs are to be determined and by whom.
  - Some committee members shared that the term functional limitation/impact may be more useful for identifying appropriate accommodations. It was noted that this

terminology is recognized by the Ontario Human Rights Commission and is preferred because it does not focus on diagnosis, but rather focuses on the impact of a disability. It was mentioned that use of the phrase “functional limitation” may help clarify legal requirements for accommodations.

- However, others shared that the word “function” can be triggering for individuals with disabilities, due to the association with medical diagnostics and stigma. Use of the term “barrier” may be preferred by some individuals with disabilities.
- Committee members spoke of the importance of the guidelines reflecting language that does not promote or reinforce stigma against individuals with disabilities.

### Essential Requirements

- Several committee members expressed a need for the guidelines to provide greater clarity regarding essential course requirements in the guidelines.
- Committee members noted that as currently written, the guidelines embed Universal Design for Learning (UDL) principles by indicating that curriculum, delivery and evaluation methods should be designed inclusively from the outset; however, this guidance is inconsistent with current university practices.
  - For example, one committee member spoke of the quality assurance process for programs, which is determined by the Vice Provost. This process often requires that students demonstrate written and oral competency as essential requirements for many programs.
  - From the perspective of several committee members, including oral communications as essential requirements is a barrier to inclusion and UDL.
- Several committee members suggested that the guidelines provide more information to help Faculty appropriately define essential course requirements.
- Student Accessibility Services is reviewing essential requirements in field placements and will share the information they have gathered with the committee.

### Legal Considerations

- Some committee members felt that the guidelines should act as a university-wide legal document that clearly indicates accommodation requirements, rights and responsibilities.
- It was shared that legal requirements set out the minimum standard, therefore guidelines should clearly indicate where their guidance is legal and where it is aspiration (e.g. moving beyond minimum requirements).
- The guidelines should also be careful when using language from case law compared to opposed to statutory requirements, because case law is an evolving landscape. Relying too heavily on case law or guidance from the Ontario Human Rights Commission might mean the guidelines will need to be frequently updated.

### Other

- Some committee members felt that as written, the dispute resolution section may give grounds to faculty to refuse accommodation requests. Dispute resolution processes are important, but should be framed as a last resort.
- It may be helpful to draw on the [Accommodation Procedures](https://gradstudies.yorku.ca/faculty-staff/student-affairs/accommodation-procedures/) developed by the Faculty of Graduate Studies: <https://gradstudies.yorku.ca/faculty-staff/student-affairs/accommodation-procedures/>.

## 6. New Business

### York University Accessibility Mapping Exercise, Draft Project Plan

- The Co-chairs asked all committee members to review the draft project plan for the accessibility mapping exercise and provide feedback on the plan by January 23, 2019.
- Once feedback is received and consolidated, committee members are asked to start populating the research questions from the project plan, and to bring their responses to the next committee meeting on February 13, 2019.
- As the mapping exercise is an ongoing project for the next two academic years, the Co-chairs created a working group to support this initiative. Roxanne Mykitiuk will lead the working group will delegate tasks as required. Working group members include:
  - Roxanne Mykitiuk
  - Sheila Wilmot
  - Mira Dineen
  - Ruth Bramham
  - Megan Davies
  - Deane Taylor
  - Dragan Spasojevic
  - Marc Wilchesky
  - Maureen Armstrong

### Roundtable/Community Consultation

- As part of the mapping exercise, Enable York will host a community roundtable session in early March, 2019. The purpose of the roundtable is to elicit input from the broader York community, which will inform phases 1-2 of the mapping exercise.
- To assist with planning and executing the roundtable, the Co-chairs created a working group. Rana Nasrazadani will lead the working group and delegate tasks as required. Working group members include:
  - Rana Nasrazadani
  - Alicia Campney
  - Maggie Quirt
  - Ketziah Rhule
  - Deane Taylor
  - Yvonne Simpson

## 7. Next Meeting: February 13, 2019

### **ACTION ITEMS:**

Activity	Person(s) Responsible
Establish Community Mapping Working Group	Roxanne Mykitiuk
Establish Roundtable Working Group, with goal of hosting roundtable in early March.	Rana Nasrazadani

Provide feedback on Community Mapping Project Proposal by <b>January 23, 2019</b>	<u>All</u> committee members
Provide feedback on Guidelines to accompany the Policy on Academic Accommodation for Students with Disabilities by <b>February 1, 2019</b>	<u>All</u> committee members
Populate Research Questions from Community Mapping Project Proposal for next committee meeting ( <b>February 13, 2019</b> )	<u>All</u> committee members
Coordinate Hiring of Research Assistant for Mapping Exercise	Roxanne Mykitiuk

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