



Accessibility at George Brown College Annual Status Report 2024



THE **CITY** IS OUR **CLASSROOM**



Land Acknowledgment

George Brown College is located on the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous Peoples who have lived here over time. We are grateful to share this land as treaty people who learn, work, and live in the community with each other.

We want to hear from you!

We welcome your feedback on accessibility at the college and the activities and programs highlighted in this report, our Multi-Year Accessibility Plan (MYAP) and accessibility matters in general.

Previous AODA status reports can be viewed at georgebrown.ca/about/aoda/reports

To share feedback or request another format, please contact the Office of Anti-Racism, Equity and Human Rights Services (OAREHRS) at:

✉ AODA@georgebrown.ca

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George Brown College Accessibility Status Report 2024

Under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA), George Brown College is considered a large designated public sector organization. As such, George Brown is required to ensure its compliance to the standards outlined in the AODA legislation. Compliance standards include developing and implementing a Multi-Year Accessibility Plan (MYAP) identifying actions to prevent and remove barriers for people with disabilities who engage with our institution.

AODA legislation also requires designated public sector organizations to prepare an annual report relative to the MYAP. This report documents the planning and implementation activities undertaken by George Brown as part of the multi-year plan during the reporting period.

The college continues to support all previous and ongoing milestones and initiatives outlined in the college's multi-year plan. This status report outlines our achievements including:

- Meeting the current legislative and compliance requirements
- Reporting on recent activities identified within our multi-year plan
- Implementing accessibility initiatives that build awareness and educate our community to prevent or address barriers and promote a culture of inclusion college-wide.

George Brown's Statement of Commitment

As a college and public sector organization, George Brown College is committed to creating an accessible environment by preventing and removing barriers for people with disabilities and demonstrating leadership for accessibility throughout the college sector and Ontario.

To make accessibility a reality throughout the organization, we recognize that all employees have a role in creating an accessible and inclusive college. Our goal is to ensure accessibility for all our employees, our students and our community members.

Office of Anti-Racism, Equity & Human Rights Services (OAREHRS)

OAREHRS is responsible for ensuring that the college meets its obligations under AODA. This includes leading, planning, supporting, filing and reporting to the government and the public on progress. OAREHRS is also responsible for providing training, consultation, support, and advice on how to meet broad accessibility requirements. Most significantly, the office ensures through collaboration and consultation that the college continues to uphold our values as outlined in Vision 2030/ Strategy 2026 as well as the four principles of AODA: independence, dignity, integration and equality of opportunity.



Multi-Year Accessibility Plan (MYAP)

The college's 2023-2028 Multi-Year Accessibility Plan includes four priorities: building capacity, physical accessibility improvements, department and institutional integration and accountability. Through these priorities the college is well-positioned to meet its obligations under AODA including the Integrated Accessibility Standards Regulation (O. Reg. 191/11) while fostering greater inclusion in alignment with Vision 2030/ Strategy 2025.

Through the multi-year plan, we seek to move beyond compliance towards an accessible and inclusive college. One that demonstrates its commitment to removing barriers faced by persons with disabilities including those with mobility, hearing, vision, neurological/ psychological, perceptual, environmental sensitivities, Deaf and Deaf-Blindness, and non-visible disabilities.

To learn more about the Multi-Year Accessibility Plan, visit georgebrown.ca/myap



AODA Advisory Committee

George Brown has an established committee to support the implementation of the multi-year plan. In 2024, the AODA committee's terms of reference was updated and its membership increased to include more staff and students with disabilities and broader representation from departments across the college.

To center the work on those most impacted, a new student sub-committee was formed with representation from students with disabilities and intersecting identities.

See [Appendix A](#) for a list of the members of the AODA Committee and [Appendix B](#) for its terms of reference.

Legislative Requirements

AODA & Integrated Accessibility Standards (IASR 191/11)

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) and the Integrated Accessibility Standards Regulation (IASR 191/11) require George Brown College to meet accessibility standards pertinent to post-secondary education institutions in the areas of customer service, information and communications, employment, and the design of public spaces.

As a college we continue to incorporate objectives within our operational plans that address these identified requirements. Meeting the requirements of the AODA legislation is an ongoing expectation; exceeding these requirements is an ongoing commitment.

George Brown will continue to improve in the areas below to create a more accessible and inclusive working and learning environment:

- Accessible customer service
- Accessibility policy revision and implementation
- Accessible purchases and procurement processes
- Updated emergency response plans for employees
- Feedback mechanisms on accessibility
- Awareness building initiatives and events
- Ongoing staff and faculty training
- Improved employment practices
- Accessible formats and communication supports
- Attention to facility accessibility design standards
- Ongoing compliance monitoring and reporting

Post-Secondary Education Standards

In 2019, the government of Ontario began a process to identify recommendations for accessibility standards for post-secondary education. The final recommendations report released in Spring 2022, identifies eight barriers faced by students with disabilities. The [Committee's final report](#) is a call to action for post-secondary institutions to ensure that their environments are true spaces of belonging for students who have been historically met with systemic barriers that prevent their full engagement.

Though the adoption of these recommendations is still pending, George Brown College's efforts related to AODA compliance and accessibility, including the Multi-Year Accessibility Plan development, continue to be informed by these recommendations.

We are committed to referencing and incorporating these standards where possible.



2024 Accomplishments

The following is a summary of efforts and accomplishments in 2024 following Year 1 and 2 of our Multi-Year Accessibility Plan (MYAP)

Accomplishments are organized under applicable standards, which include general requirements, customer service, information and communication, employment, design of public spaces standards.

General Requirement Standard

The General Requirement Standards are those regulatory requirements that apply across all standards. This section covers several areas of compliance including the establishment of accessibility policies and multi-year plans, procurement, self-service kiosks and training.

2024 Accomplishments

- Employee AODA training completion was increased from 53% in December, 2023 to 80% in December, 2024. To increase accountability and adoption, college managers have been reminded of the training on a quarterly basis and given tools to monitor their direct reports' training completion.
- The college's manager for Accessibility, Inclusion, and AODA Compliance receives regular division-level statistics on training completion from the Employee Learning and Development team to support ongoing efforts and reporting.
- The AODA Committee has completed a review of AODA standard requirements, updated its terms of reference, increased representation from persons with disabilities (including students) and from cross-college departments and established a student sub-committee. See [Appendix B](#) and [Appendix C](#) for the terms of reference for the AODA Committee and the student sub-committee.
- The Teaching and Learning Exchange (TLX) developed training on the creation of accessible documents; established micro-credential courses on accessibility for faculty members; published standards of practice for accessible event and conference planning; and launched pilot accessibility training for educators.
- The Office of Anti-Racism, Equity and Human Rights Services (OAREHRS) and Teaching and Learning Exchange (TLX) hosted a series of workshops and events on disability and accessibility, including National AccessAbility Awareness Week and International Day of Persons with Disabilities events.
- OAREHRS developed e-modules on Human Rights, Discrimination and Harassment, and Duty to Accommodate.

Customer Service Standard

This standard mandates that service providers find ways to break down barriers that prevent persons with disabilities from accessing services.

Barriers may be due to physical obstacles, technology, information and communication, an organization's practices or procedures and attitudes of employees. This standard requires institutions to ensure that policies, practices, and procedures are consistent with the four core principles (independence, dignity, integration, and equality of opportunity). Areas within this standard include accessibility policies, the use of service animals and support persons, notices of temporary disruption, AODA training for employees, feedback processes and document formats.

2024 Accomplishments

- OAREHRS revised the college's online accessibility feedback form and increased engagement with the form through OAREHRS newsletters and the incorporation of the form link in OAREHRS staff email signatures.
- Accessible Learning Services (ALS) formalized new referral procedures in collaboration with OAREHRS and the Indigenous Initiatives office. These procedures seek to address the unique barriers faced by Indigenous students and survivors of sexual violence by streamlining registration processes and ensuring timely and effective support for students requiring accommodations.
- ALS also developed feedback and complaint procedures and decision trees to increase equity and consistency in the accommodation process.

- To better support students transitioning from high school to post-secondary education, Accessible Learning Services (ALS) developed Roadmaps to Success workshops and increased the availability of Transition to Success workshops.
- ALS, Counselling and Peer Mentor + collaborated to develop a student services calendar, and offer a variety of workshops and groups to foster academic and personal success and skill-building. A new lunch and learn series provided faculty and staff with insights and strategies to support students with Autism Spectrum Disorder (ASD).
- The Counselling and Student Well-Being team revamped email and communication templates to use student-facing language, follow accessible design best practices and feature clear next steps for students inquiring about services at college welcome desks.
- Peer Mentor + launched its Access Navigation service which enables students to work with individual peer trainers to better navigate college processes and platforms and meet post-secondary expectations. This service is now available on a drop-in basis.

Information and Communications Standard

The Information and Communications Standard is a part of the Integrated Accessibility Standard Regulation. This standard outlines requirements for organizations to create, provide and receive information and communications in ways that are accessible for persons living with disabilities. This standard focuses on accessible formats and communication supports including accessible feedback mechanisms, emergency safety information, websites, and specific requirements for schools and libraries.

2024 Accomplishments

- A working group was established at the initiative of the TLX to revise the college's accessible media policy. A video was developed to be used at the beginning of all faculty training done through Brightspace.
- Marketing and Communications updated the website content management system to Drupal 10 which is WCAG 2.1 compliant. Continuous accessibility monitoring is done through specialized website analytics/monitoring software. Accessibility best practices are built into all training sessions conducted by the website publishing team for new users of the Drupal CMS and email marketing platforms. Training on the creation of accessible documents was also made available to all staff.
- People and Culture adjusted the employee learning platform registration process to better support accessibility accommodation requests.
- ALS implemented and trained on a new accommodation system, Simplicity Accommodate, to streamline data collection and documentation while empowering students to take greater control of their experience with ALS services.
- ALS webpages were updated to provide easier access and expanded resources and information to students and faculty.
- Development of a Process and Guidelines Manual, available online for convenient reference.

Employment Standard

The Employment Standard, under the Integrated Accessibility Standards Regulation, requires employers to provide for accessibility across all stages of the employment lifecycle. These standards provide guidelines around accessible employee recruitment and communication, interviewing, hiring and employment practices. Areas of focus include (but are not limited to): recruitment, assessment or selection processes, notices to successful applicants, workplace emergency response information, individual accommodation plans, return to work processes, performance management, career development and advancement.

2024 Accomplishments

- People and Culture drafted an Inclusive Hiring toolkit which outlines accessibility considerations relating to hiring, interview and evaluation processes, and accommodation statements. The internal and external career websites are AODA-compliant.
- The Occupational Health and Safety policy was revised to include a commitment to psychological health and safety from senior leadership.
- The Senior Management Committee (SMC) and People and Culture leadership were trained on Psychological Health and Safety in the Workplace (CSA Z1003) national standards.
- Training in psychological health and safety was provided for administrative employees.
- The 2024 Employee Engagement survey was revised to include questions around psychological health and safety as a baseline of measurement.
- Health, Safety and Wellness and Student Success hosted World Mental Health Day events.

Design of Public Spaces Standard (Built Environment)

This standard under the Integrated Accessibility Standards is intended to remove barriers in buildings and outdoor spaces for people with disabilities. The standard applies only to new construction and extensive renovation and covers outdoor areas such as parking.

2024 Accomplishments

- Facilities and Sustainability, in collaboration with Office of Anti-Racism, Equity and Human Rights Services (OAREHRS), retained a consultant team to support the development of Facility Accessibility Design Standards (FADS). Consultation was completed with members of the college community including those with lived experience. The process resulted in draft standards, an auditing checklist and compliance report template. Accessibility audits based on the new standards began on November 25, 2024, and will continue across all GBC campuses until May 2025. The Waterfront Campus 6th floor universal washroom is nearing completion. Support for staff and student accommodation requests is ongoing.



Working Towards 2025

Our activities for 2025 are driven by the objectives identified for year two and three in the Multi-Year Accessibility Plan. They focus on broader institutional mindset and cultural change in addition to smaller scale tactics.

Planned Initiatives for 2025

General Requirements

The Office of Anti-Racism, Equity and Human Rights Services (OAREHRS) and AODA Committee will work with each division/centre to identify one or more accessibility goals to incorporate into the annual plan with measurable outcomes, metrics and timeline, and a reporting and communication plan.

- OAREHRS will continue to enhance skills and knowledge across the college in support of the multi-year plan including introducing training on disability justice for the AODA Committee and hosting the National AccessAbility Awareness Week and International Day of Persons with Disabilities observances.
- OAREHRS and the AODA Committee will set up a sub-committee to review Accessibility/AODA policy.
- Procurement will review George Brown College's procurement policy in February 2025 to include AODA compliance language.
- The AODA Committee and Teaching and Learning Exchange (TLX) will set up a sub-committee to identify and implement accessibility Post-Secondary Education Standards (PSED) for educators including prioritization, education and training.

- The Teaching and Learning Exchange (TLX) will collaborate with the Office of Anti-Racism, Equity and Human Rights Services (OAREHRS) to launch mandatory accessibility training for educators and establish stronger adoption of Universal Design for Learning (UDL) principles and practices amongst faculty.
- The TLX will revise the UDL certificate course to ensure currency and include examples of generative AI's role in accessible education.
- TLX members will be trained on accessibility micro-credential certificate courses to support accessible facilitation.
- OAREHRS, People and Culture, and Marketing and Communications will develop a college-wide mechanism for accessibility feedback from students and employees, and a mechanism for service disruption notification, in collaboration with Facilities, IT and other relevant departments.
- Marketing & Communications, OAREHRS and TLX will develop an Accessibility Hub to host centralized accessibility information, resources and services. The hub will act as an online access point for information about accessibility best practices for students, staff and faculty. The college will also increase institutional supports for accessibility, including document remediation and provision of alternative formats and communications.

Customer Service Standard

- The college's Accessible Learning Services (ALS), Registrar's Office and Business Enterprise teams will develop a process to reduce wait times for students requiring support with system enhancements and to address other enrollment barriers such as course loads.
- Student Success and Library Learning Commons (LLC) will develop a plan to identify and address key issues in processes and instructional design for students with disabilities.

- ALS and Work-Integrated Learning (WIL) will conduct a holistic review of disabled students' experiences with work-integrated learning. The review will include current processes, a primary needs assessment, secondary research of evidence-based practices, identification of opportunities for system change and the implementation of changes to improve student experiences.
- Marketing and Communications will put in place training and guidelines to help site owners understand WCAG and AODA compliance issues. Training on the creation of accessible documents and document remediation will be available to content owners.

Employment Standard

- People and Culture will publish the Inclusive Toolkit to raise awareness amongst the college community and will make continuous improvements based on feedback. A survey will be conducted using national standards (Guarding Minds at Work). Once the survey results are analyzed an action plan will be developed with the hosting of psychological health & safety training included as one of the plan deliverables.
- Career Services will review current processes; develop support materials, resources and workshops for students with disabilities transitioning to the workplace; and have information on inclusive and accessible employment available for employers.
- The college's People and Culture; Health Safety & Wellness and Student Success teams will implement year one of the Mental Health strategy with an initial emphasis on awareness and engagement and the establishment of goals and actions to broaden mental health awareness, supports and resources.

Design of Public Spaces Standard

- The Facilities and Sustainability team will work with a consulting firm to map out a five-year accessibility enhancement/ learning space redesign plan. They will develop a risk assessment to identify concerns; remove barriers based on the assessment; and integrate FADS into the design phase of any new construction or retrofit. The team will also develop solutions (both digital and physical) to assist with wayfinding and a capital plan that looks at programs of work to address identified concerns, risks and opportunities.





Conclusion

Creating an accessible institution requires collaborative work to remove barriers and create greater opportunities. George Brown College continues to maintain our legal responsibilities under AODA and the Ontario Human Rights Code and strives to build representative coalitions to promote and advance this work.

The Multi-Year Accessibility Plan combined with additional departmental activities and the college's commitment to ongoing compliance; meaningful equity and inclusive practices; and and collective responsibility will shape the years to come. The Office of Anti-Racism, Equity and Human Rights Services (OAREHRS) will continue to provide leadership in this area and work with community members to foster a culture focused on our values of equity, diversity and inclusion. We will continue to build upon past learning and commit to ongoing learning so that our actions are grounded in best and proven practices.

Additionally, we commit to creating more opportunities to engage with those most acutely impacted by our decisions and center persons with disabilities in our planning. Over the next year the efforts outlined in this report will develop a pathway towards a barrier-free and accessible learning and working environment for our entire George Brown community. We invite our community to join in this important work to ensure everyone at our college can have full and equitable opportunity to achieve success and have a sense of belonging.

Contact

If you have any questions about AODA compliance, to provide feedback or to request this report in an accessible format, please contact: AODA@georgebrown.ca

APPENDIX A: Members of AODA Committee

Name	Department
Alex Irwin	Student Well-Being
Bosan Mallam	Procurement
Cara McArthur	Indigenous Initiatives
Cathy Weyman	Student Services
Chilli Leung	Enterprise Applications
Colin Fitzsimons	Library Learning Resources
Ellen Flanagan	Accessible Learning Services
Erika Ortegon	Registrar's Office
Fran Odette	Social & Community Services
Graeme Kondruss	Space Planning
Jeff Reynolds	Assessment Centre
Jennifer Grant	Office of Anti-Racism, Equity & Human Rights Services (Ex-Officio Member)
Jessica Grant	Marketing and Communications
Joanna Friend	Teaching & Learning Exchange
Juanita Wattam-Simeon	Academic Program Quality
Karen Walker	Accessible Learning Services
Kathleen Abbott	Continuous Learning
Kelly Kwon	Health, Safety & Wellness
Kevin Ferguson	Public Safety and Emergency Management
Lacey Fontaine	Career Services
Leah Bernick	IT Services
Matei Savulescu	Career Planning & Development
Monica Curtis	Marketing and Communications
Nilay Ersuz	Office of Anti-Racism, Equity and Human Rights Services
Rebecca Tapiero	Work-Integrated Learning
Sarah Gillard	Library Learning Commons
Sarah Wiebe	Library Learning Commons
Sue Maynard	Facility Services
Susan Toews	Preparatory & Liberal Studies
Susie Mensah	Black Futures
Wayne Nicholson	Deafblind Studies
Yin Brown	Office of Anti-Racism, Equity and Human Rights Services
Zufar Akhunov	Employee Experience

To learn more about the committee or how to become a member, please contact:
aoda@georgebrown.ca

APPENDIX B: AODA Committee Terms of Reference

George Brown College's Commitment to Accessibility

Accessibility is fundamental to George Brown College's core values of excellence, accountability, diversity and inclusion. As a college, we are committed to creating a welcoming environment for everyone: employees, students and our community members.

We recognize that all employees have a role in creating an accessible and inclusive community, in compliance with the Accessibility for Ontarians with Disabilities Act (AODA). This commitment to accessibility is a shared responsibility across the entire college.

Background

Under the Accessibility for Ontarians with Disabilities Act (AODA), the government of Ontario developed mandatory accessibility standards that identify, remove and prevent barriers for people with disabilities.

Beginning July 1, 2016, the Integrated Accessibility Standards, under Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11, were developed to provide a framework for public sector organizations to achieve compliance and to support organizations in progressing towards a fully accessible Ontario by 2025. The five accessibility standards include:

- Customer Service Standards
- Information and Communication Standards
- Employment Standards
- Transportation Standards
- Design of Public Spaces Standards (Accessibility Standards for the Built Environment)

Mandate

In alignment with the Accessibility for Ontarians with Disabilities Act, and to progress towards greater accessibility, George Brown College will continue its commitment to:

- Strengthen and diversify the college's work and learning environment by emphasizing an understanding of the needs of employees and students with disabilities.
- Educate and inform employees and students of the importance of equity and access in all facets of college work and study.
- Identifying and addressing accessibility barriers as described by the Government of Ontario: attitudinal, organizational, physical, information and communication, and technological.

Committee Summary

Committee Obligations and Deliverables:

George Brown College is required to consult with persons with disabilities when preparing documents, policies and procedures such as our accessibility policies, status reports and multi-year plans. It is important that persons with disabilities are meaningfully engaged throughout the process to ensure that plans are well informed and centered around the needs of those who are most impacted by decisions.

Under the AODA the committee obligations also include:

- Addressing a broad range of disability issues, with consideration of the definitions and frameworks outlined under the AODA and the Ontario Human Rights Code.
- Examining all aspects of the organization's operations, including its bylaws, practices, facilities, programs, resources and services.
- Identifying steps to be taken over time to remove identified barriers and preventing any new ones from arising.
- Integrating accessibility into George Brown College business planning cycles to ensure a thoughtful, effective and efficient process with meaningful outcomes.
- Being accountable to our communities and responsive to feedback.
- Making information, such as our accessibility policies and plans, available to the public.
- Support the development of plans for the implementation of the AODA Standards across the college, including the multi-year plan.
- Receive plans and reports related to the implementation of AODA Standards from college community members/ AODA sub-committees or established working groups.
- Make recommendations to the college regarding policies and institutional changes required to ensure adherence to the AODA Standards and advancement of accessibility at George Brown College.
- Monitor the progress of AODA Standards implementation across the College and oversee the filing of the required accessibility reports to the Ontario government regarding college compliance with AODA.

Membership

In the spirit of this legislation, it is essential that persons with disabilities are represented on this committee in an equitable manner. This committee remains committed to maintaining the participation of persons who identify as having a disability and any member who has expertise in accessibility and related issues. We will be cognizant of and consistent in our recruitment of members to ensure that persons with disabilities are encouraged to participate in this work.

Furthermore, this committee respects and values the presence of varied experiences and the complex range of barriers that are and can be encountered by persons with disabilities. We also recognize the intersectionality of social categorizations that can create overlapping and interdependent systems of discrimination or disadvantage. The lived experiences, knowledge and opinions of our members will be recognized and acknowledged in a respectful manner.

The George Brown College AODA Committee is comprised of senior leaders, staff members and students representing key areas of the college.

Membership includes:

- Employees accountable for the successful implementation of accessibility initiatives and AODA regulations throughout the college, employees and students with disabilities, and/or champions of accessibility best practices.
- The college's manager of Accessibility, Inclusion and AODA Compliance to provide leadership in AODA compliance across the college.
- Ad hoc subcommittees such as the Student Accessibility Committee and event planning committee.

In order to meet our obligations under AODA, there will be representation from the following departments to ensure consistent and meaningful communication and collaboration across the college:

- Office, Anti-Racism, Equity and Human Rights
- People and Culture
- Marketing and Communications
- Health, Safety and Wellness
- Facilities Management
- Library Learning Commons,
- Academic Units
- Academic Success,
- Teaching and Learning Exchange
- Student Success
- Student Associations
- Accessible Learning Services
- Deaf & Hard of Hearing Services
- Indigenous Initiatives
- Procurement
- Information Technology

There will be no term limit to the committee members. A replacement from each department is required when a member vacates their representation of their department.

Member Duties and Responsibilities:

- Members are to attend monthly meetings. If a member is not able to attend, a substitute representative will attend in their stead.
- Members are to collaboratively carry out tasks, ensuring goals identified in the committee workplan are achieved.
- Members are to share information and requests back to their department to ensure AODA compliance and accessibility implementation.
- Members must be available for continuous education on accessibility and any awareness training pertaining to disability issues.

- Members must be prepared to occasionally sit on AODA sub-committees, and attend related information forums as representatives of the committee.

Meetings

The committee will meet monthly (unless otherwise determined by the committee), on Teams. Meetings are scheduled six months in advance, usually on the last Wednesday of each month, 10 – 11:30 AM. Meeting agendas, minutes and relevant documents will be sent out at least one week before the meeting.

The Committee shall follow an annual workplan, with explicit goals and progress reports in each meeting. Critical action points from each meeting will be summarized at the end of each meeting and included in an email reminder after each meeting.

Members are to identify accommodation needs to the committee organizer at least two weeks in advance of the meeting.

Compensation

To support equitable participation of students, a reasonable honorarium will be provided to compensate for their time spent on committee and sub-committee work.

Accountability

An annual status report of Committee activities, including progress on deliverables of the Multi-Year Accessibility Plan (MYAP), will be prepared between September 1 to August 31 of each year, to be submitted to the Board of Governors Sub Committee by December 1.

The Terms of Reference will be reviewed every five years in alignment with the MYAP.

Last updated: March 25, 2024

APPENDIX C: AODA Student Sub-Committee Terms of Reference

Mandate

In alignment with the Accessibility for Ontarians with Disabilities Act, and George Brown College's commitment to accessibility, the AODA Student Sub-Committee is to:

- Assist the AODA Committee in strengthening and diversifying the college's learning environment by understanding the needs of students with disabilities and creating a welcoming environment for all.
- Engage and gather feedback from students with disabilities on their experience in all facets of their studies at the college.
- Assist the college in identifying and addressing accessibility barriers (attitudinal, organizational, physical, information and communication, and technological) – especially issues for students with disabilities in processes and instructional design.

Committee Term and Responsibilities:

The Student Sub-Committee is to bring together student with disabilities and disability justice champions across GBC to:

- Provide feedback from the perspective of students with disabilities on accessibility-related policies, procedures, and plans.
- Give input to specific projects, such as Facility Accessibility audits and design standard development, when required.
- Bring forth concerns or trends on GBC campuses related to disability justice, accessibility, equity, and inclusion.
- The committee term is one semester, with possibility of continuing for additional semesters. Members are expected to allocate three to five hours of their time for meeting preparation and participation.
- More hours may be required for contribution to specific projects.

Membership

The Student Sub-Committee strives to include a wide range of diverse representation from the student disability community, such as those with physical, sensory, learning, mental health disabilities and neurodiversity, along with intersectional identities from Indigenous, Black, racialized, 2SLGBTQAI+ and newcomer communities, to capture different perspectives and expertise.

At minimum, the committee should have four to five student members, with interest or expertise in communications, facility planning, technology, education, research, accessibility, and universal design.

Recruitment will be on-going, considering the variation in students study terms.

Member Duties and Responsibilities:

- Attend bi-monthly meetings; If unable to attend, notify the Co-Chairs in advance of the meeting.
- Take turn chairing, taking minutes, sending out meeting invitations, agendas, and minutes.
- Share in the work of the committee, engaging the wider GBC student communities, informing various student groups of accessibility initiatives.
- Bring lived experience and equity-informed perspectives to the work of the committee and specific projects, collaboratively contribute to ongoing accessibility improvements, and advocate for the needs of students with disabilities, elevating voices and perspectives that are not being recognized.
- Be available for accessibility awareness and education activities/events.
- Report to the AODA Committee periodically.

Meeting Frequency and Logistics:

The Student Sub-Committee will meet bi-monthly (unless otherwise determined by the committee), on Teams or Zoom. Meetings are scheduled one month in advance, to be determined by the sub-committee.

Meeting agendas, minutes and relevant documents will be sent out at least one week before the meeting.

Members are to identify accommodation needs to the committee organizer, at least two weeks in advance of the meeting.

Accountability

The Sub-Committee will report to the AODA Committee.

Compensation

To support equitable participation of students with disabilities, a \$75 honorarium for each meeting preparation and participation, given at the end of each semester, will be provided to compensate for time spent on sub-committee work.

Additional compensation may be given for additional work on specific projects.

Accommodations will be provided on request.

Pre-approved out-of-pocket expenses related to the work of the sub-committee will be re-imbursed.

The Terms of Reference for the Student Sub-committee is to be reviewed and updated every year.

Last Updated: June 21, 2024