
ANNUAL
ACCESSIBILITY
REPORT
2010-2011

ACCESSIBILITY
PLAN
2011-2012

Office of Human Rights, Equity and
Accessibility

Table of Contents

SECTION A.....	3
I. INTRODUCTION	3
1. The University of Windsor’s Commitment to Accessibility.....	3
2. The Legislative Framework	3
3. The Accessibility Planning Group	5
4. Campus Accessibility Advocacy Committee.....	6
5. Student Disability Services	6
II. ACHIEVEMENT HIGHLIGHTS 2010-2011	7
1. The Built Environment.....	7
2. Information and Technology.....	12
3. Education, Awareness and Training	12
SECTION B.....	15
III. REPORT ON INITIATIVES FOR 2010-2011 AND ACTION ITEMS FOR 2011-2012	15
1. Publications and Information Resources.....	15
2. Equipment and Adaptive Technology.....	17
3. Physical Facilities	17
4. Health, Safety & Community Protection Services.....	18
5. Policies, Practices & Systems - Ancillary.....	19
SECTION C.....	20
Appendix A.....	20
Timelines for Compliance with the Accessibility for Ontarians with Disabilities Act.....	20
Appendix B.....	23
Accessibility Planning Group 2010/11 & 2011/12.....	23
Appendix C.....	24
Campus Accessibility Advocacy Committee 2011/12.....	24

SECTION A

I. INTRODUCTION

Approximately 1.85 million people in Ontario have disabilities. Despite the fact that persons with disabilities represent a significant proportion of our community (15.5% of the total population)¹ who continue to face barriers—physical, systemic and attitudinal—which limits one from attaining one’s full potential, and making an optimal contribution to society.

1. The University of Windsor’s Commitment to Accessibility

In fulfilling its academic mission, the University of Windsor (“the University”) is committed to the full inclusion and participation of people with disabilities in all aspects of university life. The University will continue to foster an academic, social and physical environment to ensure that people with disabilities are integral to the diversity of perspectives vital to an academic and research community. By doing so this ensures greater contribution to innovation, creativity, knowledge and advancement of our society.

2. The Legislative Framework

The purpose of the *Accessibility for Ontarians with Disabilities Act, 2005* (“AODA”) is to benefit all Ontarians by developing, implementing and enforcing standards in order to achieve an inclusive society with full accessibility for Ontarians with disabilities by 2025.

Accessible means that products, programs or services are as useable by people with disabilities as people without disabilities. An enduring truth, virtually everybody has or will have some functional limitations at some stage of their life.

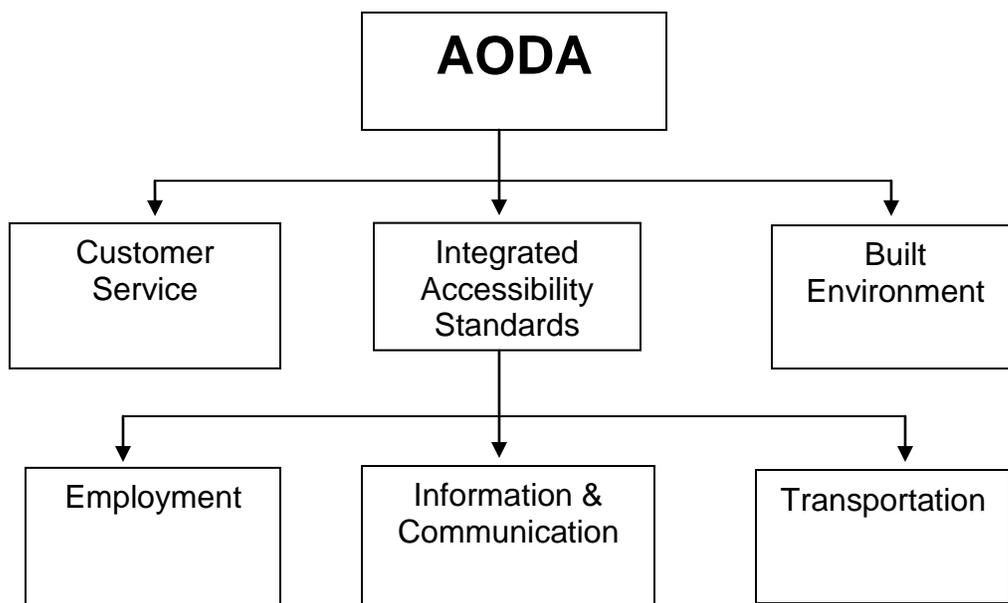
The AODA mandates a broad, inclusive and proactive approach to achieving accessibility. The AODA framework shifts the primary onus from individuals with disabilities requesting accommodation to requiring organizations, businesses and institutions to provide services that are barrier free from conception. Therefore, service providers must anticipate and plan barrier free environments, including barrier removal to meet the general needs of people with differing abilities at different stages of life.

The AODA is a statutory requirement over and above providing individual, customized accommodation when such accommodation is the only way to meet an individual’s unique needs under the *Ontario Human Rights Code*.

¹Statistics Canada Participation & Activity Limitation Survey (PALS), Published December, 2007; Source: Adapted from the Accessibility Directorate of Ontario website

The AODA Regulations

Since the enactment of the AODA, there have been 5 Regulations developed: (1) Customer Service; (2) Transportation; (3) Information and Communication; (4) Employment; and (5) the Built Environment. Through the development phase of the 5 Regulations, the Integrated Accessibility Standard was developed, which incorporates the Employment, Information & Communication and Transportation Standards.



The *Customer Service Standard*² came into effect **January 2008**. The [University of Windsor's Accessible Customer Service Policy](http://www.uwindsor.ca/ohrea/accessible-customer-service-standard) was approved January 2010 and is available at <http://www.uwindsor.ca/ohrea/accessible-customer-service-standard>.

On June 3rd 2011, the Integrated Accessibility Standards³ came into effect. The Integrated Accessibility Standards incorporate the Transportation, Information and Communication and Employment Standards. The Regulation sets out the requirements for each of the three standards, as well as general requirements that apply to all, such as:

- developing accessibility policies and plans
- training employees and volunteers, and
- considering accessibility when purchasing goods or services.

The requirements will be phased in over time, with compliance deadlines ranging from 2011 to 2021. This phased-in approach will allow organizations the necessary time to build accessibility into regular business processes.

The Accessibility Standard for the Built Environment will help remove barriers in buildings and outdoor spaces for people with disabilities. The Standard will only apply to new construction and extensive renovation. This Standard is expected to be incorporated, where possible, into future

² http://www.e-laws.gov.on.ca/html/source/regs/english/2007/elaws_src_regs_r07429_e.htm

³ http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws_src_regs_r11191_e.htm

Ontario Building Code amendments. The anticipated timeline for incorporation of the Built Environment Standard is 2012-2013⁴. At this time, work is continuing on this Standard.

While the Government of Ontario has provided extensive tools and electronic resources, it has not provided targeted funding to accompany AODA Standards' implementation.

Under the *Ontarians with Disabilities Act, 2001* (“ODA”) the University is required to publish an annual accessibility plan. The plan sets out short and long term goals to identify and remove barriers to full participation for students with disabilities who study here, for staff and faculty with disabilities who work here, and for visitors and community members with disabilities who use our facilities and services.

3. The Accessibility Planning Group

The **University of Windsor's** Accessibility Planning Group (APG) is the senior manager team whose mandate is “*to foster an environment that welcomes and supports everyone on campus through accessibility planning, implementation, evaluation and awareness activities*”. Its primary function is to guide institutional planning, in addition to providing recommendations to the University on matters pertaining to accessibility.

The APG aims to achieve this by identifying initiatives of significant priority, both short and long term, that are in accordance with the objectives set out in the AODA and its regulatory standards by proposing allocation of available and projected resources as part of the University's budget and planning cycles; and, by supporting public awareness activities and training, including the publishing of an annual accessibility plan. The APG is also charged with making those revisions necessary to structures, strategies and plans to bring about the vision of a fully accessible Ontario by 2025. The membership of the APG is attached as Appendix A.

Public Access to the Annual Accessibility Plan

The Annual Accessibility Report highlights initiatives completed from the previous year, in this case, September 29, 2010 to September 30, 2011. The Annual Accessibility Plan identifies ongoing and new initiatives planned for 2011 -2012.

Input to the Plan is welcomed from any member of our community, particularly individuals with disabilities. Should you wish to provide input, please contact the Accessibility Manager at the Office of Human Rights, Equity and Accessibility at: 519-253-3000 x. 2046, TTY 519-973-7091, ohrea@uwindsor.ca or any member of the Accessibility Planning Group listed in Appendix A.

To review the full commitments of the 2010-2011 Accessibility Plan, please go to <http://www.uwindsor.ca/ohrea/accessibility-planning-at-u-of-w>.

To request an alternate format of either plan please contact the Office of Human Rights, Equity and Accessibility at 519-253-3000 x. 3400, ohrea@uwindsor.ca.

⁴ http://www.richmondhill.ca/subpage.asp?pageid=accessibility_standards

4. Campus Accessibility Advocacy Committee

The *Campus Accessibility Advocacy Committee* is made up of representatives from a broad cross section of academic and ancillary services, including police, hospitality, library and academic support as well as members of faculty, student groups and clubs. Please refer to Appendix B for the membership in 2010-2011.

This group of dedicated volunteers assists the University to identify barriers and service gaps from the perspectives of students, faculty, staff and visitors who use our services. They recommend to the Accessibility Planning Group those priorities that stakeholders identify as requiring action.

They also provide accessibility related guidance on how Facility Services earmarks approximately one hundred thousand dollars (20%) of its annual projects budget to improving the physical environment. To view these commitments, the full Facilities Priority Upgrade Report for 2009-2010 is available at <http://www.uwindsor.ca/ohrea/accessibility-planning-at-u-of-w>.

Office of Human Rights, Equity and Accessibility: Inquiry and Complaint Resolution

As part of the facilitation and resolution functions within the Office of Human Rights, Equity and Accessibility (OHREA), staff members in OHREA respond to campus accessibility issues. In 2010-11, the Director of Human Rights, Equity and Accessibility fielded numerous telephone and e-mail enquiries. These complaints involved accessibility issues such as workplace accommodation, personal emergency exit plans, installation of accessible amenities, breakdown of elevators, poor way finding and parking. Resolutions were facilitated and in all situations reported. More detail on the nature of the concerns is available in the 2010-2011 Annual Office of Human Rights, Equity and Accessibility Report available at <http://www.uwindsor.ca/ohrea/annual-report>.

“We Need To Hear from You” Website

Members of our campus community are encouraged to contact any representative of the *Campus Accessibility Advocacy Committee* to communicate those issues that are important to them as multiyear planning is underway for 201-15. Also visit our website, We Need to Hear from You at www.uwindsor.ca/campusaccess.

The *Campus Accessibility Advocacy Committee* also supports and works collaboratively with students, faculty and staff to conduct education programs and awareness activities on disability and accessibility issues. This past year, key members were instrumental in the development and delivery of training on Accessible Customer Service.

5. Student Disability Services

Student Disability Services is a part of the Educational Development Centre. Through the provision of support and accommodations, Student Disability Services staff is dedicated to ensuring that academically qualified students with disabilities succeed in their academic and career pursuits. Student Disability Services works towards ensuring that students are welcomed throughout campus, and are able to contribute to all aspects of university life.

They do this by sharing their professional expertise with teaching and research staff; promotion of student autonomy; privacy and independence; and *education about the shared responsibility of all members of our campus community to provide equal access and opportunities to higher education for qualified students with disabilities.*

In 2009-2010 members of the Student Disability Services worked collaboratively with the Centre for Teaching and Learning, the Accessibility Coordinator and faculty from the Disabilities Studies program and the Faculty of Education to develop a workshop for faculty and instructors entitled: “Aim for Success: Accessibility in the Classroom”. This workshop supplemented the Accessible Customer Service E-learning.

II. ACHIEVEMENT HIGHLIGHTS 2010-2011

1. The Built Environment

1.1. Centre for English Language Development

Renovation of the English Language Development Centre was completed. The accessibility improvements include grade front entrance to the Centre and the installation of accessible washrooms.



1.2. Dillon Hall

Class and lecture room in Dillon Hall was upgraded with accessible seating, automatic door openers, sound and hearing assist systems, touch screen room control, auto light sensors and Smart Boards.

Room 265



Room 353



Room 359



1.3. Leddy Library

Visibility striping was placed on the front steps of Leddy Library to increase accessibility to the entrance of the building to persons with low vision or vision disabilities.



1.4. Memorial Hall

Class and lecture room in Memorial Hall was upgraded with accessible seating, automatic door openers, sound and hearing assist systems, touch screen room control, auto light sensors and Smart Boards.

Room 109



1.5. Odette Building

Visibility stripping was placed on the front steps of Odette to increase accessibility to the entrance of the building to persons with low vision or vision disabilities.



1.6. Erie Hall

Class and lecture room in Erie Hall was upgraded with accessible seating, automatic door openers, sound and hearing assist systems, touch screen room control, auto light sensors and Smart Boards.

1.7. Ron Ianni Law Building

Signage was mounted at the main entrance of the law building to include the locations of the accessible features of the building.



1.8. City of Windsor and Facility Services

Repaving of Sunset Avenue

Repaving of Sunset Avenue was completed in 2011. As a result of advance negotiations by Facility Services, the City of Windsor agreed to increase the number of accessible curb cuts along Sunset Avenue, thus increasing accessibility to numerous buildings on campus and eliminating the previous safety issue of water pooling at the curb cuts and becoming hazardous ice in the winter.



Pedestrian Pathway Along University Avenue

In order to improve overall pedestrian access and egress along University Avenue, the pedestrian pathways along the Law building were improved.





2. Information and Technology

The University has a complex web presence. Several departments are responsible for developing the tools and environments used to create and manage web sites. Hundreds of departments are responsible for creating the content on these sites. Many more sites are generated dynamically by software developed within the University and by contractors. This overview provides a high level snapshot of the University's current situation with respect to accessibility.

The University website is managed by the Web Management Committee, while the Web Services Group in Information Technology provides the technical design and maintenance. The Web Services Group is very compliant with WCAG 2.0 AA standards. This includes pages using old Lotus Notes based content management system (CMS) and the new Drupal CMS. Recent work continues an ongoing, aggressive approach to addressing our AODA compliance, including a revision of all cascading style sheets (CSS) to ensure colours and contrast ratios are compliant with WCAG 2.0 AA standards. We continue our ongoing revision of all on-line forms and other applications to ensure compliance. Work is progressing to ensure our student portal and Student Information System (SIS) is compliant. New applications under development are being assessed for compliance.

Upgrading to Drupal 7.0 is anticipated in the summer 2012. This product provides accessible authoring tools.

An integral part of the web accessibility policy is the ongoing training for people who create and maintain the content on University websites to address accessibility issues. In 2011 a 'text only' option was added to the website which allows persons using website readers to navigate through the website more easily.

Campus Technology Day 2011, Pina D'Intino and Monica Ackermann presented "[Tomorrow 's World Today: Universal Access for Users with Disabilities](#)". Ms. D'Intino and Ms. Ackermann spoke about enabling inclusion in the digital life at the university and how to create an excellent user experience for all members of the university community through inclusive design.

3. Education, Awareness and Training

Mounting of Emergency Evacuation Chairs in Campus Buildings

The Office of Human Rights, Equity and Accessibility worked in collaboration with the Human Kinetics Department to test the feasibility of installing Emergency Evacuation Chairs in building stairwells throughout campus.

In 2010, UofW procured 11 Glider Model 1300B evacuation chairs. Shortly thereafter the Human Kinetics Department completed an analysis of the chair and authored a report “Emergency Evacuation Chair Assessment for Institutional Use: A Collaborative Approach Using Ergonomics and Human Factors Research”. The study endeavoured to evaluate the strength needed to handle the chair during use; to develop set up and use instructions, and; to survey campus buildings for optimal chair locations and exit routes.

Testing of the chairs was conducted over a number of months with Human Kinetics students participating in the review. The conclusions of the study found that:

Preliminary evaluations related to the use of the Glider Model 1300B evacuation chair showed that many people in the general population may not possess the physical strength capabilities or may exceed recommended human tissue tolerances when performing an evacuation to get someone out of a building safely in an emergency situation. In addition, the restricted maneuverability and fairly large size of the chair will limit its use in specific buildings on campus because of stairwell and hallway access issues in some exit routes available. Building-specific training will likely have to be designed to address these issues and additional chair designs may need to be evaluated.⁵

Thus, on completion of this part of the study it was found that the Glider Model 1300B could be placed in the stairwells of Toldo, Erie, Dillon, CAW Centre, Leddy Library and Education Buildings.

The next phase of the study is underway and has two main objectives: (1) to study a number of smaller evacuation chairs to test their feasibility in smaller stairwells on campus, and (2) to create training materials that will be easy to follow and use in the event of an emergency.

Emergency Evacuation Chairs and Compliance with AODA

The use of the emergency evacuation chairs will assist the University in meeting the compliance requirements of the AODA’s Integrated Accessibility Standards concerning personalized emergency evacuation procedures. By January 1st 2012, all public sector organizations with more than 50 employees must comply with Section 27 of the Standard by providing individualized workplace emergency response information and assistance to employees who have a disability. The use of emergency evacuation chairs in all buildings on campus will assist persons with disabilities with exiting the building in a timely and safe manner in the event of an emergency.

Mandatory Accessible Customer Service Training

During the 2010-2011 year, the University continued to fulfill its responsibility to provide accessible customer training, as required under the AODA’s Accessible Customer Training Regulation, 429/07. The goal of the Customer Service Standard is to improve front line services to persons with disabilities by increasing the general knowledge of staff, faculty, student employees and third party contractors who interact and/or communicate with persons with disabilities. The University of Windsor’s Accessible Customer Service policy builds on policies and practices already in place, originating with academic and employment accommodation policies.

⁵ Andrews, David M.; Cort, Joel A.; Carrick, Anne; Harold, Leigh; Mashinter, Michelle; Santarossa, Erika; Musa, Hadi; “Emergency Evacuation Chair Assessment for Institutional Use: A Collaborative Approach Using Ergonomics and Human Factors Research”. University of Windsor. P. 7.

The President approved the University of Windsor Customer Service Policy in January 2010 stating:

“This is an opportunity for the University of Windsor to further its commitment to support everyone who works and studies with us. The training will not only improve the staff’s general knowledge, but will increase the quality of service for everyone, particularly people with disabilities.”

To enable universities to comply with its mandatory requirement of training all front line staff, faculty and student leaders, the [Council of Ontario Universities](#) developed an E-Learning tool. Launched February 1st 2010, the tool allows the University of Windsor to deliver high-quality training to the campus community in an online environment, complemented with in-class presentations. As of September 2011, the University had completed the training for all employees required under the Regulation and the compliance reporting was submitted to the Ministry of Community and Social Services for review. Because of the fluidity of the workforce at the University and new persons being hired on a continuous basis, all new hires are required to complete the accessible customer service training within the first month of employment with the University.

SECTION B

III. REPORT ON INITIATIVES FOR 2010-2011 AND CURRENT ACTION ITEMS

1. Publications and Information Resources

Web Accessibility

2011-2012 Action Item	Timeline
Define colors for new website in compliance with AODA standards for Schools of Business & Law	Spring 2012
Working to make all online forms WCAG compliant	2012
Ongoing training for content developers, both programmers and information providers to ensure that resources and information placed on the web are accessible to all.	Training is ongoing
Drupal 7 (web development) has been released, which contains accessibility and Authoring Tools that are Accessibility Guidelines (ATAG) compliant.	Summer 2012

Web Panel

2011-2012 Action Item	Timeline
Explore adding tab on home page and/or navigational link to accessibility related services, map, amenities.	Spring 2012

Accessibility Awareness: Communication about Annual Accessibility Plan

2011-2012 Action Item	Timeline
PAC, OHREA and ITS to evaluate how best to use web pages to promote accessibility awareness.	Summer 2012
Continue to highlight accessibility issues and news in the DailyNews in an effort to increase awareness and sensitivity	Ongoing
Invitation to participants attending events to share pictures with OHREA.	Ongoing

AODA Information & Communication Standard (AICS)

2011-2012 Action Item	Timeline
Personalized emergency evacuation plans implemented for persons with disabilities who self-identify, as required in Section 27 of the IAS.	December 2011
PAC to continue with insertion of statement “Alternate formats available upon request”.	Ongoing
Section 3 of AICS requires the University to develop written policies and a statement of organization commitment to meeting the needs of persons with disabilities. OHREA will review	Summer – fall 2012

<p>University policies and develop a statement of organization commitment. The goal will be to integrate existing and new initiatives into one strategy.</p>	
<p>Section 5 of the AICS requires the University to incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities. OHREA and the Finance Department will draft accessible procurement criteria for inclusion in the University’s procurement policy.</p>	<p>Spring – summer 2012</p>
<p>Section 6 of the AICS requires the University to incorporate accessibility features when designing, procuring or acquiring self-service kiosks.</p> <p>OHREA to work with Facility Services and UWSA to have accessible kiosks placed in the C.A.W. Centre and the Toldo Building.</p> <p>The Campus Mapping & Way-Finding Committee to develop criteria for way-finding kiosks on campus.</p>	<p>Spring 2012</p> <p>Spring – summer 2012</p>
<p>Section 15 of the AICS requires:</p> <ol style="list-style-type: none"> 1. The procurement of accessible or conversion ready electronic format of educational or training resources materials, where available, or provision of comparable resources, if notification of need is given. 2. Provision of student records and information on program requirements, availability and descriptions in an accessible format. <p>Text books are available in alternate format (CDs) through publishers. Student Disability Services (SDS) facilitates the process for students registered with SDS. Enlarged format for any/all print materials is available for students as well as a braille printer. SDS, ITS and OHREA to document the procurement and processes for delivering educational materials and student records in an accessible format.</p>	<p>Spring – summer 2012</p>
<p>Section 16 of the AICS requires that accessibility awareness training related to accessible program or course delivery and instruction be provided to Educators. OHREA and CTL submitted a grant request to the Provincial Enabling Change Program for the development and implementation of an institute for “Design and Redesign for Accessibility and Universal Design for Instruction”. The development and implementation of the institute is dependent on the approval of funding, which is to be determined in April of 2012.</p>	<p>Spring 2012 - 2014</p>

Leddy Library Accessibility Planning Committee

2011-2012 Action Item	Timeline
All Leddy Library web pages authored using Drupal.	Sumer 2012
Proposal incorporated into an internal infrastructure plan for accessible washrooms on ground floor west and 1 st , 2 nd and 3 rd main.	2012-2013
Installation of door actuators to Media Centre budgeted through APG.	2012-2013
Orientation of new staff and student volunteers on accessible customer service to continue.	Ongoing

Leddy Library's Acquisition & Procurement Policy

2011-2012 Action item	Timeline
Content under development for compliance with Integrated Accessibility Standards Regulations, sections 12 (accessible formats and communication supports) 14(accessible websites and web content), 15 (educational and training resources and materials), 17 (producers of educational or training material) and 18 (Libraries of educational and training institutions).	Ongoing

2. Equipment and Adaptive Technology

Availability of Equipment and Adaptive (Assistive) Technology

2011-2012 Action Item	Timeline
Inventory increases with classroom renovations. Assistive technology is also available within Student Disability Services for students registered. SDS updates equipment as budget allows.	Ongoing

Multi-Media Classrooms: Hearing and Adaptive (Assistive) Technology

2011-2012 Action Item	Timeline
CTL to upgrade two classrooms with multi-media technology including listening systems (a microphone feed that allows an audience member to receive the sound directly to headset).	Summer 2012
CTL investigating creating closed-captioning content (cc) on campus, by purchasing the equipment system necessary to create the cc stream internally. Subject to budget exigencies.	2012
CTL, Facility Services and OHREA to develop standards for teaching spaces to be incorporated into CTL's 8 year Strategic Classroom Renewal Plan.	2012 - 2013

3. Physical Facilities

Campus Audit Team

2011-2012 Action Item	Timeline
Campus Building Audit Team to undertake review of campus and prioritize projects.	Spring 2012

Campus Accessibility Reviews & Inspections

2011-2012 Action Item	Timeline
Campus Mapping & Way-finding Committee to review strategic locations for outdoor maps. Maps to be created that are tactile, audible and wheelchair height in order to be more inclusive than current outdoor campus maps.	Spring/Summer 2012
Emergency evacuation chair testing to continue with implementation of chairs in each building on campus. Rendezvous sites to be determined.	Ongoing in 2012
Reviews to be conducted of internal way-finding in buildings.	Spring – summer 2012

Accessibility Upgrades to the Built Environment

2011-2012 Action Item	Timeline
Continue with actuator and door hold open devices on Chrysler Hall Tower, Chrysler Hall North and South and Legal Aide Building.	2012
Tactile signage standard to be created by Campus Mapping & Way-Finding Committee	Summer 2012
Accessible washrooms to be completed on all three levels of Dillon Hall	2012
Lifts to be installed in atriums at Law Building	2012
Curb cut to be made at parking meter in parking lot at west entrance of Human Kinetics Building	Spring 2012
Key-controlled access to main elevator at Human Kinetics building to be reconfigured to provide open access to elevator during business hours.	Spring 2012

4. Health, Safety & Community Protection Services

Develop Inclusive Evacuation Plan

2011-2012 Action Item	Timeline
Guidelines for personal exit plans to be drafted by Fire and Life Safety Committee. The guidelines will assist staff and students with an understanding of processes and responsibilities.	Spring 2012
Collaborative project with Human Kinetics and Health & Safety Office to assess optimal location and design of safe operating instructions for emergency evacuation chairs.	Ongoing in 2012

Training & Communication in Inclusive Emergency Evacuation

2011-2012 Action Item	Timeline
Expanded training program for fire warden volunteers to be developed AFTER ergonomic evaluation of safe use of emergency evacuation chairs completed by Human Kinetics: a project initiated by the Fire/Life Safety Working Group of APG.	Evaluation of chairs ongoing in 2012

5. Policies, Practices & Systems - Ancillary

Customer Service Policy

2011-2012 Action Item	Timeline
Policy implementation to continue.	Ongoing

Ancillary Policies

2011-2012 Action Item	Timeline
Develop guidelines for planning & hosting accessible events and meetings	Spring 2012
Review and revise Campus Events policy to incorporate accessibility consideration and individuals' accommodation requests.	Summer 2012

SECTION C

Appendix A

Timelines for Compliance with the Accessibility for Ontarians with Disabilities Act

The University of Windsor’s Timelines for Compliance with the Accessibility for Ontarians with Disabilities Act Regulations: The Accessibility Standards for Customer Service (Regulation 429/07) and the Integrated Accessibility Standards (Regulation 191/11). As defined in the AODA, The University of Windsor is a large designated public sector organization with 50+ employees.

It is important to note that at this time, the proposed Built Environment Standard has not yet been approved by the Ontario Legislature.

Year	Relevant Section of Standard	Requirements
January 1 st 2010	Customer Service Standard (2010 only), Sections 3 to 9	<p>Customer Service</p> <p>Establishment of policies, practices and procedures governing the provision of goods or services to persons with disabilities that respects the dignity and independence, deals with the use of assistive devices and ensures communication with persons with disabilities in a manner that takes into account the person’s disability.</p> <p>Establishment of policies, practices and procedures governing the use of service animals, the accompaniment of support persons and notice of temporary disruptions for persons with disabilities.</p> <p>Training be provided to every person who deals with the public and/or who participates in developing policies, practices and procedures governing the provision of goods and services.</p> <p>Provisions of notice of availability of documents upon request and that the documents be provided in a format that takes into account a person’s disability.</p>
January 1 st 2012	Integrated Accessibility Standards, Section 13 Section 27	<p>Information and Communications</p> <p>Provision of emergency procedures, plans, or public safety information in an accessible format or with appropriate communication supports, upon request.</p> <p>Employment</p> <p>Provision of individualized workplace emergency response information to employees who have a disability.</p>
January 1 st 2013	Section 3	<p>General Requirements</p> <p>Development, implementation and maintenance of written policies and statement of organizational commitment to meet accessibility needs of persons with disabilities.</p>

	<p>Section 4</p> <p>Section 5</p> <p>Section 6</p> <p>Section 15</p> <p>Section 16</p>	<p>Preparation of a multi-year accessibility plan at least once every 5 years completed on consultation with persons with disabilities.</p> <p>Preparation of annual status report of the progress of measures taken to implement strategies of the accessibility plan and posting of the report on the website.</p> <p>Development of a procurement policy describing how the University of Windsor will consider the needs of persons with disabilities when procuring or acquiring goods, services, or facilities (physical infrastructure).</p> <p>Incorporation of accessibility features when designing, procuring or acquiring self-serve kiosks.</p> <p>Information and Communications Procurement of accessible or conversion ready electronic formats of educational or training resources or materials, where available, or provision of comparable resource if not possible, if notification of need is provided. Provision of student records and information on program requirements, availability and descriptions in an accessible format. Make available, upon request, accessible or conversion ready versions of textbooks.</p> <p>Accessibility awareness training related to accessible program or course delivery and instruction provided to educators.</p>
<p>January 1st 2014</p>	<p>Section 7</p> <p>Section 11</p> <p>Section 14</p> <p>Sections 22-24</p> <p>Sections 25, 26 & 28</p> <p>Section 29</p> <p>Sections 30-32</p>	<p>General Requirements Training all employees, volunteers, policy developers and all others who may provide goods or services on behalf of the University of Windsor on the Regulation and on the Human Rights Code. A record of the training shall be provided and kept on file.</p> <p>Information and Communications Ensuring feedback processes are accessible to persons with disabilities.</p> <p>Ensuring new internet websites and web content will conform to established WWW Consortium Web Content Accessibility Guidelines 2.0., initially at Level A.</p> <p>Employment Accommodation of persons with disabilities in the recruitment, assessment and selection process.</p> <p>Documented individual accommodation plans.</p> <p>Return to work process for employees who have been absent from work due to disability.</p> <p>Performance management, career development and redeployment processes of</p>

		employees with disabilities.
January 1st 2015	Section 12	Information and Communications Provision of accessible formats and communication supports for persons with disabilities, made available upon request.
	Section 17	Make available, upon request, accessible or conversion ready versions of textbooks.
	Section 18	Where available, Libraries will be required to provide an accessible or conversion ready format or print-based resources or materials, upon request (some exceptions).
January 1st 2020	Section 17	Information and Communications Make available, upon request, accessible or conversion ready versions of printed materials that are educational or training supplementary learning resources.
	Section 18	Where available, the libraries will be required to provide an accessible or conversion ready format of digital and multimedia resources or materials, upon request (some exceptions).
January 1st 2021	Section 14	Information and Communications Ensure all internet websites and web content will conform to established WWW Consortium Web Content Accessibility Guidelines 2.0., Level AA (some exceptions).

Appendix B
Accessibility Planning Group 2011/12

Chair	Dr. Alan Wildeman, President
Vice-Chair (Administration Services)	Ms. Sandra Aversa, Vice-President, Planning & Administration
Vice-Chair (Academic)	Dr. Bruce Tucker, Associate Vice-President, Academic Affairs

Composition of the Accessibility Planning Group (April 2012)

Area of Review	Appointee
Vice-President, Planning & Administration	Ms. Sandra Aversa
Information Technology (web based)	Mr. Richard Dumala
University Librarian	Ms. Gwendolyn Ebbett
Director, Office of Human Rights, Equity & Accessibility	Ms. Kaye Johnson
Information and Publications (print)	Mr. Kevin Johnson
Non-Academic Support Services (Ancillary)	Ms. Anna Kirby
Accessibility and Human Rights Manager	Ms. Anne Mullen
Facilities	Mr. Neil Musson
Academic Services for Students with Disabilities	Ms. Beth Oakley
Human Resources	Ms. Cheryl Paglione
Information and Academic Support (libraries)	Mr. Graham Staffen
Associate Vice-President of Academic Affairs	Dr. Bruce Tucker
Education of Faculty & Staff	Ms. Brooke White
President & Vice-Chancellor	Dr. Alan Wildeman

Appendix C
Campus Accessibility Advocacy Committee 2011/12

Area Represented	Name	Title
Kinesiology	Dr. Nadia Azar	Faculty
	Ms. Jen Bauder	Student
OPUS	Ms. Caroline Burr	Student
Facility Services	Mr. Dan Castellan	Senior Manager, Projects & Construction
Social Work	Dr. Thecla Damianakis	Assistant Professor
	Mr. Michael DaSilva	Student
Resident Services	Ms. Sandra Davis	Manager – Residence Life
Student Disability Services	Mr. Anthony Gomez	Assistive Technologist/Disability Advisor
Human Resources	Ms. Leigh Harold	Assoc. Dir., Occupational Health & Safety
Law	Dr. Laverne Jacobs	Assistant Professor
	Ms. Caroline Jacobson	Student
OHREA	Ms. Kaye Johnson	Director
Leddy Library	Vacant	
Chair	Ms. Anne Mullen	Accessibility and Human Rights Manager
Student Disability Services	Ms. Beth Oakley	Director, Educational Development Centre
Campus Recreation	Ms. Sandra Ondracka	Campus Recreation Coordinator
Student Counseling Services	Dr. Rosemary Plastow	Psychologist
Campus Police	Ms. Leslie Poisson	Sr. Constable
Graduate Studies	Ms. Alison Samson	Director
	Mr. Neb Zachariah	Student