Annual Accessibility Report 2016-2017 and Multi-Year Plan

Office of Human Rights, Equity and Accessibilty

This document is available in alternate formats, upon request. Please contact us at 519.253.3000 ext. 3400, TTY 519.971.3690, or by e-mail at ohrea@uwindsor.ca

Communication of Accessibility Plan

The University of Windsor's past and current accessibility plans are available in alternate format as follows:

- Posted to the Office of Human Rights, Equity & Accessibility (OHREA) website
- By written request to OHREA, University of Windsor, 401 Sunset Avenue, Windsor ON, N9B 3P4;
- By telephoning OHREA at (519) 253-3000, extension 3400;
- By e-mail request at ohrea@uwindsor.ca

"Report a Barrier" Web Form

Your feedback is essential to assist with the identification and removal of barriers to participation at the University of Windsor. Feedback also guides our ability to ensure that the services we deliver advance the inclusion of all those with disabilities. Members of our campus community are encouraged to report accessibility issues by visiting the "Report a Barrier" web form at UWindsor Campus Access.

Your feedback is always welcome by contacting our offices as noted above.

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1. Introduction and Background

The University of Windsor has a rich tradition of offering comprehensive, student-focused post-secondary education in Southwestern Ontario. Assumption College, predecessor of the University of Windsor, first welcomed students in 1857.

In the more than 150 years that have since passed, the small, liberal arts college has grown into today's non-denominational, comprehensive, teaching and learning university welcoming over 15,000 students each academic year and boasting alumni of over 122,000.

1.1 Mission and Vision

The University of Windsor's Mission and Vision Statements reflect the ongoing commitment to students as well as to the community and articulate the desire that what we do will empower people to make meaningful contributions to society:

Mission Statement: Enabling people to make a better world through education, research and engagement.

Vision Statement: The University of Windsor is a progressive, student-centered university, where the challenges of communities and of a world in transition inform the education we provide, the research we do, and the creative endeavours we pursue.

This report highlights the progress achieved at the University of Windsor towards creating and fostering learning and working environments that are both accessible and inclusive. The goal is to grow our learning and working environments into testaments of accessibility and inclusion for all.

1.2 The University of Windsor's Commitment to Accessibility

The University of Windsor remains committed to providing everyone with disabilities an inclusive environment in which to study, work and play. This commitment is reflected in our Accessibility Policy. The vision of accessibility is for members of the greater campus community to work together to identify and remove barriers for persons with disabilities and attain the goal of a fully inclusive University which strives to exceed, wherever possible, the commitments established in the legislation.

This Annual Accessibility Report highlights initiatives significantly underway or completed from the previous year, in this case, September 1st 2016 to August 31st, 2017. The Accessibility Multi-Year Plan update includes short and long-term goals which identify and remove barriers, thus increasing accessibility throughout the University community.

Input is welcomed from any member of our community, particularly individuals with disabilities. Should you wish to provide input, please contact the Accessibility and Human Rights Manager in the Office of Human Rights, Equity and Accessibility at 519-253-3000 x. 3400, TTY 519-973-7091, ohrea@uwindsor.ca

1.3 The Legislative Framework

The Accessibility for Ontarians with Disabilities Act, (**AODA**) was enacted by the Province of Ontario in 2005.

The purpose of the 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. Accessibility 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 emphasis 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. This includes barrier removal to meet the general needs of people with differing abilities.

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**.

As defined by the AODA, the University of Windsor is a large, designated public sector organization. As such, the University of Windsor is required to establish, maintain and document a multi-year accessibility plan. This required activity provides an opportunity to outline the University's strategy to prevent and eliminate barriers and to fulfill the requirements of the AODA and supporting Regulations.

At the University of Windsor, progress on the plan is reviewed and reported annually, allowing for ongoing reflection and adaptation to ensure appropriate, timely initiatives can be advanced.

Since the enactment of the AODA, there have been five (5) supporting Regulations developed:

(1) Customer Service;
(2) Transportation;
(3) Information and Communications;
(4) Employment; and
(5) Built Environment.

Through the development phase of the five (5) Regulations, the Integrated Accessibility Standards was developed, which incorporates the Employment, Information & Communication and Transportation Standards.

The Customer Service Standard, Regulation 429/07[1] came into effect in January of 2008. The University of Windsor's Accessible Customer Service Policy was approved in January of 2010.

On June 3rd, 2011, the Integrated Accessibility Standards, Regulation 191/11[2] 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.

In 2012, the Integrated Accessibility Standards Regulation 191/12 was amended to include The Design of Public Spaces Standards (Accessibility Standards for the Built Environment). The amended Regulation provides general and technical accessibility requirements for all new construction related to the following:

[1] Accessibility Standards Customer Service link
[2] Integrated Accessibility Standards

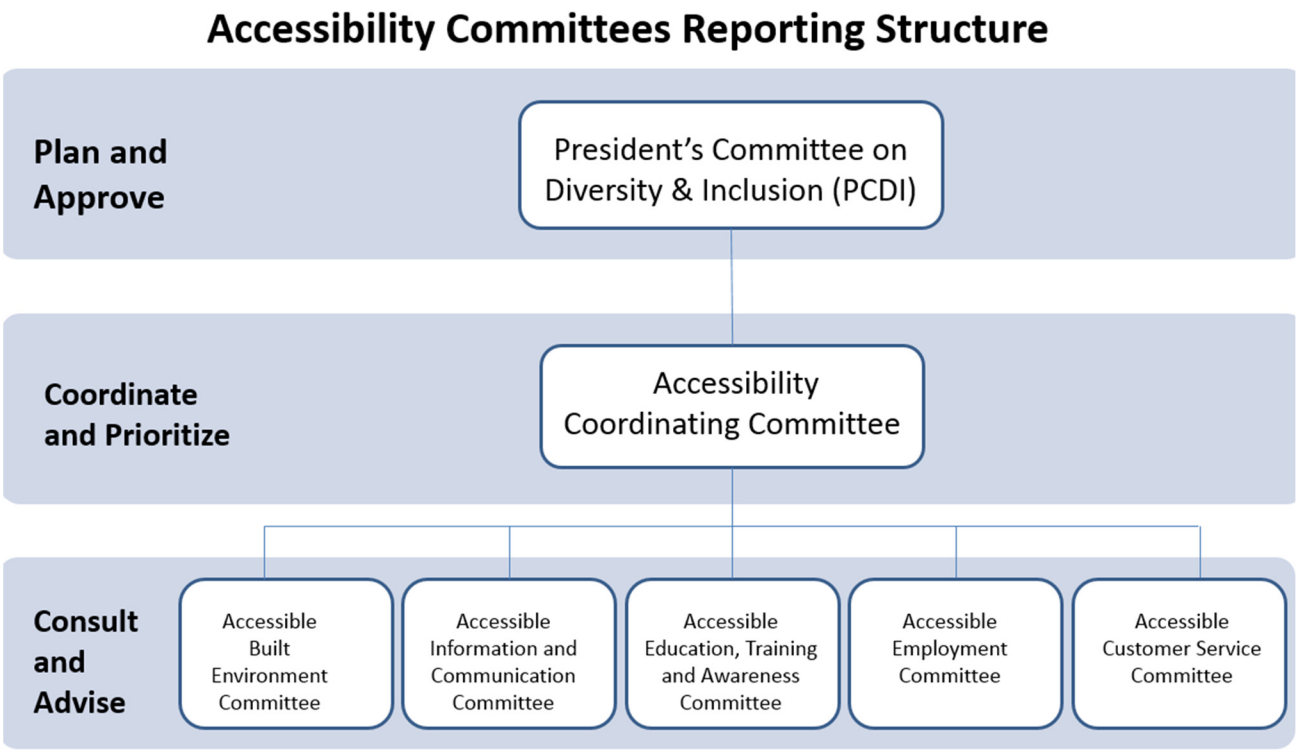
- Recreational trails/beach access routes
- Outdoor public use eating areas
- Outdoor play spaces
- Exterior paths of travel, including sidewalks, ramps and stairs
- Accessible parking
- Service-related elements like service counters

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

1.4 The University of Windsor's Accessibility Committees

In 2015 the University's accessibility committee structure was reorganized. There are seven active accessibility committees on campus. The seven (7) committees are:

- Five (5) AODA Standards-based committees, those being the
  - Accessible Built Environment Committee
  - Accessible Customer Service Committee
  - Accessible Education, Training and Awareness Committee
  - Accessible Employment Committee
  - Accessible Information and Communications Committee
- The Accessibility Coordinating Committee
- The President's Committee on Diversity and Inclusion



The five (5) Standards-based committees are responsible to review the relevant portions of the AODA Standards and ensure compliance. The Committees also work to surpass the requirements of the standards. Work includes identifying and removing barriers, developing inclusive practices, programs or policies, and educating the campus community about accessibility and inclusion.

The purpose of the Accessibility Coordinating Committee (ACC) is to ensure a coherent, coordinated approach to accessibility throughout the University community. The ACC reviews, coordinates and prioritizes the activities of the five accessibility standards committees.

The President's Committee on Diversity and Inclusion is responsible to provide campus-wide leadership in the planning and approval of accessibility policies and programs. The committee provides strategic leadership for accessibility throughout the University community. The committee also provides guidance about compliance with all relevant accessibility legislation.

1.5 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 2016-17, the Office of Human Rights, Equity and Accessibility fielded numerous telephone, in-person and e-mail enquiries. These enquiries involved items such as workplace accommodations, accessible

parking requirements, installation of accessible amenities, breakdown of accessible equipment and way-finding concerns. Resolutions were facilitated in all situations reported.

1.6 Updated barrier reporting tool: "We need to hear from you" transforms to "Report a Barrier" Webform

Our campus community is encouraged to identify and report accessibility issues. In 2017, the link to automatically and quickly report items was redesigned and prominently displayed for easier access. All reported matters are treated confidentially and submitted to the appropriate accessibility committee for review, consideration and remediation, as appropriate. To 'Report a Barrier", please visit: Understanding and Reporting Barriers to Accessibility link

1.7 Student Accessibility Services

Student Disability Services (SDS) was renamed in 2017 to Student Accessibility Services (SAS). Their offices remain located in the lower level of Dillon Hall as a part of the Student Success Centre. SAS staff provide numerous supports including referrals, resources, advocacy and education throughout the University community. Their purpose is to ensure that every qualified student has the opportunity to pursue their academic and career goals without any identified disability being a hindrance to their pursuit for equal and rewarding career opportunities.

Staff in SAS are a valuable resource to the University community and integral partner to the OHREA team. They share their professional expertise with teaching and research staff, and promote student autonomy, privacy and independence. The staff members also provide education about the shared responsibility of all members of the campus community to provide equal access and opportunities to higher education for qualified students with disabilities.

2. Annual Accessibility Report 2016-2017-

Achievement Highlights

2.1 Accessible Built Environment Highlights

Between September 1, 2016 and August 31, 2017, the University of Windsor continued to ensure our existing buildings, public spaces and new projects focused on accessibility. Key highlights from 2016-2017 include:

a. Stair Stripping and Accessible Ramp additions to Education Building

Exterior stair stripping was installed on the front stairs of the Education Building to provide a strong, visual cue to persons with visibility disabilities. Additionally, an accessible ramp was installed at the front entrance of the Education building to increase accessibility and inclusion for all using the facility.

b. Curb Cut on Patricia Avenue to Access Walkway in Front of Essex Hall

A curb cut to access the walkway in front of Essex Hall was added. With this addition, the existing sidewalk has been made more accessible.

c. Installation of Actuators Across Campus

The University of Windsor matched moneys awarded through an Enabling Accessibility Fund Grant through the Ministry of Employment and Social Development Canada to install a number of actuators at locations across campus that were identified and prioritized as being in need. At the time of the writing of this report, work is well underway in multiple buildings. Actuators have been installed in a variety of buildings and room types (washrooms/classrooms), including the Odette School of Business, the Health Education Centre, Human Kinetics and the Chrysler Hall complex.

Additionally, the University was able to equip classroom 202 in the Health Education Centre with actuators. This was achieved in partnership with the University of Windsor Student Alliance (UWSA).

d. Accessible/ Gender-Neutral Washroom Audit

An audit was commenced in June 2017 to review all campus washroom facilities and capture detailed information regarding accessible features within each washroom. This audit will guide future decision-making regarding additional washroom features, placement and the possible designation/conversion of washroom space into gender-neutral space.

e. Accessible Ramp and Lift in Biology Building

The current accessible ramp for the Biology building was resurfaced as part of the River Commons project. Additionally, plans for the replacement of the accessible lift located in the front of the Biology were initiated which, when complete will provide for an overall reimagining of the Biology main entrance as the main accessible entrance for those attending that building.

f. Design Review for Campus Upgrade Projects

2016 – 2017 saw significant re-imagining and growth to the main and downtown campuses of the University of Windsor. Input relating to accessible design considerations was provided for the

Science and Research Innovation Facility (SRIF), the River Commons project and the School of Creative Arts on the downtown campus.

g. Accessibility in Classroom Spaces Audit

Work study students placed with OHREA completed an audit of designated classroom spaces. They compiled a corresponding report highlighting opportunities to improve all aspects of accessibility to future planning of these spaces.

h. Classroom Renovations

Renovations to three classrooms were completed in 2017. Odette 104, Chrysler Hall South 51 and Chrysler Hall South 53 were completed' upgrading accessible components within.

2.2 Accessible Customer Service Highlights

Accessible service delivery is a key goal for the University of Windsor and ensuring all of those to whom we provide a service have accessible options, helps us to ensure that our commitments to equity, diversity and excellence are realized. Highlights in this realm include:

a. Service Disruption Notification – "If You See It, Report It" Campaign

Throughout the 2016-2017 academic year, efforts continued to raise awareness across our campus community regarding responsibilities to report equipment that is inoperable and other service disruption notifications. RSS Feeds and the UWindsor App continue to notify students of this information.

b. Policy on Presence of Service Animals on Campus

The University of Windsor's, "Policy on Presence of Service Animals on Campus" was revised this year to reflect the legislative changes and clearly communicate processes and procedures relating to the presence and inclusion of such animals on our campus.

c. Accessible Building Features Information

Information detailing accessible features located within each campus building was updated on the OHREA website and linked into the Head Start App in 2017. The prominently featured information helps to support new students and other visitors to our campus identify and locate accessible features they may require while on campus.

d. Accessible Ramps – No Bikes Campaign

This past year an awareness campaign was launched regarding our external accessible ramps. Signage was updated to raise awareness about the hazards created by locking bicycles to these areas.

2.3 Accessible Education, Training and Awareness Highlights

a. Refresh of the Mandatory Accessible Customer Service Training

The University continued to fulfill its responsibility to provide our mandatory accessible customer service training. This training has the goal of improving front line services to persons with disabilities who may access our campus and does this by ensuring that those who provide customer service have increased general knowledge on how to provide exemplary customer service to persons with disabilities. The training handbook and electronic quiz were updated this past academic year.

b. Mandatory AODA & Human Rights Training

As required by the Integrated Accessibility Standards of the AODA, the Office of Human Rights, Equity and Accessibility continued to provide training for all employees, volunteers and 3rd party service providers about the AODA and the Ontario Human Rights Code, significantly noting how the two pieces of legislation worked in tandem.

c. Sign Language Club

The popularity of the sign language club grew after initially being launched by the Office of Human Rights, Equity and Accessibility in 2013. This club remains free to join and is open to all members of the University of Windsor community, allowing participants to meet weekly to learn and practice sign language through interactive teaching and learning.

d. Student Mental Health Strategy

In 2015-2016, the University of Windsor conducted a survey of all employees and students to provide an environmental scan of the mental health initiatives and supports on our campus. This information assisted to determine strengths, weaknesses and opportunities for improvement to promote health and well-being. Based on outcomes of the survey, the University of Windsor established a Steering Committee to develop a comprehensive student mental health strategy.

In 2017, the Steering Committee developed a purpose, vision and principles framework and terms of reference. Six working groups commenced work to develop suggestions to enhance and support mental wellbeing from an awareness, early identification, skill development, campus environment, policies and procedures and services/supports/crisis preparedness perspective. Recommendations were developed and presented to the Steering Committee. Further roll out of the strategy will continue in 2018.

e. Sharing Inclusive Practices Survey

The Accessible Education, Training and Awareness Committee developed an administrative survey to solicit the sharing of inclusive practices across our campus community. This survey is intended to gather best practices on topics like inclusive teaching practices, customer service delivery, inclusive event planning or any other contributions to increasing accessibility and inclusivity. Follow-up actions will include disseminating "best practices" more broadly for further adoption across campus. This survey will be launched in the 2017-2018 academic year.

f. Annual Accessibility Awareness Day

For the fifth year, the University of Windsor hosted a one-day free event on March 2, 2017 to highlight and celebrate accessibility. This year's theme was "Accessibility in Your Passion" and the keynote speaker was Dr. Temple Grandin who shared her insight on how differing types of thinkers can make meaningful contributions to society.

g. Innovative Designs for Accessibility (IDeA) Competition

Inspired by the goal of the AODA to make Ontario the most accessible province by 2025, the University of Windsor held its second Innovative Designs for Accessibility (IDeA) competition on February 21, 2017. This initiative provided undergraduate students across the campus an opportunity to design original innovative solutions to address organizational/systemic, architectural/physical, information and communications, technology or attitudinal barriers.

2.4 Accessible Employment Highlights

Over the course of 2016-2017, the University of Windsor also continued to ensure accessible employment opportunities were realized in meaningful ways. Highlights include:

a. Employee Accommodation Fund

The Office of Human Rights, Equity and Accessibility developed the Employee Accommodation Fund through a commitment made by the University of Windsor's Strategic Priority Fund. This fund enables financial support to be provided to Units and Departments to offset costs associated to achieve employee accommodations. The Accessible Employment Committee continued, in 2016-2017, to receive and review applications and make funding recommendations to the Director the Office of Human Rights, Equity & Accessibility.

b. Emergency Evacuation Chairs

To read about the background work surrounding the initiative to secure and install emergency evacuation chairs throughout campus, please visit our earlier 2013-2014 Annual Accessibility Report and Multi-Year plan.

One (1) emergency evacuation chair was purchased by the department of Human Resources in 2017 and is now available in the responding Campus Police designated vehicle.

c. Diversity and Equity Self-Assessment and Planning Tool (DEAP)

The University of Windsor purchased the DEAP tool which was developed by Queen's University. The DEAP tool helps assist the University of Windsor to better understand a unit's environment and climate relating to equity, diversity and inclusion and to plan ways to meet the equity goals of the overall Academic Plan.

This tool remains a key component to advance equity, diversity and inclusion by way of establishing and monitoring unit-specific scorecards with starting points, goals and timetables and continued to be valuable resource in the 2016-2017.

2.5 Accessible Information and Communications Highlights

Many aspects of making our online spaces accessible were advanced over the past year to ensure that our information, technology and communications embrace as many members of the broader University of Windsor community as possible. Highlights from this academic year include:

a. UWindsor Web Presence Accessibility Audit

The web accessibility audit, which included an audit of hundreds of external sites used by members of the University of Windsor community. It was completed by an external consultant over the course of 2015-2016 and audit findings were presented to the President's Committee on Diversity and Inclusion and the Technical Team in 2017. A multi-year, comprehensive plan to address the deficiencies determined is currently under development to meet the goal of WCAG 2.0 Level AA compliance by January 1, 2021. A number of deficiencies relating to the University of Windsor website have been rectified in 2017 with the launch of the new Drupal 7 platform and related auditing activities with more than 200 sites migrating to the new platform.

b. Closed-Captioning of Online Videos

Efforts continued in 2016-2017 to ensure that the University of Windsor moves towards having all videos closed-captioned. The Centre for Teaching and Learning continues to offer the service, at a cost, to faculties and departments.

c. Resources and Support to Make Electronic Documents Accessible

The dedicated section of the OHREA website to provide valuable resources for staff and faculty to making their documents accessible was enhanced in 2017. Additionally, there are ongoing training opportunities and workshops facilitated by the Public Affairs & Communication department to support creators better understand how to ensure their information is made accessible and to highlight the resources available to support this goal.

d. Key2Access Outdoor Navigational App

The University of Windsor matched funds awarded a second Enabling Accessibility Fund Grant through the Ministry of Employment and Social Development Canada. This grant supported the implementation of an outdoor navigational App to assist those with visual disabilities to better navigate our campus. Work commenced in the summer of 2017 to distribute outdoor virtual beacons across campus. At the time of this report plans were being finalized to complete this project. This will include the installation of five (5) wireless door openers at the Student Centre.

3. Multi-Year Accessibility Plan Update

3.1 Built Environment

Action Item	Timeline	Comments
Development of a strategic plan to address existing barriers on campus. Plan to identify existing barriers and develop options for addressing barriers as well as costs.	2014-2016 Providing Input	Accessible Built Environment Committee to undertake this project.
Use the prioritization matrix to determine where resources should be allocated to remove existing barriers.	ongoing	Accessible Built Environment Committee and the Accessibility Coordinating Committee will undertake this endeavour.
Completing an accessibility audit of the entire University of Windsor campus.	2016-2018 Providing Input	Facility Services and ABEC are recommending undertaking this process.
Exploring access ramps at the Human Kinetics Building and Assumption Hall.	2016-2018 Providing Input	Facility Services and ABEC are overseeing this project and providing input.

3.2 Customer Service

Action Item	Timeline	Comments
Training the University community about how to organize an accessible meeting or event.	2014 and ongoing	In 2014, the Accessible Customer Service Committee adopted "the Council of Ontario Universities: A Planning Guide for Accessible Conferences – How to Organize an Accessible and Inclusive Event". Training sessions have been organized to assist the University Community with learning about how to organize accessible and inclusive events.
Reviewing and updating the Policy on Presence of Service Animals on Campus	2015-2016 and ongoing	The Accessible Customer Service Committee will be undertaking this review.
Determining the need for updated accessible customer service training for employees and volunteers at UWindsor.	2015-2016 and ongoing	The Accessible Customer Service Committee will be conducting a training needs assessment.
Reviewing and updating the Accessible Customer Service Policy.	2017-2018	The Accessible Customer Service Committee will be undertaking this review.

3.3 Education, Training and Awareness

Action Item	Timeline	Comments
Developing and implementing an awareness campaign about accessibility. This includes: • Daily News Articles • Inclusive Practices Survey • Training about how to ensure web content is accessible • Training about how to organize accessible meetings and events • Workshop to provide information about Blackboard Learn	2014-ongoing	The Accessible Education, Training and Awareness Committee to undertake this initiative.
Holding an Accessibility Awareness Day in 2016 to increase awareness about accessibility on campus and in the community.	2013-ongoing and to occur annually	Accessibility Awareness Day 2018 is scheduled for Wednesday, March 28th.
Providing (1) Accessible Customer Service, and (2) AODA and Human Rights training to all employees, volunteers and 3rd party service providers.	2015-ongoing	Customer Service training is provided to all new hires. AODA & Human Rights training was launched in 2015 and is on-going.
Continuing to hold a Sign Language Club on Campus, which provides an opportunity for interested members of the University	Established in fall 2013	OHREA organizes and administers the club for the campus community.

Action Item	Timeline	Comments
community to learn about and to engage in basic learning Sign Language.		
The OHREA Awards celebrate achievements made by members of the University community in the areas of human rights, social justice, employment equity and accessibility.	December 2015 and to occur annually	Mental Health Champion Award added in 2017.
Pilot project installing iBeacons and using the Blindsquare App to assist with navigation on campus	2015-2016	OHREA has selected the Key2Access App to assist with outdoor navigation.
Exam Space for students at the Downtown Campus who require accommodation.	2016	Discussions continue on ideal location for exam space for the downtown campus.
Inclusive Practices Survey	2015-on-going	AETAC has been working on the Inclusive Practices Survey which will launch in 2017-2018.
President's Task Force on Mental Health	2014-2016	This is a campus-wide initiative with representatives from numerous faculties and departments working together to develop a strategic framework for mental health on Campus.
Accessibility Awareness Day 2016	March 2016	This is a campus-wide initiative that raises awareness about accessibility, disability, barriers and inclusion in the University community.
Mental Health Awareness Events	2015-2016	Various units on campus are working to organize a number of initiatives.

Action Item	Timeline	Comments
IDeA Competition	Established in 2016, ongoing	This is a campus-wide initiative/competition that provides an opportunity for undergraduate students to submit their ideas to improve accessibility and remove barriers.

3.4 Employment

Action Item	Timeline	Comments
Updating the "Workplace Accommodation Guidelines for Employees with Disabilities". The updated guidelines will help to ensure all parties involved in a workplace accommodation understand their roles and responsibilities and whom they should contact for further information. These guidelines will also include information about the University's employment responsibilities under the AODA's Integrated Accessibility Standards.	2014-2016	Members of the Accessible Employment Committee as well as representatives from HR, OHREA and the Provost's Office are undertaking this project.
Review of applications to the Employee Accommodation Fund. The Employee Accommodation Fund assists Departments/Units with the costs for providing employees with workplace accommodations. Explore database to track purchases.	ongoing	Members of the Accessible Employment Committee are responsible for reviewing the applications and providing recommendations to the Director of the Office of Human Rights, Equity and Accessibility.
Updating the Emergency Evacuation Guidelines for Persons with Disabilities.	2014-2016 and ongoing	OHREA and the Office of Health and Safety to work jointly on this project.

3.5 Information and Communications

Action Item	Timeline	Comments
Reviewing the accessibility of University's webpages to ensure accessibility with webpage design and content management.	2014-2016	eSolutions, a consulting firm, began a comprehensive accessibility audit of all of the University of Windsor's websites and services. The findings are expected to be completed and released in 2016-2017.
Review and development of websites and web content to be WCAG 2.0 AA compliant.	Ongoing with a required completion date of 2021	
Working to ensure all videos that are added to the University web site are closed-captioned. Also, work to create awareness about the availability of closed-captioning services.	ongoing	Reminders and education needs to be circulated regularly to remind all parties of their obligations to close-caption videos added to websites. The Centre for Teaching and Learning offers the service, at cost, to faculties and departments.
Investigating having Course Evaluation Forms completed electronically, rather than paper and pencil.	2015-2016	Representatives from CTL, SDS, OHREA and IT Services completed this project.
Implement outdoor navigational App.	2017-2018	Education, Training and Awareness will assist with launch.

4. AODA Compliance Timeline Summarized

Date	Regulation Milestones	University of Windsor Milestones
1/1/2012	Integrated Accessibility Standard: Section 13 – emergency procedures, plans and public safety; Section 27 – workplace emergency response information to employees with a disability.	• Campus Police and the Office of Health and Safety provide emergency procedures, plans and public safety information in accessible formats, upon request. • Employees requiring individualized workplace emergency response information may complete the "Emergency Evacuation Form" available through Campus Police and Human Resources (Office of Health and Safety).
1/1/2013	Integrated Accessibility Standard: Section 3 – development of accessibility policies, organizational commitment; Section 4 -accessibility plans and annual status report; Section 5 – development of procurement policy;	• Senate approved the Accessibility Policy in February 2013. • The Plan and Report were developed and is updated annually. • The Finance Department has incorporated accessibility language into the University's Purchasing Policy. The VWIZ program is being developed as an additional tool.

Date	Regulation Milestones	University of Windsor Milestones
	Section 15 – Incorporation of accessibility features when designing, procuring or acquiring self-serve kiosks. Section 16 – Information and Communications procurement / training to educators.	• The Finance Department has incorporated accessibility language into the University's Purchasing Policy. • Student Disability Services procures and provides accessible or conversion ready electronic formats of educational or training resources or materials; • The Registrar's Office provides student records and information on program requirements in accessible formats upon request; • The Centre for Teaching and Learning offers Universal Design for Instruction training. The Accessible Education, Training and Awareness Committee is exploring other options of accessibility awareness training related to course delivery and instruction.
1/1/2014	<u>Integrated Accessibility Standard:</u> All sections of the Employment Standard (except s. 27) come into force	• Training developed and implemented by OHREA; • Feedback processes reviewed to determine accessibility; • Accessibility audit of the UWindsor web presence conducted and remediation strategies developed (2014-2017); • Recruitment language reviewed;

Date	Regulation Milestones	University of Windsor Milestones
		• Accommodation for employees with disabilities reviewed and revised.
1/1/2015	Integrated Accessibility Standard: Section 12 – (accessible formats & communication supports); Section 17 – (conversion ready textbooks); Section 18 – (libraries print materials)	• Resources are in place to make accessible or conversion ready versions of textbooks available upon request; • Resources are in place to provide accessible or conversion ready formats of print-based resources or materials for persons with disabilities, upon request.
1/1/2020	Integrated Accessibility Standard: Section 17 & 18 (libraries of educational & training institutions – digital or multimedia resources accessible or conversion ready)	• Will ensure resources are in place to make accessible or conversion ready versions of supplementary resources, upon request; • Resources are in place to provide accessible or conversion ready format of digital or multimedia resources or materials for persons with disabilities, upon request.
1/1/2021	Integrated Accessibility Standard: Section 14 – all internet websites and web content to conform to WCAG 2.0 Level AA (limited exceptions)	• Accessibility audit of the UWindsor web presence conducted and remediation strategies developed (2014-2017); • Remediation strategies to be complete by 1/1/2021.