



# ANNUAL ACCESSIBILITY REPORT 2012 – 2013 AND MULTI-YEAR PLAN UPDATE

Office of Human Rights, Equity and  
Accessibility

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## **SECTION A**

### **1. INTRODUCTION**

Approximately 1.85 million people in Ontario, or 1 in 7 residents, have a disability. It is projected that this number will increase over the next 25 years and by 2036, 1 in 5 people in Ontario will have a disability.<sup>1</sup> There continues to be many barriers that exist in society, preventing persons with disabilities from equal opportunities and full inclusion. In order to remove these barriers, be they architectural, attitudinal, systemic, or of another form, organizations need a plan. This document lays out a plan for the University of Windsor to remove existing barriers and to ensure measures are taken to prevent the creation of new barriers.

#### **1.1 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. This is reflected through the University's Mission, "Enabling people to make a better world through education, scholarship, research and engagement." 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.

#### **1.2 The Legislative Framework**

In 2005 the Province of Ontario enacted the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). 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 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.

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<sup>1</sup> The Accessibility Directorate of Ontario's Website.

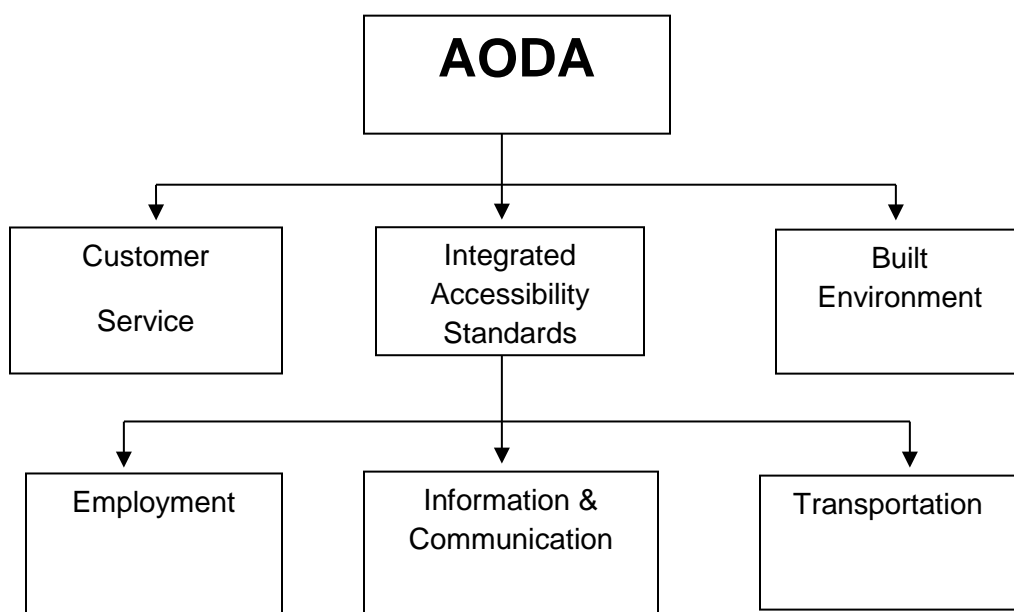
[http://www.mcass.gov.on.ca/en/mcass/programs/accessibility/understanding\\_accessibility/index.aspx](http://www.mcass.gov.on.ca/en/mcass/programs/accessibility/understanding_accessibility/index.aspx)

Accessed August 16<sup>th</sup> 2012.

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.

## The AODA Regulations

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



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

On June 3rd 2011, the *Integrated Accessibility Standards, Regulation 191/11*<sup>3</sup> 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.

<sup>2</sup> [http://www.e-laws.gov.on.ca/html/source/regs/english/2007/elaws\\_src\\_regs\\_r07429\\_e.htm](http://www.e-laws.gov.on.ca/html/source/regs/english/2007/elaws_src_regs_r07429_e.htm)

<sup>3</sup> [http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws\\_src\\_regs\\_r11191\\_e.htm](http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws_src_regs_r11191_e.htm)

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. At the time of writing this Plan the proposed amendment to Ontario Regulation 191/11 *Design of Public Spaces Standards (Accessibility Standards for the Built Environment)* was released for public input and consultation. The draft Standard addresses accessibility in the following public space areas:

- 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

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 for students, staff and faculty with disabilities, and for visitors and community members with disabilities who use our facilities and services.

### **Annual Accessibility Report**

The Annual Accessibility Report highlights initiatives completed from the previous year, in this case, September 1st 2012 to August 31st, 2013.

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 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.

To request an alternate format of the Multi-Year Accessibility Plan or the Annual Accessibility Report, please contact the Office of Human Rights, Equity and Accessibility at 519-253-3000 x. 3400, ohrea@uwindsor.ca.

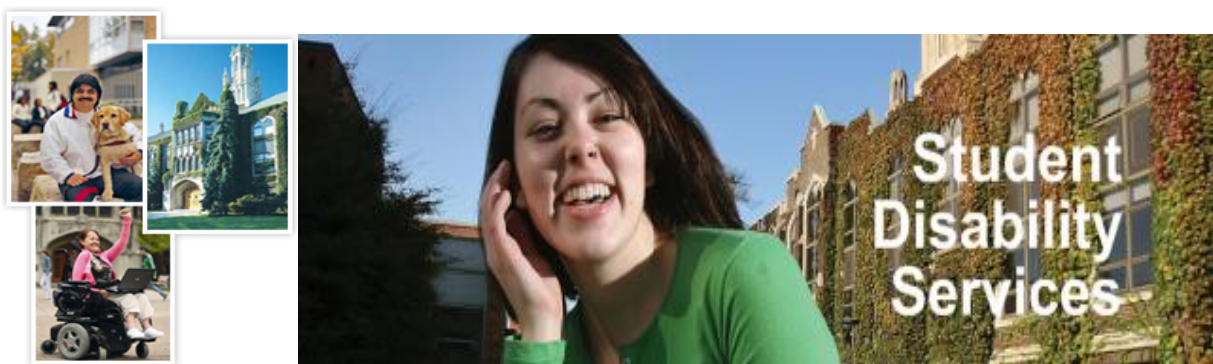
## Office of Human Rights, Equity and Accessibility: Inquiry and Complaint Resolution

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 2012-13, 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 elevators and way-finding concerns. Resolutions were facilitated and in all situations reported. More detail on the nature of the concerns is available in the 2011-2012 Annual Office of Human Rights, Equity and Accessibility Report available at: <http://www.uwindsor.ca/ohrea/reports>

### ‘We Need To Hear from You’ Website

Members of our campus community are encouraged to contact any representative of the University’s Accessibility Committees to communicate those issues that are important to them as multi-year planning is underway for 2012-2017. Also visit our website, ‘We Need to Hear from You’ at [www.uwindsor.ca/campusaccess](http://www.uwindsor.ca/campusaccess).

### 1.3 Student Disability Services



Student Disability Services is a part of the Educational Development Centre. Student Disability Services staff provides 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 pursuits without any identified disability being a hindrance to their pursuit for equal and rewarding career opportunities.

Staff in Student Disability Services is a valuable resource to the University community; they share their professional expertise with teaching and research staff, and promote student autonomy, privacy and independence. Student Disability Services 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. ACHIEVEMENT HIGHLIGHTS 2012-2013**

### **2.1 Built Environment**

#### **a. Door Hold Open Devices in Chrysler Hall Towers**

The Manager of Human Rights and Accessibility was able to procure a grant for \$50,000 that will assist to offset the cost of door hold open devices that are being installed throughout Chrysler Hall North, South, and The Chrysler Hall Tower. This will ensure hands free access for easy accessibility to classes and offices for both students and faculty/staff. It will further ensure accessible exit strategies are available in the case of an emergency.



#### **b. Ramp at OHREA Office**

The ramp at the Office of Human Rights, Equity and Accessibility at 310 Sunset was upgraded to ensure it is safe and accessible for all members of the Campus Community.





### c. Accessible Signage audit

The Manager of Accessibility and Human Rights, in conjunction with Facility Services, conducted an accessible signage audit of the perimeter (outside) of Chrysler Hall as well as the basement of Chrysler Hall Tower and Chrysler Hall North in January 2013. A number of areas that require accessible signage were identified and it is projected that this project should be completed within the 2013-2014 academic year.



### d. Accessible Parking behind Erie Hall

Facility Services is in the process of completing the installation of accessible parking spaces and signage behind Erie Hall to ensure that all events held in Erie Hall are accessible for everyone.





**e. Accessibility Upgrades to the Bathrooms in the Leddy Library**

The bathrooms in the Leddy Library are being updated and \$1.5 million has been allocated for this process. Included in the upgrades will be universally accessible washrooms on every floor. Updates are in progress and 15 of the 25 bathrooms with the Leddy Library are slated to be upgraded.



## **2.2 Information and Technology**

### *Drupal*

Included in the rebranding of the University on June 5, 2013 was the beginning of a complete Information Technology update to the Drupal 7 system. The Drupal 7 system supports accessible formatting and ensures that websites are built to be compliant to WCAG 2.0 AA. This is well in advance of the deadlines within the AODA which state that websites shall be WCAG 2.0 AA compliant by 2021.

### *VWIZ*

Information Technology, in conjunction with the Accessibility Manager, designed an internet application that allows individuals purchasing services at the university level to ensure that all services are accessible. This is done by providing easy one stop accessibility checklists as to the service being rendered. It further tracks purchases, and maintains records of vendors and purchasers. This program was rolled out on Accessibility Awareness Day, March 5, 2013

## **2.3 Education Awareness and Training**

### **a. Development and Adoption of an Accessibility Policy**

The Manager of Human Rights and Accessibility, in conjunction with other University stakeholders, developed an official Accessibility Policy for the University. The policy outlines the University's ongoing stated commitment to ensuring accessibility for all students and staff, and to accessibility initiatives. This policy was approved in February 2013. The Accessible Education, Awareness and Training Committee has since brainstormed various methods to ensure that the policy is widely recognized on campus and that all campus stakeholders are aware of the policy. The Acting Manager of Human Rights and Accessibility will be working with the Committee to continue to promote awareness of this policy and the values that are espoused therein.

This Policy can be found at the following link:

[http://www1.uwindsor.ca/ohrea/system/files/Accessibility%20Policy%2C%20Feb%202013\\_2.pdf](http://www1.uwindsor.ca/ohrea/system/files/Accessibility%20Policy%2C%20Feb%202013_2.pdf)

### **b. Mounting of Emergency Evacuation Chairs in Campus Buildings**

Over the past three years, the Office of Human Rights, Equity and Accessibility, Campus Police, the Office of Health and Safety, and the Human Kinetics Department have been working in collaboration to test the feasibility of installing emergency evacuation chairs in building stairwells throughout campus.

In 2010, UWindsor 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.

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 started in 2011 and was completed in the 2012-2013 academic year. This phase of the study had two main objectives: (1) to study a smaller evacuations chair (Stryker Emergency Evacuation Chair) to test their feasibility in smaller stairwells on campus, and (2) to develop training materials that will be easy-to-follow in the event of an emergency.

Two students in Human Kinetics commenced phase two of the project in the spring of 2012. A checklist for determining appropriate locations for storage of the Stryker Emergency Evacuation Chair was developed. The students then audited all buildings on campus that are taller than two storeys to determine the optimum locations for the storage of the chairs. A report has been developed and will be presented to the Accessibility Committees for consideration.

Within the report the students were able to identify 47 separate locations where it was felt the chairs would be most accessible and optimally utilized. They have further sourced quotes for the chairs. Throughout the process of this study it was also determined that the Glider models were not as effective or as durable as the Stryker models and the students recommended that the Glider models not be utilized in the campus community. It was further identified that Stryker provides training materials and a train the trainer program that would meet all training requirements.

Currently the last phase of the project involves assessing liability issues that may be attached to the evacuation chairs, and sourcing funding to implement the project.

### **c. Mandatory Accessible Customer Service Training**

During the 2012-2013 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.

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 (COU) 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.

## **2.4 Accessible Employment**

A full gap analysis has been performed in relation to the accessibility of the University of Windsor's Recruitment strategies, and Employee Accommodation guidelines. The Accessible Employment Committee is further undertaking a gap analysis in relation to the University's process for creating and reviewing employee accommodation plans. This is being done in order to ensure compliance with AODA Standards requirements 22-26 and 28-32. The Committee is suggesting appropriate accommodation statements for all recruiting and employment letters, as well as ways to ensure that accommodation needs, and policies are well understood by the entirety of the University's diverse and fluid workforce. This is all culminating in the creation of an accommodation guideline that will be an appendix to the Accessibility Policy and is scheduled to be completed in Fall 2013.

## **2.5 Accessible Customer Service**

### *Accessible Event Checklist*

The Accessible Customer Service Committee has worked diligently to create an Accessible Meeting Checklist and Accessible Meeting Checklist Short Form. Both of these items are available on the OHREA website at <http://www1.uwindsor.ca/ohrea>

### *Service Disruption Notification*

The Accessible Customer Service Committee has worked to define what method and means of service disruption notification would be most effective on the Campus. Service disruptions should be reported to Facility Services immediately at: 519-253-3000, ext. 2850 (Maintenance Dispatch). Student Disability Services has begun the practice of reporting service outages to students with disabilities who are registered with their office. Service outages will further be reported on the University's website. In the fall of 2013, the Manager of Accessibility and Human Rights will be coordinating a campaign in the Lance (the student newspaper), the DailyNews, the University's twitter account, and the University's Facebook account to inform and remind the campus community of their responsibility to report service outages.

## **2.6 Initiatives**

### **a. Accessibility Awareness Day, March 5th 2013**



On March 5, 2013, The University of Windsor was proud to host its first annual Accessibility Awareness day which hosted approximately 80 participants including students, faculty and staff. Sessions included informational sessions regarding the AODA, Universal Instructional Design, the John McGivney Center, assistive technologies and the roll out of the new VWiz, which is a computer program aimed at tracking and ensuring accessibility is addressed during the procurement process.

### **b. Mental Health Awareness Week**

Mental Health Awareness week occurred in January of 2013, and was a great success. The goal of the initiative is to provide students and staff with information about fostering mental health, preventing mental illness and de-stigmatizing mental illness so that people get the help they need.





This year the University was pleased to host as the keynote speaker, Michael Landsberg, popular talk show host of TSN's Off The Record. Michael spoke about his struggles with Generalized Anxiety Disorder (GAD) and depression to a packed audience at the St. Denis Centre.

## **SECTION B**

### **3.0 Progress Report / Action Items**

#### **a. Built Environment**

<b>Action Item</b>	<b>Timeline</b>	<b>Comments</b>
Installing actuators, with key-card access, at the Legal Aid building.	Winter 2013	This remains slotted to be completed in Winter 2013
Installing new actuator and key-card equipment to the second floor entrance to the Law Library.	Fall 2012	Key card equipment has been installed and the actuator still requires installation, but is slated to be completed in the fall of 2013.
Changing the key-control on main elevator in Human Kinetics Building to allow open access during regular hours and key-card access for after hours.	Winter-Spring 2013	
Auditing the signage and way-finding systems in Chrysler Hall North, South and Tower. Installing new, accessible signage as identified through the audit.	Winter-Spring 2013	This Audit occurred in January 2013 and a number of updates were identified. These updates still require completion; however, Facility Services is ensuring signage is completed.
Installing door-hold open devices and actuators in the basement, first and second floors of Chrysler Hall North, South and Tower. These door hold-open devices and actuators will keep the fire-doors open to allow access throughout the building.	2013-2015	The University was granted funding from the Federal Government's EnAbling Accessibility Fund to cover a portion of the costs for this project.

Action Item	Timeline	Comments
Installing 5 actuators in the Leddy Library to increase access to the Media Centre, two (2) classrooms and the west wing of the building on the 2 <sup>nd</sup> and 3 <sup>rd</sup> floors.	2013-2015	The university applied for Federal funding to cover the cost of actuators, and was denied the funding for this project. This project remains on the agenda for anticipated completion by 2015.
Installing an actuator on the rear door of the main classroom in the Schulich Medical Education Building.	2013-2015	
Purchasing an accessible anatomy table for the Schulich School of Medicine.	2015-2017	OHREA and Accessibility Committees to explore funding opportunities for this project.

#### **b. Customer Service**

Action Item	Timeline	Comments
Reviewing gaps in services for students with disabilities and working to secure resources to fill gaps.	Fall 2012 to Spring 2013	The Accessible Customer Service Committee (ACSC) did review gaps in service and determined that there were a number of instances in which students' accommodation needs were not being funded or where the funding source was unclear. As such, grant requests were made by Student Disability Services as well as OHREA in order to ensure that there was dedicated funding available to meet accommodation needs for students. Both requests were denied. OHREA continues to explore with UWSA if requirements for their Accommodation Fund can be streamlined to ensure clarity and easy access for students with accommodation needs.
Completing an accessible meeting and event checklist for use by all members of the University community.	Fall 2012 to Spring 2013	Project was undertaken by the Accessible Customer Service Committee. It is very close to completion and will be disseminated and made available shortly.

Reviewing the Service Disruption Notification Procedures in the Accessible Customer Service Policy to determine if there are proactive measures that can be taken to better communicate service disruptions with students, faculty, staff and visitors.	Fall 2012 to Spring 2013	Project was undertaken by the Accessible Customer Service Committee. RSS Feed and UWindsor app will notify students of service disruptions. There is further going to be an awareness campaign in moving forward to ensure that the campus community is aware of the Service Disruption Notification Procedures, and how everyone's participation is necessary to ensure success.

### c. Education, Awareness, and Training

Action Item	Timeline	Comments
Reviewing the delivery of Universal Design for Instruction materials to instructors on campus.	Fall 2012 to Spring 2013	The Accessible Education, Training and Awareness Committee (AETAC) is undertaking this initiative. They continue to review options for streamlining Universal Design training and for developing Accessible Integrated Learning Modules.
Holding an Accessibility Awareness Day in 2013 to increase awareness about accessibility on campus and in the community.	Ongoing and to occur annually	OHREA hosted the first annual accessibility Awareness day on March 5, 2013. This is planned to continue as an ongoing annual event.

### d. Employment

Action Item	Timeline	Comments
Reviewing, revising and drafting employment related written policies and procedures required under the AODA's Integrated Accessibility Standards. Those policies and procedures include: 1. Accessible recruitment, assessment and selection processes.	Due January 1 <sup>st</sup> 2014	The Accessible Employment Committee (AEC) is undertaking these initiatives. They have formulated a plan to carry out a comprehensive gap analysis as related to recruitment and employee accommodations. The committee is currently working with OHREA to develop an Accommodation Guideline as an addendum to the already existing Accessibility Policy in order to ensure that accommodation policies and guidelines are clear, and the process is easily

Action Item	Timeline	Comments
2. Notice to successful applicants and current employees of policies for accommodating employees with disabilities. 3. Informing employees of available supports. 4. Accessible formats and communication supports for employees with disabilities. 5. Documented individual accommodation plans for employees with disabilities. 6. Return to work processes. 7. Performance management. 8. Career development. 9. Redeployment.		accessible and streamlined. The committee continues to work on and develop recommendations for the Campus Accessibility Coordinating Committee (CACC), and eventually the President's Accessibility Steering Committee (PASC) to ensure the University remains in AODA compliance and further exceeds requirements as part of the University's commitment to accessibility.

#### e. Information and Communications

Action Item	Timeline	Comments
Continue to highlight accessibility issues and news in the DailyNews in an effort to increase awareness and sensitivity	Ongoing	Two articles are being completed currently in regard to the Employee Accommodation Fund and the Emergency Services Disruption Plan.
Undertaking a website and web application inventory.	Fall 2012 to Winter 2013	This remains ongoing. The Information and Technology Committee (AICC) has been testing WAVE software for ease of use in measuring compliance.
Reviewing and updating websites and web applications to ensure compliance with WCAG 2.0 A.	Due January 1 <sup>st</sup> 2014	The University's IT department currently is building all new sites to be WCAG 2.0 AA compliant.
Review and development of websites and web content to be WCAG 2.0 AA compliant.	Ongoing with a required completion date of 2021	
Explore adding tab on home	Winter-Spring	With the re-launch of the new University

<b>Action Item</b>	<b>Timeline</b>	<b>Comments</b>
page and/or navigational link to accessibility related services, map, amenities.	2013	website and the rebranding, a direct link to accessibility has been added to the University of Windsor Home Page
Ongoing training for content developers, both programmers and information providers to ensure that resources and information placed on the web are accessible to all.	Ongoing	
The third annual Mental Health Awareness Week which raises awareness about mental health works to de-stigmatize mental illnesses and provides an opportunity for members of the University and broader community to discuss mental health issues.	January 2013	This is a campus-wide initiative with representatives from numerous faculties and departments organizing the week.
Ontario Human Rights Commission (OHRC) – Policy Launch on Mental Health in Ontario.	November 2012	On November 7, 2012 the Ontario Human Rights Commission Launched its report, “Minds that Matter”. The report includes 54 recommendations as to ways in which the government and community as a whole can work to reduce the discrimination experienced by people with a mental health or addiction disability. OHREA is utilizing this document as one of the main guiding documents in its creation of a Mental Health Framework.
Accessibility Awareness Day 2013	March 2013	This is a campus-wide initiative that raises awareness about accessibility, disability, barriers and inclusion in the University community.

#### **f. Miscellaneous**

<b>Action Item</b>	<b>Timeline</b>	<b>Comments</b>
Orientation of new staff and student volunteers on accessible customer service to	Ongoing	This is an ongoing item and has now been included in the new employee orientation package.



Action Item	Timeline	Comments
continue.		
The development of Human Rights and AODA training, as required by Section 7 of the Integrated Accessibility Standards.	Winter-Fall 2013	OHREA is developing the training material in consultation with the Accessible Education, Training and Awareness Committee.
As required in Section 3 of the Integrated Accessibility Standards, the University is developing written policies and a statement of organization commitment to meeting the needs of persons with disabilities. OHREA has been reviewing the University's policies and is developing a statement of organization commitment. The goal will be to integrate existing and new initiatives into one strategy.	Fall 2012 to Winter 2013	The University has approved an Accessibility Policy as of February 2013. OHREA and the Accessible Customer Service Committee continue to develop an Accommodation Guideline that will be proposed as an appendix to the Accessibility Policy.
The University's Snow Removal Policy is in the process of being updated. OHREA to provide Facility Services with comments and recommendations prior to policy approval. Recommendations will centre around effective snow removal for accessibility to entrance doorways as well as prioritization for maximum accessibility during and immediately following a snowfall.	Fall 2012 to Winter 2013	The Snow Removal Procedures for the University have been updated with priority being given to snow removal from accessible parking spaces on campus. Priority has also been given to known main routes to ensure ongoing accessibility for all.

## 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	Staff & Faculty Responsible for Ensuring Compliance
January 1 <sup>st</sup> 2012	<b>Integrated Accessibility Standards, Section 13</b>	<b>Information and Communications Provision</b> of emergency procedures, plans, or public safety information in an accessible format or with appropriate communication supports, upon request.	<b>Completed</b> Campus Police and the Office of Health and Safety provide emergency procedures, plans and public safety information in accessible formats, upon request.
	<b>Section 27</b>	<b>Employment Provision</b> of individualized workplace emergency response information to employees who have a disability.	<b>Completed</b> Employees requiring individualized workplace emergency response information may complete the "Emergency Evacuation Form" available through Campus Police and the Office of Health and Safety.
January 1 <sup>st</sup> 2013	<b>Section 3</b>	<b>General Requirements Development, implementation and maintenance</b> of written policies and statement of organizational commitment to meet accessibility needs of persons with disabilities.	OHREA, in consultation with the University's Accessibility Committees has developed the Accessibility Policy.
	<b>Section 4</b>	<b>Preparation</b> of a multi-year accessibility plan at least once every 5 years completed on consultation with persons with disabilities.	OHREA, in consultation with the University's Accessibility Committees has developed a Multi-Year Accessibility Plan.
	<b>Section 5</b>	<b>Preparation</b> of annual status report of the progress of measures taken to	OHREA, in consultation with the University's Accessibility

Year	Relevant Section of Standard	Requirements	Staff & Faculty Responsible for Ensuring Compliance
		implement strategies of the accessibility plan and posting of the report on the website.	Committees has developed the Annual Accessibility Report.
	<b>Section 6</b>	<b>Development</b> 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).	OHREA and the Finance Department have incorporated accessibility language into the University's Purchasing Policy.
	<b>Section 15</b>	<b>Incorporation</b> of accessibility features when designing, procuring or acquiring self-serve kiosks.	OHREA and the Finance Department have incorporated accessibility language into the University's Purchasing Policy.
	<b>Section 16</b>	<p><b>Information and Communications Procurement</b> 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.</p> <p><b>Make</b> available, upon request, accessible or conversion ready versions of textbooks.</p> <p><b>Provision</b> of student records and information on program requirements, availability and descriptions in an accessible format.</p> <p><b>Accessibility</b> awareness training related to accessible program or course delivery and instruction provided to educators.</p>	<p>SDS procures and provides accessible or conversion ready electronic formats of educational or training resources or materials.</p> <p>The Registrar's Office provides student records and information on program requirements in accessible formats upon request.</p> <p>The Centre for Teaching and Learning (CTL) offers Universal Design for Instruction training. The Accessible Education, Training and Awareness Committee is exploring other</p>

Year	Relevant Section of Standard	Requirements	Staff & Faculty Responsible for Ensuring Compliance
			options of accessibility awareness training related to course delivery and instruction.
January 1 <sup>st</sup> 2014	Section 7	<b>General Requirements</b> <b>Training</b> 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.	OHREA is developing training materials.
	Section 11	<b>Information and Communications</b> <b>Ensuring</b> feedback processes are accessible to persons with disabilities.	The Accessible Customer Service Committee will review the accessibility of feedback processes.
	Section 14	<b>Ensuring</b> new internet websites and web content will conform to establish WWW Consortium Web Content Accessibility Guidelines 2.0., initially at Level A.	IT Services, with the assistance of the Accessible Information and Communications Committee will be conducting an inventory of all web sites and web content and will be address content that does not meet WCAG 2.0 A guidelines.
	Sections 22-24	<b>Employment</b> <b>Accommodation</b> of persons with disabilities in the recruitment, assessment and selection process.	The Accessible Employment Committee is undertaking the accessible employment initiatives with respect to sections 22-26 and 28-32.
	Sections 25, 26 & 28	<b>Documented</b> individual accommodation plans.	
	Section 29	<b>Return</b> to work process for employees who have been absent from work due to disability.	
	Sections 30-	<b>Performance</b> management, career	

Year	Relevant Section of Standard	Requirements	Staff & Faculty Responsible for Ensuring Compliance
	32	development and redeployment processes of employees with disabilities.	
January 1 <sup>st</sup> 2015	Section 12	<b>Information and Communications Provision</b> of accessible formats and communication supports for persons with disabilities, made available upon request.	The Accessible Information and Communications Committee will be undertaking this initiative.
	Section 17	<b>Make</b> available, upon request, accessible or conversion ready versions of textbooks.	OHREA, Student Disability Services, Document Imaging, the Bookstore and members of the Accessibility Committees will ensure resources are in place to make accessible or conversion ready versions of textbooks available upon request.
	Section 18	<b>Where</b> available, Libraries will be required to provide an accessible or conversion ready format or print-based resources or materials, upon request (some exceptions).	Leddy and Law Libraries, OHREA, Student Disability Services, Document Imaging, and members of the Accessibility Committees will ensure resources are in place to provide accessible or conversion ready formats of print-based resources or materials for persons with disabilities, upon request.
January 1 <sup>st</sup> 2020	Section 17	<b>Information and Communications Make</b> available, upon request, accessible or conversion ready versions of printed materials that are educational or training supplementary learning resources.	OHREA, Student Disability Services and members of the Accessibility Committees will ensure resources are in place to make accessible or conversion ready versions of supplementary resources, upon request.
	Section 18	<b>Where</b> available, the libraries will be required to provide an accessible or	Leddy and Law Libraries, OHREA, and members of the



Year	Relevant Section of Standard	Requirements	Staff & Faculty Responsible for Ensuring Compliance
		conversion ready format of digital and multimedia resources or materials, upon request (some exceptions).	Accessibility Committees will ensure resources are in place to provide accessible or conversion ready format of digital or multimedia resources or materials for persons with disabilities, upon request.
<b>January 1<sup>st</sup> 2021</b>	<b>Section 14</b>	<b>Information and Communications</b> <b>Ensure</b> all internet websites and web content will conform to establish WWW Consortium Web Content Accessibility Guidelines 2.0., Level AA (some exceptions).	IT Services and the Accessible Information and Communications Committee is reviewing the University's internet websites and web content to ensure conformity with established WWW Consortium Web Content Accessibility Guidelines 2.0, Level AA.

## Appendix B

### Accessibility Committees 2012 – 2013

#### President's Accessibility Steering Committee

<b>Area Represented</b>	<b>Name</b>	<b>Title</b>
Chair	Dr. Alan Wildeman	President
Vice-Chair (Administrative Services)	Ms. Sandra Aversa	Vice-President, Planning and Administration
Vice-Chair (Academic)	Dr. Bruce Tucker	Associate Vice-President, Academic
Human Resources	Rita LaCivita	Chief Human Resources Officer
Public Affairs & Communication	Holly Ward	Chief Communications Officer
Student Affairs	Brooke White	Executive Director
OHREA	Kaye Johnson	Director
OHREA	Jennifer Brause (Acting)/ Anne Mullen	Accessibility and Human Rights Manager

#### Campus Accessibility Coordinating Committee

<b>Area Represented</b>	<b>Name</b>	<b>Title</b>
Chair	Kaye Johnson	Director, OHREA
Vice-Chair	Jennifer Brause/Anne Mullen	Accessibility & Human Rights Manager, OHREA
Accessible Information & Communication Committee Chair	Richard Dumala	Manager, Web and Desktop Services
Accessible Built Environment Chair	Dan Castellan	Manager, Facility Planning, Renovations & Construction
Accessible Education, Training & Awareness Committee Chair	Dr. Erika Kustra	Director, Teaching & Learning Development
Accessible Employment Committee Chair	Daniella Beaulieu	Employee Relations Associate
Accessible Customer Service Committee Chair	Karen Benzinger	Acting Director, Educational Development Centre
Member at Large	Anna Kirby	Executive Director, Campus Services
Student	Devon Sivill	Law Student
Student	Jen Bauder	Disability Studies Student
Student	David Graper	Engineering Student

### Accessible Built Environment Committee

Title	Name	Title
Chair	Dan Castellan	Manager, Facility Planning, Renovations & Construction
Vice-Chair	Anne Mullen	Accessibility and Human Rights Manager -OHREA-
Member at large	Emmeline Ventimiglia	C.A.D. Co-Ordinator - Physical Plant and Physical Plant Operations
Member at large	Veronika Mogyorody	Assistant Provost, Academic Architectural Advisor
Member at large	Jacob Dejong	Vice President University Affairs, University of Windsor Student's Alliance
Member at large	David Ryan-Soderlund	Student Development Specialist, Student Disability Services
Member at large	Nadia Azar	Assistant Professor, Department of Kinesiology
Member at large	Dory Azar	Principal Architect, Dory Azar Architect.
Veronika's assistant	Sherry Dugal-Nevin	Secretary to the Provost and Vice-President, Academic
Student		

### Accessible Customer Service

Title	Name	Title
Chair	Karen Benzinger	Acting Director, Educational Development Centre
Vice-Chair	Jennifer Brause	Acting, Accessibility and Human Rights Manager - OHREA-
Member at large	Sandra Davis	Manager, Residence Life, Residence Services
Member at large	Sandra Ondracka	Campus Recreation Manager, St. Denis Centre
Member at large	Rosemary Plastow	Psychologist, Student Counselling Centre
Member at large	David McEwen	Department Head, Food and Catering Services
Member at large	Lisa Milne	Circulation Desk Supervisor, Law Library
Student	David Graper	Engineering

### Accessible Education Training and Awareness Committee

<b>Title</b>	<b>Name</b>	<b>Title</b>
Chair	Erika Kustra	Director. Teaching & Learning Development (CTL)
Vice-Chair	Jennifer Brause	Acting, Accessibility and Human Rights Manager -OHREA-
Member at large	Alison Samson	Director. Graduate Academic Services
Member at large	Rosemary Plastow	Psychologist Student Counselling Centre
Member at large	Christine Quaglia	Student Development Specialist, Student Disability Services
Member at large	Vicki Jay Leung	Reference Librarian, Law Library
Member at large	Marcela Ciampa	Manager, Employee Engagement and Development
Member at large	Nick Baker	Learning Specialist - CTL
Student	Monira Dali	Master's of Social Work student
Student	Jena McKay	Master's of Social Work student

### Accessible Employment Committee

<b>Title</b>	<b>Name</b>	<b>Title</b>
Chair	Daniella Beaulieu	Employee Relations Associate, Human Resources
Vice-Chair	Jennifer Brause	Acting, Accessibility and Human Rights Manager -OHREA-
Member at large	Richard Hayes (Rick)	Learning Strategist/Disability Advisor, Student Disability Services
Member at large	Karen Roland	Experiential Learning Specialist, Faculty of Education
Member at large	Chris Busch	Assistant Director-Programs, Centre for Executive Education
Member at large	Kerry-Ann Gray	Acting Director, Centre for Career Education
Member at large	Dion Carter	Equity and Human Rights Manager -OHREA-
Member at large	Cindy Wills	Executive Assistant to the Associate VP, Academic
Student	Britney De Costa	First year of the Dual Program MSW/JD

### Accessible Information and Communication Committee

<b>Title</b>	<b>Name</b>	<b>Title</b>
Chair	Richard Dumala	Manager, Web & Desktop Services (ITS)
Vice-Chair	Jennifer Brause	Acting, Accessibility and Human Rights Manager -OHREA-
Member at large	Leigh Harold	Associate Director, Health & Safety - Office of Health and Safety
Member at large	Anthony Gomez	Assistive Technologist/ Disability Advisor, Student Disability Services
Member at large	Mita Williams	Librarian, Leddy Library
Member at large	Vicki Jay Leung	Reference Librarian, Law Library
Member at large	Darrel Laurendeau	Manager. Educational Technologies
Student		