
ANNUAL ACCESSIBILITY REPORT 2011-2012

MULTI-YEAR ACCESSIBILITY PLAN 2012-2017

Office of Human Rights, Equity and
Accessibility

Table of Contents

Table of Contents.....	2
SECTION A	3
1. INTRODUCTION.....	3
1.1. The University of Windsor’s Commitment to Accessibility	3
1.2. The Legislative Framework	3
1.3. The University of Windsor’s Accessibility Committees.....	5
1.4. Student Disability Services	8
2. ACHIEVEMENT HIGHLIGHTS 2011-2012.....	8
2.1. The Built Environment.....	8
2.2. Information and Technology	12
2.3. Education, Awareness and Training.....	13
2.4. Initiatives	14
2.5. Emergency Planning	15
2.6. Services for Students.....	15
SECTION B	16
3. Accessibility Planning for 2012-2021	16
APPENDICES	
Appendix A.....	21
Timelines for Compliance with the Accessibility for Ontarians with Disabilities Act.....	21
Appendix B	26
Accessibility Committees 2012 - 2013	26

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.¹ There continue 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 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. 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.

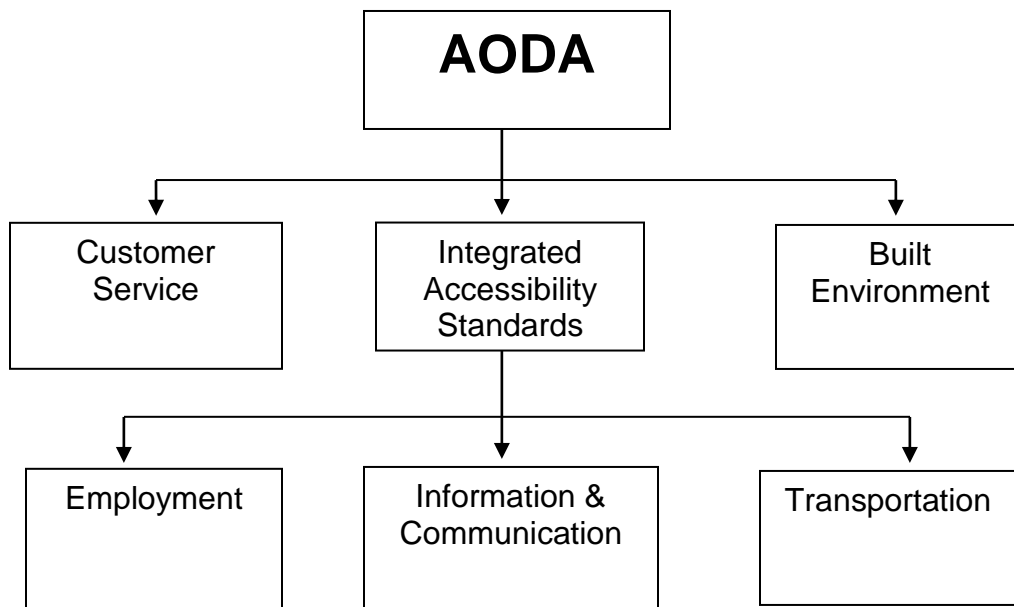
The AODA mandates a broad, inclusive and proactive approach to achieving accessibility. The AODA framework shifts the primary onus from individuals with disabilities requesting accommodation to requiring organizations, businesses and institutions to provide services that are barrier free from conception. 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.

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*.

¹ The Accessibility Directorate of Ontario's Website.
http://www.mcass.gov.on.ca/en/mcass/programs/accessibility/understanding_accessibility/index.aspx
Accessed August 16th 2012.

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*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 Standards, Regulation 191/11*³ 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. 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*

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

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

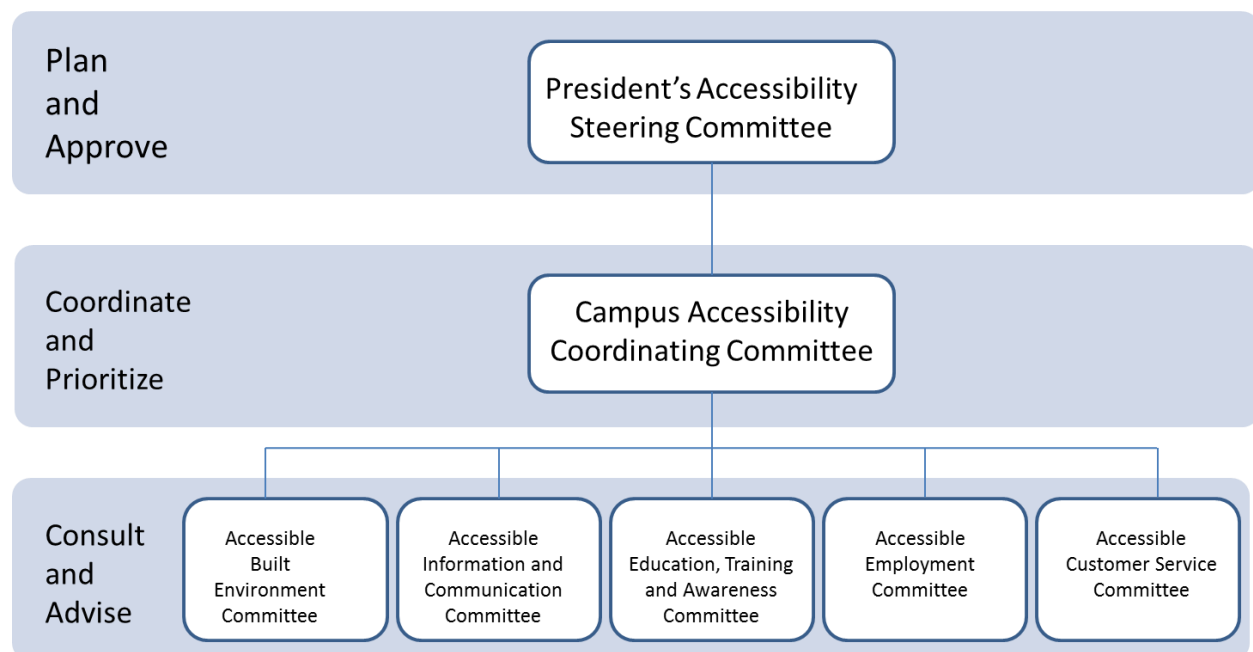
While the Government of Ontario has provided extensive tools and electronic resources, it has not provided targeted funding to accompany AODA Standards' implementation.

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

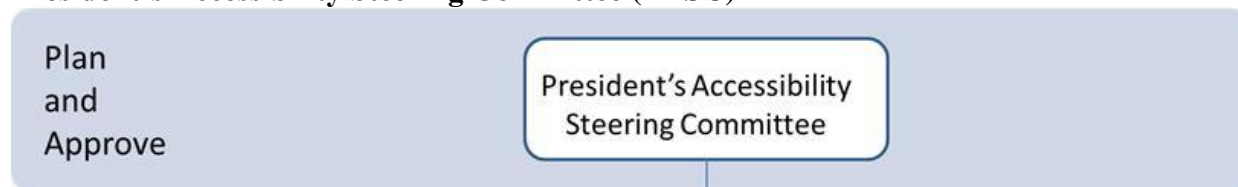
1.3 The University of Windsor's Accessibility Committees

A restructuring of the University's Accessibility Committees was undertaken in 2012. The objectives of the restructuring are twofold: first to create AODA Standards-based committees that more clearly align their purposes with the requirements of the AODA Standards, and second, to develop a clear reporting structure for the Committees.

The University of Windsor Accessibility Reporting Structure



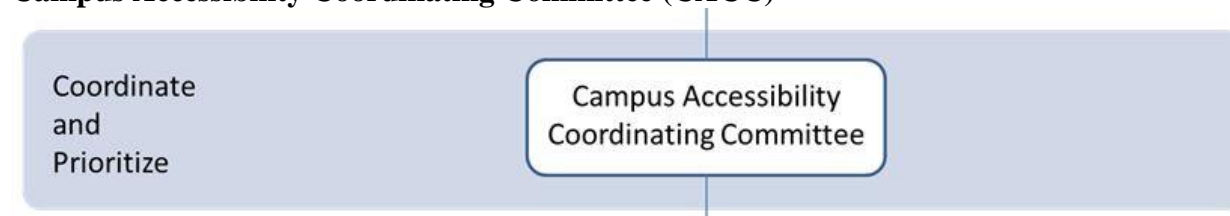
President's Accessibility Steering Committee (PASC)



The membership of the President's Accessibility Steering Committee is made up of representatives from the Senior Management group at the University (see Appendix B for the membership in 2012-2013).

The purpose of PASC is to provide campus-wide leadership in the planning and approval of accessibility policies and programs, and to provide strategic leadership for accessibility throughout the University community. The committee works to meet, and where possible, surpass the requirements of the accessibility legislation in order to identify and remove barriers for persons with disabilities and attain the goal of a fully-inclusive University.

Campus Accessibility Coordinating Committee (CACC)



The Campus Accessibility Coordinating Committee is composed of the Chairpersons of the five Accessible Standards Committees, as well as members of the Office of Human Rights, Equity and Accessibility, students and members at-large. Please refer to Appendix B for the membership in 2012-2013.

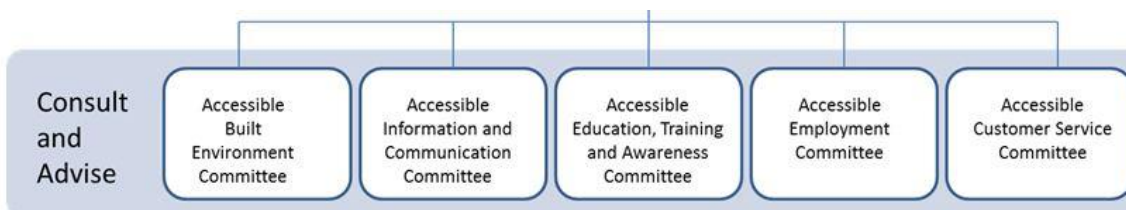
Reporting to the President's Accessibility Steering Committee, the Campus Accessibility Coordinating Committee's purpose is to ensure a coherent, coordinated approach to accessibility throughout the University community. The CACC reviews, coordinates and prioritizes the activities of the five Accessible Standards Committees, and works to identify and remove barriers for persons with disabilities, thereby fostering a positive organizational climate and facilitating ongoing progressive change. The CACC:

- Develops the AODA Multi-Year Plan
- Develops the University of Windsor's Annual Accessibility Plan
- Develops the Annual Accessibility Report
- Reviews and sets priorities including those identified by the Standards Committees
- Provides direction to the Standards Committees

Five Accessible Standards Committees

In order to concentrate the expertise and efforts of members of the campus community, and also to more clearly align the purposes of the accessibility committees with the AODA Standards, five Accessible Standards Committees have been created. Each Standards Committee reviews the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) and Standards and works towards the University's compliance with the portions of the legislation that relate to the mandate of each

committee. The Accessible Standards Committees report to the Campus Accessibility Coordinating Committee. Each committee is composed of employees and students on campus. Please refer to appendix B for the membership in 2012-2013.



a. Accessible Built Environment Committee (ABEC)

The purpose of the Accessible Built Environment Committee is to identify and explore the specific issues surrounding barriers experienced by people with a range of disabilities in the areas of the built environment and facilities on the University of Windsor Campus. The Committee proposes remedial action for the removal of barriers, where applicable. The Committee prioritizes areas in the built environment which require upgrades or retro-fits to be accessible, reviews Site Plans for new builds and provides feedback to the Facility Services Department or any other appropriate unit/department.

b. Accessible Customer Service Committee (ACSC)

The purpose of the Accessible Customer Service Committee is to review the AODA's Accessible Customer Service Standard and ensure continuing compliance with the Regulation. The committee reviews the University's customer service delivery systems as they relate to persons with disabilities and works to improve service interactions. The Committee also identifies gaps in services for staff and students with disabilities and proposes actions to address the gaps.

c. Accessible Education, Training and Awareness Committee (AETAC)

The Accessible Education, Training and Awareness Committee reviews the Integrated Accessibility Standards under the AODA to ensure the University's compliance with sections that relate to education, training and awareness. The committee works to proactively develop methods to make education, training and awareness accessible and inclusive to all persons, including persons with disabilities.

d. Accessible Employment Committee (AEC)

The Accessible Employment Committee reviews the Integrated Accessibility Standards under the AODA to ensure the University's compliance with the sections that relate to employment. The committee works to develop employment policies and procedures that are accessible and inclusive to all persons, including persons with disabilities.

e. Accessible Information and Communications Committee (AICC)

The Accessible Information and Communications Committee reviews the Integrated Accessibility Standards under the AODA to ensure the University's compliance with the sections that relate to information and communications. The committee works to develop accessible methods for delivering information and communication to ensure the University's practices are inclusive for all persons, including persons with disabilities.

Annual Accessibility Report and Public Access to the Multi-Year Accessibility Plan

The Annual Accessibility Report highlights initiatives completed from the previous year, in this case, September 1st 2011 to August 31st, 2012. The Multi-Year Accessibility Plan identifies ongoing and new initiatives planned for 2012 -2017.

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 2011-12, 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.

1.4 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 have an inclusive University experience and have the opportunities to participate in all aspects of University life.

Staff in Student Disability Services are 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 2011-2012

2.1 The Built Environment

a. Accessibility Lifts installed in the Atriums at the Ron Ianni Law School

Accessibility lifts were installed in the two (2) atriums at the Ron Ianni Law School to increase access to the atriums for all persons, including persons with mobility disabilities.



b. Improvements to the Washrooms in Dillon Hall

Extensive renovations were undertaken in the summer of 2012 to renovate the washrooms in Dillon Hall. Universal washrooms were installed on all three (3) floors of the building.

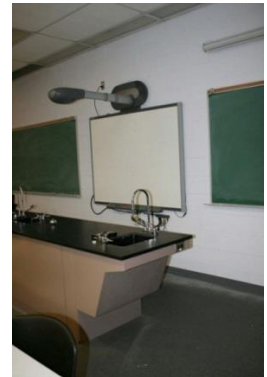


c. Education Building - Science Classroom 2224

A number of accessibility renovations and upgrades were completed in science classroom 2224 of the Education Building. An actuator was installed on the classroom door to increase overall accessibility to the classroom. Upon entering and working in the classroom, students, staff and faculty can now make use of an accessible fume hood.



A new lab bench was also installed in the classroom. The lab bench, located at the front of the classroom, has an accessible workstation and two accessible sinks.



The room also had an Automatic Door operator and controls added to the door seen in the fume hood picture.

d. City of Windsor - Curb Cut at Canterbury College

The City of Windsor completed curb cuts in front of Canterbury College on University Avenue. These curb cuts provide sidewalk access from the parking lot to the entrance of the building.



e. Actuators and Door Hold-Open Devices in Chrysler Hall South (Sociology Department)

Door hold-open devices and actuators were installed in Chrysler Hall South, second floor. The actuators and door-hold open devices allow all persons to access the space without the necessity of physically opening the fire prevention doors.



2.2 Information and Technology

a. Websites and Web Services

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 2013. This product provides accessible authoring tools.

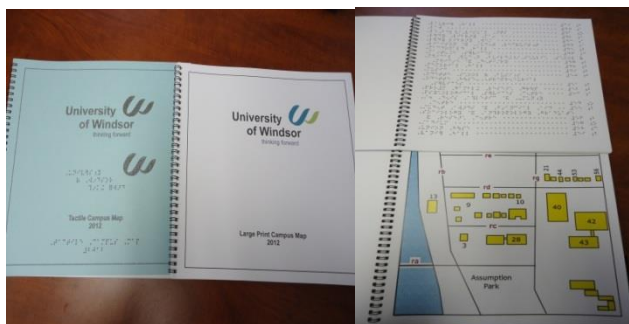
An integral part of the web accessibility policy is the ongoing training for people who create and maintain the content on University websites in order to prevent and address accessibility issues.

b. Student Email Services

In the summer of 2012 the student webmail migrated to Gmail service. In order to address any accessibility concerns or barriers students may experience, email services can be forwarded from the Gmail service account to the service account of the student's choosing. Information is available through Student Disability Services.

c. Braille & Large Print Maps

In the summer of 2012 the Office of Human Rights, Equity and Accessibility had Braille and large print maps of the campus created. The need for these maps was identified through the University's accessibility committees. To obtain a copy of a Braille or large print map, contact the Office of Human Rights, Equity and Accessibility by email at: ohrea@uwindsor.ca or via telephone at 519-253-3000 extension 3400, or TTY at 519-973-7091.



2.3 Education, Awareness and Training

a. Mounting of Emergency Evacuation Chairs in Campus Buildings

Over the past two 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, 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.⁴

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 is still underway. This phase of the study has 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 is being developed and will be presented to the Accessibility Committees for consideration.

Once the optimum locations for the storage of the chairs are determined, the next phase of the project is to develop the necessary training materials and the secure funding for the purchase of chairs.

⁴ 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.

b. Mandatory Accessible Customer Service Training

During the 2011-2012 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](#) 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 Initiatives

a. Mental Health Awareness Week 2012

In January of 2012 the 2nd annual mental Health Awareness Week was held on campus. The goal of the initiative is to provide students and staff with information about fostering mental health, preventing mental illness and destigmatizing mental illness so that people get the help they need.

For 2012, the initiative was a great success, with Stephen Page, the lead singer of the popular band Barenaked Ladies, being the keynote speaker. Over 1,000 people, including students, faculty, staff and members of the community attended the event to listen to Mr. Page talk about his struggles with mental illness and addiction.



2.5 Emergency Planning

a. Individualized Emergency Response Plans

In 2012 personalized emergency evacuation plans were implemented for persons with disabilities who self-identify, as required in Section 27 of the Standard.

2.6 Services for Students

a. Accessible Textbooks

Section 15 of the Integrated Accessibility Standards requires that the University purchase accessible or conversion ready electronic formats of educational or training resources or materials, if notification of need is given. Student Disability Services has been providing this service for a number of years, however over the course of 2012 the Office of Human Rights, Equity and Accessibility, Student Disability Services, Legal Services and Copyright Officer have been working together to streamline the process. Students requiring alternate formats must provide SDS with the details of the textbook/materials, proof of purchase and preferred alternate format. SDS will then request a copy of the textbook for the student. The student is never responsible for the costs associated with obtaining an alternate format of a textbook or course material.

b. Accessible Course Descriptions and Student Information

Section 15 of the Integrated Accessibility Standards also requires the University to provide student records and information on program requirements, availability and descriptions in an accessible format. During the spring of 2012 the Office of Human Rights, Equity and Accessibility held meetings with the Registrar's Office to ensure student records and course descriptions are made available in accessible formats upon request. The Registrar's Office is committed to providing information in accessible formats and has designated a staff member responsible for assisting students with accessible format requests.

SECTION B

3. Accessibility Planning for 2012-2017

3.1 Built Environment

Action Item	Timeline	Comments
Installing actuators, with key-card access, at the Legal Aid building.	Winter 2013	
Installing new actuator and key-card equipment to the second floor entrance to the Law Library.	Fall 2012	
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	OHREA and Facility Services to conduct the audit.
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 applied for funding to the Federal Government's Enabling Accessibility Fund to cover a portion of the costs for this project.
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 nd and 3 rd floors.	2013-2015	The University applied for funding to the Federal Government's Enabling Accessibility Funding to cover a portion of the costs for this project.
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.

3.2 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	Project to be undertaken by the Accessible Customer Service Committee.
Completing an accessible meeting and event checklist for use by all members of the University community.	Fall 2012 to Spring 2013	Project to be undertaken by the Accessible Customer Service Committee.
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 to be undertaken by the Accessible Customer Service Committee.

3.3 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 is undertaking this initiative.
Holding an Accessibility Awareness Day in 2013 to increase awareness about accessibility on campus and in the community.	Spring 2013	Day to be organized by OHREA and members of the Accessibility Committees.

3.4 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. 2. Notice to successful	Due January 1 st 2014	The Accessible Employment Committee is undertaking these initiatives.

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.		
--	--	--

3.5 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	
Undertaking a website and web application inventory.	Fall 2012 to Winter 2013	
Reviewing and updating websites and web applications to ensure compliance with WCAG 2.0 A.	Due January 1 st 2014	
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 page and/or navigational link to accessibility related services, map, amenities.	Winter-Spring 2013	
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	

Initiatives

Action Item	Timeline	Comments
The third annual Mental Health Awareness Week which raises awareness about mental health, works to destigmatize 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 – policy launch on mental health in Ontario.	November 2012	
Access Awareness Day 2013	March 2013	This is a campus-wide initiative that raises awareness about accessibility, disability, barriers and inclusion in the University community.

Miscellaneous

Action Item	Timeline	Comments
Orientation of new staff and student volunteers on accessible customer service to continue.	Ongoing	
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's Snow Removal Policy is in the process of being updated. OHREA to provide Facility	Fall 2012 to Winter 2013	

<p>Services with comments and recommendations prior to policy approval.</p> <p>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.</p>		
--	--	--

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 st 2010	Customer Service Standard, 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 are provided in a format that takes into account a person's disability.</p>	<p>Completed</p> <p>The Accessible Customer Service Committee is responsible for reviewing service interactions.</p> <p>Training for new employees is on-going.</p>
January 1 st 2012	Integrated Accessibility Standards, Section 13	<p>Information and Communications Provision of emergency procedures, plans, or public safety information in an accessible format or with appropriate communication supports, upon request.</p>	<p>Completed</p> <p>Campus Police and the Office of Health and Safety provide emergency procedures, plans and public safety information in accessible formats, upon request.</p>

	Section 27	Employment Provision of individualized workplace emergency response information to employees who have a disability.	Completed 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 1st 2013	Section 3	General Requirements Development, implementation and maintenance 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.
	Section 4	Preparation 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.
	Section 5	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.	OHREA, in consultation with the University’s Accessibility Committees has developed the Annual Accessibility Report.
	Section 6	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).	OHREA and the Finance Department have incorporated accessibility language into the University’s Purchasing Policy.
	Section 15	Incorporation 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.
	Section 16	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. Make available, upon request, accessible or conversion ready versions of textbooks.	SDS procures and provides accessible or conversion ready electronic formats of educational or training resources or materials.

		<p>Provision of student records and information on program requirements, availability and descriptions in an accessible format.</p> <p>Accessibility awareness training related to accessible program or course delivery and instruction provided to educators.</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 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.</p>
January 1 st 2014	Section 7	<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>	OHREA is developing training materials.
	Section 11	<p>Information and Communications Ensuring feedback processes are accessible to persons with disabilities.</p>	The Accessible Customer Service Committee will review the accessibility of feedback processes.
	Section 14	<p>Ensuring new internet websites and web content will conform to establish WWW Consortium Web Content Accessibility Guidelines 2.0., initially at Level A.</p>	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	<p>Employment Accommodation of persons with disabilities in the recruitment, assessment and selection process.</p>	The Accessible Employment Committee is undertaking the accessible employment initiatives with respect to sections 22-26 and 28-32.
	Sections 25, 26 & 28	<p>Documented individual accommodation plans.</p>	
	Section 29	<p>Return to work process for employees who have been absent from work due to disability.</p>	

			with established WWW Consortium Web Content Accessibility Guidelines 2.0, Level AA.
--	--	--	---

Appendix B

Accessibility Committees 2012 - 2013

President's Accessibility Steering Committee

Office of the President	Dr. Alan Wildeman (Chairperson)	President and Vice-Chancellor
Vice-Chair (Administrative Services)	Ms. Sandra Aversa (Vice-Chairperson)	Vice-President, Planning and Administration
Vice-Chair (Academic)	Dr. Bruce Tucker (Vice-Chairperson)	Associate Vice-President, Academic
Human Resources	Ms. Rita La Civita	Chief Human Resources Officer
Public Affairs & Communication	Ms. Holly Ward	Chief Communications Officer
Student Affairs	Ms. Brooke White	Executive Director
Office of Human Rights, Equity and Accessibility	Ms. Kaye Johnson	Director
Office of Human Rights, Equity and Accessibility	Ms. Anne Mullen	Accessibility and Human Rights Manager

Campus Accessibility Coordinating Committee

Area Represented	Name	Title
Office of Human Rights, Equity and Accessibility	Ms. Kaye Johnson (Chairperson)	Director
Office of Human Rights, Equity and Accessibility	Ms. Anne Mullen (Vice-Chairperson)	Accessibility & Human Rights Manager
Information Technology Services	Mr. Richard Dumala	Manager, Web and Desktop Services
Facility Services	Mr. Dan Castellan	Manager, Facility Planning, Renovations & Construction
Centre for Teaching and Learning	Dr. Erika Kustra	Director, Teaching & Learning Development
Human Resources	Ms. Daniella Beaulieu	Employee Relations Associate
Student Disability Services	Ms. Karen Benzinger	Acting Director, Educational Development Centre
Campus Services	Ms. Anna Kirby	Executive Director
Student	Mr. Devon Sivill	Law Student

Accessible Built Environment Committee

Area Represented	Name	Title
Facility Services	Mr. Dan Castellan (Chairperson)	Manager, Facility Planning, Renovations & Construction
Office of Human Rights, Equity and Accessibility	Ms. Anne Mullen (Vice-Chairperson)	Accessibility and Human Rights Manager
Student Disability Services	Mr. David Ryan-Soderlund	Advisor
Windsor-Essex Community	Mr. Dory Azar	Principal Architect, Dory Azar Architect
Facility Services	Ms. Emmeline Ventmiglia	Project Administrator
University of Windsor Student Alliance	Ms. Kimberley Orr	President
Kinesiology	Dr. Nadia Azar	Faculty
Office of the Provost	Dr. Veronika Mogyrody	Assistant Provost, Academic Architectural Advisor

Accessible Customer Service Committee

Area Represented	Name	Title
Student Disability Services	Ms. Karen Benzinger (Chairperson)	Acting Director, Educational Development Centre
Office of Human Rights, Equity and Accessibility	Ms. Anne Mullen (Vice-Chairperson)	Accessibility and Human Rights Manager
Food Services	Mr. Dave McEwan	Department Head, Food and Catering Services
Student Counselling Services	Dr. Rosemary Plastow	Psychologist
Resident Services	Ms. Sandra Davis	Manager, Residence Life
St. Denis Athletics and Community Centre	Ms. Sandra Ondracka	Campus Recreation Manager
Student	Mr. David Graper	Engineering

Accessible Education, Training and Awareness Committee

Area Represented	Name	Title
Centre for Teaching and Learning	Dr. Erika Kustra (Chairperson)	Director, Teaching and Learning Development
Office of Human Rights, Equity and Accessibility	Ms. Anne Mullen (Vice-Chairperson)	Accessibility and Human Rights Manager
Graduate Studies	Ms. Alison Samson	Director, Graduate Academic Services
Student Disability Services	Ms. Christine Quaglia	Advisor

Open Learning	Dr. Christine Smith	Director
Centre for Teaching and Learning	Mr. Darrel Laurendeau	Manager, Educational Technologies
Leddy Library	Mr. Graham Staffen	Librarian
Student Counselling Services	Dr. Rosemary Plastow	Psychologist
Law Library	Ms. Vicki Jay-Leung	Reference Librarian
Social Work	Monira Dali	Student

Accessible Employment Committee

Area Represented	Name	Title
Human Resources	Ms. Daniella Beaulieu (Chairperson)	Employee Relations Associate
Office of Human Rights, Equity and Accessibility	Ms. Anne Mullen (Vice-Chairperson)	Accessibility and Human Rights Manager
Centre for Executive Education	Mr. Chris Busch	Assistant Director – Programs
Faculty of Education	Dr. Karen Roland	Experiential Learning Specialist
Student Disability Services	Mr. Richard Hayes	Advisor

Accessible Information and Communications Committee

Area Represented	Name	Title
Information Technology Services	Mr. Richard Dumala (Chairperson)	Manager, Web and Desktop Services
Office of Human Rights, Equity and Accessibility	Ms. Anne Mullen (Vice-Chairperson)	Accessibility and Human Rights Manager
Student Disability Services	Mr. Anthony Gomez	Advisor
Office of Health and Safety	Ms. Leigh Harold	Associate Director
Leddy Library	Ms. Mita Williams	Librarian
Law Library	Ms. Vicki Jay-Leung	Reference Librarian