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# ANNUAL REPORT 2009-2010

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# ACCESSIBILITY PLAN 2010-2011

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Office of Human Rights, Equity and  
Accessibility

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## FOREWORD

I am pleased to introduce the Accessibility Annual Report 2009-2010 and the Accessibility Plan 2010-2011. This document reflects the accessibility accomplishments from September 29, 2009 to September 30, 2010 as well as the planned and ongoing accessibility initiatives for 2010-2011.

I would like to take this opportunity to welcome to our campus community the new Director of the Office of Human Rights, Equity and Accessibility, Ms. Kaye Johnson. Along with the many dedicated and committed accessibility champions, I and my colleagues on the Accessibility Planning Group look forward to working with Ms. Johnson and her office as we work to ensure that the University of Windsor is compliant with the principles and requirements of the *Accessibility for Ontarians with Disabilities Act (2005)*. The University of Windsor's Strategic Plan "Thinking Forward Taking Action" reinforces our community's commitment to provide a welcoming and accessible campus for all.

The University of Windsor has a long history and proud distinction of providing exceptional support services to students, including students with disabilities. Last year's delivery of the Accessible Customer Service training to staff and faculty contributed greatly to expanding awareness about accessibility issues in general, as well as improving our community's knowledge about readily available services and accessible amenities.

This year the immediate challenge lies in formulating coherent action plans that will advance equal access to information and communication technology for persons with disabilities who choose to study, conduct research and teach here. The necessity of continuing to provide stimulating, caring, and supportive learning environments in order to facilitate success endures, as we all contribute towards building a community on the shared values of human rights, equality and inclusiveness.



Stephen Willetts  
Vice President, Administration and Finance  
Chair, Accessibility Planning Group



## SECTION A

### I. INTRODUCTION

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

#### 1. The University of Windsor’s Commitment to Accessibility

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

#### 2. The Legislative Framework

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

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

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

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

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

## 2.1. The AODA Regulations

The *Customer Service Standard*<sup>2</sup> 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>.

A public and province wide review of the *Built Environment Standard* was completed by **October 31, 2009**. More information is available at <http://www.mcass.gov.on.ca/en/mcass/programs/accessibility/OntarioAccessibilityLaws/DevelopingStandards/builtEnvironment.aspx>.

Public consultation and review of the *Information and Communication Standard*<sup>3</sup> along with the *Accessible Employment Standard* and *Transportation Standard* is complete and is with the government. Passage into law is expected in 2011.

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

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

## 3. The Accessibility Planning Group

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

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

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<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.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accesion/business/information/>

### **3.1. Public Access to the Annual Accessibility Plan**

The Annual Accessibility Report highlights initiatives completed from the previous year, in this case, September 29, 2009 to September 30, 2010. The Annual Accessibility Plan identifies ongoing and new initiatives planned for 2010 -2011.

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 Coordinator at the Office of Human Rights, Equity and Accessibility at: 519-253-3000 x. 3400, TTY 519-973-7091, [ohrea@uwindsor.ca](mailto:ohrea@uwindsor.ca) or any member of the Accessibility Planning Group listed in Appendix A.

To review the full commitments of the 2009-2010 Accessibility Plan, please go to <http://www.uwindsor.ca/ohrea/accessibility-planning-at-u-of-w>.

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

## **4. Campus Accessibility Advocacy Committee**

The *Campus Accessibility Advocacy Committee* is made up of representatives from a broad cross section of academic and ancillary services, including police, hospitality, library and academic support as well as members of faculty, student groups and clubs. Please refer to Appendix B for the membership in 2009-2010.

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

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

### **4.1. Accessibility Coordinator: Inquiry and Complaint Resolution**

As part of the facilitation and resolution functions within the Office of Human Rights, Equity and Accessibility (OHREA), the Accessibility Coordinator responds to campus accessibility issues. In 2009-10, the Accessibility Coordinator fielded numerous telephone and e-mail enquiries and directly intervened in seven complaints from students, faculty and staff with disabilities. These complaints involved accessibility issues such as workplace accommodation, personal emergency exit plans, installation of accessible amenities, breakdown of elevators, poor way finding and parking. Resolutions were facilitated in all situations reported. More detail on the nature of the

concerns is available in the 2009-2010 Annual Human Rights Report available at <http://www.uwindsor.ca/ohrea/annual-report>.

#### **4.2. “We Need To Hear from You” Website**

Members of our campus community are encouraged to contact any representative of the *Campus Accessibility Advocacy Committee* to communicate those issues that are important to them as multiyear planning is underway for 2011-15. Also visit our website, We Need to Hear from You at [www.uwindsor.ca/campusaccess](http://www.uwindsor.ca/campusaccess).

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

### **5. Student Disability Services**

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

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

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

## **II. ACHIEVEMENT HIGHLIGHTS 2009-2010**

### **1. THE BUILT ENVIRONMENT**

#### **1.1. The University Computer Centre (UCC)**

Consistent with the University’s longstanding commitment to universal design, the University Computer Centre’s renovation was completed. Under construction since 2008, and approximating one million dollars, the Computer Centre now boasts a fully accessible front entrance with automatic door operator and controls, and an access



ramp with a snow melt system. Innovation included removable brick pavers on the ramp to expedite repairs to heating cables underneath.

A new elevator shaft was built to all three floors (basement, first and second) and a new fully accessible cab installed. The cab includes controls for firefighters operation, audible cues, controls at accessibility height, door re-opening sensors, an emergency phone to Campus Community Police, and after hours security card access.

Universal washrooms were built on each of the three floors complete with automatic door operators, push-to-lock controls, grab bars, automatic sensor controls on the toilet flush valves, sink faucets and hand dryers, all mounted at sedentary height. They also have an emergency phone connected to Campus Community Police.

Men's and Women's washrooms on each of the floors now feature door-less entry, and they too are complete with automatic sensor controls on the toilet flush valves, sink faucets and hand dryers.

#### **UNIVERSITY COMPUTER CENTRE (INTERIOR):**

**BEFORE:**

**AFTER:**



**1st Floor view from former hydraulic lift**



**BEFORE:**



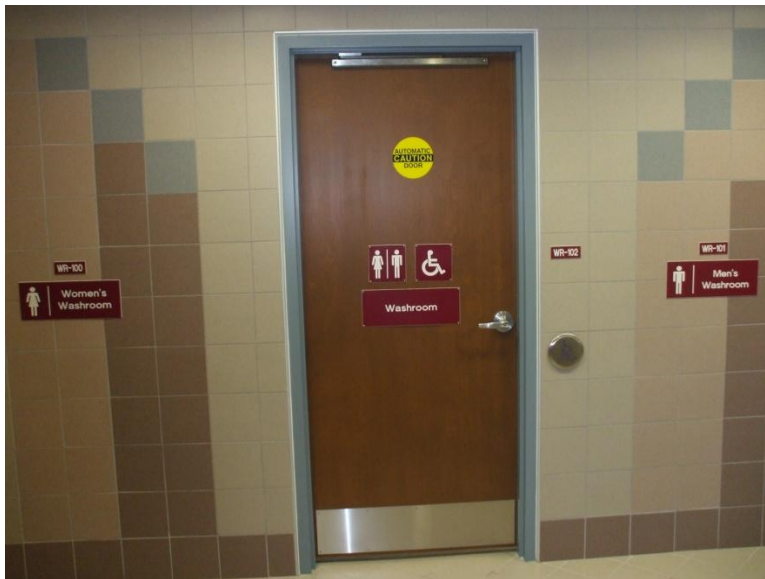
**Former Hydraulic Lift Doorway**

**AFTER:**



**New Fully Accessible Elevator**

**AFTER:**



**Accessible Washrooms**

## University Computer Centre (Exterior):

### BEFORE:



Separate Entrance to Hydraulic Lift

### AFTER:



Main entrance to elevator to all floors and accessible washrooms

## **1.2. St. Denis Athletic Centre**

The St. Denis Athletic Centre installed magnetic hold-open devices on corridor doors leading from the main entrance to the Forge Fitness Centre where actuator operators were also installed.



**Actuator Located to Right of Entrance**

### **1.3. Faculty of Education**

The Faculty of Education added electric floor receptacles beneath the tables of the third floor Student Common Area. This eliminated tripping hazards from lap top electrical cords and improved navigability for students using wheelchairs or other mobility devices.

### **1.4. Faculty of Law, Odette School of Business and the Department of Biology**

Elevators in the Law building, the Odette School of Business and Biology underwent extensive refurbishment in the summer of 2010 thereby eliminating an escalating number of service calls.

### **1.5. Campus Map and Way-finding**

Way-finding improvements included updating and publishing a new Campus Map featuring accessible parking spaces, routes, entrances and amenities, particularly washrooms. Signage was installed in entrance lobbies and vestibules and beside elevators in key buildings to identify locations of accessible amenities housed in the buildings.

### **1.6. City of Windsor and Facility Services**

The City of Windsor had scheduled the repaving of the campus' main thoroughfare, Sunset Avenue, between University and Wyandotte, during the summer of 2010. As a result of advance negotiations by Facility Services, the City of Windsor agreed to increase the number of accessible curb cuts. Further improvements are planned for the summer of 2011.

## **2. INFORMATION AND TECHNOLOGY**

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

The University website is managed by the Web Management Committee, while the Web Services Group in Information Technology provides the technical design and maintenance. The Web Services Group is very compliant with WCAG 2.0 AA standards. This includes pages using old Lotus Notes based content management system (CMS) and the new Drupal CMS. Recent work continues an ongoing, aggressive approach to addressing our AODA compliance, including a revision of all cascading style sheets (CSS) to ensure colours and contrast ratios are compliant with



WCAG 2.0 AA standards. We continue our ongoing revision of all on-line forms and other applications to ensure compliance. Work is progressing to ensure our student portal and Student Information System (SIS) is compliant. New applications under development are being assessed for compliance.

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

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

An inventory of web-based software supported by I.T. Services was completed in 2010. In the summer 2010 two training sessions were offered to web developers. Documents and PowerPoint presentations were provided that explained the legal requirements of AODA-2005, accessibility standards including WCAG 2.0, rubrics for working with vendors to provide compliant software, and other relevant information. This information has also been made available to other relevant departments across campus.

Campus Technology Day held in May 2010, featured a presentation by the Accessibility Coordinator on the proposed AODA Information and Communication Standard. The government is expected to release the final Information and Communication Standard in 2011.

In June 2010 members of the APG's Information and Technology Co-coordinating Committee attended a conference hosted by the University of Guelph on the upcoming Information and Communication Standard called *"Aiming for Accessibility: Creating Barrier Free Information & Communication"*.

### **3. EDUCATION, AWARENESS AND TRAINING**

#### **3.1. *Breakfast Speaker Series 2010: "Light into the Shadows: De-Stigmatizing Mental Illness"***

On January 19, 2010 the Campus Accessibility Advocacy Committee hosted a second Breakfast in partnership with the Organization for Part Time Students, Student Disability Services and the Graduate Student Society. The guest speaker, Jennifer Francis, was a fourth year Engineering student from the University of Western Ontario (Western).

Jennifer was diagnosed with Bipolar Disorder Type II, Obsessive Compulsive Disorder and Panic Disorder in her first year. She shared how she persevered with support from Western's Disability Support Services and its Faculty of Engineering along with her family. She also introduced Spirit, her mental health assistance dog who accompanies her everywhere. In June 2010 Jennifer successfully graduated. Photographs depict her proudly showing her engineering ring as reward for six years of sheer determination. Spirit also sported Engineering colours.

A second featured speaker that morning was the Chief Commissioner of the Ontario Human Rights Commission, Barbara Hall. She addressed students, staff and faculty about significant legal developments in the field of mental health and the Ontario Human Rights Commission's planned 2011 community consultations.



(From left to right) Anthony Meloche (OPUS Vice-President), Speaker: Jennifer Francis (University of Western Ontario 4<sup>th</sup> Year Engineering Student), Spirit (Jennifer's Service Animal), Speaker: Barbara Hall (Chief Commissioner, Ontario Human Rights Commission), Steve Jancev (OPUS Student Health Administrator), Maryan Amalow (OPUS Executive Director), Erin Plumb (OPUS Director at Large)



( From left to right) Dr. Mohsan Beg (Clinical Director, Student Counselling Centre), Dr. Clayton Smith (Vice- Provost, Students and International), Barbara Hall (Chief Commissioner, Ontario Human Rights Commission), Edward King (OPUS President)

### **3.2. Emergency Procedures Handbook**

In August 2010 the Campus Community Police Services, in collaboration with the Health and Safety Office and the APG Fire and Life Safety Working Group released its Emergency Procedures Handbook. The handbook incorporates integrated emergency and evacuation procedures for persons with disabilities in advance of the Information and Communication Standard and Employment Standard.

In September 2010 members of the APG Fire and Life Safety Working Group introduced faculty to a new and updated protocol. The request is that faculty and instructional staff review [classroom evacuation procedures](#) at the start of each new semester with each of their classes.

The APG's Fire and Life Safety Working Group in consultation with community partners continues to lead the development of a comprehensive communication and education plan. The purpose is to ensure that the University is well positioned for compliance with the next AODA Integrated Standard: *Information and Communication, Employment and Transportation*. This Regulation is anticipated to become law in 2012.

### **3.3. MANDATORY TRAINING IN COMPLIANCE WITH AODA CUSTOMER SERVICE REGULATION 429/7**

A major focus of the University of Windsor's Plan for 2009-2010 is related to the requirements of the new Customer Service Standard of the *Accessibility for Ontarians with Disabilities Act*. The goal of the new 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 1<sup>st</sup> 2010, the tool allowed 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 2010, over 900 staff members had participated in workshops and information sessions while over one



thousand staff and faculty took advantage of the online e-learning as part of their ongoing professional development.

In the Fall/Winter 2010-2011, training continues with a shift to student employees and volunteers, particularly teaching, graduate and research assistants.

One of the goals over the next two years is the development of a strategic training plan to address the ongoing training requirements of the next series of AODA regulations. Another goal will be to develop an assessment tool to help ensure that a consistent level of services is being provided throughout campus. A working group was established in August 2010 to develop guidelines on hosting accessible events.

## Section B

### III. REPORT ON INITIATIVES FOR 2009-2010 AND ACTION ITEMS FOR 2010-2011

#### 1. PUBLICATIONS AND INFORMATION RESOURCES

##### 1.1. Web Accessibility

2009-2010 Action Item Identified	2009-2010 Outcomes	2010-2011 Action Item	2010-2011 Timeline
Provide a text alternative to web pages that is more accessible.	Completed, on those sites that are using Drupal (Content Management System) to ensure compliance with WCAG AA.	Define colors for new website in compliance with AODA standards.	Spring 2011
Extension of text alternative service to learning management system.	Started	Continue to build inventory of software products.	
Ongoing training for web content developers, both programmers and information providers to ensure that resources and information placed on the web are accessible to all.	Training conducted in June & July 2010.	Update existing forms to WCAG 2.0 compliance.	Ongoing
Content Management System (CMS) modified to adhere to Web Content Accessibility Guidelines (WCAG). Content providers are given a web page containing the University's logo, a departmental banner, and navigation bar that are compliant at WCAG Level AA.	Completed	Ongoing training for content developers, both programmers and information providers to ensure that resources and information placed on the web are accessible to all.	Training planned for Spring 2011 and is also ongoing  Drupal 7 released, which contains accessibility tools 2012 deadline
	Vendors' commitments to AODA being analyzed through a checklist sent to each staff member in ITS who uses vendors	Identify and address additional IT websites needing to be compliant with AODAs Information & Communication Standard (AICS) by December 2011.	Ongoing
		Assess vendors' commitments to AODA in anticipation of development of procurement policy.	

<b>2009-2010 Action Item Identified</b>	<b>2009-2010 Outcomes</b>		<b>2010-2011 Action Item</b>	<b>2010-2011 Timeline</b>
Provide tools to content providers to follow good procedures for creating accessible web pages. E.g.: WAVE (Web Accessibility Evaluation Tool). Content providers are reminded to add alt tags on all images when saving a web page in the CMS.			Tools to be expanded subject to technical requirements of the Accessible Information & Communication Standard (AICS).	Subject to passage of AICS.

## 1.2. Web Panel

<b>2009-2010 Action Item Identified</b>	<b>2009-2010 Outcomes</b>	<b>2010-2011 Action Item</b>	<b>2010-2011 Timeline</b>
A panel will be created by Public Affairs & Communication (PAC) to appear on the faculty & staff pages that highlights the Accessibility Plan. This panel will be based on the Accessibility IQ posters and will be linked to the Accessibility Quiz page. PAC and Employment Equity [now Office of Human Rights, Equity & Accessibility (OHREA)] to collaborate.	Suspended	Explore adding tab on home page and/or navigational link to accessibility related services, map, amenities subject to updated website for Office of Human Rights, Equity & Accessibility (OHREA) of central listings and/or related links.	Summer 2011

### 1.3. Accessibility Channel

2009-2010 Action Item Identified	2009-2010 Outcomes
Create a channel on the web pages to appear on the President's page, Human Resources page, and others. This channel will be developed as a cooperative project of PAC, Information Technology Services (ITS), Campus Accessibility Advocacy Committee (CAAC), Educational Development Centre (EDC), and OHREA.	Suspended

2010-2011 Action Item	2010-2011 Timeline

### 1.4. Accessibility Awareness: Communication About Annual Accessibility Plan

2009-2010 Action Item Identified	2009-2010 Outcomes
Create poster to highlight Accessibility Plan.	Posters distributed and mounted on bulletin boards and other heavily trafficked locations.
Create brochure highlighting annual plan, accessibility planning and how to get involved.	Brochures distributed at educational events, Welcome Week, Wellness Fairs, Breakfast Speaker Series and Club Days.

2010-2011 Action Item	2010-2011 Timeline
Distribution of poster on dyslexia to coincide with increased awareness of invisible disabilities; Eg. learning disabilities	May 2011
PAC, OHREA and ITS to evaluate how best to use web pages to promote accessibility awareness	Spring 2011
Continue to highlight accessibility issues and news in the DailyNews in an effort to increase awareness and sensitivity	

<b>2009-2010 Action Item Identified</b>	<b>2009-2010 Outcomes</b>
Faces of Accessibility – PAC, with assistance from staff photographer in Centre for Teaching & Learning (CTL), to expand portfolio of photographs to illustrate, by age, gender, racial and ethno-cultural background, the diversity of students and staff with disabilities.	Pictures taken by CTL in 2009. Added to inventory for website banner on newly created website for OHREA and shared with PAC for use by other Departments.

<b>2010-2011 Action Item</b>	<b>2010-2011 Timeline</b>
Invitation to participants attending events to share pictures with OHREA.	

#### **1.5. AODA Information & Communication Standard (AICS)**

<b>2009-2010 Action Item Identified</b>	<b>2009-2010 Outcomes</b>
PAC to investigate the most cost efficient way to streamline availability of its print publications in alternate formats.	Superseded by Information & Technology Coordinating Committee, created to focus exclusively on AICS.
To liaise with Student Disability Services (SDS), the Leddy Library Accessibility Planning Committee, and OHREA to research best practices on alternate print formats.	Superseded by Information & Technology Coordinating Committee. Liaison role established with Council of Ontario Universities' (COU) EnAble Project.

<b>2010-2011 Action Item</b>	<b>2010-2011 Timeline</b>
PAC to continue with insertion of statement "Alternate formats available upon request".	
SDS and Leddy Library are investigating use of Mind Mapping, Zoom Text software concurrent licenses on library workstations.	Spring 2011

### 1.6. Leddy Library Accessibility Planning Committee

2009-2010 Action Item Identified	2009-2010 Outcomes
Leddy Library to continue to promote delivery of integrated services by ongoing training of its staff, policy decision makers and volunteers in AODA standards.	Chair of Leddy Library Accessibility Planning Committee now a member of Accessibility Planning Group (APG ).
	Formation of Information & Technology Coordinating Committee has resulted in improved coordination with provincial initiatives.
	New data facility with accessible work stations in both the academic and research centres completed.
	All frontline staff completed training in Accessible Customer Service Standard in February 2010.
	Directional signage improved. External audit signage report completed
	Installation of photocopiers accessible to individuals using a wheelchair has been completed.

2010-2011 Action Item	2010-2011 Timeline
Leddy Library to accelerate its transition to Drupal which provides improved access for users with disabilities.	Ongoing
Universal washroom in planning stage subject to approval from federal EnAbling fund.	April 2011
Installation of door actuators to Media Centre budgeted through APG.	March 2011
Consideration of cost to be examined for budget.	

<b>2009-2010 Action Item Identified</b>	<b>2009-2010 Outcomes</b>
	The Leddy Library helped with the delivery of accessible customer service training by making accessible workstations, terminals, assistive devices and software available for demonstration to supplement e-learning and classroom instruction.

<b>2010-2011 Action Item</b>	<b>2010-2011 Timeline</b>
Orientation of new staff and student volunteers on accessible customer service to continue.	

#### **1.7. Leddy Library's Acquisition & Procurement Policy**

<b>2009-2010 Action Item Identified</b>	<b>2009-2010 Outcomes</b>
Leddy Library Accessibility Planning Committee will form a working group to research revision to procurement and acquisition policies.	Carried over

<b>2010-2011 Action Item</b>	<b>2010-2011 Timeline</b>
Policy development subject to COU EnAbling Change Accessible Toolkit Project.	

### 1.8. Review of Leddy Library Licences

2009-2010 Action Item Identified	2009-2010 Outcomes
The Leddy Library Accessibility Planning Committee will undertake to provide a draft to Library Administration and the APG by Spring 2010 identifying potential roadblocks to AICS. These will include licensing, copyright and other issues necessitating Ministry leadership.	Spring 2010 – Ontario Council of University Libraries (OCUL) is providing feedback to the Ministry and taking a leadership role.
	Summer 2010 – Scholars Portal contracted with the Adaptive Technology Resource Centre at the Ontario College of Art to audit the new E-book web application and measure its conformance against the AICS.

2010-2011 Action Item	2010-2011 Timeline
A detailed work plan is being created to address issues flagged by the audit. ARC will conduct similar audits for other Scholars Portal hosted services in the coming months. Will include licensing, copyright and other issues necessitating Ministry leadership.	Spring 2011

### 1.9. Faculty Guide & Resource on Accessible Communication and Alternate Formats

2009-2010 Action Item Identified	2009-2010 Outcomes
The Leddy Library, through its Accessibility Planning Committee, and liaison with ITS, PAC and CAAC will champion the publication of easy-to-use guidelines for faculty, staff and student volunteers on how to create accessible documents and web-based content.	Postponed, subject to collaboration with IT Web Services and Centre for teaching and Learning.

2010-2011 Action Item	2010-2011 Timeline
A simple, step-by-step guide will be available in a document to be housed on the Accessibility and OHREA website.	Winter 2011



## **2. EQUIPMENT AND ADAPTIVE TECHNOLOGY**

### **2.1. Availability of Equipment and Adaptive (Assistive) Technology**

<b>2009-2010 Action Item Identified</b>	<b>2009-2010 Outcomes</b>
CTL, Leddy Library, SDS, in conjunction with CAAC, to conduct an audit on the availability of equipment and adaptive technology in classrooms, laboratories, conference rooms, student computer labs, and multi-media classrooms.	Communication of inventory for classroom assignment purposes improved

<b>2010-2011 Action Item</b>	<b>2010-2011 Timeline</b>
Inventory increases with classroom renovations.	Ongoing
OHREA to provide links to related departments and program areas; E.g. Conference Services	Summer 2011

### **2.2. Development of a Campus-Wide *Adaptive Technology Standard***

<b>2009-2010 Action Item Identified</b>	<b>2009-2010 Outcomes</b>
Retention of an external consultant to develop a policy on adaptive technology standards.	

<b>2010-2011 Action Item</b>	<b>2010-2011 Timeline</b>
To be conducted in-house due to budget exigencies.	Spring 2012
To seek guidance from EnAble Project, a collaborative project with the COU and University of Toronto.	
To create a standard applicable to the teaching and learning environment in accordance with the AICS.	

### 2.3. Establish Network of Departmental Accessibility Leaders

2009-2010 Action Item Identified	2009-2010 Outcomes
The Information Technology Coordinating Committee of the APG will assess the practicality of developing leaders on accessibility in each department.	Consultations continuing.

2010-2011 Action Item	2010-2011 Timeline
To re-evaluate upon full implementation of the Content Management System (Drupal).	
Preliminary audits of the accessibility of web-based content identified service gaps attributable in part to inconsistency in layout and lack of knowledge about content guidelines within program areas identified through CAAC and Student Disability Services. To expand audit of problematic program areas.	

### 2.4. Availability of Adaptive (Assistive) Technology in Departmental Computer Labs

2009-2010 Action Item Identified	2009-2010 Outcomes
APG to investigate the feasibility of providing one computer with adaptive technology in every university lab facility.	Suspended
To investigate the utility of universal access balanced with provision of academic supports and services through SDS and Leddy Library Services.	Customized individual supports continue to be provided through SDS and CTL.
Upon the development of an institutional equipment procurement policy regarding built-in accessibility features evaluate implementing an <i>Adaptive Technology Standard</i> of one computer per lab equipped with screen enlargement, screen reader,	Postponed.

2010-2011 Action Item	2010-2011 Timeline
CTL and SDS to audit number and range of requests to re-evaluate feasibility with benefit of public release of AICS.	Subject to passage of AICS.

voice recognition, image and text scanning.	
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## 2.5. Multi-Media Classrooms: Hearing and Adaptive (Assistive) Technology

2009-2010 Action Item Identified	2009-2010 Outcomes
Installation of hearing assistive devices and closed captioning.	Classrooms in Dillon Hall (350, 352, 354), Education (1121, 1123), and Chrysler Hall North (2173, G100) installed with full multi-media: 1. Audio Reinforcement 2. Listen Systems 3. Projectors with Closed Captioning (CC) capability 4. Computers with Accessibility Options enabled by default 5. DVD/VHS combo decks (support CC)
	LCD Displays with CC decoding were installed in 13 classrooms in addition to DVD/ VHS Combo units that support CC.

2010-2011 Action Item	2010-2011 Timeline
More multi-media classrooms targeted subject to budget.	
CTL continues to investigate less expensive means to provide closed captioning. Directive required, subject to budget approval, to explore costs to close caption university 30 minute productions.	

## 3. PHYSICAL FACILITIES

### 3.1. Campus Audit Team

2009-2010 Action Item Identified	2009-2010 Outcomes
Campus Audit Team requires additional members with	Carried Over

2010-2011 Action Item	2010-2011 Timeline
Campus Audit Team to recruit from pool of acknowledged accessibility	

architectural and accessibility expertise.	
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experts in the Windsor tri-county area.	
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### 3.2. Campus Accessibility Reviews & Inspections

2009-2010 Action Item Identified	2009-2010 Outcomes
	Campus Audit Team received finalized audits of six buildings in March 2009.
	Release of Fire & Life Safety Report Fall 2009 identifying Fire Code considerations in selecting interior rendezvous or assembly points enabling the University to comply with the Public Safety and Emergency Protocols prescribed by the AICS.
	Completed Fall 2010 (See Strategic Plan) – External auditor released prioritized action plan on wayfinding for six buildings: Leddy Library, Faculty of Law, St. Dennis Athletic Centre, Human Kinetics, Toldo Health Education Centre, Essex Hall and Lambton Tower and Erie Hall.

2010-2011 Action Item	2010-2011 Timeline
Identified need for a strategic plan (5-10 yrs) to transform campus public spaces and parking lots to comply with upcoming AODA Built Environment Standard.	
As a result of the installation of evacuation chairs, rendezvous sites to be determined.	April-June 2011
Signage policy revisions to incorporate addendum re: AODA compliance with Built Environment Standard. Implementation of action plans subject to budget allocations.	

### 3.3. Retention of External Audit Consultant

2009-2010 Action Item Identified	2009-2010 Outcomes

2010-2011 Action Item	2010-2011 Timeline
Due to the uncertainty of content of Built Environment Standard, services need to be retained for additional building audits preparatory to the Public Safety and Emergency Protocols.	Approval pending.

### 3.4. Development of an Internal Campus Accessibility Audit Tool

2009-2010 Action Item Identified	2009-2010 Outcomes

2010-2011 Action Item	2010-2011 Timeline
The external consultants' services could extend to the development of a building and equipment accessibility checklist for use by departmental staff to better inform decision-making about their built environment	Subject to finalization of the AODA Built Environment Standard.

### 3.5. Submission of Recommendations Regarding Accessibility Upgrade Priorities

2009-2010 Action Item Identified	2009-2010 Outcomes
Campus Accessibility Advocacy Committee prioritized campus facilities upgrade list July 2010.	August/September 2010 – Submitted to Facilities, APG and President's Steering Committee.

2010-2011 Action Item	2010-2011 Timeline
Continue with actuator and door hold open devices on accessible washrooms in Toldo, Vanier and Leddy.	
Tactile signage on all washrooms of six buildings audited.	
Completion of installation of door holding devices on floors 1-3 interior hallways in Lambton Tower.	September 2011

#### **4. HEALTH, SAFETY & COMMUNITY PROTECTION SERVICES**

##### **4.1. Develop Inclusive Evacuation Plan**

<b>2009-2010 Action Item Identified</b>	<b>2009-2010 Outcomes</b>
Review and incorporate emergency evacuation procedures to ensure inclusion of persons with disabilities.	Campus Police distributed handbook in September 2010 and departmental training launched November 2010.
Provision of life and safety report from external consultant March 2009.	Completed September 2010.
Purchase of manual emergency evacuation chairs	Eleven purchased in 2009.

<b>2010-2011 Action Item</b>	<b>2010-2011 Timeline</b>
Strategies to increase the cooperation of students and staff with disabilities to file personal exit plans through either SDS or OH&S under development.	
Collaborative project with Human Kinetics and Health & Safety Office to assess optimal location and design of safe operating instructions.	April-June 2011

##### **4.2. Training & Communication in Inclusive Emergency Evacuation**

<b>2009-2010 Action Item Identified</b>	<b>2009-2010 Outcomes</b>
Enhanced orientation for volunteer fire wardens regarding public safety and emergency evacuation procedures.	Carried forward

<b>2010-2011 Action Item</b>	<b>2010-2011 Timeline</b>
Expanded training program for fire warden volunteers to be developed AFTER ergonomic evaluation of safe use of emergency evacuation chairs completed by Human Kinetics: a project initiated by the Fire/Life Safety Working Group of APG.	October 2011

## **5. POLICIES, PRACTICES & SYSTEMS – ANCILLARY**

### **5.1. Customer Service Policy**

<b>2009-2010 Action Item Identified</b>	<b>2009-2010 Outcomes</b>
In accordance with AODA Customer Service Standard develop a customer service policy.	Policy approved January 2010 and training launched in February 2010.

<b>2010-2011 Action Item</b>	<b>2010-2011 Timeline</b>
Policy implementation to continue.	

### **5.2. Ancillary Policies**

<b>2008-2009 Action Item Identified</b>	<b>2009-2010 Outcomes</b>
Develop inclusive evacuation plan.	Refer to 4.1 – Health, Safety & Community Protection Services
	Emergency procedures booklet with integrated evacuation procedures published and distributed by Campus Community Police Services Winter 2010
Invitations from Human Resources to interviews and testing to add statement that accommodations are available upon request.	Completed.

<b>2010-2011 Action Item</b>	<b>2010-2011 Timeline</b>
Develop a guideline for planning & hosting accessible events	Fall 2011
Review and revise Campus Events policy to incorporate accessibility consideration and individuals' accommodation requests.	Fall 2011

### 5.3. Review Employment-Related Legislation

2008-2009 Action Item Identified	2009-2010 Outcomes
Review draft of AODA Accessible Employment Standard.	Feedback concerning merging the training components of several standards submitted to Ministry May 2009.
	Ministry merged three standards: Employment, Transportation and Information & Communication. To be released in Spring 2010.
	Working group on Accessible Employment Standard created by Council of Ontario Universities' EnAble Project in Fall 2010.
	Liaison role of APG accessibility coordinator expanded.

2010-2011 Action Item	2010-2011 Timeline
Public release and passage anticipated Winter 2011	
Liaison with COU re: online toolkit  Incorporate and adapt to employment equity systems review	
Liaison with COU	

## 6. POLICIES, PRACTICES & SYSTEMS – ACADEMIC POLICY & SERVICES FOR STUDENTS WITH DISABILITIES

### 6.1. Transition Planning – Secondary to Postsecondary

2009-2010 Action Item Identified	2009-2010 Outcomes
A grant proposal submitted to MTCU was approved for the BUILD (Bridge to University for Individuals with Learning Disabilities) Program for the 4th consecutive year.	Approved 2010. Fourteen first yr. students in attendance. Positive feedback received from students regarding beneficial impact and academic results achieved.

2010-2011 Action Item	2010-2011 Timeline
Submit BUILD proposal to MCTU.	



## 7. AWARENESS PROGRAMS FOR FACULTY, STAFF AND STUDENTS

### 7.1. Customer Service Standard Training

2009-2010 Action Item Identified	2009-2010 Outcomes
Recruitment of Accessibility Coordinator to develop training program in accordance with AODA requirements.	Completed November 2009
Submit report to Ministry of Citizenship, Community and Social Services to meet Regulation requirement on or before March 31, 2010 regarding training program for all front line staff, volunteers and third party contractors	Completed and submitted to Ministry on March 17 2010.
Brochures, fact sheets and reference tools will support training.	Series of six brochures entitled Beyond Barriers developed and designed in-house on Accessible Customer Service
Series of 4 brochures related to universal design in instruction and accommodation adapted for CTL's Summer Institute <i>Aim for Success: Accessibility in the Classroom</i> .	August 2010
In-house customization of a generic e-learning tool available from COU EnAble Project, to be completed September 2009.	Completed November 2009
Supplementary in-class training modules for staff to be	Delivered March-June 2010. Approx. 1000

2010-2011 Action Item	2010-2011 Timeline
Faculty training modules to be launched February-March 2010. Incorporation of Information & Communication Standard elements to be added upon public release of AICS.	Fall 2011
Ministry report of March 2010 identified ongoing training cycle for Graduate, Teaching, and Research Assistants.	Training continues.
To offer workshop again Summer 2011.	Summer 2011
Revision of e-learning tool to suit GA/TA audience. To supplement e-learning with classroom vignettes in collaboration with School of Dramatic Arts.	June-July 2011

conducted November–December 2009.	employees from staff groups attended in–class presentations.
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## 7.2. Faculty and Staff Training

2009-2010 Action Item Identified	2009-2010 Outcomes
Training on workplace accommodation policy provided by the Employment Equity office.	Completed February 2009. Approx. 50 faculty and staff attended the two workshops.
	New faculty orientation July 2010.
	Review of accommodation and accessibility policies.

2010-2011 Action Item	2010-2011 Timeline
Development of strategic education and training plan for faculty and staff in AODA regulations.	

## 7.3. Training on Students' Classroom Accommodation

2009-2010 Action Item Identified	2009-2010 Outcomes
Provide workshops for interested faculty and staff on program supports and services for students with disabilities	SDS provided three sessions requested by individual departments and faculty members.
Provide review of applicable policies. E.g.: Audio recordings of lectures, right to non-disclosure, and preparation of individual student accommodation plans.	CTL provided a seminar on universal instructional design.
	CTL hosted a guest lecturer from Australia who addressed the importance of physical space to learning.

2010-2011 Action Item	2010-2011 Timeline

#### 7.4. Disabilities Studies Program

2009-2010 Action Item Identified	2009-2010 Outcomes
Recruit Disabilities Studies Program Coordinator to offer program in 2008/09 academic year.	Program Coordinator hired for September 2009.: 19 students in 08-09 and 63 in 09-10.
	Faculty of Arts & Social Sciences hosted a luncheon on January 26, 2009 to launch the program. Invited guests included the Minister of Citizenship, the Chair of the Alliance for Accessibility for Ontarians with Disabilities, local politicians, and community-based agencies serving the needs of persons with disabilities.

2010-2011 Action Item	2010-2011 Timeline
Program recruitment and outreach to continue	

#### 7.5. Breakfast Speakers Series

2009-2010 Action Item Identified	2009-2010 Outcomes
To raise awareness about advocating for better access on campus and education on disability and accessibility issues in our community.	Event promotion included: mass student, faculty and staff email with poster attachment, and pre-event interview with guest speaker, and coverage in the DailyNews.
Partnered with community-based agencies; E.g. Canadian Mental Health Association	DailyNews featured a post-event news article, which later appeared in OPUS' quarterly newsletter.
<b>2009-2010 Action Item</b>	

2010-2011 Action Item	2010-2011 Timeline
Continue with Breakfast Speaker Series and/or other related events and activities.	

Identified	2009-2010 Outcomes
	Employment Equity, CAAC, OPUS and Graduate Student Society hosted a disability awareness event with a guest breakfast speaker, Jennifer Francis, a student with mental disabilities. Chief Commissioner Barbara Hall was also featured addressing stigma. She spoke of her personal challenges and how she's overcome them.

2010-2011 Action Item	2010-2011 Timeline

#### 7.6. Establish liaison between the Accessibility Planning Group (APG) and Senate

2009-2010 Action Item Identified	2009-2010 Outcomes
Need identified for liaison with Academic Programs and Senate	APG identified a need for a Steering Committee whose membership will include the Vice-President, Provost & Academic and the Associate Dean for Academic & Student Affairs

2010-2011 Action Item	2010-2011 Timeline
Review with new Vice-President, Provost & Academic.	Fall 2010

#### 7.7. Conduct Audit of Student Services for Students with Disabilities

2009-2010 Action Item Identified	2009-2010 Outcomes
Conduct an audit of student services for students with disabilities with regard to accessibility, availability, and adequacy of resources.	SDS distributed and collated Spring 2010 –

2010-2011 Action Item	2010-2011 Timeline
	Results to be released Winter 2011

## 8. NON-ACADEMIC STUDENT SUPPORT

### 8.1. Student Support Service Review Committee

2009-2010 Action Item Identified	2009-2010 Outcomes
A Student Support Services Review Committee was formed to assess the level of accessibility in services ranging from food to medical to financial aid.	Due to low response rate, attributable in part to reluctance to self identify, the Committee decided a general satisfaction survey should be launched Spring 2010
Committee to develop and conduct a survey of non-academic support services for students with disabilities (working in collaboration with the SDS Office), collect data and information concerning accessibility issues and needs; the survey to ask students with disabilities (to ensure confidentiality for the students, it is requested that this survey [once developed and having received REB approval], be sent out by the Student Disability Services Program Office through their email distribution list for students with disabilities as well as through the residences); the survey will request feedback on the non academic services provided by the University for this population of students. The survey results will be used to promote accessibility guidelines.	

2010-2011 Action Item	2010-2011 Timeline
Action items to be identified upon collation of findings	Winter 2011

## APPENDIX A

### ACCESSIBILITY PLANNING GROUP 2009/10 & 2010/11

**Chair:** Stephen Willetts, Vice-President, Administration & Finance

**Vice-Chair:** Dr. Bruce Tucker, Associate  
Vice-President, Academic Affairs

### Composition of the Accessibility Planning Group (APG)

Area of Review	Appointee
	Anne Carrick
Information Technology (web based)	Richard Dumala
Information and Publications (print)	Ms. Jennifer Barone / Mr. Kevin Johnson
Information and Academic Support (libraries)	Ms. Gwen Ebbett / Ms. Cathy Maskell
Equipment & Adaptive Technology	Ms. Jeanne Drouillard
Facilities	Mr. Neil Musson *Chair Campus Audit Team
Human Resources	TBA
Education of Faculty & Staff	Ms. Brooke White
Academic Services for Students with Disabilities	Ms. Beth Oakley
Non-Academic Support Services (Ancillary)	Ms. Anna Kirby
Director, Office of Human Rights, Equity & Accessibility	Ms. Kaye Johnson

## APPENDIX B

### Campus Accessibility Advocacy Committee 2009/10 & 2010/11

Area Represented	Name	Title
Campus Police	Leslie Poisson	Sr. Constable
Campus Recreation	Sandra Ondracka	Campus Recreation Coordinator
Chair	Anne Carrick	Manager, Office of Human Rights, Equity & Accessibility
Facility Services	Dan Castellan	Acting Senior Manager, Projects & Construction
Graduate Studies	Alison Samson	Director
Human Resources	Leigh Harold	Manager, Occupational Health & Safety
Kinesiology	Dr. Nadia Azar	Faculty
Law	Dr. Laverne Jacobs	Assistant Professor
Leddy Library	Vacated 2010	
Residence Services	Sandra Davis	Manager – Residence Life
Student	Erin Plumb	OPUS, Director at Large
Student	Darryl Gallinger	OPUS, Director at Large
Student	Melissa Baker	Social Work & Women's Studies
Student	Katherine Patchett	UWSA
Student	Lisa Bondy	Student Disability Program
Student Counseling Centre	Dr. Rosemary Plastow	Psychologist
Student Disability Services	Beth Oakley	Director, Educational Development Centre
Student Disability Services	Anthony Gomez	Assistive Technologist/Disability Advisor
WURA	Dr. Aranka Kovacs (deceased)	U of W Retiree
Social Work	Thecla Damianakis	Assistant Professor
OHREA	Kaye Johnson	Director