University
of Windsor

Annual Accessibility Report 2013-2014 and Multi-Year Plan Update

Office of Human Rights, Equity and Accessibilty

Accessible formats and communication supports are available, upon request.

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Section A

1.   Introduction

Approximately 1.85 million people in Ontario, or 1 in 7 residents, have a disability. It is projected that this number will increase over the next 20 years and by 2036, 1 in 5 people in Ontario will have a disability.[1] There continues to be many barriers that exist in society, preventing persons with disabilities from equal opportunities and full inclusion. In order to remove these barriers, be they architectural, attitudinal, systemic, or of another form, organizations need a plan.   This document lays out a plan for the University of Windsor to remove existing barriers and to ensure measures are taken to prevent the creation of new barriers.

1.1   The University of Windsor's Commitment to Accessibility

In fulfilling its academic mission, the University of Windsor ("the University") is committed to the full inclusion and participation of people with disabilities in all aspects of university life. 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 (OHRC)*.

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

The AODA and 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 Standards was developed, which incorporates the Employment, Information & Communication and Transportation Standards.

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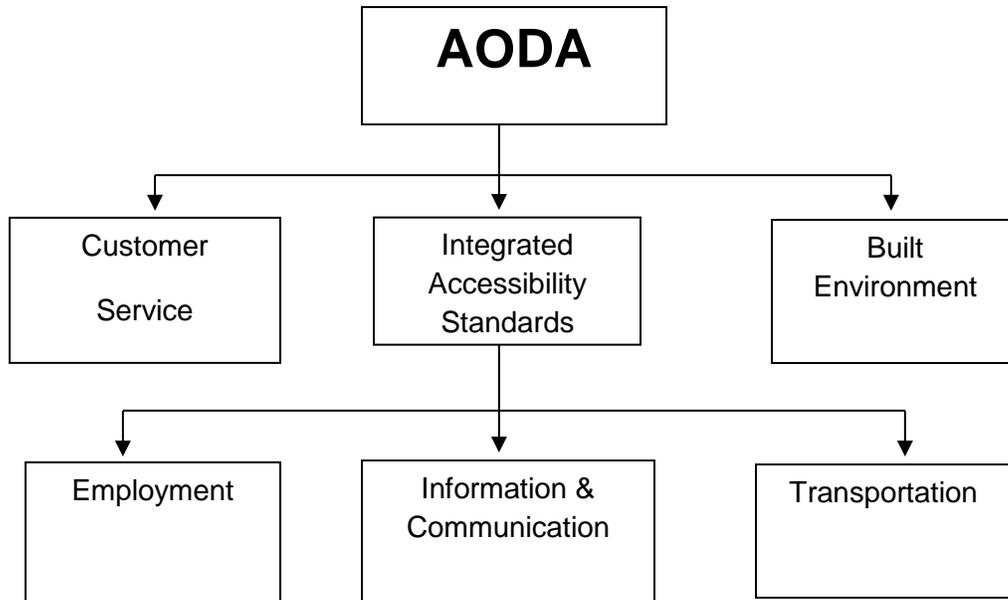
The *Customer Service Standard*[2] came into effect **January 2008**. The University of Windsor's Accessible Customer Service Policy was approved in January 2010 and is available at http://www.uwindsor.ca/ohrea/accessible-customer-service-standard.

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.

In 2012, the *Integrated Accessibility Standards Regulation 191/12* was amended to include *The Design of Public Spaces Standards (Accessibility Standards for the Built Environment)*. The

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[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

amended Regulation provides general and technical accessibility requirements for all new construction related to the following:

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

The requirements are being phased-in over time, with compliance deadlines ranging from 2011 to 2021. This phased-in approach will allow organizations the necessary time to build accessibility into regular business processes. While the Government of Ontario has provided extensive tools and electronic resources, it has not provided targeted funding to accompany AODA Standards' implementation.

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.

Amendments to the Ontario Building Code (OBC)

On December 27th 2013, Ontario Regulation 368/13 was filed to amend the Ontario Building Code. The effective date of the amendment is January 1st 2015, and the requirements will substantially enhance accessibility in newly constructed buildings and existing buildings that are to be extensively renovated. The amendments cover a range of areas, including:

- Requirements for visual fire alarms to be installed in all public corridors of multi-unit residential buildings and in all multi-unit residential suites
- Requirements for all smoke alarms in all buildings, including houses, to include a visual component
- Requirements for an elevator or other barrier-free access to be provided between storeys in most buildings, with some exemptions for small residential and business occupancy buildings
- Requirements for power door operators to be provided at entrances to a wider range of buildings, and at entrances to barrier-free washrooms and common rooms in multi-unit residential buildings
- Updated requirements for barrier-free washrooms and universal washrooms
- Requirements for barrier-free access to public pools and spas
- Updated requirements for accessible and adaptable seating spaces in public assembly buildings such as lecture halls and theatres

Annual Accessibility Report and Plan

The Annual Accessibility Report highlights initiatives completed from the previous year, in this case, September 1st 2013 to August 31st, 2014. The Accessibility Plan sets out short and long term goals to identify and remove barriers that will increase accessibility throughout the University community.

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

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.

1.3 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 2013-14, the Office of Human Rights, Equity and Accessibility fielded numerous telephone, in-person and e-mail enquiries. These enquiries involved items such as workplace accommodations, accessible parking requirements, installation of accessible amenities, breakdown of accessible equipment and way-finding concerns. Resolutions were facilitated and in all situations reported. More detail on the nature of the concerns is available in the Annual Office of Human Rights, Equity and Accessibility Report available at: http://www1.uwindsor.ca/ohrea/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 issues of importance as multi-year planning is underway. Also visit our website, 'We Need to Hear from You' at www.uwindsor.ca/campusaccess.

1.4   Student Disability Services

Student Disability Services (SDS) is a part of the Student Success Centre. Student Disability Services staff provide numerous supports including referrals, resources, advocacy and education throughout the University community. Their purpose is to ensure that every qualified student has the opportunity to pursue their academic and career goals without any identified disability being a hindrance to their pursuit for equal and rewarding career opportunities.

Staff in 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. The staff members also provide education about the shared responsibility of all members of the campus community to provide equal access and opportunities to higher education for qualified students with disabilities.

2. Achievement Highlights 2013-2014

2.1 Built Environment

a. Door Hold Open Devices in Chrysler Hall Towers

The Human Resources Development Canada's (HRDC) EnAbling Accessibility Fund approved a $50,000 grant to the University to assist with the costs of installing 52 door hold-open devices in Chrysler Hall North, South, and the Tower. The total cost of the project is over $100,000, with the University funding the remainder of the costs. The project was completed in the summer of 2014 and provides hands-free access throughout the main halls of the first 3 floors of the building.

b.   Audible Traffic Indicators at the Intersection of Wyandotte and California

Audible traffic indicators were installed at the intersection of Wyandotte Street West and California Avenue. These indicators are City of Windsor property and will provide greater accessibility for members of the campus community who require audible indicators to assist with navigation.

c.   Accessible Parking at Essex Hall

Three accessible parking spaces were installed near the accessible entrance to Essex Hall. These spots provide greater parking options to students, faculty and staff.

d.   Accessibility Upgrades to Washrooms in the Leddy Library

With a budget of $1.5 million, washrooms in Leddy Library are in the process of being updated. The project includes universally accessible washrooms on every floor of the Library. Currently 15 of the 25 washrooms within the Library are slated to be upgraded. Work continues into the 2014-2015 year.

e.   Universal Washroom in Lambton Tower

In the spring of 2014 work began in Lambton Tower to install a universal washroom. The work is scheduled to be completed by fall 2014.

f.   University Bookstore

The University Bookstore moved to the basement of the CAW Student Centre in July 2014. Over the course of 2013-2014, members of the Accessible Built Environment Committee (ABEC) provided comments about the design of the Bookstore. Some notable features include: an accessible change room, wide aisles and accessible turning radii.
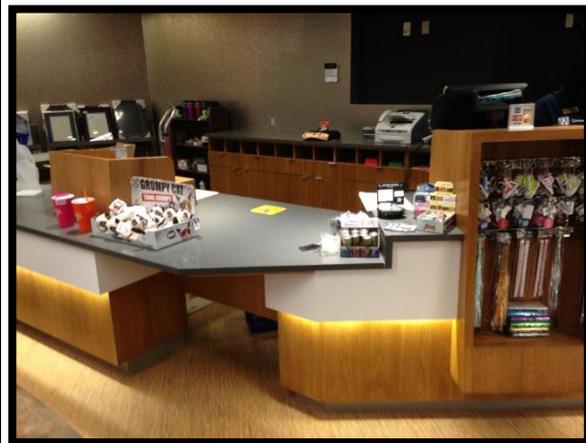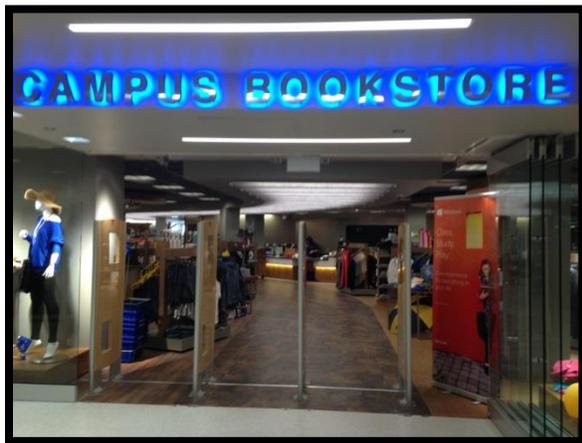
A universal washroom was built directly outside of the Bookstore. Some features of the universal washroom include: actuators, lever-style door handles, lowered toilet and urinal, wheelchair accessible sink and movement-sensored lights.
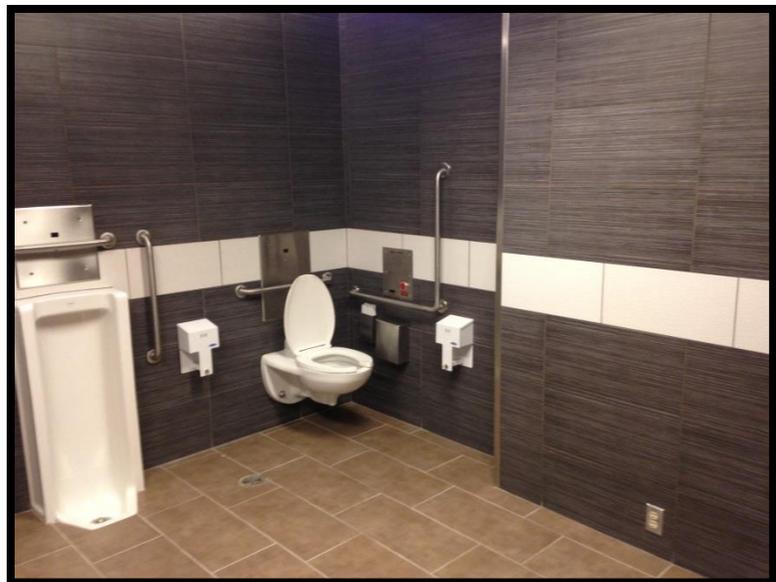
g.   Accessibility Upgrades to the Main Entrance and East Stair Entrance of the Law Library

On the first floor main entrance door and the east stair door of the basement floor of the Law Library, new key card access hardware was installed. The new keycard access equipment requires persons to waive their card in front of the sensor, rather than having to swipe a card, thus making the space more accessible for persons with mobility or vision disabilities. An actuator was also installed on the main entrance door.

h   The Welcome Centre

Ground-breaking for the new Welcome Centre started in the spring of 2014. Located at the northwest corner of Wyandotte and Sunset, the Welcome Centre will house the Offices of Admissions, Cashiers and Public Affairs. The Accessible Built Environment Committee was consulted on the drawings and site plans and the Committee provided valuable feedback about including accessible amenities to the building. Some of the accessible amenities include: door actuators, elevators with braille signage, accessible service counters and wide aisles and walkways. Construction of the building will continue into the 2014-2015 year.

i.   The Downtown Campus

Members of the Accessible Built Environment Committee have also been involved in the development of the Downtown Campus. In 2013 work began on the Windsor Star Building, which will be the future home of the School of Social Work, and the Windsor Armories which will house the School for Creative Arts. Accessibility has been a consideration throughout the development process, including items related to accessible parking, pathways, door actuators, meeting room spaces, auditoriums, practice spaces and exam rooms. Work continues on these projects into the 2014-2015 year.

2.2   Information and Technology

a.   Adding Accessibility Tab to the UWindsor Homepage

With the re-launch of the new University website and the rebranding, a direct link to Accessibility has been added to the University of Windsor Home Page.

2.3   Education, Awareness and Training

a.   Learning Resources Available Online

A number of external learning resources were added to the University of Windsor website. Those include:

- [The Council of Ontario Universities: A Planning Guide for Accessible Conferences – How to Organize an Accessible and Inclusive Event](#)
- [The Council of Ontario Universities: Checklist for Making Science Labs Accessible for Students with Disabilities](#)
- [University of Ontario Institute of Technology: Accessible Instruction – Universal Design for Learning](#)

b.   Mounting of Emergency Evacuation Chairs in Campus Buildings

In 2010, the University procured 11 Glider Model 1300B evacuation chairs. Shortly thereafter the Kinesiology 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 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 was completed in the 2012-2013 academic year. This phase of the study had two main objectives: (1) to study a smaller evacuations chair (Stryker Emergency Evacuation Chair) in order 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 Kinesiology students 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 taller than two storeys to determine the optimum locations for the storage of the chairs. A report was completed in 2013, which identifies 47 locations where the chairs would be the most accessible and optimally used.

Over the course of 2012-2013, the Office of Human Rights, Equity and Accessibility, Campus Police, the Office of Health and Safety, Office of Legal Services and the Kinesiology Department worked in collaboration to review the 47 locations and to determine how best to move forward with

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[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.

the next phase of the project. The group issued a Request for Quotation in the winter of 2013 with Stryker providing the most favourable bid.

During the 2013-2014 year, the group worked to address liability issues, develop training strategies, and to secure funding. With all of the details other than the funding finalized, for the 2014-2015 year the group is working to secure funding and have the project completed.

c.   Mandatory AODA & Human Rights Training

As required by Section 7 of the Integrated Accessibility Standards of the AODA, the Office of Human Rights, Equity and Accessibility developed training for all employees, volunteers and 3rd party service providers about the AODA and the Ontario Human Rights Code. The purpose of the training is to provide an understanding of the AODA and the Ontario Human Rights Code and how the two pieces of legislation work together.

Three types of training modules were developed in the 2013-2014 year: face-to-face, online and booklet training. The majority of employees are responsible for completing the online training. Some groups will participate in face-to-face training and the booklets have been developed for Teaching Assistants and Graduate Assistants to complete.

d.   Mandatory Accessible Customer Service Training

During the 2012-2013 year, the University continued to fulfill its responsibility to provide accessible customer training, as required under the AODA's Accessible Customer Training Regulation, 429/07. The goal of the Customer Service Standard is to improve front line services to persons with disabilities by increasing the general knowledge of staff, faculty, student employees and third party contractors who interact and/or communicate with persons with disabilities. The University of Windsor's Accessible Customer Service Policy builds on policies and practices already in place, originating with academic and employment accommodation policies.

e.   Sign Language Club

In the fall of 2013, the Office of Human Rights, Equity and Accessibility organized a Sign Language Club at the University. The club is free to join, open to all members of the University community, and can accommodate a maximum of 20-25 participants. Over the course of the fall of 2013, members of the club met weekly to learn Sign Language through interactive teaching and learning.

2.4   Employment

a.   Employment Accommodations, Individual Accommodation Plans, Return to Work Processes and Performance Management

Over the course of the 2013-2014 year, the Accessible Employment Committee (AEC) developed wording for the Human Resources Department and the Provost's Office to use during the hiring process. The wording, to be used when advertising positions and communicating with potential

candidates, involves ensuring all persons are aware of the availability of accommodations throughout the hiring process tenure as an employee.

The President's Accessibility Steering Committee (PASC) approved the draft wording put forward by the Accessible Employment Committee at their spring 2014 meeting. The wording is being implemented by Human Resources and the Provosts Office and ensures the University's compliance with the *AODA Integrated Accessibility Standards* requirements, Sections 22-26 and 28-32.

b.   Development of Accommodation Guidelines
 Starting in the summer of 2014, members of the Accessible Employment Committee have been working to develop Accommodation Guidelines for Employees with Disabilities. This document, once completed, will be a resource to the University Community to help managers and supervisors understand their roles and responsibilities when employees require accommodations. The document will also assist employees with better understanding their rights and obligations and also who to contact when they require accommodations related to their disability.

The Committee's goal is to develop the guidelines over the course of the 2014-2015 year and have the document approved and adopted by the end of the 2014-2015 academic year.

c.   Employee Accommodation Fund
In 2012, the University of Windsor's Strategic Priority Fund allocated funding to the Office of Human Rights, Equity and Accessibility for the Employee Accommodation Fund. The fund provides resources to assist Units and Departments with the costs for employee accommodations.

The Accessible Employment Committee is responsible for reviewing the applications and making funding recommendations to the Director of the Office of Human Rights, Equity and Accessibility. Departments implementing accommodations for employees with disabilities are encouraged to contact the Office of Human Rights, Equity and Accessibility to enquire about accessing the fund.

2.5   Customer Service

a.   Service Disruption Notification – "If You See It, Report It" Campaign
The Accessible Customer Service Committee developed an education campaign for campus community about their responsibilities in reporting equipment that is not operating. RSS Feeds and the UWindsor app notify students of service disruptions. Advertisements were created and advertised through the Lance and the UWSA. This has been done to help educate members of the campus community that reporting a service disruption is a shared responsibility.

b.   Adoption and Implementation of an Accessible Meeting and Event Checklist
The Accessible Customer Service Committee (ACSC) approved the adoption of the Council of Ontario Universities: A Planning Guide for Accessible Conferences – How to Organize an Accessible and Inclusive Event. Work has begun to promote the information and train employees about how to hold accessible meeting and events.

2.6   Initiatives

a.   Accessibility Awareness Day, March 20th 2014
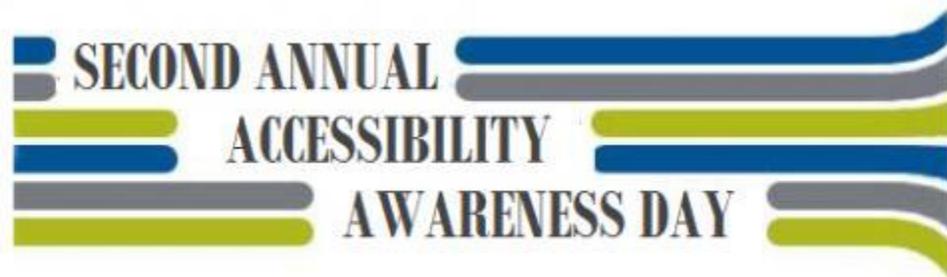
On March 20th 2014, The University of Windsor proudly hosted its second annual Accessibility Awareness Day. The theme for 2014 was "Discovering Your Accessible Community in the 21st Century". Students, faculty and staff at UWindsor were in attendance. Many topics were covered, including: Inclusion in Education, Disability 101, Accessible Building Designs and discussions about accessibility and disability committees.

Section B - Progress Report/Action Items

3.1   Built Environment

Action Item	Timeline	Comments
Development of a strategic plan to address existing barriers on campus. Plan to identify existing barriers and develop options for addressing barriers as well as costs.	2014-2016	Accessible Built Environment Committee to undertake this project.
Develop a prioritization matrix for determining where resources will be allocated to remove existing barriers or include accessible features to new designs	2014-2015	Accessible Built Environment is developing a matrix.
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.	2014-2016	
Upgrading the entrance to key-control to provide a barrier-free entrance.	Summer 2015	
Auditing the signage and way-finding systems in Chrysler Hall North, South and Tower. Installing new, accessible signage as identified through the audit.	On-hold	With a number of Departments changing locations, this item has been put on hold until all of the departmental moves are completed.
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 2nd and 3rd floors.	2013-2015	The University applied for Federal funding to cover the cost of actuators, but was not successful in obtaining funding. This project remains on the prioritization list and funding resources will be explored to assist with the costs.
Installing an actuator on the rear door of classroom #1113 in the Schulich Medical Education Building.	2013-2015	

Action Item	Timeline	Comments
Three (3) accessible washrooms to be added in Lambton/Erie	2014-2016	

3.2   Customer Service

Action Item	Timeline	Comments
Reviewing gaps in services for students with disabilities and working to secure resources to fill gaps.	2012-2015	The Committee completed a review in gaps of service delivery and determined that there were a number of instances in which students' accommodation needs were not being funded or where the funding source was unclear. The Committee reviewed the UWSA Accessibility Fund to determine if requirements for the fund can be streamlined to ensure clarity and easy access for students with accommodation needs. In the summer of 2014, members of the Committee developed an application to be used by students with disabilities to access funding to the UWSA Accessibility Fund. The final draft is scheduled to be completed in the fall of 2014 and will then be presented to the UWSA Board for approval and adoption.
Training the University community on how to organize an accessible meeting or event.	2014 and On-going	In 2014, the Accessible Customer Service Committee adopted "the Council of Ontario Universities: A Planning Guide for Accessible Conferences – How to Organize an Accessible and Inclusive Event". Training sessions for 2014-2015 have been organized to assist the University Community with learning about how to organize accessible and inclusive events.

3.3   Education, Awareness, and Training

Action Item	Timeline	Comments
Developing and implementing an awareness campaign about	2014-2016	The Accessible Education, Training and Awareness Committee to undertake this initiative.

accessibility. Topics to include resources available, common issues and misconceptions.		
Holding an Accessibility Awareness Day in 2015 to increase awareness about accessibility on campus and in the community.	Ongoing and to occur annually	Accessibility Awareness Day 2015 is scheduled for Wednesday, March 18th.
Provide AODA and Human Rights training to all employees, volunteers and 3rd party service providers.	2014-2015	OHREA has developed the training materials and all employees are responsible for completing the training.
Continue having a Sign Language Club on Campus which provides an opportunity for interested members of the University community to learn Sign Language.	Fall 2014	OHREA organizes and administers the club for the campus community.
The inaugural OHREA Awards will be distributed December 10th 2014. The awards celebrate achievements made by members of the University community in the areas of human rights, social justice, employment equity and accessibility.	December 2014 and to occur annually	

3.4   Employment

Action Item	Timeline	Comments
Updating the "Workplace Accommodation Guidelines for Employees with Disabilities". The updated guidelines will help to ensure all parties involved in a workplace accommodation understand their roles and responsibilities and whom they should contact for further information. These guidelines will also include	2014-2015	Members of the Accessible Employment Committee as well as representatives from HR, OHREA and the Provost's Office are undertaking this project.

Action Item	Timeline	Comments
information about the University's employment responsibilities under the AODA's Integrated Accessibility Standards.		
Review of applications to the Employee Accommodation Fund. The Employee Accommodation Fund assists Departments/Units with the costs for providing employees with workplace accommodations.	Ongoing	Members of the Accessible Employment Committee are responsible for reviewing the applications and providing recommendations to the Director of the Office of Human Rights, Equity and Accessibility.
Updating the Emergency Evacuation Guidelines for Persons with Disabilities.	2014-2015	OHREA and the Office of Health and Safety to work jointly on this project.

3.5   Information and Communications

Action Item	Timeline	Comments
Continue to highlight accessibility issues and news in the Daily News in an effort to increase awareness.	Ongoing	Two articles are being completed currently in regards to the Employee Accommodation Fund and the Emergency Services Disruption Plan.
Reviewing the accessibility of University's webpages to ensure accessibility with webpage design and content management.	2014-2016	The Accessible Information and Communications Committee has been working to review the accessibility of the University's webpages and ensure that the webpages are designed to be accessible. There is also a need to train persons responsible for adding content to ensure they understand how to add and update content so that it is accessible.
Review and development of websites and web content to be WCAG 2.0 AA compliant.	Ongoing with a required completion date of 2021	
Working to ensure all videos that are added to the University web site are closed-captioned. Also, work to create awareness about the availability of closed-captioning services.	2014-2015	The Accessible information and Communications Committee will work to develop a recommended process for ensuring that existing videos and all new videos added to the University's internet webpages are closed-captioned.

Action Item	Timeline	Comments
Develop methods for ensuring documents that are scanned to PDFs are accessible to everyone.	2014-2015	

3.6 Initiatives

Action Item	Timeline	Comments
President's Task Force on Mental Health	2014-2016	This is a campus-wide initiative with representatives from numerous faculties and departments working together to develop a strategic framework for mental health on Campus.
Accessibility Awareness Day 2015	March 2015	This is a campus-wide initiative that raises awareness about accessibility, disability, barriers and inclusion in the University community.
Mental Health Awareness Events	2014-2015	

3.7 Miscellaneous

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

Appendix A
Timelines for Compliance with the AODA

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 1st 2012	**Integrated Accessibility Standards, Section 13** **Section 27**	**Information and Communications** **Provision** of emergency procedures, plans, or public safety information in an accessible format or with appropriate communication supports, upon request. **Employment** **Provision** of individualized workplace emergency response information to employees who have a disability.	**Completed** Campus Police and the Office of Health and Safety provide emergency procedures, plans and public safety information in accessible formats, upon request. **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** **Section 4** **Section 5**	**General Requirements** **Development, implementation and maintenance** of written policies and statement of organizational commitment to meet accessibility needs of persons with disabilities. **Preparation** of a multi-year accessibility plan at least once every 5 years completed on consultation with persons with disabilities. **Preparation** of annual status report of	**Completed** Senate approved the Accessibility Policy in February 2013. **Completed** The Plan is updated annually. **Completed**

Year	Relevant Section of Standard	Requirements	Staff & Faculty Responsible for Ensuring Compliance
		the progress of measures taken to implement strategies of the accessibility plan and posting of the report on the website.	The report is updated annually.
	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).	**Completed** The Finance Department has incorporated accessibility language into the University's Purchasing Policy. The VWIZ program is being developed as an additional tool.
	Section 15	**Incorporation** of accessibility features when designing, procuring or acquiring self-serve kiosks.	**Completed** The Finance Department has 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.	**Completed/On-Going** SDS procures and provides accessible or conversion ready electronic formats of educational or training resources or materials.
		Make available, upon request, accessible or conversion ready versions of textbooks.	
		Provision of student records and information on program requirements, availability and descriptions in an accessible format.	The Registrar's Office provides student records and information on program requirements in accessible formats upon request.
		Accessibility awareness training related to accessible program or course delivery and instruction provided to educators.	The Centre for Teaching and Learning offers Universal Design for Instruction training. The Accessible

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

Year	Relevant Section of Standard	Requirements	Staff & Faculty Responsible for Ensuring Compliance
	Sections 30-32	**Performance** management, career development and redeployment processes of employees with disabilities.	
January 1st 2015	Section 12	**Information and Communications Provision** of accessible formats and communication supports for persons with disabilities, made available upon request.	The Accessible Information and Communications Committee will be undertaking this initiative.
	Section 17	**Make available**, upon request, accessible or conversion ready versions of textbooks.	OHREA, Student Disability Services, Document Imaging, The Bookstore and members of the Accessibility Committees will ensure resources are in place to make accessible or conversion ready versions of textbooks available upon request.
	Section 18	**Where available**, Libraries will be required to provide an accessible or conversion ready format or print-based resources or materials, upon request (some exceptions).	Leddy and Law Libraries, OHREA, Student Disability Services, Document Imaging, and members of the Accessibility Committees will ensure resources are in place to provide accessible or conversion ready formats of print-based resources or materials for persons with disabilities, upon request.
January 1st 2020	Section 17	**Information and Communications Make available**, upon request, accessible or conversion ready versions of printed materials that are educational or training supplementary learning resources.	OHREA, Student Disability Services and members of the Accessibility Committees will ensure resources are in place to make accessible or conversion ready versions of supplementary resources, upon request.
	Section 18	**Where** available, the libraries will be	Leddy and Law Libraries,

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

Appendix B
Accessibility Committees 2013 – 2014

President's Accessibility Steering Committee

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

Campus Accessibility Coordinating Committee

Area Represented	Name	Title
Chair	Ms. Kaye Johnson	Director, OHREA
Vice-Chair	Ms. Anne Mullen and Ms. Carol Kosowan	Accessibility & Human Rights Manager, OHREA
Accessible Information & Communication Committee Chair	Mr. Richard Dumala	Manager, Web and Desktop Services
Accessible Built Environment Chair	Mr. Dan Castellan	Manager, Facility Planning, Renovations & Construction
Accessible Education, Training & Awareness Committee Chair	Dr. Erika Kustra	Director, Teaching & Learning Development
Accessible Employment Committee Chair	Ms. Daniella Beaulieu	Employee Relations Associate
Accessible Customer Service Committee Chair	Ms. Beth Oakley	Director, Student Success Centre
Member at Large	Ms. Anna Kirby	Executive Director, Campus Services
Student	Ms. Jen Bauder	Disability Studies Student
Student	Mr. David Graper	Engineering Student

Accessible Built Environment Committee

Title	Name	Title
Chair	Mr. Dan Castellan	Manager, Facility Planning, Renovations & Construction
Vice-Chair	Ms. Anne Mullen and Ms. Carol Kosowan	Accessibility and Human Rights Manager - OHREA-
Member at large	Ms. Emmeline Ventimiglia	C.A.D. Co-ordinator - Physical Plant and Physical Plant Operations
Member at large	Dr. Veronika Mogyorody	Assistant Provost, Academic Architectural Advisor
Member at large	Mr. David Ryan-Soderlund	Student Development Specialist, Student Success Centre/Disability Services
Member at large	Dr. Nadia Azar	Associate Professor, Department of Kinesiology
Member at large	Mr. Dory Azar	Principal Architect, Dory Azar Architect.
Student	Michael Gyan	Engineering Student
Student	Robert Powers	Political Science Graduate Student

Accessible Customer Service

Title	Name	Title
Chair	Ms. Beth Oakley	Director, Student Success Centre
Vice-Chair	Ms. Anne Mullen and Ms. Carol Kosowan	Accessibility and Human Rights Manager - OHREA-
Member at large	Ms. Sandra Davis	Manager, Residence Life, Residence Services
Member at large	Ms. Sandra Ondracka	Campus Recreation Manager, St. Denis Centre
Member at large	Dr. Rosemary Plastow	Psychologist, Student Counselling Centre
Member at large	Mr. David McEwen	Department Head, Food and Catering Services
Member at large	Ms. Lisa Milne	Circulation Desk Supervisor, Law Library
Member at large	Ms. Nicole Morrell	General Manager of the UWSA

Accessible Education Training and Awareness Committee

Title	Name	Title
Chair	Dr. Erika Kustra	Director. Teaching & Learning Development (CTL)
Vice-Chair	Ms. Anne Mullen and Ms. Carol Kosowan	Accessibility and Human Rights Manager -OHREA-
Member at large	Ms. Alison Samson	Director. Graduate Academic Services
Member at large	Dr. Rosemary Plastow	Psychologist Student Counselling Centre
Member at large	Ms. Christine Quaglia	Student Development Specialist, Student Success Centre/Disability Services
Member at large	Ms. Vicki Jay Leung	Reference Librarian, Law Library
Member at large	Ms. Marcela Ciampa	Manager, Employee Engagement and Development
Member at large	Mr. Nick Baker	Learning Specialist - CTL
Student	Ms. Jena McKay	Masters of Social Work Student

Accessible Employment Committee

Title	Name	Title
Chair	Ms. Daniella Beaulieu	Employee Relations Associate, Human Resources
Vice-Chair	Ms. Anne Mullen and Ms. Carol Kosowan	Accessibility and Human Rights Manager -OHREA-
Member at large	Mr. Richard Hayes	Learning Strategist/Disability Advisor, Student Success Centre/Disability Services
Member at large	Dr. Manu Sharma	Experiential Learning Specialist, Faculty of Education
Member at large	Mr. Chris Busch	Director-Centre for Executive Education
Member at large	Ms. Kerry-Ann Gray	Manager of Student Success
Member at large	Mr. Dion Carter	Equity and Human Rights Manager -OHREA-
Member at large	Ms. Cindy Wills	Executive Assistant to the Associate VP, Academic
Student	Ms. Britney De Costa	First year of the Dual Program MSW/JD

Accessible Information and Communication Committee

Title	Name	Title
Chair	Mr. Richard Dumala	Manager, Web & Desktop Services -ITS-
Vice-Chair	Ms. Anne Mullen and Ms. Carol Kosowan	Accessibility and Human Rights Manager -OHREA-
Member at large	Mr. Anthony Gomez	Assistive Technologist/ Disability Advisor, Student Disability Services
Member at large	Ms. Karen Pillon	Head – Access Services, Leddy Library
Member at large	Ms. Vicki Jay Leung	Reference Librarian, Law Library
Member at large	Mr. Darrel Laurendeau	Manager. Educational Technologies, Centre for Teaching and Learning