

Annual Accessibility Report and Multi-Year Plan 2024-2025



University
of Windsor



Accessibility Reports Electronic and Alternate Formats

The University of Windsor's past and current Accessibility Reports are available on the Office of Human Rights, Conflict Resolution and Mediation ([OHRCRM](#)) website.

Please contact OHRCRM to request an alternative format of this plan:

- By written request to Office of Human Rights, Conflict Resolution and Mediation, University of Windsor, 401 Sunset Avenue, Windsor ON, N9B 3P4;
- By telephone at (519) 253-3000, extension 3400;
- By e-mail request at HRCRM@uwindsor.ca

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Introduction and Background



The University of Windsor is situated on the traditional territory of the Three Fires Confederacy of First Nations, which includes the Ojibwa, the Odawa, and the Potawatomi. As we make this land acknowledgment, it is also important that we continue to do the work to address systemic and historic injustices.



The University has a rich tradition of offering comprehensive, student-focused, post-secondary education in Southwestern Ontario. Assumption College, the predecessor of the University of Windsor, first welcomed students in 1857¹. On December 19, 1962, the University of Windsor was incorporated by the Ontario Legislature. In the more than 160+ years that have since passed, the small, liberal arts college has grown into today's non-denominational, comprehensive, teaching, and learning university, welcoming over 15,000 students each academic year and boasting alumni of over 135,000+.



During the 2024-2025 academic year, the University of Windsor continued to advance the strong tradition of academic excellence while enhancing an inclusive, accessible work and study environment. This report captures highlights between September 1, 2024 and August 31, 2025 along with the Accessibility Multi-Year Plan update, which includes short and long-term goals toward achieving a barrier-free campus.



University of Windsor's Mission and Vision

In 2023, the University of Windsor's Board of Governors and Senate approved the institution's next strategic plan - [Aspire: Together for Tomorrow](#). This 5-year plan will guide decision-making, allowing the University to capitalize on opportunities to grow and thrive.

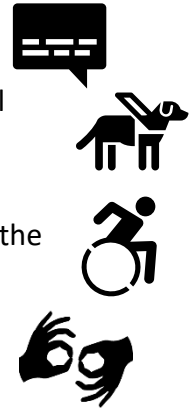
Mission Statement: To empower positive change through regionally and globally engaged inquiry, learning, scholarship, creative activity, and research.

Vision Statement: As a locally engaged, globally connected institution, the University of Windsor will enable people to transform their circumstances. As partners, leaders, and learners, we will engage in impactful research, relevant teaching, creative endeavours, and inclusive relationship building to foster positive change.

¹ <https://www.uwindsor.ca/47/our-history>

The University of Windsor’s Commitment to Accessibility

The University of Windsor endeavours to provide everyone with disabilities an inclusive environment in which to study, work, and engage in co-curricular and social activities. This commitment is reflected in our [Accessibility Policy](#). The vision of accessibility is for members of the broader campus community to work together to prevent, identify, and remove barriers for persons with disabilities. This will support the goal of creating a fully inclusive University that strives to exceed, wherever possible, legislative requirements. Initiatives as outlined in this report to support accessibility align with the overall institutional goals as outlined in the Aspire strategic plan.



Office of Human Rights, Conflict Resolution and Mediation

To ensure the University of Windsor’s long-term sustainability and to prepare for the inaugural People, Equity, and Inclusion Strategy, changes were made within the People, Equity, and Inclusion (PE&I) portfolio in late 2024. The fundamental goal is to support our people to achieve our vision of becoming a more equitable, inclusive, and just place to learn, live, and work. Services and resources formerly provided by the Office of Human Rights, Equity and Accessibility (OHREA) have transitioned to the new Office of Human Rights, Conflict Resolution and Mediation (OHRCRM) within the division of the Vice-President, People, Equity, and Inclusion.

Inquiry and Complaint Resolution

As part of the facilitation and resolution functions within the Office of Human Rights, Conflict Resolution and Mediation (OHRCRM), staff members in OHRCRM respond to campus accessibility and human rights issues. Ongoing in 2024-2025, team members fielded numerous telephone calls, virtual meetings, and email inquiries. From an accessibility perspective, inquiries included items such as workplace accommodations, academic accommodations, accessible parking requirements, and accessibility questions/concerns in the built environment. Resolutions were facilitated or escalated for further discussion as appropriate.

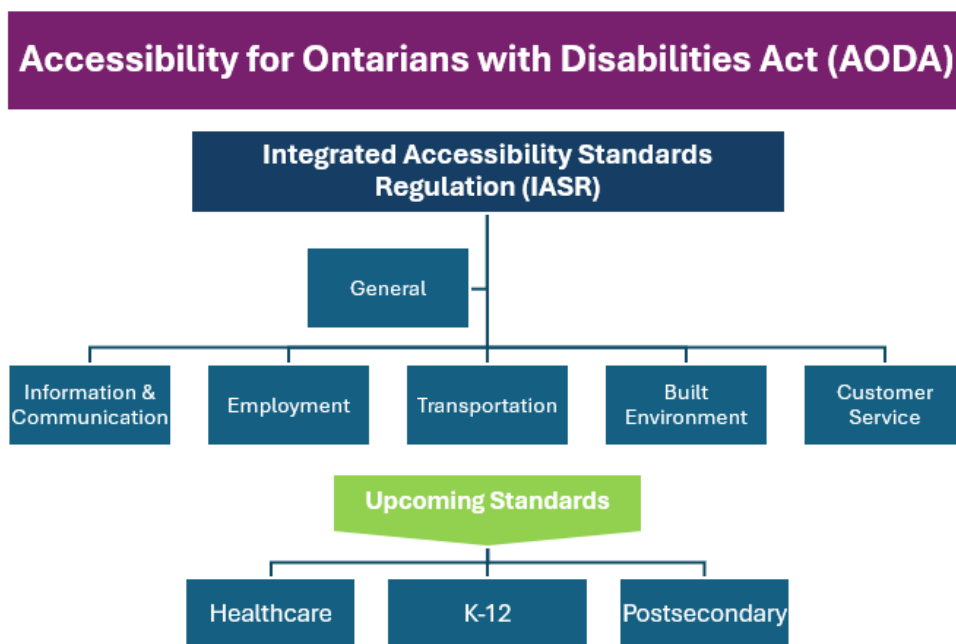
The Legislative Framework

The **Ontario Human Rights Code** (the “Code”) and the **Accessibility for Ontarians with Disabilities Act** (AODA) work together. They both promote equality and accessibility, use the same definition of disability, and are provincial laws. The *Code* promotes equal rights where everyone is respected, can fully participate, and is free from discrimination. Also, the *Code* requires organizations to accommodate individual needs due to disability. The AODA

complements the *Code* by setting accessibility standards that organizations must meet. Where there is a conflict between the AODA and the *Code*, the *Code* has primacy.

As defined by the AODA, the University of Windsor is a large, designated public-sector organization. As such, the University is required to establish, maintain, and document a multi-year accessibility plan. The plan is reviewed and reported annually, allowing for reflection on how well the organization is meeting requirements, along with identifying opportunities to exceed legislative expectations.

The [Accessibility for Ontarians with Disabilities Act \(AODA\)](#) was enacted by the province in 2005. The purpose of the AODA is to benefit all Ontarians by developing, implementing, and enforcing standards to achieve an inclusive and accessible society for Ontarians with disabilities by 2025. These standards apply to the private and public sectors. By achieving these standards, people with disabilities will have better access to the community, workplaces, and the economy. **The AODA framework shifts the primary emphasis from individuals with disabilities requesting accommodations to requiring organizations, businesses, and institutions to provide services that are barrier-free from conception.**



There are five [Integrated Accessibility Standards](#) (IAS) that outline specific measures and implementation timelines to which organizations must comply. The current standards include: 1) Information and Communications; 2) Employment; 3) Transportation (not applicable to the University); 4) Built Environment (Design of Public Spaces), and; 5) Customer Service. The provincial government will add [three additional standards](#): 1) Accessible Education K-12; 2)

Accessible Postsecondary Education; and 3) Accessible Healthcare. Recommendations for the new standards have received public feedback and are currently in the final report stage, which will help legislators draft new legal standards. Follow the link to view the [Postsecondary Final Report](#).

AODA Compliance Report 2025

The Ontario Government requires large public sector organizations to submit an accessibility report every two years. To prepare for the current reporting period, the Ministry for Seniors and Accessibility (MSAA) released the reporting framework in early 2025, giving organizations time to complete their submissions. Since the AODA's goal was to achieve a fully accessible Ontario by 2025, this year's report includes all components of the Integrated Accessibility Standards as part of its requirements.



As a result, the University undertook a comprehensive review of the legislative requirements. This internal audit began in April 2025 and continued into the next reporting period (Fall 2025). This exercise provided an opportunity for the University to refresh and update current policies and resources.

Accessibility Feedback at the University of Windsor

Feedback is essential to help the University identify and remove barriers in order to achieve our goal of full participation at the University of Windsor. Members of our campus community are encouraged to provide suggestions to improve accessibility and inclusion, to share their experiences of how inclusion and accessibility at our University have made a difference, or to identify an accessibility barrier through the streamlined web form.

To provide feedback, follow the link to the [Accessibility Feedback \(Reporting a Barrier\)](#) webpage. A list of options is provided to ensure that concerns are reviewed by the most appropriate and, where required, addressed in an expeditious manner. The list below is available on the [Report a Barrier and Accessibility Feedback](#) webpage.

- **Accessible Formats:** Students requiring alternate format textbooks should visit the [Student Accessibility Services website](#) for assistance.
- **Barriers to Physical Facilities:** Items such as an out-of-service elevator, a non-functioning door opener, washroom fixtures that are broken or in need of repair should be reported with as much detail as to location (building/floor/room etc.) and the

accessibility issue following the [Maintenance Service Request Process outlined on the Facilities Services website](#).

- **Snow Removal Preventing Access:** Issues with snow accumulation or removal should be reported through the [Facilities Services website](#).
- **Technology Service Disruption:** To report barriers regarding university websites or technology such as FM transmitters in classrooms which are not functioning, please open a ticket with [Information And Technology Services](#) or contact the Information Technology Services help desk at ext. 4440.
- If the request does not fit into a category above, please complete the [Accessibility Feedback Form](#) and the information will be directed to the Office of Human Rights, Conflict Resolution and Mediation (OHRCRM). *(Please note: OHRCRM will maintain the confidentiality of collected information, except to track and disseminate feedback to relevant units for follow-up and content sharing).*

Alternatively, members of our community can provide feedback to the Accessibility Specialist in the Office of Human Rights, Conflict Resolution and Mediation at 519-253-3000, ext. 3400, or by email at hrcrm@uwindsor.ca.

Maintenance & Temporary Disruptions

The University's Facility Services provides services to plan, operate, and maintain the buildings, grounds, and infrastructure. Ensuring that the building structures are operational and that University properties are properly maintained is the mandate of this department and part of daily operations.

The University has several means to notify the campus community of temporary disruptions. These notifications include start and end dates, building and areas affected, details of the interruption or project, and steps to remediate.

- Facility Services lists all [Notice of Service Interruptions/Projects Centre](#) on their website.
- Notice of Service Interruptions (NOSI) is emailed to employees from Facility Services.
- University of Windsor news is delivered by email to all subscribers and contains links to Facility Services Projects.

Additionally, IT Services maintains a webpage that provides details on system disruptions. Follow the link for more information: [System Status & Notifications | Information Technology Services](#)

Student Accessibility Services

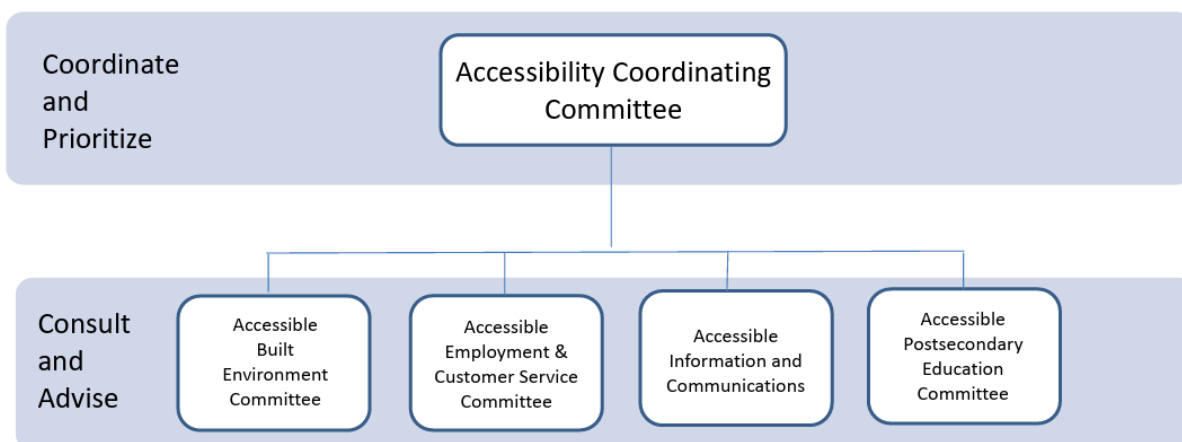
[Student Accessibility Services \(SAS\)](#) supports students through the facilitation of accommodations to navigate disability-related barriers to advance academic learning and performance. The SAS department, in collaboration with faculty and others, strives to create a barrier-free environment that promotes equitable student experience. Reporting to the Associate Vice-President, Student Affairs (Division of Students Affairs), the staff share their professional expertise with teaching and research staff and promote student autonomy, privacy, and independence. SAS is a valuable resource to the University community and an integral partner to the OHRCRM team and others on campus.

The University of Windsor’s Accessibility Committees

The University of Windsor developed a committee structure to support campus-wide efforts to promote and improve accessibility. This structure has evolved over the years to reflect the vision of the University, the response from employees and students, the progression of initiatives, and the current legislation.

The membership of these committees comprises representation from OHRCRM and students, staff, and faculty from various departments and units from across campus. Employees and students with lived experience are encouraged to participate. This model facilitates education, contributing to purposeful change/action, information sharing, coordination of initiatives, and improved communication. Representatives on these committees also bring back knowledge gained from participating in these committees to their respective departments/units. The model that was in effect during the 2024-2025 academic year is described below:

- Four (4) AODA Standards-based committees:
 - Accessible Built Environment Committee (ABEC)
 - Accessible Employment and Customer Service Committee (AECSC)
 - Accessible Information and Communications Committee (AICC)
 - Accessible Postsecondary Education Committee (APEC)
- The Accessibility Coordinating Committee (ACC)



The four standards-based committees (ABEC, AECSC, AICC, APEC) are responsible for reviewing the relevant portions of the AODA standards and their application to the University environment. The committees also work to surpass the requirements of the standards. Work includes identifying and removing barriers, identifying inclusive practices, providing input into programs and policies, and educating the campus community about accessibility and inclusion.

ABEC Membership 2024-25

Dan Castellan (Chair)	Manager, Facility Planning, Renovations & Construction (Facility Services)
Cherie Gagnon (Vice Chair)	Accessibility Specialist (OHRCRM)
Dave Andrews	Faculty (Kinesiology)
Nicole Canzoneri	Student Representative
Kevin Francis	Project Administrator (Facility Services - Planning, Design and Construction)
Nadia Harduar	Sustainability Officer (Facility Services)
Lisa Kiritsis	Occupational Health & Safety Manager (Human Resources)
Bianca Lenarduzzi	Student Representative
Vicki Jay Leung	Reference Librarian (Law Library)
Veronika Mogyorody	Architect, Professor Emeritus (Centre for Teaching and Learning)
Charlie Simpkins	Director, Strategic Initiatives and Business Enterprise (OV PFO)
David Soderlund	Student Development Specialist (Student Accessibility Services)
Irene Schiller	Recording Secretary (OHRCRM)

AECSC Membership 2024-25

Diane Rawlings (Chair)	Special Advisor (Division of Student Affairs)
Cherie Gagnon (Vice Chair)	Accessibility Specialist (OHRCRM)
Marcela Ciampa	Senior Organizational Effectiveness Strategist (Human Resources)
Emily Laliberte	Health & Safety Coordinator (ESW)
Lisa Milne	Access Services Administrator (Law Library)
Lindsey Boglitch	Academic Labour Relations Advisor (Academic Labour Relations)
Sandra Ondracka	Lancer Recreation Coordinator (Campus Recreation)
John Regier	Director - Facility Operations (Facility Services)
Nadia Rodwyn	Student Representative
Allison Sibley	Workplace Accommodation Specialist (Human Resources)
Kari Scott	Advisor (Student Accessibility Services)
Nicole Vignone-Kiborn	Career Advisor (Career Development and Experiential Learning)
Irene Schiller	Recording Secretary (OHRCRM)

AICC Membership 2024-25

Cherie Gagnon (Interim Chair)	Accessibility Specialist (OHRCRM)
Rob Aitkens	Web Development Team Leader (ITS - Web Support Services)
Meris Bray	Librarian (Law Library)
Anthony Gomez	Accessibility Advisor and Assistive Technologist (Student Accessibility Services)
Shelby Johnson	Multi-Media Coordinator (Public Affairs and Communications)

Mark Lubrick	Learning Specialist (Office of Open Learning)
Art Rhyno	Librarian (Leddy Library)
Femi Soluade	Student Representative
Irene Shiller	Recording Secretary (OHRCRM)

APEC Membership 2024-25

Nick Baker (Co-Chair)	Director (Open Learning)
Jessica Raffoul (Co-Chair)	Director - Centre for Teaching & Learning (CTL)
Cherie Gagnon (Vice Chair)	Accessibility Specialist (OHRCRM)
Jacqueline Brathwaite	Manager - Student Financial Aid (Student Awards and Financial Aid)
Jess Dixon	Head, Department of Kinesiology
Shetina Jones	AVP, Student Experience (Division of Student Affairs)
Joyceln Lorito	Student Development Specialist - Learning Strategist (Student Accessibility Services)
Marcin Pulcer	AVP, Information Technology Services (ITS)
Hannah Sauve	Student Representative
Renée Wintermute	University Secretary (University Secretariat)
Irene Schiller	Recording Secretary (OHRCRM)

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

ACC Membership 2024-25:

Marium Tolson-Murtty (Chair)	Director - Human Rights (OHRCRM)
Cherie Gagnon (Vice Chair)	Accessibility Specialist (OHRCRM)
Nick Baker	Director, Open Learning (OOL)
Dan Castellan	Manager, Facility Planning, Renovations & Construction (Facility Services)
Laverne Jacobs	Faculty (Law)
Karen Pillon	Associate University Librarian (Leddy Library)
Jessica Raffoul	Director – Centre for Teaching and Learning (CTL)
Diane Rawlings	Special Advisor (Division of Student Affairs)
Stephen Temesy	Student Alumni
Magdalena Ciunajko	Recording Secretary (OHRCRM)

Annual Accessibility Report 2024-2025 Achievement Highlights

In accordance with the AODA and the Integrated Accessibility Standards Regulations (119/11), the highlights below outline the institution-wide progress of measures taken to implement the accessibility plan and to reduce and remove barriers, along with meeting legislative requirements. While this report is prepared by OHRCRM, it reflects the campus community's involvement in promoting accessibility for all.

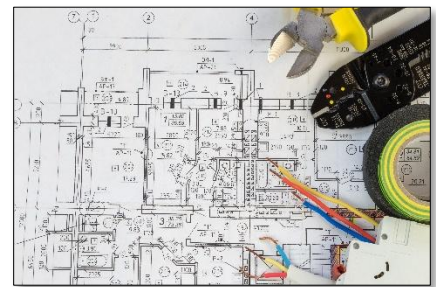
Accessible Built Environment Highlights

Between September 1, 2024 and August 31, 2025, the University of Windsor completed several renovations and new builds that considered accessibility in their design. Key highlights are featured in this section.

a) Accessibility Upgrades (small to mid-size)

Small to mid-size accessibility upgrades are prioritized yearly by the Accessible Built Environment Committee (ABEC). The funds to complete these projects are available through an annual budget that is co-managed by Facility Services and OHRCRM to improve accessibility in buildings and other physical spaces.

ABEC aims to uphold the principles of Universal Design and accessibility standards that exceed the Ontario Building Code as outlined in the [University of Toronto FADS](#). Universal Design means that all spaces and buildings are created so that the greatest number of people can access them to the greatest extent possible, regardless of age, stature, ability, or disability. This is intended to support access for all. ABEC also considers recommendations from the [Proposed Accessible Postsecondary Education Standards final report](#) to ensure the University is ready for new legislation when it is enacted. The committee recognizes that the recommendations have been developed by experts in the field and, therefore, are regarded as leading, inclusive practices. The accessible upgrade projects identified by ABEC in 2024-25 are listed below. These projects will be completed through the 2024-25 and 2025-26 budget years.



- Centre for Teaching and Learning – Improved handrails to the California Street entrance
- Leddy Library – Automatic door openers to the Media Centre (lower level)
- Joyce Entrepreneurship Centre – Add handrails along the ramp and place the card reader and the automatic door opener button on the same side of the entrance

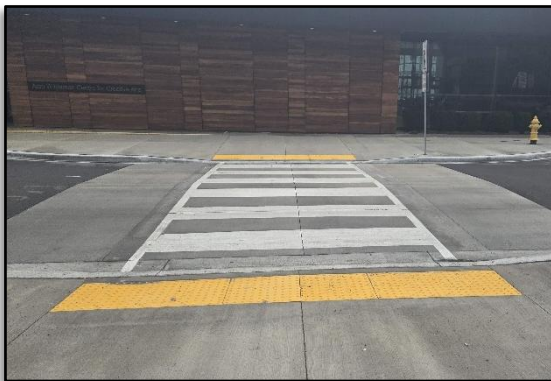
- Chrysler Hall North – Add an automatic door opener to the entrance leading to the Employee Safety and Wellness corridor
- Toldo Health Education – Add automatic door opener to room 104
- Addition of Annunciation Panels in select elevators

b) Classroom Upgrades

Classroom renovations are led by Facility Services in consultation with various campus partners. Accessibility is part of the decision-making criteria. ABEC often provides consultation on renovation plans. With significant organizational changes during this time period, the classroom renovations were paused while projects were reassessed and prioritized.

c) Downtown Campus Accessible Crossway

The University collaborated with the City of Windsor to install a crosswalk on Freedom Way between the Armouries and the Alan Wildeman Centre for the Creative Arts. This addition provides a direct route between the east entrance of the Armouries and the west entrance of the Centre, eliminating the need for individuals requiring curb cuts to travel to the end of the block to cross the street. The raised asphalt slows traffic, enhancing safety for people using the crossing. Applying Universal Design principles, the crosswalk also makes it easier for people to transport instruments, equipment, carts, strollers, and similar items between the buildings efficiently.



(above and right). Crosswalk features tactile warning surfaces, a gradual slope to the road, painted lines, and signage

d) Sunset House Transformation



Sunset House near the Sunset Circle and the Turtle Island Walkway.

University of Windsor Retirees’ Association (WURA) approached the institution’s leadership about becoming an age-friendly university. The Office of the President approved the use of the Odette House for use by WURA while the University made an application to join the [Age-Friendly University Global Network](#). As part of this work, the house was re-named to the “Sunset House”.

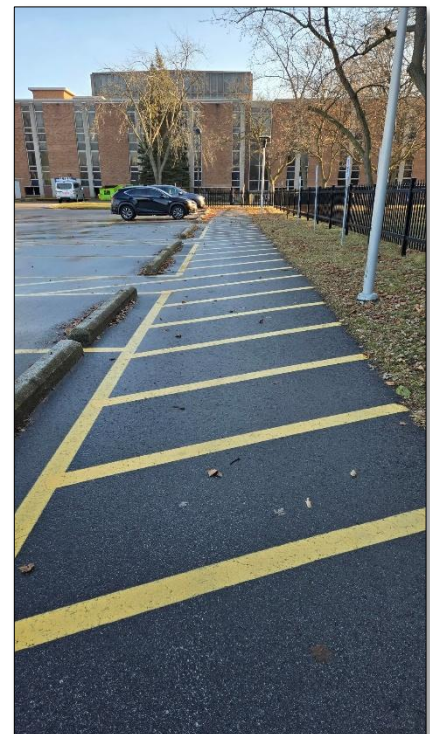
In order to prepare the space for an age-friendly initiative, ABEC was consulted on upgrades. This resulted in the installation of a new lift, a paved path of travel from the parking lot west of the house, and the installation of railings and grab bars. In addition, furniture was provided with accessibility in mind.

e) Leddy Library Parking Lot

In 2024, the Leddy Library Parking lot was repaved. During this process, three additional barrier-free parking spots were added for a total of nine accessible parking spaces. In addition, a walkway was added to the west side of the parking lot so people can cross the lot out of vehicular traffic.



(above) The freshly paved Leddy Parking Lot includes 3 new barrier-free spots for a total of nine accessible parking spaces. (right) The new parking lot design features a walkway on the west side of parking lot.



f) Design Review for Campus Upgrade Projects and New Builds

Accessibility and inclusion continued to be a priority as the University re-designed and upgraded spaces on campus during the 2024-2025 academic year. In addition to the projects mentioned above, members from the ABEC Committee provided accessibility feedback to the following: new medical residence, student lounge in Leddy Library West, new outdoor signage, Rodzik Dining Hall, FAHSS student lounge (CHT), and several other proposed upgrades that are still under consideration. Additionally, ABEC and Facility Services engaged with a third-party to undertake an accessibility review of 300 Ouellette. This information will be useful for future renovations and upgrades to this building when projects are approved.

Accessible Employment and Customer Service Highlights



Accessible customer service initiatives aim to provide equal opportunity to obtain, use, and benefit from the goods, services, and facilities provided by the University. Customer service must be delivered in a way that accommodates a person's disability while respecting dignity and independence. In the same way, accessible employment initiatives strive to remove barriers to provide equal opportunities for people with disabilities.

a) Identifying Opportunities to Improve Accessibility

The Accessible Employment and Customer Service Committee (AECSC) has broad representation and identifies opportunities for improvement related to accessibility across campus. This feedback could be related to the built environment, processes, policies, guidelines, and technologies.

b) Employee Accommodation Fund

OHRCRM continued to utilize funds made available by the University of Windsor's Strategic Priority Fund to support the Employee Accommodation Fund (EAF). The EAF is an additional source of financial assistance for units and departments to provide disability-related accommodations in the workplace for our employees. Over 40 applications have been approved since 2014. Four new applications were approved in the 2024-25 academic year.

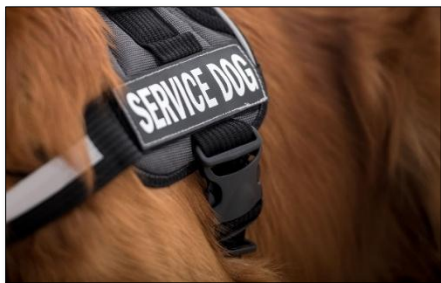
c) Accessible Equipment and Furniture Bank

An Accessible Equipment and Furniture Bank is in development but in operation. This short-term loan program enables a more agile response to accommodation requests, particularly during transitions or temporary injuries. While the inventory is growing, there are items available for trial and/or to bridge the gap from the time of ordering a product to delivery. In this reporting period, the University has identified a physical location to store items. Donations were made to the project through grants, Student Accessibility Services, the University of Windsor Student Association (UWSA), and the Organization of Part-time University Students (OPUS). Many thanks to the campus partners who contributed to this project.

A formal booking system is in the works. However, if items are needed on a loan basis, please contact the Office of Human Rights, Conflict Resolution and Mediation at hrcrm@uwindsor.ca or at extension 3400.

d) Service Animal Policy and Procedure Updates

At the beginning of 2025, the University of Windsor introduced a Non-Service Animal Policy, which restricts the presence of animals inside buildings to service animals only. This prompted



updates to the current service animal policy and procedures, which included a verification process to respect the privacy of service animal handlers and to ensure access to goods, services and facilities. General information about service animals and the University's related policies and procedures can be found on the [service animal webpage](#) hosted by OHRCRM.

e) Employee Mental Health Strategy (EMHS)

The EMHS, led by the Office of the Vice-President – People, Equity & Inclusion, was officially launched in November 2023. The University of Windsor recognizes the critical role workplaces play in supporting mental health. While work can provide purpose, financial security, identity, and social connection, it can also be a source of stress. To address this, the University has developed an Employee Mental Health Strategy that:

- Promotes mental health and well-being across the organization.
- Minimizes workplace risks that negatively impact mental health.
- Supports employees throughout the mental health continuum, from prevention to intervention.

- Builds a psychologically healthy and safe workplace culture grounded in care and inclusion.

This strategy serves as a roadmap for creating a positive, supportive environment where employees can thrive. Select the link to learn more about the progress of the [University of Windsor's EMHS](#).

Accessible Education, Training, and Awareness Highlights

a) 12th Annual Accessibility Awareness Day (AAD)

Led by OHRCRM, the University of Windsor has hosted this annual, free event since 2013 to highlight and celebrate accessibility. The 2025 event started with virtual, 30-minute mini-workshops held on the first three Tuesdays in March from 11:30 am – noon. The final week involved an hour-long morning and afternoon virtual sessions.



The 2025 event sessions included:

- Week 1: Maximizing Accessibility Features on Smartphones
- Week 2: Introduction to the Panorama Digital Accessibility Tool
- Week 3: Pathways to Inclusion: A Student's Perspective (In partnership with EDID Week)
- Week 4: Session 1 – AI for accessibility: How might AI support people with disabilities?; Session 2 – Exploring lived experiences of AI and disability

These sessions were well attended by students, faculty, staff, retirees, and community members. We thank all the presenters for their time and expertise! For more information about the sessions and the links to the recordings, please visit the [2025 AAD Webpage](#).

b) IDeA Competition

Inspired by the goal of the AODA to make Ontario the most accessible province by 2025, the University of Windsor held its annual Innovative Designs for Accessibility (IDeA) competition in February 2025. Since 2015, this initiative has been an opportunity for students across campus to design original, innovative solutions addressing organizational/systemic, architectural/physical, information and communications, technology, or attitudinal barriers.

2025 IDeA Competition Winners

Many thanks to all the students who participated in the competition! The ideas were creative and innovative and demonstrated thoughtful consideration in developing ways to reduce or eliminate barriers. Congratulations to the 2025 Winners!

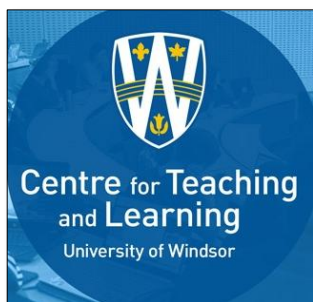
- **First Place** – Richard Nonso, “MyPath: Design Your Career”
- **Second Place** – Maram Al-Safadi, “TactiTalk Blister Packs”
- **Fourth Place (tie)** – Shivani Sharma Ramesh Kumar, “WinSor – A Smart Sensor to Inclusive Living”
- **Fourth Place (tie)** – Dania Kart “Rethinking Fitness Spaces: Building an Inclusive and Accessible TLC”

For more information about the contest, please visit the [IDeA Competition Webpage](#).



c) CLIF Grants 2025

The Centre for Teaching and Learning provided a funding opportunity to promote accessibility and inclusive design and practice in the learning environment. The [Centred on Learning Innovation Fund \(CLIF\) 2025](#) grant focused on the theme Education for All Who Want It:



Enhancing Accessible Learning at UWindsor. This initiative supported projects that advance accessibility in teaching and learning, guided by the Accessibility for Ontarians with Disabilities Act (AODA, 2005) and the University’s commitment to inclusivity and equity. Applicants were encouraged to address one or more recommendations in the AODA final report for a postsecondary education standard through innovative strategies that improve access for diverse learners. Two grants were awarded through this initiative.

d) Additional training opportunities

The Office of Human Rights, Conflict Resolution and Mediation provides workshops and sessions upon request for units and departments. During this reporting period, sessions included accessibility and ableism related to the service area/faculty.

Additional accessibility-related training and educational opportunities were provided through several departments across campus, including the Centre for Teaching and Learning (CTL),

Human Resources, and the Office of Open Learning (OOL). The training covered a variety of topics addressing teaching practices, educational material design, tools, and technology.

Accessible Information and Communication Highlights

Many initiatives have been undertaken to ensure that information and communication are accessible to people with a range of abilities. This domain focuses on preventing and removing barriers in web development, digital tools, public affairs and communications, and policy development.

a) Digital Accessibility Feedback

The Accessible Information and Communication Committee (AICC) regularly identifies opportunities to improve digital accessibility and other matters related to information technology. Examples of items explored by this committee include:

- A review of digital tools available for students, staff, and faculty
- A review of digital platforms with an accessibility lens to provide feedback to departments considering purchases
- Feedback on Web accessibility

Proposed Accessible Postsecondary Education Standard AODA



In June 2021, the Ministry for Seniors and Accessibility (MSAA) released recommendations for two new standards under the AODA that will impact the University. These new standards are the Accessible Postsecondary Education (PSE) Standards and the Accessible K-12 Education Standards. Recommendations have been developed by an expert panel called the [Standards Development Committee \(SDC\)](#). These recommendations cover a range of areas such as attitudes, finances, instruction, organizational barriers, training, physical barriers, campus life, and transition to post-secondary education. After public consultations, the SDC released the [final report](#) in April 2022.

The new Accessible PSE standard is not law yet; however, the recommended implementation timelines are fairly short. As a result, postsecondary education institutions are encouraged to begin the work. In preparation for these upcoming legislative changes, the Accessible Postsecondary Education Committee (APEC) was added to the University's Accessibility Reporting structure in Fall 2022.

Since its inception, APEC has reviewed all recommendations in the final report with valuable discussion and insights gathered on the potential impact on the institution, possible next steps, and relevant and required resources. The committee has also been a resource to the campus on questions regarding the new standard and has presented information to Senate and other groups upon request. Some committee members were able to take this information back to their areas, particularly the Centre for Teaching and Learning, to consider the recommendations within the scope of their current work (e.g., inclusive teaching practices and approaches). Finally, some members of the committee were able to participate in provincial consultations regarding the implementation of the new standard.

Multi-Year Accessibility Plan Update

2022-2027

The multi-year plan identifies actions to support improvement in accessibility across several domains. In identifying action items and timelines, the accessibility committees kept the overarching goals from the Aspire strategic plan at the forefront. Key elements from the strategic plan were codified to make the alignment clear.

Our Mission	
To empower positive change through regionally and globally engaged inquiry, learning, scholarship, creation, and research.	
Our Vision	
As a locally engaged, globally connected institution, the University of Windsor will enable people to transform their circumstances. As partners, leaders, and learners, we will engage in impactful research, relevant teaching, creative endeavours, and inclusive relationship building to foster positive change.	
Our Values	
1. Academic Excellence	V1
2. Action on Indigenization, Truth, and Reconciliation	V2
3. Community Impact	V3
4. Engagement with Students	V4
5. Environmental Sustainability	V5
6. Equity, Diversity, and Inclusion	V6
7. Openness to Change	V7
8. Prioritizing People	V8
9. Trustworthiness	V9
Our Foundational Commitments	
1. Establishing and Implementing an Institutional Data Strategy	F1
2. Foster Resilience and Institutional Learning through Connection, Reconnection and Collaboration	F2
3. Continue to Foster and Build Welcoming, Inclusive and Engaging Physical and Virtual Spaces	F3
4. Telling Our Stories and Sharing Our Knowledge	F4
5. Ensuring that Faculty and Staff Have the Skills and Support to Maximize Impact, Growth, and Engagement	F5
6. Improving Institutional Processes and Coordination of Services	F6
Our Strategic Priorities	
1. Advancing Bold, Impactful Research, Scholarship, and Creative Activity	P1
2. Advancing the Journey toward Truth and Reconciliation	P2

3. Becoming an Increasingly Equitable, Diverse, Inclusive and Just University	P3
4. Ensuring High Quality, Relevant, and Just Teaching, Learning, and Student Experience for Everyone	P4
5. Fostering an Engaged, Healthy, Safe, and Environmentally Sustainable Campus	P5
6. Generating Local and Global Impact through Partnership and Community Engagement	P6

A. Built Environment

Action Item	Timeline	Comments	Aspire Objectives
Identify and prioritize addressing existing barriers in the built environment annually. The university to commit to upgrading funds annually to address barriers.	Ongoing	The Accessible Built Environment Committee (ABEC) develops priority upgrade lists based on campus feedback and an accessibility audit completed in 2020 on 15 buildings. Upgrades are small to mid-sized. The budget is provided through annual funds co-managed by Facility Services and HRCRM as per the Accessibility Policy.	V6, V8, F3, P3, P5
Complete accessibility audit on additional buildings	2020-ongoing	ABEC to identify additional buildings to undergo an accessibility audit. In 2023, ABEC recommended an audit on 300 Ouellette (Computer Science) as it was a newly acquired building. Data to inform future renovations. The audit was presented to ABEC in Fall 2024.	V6, V8, F3, P3, P5
Complete addition of an accessible entrance to the Human Kinetics Building	2021-2024 Completed.	In July 2021, an application was made to the EnAbling Accessibility Fund: Mid-Sized Project grant. In 2022, the University was notified that it was one of the few successful applicants and was awarded \$722,000 toward the project. Construction began in spring 2023 and was completed in 2024.	V6, V8, F3, P3, P5
Identify dedicated accessible drop-off/pick-up points	2019-2026	Additional safe and accessible dedicated sites were identified for students and employees who are provided transportation to and from the University. Seven (7) locations have been identified (2023). Locations are to be added to the campus map or list made accessible on the OHRCRM website. Additional potential sites were noted. Signage or curb cuts may be required. ABEC is to be consulted.	V6, V8, F3, P3, P5

Action Item	Timeline	Comments	Aspire Objectives
Key2Access – navigational app	Installed in 2017, expanded in 2021-2022 2023-2025	Key2Access App to assist with outdoor wayfinding. It was implemented on the main campus in 2017. This included modules in 5 doors in the CAW Student Centre, which enabled users to open doors with their mobile devices. Additional hardware was purchased in 2021 and installed in 15 additional locations in 2022. The use of the remote entry is to be included in the CampusGo app.	V6, V8, F3, P3, P5
Wayfinding App	2020- 2024 Ongoing	Facility Services engaged Mapsted to develop an app, CampusGo, for exterior and interior navigation. Facility Services consulted with the accessibility committees to ensure that the app met accessibility standards. Phase 2 – interior mapping (2023-25).	V6, V8, F3, P3, P5
Annual Classroom Upgrades	Ongoing	The classroom prioritization committee identifies classrooms to be updated during the summer for construction in the following year. Accessibility is part of the evaluation criteria, and accessibility considerations are to be included in the redesign.	V1, V6, V8, F3, P3, P4, P5
Develop plans to support sustainability through collaboration with the Sustainability Office (Facility Services), OHRCRM, and ABEC.	2024-2026	Involving ABEC in the planning will contribute to sustainability by considering the life-cycle costs, which include “the social and economic benefits of inclusion and well-being (or the societal costs of exclusion)” ² . Projects must take into consideration the broad uses of the space and the range of mobility of the users. This reduces the likelihood that renovations will be required or that alternative entry points will need to be constructed in the future, thus creating something that can stand the test of time.	V5, V6, V8, F3, F6, P3, P5

² University of Waterloo (2023). [Inclusive Physical Space Framework](#).

Action Item	Timeline	Comments	Aspire Objectives
		The University of Windsor released its Sustainability Framework (2024-2029) and the first Sustainability Report 2024 . Both documents consider the importance of embedding accessibility into planning and the development of future initiatives.	

B. Customer Service/Employment

Action Item	Timeline	Comments	Aspire Objectives
Provide training to the University community on organizing an accessible in-person and online meeting or event.	2023-2026	Multiple workshops are offered during the Accessibility Awareness Days event in March each year. Accessible Employment and Customer Service Committee to update the Accessible Event Checklist to include online accessibility. Updated list to be communicated campus-wide. Additional training is to be provided on campus via workshops.	V1, V4, V6, V8, F3, F5, P3, P5
Review and update the Policy on Service Animals on Campus and develop a communication plan regarding the policy.	2022-2025	Presentation delivered to Managers' Forum (2023) Service Animal Policy updated to complement the new Non-Service Animal Policy overseen by the Campus Emergency and Preparedness Department. Develop forms for service animal registration with OHRCRM, SAS, HR, and ALR to assist with the accommodation process. Updates were communicated to the Manager's Forum and at Human Resources Professional Development sessions (2025-26).	V6, F3, F6, P3

Action Item	Timeline	Comments	Aspire Objectives
Update Mandatory Accessible Customer Service training.	2023-2027	Updated in 2025: The general Accessible Customer Service Training; Volunteer Accessibility Training; and GA/TA AODA & the Human Rights Code training. Note: A full review of training will be required based on the proposed AODA Accessible Postsecondary Standard	V1, V4, V6, V8, F3, F5, P3, P5
Provide funding assistance to departments/units for employee accommodations via the Employee Accommodation Fund.	Ongoing	Accessible Employment and Customer Service Committee reviews applications and provides recommendations to the Executive Director of the Office of Human Rights, Equity and Accessibility. Funds are transferred to the applicable department.	V6, V8, F5, P3
Update individual workplace emergency response information documents and processes.	2024-2026	OHRCRM, HR, Health & Safety, Campus Emergency and Preparedness Department, SAS, and Residence Services to work together to update individualized workplace emergency response information and processes for employees who have a disability. Revisions will reflect changes to the workplace, such as flexible work arrangements, and also consider the transient work environment common in PSE settings.	V8, F6, P5
Rec Buddies	2018-2019 Ongoing	Rec Buddies is a program that helps with keeping up with an exercise routine. This program has been presented to the BUILD program so that students who may have a learning disability or ADHD can have the support of a buddy to access fitness opportunities at the LSRC.	V4, V6, V8, F3, P3
Prescription to Get Active (PRxTGA)	2023 - Ongoing	The University of Windsor is participating in RxTGA, which is a program that is a proven, evidence-based solution to assist physicians and counsellors in helping students become more physically active and improve overall health outcomes. This is delivered in collaboration between the Student Wellness Centre and the Lancer Recreation Program.	V4, V8, F6, P5

Action Item	Timeline	Comments	Aspire Objectives
Increase accessibility in Residence	2023-2027	Several rooms provide basic accessibility amenities in current residences. A fully accessible suite is available in Cartier Hall. The new residence, Rodzik Hall, will be built in partnership with Tilbury Capital and will include 68 barrier-free rooms (completion date Fall 2025). ABEC to provide accessibility-related feedback on future developments.	V4, V6, V8, F3, P3, P5
Add accessibility features within each classroom to the Classroom Database	2023-2026	Features were identified by a committee and an IGNITE student will conduct the audit and provide data to ITS. (2023) ITS to add information to the database. (2026) Communication will be sent to the campus partners to notify the availability of information. (2026) This will help students, staff, and faculty plan when there are accessibility-related needs.	V1, V4, V6, V8, F3, P3, P4, P5
Create an Accessible Equipment and Furniture Bank	2022-2026; ongoing	Bank to house accessible equipment for short-term use. Items to include height-adjustable tables/desks, chairs, sit/stand desk tops, magnifier, voice amplifier, etc. May assist employees with temporary or permanent disabilities to try out equipment before purchasing and to support implementing accommodations in the classroom for students and faculty on a per-semester basis. Bank is overseen by OHRCRM and is located in CHN G103. Inquiries should be sent to OHRCRM.	V1, V4, V6, V8, F3, P3, P5
Develop recommendations to enhance the accessible procurement processes	2024-2026	Accessibility Committees to review current AODA legislation, proposed AODA Accessible PSE Standard, and COU Accessible Procurement Guide. Recommendations will outline accessibility considerations when purchasing goods, services and facilities.	V1, V6, V8, F3, F6, P3, P5
Update Accessibility Policy	2024-2026	OHRCRM to update existing Accessibility Policy and Customer Service Guidelines. Policy to be reviewed by the appropriate accessibility committees and obtain necessary approvals.	V1, V6, F3, F6, P3

C. Education, Training, and Awareness

Action Item	Timeline	Comments	Aspire Objectives
Develop and implement an awareness campaign(s) about accessibility. This includes: <ul style="list-style-type: none"> • DailyNews Articles • Workshops • Other learning events 	2014-ongoing	Starting in 2019, each of the three accessibility standards-based committees provide review and input under the new committee model on areas to advance awareness under their terms of reference. The new APEC Committee joined in this effort in Fall 2022.	V1, V6, V8, F3, P3
Hold an annual Accessibility Awareness Days (AAD) event to increase awareness about accessibility on campus and in the community.	Established in 2013 and ongoing annually	Events have been held every March since 2013. Since 2021, the event format has generally consisted of 30-minute virtual sessions every Tuesday of the month. The final week usually hosts longer sessions or in-person events. Visit the AAD Website for more information about current and past events.	V1, V4, V6, V8, F2, F3, F4, F5, P3, P5
Providing (1) Accessible Customer Service, and (2) AODA and Human Rights training to all employees, volunteers, and 3 rd party service providers.	Developed in 2015 and ongoing	Customer Service training is provided to all new hires. AODA & Human Rights training was launched in 2015 and is ongoing. This is mandatory training as per the AODA. Updates to the training will be required under the new Accessible PSE Standard (AODA)	V1, V6, V8, F3, F5, P3, P5

Action Item	Timeline	Comments	Aspire Objectives
AODA Training to Educators	2022 - 2027	<p>Ongoing training is available through the Centre of Teaching and Learning. Additional training is available through Human Resources Professional Development series.</p> <p>The University applied for an eCampus grant to develop an online training program and was awarded funds. In partnership with 9 other universities and colleges in Ontario. An online course entitled UDL for IDEA (Inclusion, Diversity, Equity and Accessibility) is available in eCampus Ontario Open Library.</p>	V1, V6, V8, F3, F5, P3, P5
Host annual OHREA Awards to celebrate achievements in human rights, social justice, employment equity, mental health (since 2017), and accessibility.	Established in December 2015. Completed.	OHREA Awards were held annually in December, close to December 10 th (U.N. Human Rights Day). OHREA Awards were a virtual event in 2022 and 2023 with announcements through the University of Windsor social media accounts. Awards were completed in December 2024 to be amalgamated with the divisional awards under the Office of the Vice-President of People, Equity, and Inclusion.	V1, V6, V8, F4, P3
Equity, Diversity, Inclusion and Decolonization (EDID) Awards to honour and celebrate those who have made contributions toward building a more diverse, equitable and inclusive campus and community.	2023 – ongoing	EDID Awards are administered by the Office of the Vice-President of People, Equity and Inclusion.	V1, V6, V8, F4, P3
Student Mental Health Strategy Implementation	2018-2023	This is a campus-wide initiative with representatives from numerous faculties and departments working together to develop a strategic framework for student mental health on Campus. The strategy was revealed in October 2018 and	V1, V4, V6, V8, F3, F4, F6, P3, P4, P5

Action Item	Timeline	Comments	Aspire Objectives
		recommendations were prioritized for the following five (5) years.	
Employee Mental Health Strategy (EMHS)	2022-2026; ongoing	Development of EMHS 2022-23.Implementation to begin in 2024. The development of this strategy is one of the key actions emerging from the Employee Engagement Survey results and is a Foundational Commitment of the Aspire Together for Tomorrow Strategic Plan	V6, V8, F3, F4, F5 F6, P3, P5
IDeA Competition	Established in 2016, ongoing annually	This is a campus-wide student competition that provides an opportunity for students to submit their ideas to improve accessibility and remove barriers.	V1, V4, V6, F3, F4, P1
Increase understanding, respect, and inclusion for people who identify as neurodivergent	2022-2023; Completed.	The ADHDe Project , a student-led initiative, received Provincial funding through the Provincial Government’s EnAbling Change Fund to develop resources, presentations, and social media campaigns to promote the goals of the project. This campaign is a permanent resource on UWindsor’s website and available for free on eCampus Ontario’s website . A campaign can be relaunched in subsequent years by interested students.	V1, V4, V6, V8, F3, F4, F5, P3, P4, P5

D. Information and Communications

Action Item	Timeline	Comments	Aspire Objectives
Implement a Web Governance Solution to promote website accessibility	2021-2025; ongoing	<p>The University engaged Acquia Optimize (formerly Monsido) as the organizational web governance solution. This software automatically scans the University’s centralized website to identify accessibility deficiencies. The software creates reports and provides content editors with tutorials on how to remediate errors.</p> <p>The software was implemented mid-2023 with content editor training beginning in Fall 2023. Training and updates will be ongoing.</p>	V6, V8, F3, F6, P3, P4
As per the AODA, all internet websites and web content under the management of the University must conform with WCAG 2.0 Level AA, other than success criteria 1.2.4 Captions (Live) and success criteria 1.2.5 Audio Descriptions (Pre-recorded).	2021-2023 Completed.	<p>Using the newly acquired Acquia Optimize software, the scan showed the centralized website was able to meet this AODA Standard to a 93-95% compliance rate. The University also maintains infrastructure, templates, policies, procedures, and training in alignment with AODA standards.</p> <p>The University developed a website compliance plan with the Ministry of Seniors and Accessibility in 2022 and reported compliance in December 2023 and December 2025.</p> <p>In 2025, PAC reported that website compliance had increased to 97%.</p>	V1, V6, V8, F3, F6, P3, P4
Development of strategies to ensure all videos and audio content added to the University websites are closed-captioned, including videos and audio used for e-learning.	2019-2020; Ongoing 2020-2021	<p>Educational resources and workshops have been made available that demonstrate how to caption using publicly available software/platforms, along with software available to the University campus.</p> <p>Microsoft Teams, the platform used by the University for virtual meetings, is equipped with live captioning.</p>	V6, V8, F3, F6, P3, P4

Action Item	Timeline	Comments	Aspire Objectives
		The Centre for Teaching and Learning supports the YuJa Enterprise Video Platform, which is integrated with the LMS. Videos created with the YuJa software capture or uploaded to YuJa are automatically captioned.	
Create an electronic form for Student's Perception of Teaching	2023-2024 Completed.	The Office of the Provost led this initiative and requested consultation from an accessibility advisory group.	V1, V4, V6, V7, V8, F3, F6, P3, P4
Acquire inclusive software to support students and employees who: 1) have literacy support needs, or; 2) will benefit from the digitization of scientific formulas and mathematical equations	2020-2025 2024-2025	Read & Write and EquatIO software licenses have been purchased for 5 years for the entire campus. The launch of the software was announced in the summer of 2020 through the DailyNews. Online training and in-person training began in the Fall of 2020. Ongoing training on this software has been provided by the Office of Open Learning and Student Accessibility Services. Software and usage are to be evaluated to determine contract renewal and potential funding sources if approved.	V1, V6, V8, F3, F5, P3, P4
Promote awareness of creating accessible documents and digital content. Workshops and training on the topic are provided on campus. Training ensures compliance with the AODA requirement to provide content in an	2019-2020 and ongoing	Accessible Content Cards were launched through the DailyNews and posted on the office website. CTL and OHRCRM have provided training on accessible documents, accessible online content, and enhancing accessibility with software available through the University. Sessions available through Human Resources PD Workshops, CTL Teaching and Learning Series, and Accessibility Awareness Days events.	V1, V6, V8, F3, F5, P3, P4

Action Item	Timeline	Comments	Aspire Objectives
accessible format upon request.			
Accessible Signage	2019-2020 and ongoing 2020-2021 2023-TBD TBD	<p>The Accessibility Audit (2020) report identified opportunities to improve signage. Accessible Content Quick cards were a first step in informing the campus on how to create accessible documents, such as signage.</p> <p>Summer students from the VABE program researched best practices, laws, and regulations related to accessible signage. A report was created with guidelines and recommendations for the campus to use on new builds or renovations.</p> <p>University to develop new outdoor and wayfinding signage. Indoor signage to follow. New signage was installed in 2026.</p> <p>Updated signage policy led by Facility Services to include accessibility standards.</p>	V6, V8, F3, F6, P3, P5
Accessibility Hub	2022-2025; ongoing	<p>The Accessibility Hub will act as a landing page with links to accessible resources on campus and in the local community. It is intended to reduce barriers to locating important accessibility information.</p> <p>Phase 1 (2022-23) – Development of content and structure (completed)</p> <p>Phase 2 (2024) – Soft Launch and collect feedback on content and revise (completed)</p> <p>Phase 3 (2025) – Complete updates and maintain ongoing</p>	V6, V8, F3, P3

Action Item	Timeline	Comments	Aspire Objectives
		Note: Project was paused during organizational restructuring 2024-25 and will need to be reassessed.	

E. Accessible Postsecondary Education

Action Item	Timeline	Comments	Aspire Objectives
Review 185+ recommendations from the Standards Development Committee for the new PSE Standard	2022-2027; Ongoing	APEC to lead the review of recommendations that will inform legislation and communicate to leadership and affected units/departments.	V1, V6, V7, V8, F1, F2, F3, F4, F5, F6, P1, P3, P4, P5
Prepare for new AODA PSE legislation through high-level planning	2022-2027	APEC Committee to provide high-level recommendations that could inform an institutional strategic plan for the implementation of recommendations and, eventually, legislation once enacted.	V1, V6, V7, V8, F1, F2, F3, F4, F5, F6, P1, P3, P4, P5
Prepare for new AODA PSE legislation through specific learning events that promote the goals or objectives of the recommendations.	2024-2027	Develop a learning event for faculty General information to be included in AAD events Additional workshops/resources are to be made available through CTL, OHRCRM, and other on-campus and community partners.	V1, V4, V6, V7, V8, F2, F3, F5, V6, P1, P3, P4
Develop a strategic plan to prioritize the implementation of new resources to promote accessible teaching practices based on AODA Accessible PSE Recommendations /	2023 - Ongoing	CTL with the support of OHRCRM, APEC, and other stakeholders.	V1, V4, V6, V7, V8, F2, F3, F5, V6, P1, P3, P4

Action Item	Timeline	Comments	Aspire Objectives
Standard (when enacted into law)			

Closing Comments

The 2024–2025 period was particularly challenging, marked by significant restructuring and a shift toward austerity. Numerous changes at both the provincial and federal levels had substantial budgetary impacts on postsecondary institutions across the province and the country. Despite the many challenges, our campus continued to press forward on accessibility. While there is much to do, our community strives to prevent, remove and reduce barriers to create a fully accessible university.

The highlights in the report reflect the efforts of many students, staff, faculty, retirees, and alumni. Accessibility is a collective responsibility. Collaborative action, open dialogue, and leveraging skillsets are necessary to create an impact across the various departments and units that make up our University of Windsor community. Many thanks to all who have contributed their time, expertise, and experiences.