

Annual Accessibility Report and Multi-Year Plan 2021-2022



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, Equity & Accessibility ([OHREA website](#)).

Please contact OHREA to request alternative format of this plan:

- By written request to OHREA, University of Windsor, 401 Sunset Avenue, Windsor ON, N9B 3P4;
- By telephoning OHREA at (519) 253-3000, extension 3400;
- By e-mail request at ohrea@uwindsor.ca

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Preface: The Impact of COVID-19 on Accessibility

The highlights in this report reflect activities undertaken in the 2021-22 academic year. In order to appreciate the contents of this report, it is important to situate it in the context of the pandemic. While the University made the first major shift in service delivery as a response to the pandemic in March 2020, the pandemic continued to have global implications that rippled through many layers of society, right down to the local campus community. Like many other Ontario universities, the Fall 2021 semester was largely delivered online with limited in-person activity on campus. The Winter 2022 semester was delayed, and the first weeks of class were delivered online before there was a shift to some in-person activities. Remote working, whether fully or in part, continued during this period.

The pandemic made it necessary for organizations to adapt service delivery and employment models. This presented unique opportunities to explore alternatives to how things have always been done. For the University, it meant that students had more access to hybrid/hyflex classes, recordings of lectures, captions, class notes provided in advance, flexibility in attendance modes, alternative assessments, choice and agency in engagement. For employees, flexible work arrangements assisted many to meet the demands of a work/life balance. There seemed to be a focus on compassion, care, and equity. There were numerous developments over the past two years that could continue to provide benefits for people with disabilities and the broader campus community as well.

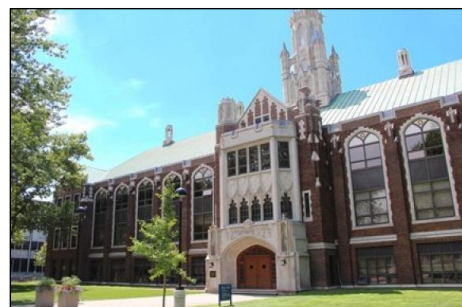
Despite the “pivoting” and uncertainty that these times brought, our community continued to innovate and create. The work was not put on hold and accessibility initiatives moved forward through collaboration and creative approaches. Undoubtedly, many experienced “pandemic fatigue” but still showed up to advance accessibility. Progress was made through commitment, education, partnerships, and open communication across departments and units. It takes time, listening, learning, knowledge development, and action to effectively make change.

While there are many opportunities yet to be carried out, the initiatives that have been developed over the past number of years serve as building blocks for future success. Many thanks to all contributors whose efforts are aimed at preventing, reducing, or eliminating barriers for persons with disabilities. The members of all the accessibility committees are also acknowledged and their time, expertise, leadership, allyship, and support are deeply appreciated. Together, we can advance accessibility and inclusion at the University of Windsor.

Introduction and Background

The University of Windsor is situated on the traditional territory of the Three Fires Confederacy of First Nations: the Ojibwa, the Odawa, and the Potawatomi. We respect the longstanding relationships with First Nations people in this place in the 100-mile Windsor-Essex peninsula and the straits – les détroits – of Detroit.

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 145,000.



University of Windsor, Dillon Hall

During the 2021-2022 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, 2021 and August 31, 2022 along with the Accessibility Multi-Year Plan update which includes short and long-term goals toward achieving a barrier-free campus.

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

University of Windsor's Mission and Vision

In 2022, the University of Windsor began a significant strategic planning process entitled [*Aspire: Together for Tomorrow*](#). This plan will guide decision-making over the next five years allowing the University to capitalize on opportunities to grow and thrive. The engagement process began in early 2022 and involved students, staff, faculty, alumni, and the community at large who provided valuable input that will shape the future and vision of the University of Windsor. It is

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

important to note in the [Summary Report of Campus Consultations: Equity, Diversity and Inclusion](#), accessibility was a theme that was raised by the campus community.

While the strategic planning is underway, the current mission and vision statements reflect the ongoing commitment to students and the community.

Mission Statement: Enabling people to make a better world through education, research, and engagement.

Vision Statement: The University of Windsor is a progressive, student-centered university, where the challenges of communities and of a world in transition inform the education we provide, the research we do, and the creative endeavours we pursue.

This report highlights the progress achieved at the University of Windsor toward creating and fostering learning and working environments that are both accessible and inclusive.

The goal is to grow our learning and working environments into testaments of accessibility and inclusion for all.

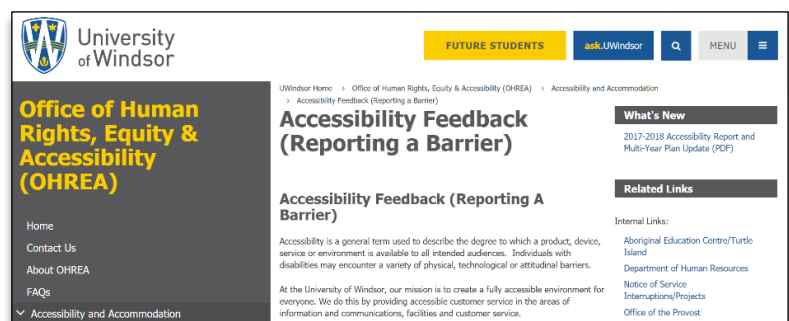
The University of Windsor's Commitment to Accessibility

The University of Windsor remains committed to providing everyone with disabilities an inclusive environment in which to study, work, and play. This commitment is reflected in our [Accessibility Policy](#). The vision of accessibility is for members of the greater campus community to work together to prevent, identify, and remove barriers for persons with disabilities and attain the goal of a fully inclusive University which strives to exceed, wherever possible, legislative requirements.

Accessibility Feedback at the University of Windsor

Feedback is an essential component to help us identify and remove barriers and achieve our goal of full participation at the University of Windsor. Members of our campus community are encouraged to share 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 a barrier to accessibility through the use of the streamlined web form. To complete an “Accessibility Feedback Form”, please visit [Accessibility Feedback \(Reporting a Barrier\)](#).



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 and human rights issues. Ongoing in 2021-2022, team members fielded numerous telephone calls, virtual meetings, and e-mail inquiries. These 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.

Student Accessibility Services

[Student Accessibility Services \(SAS\)](#) staff provide numerous supports for a variety of student accessibility needs such as accommodations, referrals, resources, advocacy, and education throughout the University community.

Reporting to the Office of Student Experience, the staff 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. SAS is a valuable resource to the University community and an integral partner to the OHREA team and others on campus.

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 are free from discrimination. Also, the Code requires that organizations 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.



AODA and the Ontario Human Rights Code working together. Image from <http://www.ohrc.on.ca/>

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. This required activity provides an opportunity to outline the University's strategy to prevent and eliminate barriers and to fulfill the requirements of the AODA and the Code. 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.

Update on the AODA

Under the AODA, there are five [Integrated Accessibility Standards Regulations \(IASR\)](#) which outline specific measures and implementation timelines to which organizations must comply. The current standards include:

1. Information and Communications
2. Employment
3. Transportation (no application for the University)
4. Design of Public Spaces
5. Customer Service

The provincial government will be adding [three additional standards](#):

1. Accessible Education K-12
2. Accessible Postsecondary Education
3. Healthcare

Accessible Postsecondary Education (PSE) Standard

In June 2021, the Ministry for Seniors and Accessibility (MSAA) released recommendations for two new proposed standards under the AODA – Accessible Postsecondary Education Standards

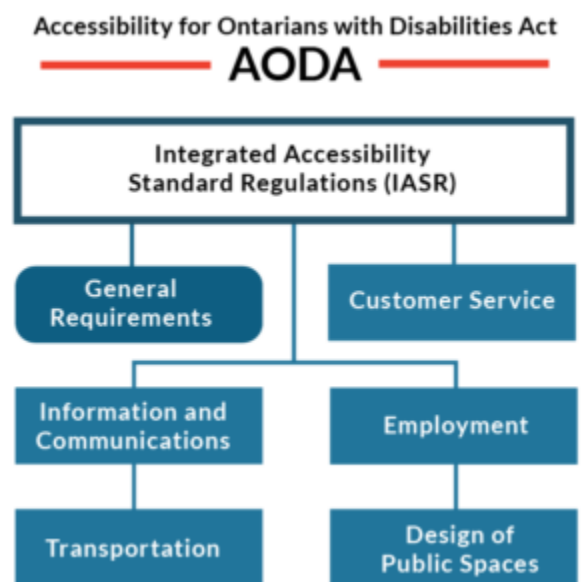


Image from Accessibility Services Canada.
<https://accessibilitycanada.ca/aoda/>

and Accessible K-12 Education Standards. Recommendations have been developed by an expert panel called the [Standards Development Committee \(SDC\)](#). These recommendations cover a broad range of areas including attitudes, finances, instruction, organizational barriers, training, physical barriers, campus life, and transition to post-secondary education. Provincial public consultations were open between June-November 2021. Feedback from Ontario universities was provided to the Ministry collectively through the Council of Ontario Universities (COU). Once the public consultations had closed, 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 and, therefore, postsecondary education institutions were encouraged to begin the work.

New! Accessible Postsecondary Education Committee (APEC)

In response to the recommendations by the SCD, in the summer of 2022, the University began the work of developing a new accessibility committee to add to the University's [Accessibility Reporting structure](#). This committee will be referred to as the Accessible Postsecondary Education Committee (APEC). It is the expectation that the APEC Committee will provide strategic direction/action in the communication and implementation of recommendations and, eventually, legislation once enacted. It will also address other barriers to accessibility in the postsecondary environment that are not under the mandate of the other accessibility committees. As the work is new, it is expected to evolve over time.

As our University continues to commit to improving equity, diversity and inclusion on campus, this proposed standard creates an opportunity to achieve actionable milestones with accountability measures to enhance accessibility for all.

Compliance Reporting

Filing an AODA Compliance report is a legal obligation. As a designated public sector organization, the University is required to submit a report every two years. The University submitted the latest report in December 2021. The University reported compliance as required in nearly all domains. The University reported that it had infrastructure, templates, training, tools, policies, and procedures to support website compliance with WCAG 2.0, Level AA as required. And yet the volume and ephemeral nature of web content made it difficult to confirm the level of compliance at any one point in time with complete accuracy to the WCAG 2.0, AA standards, as even one minor deficiency would make the website fall out of compliance. This issue has also been noted by other postsecondary institutions, along with other public sector organizations like municipalities. The University continues to strive to meet the standards and is exploring additional software and training to enhance accessibility in its online presence.

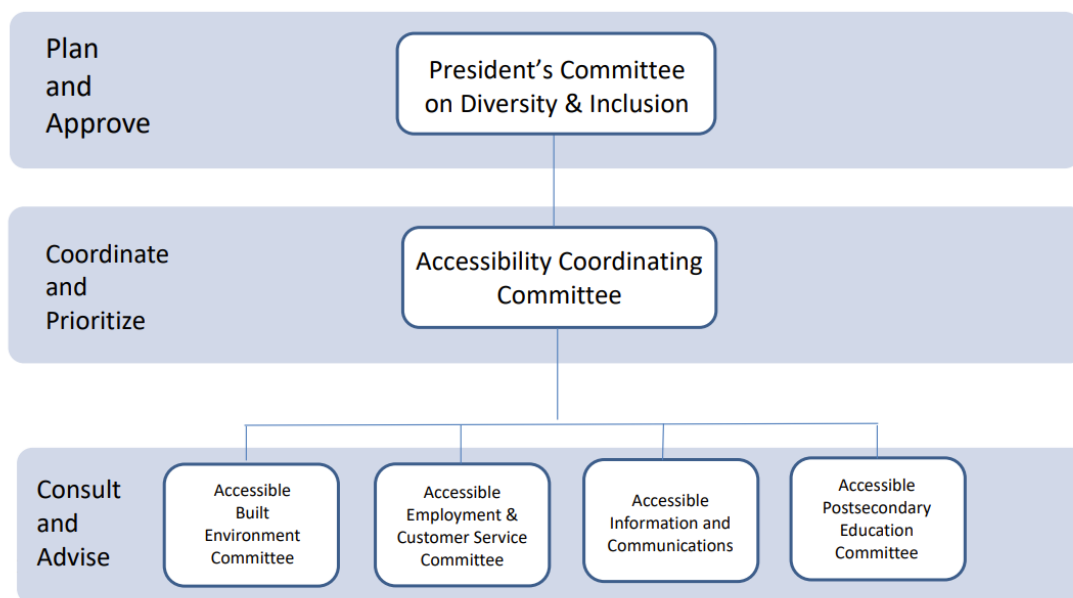
The University of Windsor's Accessibility Committees

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 is comprised of representatives from OHREA 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, information sharing, coordination of initiatives, contributing to change/action, and improved communication. Representatives on these committees also bring back knowledge gained from participating in these committees to their respective departments/units. The current model is described below:

- Four (4) AODA Standards-based committees, those being the
 - 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 President's Committee for Diversity and Inclusion (PCDI)

The University of Windsor Accessibility Reporting Structure



The four standards-based committees (ABEC, AECSC, AICC, APEC) are responsible to review the relevant portions of the AODA standards and ensure compliance. The committees also work to surpass the requirements of the standards. Work includes identifying and removing barriers, developing inclusive practices, programs or policies, and educating the campus community about accessibility and inclusion.

ABEC Membership 2021-22:

Dan Castellan (Chair)	Manager, Facility Planning, Renovations & Construction (Facility Services)
Cherie Gagnon (Vice Chair)	Accessibility Manager (OHREA)
Nicole Canzoneri	Student Representative
Zainab Hussein	Student Representative
Lisa Kiritsis	Occupational Health & Safety Manager (Human Resources)
Vicki Jay Leung	Reference Librarian (Law Library)
Veronika Mogyorody	Architect, Professor Emeritus (Centre for Teaching and Learning)
Christine Quaglia	Special Needs Advisor and Technical Facilitator (Student Accessibility Services)
David Soderlund	Student Development Specialist (Student Accessibility Services)
Randi Lussier	Recording Secretary (OHREA)

AECSC Membership 2021-22:

Diane Rawlings (Chair)	Department Head - Residence Services (Residence Services)
Cherie Gagnon (Vice Chair)	Accessibility Manager (OHREA)
Marcela Ciampa	Director, Organizational Development & Training (Human Resources)
Rajeev Chawla	Maintenance Services (Facility Services)
Joyceln Lorito	Student Development Specialist - Learning Strategist (Student Accessibility Services)
Lisa Milne	Access Services Administrator (Law Library)
Sarah Moore	Student Representative
Sandra Ondracka	Campus Recreation Coordinator (Athletics & Recreational Services)
Aleksandra Redko	Student Representative
Cynthia (Cindy) Wills	Executive Assistant to the Associate VP, Academic (Office of the Provost)
Randi Lussier	Recording Secretary (OHREA)

AICC Membership 2021-22:

Mike Fisher (Chair)	Manager-Web Services and Systems Support (I.T. Services - Web Support Services)
Cherie Gagnon (Vice Chair)	Accessibility Manager (OHREA)
Rob Aitkens	Web Development Team Leader (I.T. Services - Web Support Services)
Skyla Baker	Student Representative
Bradd Bezaire	Interim Web Development Team Leader (I.T. Services - Web Support Services)
Linda Coltman	Student Representative
Anthony Gomez	Accessibility Advisor and Assistive Technologist (Student Accessibility Services)
Meris James	Librarian (Law Library)
Mark Lubrick	Learning Specialist (Office of Open Learning)
Art Rhyno	Leddy Library
Randi Lussier	Recording Secretary (OHREA)

APEC Membership:

Note: The development of the APEC Committee began in Summer 2022 and the membership is scheduled to be officially ratified by PCDI in Fall 2022 which is outside of the scope of this report. The committee membership will be included in the 2022-23 report.

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 2021-22:

Kaye Johnson (Chair)	Executive Director - Human Rights, Equity and Accessibility
Cherie Gagnon (Vice-chair)	Accessibility Manager (OHREA)
Danny Castellan	Manager, Facility Planning, Renovations & Construction (Facility Services - Planning, Design and Construction)
Mike Fisher	Manager-Web Services and Systems Support (I.T. Services - Web Support Services)
Mike Houston	Director (Student Accessibility Services and Central Academic Advising)
Erika Kustra	Director (Centre for Teaching and Learning)
Laverne Jacobs	Faculty (Faculty of Law)
Annie Lepage	Student Representative
David McEwen	Department Head - Food Services (Food Services)
Karen Pillon	Associate University Librarian (Leddy Library)

Diane Rawlings	Department Head - Residence Services (Residence Services)
Stephen Temesy	Student Representative
Shelby Marchand	Recording Secretary (OHREA)

The President's Committee on Diversity and Inclusion (PCDI) brings together senior leaders at the University to discuss matters relating to diversity and inclusion. PCDI receives updates and recommendations from the coordinating committees and subcommittees with respect to the University's compliance with relevant legislation and regulations regarding human rights, accessibility and employment equity.

PCDI Membership 2021-22:

Dr. Robert Gordon (Chair)	President
Daniella Beaulieu	Acting/Interim Vice-President Human Resources
Clinton Beckford	Acting Vice-President, Equity, Diversity and Inclusion
Cherie Gagnon	Accessibility Manager (OHREA)
Gillian Heisz	Vice-President, Finance & Operations
Beverly Jacobs	Senior Advisor to The President on Indigenous Relations and Outreach
Kaye Johnson	Executive Director - Human Rights, Equity and Accessibility
Phebe Lam	Acting Associate Vice-President, Student Experience
Diane Luu-Hoang	Employment Equity Manager (OHREA)
Sukanya Pillay	Interim Associate Vice-President, Human Resources
Michael Siu	Vice-President, Research and Innovation
Renée Tromblay	Executive Director - Public Affairs and Communications
Patti Weir	Interim Provost and Vice-President Academic
Shelby Marchand	Recording Secretary OHREA

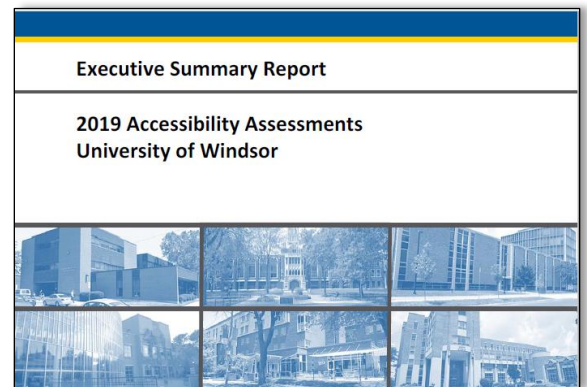
Annual Accessibility Report 2021-2022 Achievement Highlights

Accessible Built Environment Highlights

Between September 1, 2021 and August 31, 2022, the University of Windsor continued to work toward ensuring existing buildings, public spaces, and new projects focused on accessibility. Key highlights are featured in this section.

a) Campus Accessibility Audit

In July 2019, the University of Windsor embarked upon a significant project to complete a comprehensive accessibility audit of fifteen (15) buildings on campus. The reports were completed and presented to the Accessible Built Environment Committee (ABEC) in February 2020. The audits also offered a “snapshot” of accessibility relative to legislative requirements/standards and indicated the remedial action along with associated costs of bringing our facilities up to current standards.



Using the information from the audit and feedback received by OHREA, the ABEC Committee identified a short list of high-priority areas with work commencing in the 2021-2022 academic year. Upgrades assist with making buildings more accessible for everyone including people who have mobility limitations, are blind or partially sighted, Deaf or hard of hearing, of varying statures, have cognitive disabilities, and/or may have limited stamina or dexterity.

Some of the projects listed below were completed through the accessibility budget managed through Facility Services and others were part of work being completed as part of other campus initiatives. Additional projects were identified, however, due to the pandemic there were issues with the supply chain and limited availability of contractors. Projects, therefore, were deferred to the 2022-23 academic year.

Selected projects based on the audit report and completed in 2021-22 included:

- Installation of upgraded [Key2Access](#) hardware to the original five locations in the CAW Student Centre
- Installation of Key2Access hardware in several new locations:

- Alumni Hall, Chrysler Hall North, Chrysler Hall South, CEI, Odette, Toldo, Medical Education, Lambton, Erie, Dillon Hall, Leddy Library
- Assisted listening device installation – Toldo, Lecture Hall 102
- Assisted listening device installation – Toldo, Lecture Hall 204

b) Entrance Door Upgrades

The University received funding for building upgrades of which \$450,000 was dedicated to the installation of entrance doors on campus. These doors meet new building code standards (38" width) and are equipped with actuators and/or touchless entry for enhanced accessibility. The work for this initiative was started in the 2020-21 academic year, however, supply chain disruptions delayed completion until 2021-22.

- Odette
- Lambton Tower
- Erie Hall
- Essex Hall
- Vanier Hall



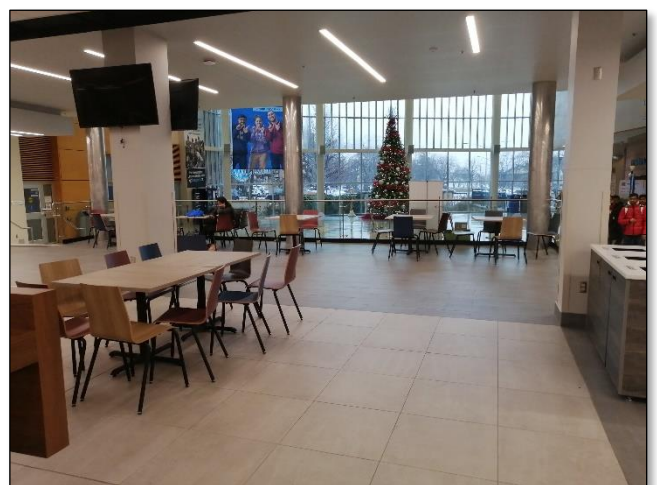
(Left) Upgrades at Vanier North Entrance - Users can open the door with a vertical column actuator or by waving their hand in front of the touchless actuator. (Right). Door upgrades at Odette meet new Ontario Building Code standards and include upgraded vertical column actuators.

c) CAW Student Centre Renovations

Renovations were completed in the CAW Student Centre to the Marketplace in August, 2021 and ready for the Fall 2021 semester. Changes involved creating an open view from the dining area to the CAW Commons along with the addition of a new Starbucks. Some accessibility features included in the renovation were moveable furniture, accessible seating, visual alarms, an accessible microwave station, and an accessible water fountain/bottle refill station.



(Left) An example of accessible seating available in the CAW Student Centre Marketplace. (Right) Accessible bottle refill station.



(Left) Accessible Microwave Station. (Right) Open view from Marketplace seating area to CAW Student Centre Commons.

d) Classroom Renovations

Education 1101

Planning began in the 2021-22 academic year for significant renovations for classroom 1101 in the Education Building which is one of the larger lecture hall spaces on campus. This project was led by Facility Services and the Faculty of Education. The ABEC Committee was consulted on the design of the space from an accessibility perspective. The plans included:

- Actuators (automatic door openers)
- Accessible seating at various locations throughout the hall
- Ramps leading to the stage and emergency exits located at front of the room
- Height-adjustable podium
- Sound panels
- Updated lighting

As part of the renovation, unused space at the back of the room was redesigned to create a new universal washroom to improve general accessibility in the Education Building.

While this project was expected to be completed by September 2022, global supply chain shortages delayed the completion. The final results will be shared in the 2022-23 report.

e) Toldo Lancer Centre



The new [Toldo Lancer Centre](https://www.uwindsor.ca/lancercentre/303/community-gathering-spaces) (TLC) opened in the Spring of 2022. It is not only the new home to the UWindsor's recreational services and intercollegiate sports and varsity teams but also a new, modern space to connect, gather and host various social activities, community, special events and receptions. The centre will provide research opportunities, employment for students, expand community partnerships, support neighbourhood organizations, Lancer summer camp programs, and sport tourism activities - a place for all. ²

Throughout the design of this new space, members of the Faculty of Human Kinetics' Equity, Diversity, and Inclusion Committee provided input and the ABEC Committee was consulted to

² <https://www.uwindsor.ca/lancercentre/303/community-gathering-spaces>

provide an accessibility lens. This new space has accessibility features embedded into the design. A section of the [TLC's website provides detailed information on accessibility and inclusion](#), however, a few highlights are listed below:

- Accessible signage with directions and information
- Braille signage
- Large universal symbols/icons to promote and communicate accessibility features, rooms, programs and activities
- Two elevators offer access to both levels of the facility and are located past the Dr. Richard Peddie Lancer Commons seating area towards the pool
- Automatic and accessible entryways located on the north and south side of the building
- All restrooms in the Toldo Lancer Centre are wheelchair accessible
- Automatic, touchless faucets
- Three universal restrooms located on the first level by the pool and the Triple Gymnasium
- All universal washrooms are equipped with an adjustable adult change table to assist with client/user transport
- One universal change area is located on the main Level
- Trained service animals as defined by the Ontario government are welcome at the Toldo Lancer Centre
- Support persons accompanying a person with a disability will be allowed to access the facility free of charge
- Accessible water fountains and hydration stations are available throughout the Toldo Lancer Centre
- Fragrance-free facility
- Wheelchair accessible ramps
- Wave to open accessible doors



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 2021-2022 academic year. Members from the ABEC Committee participated in the Signage Committee for both the Faculty of Law renovation project and the new TLC. The ABEC Committee also provided input into the plans for Education Classroom 1101 renovations, participated in reviewing the construction site of the TLC and Law Building (under renovation), and provided accessibility feedback on 300 Ouellette once the University acquired the building.

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 that the University provides. 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 in order to provide equal opportunities for people with disabilities.

a) Employee Accommodation Fund

OHREA 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 access in order to provide disability-related accommodations for our employees. Nearly 30 applications have been approved since 2014.

In conjunction with the Employee Accommodation Fund, the Accessible Equipment Short-Term Loan Program continued to be coordinated by OHREA. Items are available for trial and/or to bridge the gap from the time of ordering a product to delivery. Items available to loan include products like a sit-stand tabletop desk adjuster and a ClearView screen magnifier.

b) Return to Learn



Athletics Therapy (varsity and recreation) has been working with SAS to provide supports to students who acquire a concussion in sports. Once it is suspected that a student has had a concussion, an Accessibility Advisor is assigned to the student while awaiting a formal diagnosis. SAS then follows the physician's directions on when the student is able to return to learn and a plan to support the student's education is developed.

c) Procurement Policies – Travel Policy

As part of ongoing policy review, the University updated the travel policy to include a provision for employees who travel with an attendant for personal care if needed. Additional review of procurement policies is in progress.



d) Accessible Employment & Customer Service Standard Review

Two students from the Disability Studies program completed a placement with OHREA. Under the direction of the Accessible Employment and Customer Service Committee (AECSC), the students created a summary and a presentation of the AODA Accessible Employment and Customer Service integrated standards. This served as a reminder of legislative requirements which provided direction to committee with respect to planning and activities.

e) Support for an Accessible Return to Campus

The AECSC Committee contributed to discussions that lead to actions to support accessibility during the pandemic and raised potential concerns as the University made a partial shift back to in-person service delivery. This committee's expertise contributed to the following areas: accessible signage and COVID zone & flow, building access, mask guidelines, and access and controls in virtual presentations/classrooms.



Accessible Education, Training, and Awareness Highlights

a) Mandatory AODA & Human Rights Training

The Office of Human Rights, Equity and Accessibility continued to coordinate the legislated AODA training for all employees, volunteers, and 3rd party service providers. Training details important customer service information and the interconnectivity of the AODA and the Ontario Human Rights Code. Due to the pandemic, online training only was provided throughout the 2020-2021 and 2021-22 academic years. However, departments are able to request online group training. Planning is in the works to offer computer lab time to support employees to complete training with assistance in the 2022-23 year.

b) The ADHDe Project

The University of Windsor was one of 15 recipients to receive funding through the Enabling Change Program administered by the Ministry for Seniors and Accessibility (MSAA). The announcement was made in the Fall of 2021 that \$25,000 would be awarded to the University to run the ADHDe Project. This project was designed to be a student-led initiative with the Learning Disabilities Association Windsor-Essex as a non-profit partner. The goal is to destigmatize ADHD and neurodiversity, provide students with resources and support, and promote a welcoming environment at the University of Windsor. The launch of the program was scheduled for Fall 2022 and more details of the project's initiatives and outcomes will be provided in the 2022-23 Accessibility Report.



This project stemmed from a student submission to the 2021 IDeA Competition. Nadia Gill, a drama student, developed an ADHD “idea” to address attitudinal barriers. She placed first in the University’s local IDeA Competition and placed 3rd in the national competition. The funding provided a unique opportunity to turn a student idea into a reality!

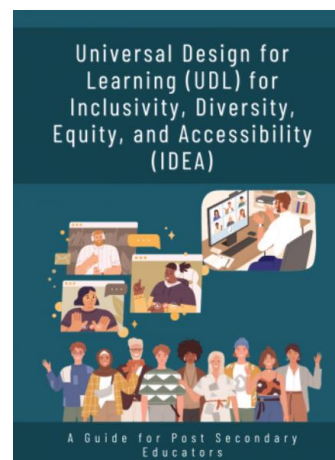
c) UDL for IDEA Micocredential

In early 2021, the University applied for an eCampus grant and was awarded \$200,000 to develop a microcredential course entitled, Universal Design for Learning (UDL) for Inclusion, Diversity, Equity and Accessibility (IDEA). The University co-led the project with Mohawk College and an additional eight other Ontario colleges and universities were involved in the development of this online course. This course will help universities and colleges in meeting the AODA requirement to provide training to educators on accessible course design and delivery. Topics covered in the six modules include Universal Design for Learning (UDL), Equity Diversity

and Inclusion (EDI), technology-mediated learning environments, accommodations, Indigenous pedagogies, and AODA and OHRC legislative requirements.

The [UDL for IDEA](#) course was completed in Spring 2022 and is now available on eCampus Ontario's Open Library. This course will also be available online as a microcredential course for the University of Windsor campus community through the learning management system (LMS). The launch of this course was rescheduled for 2023 while the University finishes its transition to Brightspace, the institution's new LMS.

While this course is designed for instructors, TAs, and GAs, it will be an excellent resource for anyone interested in developing their knowledge in these areas. Individuals who also provide training or workshop delivery will also benefit from taking this course.



d) 9th Annual Accessibility Awareness Day



The University of Windsor has hosted this annual, free event since 2013 to highlight and celebrate accessibility. The theme for 2022 was “Making UWindsor Accessible”. The event was delivered in a virtual format consisting of five, 30-minute mini-workshops every Tuesday in March from 11:30-noon. Faculty, staff, students, retirees, and alumni participated in delivering the sessions.

A range of topics was covered:

- Universal Design for Learning and Accommodations
- Technology Tools
- Accessible Spaces and Places
- Disability and Intersectionality (In partnership with Equity, Diversity, and Inclusion Week organized by the Office of Vice-President, Equity, Diversity & Inclusion)
- Mental Health Supports

The virtual format was first introduced in 2021. It was well-received with many attendees finding it more accessible due to ease of participation, shorter but information-packed sessions, and live captioning. The event was also recorded and the videos from the [five sessions can be view on the University of Windsor's YouTube Channel](#).

e) Disability Inclusion Webinar

The Disability Studies Student Association (D.S.S.A) hosted its 2nd Annual Disability Inclusion Webinar on April 5, 2022. This Webinar was open to all students, staff, and faculty to create a learning opportunity about disability. This event was well attended who came out to hear students present along with guest speakers from community organizations.

f) Additional training opportunities

Various departments and units across campus contributed to providing accessibility-related training and educational opportunities. A listing of some of the sessions that were available in 2021-22 is listed below.

Creating Accessible Documents: This training was made available twice through Human Resources' PD Workshop series and was presented by OHREA and SAS. This session covered Microsoft Word, Excel, PowerPoint, and Outlook. Quick tips were also offered on how to create accessible social media posts.



Accessibility for Online Presentations and Meetings: OHREA partnered with the Faculty of Humanities, Arts and Social Sciences PASS Mentorship program to provide education to mentors on how to support accessibility needs in online meetings and presentations.

Panorama Training: The Office of Open Learning (OOL) held workshops on how to use Panorama which is an accessibility tool that is embedded in the University's Learning Management System. This training was designed for instructors.

Accessibility in the Classroom: OHREA and the Centre for Teaching & Learning (CTL) teamed up to offer two presentations for instructors. Universal Design in PSE reviewed tips for accessibility in the classroom and during presentations. The second entitled *Modelling Access-civility* created a discussion on how instructors can model ways to support students with disabilities, consider lived experience, and create a welcoming space.

Read & Write and EquatIO training: OOL and SAS worked together to offer training on these two software programs that are available for free to the campus community. These programs were particularly helpful through the pandemic as students did not have access to the campus and equipment set up with accessibility programs. *Read & Write* supports reading, writing, and research by making documents and files more accessible. This software can be used as a screen reader for web pages and documents, and supports multiple languages. *EquatIO* makes it easier to create equations, science symbols, chemical formulas, or other mathematical expressions digitally in an accessible format.

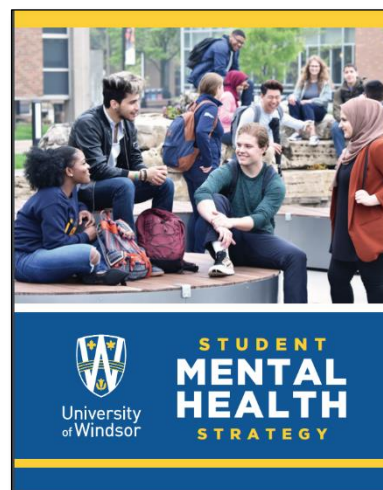


g) Student Mental Health Strategy

The University of Windsor Student Mental Health Strategy was launched on Campus Mental Health Day on October 3, 2018. This strategy is intended to provide wellness and mental health services to our student community. It includes key recommendations that the University of Windsor will work toward over five years.

During the 2021-2022 academic year, the campus headed into the fourth year of implementation. The Mental Health Strategy Implementation Committee met two times and provided important direction supporting the implementation of 9 of the Strategy's 39 recommendations. Additionally, the committee oversaw the administration of the Mental Health Initiatives Fund, which distributed a total of \$12,200.00 to 6 different student, staff and faculty wellness projects.

Please see the [Student Mental Health Strategy](#) for more information. Also, visit the new website for the [Office of Student Health, Counselling and Wellness](#) to learn more about the medical services, counselling options, wellness programming and resources available to support students.



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, public affairs and communications, and policy development. The committee focuses on strategies and activities to promote education on the greater campus.

a) Web Accessibility



The University of Windsor is committed to making its websites accessible. In order to do so, the University has an accessible infrastructure and provides training, tools, policies, and procedures to promote web accessibility. The University also completes manual inspections of its web content.

The University has transitioned all content from main websites to a Drupal 7 platform which better supports website accessibility features. During the 2021-22 academic year, enhancements were made to Drupal training for the 400+ content editors who manage tens of thousands of pages.

b) Learning Management System RFP – Accessibility Considerations

In Spring 2022, the University had undertaken a review of its current and potential Learning Management Systems (LMS). The Evaluation Committee reached out to members of the AICC committee, along with others who had accessibility knowledge related to systems, to provide consultation from an accessibility perspective for both students and faculty. Feedback from the Accessibility Advisory Committee helped inform the selection of an LMS that would be announced in the Fall of 2022.

c) Navigation and Wayfinding Apps



Led by Facility Services, the University developed the [CampusGo app](#) which assists wayfinding on campus. Phase One was launched in Fall 2021 with external mapping and Phase Two was launched in Winter 2022 which included internal mapping. This app is available for mobile devices or can be accessed through a desktop browser. This app came at a time when many new students, along with 2nd and 3rd year students, only had limited access to campus and, therefore, little familiarity with buildings, classes, and service locations.

During the development of the app, accessibility was taken into consideration and the accessibility committees were consulted. As a result, a few accessibility issues were identified through these consultations. Accessibility features of this app include: accessible route identification, customizable colour contrast capability, tab navigation, locations of campus emergency call stations, and text-to-speech capabilities. Finally, this app will integrate with the Key2Access door hardware so users can open equipped doors with their smartphones using either application.

The [Key2Access Outdoor Navigational App](#) continues to be available for users on our main campus. Key2Access not only provides navigational support but technology that allows users to open specific doors from their mobile devices. This not only assists people who have a physical disability but could help with reducing contact with doors and door handles which are high-touch surfaces. There are five entrances in the CAW Student Centre equipped with this technology, along with main doors in the following locations: Alumni Hall, Chrysler Hall North, Chrysler Hall South, CEI, Odette, Toldo, Medical Education, Lambton, Erie, Dillon Hall, Leddy Library.



Multi-Year Accessibility Plan Update

As noted in the **Mission and Vision** section (see page 7) of this report, the University started an institutional-wide strategic planning initiative. Once completed, the multi-year accessibility plan will be updated to reflect the University's overarching direction. In addition, the University is awaiting the release of the AODA's Accessible Postsecondary Education Standard which will require institutions to achieve specific measures by set dates. This upcoming legislation will impact the multi-year plan once enacted. However, the University will be reviewing the recommendations for this new standard and evaluating current practices and supports (see page 9, **Updates on the AODA** for more information).

A. Built Environment

Action Item	Timeline	Comments
Development of a strategic plan to identify and address existing barriers on campus related to the built environment.	Identified in 2014-2016 Audit – 2019-2021 Prioritizing upgrades – 2020, Ongoing	Accessible Built Environment Committee made a recommendation to engage in an updated campus-wide accessibility audit was completed in part in 2019 with 15 buildings included in audit. Ongoing efforts to prioritize and action improvements will continue through the development of an annual upgrade priority listing which began in 2020. Remaining buildings are to be reviewed in future audits, as determined by the committee.
Exploring an access ramp at the Human Kinetics Building	Identified in 2016-2018 Ongoing	Exploration of funding opportunities to support the construction of an accessible ramp at the Human Kinetics building continues to be explored. An application was made in July 2021 to the Enabling Accessibility Mid-Sized Project grant. Results to be announced when permissible.
Accessible Parking Enhancements	2018-2019	Parking lots were scanned to identify outdated signage and wording. New accessible parking

Action Item	Timeline	Comments
	<p>2019-2020 Ongoing</p> <p>2021</p>	<p>signs were installed with updated images and wording.</p> <p>Education Lot has been painted and accessible parking is now easily distinguished with several larger spots available.</p> <p>Three designated accessible parking spaces have been created at the Alan Wildeman Building for staff, students and/or faculty.</p> <p>Accessible spots were audited in the summer of 2020 by Facility Services. Accessible spots will be documented on facility maps. The number of spots available will be checked against current legislation and determine if adjustments are required.</p> <p>Due to the construction of the new Lancer Centre affecting parking next to the HK building, 2 additional accessible spaces were added to the H lot (across the street from the St. Denis Centre near crosswalk).</p>
Dedicated Accessible Drop-Off/Pick-Up points	2019-2023	<p>Identifying additional safe and accessible dedicated sites is under review for students and employees who are provided transportation to and from the University.</p> <p>Seven (7) locations have been identified. A curb cut is needed in 2 areas. Locations to be added to the campus map.</p>
Key2Access – navigational app	Installed 2017, expanded in 2021-2022	OHREA has selected the Key2Access App to assist with outdoor wayfinding. It was implemented on the main campus in 2017. This included modules in 5

Action Item	Timeline	Comments
		doors in the CAW Student Centre which enabled users to open doors with their mobile devices. Additional hardware was purchased in 2021 to install in 15 additional locations.
Wayfinding App	2020-2022	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.

B. Customer Service/Employment

Action Item	Timeline	Comments
Training the University community about how to organize an accessible meeting or event.	Created in 2014, 2018-2019, and Ongoing	In 2018 the current “checklist” was initially updated and re-communicated to the campus community. Further input was provided by the Accessible Employment & Customer Service Committee in 2018-2019. Opportunities to increase awareness and usage of this tool are ongoing.
Reviewing and updating the Policy on Service Animals on Campus and developing a communication plan regarding the policy	Updated in 2015-2016 and recent awareness campaign completed 2019; Communication and awareness ongoing	Policy review initiated to specifically address visitors on campus who rely on the support of a service animal. Information session was offered regarding the new policy in 2020. Further communication plans are on hold during pandemic until more activity returns to the campus.
Determining the need for updated accessible customer service training for employees and volunteers at UWindsor.	Updated in 2015-2016 and Ongoing 2021-2023	Tracking systems for training were reviewed and improvements were recommended. Implementation of enhancements to commence in the 2020-21 academic year. Disability Studies students reviewed content. Accessibility committee members

Action Item	Timeline	Comments
		to provide feedback. Current training to be updated. The Accessible Employment & Customer Service Committee will be undertaking this review in the near future.
Updating the “Workplace Accommodation Guidelines for Employees with Disabilities”.	Initial work, 2014-2016 and ongoing review/update	Members of the Accessible Employment Committee as well as representatives from HR, OHREA, and the Provost’s Office undertook this initial project. In 2018, guidelines were finalized by the President’s Committee on Diversity and Inclusion.
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 2019-2020	Members of the Accessible Employment & Customer Service Committee are responsible for reviewing the applications and providing recommendations to the Director of the Office of Human Rights, Equity and Accessibility. The EAF application form was reviewed to ensure the intention of the fund was clear along with additional clarity on eligible and ineligible items. Application form was updated and reposted to OHREA’s website.
Updating the Emergency Evacuation Guidelines for Persons with Disabilities.	Initial work, 2014-2016 and ongoing	OHREA and the Office of Health and Safety to work jointly on this project to ensure all documentation regarding the process is clear and updated.
Awareness: Scent-Sensitivity, Food, and Latex Allergies	2016, 2018-2019, and ongoing	Scent-free poster was created and circulated for campus use (2015-16). Scent-free guidelines were updated and poster re-circulated (2018-2019) Latex allergies and scent sensitivity are now both addressed in the Planning Accessible Events Checklist, along with planning for the accommodation of dietary restrictions (2019-2020) Latex allergy background material gathered in preparation for an awareness campaign (2019-2020) Additional information regarding what Campus Services does to accommodate and

Action Item	Timeline	Comments
		train to support dietary restrictions, including allergies, will be added to website.
Rec Buddies	2018-2019 Ongoing	<p>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.</p> <p>Note: Program was paused during the pandemic.</p>
Accessible Suite in Residence – Cartier Hall	2018-2019 Ongoing	<p>A fully accessible suite is available in Cartier Hall. It is equipped with items such as a fully accessible washroom with an automated lift, a kitchenette with accessible shelving, and adjustable lighting options which provides a dorm experience for students with various accessibility needs.</p> <p>A communication plan will be developed to bring awareness to the availability of this suite.</p>

C. Education, Training, and Awareness

Action Item	Timeline	Comments
<p>Developing and implementing an awareness campaign(s) about accessibility. This includes:</p> <ul style="list-style-type: none"> • Daily News Articles • Workshops • Other learning events 	2014-ongoing	<p>Starting in 2019, each of the three accessibility standards-based committees will provide review and input under the new committee model of areas to advance awareness under their terms of reference. The new APEC Committee will be added to this effort starting in 2022.</p>

Action Item	Timeline	Comments
Holding an Accessibility Awareness Day (AAD) in annually to increase awareness about accessibility on campus and in the community.	Established in 2013 and ongoing annually	Event has been held every March since 2013. AAD from 2013-2019 were held in person. Event was temporarily paused in 2020 due to the pandemic and all in-person activities were cancelled in March 2020. AAD resumed in a virtual format in 2021 and 2022.
Providing (1) Accessible Customer Service, and (2) AODA and Human Rights training to all employees, volunteers, and 3rd 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.
AODA Training to Educators	Under development May 2021 – February 2022 2023-2024	Under the AODA, educational institutions must provide training to educators on accessible course design and delivery. The University applied for an eCampus grant to develop an online training program and was awarded the funds. In partnership with 9 other universities and colleges in Ontario. Online course entitled UDL for IDEA (Inclusion, Diversity, Equity and Accessibility) available in eCampus Ontario Open Library. This course will be offered as a microcredential course for the University of Windsor campus. To be offered through the Learning Management System.
Sign Language Initiative on Campus	Established in Fall 2013 and ongoing	OHREA organizes and administers the program for the campus community. This initiative provides an opportunity for interested members of the University community to learn about and to engage in the basics of American Sign Language. This initiative was paused in the 2020-2021 and 2021-22 academic years due to the pandemic, however, efforts will be made to resume when possible.
The OHREA Awards to celebrate achievements in	Established in December 2015	OHREA Awards are held annually in December, close to December 10 th (U.N. Human Rights

Action Item	Timeline	Comments
human rights, social justice, employment equity, mental health (since 2017), and accessibility.	and to take place annually	Day). OHREA Awards were a virtual event in 2022 with daily announcements through the University of Windsor social media accounts.
Exam Space for students at the Downtown Campus who require accommodation.	Identified in 2016	Student Accessibility Services successfully added dedicated exam space at the SOCA complex in 2018-2019.
Student Mental Health Strategy	2014-2018 and ongoing	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. Strategy revealed in October 2018 and recommendations prioritized for the following five (5) years. Additional supports and initiatives were put into place during the pandemic, recognizing the strain that it has had on student mental health.
Mental Health Awareness Events	2015-2016 and ongoing	First annual Campus Mental Health Day held on October 3, 2018 aligned with the reveal of the Student Mental Health Strategy.
IDEA Competition	Established in 2016, ongoing annually	This is a campus-wide initiative/competition that provides an opportunity for students to submit their ideas to improve accessibility and remove barriers. In 2018, a National competition was announced and UWindsor competition was re-imagined for 2019 to align with the National competition. In 2021, one of our students, Nadia Gill (3 rd year, Dramatic Arts), placed first locally and placed 3 rd in her category at the national level.

D. Information and Communications

Action Item	Timeline	Comments
Review of the University's web pages to ensure they are accessible in terms of design and content management.	2014-2016	eSolutions, a consulting firm, completed a comprehensive accessibility audit of the University of Windsor's websites and services. The findings were completed and released in 2016-2017. Ongoing work to remediate website deficiencies is ongoing.
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).	Ongoing with a required completion date of January 1, 2021	University of Windsor websites that are supported by the organization are in the process of being migrated to a new platform (Drupal 7) that supports accessibility as required by the AODA. The University is unable to meet this standard 100% of the time consistently while tools, training, policies & procedures, infrastructure, accessible templates are in place to support web accessibility. An action plan will be developed to identify deficiencies, along with solutions. ITS is also exploring a web governance solution to assist with ensuring content is meeting accessibility standards.
Web Governance Solution	2021-2025	University to evaluate web governance solutions to assist with identifying and remediating accessibility issues on main websites. Once a product is selected, implementation and training will commence. This tool will assist departments and units, along with the 400+ content editors meet web accessibility standards.
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.	Ongoing 2019-2020	Communication needs to be circulated regularly to remind all parties of their obligations to close-caption videos and audio added to websites. Educational resources and workshops have been made available that demonstrate how to caption using publicly available

Action Item	Timeline	Comments
	2020-2021	<p>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> <p>The Office of Open Learning is supporting the implementation Panorama software that will allow content posted on the LMS to be converted into accessible formats, including captions to video.</p>
Investigating creating electronic Course Evaluation Forms, rather than paper and pencil.	2015-2016	Representatives from CTL, SDS, OHREA and IT Services completed this project.
Implement outdoor navigational app.	2017-2018	Outdoor navigational app, Keys2Access, launched in 2018.
Acquire inclusive software to support students and employees who: 1) have literacy needs, or; 2) will benefit from the digitization of scientific formulas and mathematical equations	2020-2025	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 to begin in the Fall of 2020. Training on this software has been provided by OOL and SAS.
Promote awareness of creating accessible documents and digital content. Workshops and training on topic to be provided to campus.	2019-2020 and ongoing	<p>Accessible Content Cards were launched through the DailyNews and posted on OHREA's website.</p> <p>"Creating Accessible Digital Content" workshop was introduced through Human Resources PD training and will be offered on an ongoing basis.</p>
Accessible Signage	2019-2020 and ongoing	The Accessibility Audit report identified opportunities to improve signage. The ABEC committee will focus on physical barriers while the AICC committee focuses on signage. Accessible Content Quick cards were a first step in informing the campus on how to create accessible documents, such as signage. A strategy will be developed to support the

Action Item	Timeline	Comments
	2020-2021	<p>creation of accessible signage and other print material.</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>

E. Accessible Postsecondary Education

Action Item	Timeline	Comments
Establish an Accessible Postsecondary Education Standard Committee (APEC)	2022-2023	Committee to be added to the Accessibility Committee Structure to align with the proposed AODA Accessible Postsecondary Education (PSE) Standard
Review 185+ recommendations from the Standards Development Committee for the new PSE Standard	2022-2025	APEC and the broader University campus to review recommendations that will inform legislation. Campus to identify steps that can be taken and implemented where possible.
Prepare for new AODA PSE legislation	2022-2025	<p>APEC Committee will provide strategic direction/action in the communication and implementation of recommendations and, eventually, legislation once enacted. committees.</p> <p>Departments and units to participate in examining current operations and develop strategies to meet new AODA requirements and exceed where possible.</p>

AODA Compliance Timeline Summarized

Date	Regulation Milestones	University of Windsor Milestones
1/1/2012	<p><u>Integrated Accessibility Standard:</u> Section 13 – emergency procedures, plans, and public safety;</p> <p>Section 27 – workplace emergency response information to employees with a disability.</p>	<ul style="list-style-type: none"> • Campus Police and the Office of Health and Safety provide emergency procedures, plans, and public safety information in accessible formats, upon request. • Employees requiring individualized workplace emergency response information may complete the “Personal Exit Plans” available through Human Resources website (Office of Health and Safety). Employees may request assistance with the development of the plan with the Accessibility Manager in OHREA.
1/1/2013	<p><u>Integrated Accessibility Standard:</u> Section 3 – development of accessibility policies, organizational commitment;</p> <p>Section 4 -accessibility plans and annual status report;</p>	<ul style="list-style-type: none"> • Senate approved the Accessibility Policy in February 2013. Policy is under review once again and will be circulated to the accessibility committees. • The Plan and Report were developed and are updated annually. • The Finance Department has incorporated accessibility language into the University’s Purchasing Policy. The VWIZ program is being developed as an additional tool.

Date	Regulation Milestones	University of Windsor Milestones
	<p>Section 5 – development of procurement policy;</p> <p>Section 15 – Incorporation of accessibility features when designing, procuring, or acquiring self-serve kiosks.</p> <p>Section 16 – Information and Communications procurement/training to educators.</p>	<ul style="list-style-type: none"> • The Finance Department has incorporated accessibility language into the University's Purchasing Policy. • Student Accessibility Services procures and provides accessible or conversion-ready electronic formats of educational or training resources or materials; • The Registrar's Office provides student records and information on program requirements in accessible formats upon request; • The Centre for Teaching and Learning offers Universal Design for Instruction training. • Representatives from the various accessibility committees are exploring additional options of accessibility awareness training related to course delivery and instruction.
1/1/2014	<p><u>Integrated Accessibility Standard:</u> All sections of the Employment Standard (except s. 27) come into force</p>	<ul style="list-style-type: none"> • Training developed and implemented by OHREA; • Feedback processes reviewed to determine accessibility; • Accessibility audit of the UWindor web presence conducted and remediation strategies developed (2014-2017); • Recruitment language reviewed;

Date	Regulation Milestones	University of Windsor Milestones
		<ul style="list-style-type: none"> Accommodation for employees with disabilities reviewed and revised.
1/1/2015	<u>Integrated Accessibility Standard:</u> Section 12 – (accessible formats & communication supports); Section 17 – (conversion ready textbooks); Section 18 – (libraries print materials)	<ul style="list-style-type: none"> Resources are in place to make accessible or conversion-ready versions of textbooks available upon request; Resources are in place to provide accessible or conversion-ready formats of print-based resources or materials for persons with disabilities, upon request.
1/1/2020	<u>Integrated Accessibility Standard:</u> Section 17 & 18 (libraries of educational & training institutions – digital or multimedia resources accessible or conversion-ready)	<ul style="list-style-type: none"> Resources are in place to make accessible or conversion-ready versions of supplementary resources, upon request; Resources are in place to provide accessible or conversion-ready format of digital or multimedia resources or materials for persons with disabilities, upon request.
1/1/2021	<u>Integrated Accessibility Standard:</u> Section 14 – all internet websites and web content to conform to WCAG 2.0 Level AA (limited exceptions)	<ul style="list-style-type: none"> Accessibility audit of the UWindsor web presence conducted and remediation strategies developed (2014-2017) Tools, training, policies & procedures, accessible templates, and infrastructure (Drupal 7) are in place to support web accessibility At this time, the University is unable to reliably attest to being 100% compliant with the WCAG 2.0 Level AA standards

Date	Regulation Milestones	University of Windsor Milestones
		<p>as required by the AODA. Factors for this include a vast website, managed by hundreds of people with quick-changing content.</p> <ul style="list-style-type: none"> • This was reported in the 2021 AODA Compliance Report to the Ministry for Seniors and Accessibility • Remediation strategies are ongoing including enhanced training for content editors and the acquisition of a web governance solution. • The University is committed to reporting on the status of the progress of improving web accessibility through our annual report posted on our public website.

Closing Comments

During the 2021-2022 academic year, the University demonstrated a strong commitment to reducing, eliminating, and preventing barriers to full inclusion and participation. This report reflects the great efforts made, even during the pandemic. All contributors to accessibility and inclusion are gratefully acknowledged. Collaboration from across campus has made these initiatives possible - thank you. We look forward to building on the momentum to enhance the learning, working, and recreational experience for all.