

Annual Accessibility Report and Multi-Year Plan 2022-2023



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

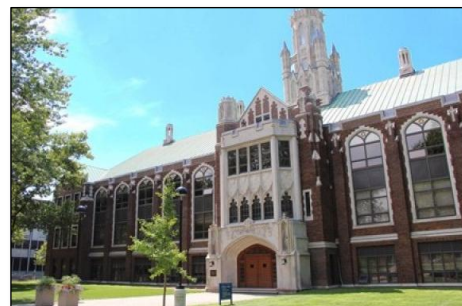
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Introduction and Background

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 160,000.

During the 2022-2023 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, 2022 and August 31, 2023 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, or by email at ohrea@uwindsor.ca.

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 plan will guide decision-making over the next five years allowing the University to capitalize on opportunities to grow and thrive. The process resulted in updates to the mission and vision statements, along with clearly defined values.

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

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.

Values

Values are the underlying beliefs that guide our decisions and actions. They articulate what the institution stands for and how we intend to conduct ourselves. Our values are listed alphabetically.

- Academic Excellence
- Action on Indigenization, Truth, and Reconciliation
- Community Impact
- Engagement with Students
- Environmental Sustainability
- Equity, Diversity, and Inclusion
- Openness to Change
- Prioritizing People
- Trustworthiness

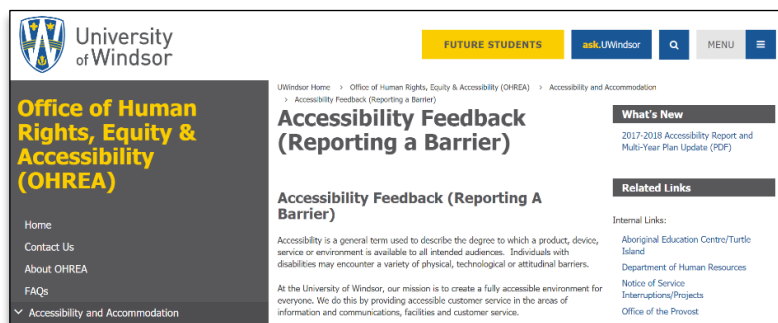


The University of Windsor's Commitment to Accessibility

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 that strives to exceed, wherever possible, legislative requirements. Initiatives to support accessibility are in alignment with the overall institutional goals as outlined in the Aspire strategic plan.

Accessibility Feedback at the University of Windsor

Feedback is an essential component to help the University 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 2022-2023, team members fielded numerous telephone calls, virtual meetings, and email 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 be 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.



From OHRC: Working Together. YouTube: <https://www.youtube.com/watch?v=EOicdh2C8A0&t=2s>

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.



Image from Accessibility Services Canada. <https://accessibilitycanada.ca/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 (not application); 4) Design of Public Spaces, and; 5) Customer Service

The provincial government will be adding [three additional standards](#): 1) Accessible Education K-12; 2) Accessible Postsecondary Education; and 3) Accessible Healthcare.

To create these new standards under the AODA, a Standards Development Committee (SDC) comprised of experts in the field and people with lived experience created a list of recommendations of what should be in the new standard. 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.

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 will be required to submit the next report in December 2023. The results of reporting will be shared in the 2023-2024 Accessibility Report.

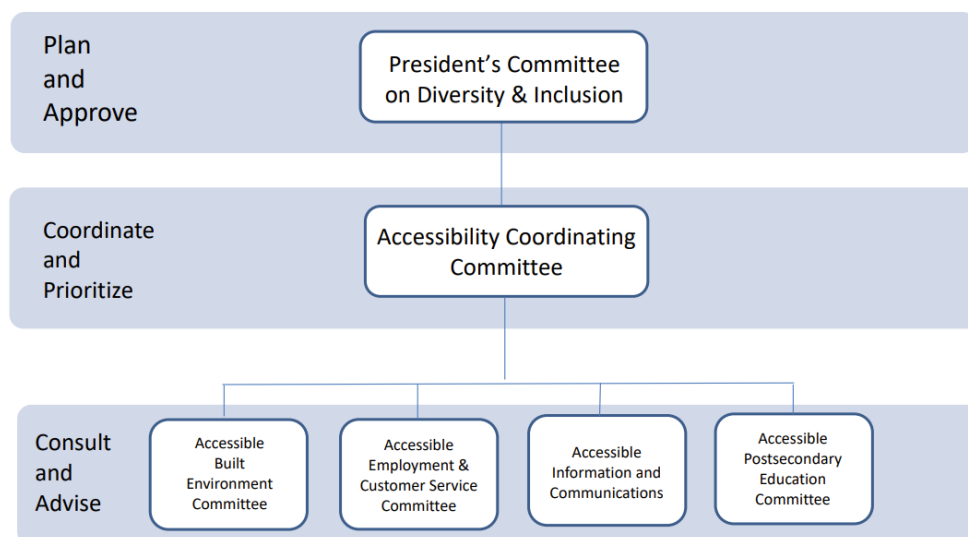
The University of Windsor's Accessibility Committees

The University of Windsor had 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, 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 current model 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 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 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, developing inclusive practices, programs or policies, and educating the campus community about accessibility and inclusion.

ABEC Membership 2022-23

Dan Castellan (Chair)	Manager, Facility Planning, Renovations & Construction (Facility Services)
Cherie Gagnon (Vice Chair)	Accessibility Manager (OHREA)
Nicole Canzoneri	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)
Charlie Simpkins	Director, Strategic Initiatives and Business Enterprise (OVPFO)
David Soderlund	Student Development Specialist (Student Accessibility Services)
Randi Lussier	Recording Secretary (OHREA)

AECSC Membership 2022-23

Diane Rawlings (Chair)	Department Head - Residence Services (Residence Services)
Cherie Gagnon (Vice Chair)	Accessibility Manager (OHREA)
Marcela Ciampa	Director, Organizational and Leadership Development (OVP-PE&I)
Lisa Milne	Access Services Administrator (Law Library)
Sandra Ondracka	Lancer Recreation Coordinator (Campus Recreation)
Christine Quaglia	Special Needs Advisor and Technical Facilitator (Student Accessibility Services)
John Regier	Director - Facility Operations (Facility Services)
Kyla Fair	Director - Staff and Labour Relations (Human Resources)
Nadia Rodwyn	Student Representative
Nicole Vignone-Kiborn	Career Advisor (Career Development and Experiential Learning)
Cynthia (Cindy) Wills	Executive Assistant to the Associate VP, Academic (Office of the Provost)
Randi Lussier	Recording Secretary (OHREA)

AICC Membership 2022-23

Mike Fisher (Chair)	Manager - Web Services and Systems Support (ITS - Web Support Services)
Cherie Gagnon (Vice Chair)	Accessibility Manager (OHREA)
Rob Aitkens	Web Development Team Leader (ITS - Web Support Services)
Meris Bray	Librarian (Law Library)

Linda Coltman	Student Representative
Anthony Gomez	Accessibility Advisor and Assistive Technologist (Student Accessibility Services)
Mark Lubrick	Learning Specialist (Office of Open Learning)
Art Rhyno	Librarian (Leddy Library)
Randi Lussier	Recording Secretary (OHREA)

APEC Membership 2022-23

Erika Kustra (Co-Chair)	Director - Centre for Teaching & Learning (CTL)
Nick Baker (Co-Chair)	Director (Open Learning)
Cherie Gagnon (Vice Chair)	Accessibility Manager (OHREA)
Phebe Lam	Acting Associate Vice-President, Student Experience (OSE)
Marcin Pulcer	Interim Executive Director, Information Technology Services (ITS)
Jacqueline Brathwaite	Manager - Student Financial Aid (Student Awards and Financial Aid)
Jess Dixon	Head, Department of Kinesiology
Joyceln Lorito	Student Development Specialist - Learning Strategist (Student Accessibility Services)
Randi Lussier	Recording Secretary (OHREA)

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 2022-23:

Kaye Johnson (Chair)	Executive Director - Human Rights, Equity and Accessibility (OHREA)
Cherie Gagnon (Vice-Chair)	Accessibility Manager (OHREA)
Nick Baker	Director, Open Learning (OOL)
Dan Castellan	Manager, Facility Planning, Renovations & Construction (Facility Services)
Mike Fisher	Manager - Web Services and Systems Support (ITS - Web Support Services)
Mike Houston	Director - International Student Centre (ISC)
Laverne Jacobs	Faculty (Faculty of Law)
Erika Kustra	Director - Centre for Teaching & Learning (CTL)
Annie Lepage	Student Volunteer
Sukanya Pillay	Executive Director, Office of Student Rights and Responsibilities

Karen Pillon	Associate University Librarian (Leddy Library)
Anouchka Plumb	Interim Director - Centre for Student Learning Excellence (OSE)
Diane Rawlings	Department Head - Residence Services (Residence Services)

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 2022-23:

Robert Gordon (Chair)	President
Jhoan Baluyot	Acting Executive Director – Public Affairs and Communications
Clinton Beckford	Acting Vice-President, Equity, Diversity and Inclusion
Jody Fraser	Associate Vice-President, Human Resources
Cherie Gagnon	Accessibility Manager (OHREA)
Gillian Heisz	Vice-President, Finance & Operations
Chris Houser	Interim Vice-President, Research and Innovation
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, Office of Student Experience
Diane Luu-Hoang	Employment Equity Manager (OHREA)
Heather Pratt	Executive Director – Research and Innovation Services
Renée Tromblay	Executive Director - Public Affairs and Communications
Patti Weir	Acting Provost and Vice-President Academic
Shelby Marchand	Recording Secretary OHREA

Annual Accessibility Report 2022-2023 Achievement Highlights

Accessible Built Environment Highlights

Between September 1, 2022 and August 31, 2023, the University of Windsor completed several upgrade projects and involved accessibility considerations into new builds. 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 OHREA. In determining the priorities, ABEC relied on data from the 2020 Accessibility Audit (covering 15 buildings on campus) and feedback provided by the campus community. 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.



ABEC aims to uphold the principles of Universal Design and accessibility standards that exceed the Ontario Building Code as outlined in the [OCADU FADS](#). The committee will also refer to the recommendations from the [Proposed Accessible Postsecondary Education Standards final report](#) (see page 8) to ensure the University is ready for new legislation when it is enacted. The committee recognizes 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 2022-23 included the following:

Emergency Evacuation Chair – 300 Ouellette

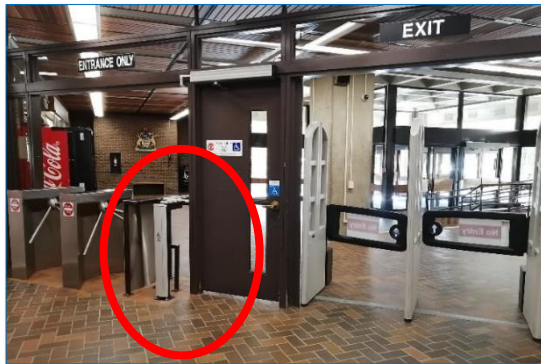
- Installed in the Computer Science area near the main stairs
- To help individuals needing assistance to evacuate the building in case of an emergency
- (Note: Photo is from Toldo Building)





Leddy Library - Front Doors and Vestibule

- Updated Automatic Door Openers (4)
- Original small, rectangular push buttons replaced
- Vertical column allows for greater access and versatility



Leddy Library - Accessible Doors at Security Gates

- Actuator to exit
- Previously, staff at the circulation desk pressed a button behind the counter to open the accessible door
- Now patrons can exit independently



David C. Wilson Commons - Paved walkway

- Outdoor space usage increased since the pandemic
- Accessible path of travel for persons with disabilities to the paved court
- Also helpful for those pushing carts/setting up events

Erie/Lambton - Hold Open Devices

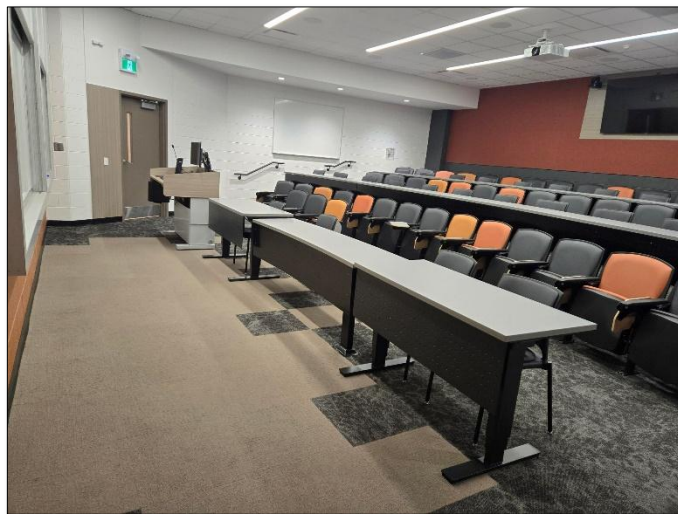
- Hold Open devices added to fire doors between Erie and Lambton
- Lambton elevators provide an accessible path to the 2nd and 3rd floor of Erie Hall
- Installed on 1st and 3rd floors
- Note: Actuators previously installed on 2nd floor



b) Classroom Renovations

Essex Hall - Classroom 186

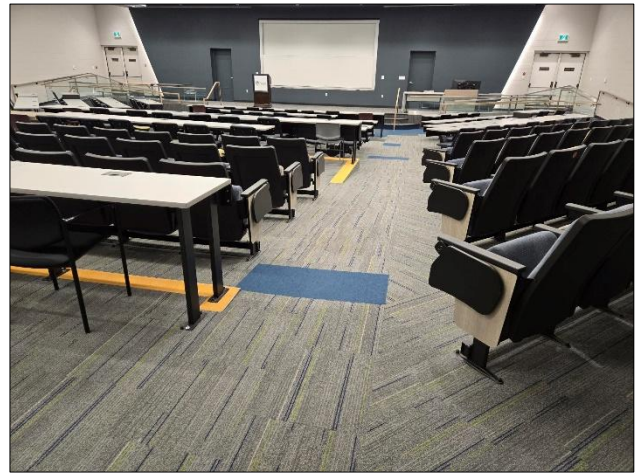
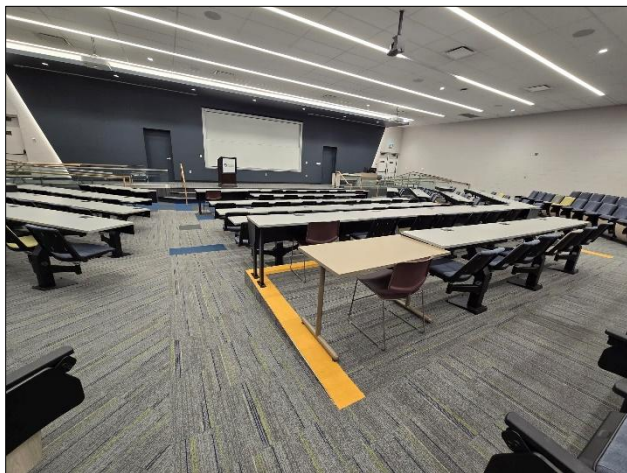
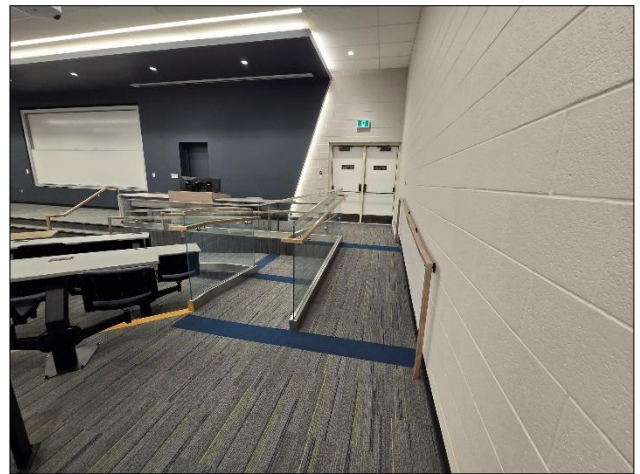
Essex Hall 186 was fully renovated and was equipped with height-adjustable tables. The room also features a height-adjustable podium, automatic door openers, and updated lighting.



Education Building - Classroom 1101

Planning began in the 2021-22 academic year for significant renovations to 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. ABEC was consulted on the design of the space. The plans included:

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



Universal Washroom – Education Building

As part of the renovation of Education 1101, unused space at the back of the room was redesigned to create a new universal washroom to improve accessibility in the Education Building.



c) Human Kinetics Building - Accessible Entrance

As part of creating an inclusive campus, the Human Kinetics building on College Ave. will be receiving an entirely new, fully accessible entrance. This project was made possible in part by the EnAbling Accessibility Fund through Employment and Social Development Canada (ESCD). OHREA, HK Faculty, the Accessible Built Environment Committee, and Facility Services worked collaboratively for the successful grant application through which the University received \$722,800 towards the project. Construction began in the spring of 2023 with expected completion in the fall semester.



Steep steps to be replaced with a ramp/stair structure making the entrance accessible.

The significance of this project is in how deeply it reflects the principles of Universal Design. The result will be an entrance created with everyone in mind so that virtually all people can access the building through the same door for meaningful, dignified, and equitable access. Once completed, individuals with disabilities will no longer be required to use the “other” entrance since an integrated approach will be used. People who use wheelchairs and mobility aids, caregivers who push strollers, students who carry or pull heavy bags, visitors of different ages and abilities, and those who prefer or need stairs will all benefit from this design.

This entrance will be 6 ft. wide with resting areas at each end. It will be equipped with a snow-melting system to make it safer to use in inclement weather. The entrance will also feature directional, tactile surfaces, enhanced lighting, and signage. The front doors will be upgraded to

meet new Ontario Building Code standards and automatic door openers. The ramp portion will be built to a 1:20 ratio in keeping with accessible design expert recommendations. With over 8' in height from the ground level to the patio, the ramp will be long, but the gentle slope ensures a safe and manageable rise for people using mobility devices.



Construction began the spring of 2023 with the removal of existing stairs.

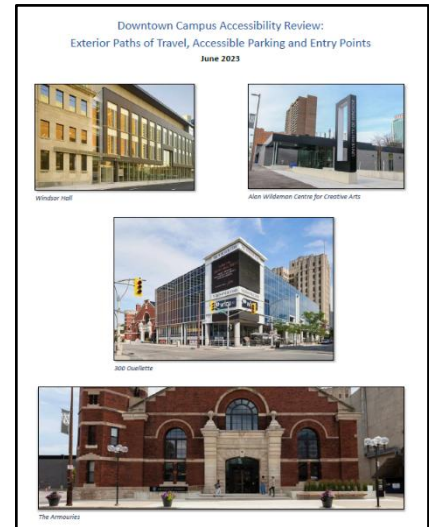
d) Design Review for Campus Upgrade Projects and New Builds

Accessibility and inclusion continued to be a priority as the University re-designed and upgraded spaces on campus during the 2022-2023 academic year. Members from the ABEC Committee participated in the review of the construction site for the Faculty of Law renovation project as it neared completion and a review of the completed Toldo Lancer Centre. The ABEC Committee also provided feedback on plans for the new student residence, along with a few other small renovation projects.

e) Downtown Accessibility Review

The University of Windsor has been developing a presence in downtown Windsor since 2011. This process has evolved as the University acquired several properties and developed programs at the following sites:

- 1) Windsor Hall – Pitt & Ferry.**
School of Social Work Centre Executive and Professional Education
- 2) The Armouries – 37 University Ave. E.**
The School of Creative Arts (SoCA)
- 3) Alan Wildeman Centre for Creative Arts (AWC) – 360 Freedom Way**
The School of Creative Arts (SoCA)
- 4) 300 Ouellette**
Computer Science and future innovation centre and community hub.



In an effort to be responsive to items noted by the campus community and the public who have had access to the downtown campus, a report was compiled. While the report did not address the interior of the buildings, it did address exterior paths of travel, points of entry, and accessible parking. The intention was to highlight opportunities to enhance accessibility for all and to be used as a guide to inform future planning. The contributors included representatives from the Downtown Joint Health & Safety Committee (DSC), along with representatives from the Accessible Built Environment Committee (ABEC).

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 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 to provide disability-related accommodations to the workplace for our employees. Over 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, as well as to continue to use things no longer needed by another person. Items available to loan include products like a sit-stand tabletop desk adjuster and a ClearView screen magnifier.

b) Bus Pass Opt-Out

At the suggestion of the Accessibility Coordinating Committee, OHREA and SAS worked with UWSA and OPUS to provide students with a bus pass opt-out option due to disability. While this had been done informally in the past, the [bus pass opt-out form](#) has been updated to reflect this option. Clarity will assist students with disabilities in knowing how to opt out when needed. It has also been agreed that students can work with SAS or OHREA to confirm a disability-related request. This process reduces the number of offices with which students must share private medical and/or personal information.



c) If You See It, Report It

An awareness campaign was continued to support an accessible campus by calling on members of the community to report conditions that may present barriers, such as out-of-service elevators, non-functioning door actuators, or bicycles locked to wheelchair ramps. The campaign reminds the campus that it is a collective responsibility to notify Facility Services when items need attention. With hundreds of automatic door openers in over 50 buildings, it takes everyone working together to help keep our environments accessible for all.

IF YOU SEE IT... REPORT IT!

With over 50 elevators and hundreds of automatic door openers on campus, identifying when equipment is out of service is very important. Help reduce the "out of service" time and keep our campus accessible for all! If you do not see a sign informing you of a service disruption, please contact:

**Facility Services immediately at:
519-253-3000 Ext. 2850 or email repair@uwindsor.ca**



d) Classroom Database – Accessibility Features

The University maintains a database of “bookable” classrooms on campus. A working group created a list of accessibility features to be audited in each of these rooms (approximately 150 classrooms in total). The list was based on accessibility standards that exceed current building codes. This information will be added to the database to assist with planning for faculty and students who have a disability. The audit is to be completed by trained students during the 2023-24 academic year, followed up by database updates and communication to the campus community.

e) Building and Washroom Assessments

In the Winter of 2023, OHREA worked with Disability Studies students to undertake a washroom audit on campus to identify a range of facilities available. An updated list of [single-user, universal, and multi-user all-gender washrooms](#) is now available on the OHREA website.

In addition, OHREA students updated accessibility way-finding audits of all buildings on campus to provide information on accessible features in each location to help everyone better plan their routes.

These [building information sheets](#) include details on accessible and universal washrooms, along with accessible entrances, elevators, water fountains, and other amenities.

When reviewing these resources, it may be noted that many of the single-user washrooms are also accessible. These spaces were planned with the principles of Universal Design in mind,



meaning that the design of these washrooms was intended to meet the needs of virtually all people who wish to use them. They are gender and ability-inclusive, an important part of making the campus safe, accessible, and welcoming to all.

Over the coming months, the University will be updating signage on gendered, single-user washrooms with a simple washroom symbol – a toilet icon. Where the washroom is also accessible, the signage will include a universal accessibility symbol – wheelchair in motion icon.

f) Employee Mental Health Strategy (EMHS)

In response to the Aspire strategic plan, the Employee Mental Health Steering Committee was established to develop a plan to assist in promoting and protecting the mental health of employees. The committee recognized that a workplace can and should be a source of positivity as it provides individuals with a purpose, financial security, a sense of identity, and social connections, but the workplace also has the potential to be a source of stress that negatively impacts mental health and well-being. To begin the process, an assessment was completed by using the 13 Psychological Health and Safety factors from the Mental Health Commission of Canada and utilizing data from various surveys, documents and programs of the University. The [Employee Mental Health Strategy website](#) will be updated as the strategy progresses.

Accessible Education, Training, and Awareness Highlights



a) 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 the non-profit partner. The goal was to contribute to destigmatizing ADHD and neurodiversity, provide students with resources and support, and promote a welcoming environment at the University of Windsor. The program launched in September of 2022 and concluded in December 2022.

Background:

This project stemmed from a student submission to the 2021 IDEa Competition. Nadia Gill, a drama student, developed an “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!

Project Components:

- [ADHDe Website](#) (contains links to all the components listed below)
- Educational Campaign – This consisted of mini-sessions and workshops.
- Social Media Campaign
- ADHDe Project Press Book
- ADHD Resource Guide
- ADHDe Video Series for High School Students



Accessibility Manager, Cherie Gagnon, with the two ADHDe Student Project Coordinators, Nadia Gill and Rame Marie.

Key Highlights:

Social Media Campaign – FB, IG, IG Live

- **79,565** - Total reach

Presentations Workshops

- **20** workshops delivered
- **450** Attendees

The ADHDe Project Website and Digital ADHD Resource Guide

- **587** page views overall and **496** unique page views

Digital Press book (contains entire project for license-free duplication)

- **194** unique visitors with **544** page views.

High School Video-on-Demand Series in partnership with LDAWE:

- **80** views across **5** videos



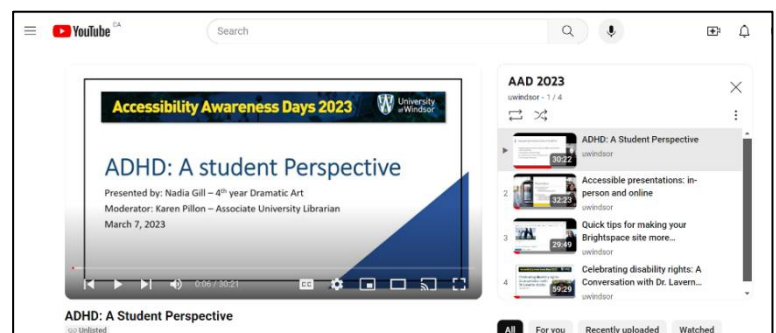
Nadia Gill and Rame Marie presenting at a CTL workshop.

Key Performance Indicators:

- **100%** of participants said that they would recommend this resource to someone else.
- **98%** of participants indicated increased knowledge of the barriers that people with disabilities face.
- **92%** of participants indicated increased knowledge of the accessibility standards and compliance requirements.
- **99%** of participants indicated they will implement at least 2 learnings (i.e. best practices, policies, standards, etc.) to improve accessibility in their organization within 6 – 12 months following participation in the project.

b) 10th Annual Accessibility Awareness Day (AAD)

The University of Windsor has hosted this annual, free event since 2013 to highlight and celebrate accessibility. The 2022 event started with virtual, 30-minute mini-workshops held on the first three Tuesdays in March from 11:30-noon and concluded with a hybrid event.



The three virtual sessions included:

- ADHD: A Student Perspective
- Accessible presentations: In-person and online
- Quick tips for making your Brightspace site more accessible

First hybrid event!

The final Tuesday in March was the first AAD hybrid event. The virtual format was first introduced in 2021 in response to the pandemic. It was well-received with many attendees finding it more accessible due to ease of participation, shorter but information-packed sessions, and equipped with live captioning. While this was the first session to be held in person since 2019, the format facilitated the inclusion of as many who wished to attend or still preferred/needed to attend remotely.

Keynote Presentation

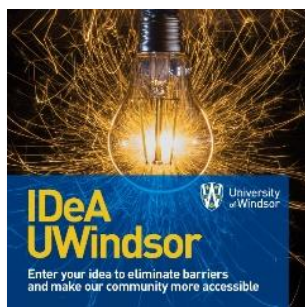
The keynote presentation was **A Conversation with Dr. Laverne Jacobs**. Dr. Jacobs is a full Professor at the University of Windsor, Faculty of Law, and is an accomplished interdisciplinary legal scholar who advances disability rights and inclusion through her work. In June 2022, Professor Jacobs was elected to the United Nations Committee on the Rights of Persons with Disabilities (UN CRPD). The Committee monitors the implementation of the Convention on the Rights of Persons with Disabilities by countries that have ratified it. UN CRPD Committee members are independent experts selected from countries around the globe. Dr. Jacobs is the first-ever Canadian to be elected to serve on the United Nations CRPD Committee, and her election is historic for that reason.



Keynote Speaker, Dr. Laverne Jacobs and Associate Librarian, Karen Pillon.

All sessions were recorded and the [AAD 2023 playlist](#) can be viewed on the University of Windsor's YouTube Channel.

g) IDeA Competition



Inspired by the goal of the AODA is to make Ontario the most accessible province by 2025, the University of Windsor held its annual Innovative Designs for Accessibility (IDeA) competition in February 2021. This initiative, held at the University since 2015, provides students across the campus an opportunity to design original innovative solutions to address organizational/systemic, architectural/physical, information and communications, technology, or attitudinal barriers.



2023 IDEa Winners: Dhvani Krunal Patel (Fourth Place); Medha Muppala and Kiran Prasad Puthan (First Place); Farinam Hemmatizadeh (Third Place)

c) Additional training opportunities

Accessibility-related training and educational opportunities were provided by several departments across campus including the Centre for Teaching and Learning (CTL), Human Resources, Information Technology Services (ITS), Office of Human Rights, Equity and Accessibility (OHREA), Office of Open Learning (OOL), and Student Accessibility Services (SAS). The training covered creating accessible documents, accessible in-person and online presentations, accessible websites and digital content, accessibility in the classroom, accommodations, and digital tools (Panorama, Read & Write, EquatIO).

d) 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 would target over five years.

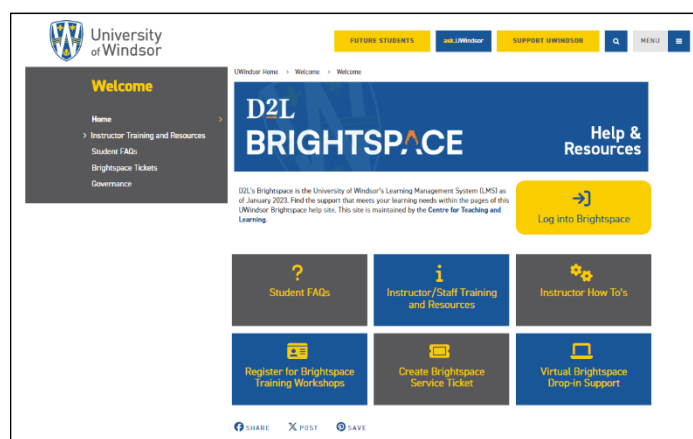
Please see the [Student Mental Health Strategy](#) for more information. Also, visit the new website for the [Office of Student Health, Counselling and Wellness](#) to learn more about the medical services, counselling options, wellness programming and resources available to support students.

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

a) Brightspace – the new Learning Management System

After an extensive review and a competitive bidding process, the University switched to Brightspace as the new Learning Management System. The implementation team included representatives from CTL, ITS, and OOL who [celebrated the successful transition in April 2023](#). Brightspace has many accessibility features built-in which were assessed and scored as part of the selection process. Training is available for instructors to learn how to use these features in order to enhance the student experience.



b) Monsido – Web Governance Solution



The University engaged 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. All [content editors will be trained](#) on how to use this tool.

The University has requirements under the Accessibility for Ontarians with Disabilities Act (AODA) to ensure that the institution's website meets an established standard. Currently, that standard is WCAG 2.0, level AA. With Monsido, the University can adjust settings to specifically test the central website content to that standard, and therefore, will be a useful tool in maintaining AODA compliance.

Proposed Accessible Postsecondary Education Standard AODA

In June 2021, the Ministry for Seniors and Accessibility (MSAA) released recommendations for two new proposed standards under the AODA – Accessible Postsecondary Education Standards 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 and 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 are encouraged to begin the work. To start preparing the University for these upcoming legislative changes, the Accessible Postsecondary Education Committee (APEC) was added to the University's [Accessibility Reporting structure](#).

The committee has undertaken the work of reviewing the 185 recommendations to identify responsible areas and the potential impact on the institution as a whole. During the 2022-23 academic year, the committee co-chairs provided information about the proposed legislation to the President's Committee on Diversity and Inclusion. Representatives from APEC also presented a high-level overview at a Senate Information Session and to the full Senate in May 2023. Additionally, members of the committee participated in round table discussions led by the Ministry of Colleges and Universities to identify what institutions will need to carry out the recommendations.

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.

As outlined earlier in the report, the Ontario Government released the final recommendations from the Standards Development Committee for a proposed Accessible Postsecondary Education Standard under the AODA. While the accessibility committees are mindful of the report and the expert recommendations, official legislation may influence the prioritization of actions and programming as outlined in the plan.

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 existing barriers in the built environment annually. University to commit to upgrade funds annually to address barriers.	Ongoing	The Accessible Built Environment Committee (ABEC) develops a priority upgrades list based on campus feedback and accessibility audit which was completed in 2020 on 15 buildings. Upgrades are small to mid-sized. List of priorities identified each fall semester. Budget is provided through annual funds co-managed by Facility Services and OHREA.	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. Audit to be presented to ABEC in Fall 2024.	V6, V8, F3, P3, P5
Complete addition of an accessible entrance to the Human Kinetics Building	2021-2024	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 with completion in early 2024.	V6, V8, F3, P3, P5
Identify dedicated accessible drop-off/pick-up points	2019-2025	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. 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	OHREA selected the 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 was installed in 15 additional locations in 2022. The use of the remote entry 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 (2023-24).	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 re-design.	V1, V6, V8, F3, P3, P4, P5
Develop a plan to formalize plans to support sustainability through collaboration with the Sustainability Office (Facility Services), OHREA, 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 mobility of the users. This reduces the likelihood that renovations will be required or that	V5, V6, V8, F3, F6, P3, P5

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

Action Item	Timeline	Comments	Aspire Objectives
		alternative entry points will need to be constructed in the future, thus creating something that can stand the test of time.	

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	Workshop offered during Accessibility Awareness Days 2023 event. Accessible Employment and Customer Service Committee to update Accessible Event Checklist to include online accessibility. Updated list to be communicated campus-wide (Fall 2024/Winter 2025). 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) Update policy to complement the new non-service animal policy overseen by with Campus Emergency and Preparedness Department. Develop forms for service animal registration with OHREA, SAS, HR, and the Office of Provost to assist with the accommodation process. Communicate updates to campus via information sessions and the DailyNews	V6, F3, F6, P3
Update Accessible Customer Service training.	2023-2027	Updates to current training to reflect current language and images.	V1, V4, V6, V8, F3, F5, P3, P5

Action Item	Timeline	Comments	Aspire Objectives
		Note: A full review of training will be required based on the proposed AODA Accessible Postsecondary Standard	
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	OHREA, 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
Increase accessibility in Residence	2023-2027	Several rooms provide basic accessibility amenities in current residences. A fully accessible suite is available in Cartier Hall.	V4, V6, V8, F3, P3, P5

Action Item	Timeline	Comments	Aspire Objectives
		The new residence will be built in partnership with Tilbury Capital and will include 68 barrier-free rooms. ABEC to provide accessibility-related feedback on future developments.	
Add accessibility features within each classroom to the Classroom Database	2023-2025	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. (2024-25) Communication will be sent to the campus to notify the availability of information. (2025) 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.	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	OHREA 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"> Daily News Articles Workshops Other learning events 	2014-ongoing	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.	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 generally consists of 30-minute, virtual sessions every Tuesday of the month with an in-person session on the final Tuesday.	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. Updates to the training will be required under the new Accessible PSE Standard (AODA)	V1, V6, V8, F3, F5, P3, P5
AODA Training to Educators	2022 - 2027	Ongoing training is available through the Centre of Teaching and Learning and the Office of Open Learning.	V1, V6, V8, F3, F5, P3, P5

Action Item	Timeline	Comments	Aspire Objectives
		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. Online course entitled UDL for IDEA (Inclusion, Diversity, Equity and Accessibility) available in eCampus Ontario Open Library. This course is to be developed as a microcredential course for the University of Windsor campus. To be offered through the Learning Management System.	
Host annual OHREA Awards to celebrate achievements in human rights, social justice, employment equity, mental health (since 2017), and accessibility.	Established in December 2015. Awards to conclude in 2024	OHREA Awards are 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.	V1, V6, V8, F4, P3
Equity, Diversity, Inclusion and Decolonization (EDID) Awards to honour, celebrate and those who have made contributions toward building a more diverse, equitable and inclusive campus and community.	2023 – ongoing	EDID Awards is 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. Strategy revealed in October 2018 and recommendations prioritized for the following five (5) years.	V1, V4, V6, V8, F3, F4, F6, P3, P4, P5

Action Item	Timeline	Comments	Aspire Objectives
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; Ongoing	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	The University engaged 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.	V6, V8, F3, F6, P3, P4

Action Item	Timeline	Comments	Aspire Objectives
		The software was implemented mid-2023 with content editor training beginning in Fall 2023. Training and updates will be ongoing.	
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	Using the newly acquired Monsido 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. The University developed a website compliance plan with the Ministry of Seniors and Accessibility in 2022 and reported compliance in December 2023.	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	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. Microsoft Teams, the platform used by the University for virtual meetings, is equipped with live captioning. The Office of Open 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.	V6, V8, F3, F6, P3, P4
Create an electronic form for Student's Perception of Teaching	2023-2024	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

Action Item	Timeline	Comments	Aspire Objectives
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	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.	V1, V6, V8, F3, F5, P3, P4
	2024-2025	Software and usage are to be evaluated to determine contract renewal and potential funding sources if approved.	
Promote awareness of creating accessible documents and digital content. Workshops and training on the topic are provided to campus.	2019-2020 and ongoing	Accessible Content Cards were launched through the DailyNews and posted on OHREA's website. Creating Accessible Documents (led by OHREA & SAS) and Creating Accessible Online Content (led by ITS & OOL) workshops are offered through Human Resources PD training and will be offered on an ongoing basis. Additional training on accessible formats is regularly offered through OOL.	V1, V6, V8, F3, F5, P3, P4
Accessible Signage	2019-2020 and ongoing	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.	V6, V8, F3, F6, P3, P5
	2020-2021	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.	

Action Item	Timeline	Comments	Aspire Objectives
	2023-TBD	University to develop new outdoor and wayfinding signage. Indoor signage to follow.	
	TBD	Updated signage policy led by Facility Services to include accessibility standards.	
Accessibility Hub	2022-2025; ongoing	<p>The Accessibility Hub will act as a landing page with links to accessible resources on campus and 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</p> <p>Phase 2 (2024) – Launch and collect feedback on content and revise.</p> <p>Phase 3 (2025) – Complete updates and maintain ongoing</p>	V6, V8, F3, P3

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

Action Item	Timeline	Comments	Aspire Objectives
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 are to be made available through CTL, OOL, OHREA, and other on-campus and community partners.	V1, V4, V6, V7, V8, F2, F3, F5, V6, P1, P3, P4
Develop strategic plan to prioritize the implementation of new resources to promote accessible teaching practices based on AODA Accessible PSE Recommendations / Standard (when enacted into law)	2023 - Ongoing	CTL and OOL with the support of OHREA, APEC, and other stakeholders.	V1, V4, V6, V7, V8, F2, F3, F5, V6, P1, P3, P4

Closing Comments

The highlights covered in the report and the commitments made in the multi-year plan emphasize the intentional work of many campus community partners to prioritize accessibility. By working together and pooling our resources, expertise and experiences, we collectively contribute to the ongoing development of an inclusive and welcoming campus. When physical spaces, processes and policies, communication, technology, teaching and learning environments are accessible, it opens the possibilities for everyone to participate fully.

Many thanks to all the staff, students, faculty, retirees, and alumni who participated in the accessibility committees and for working on initiatives in between meetings. The contributions of the committee members led to many great achievements highlighted in this report. In addition, it should be acknowledged that there are units and departments embedding accessibility into their work, thereby promoting a culture of inclusion. While there remain outstanding opportunities to enhance accessibility, the number of individuals who are authentically engaging in the work makes for a positive outlook for what is yet to come.