
ACCESSIBILITY PLAN

2009.2010

Employment Equity Office

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FOREWORD

It is within the Canadian Charter of Rights and Freedoms that the essential concept of inclusivity finds its source. Today, after those who have come before us have fought for and achieved the rights that most of our citizens now enjoy, we are faced with new frontiers of accessibility that many of us have not yet considered.

As in the past, the inability to perceive the barriers that prevent some people from participating fully in society is rooted in contemporary paradigms and it is for this reason that in the University of Windsor's Plan for Accessibility the traditional word "disabled" has been replaced with the term "differently-abled" to describe everyone and anyone who will experience in life some form of functional limitation.

Consequently, it serves the interest of all people that the University serve its traditional role as a visionary force in trying to re-shape contemporary paradigms, by building on the foundations of equality we all accept, in order to design and develop learning environments, using the benefits of technological innovation, in order to minimize exclusivity.



Stephen Willetts
Vice-President,
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1. INTRODUCTION

Approximately 1.85 million people in Ontario have disabilities. Despite the fact that persons with disabilities represent a significant proportion of our community (15.5% of the total population)¹ they continue to face barriers—physical, systemic and attitudinal—which limit them from meeting their full potential, and making their contribution to society.

1.1. The Legislative Framework

Ontarians with Disabilities Act, 2001 (“ODA”) requires universities and colleges to publish an annual accessibility plan. The plan sets out short and long term goals in accordance with barrier identification and removal. Publication of an annual report is a statutory requirement.

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

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

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

This is a statutory requirement over and above providing individual, customized accommodation when such accommodation is the only way to meet an individual’s unique needs under the [Ontario Human Rights Code](#)².

1.1.1. The AODA Standards

The Government of Ontario, in consultation with leaders and representatives from industry, various sectors of the economy, organizations and individuals with disabilities, developed standards applying to both public and private sectors.

A standard is an agreed way of doing something. It provides consumers, businesses, government and organizations with a common understanding of a product, service or business process. A standard outlines technical or measurable specifications used consistently such as definitions, rules or guidelines.

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

² http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm

The *Customer Service Standard*³ came into effect **January 2008**. The University of Windsor's Accessible Customer Service policy is available and will be posted online shortly.

A public and province wide review of the *Built Environment Standard* is scheduled to be completed by **October 31, 2009**.

It is anticipated that the *Information and Communication Standard*⁴ along with the *Accessible Employment Standard* will take effect **January 2012** while the *Transportation Standard* is in its final consultative stages.

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

2. THE UNIVERSITY OF WINDSOR'S COMMITMENT TO ACCESSIBILITY

In fulfilling its academic mission, the University of Windsor is committed to the full inclusion and participation of people with disabilities in all aspects of university life. In accordance with its [Employment & Educational Equity Policy](#), [Human Rights Policy](#), and [Special Needs Policy](#), the University continues to foster an academic, social and physical environment ensuring that people with disabilities are integral to the diversity of perspectives vital to an academic community.

Through incorporation of the principles of universal design⁵ and instruction, the University of Windsor is committed to the elimination of existing barriers⁶ and to the prevention of additional barriers to full participation by persons with disabilities. As an institution of higher learning we also have a unique opportunity to impart to tomorrow's professionals ways to create, innovate, think and design inclusively so that retrofitting of buildings and the re-design of technologies becomes redundant in the course of their professional lives.

Opportunities for electives in social sciences, disability studies and the humanities allow students to encounter perspectives and experiences of those users who are "differently-abled" so that the greater social and economic benefits of available human capital can be more readily harnessed.

³ http://www.e-laws.gov.on.ca/html/source/regs/english/2007/elaws_src_regs_r07429_e.htm

⁴ <http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/accession/business/information/>

⁵ North Carolina State University, [The Center for Universal Design](#), 2008, 06 April 2009, http://www.design.ncsu.edu/cud/about_ud/about_ud.htm

⁶ As a member of the Federal Contractors Program, and an Ontario-based postsecondary institution, the University of Windsor is required to identify and remove systemic barriers and publish annual accessibility plans describing how and when this is done.

2.1. Review of Accessibility Planning and Fiscal Fitness

The budget re-alignment process of 2008/2009 crystallized the need to integrate accessibility planning with the overall planning and budgetary cycles of the University. The University's current 2% shortfall, projected to continue to 2012, has made the financial challenges more acute. This re-alignment coincides with the expected implementation timelines of the *Information and Communication Standard* and the *Accessible Employment Standard*. While substantial changes to service delivery are being made at low or no cost, these new standards carry implications of more significant costs e.g. increase in availability of more accessible learning material.

Consequently, the coordination of institutional and departmental accessibility goals through strategic budget planning is crucial to ensure that available funds are utilized effectively, efficiently and systematically.

To achieve this goal, an Accessibility Steering Committee comprised of the Vice President, Finance and Administration; Provost and Vice President, Academic; Vice Provost, Students & Registrar; and Director, Student Development & Support has been created. This committee is chaired by Dr. Wildeman. Its task is to link and coordinate strategic direction among and between academic programs, supports and services within the administrative budgetary framework of the University.

2.2. Expanded Mandate of Accessibility Planning Group

The University of Windsor's Accessibility Planning Group (APG) recently revised its mandate by adopting a universal definition of disability in recognition of the fact that everyone is "differently-abled"; that everyone will, in their lifetime, experience some degree of functional limitation:

"The Accessibility Planning Group exists to foster an environment that welcomes and supports everyone on campus through accessibility planning, implementation, evaluation and awareness activities".

It aims to achieve this by:

- ✓ identifying initiatives of significant priority, both short and long term, that are in accordance with the objectives set out in the AODA and its regulatory standards
- ✓ proposing allocation of available and projected resources as part of the University's budget and planning cycles
- ✓ providing leadership through advice, collaboration and consultation within and across members' respective program and service areas;
- ✓ sponsoring and conducting educational activities about disability and accessibility
- ✓ publishing an annual accessibility plan in accordance with *Ontario Disability Act 2001*
- ✓ promoting APG's role to the campus and broader community, including the previous year's accomplishments and plans for the upcoming year
- ✓ evaluating implementation of AODA plans and, as necessary

- ✓ making those revisions necessary to structures, plans and strategies to bring about the vision of a fully- accessible Ontario by 2025

3. DEFINITIONS

3.1. Disability

The APG adopted an expansive, universal definition of disability in recognition of the fact that everyone is differently-abled: that everyone will, in their lifetime, experience some degree of functional limitation.

Functional limitations vary in severity, and can be temporary, intermittent and/or permanent. Visible and non-visible, they can take multiple forms.

“Disability” is defined in the AODA as in the *Ontario Human Rights Code*:

- (a) Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect, or illness....
- (b) A condition of mental impairment or a developmental disability,
- (c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) A mental disorder, or
- (e) An injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*

3.2. Accessibility

Accessibility extends beyond the traditional architectural, physical and structural barriers and into how systems, processes and policies are crafted. Accessibility requires thinking inclusively as exemplified by principles of universal design so that amenities, programs and services can be used by the widest possible range of the population with differing abilities at different stages of life.

3.3. Barrier

A barrier is anything in the environment that prevents a person with a disability from fully participating in all aspects of society because of his or her disability:

- *Attitudinal* barriers have to do with people’s attitudes and how they behave toward persons with disabilities
- *Physical* barriers are obstacles that prevent persons with disabilities from participating in the day-to-day life of their communities

4.1.2. Campus Accessibility Advocacy Committee (formerly Special Needs Advisory Committee)

The *Campus Accessibility Advocacy Committee* (“CAAC”) is both an educational advocacy and advisory group. Its members include administrators, faculty, staff, student organizations, and students and staff with disabilities, including member(s) with disabilities from the broader community.

It makes recommendations directly to the President and the Accessibility Planning Group on establishing priorities. Attached as Appendix A is the organizational chart of the revised APG structure.

CAAC supports and conducts education and awareness activities on disability and accessibility issues.

In February 2009 it partnered with the Organization of Part time Students, the Graduate Student Society and Student Disability Services to launch a breakfast speaker series. In April 2009 it conducted a campus wide poster campaign to raise awareness about attitudinal barriers with a series of activities designed to heighten awareness and improve interaction in the workplace or the classroom. The poster is attached as Appendix B.

Among other activities, CAAC furnished an annual Upgrade Priority Report to assist Facilities to prioritize the allocation of \$100,000.00 set aside for physical plant upgrades.

In 2009-2010 CAAC will liaise with the newly formed Information and Technology Coordinating Committee, a sub group of the Accessibility Planning Group.

Both groups will be instrumental in developing a comprehensive action plan responsive to the strategic planning launched in May 2009 by the President, Dr. Wildeman. The need to coordinate and leverage efficiencies to meet the 5% budget reductions, anticipated over 2009-2012, while at the same time addressing the implementation costs of the AODA *Information and Communication Standard*, will demand a thorough audit of the ways and means to improve service, without compromising quality. This is the mandate of the newly formed Information and Technology Coordinating Committee (“ITCC”).

An external review of Information and Technological Services is expected to assist in this endeavour.

Consequently over the next two years, a major goal of the APG will be to ensure that the University of Windsor exceeds the compliance audits anticipated in 2012 by the Compliance Branch, Accessibility Directorate, Ministry of Community and Social Services.

4.1.3. Student Disability Services

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

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

In May 2008 Student Disability Services co-hosted a conference with the Inter-Universities Disabilities Association. Themed “Collaboration and Inclusion” its goal was to share information and strategies to support students with disabilities to transition to careers and/or graduate studies.

Attendees included faculty, staff, private sector employers and community service providers. It also served to highlight potential service gaps within graduate services, and the broader community that are now being addressed through departmental strategic planning and community outreach.

4.1.4. Office of Human Rights and Equity: Community Consultation

In May 2009, the President announced a new structure for human rights, employment and educational equity, diversity and accessibility-related services under a new office of human rights and equity. A new Director will be recruited through a national search. Therefore the strategic planning initiatives underway this Fall affords a timely opportunity to actively seek input, particularly from students, staff and faculty with disabilities, and other members of the campus community on how university administration, university teaching faculty, university support services, programs and the Campus Accessibility Advisory Committee and its working groups can better address service gaps.

Issues that the consultations on campus equity, disability and accessibility may want to consider include:

- Effectiveness of barrier identification
- Effectiveness of barrier removal
- Communication and promotion of the work of accessibility supporters
- Community collaboration beyond the confines of the campus
- Disability research
- Creation of an accessibility services function
- Location of accessibility advisory function

- Identity of Student Disability Services
- Identity of Accessibility Services
- Accessible Customer Service feedback mechanism: which office to evaluate
- ongoing training and orientation of staff and volunteers, and
- professional orientation and development of instructors and faculty on ***Accessible Customer Service Standard, Information and Communication Standard, Accessible Employment Standard***
- planning infrastructure
- leadership
- multidisciplinary approaches to technological innovation

4.2. Highlights 2008-2009

September 2008 saw the culmination of dedicated work by key members of the Faculty of Arts and Social Sciences, notably Dr. Donald Leslie, with the launch of the Honours BA program in Disability Studies.

Dr. Leslie, the former Faculty Co-Chair of the Accessibility Planning Group, along with his counterpart from Administration, Professor Karen Roland had championed this program offering since 2004.

In January 2009 the Faculty of Arts and Social Sciences hosted a luncheon for invited guests from the tri-county community and agency leaders to celebrate the program's launch. Invited dignitaries included the Minister of Community and Social Services, Madeleine Meilleur, and disability rights activist and lawyer David Lepofsky, chief architect of the AODA.

On January 28, 2009 CAAC hosted the first Breakfast in the new Speaker Series along with OPUS, and GSS, with guest speaker, Jessica Matassa, bronze medal winner at Beijing Para-Olympic Games.

The Breakfast Speaker Series was followed by a campus-wide poster campaign on attitudinal barriers with a list of activities for workplace or classroom to heighten awareness and improve interaction.

Members of the APG attended a May 2009 conference hosted by the University of Guelph on the upcoming *Information and Communication Standard*. The AODA *Standards* mandate feedback mechanisms. There was general consensus that responsibilities with respect to complaint intervention and facilitation will increase. This type of feedback has informed institutional planning and priority setting in the past and will continue to do so.

Attached as Appendix C is a more comprehensive departmental report of departmental achievements entitled Summary of Accessibility Achievements 2007-2009.

In partnership with the Accessibility and Equity Coordinator of Queen's University, the University of Windsor co-hosted and presented at a one day June 2009 conference for fellow equity and accessibility practitioners from across Ontario. The conference focused on the development of an on-line e-learning tool on Accessible Customer Service; AODA tracking and enforcement standards and reporting requirements on both.

The Accessible Customer Service Working Group is scheduled to release its Fall/Spring training plan in late October 2009.

5. Mandatory Compliance with AODA Customer Service Regulation 429/7

The Customer Service Regulation sets out best practices on how to provide services to individuals who rely on interpreters, note takers, guide dogs, adaptive equipment or technology. It also stipulates what organizations are required to do in the event of service disruption e.g. breakdown of elevator and how to find other ways to use its services e.g. audio vs. written text (Appendix D).

The University of Windsor is required by law to train, track and report to the Ministry of Community and Social Services, Accessibility Directorate on or before March 31, 2010.

5.1. The University of Windsor's Accessible Customer Service Policy

The University of Windsor's Accessible Customer Service policy builds on policies and practices already in place, originating with academic and employment accommodation policies. Through a consultative process the Accessibility Planning Group developed an Accessible Customer Service Policy. This policy will be available online shortly.

5.2. Training and Development: Accessible Customer Service Workshops 2009-2010

Beginning in November 2009 the University will initially be offering computer based training sessions to all front line client service support staff. The training modules, developed by Queen's University in partnership with the Council of Ontario Universities, will be supplemented by classroom presentations, information brochures and on-line resources. Additional workshops for faculty, researchers and policy makers will be offered in the Spring/Summer to coincide with the next AODA standard, Information and Communication.

Registration information will be provided through the Daily News, departmental communications and the Office of Equity, Accessibility and Human Rights website.

6. REPORT ON INTIATIVES 2008-09 and ACTION ITEMS 2009-2010

6.1. Publications and Information Resources

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
Web Accessibility	Web Guidelines 2007/2008: Research by Web Development team and web administrator will continue in IT services	<ul style="list-style-type: none"> • Services acquired from UsableNet to provide a text alternative to web pages that is more accessible. • extension of this service to learning management system. • Ongoing training for content developers, both programmers and information providers, to ensure that resources and information placed on the web are accessible to all. • Content Management System (CMS) modified to adhere to Web Content Accessibility Guidelines. Content providers are given a web page containing the University's logo, a departmental banner, and navigation bar that are compliant at WCAG Level AA. • Tools provided to content providers to follow good procedures for creating accessible web pages. E.g.: Content providers are reminded to add alt tags on all images when saving a web page in the CMS. 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Drupal (CMS) to adopt the latest utilities to ensure compliance with WCAG and with AODA's Information and Communication Standard (AIC) by December 2011. • Tools and training ongoing
	Web Panel: A panel will be created by Public Affairs & Communication (PAC) to appear on the faculty and staff pages that highlights the Accessibility Plan. This panel will be based on the Accessibility IQ posters and will be linked to the	Not completed, pending re-evaluation of project after the University new Content Management System (CMS) is operationalized.	Spring 2010

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
	Accessibility quiz page. PAC and Employment Equity Office to collaborate.		
	<p>Accessibility Channel: As accessibility initiatives become more prevalent, a channel on the web pages will be created. This channel will appear on the President's Page, Human Resources Page, and others. This channel will be developed as a cooperative project of PAC, Information Technology Services (ITS), Campus Accessibility Advocacy Committee (CAAC), Educational Development Centre (EDC), and Human Rights & Equity Office .</p>	Delayed pending the re-evaluation of the Human Rights & Equity Office.	Carried forward to 2009-2010 Plan
<p align="center">Accessibility Awareness Communication Plan</p>	<p>Accessibility Poster Collaborative Project – facilitated by the Employment Equity Office, CAAC and Student Disability Services (SDS).</p>	<ul style="list-style-type: none"> • March 2009 campus-wide distribution of “Attitudes are Barriers” poster. Also emailed a list of suggested educational activities to raise awareness about disability and accessibility. • October 2009 distribution of “Einstein” poster re: dyslexia and increased awareness about invisible disabilities. 	Ongoing - Continue to highlight accessibility issues and news in the DailyNews in an effort to increase awareness and sensitivity
	<p>Faces of Accessibility PAC, with assistance from staff photographer in Centre for Teaching & Learning (CTL), to expand portfolio of photographs to illustrate by age, gender, racial and ethno-cultural background, the diversity of students and staff with disabilities.</p>	Pictures expanded for launch of Disability Studies Program.	Ongoing

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
<p style="text-align: center;">AODA Information & Communication Standard (AIC)</p>	<p>PAC to investigate the most cost-efficient way to streamline availability of its print publications in alternate formats.</p>	<p>Preliminary investigation started. Results to be submitted to Accessibility Planning Group (APG) December 2009.</p>	<p>Ongoing</p>
	<p>To liaise with SDS, the Leddy Library Accessibility Planning Committee, the Office of the President and the Human Rights & Equity office to research best practices on alternate print formats.</p>	<p>Consultations with Human Rights & Equity Office underway.</p>	<p>Ongoing</p>

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
<p style="text-align: center;">Leddy Library Accessibility Planning Committee</p>	<p>Leddy Library will continue to promote delivery of integrated services by training its staff, policy decision makers and volunteers in accessible customer service.</p>	<ul style="list-style-type: none"> • Leddy Library Accessibility Planning Committee re-convened under the leadership of the Special Needs and Accessibility Liaison librarian. The committee will continue to liaise with SDS, APG, Information & Adaptive Technology Sub-Committee and CTL to develop a cohesive approach to the provision of alternate formats and communication supports to users with disabilities as prescribed by the AIC. • Construction of new data facility with accessible work stations in both the academic and research centres under way. • Improved directional signage and accessible amenities in the planning stages. • Installation of photocopiers accessible to individuals using a wheelchair • Communications Plan • Training program launch • The Leddy Library staff will facilitate delivery of accessible customer service training by making its accessible workstations, terminals, assistive devices and related software available for demonstration to supplement e-learning and classroom instruction. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Summer 2009</p> <p>Fall 2009</p> <p>Ongoing</p>
<p style="text-align: center;">Acquisition & Procurement Policy</p>		<p>Leddy Library Accessibility Planning Committee will form a working group to research revision to procurement and acquisition policies.</p>	<p>Winter 2010</p>

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
Review of Leddy Library Licenses		<ul style="list-style-type: none"> • The Leddy Library Accessibility Planning Committee will undertake to provide a draft to Library Administration and the APG by Spring 2010 identifying potential roadblocks to AIC. These will include licensing, copyright and other issues necessitating Ministry leadership. • Development of baseline inventory of licenses underway. With the acquisition of new digital resources, a central database will be updated. 	Spring 2010
Faculty Guide & Resource on Accessible Communication & Alternate Formats	The Leddy Library through its Accessibility Planning Committee and liaison with ITS, PAC and the CAAC will champion the publication of easy-to-use guidelines for faculty, staff and student volunteers on how to create accessible documents and web-based content.	A simple, step-by-step guide will be available in a document to be housed on the Accessibility website.	Fall 2009

6.2. Equipment and Adaptive Technology

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
<p>Availability of Equipment and Adaptive (Assistive) Technology</p>	<ul style="list-style-type: none"> Centre for Teaching & Learning, Leddy Library, SDS in conjunction with CAAC to conduct an audit on the availability of equipment and adaptive technology in: Teaching and learning: classrooms, laboratories, and conference rooms student computer labs: multi-media classrooms 	<p>To be completed by December 2009 as prescribed by the University of Windsor Accessible Customer Service Policy.</p>	<p>Ongoing Upon compilation disseminate to faculty and students.</p>
<p>Development of a Campus-wide Adaptive Technology Standard</p>	<p>Retention of an external consultant to develop a policy on adaptive technology standards.</p>	<ul style="list-style-type: none"> To be re-evaluated upon completion of technology audit, December 2009. To investigate the possibility of a collaborative project with the Council of Ontario Universities to create a standard applicable to the teaching and learning environment in accordance with the AIC. 	<p>Spring 2010</p>
<p>Establish Network of Departmental Accessibility Leaders</p>	<p>The Information Technology Sub-Committee of the APG will assess the practicality of developing leaders on accessibility in each department.</p>	<p>To re-evaluate in November 2009 after the implementation of the Content Management System (Drupal), preliminary audits of the accessibility of web-based content and service gaps identified through CAAC and Student Disability Services</p>	<p>Ongoing</p>
<p>Availability of adaptive (assistive) Technology in Departmental</p>	<ul style="list-style-type: none"> The APG to investigate the feasibility of providing one computer with adaptive technology in every university lab facility. To investigate the utility of universal access balanced with 	<p>Assessment of minimal regulatory requirements under the AIC upon public release.</p>	<p>Summer 2010</p>

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
Computer Labs	provision of academic supports and services through SDS and Leddy Library Services. <ul style="list-style-type: none"> • Upon the development of an institutional equipment procurement policy regarding built-in accessibility features evaluate implementing an <i>Adaptive Technology Standard</i> of one computer per lab equipped with screen enlargement, screen reader, voice recognition, image and text scanning. 		
Multimedia Classrooms: Hearing and Adaptive (Assistive) Technology	Installation of hearing assistive devices and closed captioning	<ul style="list-style-type: none"> • CTL and Facilities installed audio-visual equipment with hearing assistive devices in Memorial Hall (Rooms 311 and 105), Dillon Hall (Rooms 253 and 264), and Erie Hall (Room 3127). More multi-media classrooms targeted subject to budget. • CTL investigating less expensive alternatives to provide closed captioning. Directive required, subject to budget approval, to explore costs to close caption university 30 minute productions. 	Ongoing

6.3. Physical Facilities

Action Area Identified	2008 Action Item Identified	2008/2009 Outcome	2009/2010 Action Time Line
Campus Audit Team	Campus Audit Team requires additional members with architectural and accessibility expertise.	Campus Audit Team to recruit from pool of acknowledged accessibility experts in the Windsor tri-county area.	December 2009

Action Area Identified	2008 Action Item Identified	2008/2009 Outcome	2009/2010 Action Time Line
<p align="center">Campus Accessibility Reviews / Inspections</p>	<p>Chair and Co-Chair of APG (new to campus) to tour the campus using manual and automatic wheelchairs.</p> <p>Campus Audit Team received finalized audits of six buildings in March 2009.</p>	<ul style="list-style-type: none"> • Greater appreciation of the degree of inaccessibility of building infrastructure dating to 1960s. • Identified need for a long term (5-10 years) “master” plan to transform campus public spaces and parking lots to comply with upcoming AODA Built Environment Standard. • A prioritized action plan accompanied the external audit of six buildings. The delay offset by the quality of the action plans. • Action plans better position the University to comply with the Public Safety and Emergency Protocols prescribed by the AIC 	<p>Fall/Winter 2009 (See Strategic Plan)</p>
<p align="center">Retention of External Audit Consultant</p>		<p>Due to the uncertainty of content of Built Environment Standard, services need to be retained for additional building audits preparatory to the Public Safety and Emergency Protocols.</p>	<p>Subject to budget approval</p>
<p align="center">Development of an Internal Campus Accessibility Audit Tool</p>		<ul style="list-style-type: none"> • The external consultants’ services could extend to the development of a building and equipment accessibility checklist for use by departmental staff to better inform decision-making about their built environment. 	<p>Subject to finalization of the AODA Built Environment Standard.</p>
<p align="center">Submission of Recommendations Regarding Accessibility Upgrade Priorities</p>	<p>CAAC prioritized campus facilities upgrade list.</p>	<p>Completed February 2009. Submitted to Facilities and APG Spring 2009. Input from students with disabilities via accessibility survey June 2009</p>	

6.4. Health, Safety & Community Protection Services

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
Develop Inclusive Evacuation Plan	Review of the fire and emergency evacuation procedures.	Emergency and evacuation procedures for persons with disabilities posted October 2008 on the webpages of SDS, Campus Community Police and the Occupational Health & Safety office.	Ongoing
	Incorporation of emergency and evacuation procedures for persons with disabilities into general procedures.	Provision of life and safety report from external consultant March 2009. Strategies to increase the cooperation of students and staff with disabilities to file personal exit plans through either SDS or OH&S under development.	
Training and Communication	Enhanced orientation for volunteer fire wardens regarding public safety and emergency evacuation procedures.	To be included in student and staff orientation sessions – Summer 2009	Ongoing
	Development of an integrated communication and training plan available in alternate formats through the Accessibility office.	Winter 2009	Ongoing

6.5. Policies, Practices & Systems Review - Human Resources

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
Membership on Human Resources	Current committee membership comprised of representatives from Occupational Health & Safety, HR, Staff Union, and SDS.	Committee membership changed to include Campus Police and renamed Life & Safety Working Group (see 6.4.). The group produced an initial emergency evacuation plan for	Fall 2009

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
(HR) Committee		persons with disabilities which will be further developed to incorporate risk assessment under the new emergency evacuation procedures (MIR).	
Review of job descriptions to address inclusiveness and accessibility	Develop a statement to communicate the availability of job descriptions in alternative formats upon request.		Completed
Interviews/ Testing	Develop a statement to communicate the availability of accommodation, if requested, to persons participating in testing and/or interviewing for University jobs.		Completed
Training for Faculty and Staff	<p>Following statement inserted on invitations to HR training sessions: <i>"If you require accommodation in order to attend this session and/or materials in an alternate format, please contact Training & Development Manager."</i></p> <p>Invitations to interviews and testing to add statement that accommodations are available upon request.</p>		<p>Completed</p> <p>Completed</p>
Review Employment Related	Review draft of AODA Accessible Employment Standard.	Feedback concerning merging the training components of several standards submitted to Ministry May 2009.	Ongoing

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
Legislation			
Customer Service Policy	In accordance with AODA Customer Service Standard develop of a customer service policy.	Through consultation and collaboration draft accessible customer service policy was developed and is subject to Board of Governor approval September 2009.	November 2009

6.6. Awareness Programs for Faculty, Staff and Students

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
Customer Service Standard Training	Recruitment of Accessibility Coordinator to develop training program in accordance with AODA requirements.	In-house customization of a generic e-learning tool available from COU ENable Project, to be completed September 2009. Supplementary in-class training modules for staff to be conducted November – December 2009. Faculty training modules to be launched February – March 2010 to incorporate Information & Communication Standard. Brochures, fact sheets and reference tools will support training.	Ongoing
Faculty & Staff Training	Training on workplace accommodation policy provided by the Employment Equity office.	Approximately 50 faculty and staff attended the two workshops.	Completed February 2009
Training on Students' Classroom	Provide workshops for interested faculty and staff on program supports and services for students with disabilities.	SDS provided a number of sessions (number to be inserted) requested by individual departments and faculty members. CTL provided a seminar on universal	

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
Accommodation	Provide review of applicable policies. E.g.: Audio recordings of lectures, right to non-disclosure, and preparation of individual student accommodation plans.	instructional design. CTL hosted a guest lecturer from Australia who addressed the importance of physical space to learning.	September 2008 - April 2009
Hosting the Inter-Universities Disabilities Association	SDS co-hosted a conference in May 2008 with IUDA themed "Collaboration and Inclusion". Its goal was to share information and strategies to support students with disabilities transition to careers and/or graduate studies.	Successful conference well attended by faculty, staff, private sector employers and community service providers. Potential service gaps within career counseling and graduate services identified. EDC hosted a workshop for students with disabilities on employment interviews and the issue of disclosure.	Community outreach – Ongoing
Disabilities Studies Program	Recruit Disabilities Studies Program Coordinator to offer program in 2008/09 academic year.	Program Coordinator hired for September 2008. First year number of students (to be determined). Faculty of Arts & Social Sciences hosted a luncheon on January 26, 2009 to launch the program. Invited guests included the Minister of Citizenship, the Chair of the Alliance for Accessibility for Ontarians with Disabilities, local politicians, and community-based agencies serving the needs of persons with disabilities.	Completed
B'fast Speaker Series "Beyond Barriers"	To raise awareness about advocating for better access on campus.	Event promotion included: mass student, faculty and staff email with poster attachment, and pre-event interview with guest speaker, and coverage in the DailyNews. Employment Equity, CAAC, OPUS and Graduate Student Society hosted a disability awareness event with a guest breakfast	First event completed. Ongoing

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
		<p>speaker, Jessica Matassa, a student with spina bifida. She spoke of her challenges and how she's overcome them.</p> <p>DailyNews featured a post-event news article, which later appeared in OPUS' quarterly newsletter.</p>	
Establish liaison between the Accessibility Planning Group and Senate	Need identified for liaison with Academic Programs and Senate	APG identified a need for a Steering Committee whose membership will include the Vice-President, Provost & Academic and the Associate Dean for Academic & Student Affairs.	Ongoing
Conduct Audit of Student Services for Students with Disabilities	Conduct an audit of student services for students with disabilities with regard to accessibility, availability, and adequacy of resources.	SDS distributing audit Summer 2009.	Ongoing

6.7. Policies, Practices & Systems Review - Academic Policy and Services for Students with Disabilities

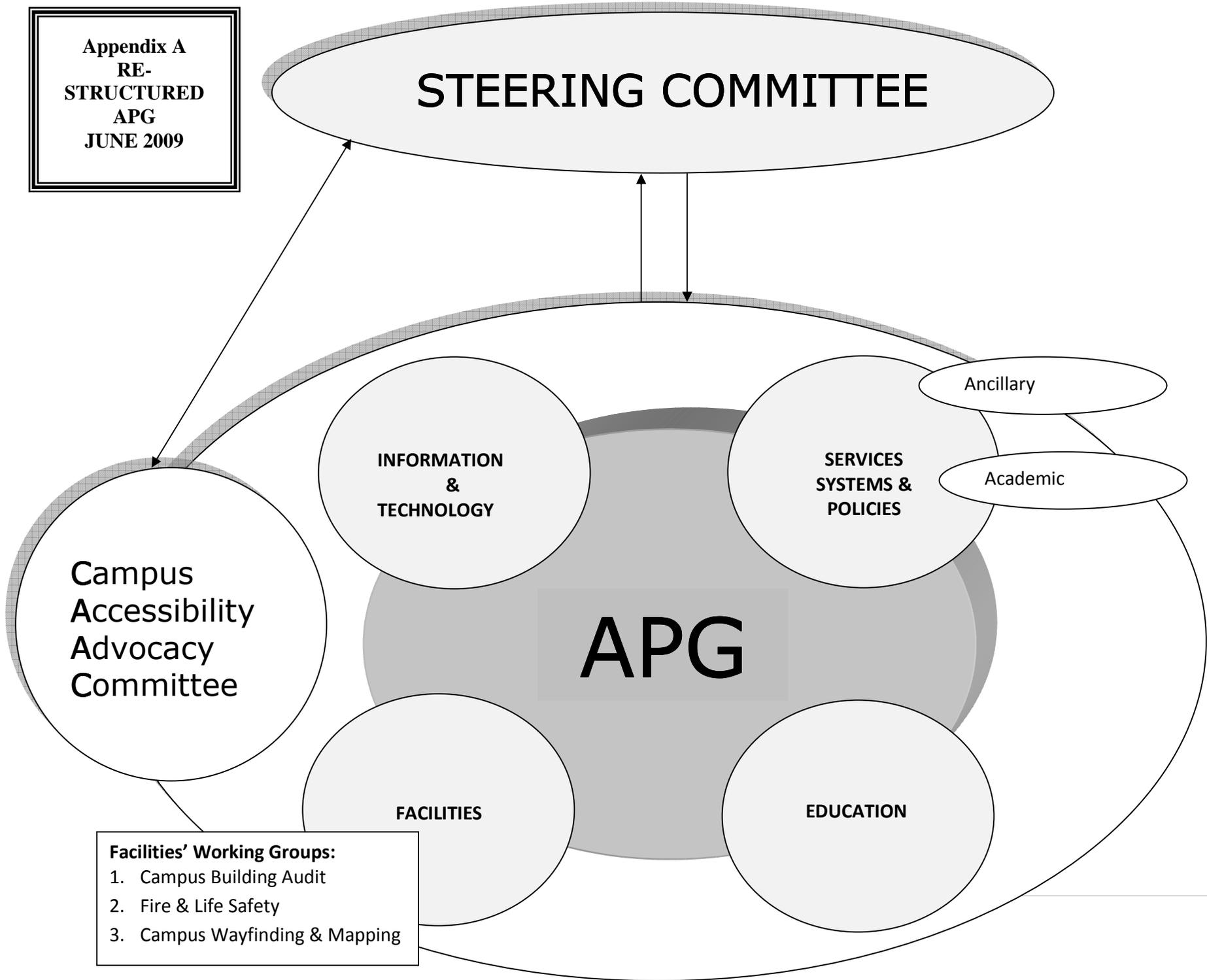
Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
Transition Planning (Secondary to Post Secondary)	A grant proposal submitted to MTCU was approved to support a pilot program for summer 2006 to assist in the transition to university for students with learning disabilities. The BUILD Program (Bridge to University for	Indications from the BUILD Program participants are that the program had a significant impact upon their successful transition to the demands of university, upon the confidence with which they were able to approach the semester, and upon the academic results which they have been able to achieve.	Grant proposal resubmitted and approved for Summer 2007 BUILD program.

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
	<p>Individuals with Learning Disabilities) will take place on campus from August 28th to Sept 1st 2006 and will include vital information and support through orientation workshops, peer mentoring, academic skills training, and one-on-one advising</p>	<p>Their feedback supports the premise that students with learning disabilities who avail themselves of this kind of advance identification, planning, instruction and assistance will be students who adapt more readily to the challenges of their new environment, are better prepared for academic success, and who ultimately achieve at the level of their potential. The success of BUILD Program supports the need for its continue availability to first-year students with learning disabilities at the University of Windsor</p>	
<p>Exam Accommodation</p>	<p>In a satisfaction survey to evaluate Student Disability Services' services, students indicated concern with the fact that completed exams are not always picked up or graded in a timely fashion. Students often require alternate format for examinations and there is a lack of available staff to create the materials (e.g. scan exams into computer software programs or read exams onto audiotape).</p>	<p>a) The Student Disability Services staff will explore methods for increasing efficiency of exam pick-up office. b) A Special Needs database will ultimately allow for electronic transfer of examinations to and from the Student Disability Services office.</p>	<p>a) Ongoing b) Special Needs database not yet completed. Internal processes tightened up to enhance efficiency of exam pick-up. c) Revamped training for student proctors has increased their effectiveness.</p>

6.8. Non-Academic Student Support

Action Area Identified	2008 Action Item Identified	2008/2009 Outcomes	2009/2010 Action Time Line
<p style="text-align: center;">Student Support Services Review Committee</p>	<p>A Student Support Services Review Committee was formed to address >non-academic= student support including accessibility of the following areas: social events, recreational/sports facilities, residence, food services, student medical services, counseling services, career & employment services, financial aid and external community service providers. This group will include students from food services & residence during the Academic year</p>	<p>Committee to develop and conduct a survey of non-academic support services for students with disabilities (working in collaboration with the Student Disability Services Office) to collect data and information concerning accessibility issues and needs; the survey will ask students with disabilities (to ensure confidentiality for the students, it is requested that this survey [once developed and having received REB approval], be sent out by the Student Disability Services Program Office through their email distribution list for students with disabilities as well as through the residences); the survey will request feedback on the non academic services provided by the University for this population of students. The survey results will be used to promote accessibility guidelines.</p>	<p>Carried forward to 2008-09 plan.</p>

**Appendix A
RE-
STRUCTURED
APG
JUNE 2009**



Appendix B – Attitudinal Barrier Poster



**There are all kinds of barriers.
Don't be one.**

Attitudes are barriers. Choose respect. Learn more...Boost your Accessibility IQ
Contact Anne Carrick, Co-Chair University of Windsor Accessibility Planning Group www.uwindsor.ca/accessibility 519-253-3000 Ext. 2056

Appendix C

SUMMARY OF ACCESSIBILITY ACHIEVEMENTS 2007-09

Facility Services

Over the past year Facility Services **completed a number of accessibility projects**. Large, small and ongoing, together these projects have added significantly to improving campus accessibility for students, faculty and staff for the academic year 2008-09.

One of the largest projects was undoubtedly the **completion of the new Medical Building**. Grade entrances to the new medical facility dispensed with the need for ramps while doors on *both* sides have automatic door openers. Accessible public washrooms located on the main floor do not have any doors: **curved wall entrances afford ease of access**. The Multi Media classrooms boast an adjustable lectern with **accessible seating spaces in both front and back**. Students, visiting clinicians, faculty or members of the public relying on mobility aids, including wheelchairs, are now able to **enjoy a choice of seating** – a choice able bodied persons generally take for granted. The Atrium Data Bar also has **an accessible area for socializing**.

Companion style seating was installed in the **Music Building's Recital Hall and Essex Hall Theatre**. Plans for an accessible front entrance to Essex Hall/Theatre are on hold, pending the outcome of a user feasibility study in anticipation of the Faculty of Engineering's relocation in three years. A sign was erected in front of Essex Hall indicating the location of the accessible entrance on its west side. Plans for a fully accessible Engineering Facility are well underway.

Improved **exterior signs** for locating accessible entrances to the Biology Building, Dillon & Memorial Halls, Chrysler Hall-North and South and the Law building have been erected. Some improvements to interior **signs** (way finding) have been made: in Chrysler Hall improved signage to accessible washrooms, Document Imaging and the Cashier's Office have been mounted.

Several **classrooms** in Memorial (311 & 105), Dillon (253 & 264) and Erie (3127) Halls were **upgraded** with accessible seating, automatic door openers and audio visual equipment with **hearing assisted devices** (see Centre for Teaching and Learning). Door holds were installed in Chrysler Hall Tower, North and South as an interim alternative to actuators due to cost effectiveness. The construction of an **accessible women's washroom in Dillon Hall** was completed in December 2008 and a generous alumni donation allowed for the installation of a **third accessible washroom in the Law building**.

Repairs to ramps and the replacement of heating elements are ongoing. A new ramp to the front entrance of the Faculty of Education building was **completed as scheduled**.

Exterior stair stripping is ongoing. This enhances the visibility of steps and stairs, thereby increasing safety. A harder wearing paint product is being procured. It is anticipated that on a priority basis all exterior stair stripping will be resurfaced and where practical, weather resistant yellow stripping attached before the onset of winter. **Slated for completion by December 2008** were high traffic areas, including the Law and Leddy Libraries, the CAW Student Centre and the Bookstore.

Another **major construction project completed** was the renovation of 1880 Wyandotte Street West, new home to the English Language Improvement Program. This involved remodeling the front entrance to make it accessible and constructing **accessible washrooms**.

Slated for 2008-2009 are **two elevator upgrades**: first, a new lift between the **Human Kinetics building** and the Field House has been installed; second, a new elevator is to be built as part of an expansion to the **Computer Centre**. This expansion encompasses a **fully accessible front entrance** and accessibility improvements to all six public washrooms on three floors **in anticipation of compliance** with the built environment regulation under the *Accessibility for Ontarians with Disabilities Act*.

To ensure continued access to services during the construction phase, the Computer Centre temporarily re-located its most popular services to the basement level, and together with the CAW Centre, opened a connecting basement pathway. Accessible washrooms, improved lighting and security features were installed in the connecting pathway.

Centre for Teaching and Learning

Classroom upgrades continue: the four identified above had installed computer, doc camera, projector, DVD/ VCR, sound system, hearing assist system, touch screen room control and auto light sensors. A fifth classroom received two smartboards with speakers, DVD/VCR player, and wall mounted equipment controls. A hookup for laptop was added.

The Centre continues to acquire **closed captioning capability**. Purchase of hardware has enabled the Centre, post-production, to close caption Windows media video projects. Investigation of captioning other types of media files using a transcription service model continues. Captioning live programs is the next phase to be tested. Investigation into resources and procedures for doing so continues.

Information Technology

Web site accessibility accomplishments (apart from the expansion described above) include:

- Modifying existing custom made Content Management System (CMS) to adhere to Web Content Accessibility Guidelines (WCAG) for accessibility as well as ensuring

- that a new Content Management System (Drupal) contains the latest utilities required to ensure WCAG compliance;
- Content providers who create and maintain the University's Web pages are **now consistently provided with a Web page containing the University's logo, a departmental banner, contact information, and navigation bar that are compliant with WCAG**. In addition, periodic reminders of the procedures for creating accessible web page are distributed: for example, to add alt tags on all images whenever a Web page is saved in CMS;
 - Ongoing training for content developers, both programmers and information providers, to ensure that the resources and information placed on the Web are accessible to all. This is with a view to instilling a mindset in developers and content providers that automatically **addresses accessibility at the design stage**;
 - Providing alternate solutions to address the needs of some individuals. Services from UsableNet were acquired on a temporary basis to provide a text alternative of the University's Web pages while the department **aggressively redesigns the University website to be compliant with WCAG**.
 - The above **anticipates** regulatory requirements of the Information and Communication Standard under the *Accessibility for Ontarians with Disabilities Act*, to take effect December 2011.

Environment: Health, Safety & Community Protection Services

Emergency and evacuation procedures for persons with disabilities were **finalized** in October 2008 and posted on the websites of Student Disability Services, Campus Community Police Services and the Occupational Health and Safety Office. Plans **to add a module for staff with disabilities** is subject to finalizing **an integrated plan for training and communication** led by Campus Community Police Services and the Employment Equity Office, Human Resources.

Awareness Programs for Faculty and Staff & Academic Policy and Services

In May 2008 Student Disability Services co-hosted a conference with the Inter-Universities Disabilities Association. Themed "**Collaboration and Inclusion**" its goal was to share information and strategies to support students with disabilities transition to careers and /or graduate studies. Attendees included faculty, staff, private sector employers and community service providers. It also served **to highlight potential** service gaps within graduate services, and the broader community that are **being addressed** through departmental strategic planning and continued community outreach.

Staff from Student Disability Services presented at departmental meetings on a regular basis. The Centre for Teaching and Learning through its services also promoted principles of universal instructional design.

Student Ancillary Services

Residence Services through successful implementation of its five year accessibility strategic plan has proactively provided for students with disabilities as evidenced by the choice of accommodation it offers and the range of students it attracts. Individual **students' needs** continue to be met as exemplified by the installation of a power assist door in an interior suite in Alumni Hall and actuators at the North entrance doors to Vanier Hall. Alarm system improvements included adding volume to Mac Donald Hall and a flashing light in Cartier.

The Bookstore improved signage and procedures for students with disabilities seeking access to the second floor via an elevator which it shares with the Odette School of Business. The feasibility of card access as a more inclusive measure consistent with the regulatory requirements of the *Accessibility for Ontarians with Disabilities Act* is being investigated.

Appendix D – Accessibility Standards for Customer Service: Summary of Requirements

Additional Information for You

At www.AccessON.ca/compliance you'll find information and resources to help you understand how to comply with the regulation.

Please note: This document is for information purposes only. This is not legal advice and should be read together with the official language of the standard. To view the official wording of the regulation, go to www.e-laws.on.ca or contact ServiceOntario or Publications Ontario for a print copy.

For more information or to get this document in an alternate format, contact:

Accessibility for Ontarians with Disabilities Act (AODA)
Contact Centre (ServiceOntario)
Phone: 1-866-515-2025
TTY: 416-325-3408 / TTY Toll-free: 1-800-268-7095
Fax: 416-325-3407
Website: www.AccessON.ca

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Breaking Barriers Together
www.AccessON.ca

customer service

Accessibility Standards for Customer Service

Summary of Requirements

What you need to know

The Accessibility Standards for Customer Service (Ontario Regulation 429/07) came into force on January 1, 2008. If you are a provider of goods or services, and have one or more employees in Ontario, you will be required to comply with the regulation.

- If you are a public sector organization designated in the standard, you must comply by January 1, 2010.
- If you are a private business, non-profit organization, or any other service provider with at least one employee in Ontario, you must comply by January 1, 2012.

The regulation outlines some things you must do in order to ensure you are providing accessible customer service to people with various kinds of disabilities. The following is a summary of requirements:

1. Establish policies, practices and procedures on providing goods or services to people with disabilities.
2. Set a policy on allowing people to use their own personal assistive devices to access your goods and use your services and about any other measures your organization offers (assistive devices, services, or methods) to enable them to access your goods and use your services.
3. Use reasonable efforts to ensure that your policies, practices and procedures are consistent with the core principles of independence, dignity, integration and equality of opportunity.
4. Communicate with a person with a disability in a manner that takes into account his or her disability.
5. Train staff, volunteers, contractors and any other people who interact with the public or other third parties on your behalf on a number of topics as outlined in the customer service standard.
6. Train staff, volunteers, contractors and any other people who are involved in developing your policies, practices and procedures on the provision of goods or services on a number of topics as outlined in the customer service standard.
7. Allow people with disabilities to be accompanied by their guide dog or service animal in those areas of the premises you own or operate that are open to the public, unless the animal is excluded by another law. If a service animal is excluded by law, use other measures to provide services to the person with a disability.
8. Permit people with disabilities who use a support person to bring that person with them while accessing goods or services in premises open to the public or third parties.
9. Where admission fees are charged, provide notice ahead of time on what admission, if any, would be charged for a support person of a person with a disability.
10. Provide notice when facilities or services that people with disabilities rely on to access or use your goods or services are temporarily disrupted.
11. Establish a process for people to provide feedback on how you provide goods or services to people with disabilities and how you will respond to any feedback and take action on any complaints. Make the information about your feedback process readily available to the public.

If you are a designated public sector organization or other provider with 20 or more employees, you must:

1. Document in writing all your policies, practices and procedures for providing accessible customer service and meet other document requirements set out in the standard.
2. Notify customers that documents required under the customer service standard are available upon request.
3. When giving documents required under the customer service standard to a person with a disability, provide the information in a format that takes into account the person's disability.

Some small steps you can take immediately to improve accessibility include:

- treating all customers with dignity and respect
- asking 'How may I help you?'



Breaking Barriers Together