



University
of Windsor

Annual Accessibility Report 2014-2015 and Multi-Year Plan Update

Office of Human Rights, Equity and Accessibility

Accessible formats and communication supports are available, upon request.

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Foreword

2015 marked the 10th Anniversary of the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA). Celebrations were held across Ontario recognizing the work that has been done to remove barriers for persons with disabilities and the achievements individuals and organizations have made to help foster a more inclusive society.

2015 is also the year when Mayo Moran, Provost and Vice-Chancellor of Trinity College at the University of Toronto, completed and released the second legislative review of the AODA. Throughout 2013 and 2014, Ms. Moran consulted with stakeholders across Ontario, obtaining information and perspectives about the efficacy of the AODA.

During the consultation, Ms. Moran heard that many organizations across Ontario are strongly committed to accessibility, however much work still needs to be done to meet the goal of an accessible province by 2025.

the commitment to accessibility is strong and a sense of the importance of building an inclusive Ontario is widely shared. We are now at the half-way mark to 2025. Considerable progress has been achieved under the AODA and much has been learned and refined along the way. Despite good intentions, however, for various reasons the AODA has not lived up to that early promise. Fortunately, it is not too late for it to do so. Indeed, this is a very good time for the Province to show the kind of leadership that will breathe new life into the AODA. This is important not only because it will enable us to keep our 2025 commitment, but also because accessibility affects a large and growing segment of the population. An inclusive society of the kind that the AODA aims at will be healthier and more robust along many dimensions. So few other issues have the kind of long-term implications that the AODA does.¹

Within the report, Ms. Moran provided 8 recommendations to assist with making the cultural shift towards greater inclusion. Notably, recommendation 7 is that organizations should encourage, support and celebrate accessibility planning beyond the AODA and “*treat the current AODA standards as “the floor, not the ceiling” of their efforts to create an inclusive environment*”.²

For a number of years, the guiding principles behind accessibility planning at the University of Windsor have been to surpass the AODA Standards wherever possible. With this in mind, here at UWindsor we must continue our work towards full inclusion and follow the words in Ms. Moran’s report to “treat the current AODA standards as the floor, not the ceiling”.

- Anne Mullen, Accessibility and Human Rights Manager

¹ Moran, Mayo. “Second Legislative Review of the Accessibility for Ontarians with Disabilities Act, 2005”. November 2014. <https://www.ontario.ca/document/legislative-review-accessibility-ontarians-disabilities-act>

² *Ibid.* p. 69.

Section A – 2014-2015 Accessibility Report

1.1 The University of Windsor’s Commitment to Accessibility

As contained in the [Accessibility Policy](#), The University of Windsor (“the University”) is committed to providing students and employees with disabilities an inclusive environment to study, work and play. The vision of accessibility is for members of the Campus community to work together to identify and remove barriers for persons with disabilities and attain the goal of a fully inclusive University.

1.2 The Legislative Framework

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

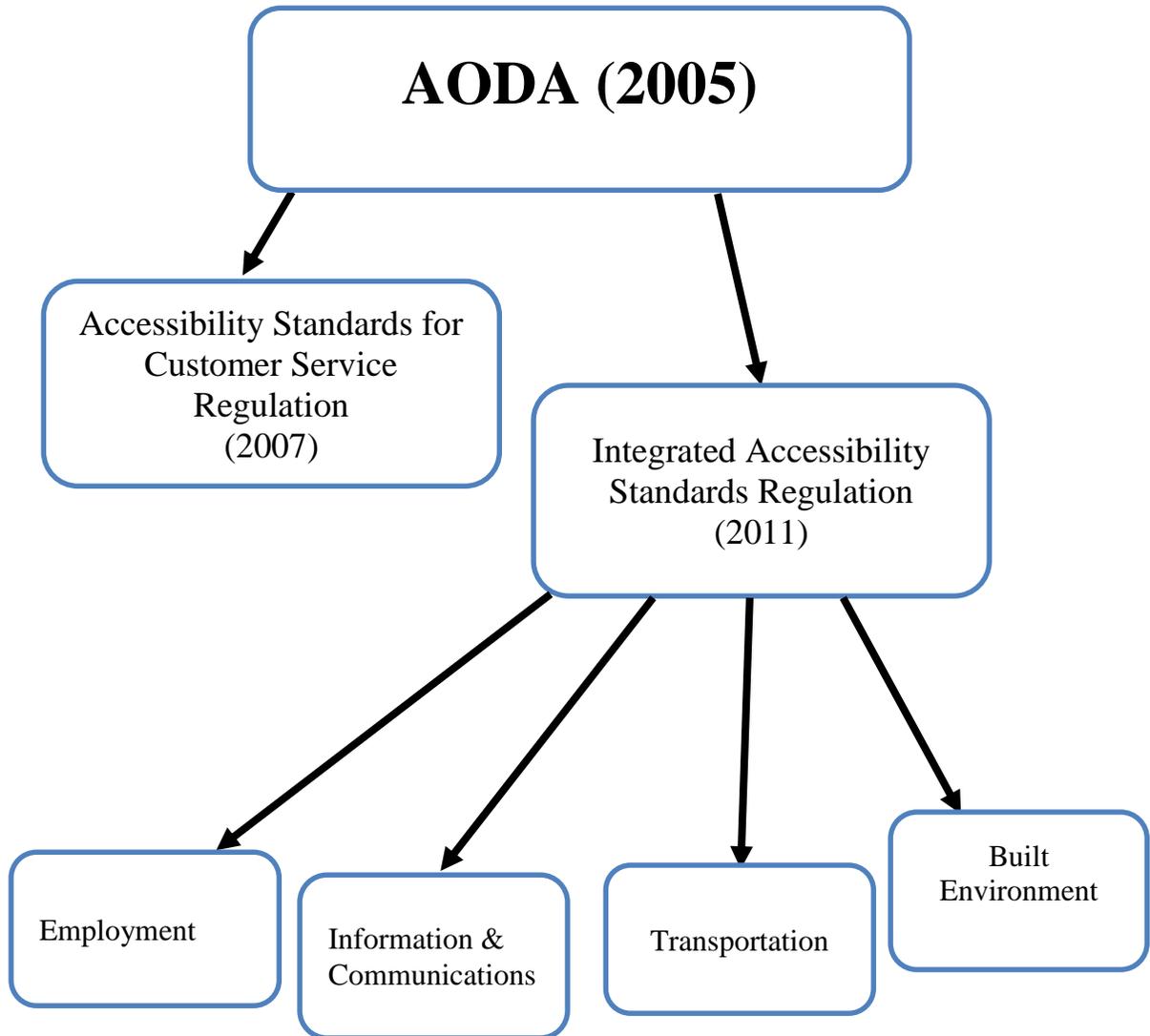
Accessibility means that products, programs or services are as useable by people with disabilities as people without disabilities. An enduring truth, virtually everybody has or will have some functional limitations at some stage of their life.

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

The AODA is a statutory requirement over and above providing individual, customized accommodation when such accommodation is the only way to meet an individual’s unique needs under the *Ontario Human Rights Code*.

The AODA and Regulations

Since the enactment of the AODA, there have been 5 Regulations developed: (1) Customer Service; (2) Transportation; (3) Information and Communications; (4) Employment; and (5) the Built Environment. Through the development phase of the five (5) Regulations, the Integrated Accessibility Standards was developed, which incorporates the Employment, Information & Communication and Transportation Standards.



The *Customer Service Standard*³ came into effect **January 2008**. The University of Windsor's Accessible Customer Service Policy was approved January 2010 and is available at <http://www.uwindsor.ca/ohrea/accessible-customer-service-standard>.

On June 3rd 2011, the *Integrated Accessibility Standards, Regulation 191/11*⁴ came into effect. The Integrated Accessibility Standards incorporate the Transportation, Information and Communication, and Employment Standards. The Regulation sets out the requirements for each of the three standards, as well as general requirements that apply to all, such as:

- developing accessibility policies and plans
- training employees and volunteers, and
- considering accessibility when purchasing goods or services.

In 2012, the *Integrated Accessibility Standards Regulation 191/12* was amended to include *The Design of Public Spaces Standards (Accessibility Standards for the Built Environment)*. The amended Regulation provides general and technical accessibility requirements for all new construction related to the following:

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

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

Under the *Ontarians with Disabilities Act, 2001* ("ODA") the University is required to publish an annual accessibility plan. The plan sets out short and long term goals to identify and remove barriers to full participation for students with disabilities, for students, staff and faculty with disabilities, and for visitors and community members with disabilities who use our facilities and services.

Amendments to the Ontario Building Code

On December 27, 2013, Ontario Regulation 368/13 was filed to amend the 2012 Building Code. The amendment took effect on January 1st 2015, and substantially enhances accessibility in newly constructed buildings and existing buildings that are to be extensively renovated.

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

⁴ http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws_src_regs_r11191_e.htm

The new requirements apply to most new construction and extensive renovations. Existing buildings, where no work is planned, are not affected by these new requirements. Amended requirements cover a range of areas, including:

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

The University of Windsor’s Annual Accessibility Report and Multi-Year Plan Update

The Annual Accessibility Report highlights initiatives completed from the previous year, in this case, September 1st 2014 to August 31st, 2015. The Accessibility Multi-Year Plan update includes short and long term goals which identify and remove barriers, thus increasing accessibility throughout the University community.

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

To request an alternate format of the Accessibility Report and Multi-Year Accessibility Plan, please contact the Office of Human Rights, Equity and Accessibility at 519-253-3000 x. 3400, ohrea@uwindsor.ca.

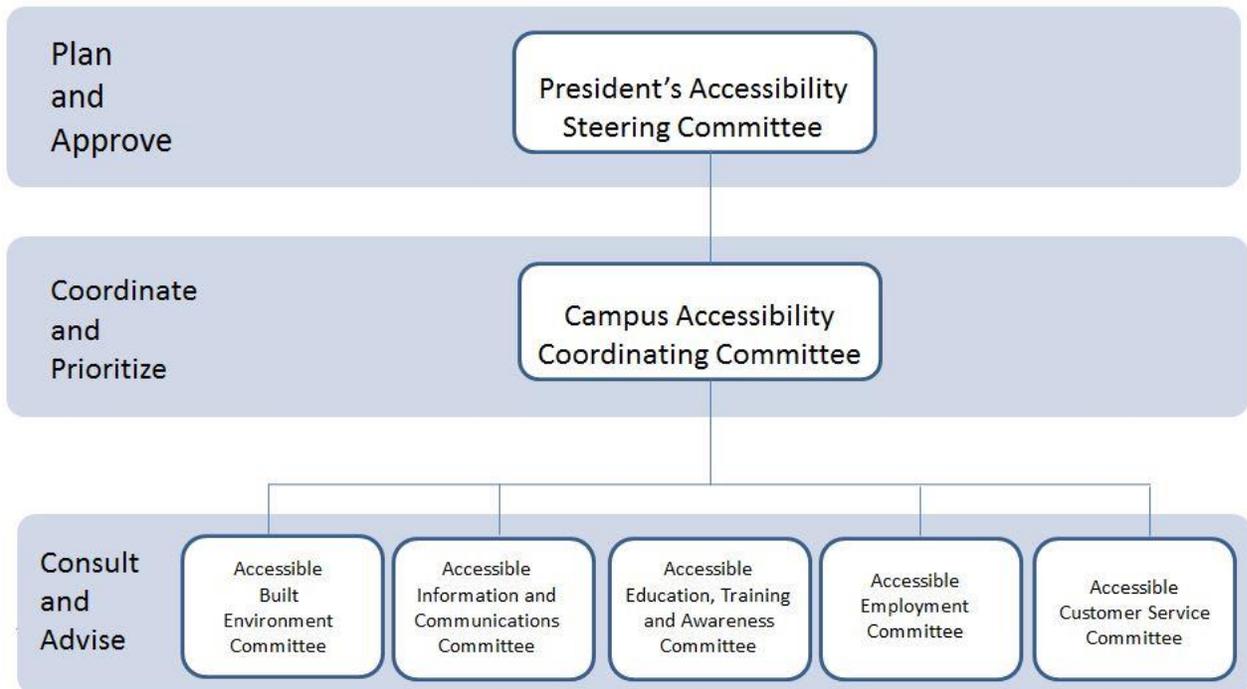
1.3 The University of Windsor’s Accessibility Committees

In 2012 the University’s accessibility committee structure was reorganized, and since that time there have been seven active accessibility committees on campus. The seven (7) committees are:

- Five (5) AODA Standards-based committees, those being the
 - Accessible Built Environment Committee
 - Accessible Customer Service Committee

- Accessible Education, Training and Awareness Committee
- Accessible Employment Committee
- Accessible Information and Communications Committee
- The Campus Accessibility Coordinating Committee
- The President’s Accessibility Steering Committee

The University of Windsor Accessibility Committee Reporting Structure



The five (5) Standards-based committees are responsible to review the relevant portions of the AODA Standards and ensure compliance. The Committees also work to surpass the requirements of the standards. Work includes identifying and removing barriers, developing inclusive practices, programs or policies, and educating the campus community about accessibility and inclusion.

The purpose of the Campus Accessibility Coordinating Committee (CACC) is to ensure a coherent, coordinated approach to accessibility throughout the University community. The CACC reviews, coordinates and prioritizes the activities of the five accessibility standards committees.

The President’s Accessibility Steering Committee is responsible to provide campus-wide leadership in the planning and approval of accessibility policies and programs. The committee provides strategic leadership for accessibility throughout the University community. The committee also provides guidance about compliance with all relevant accessibility legislation.

1.4 Office of Human Rights, Equity and Accessibility: Inquiry and Complaint Resolution

As part of the facilitation and resolution functions within the Office of Human Rights, Equity and Accessibility (OHREA), staff members in OHREA respond to campus accessibility issues. In 2014-15, the Office of Human Rights, Equity and Accessibility fielded numerous telephone, in-person and e-mail enquiries. These enquiries involved items such as workplace accommodations, accessible parking requirements, installation of accessible amenities, breakdown of accessible equipment and way-finding concerns. Resolutions were facilitated and in all situations reported. More detail on the nature of the concerns is available in the Annual Office of Human Rights, Equity and Accessibility Report available at: <http://www1.uwindsor.ca/ohrea/ohrea-reports>

‘We Need To Hear from You’ Website

Members of our campus community are encouraged to contact any representative of the University’s Accessibility Committees to communicate issues of importance. Please visit our website, ‘We Need to Hear from You’ at www.uwindsor.ca/campusaccess.

1.5 Student Disability Services



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

Staff in SDS are a valuable resource to the University community; they share their professional expertise with teaching and research staff, and promote student autonomy, privacy and independence. The staff members also provide education about the shared responsibility of all members of the campus community to provide equal access and opportunities to higher education for qualified students with disabilities.

2. Achievement Highlights 2014-2015

2.1 Built Environment

a. Audible Traffic Indicators at the Intersections of University and California and University and Sunset

Audible traffic indicators were installed at the intersections of University and California Avenues and University and Sunset Avenues. These indicators are City of Windsor property and will provide greater accessibility for members of the campus community who require audible indicators to assist with navigation.



b. Completion of Accessibility Upgrades to Washrooms in the Leddy Library

With a budget of \$1.5 million, washrooms in Leddy Library were updated. The work started in 2013 and was completed in 2015. Universally accessible washrooms have been installed on every floor of the Library.



c. Installation of Accessible Service Counter at Leddy Library

An accessible service counter was installed at the main Service Counter of Leddy library. The new counter allows for service interactions at different counter heights, providing all persons the opportunity to easily participate in a transaction at the counter.



d. Universal Washrooms in Lambton Tower

In 2014 a universal washroom was installed on the second floor of Lambton Tower.



e. Accessible Entrance to Key Control

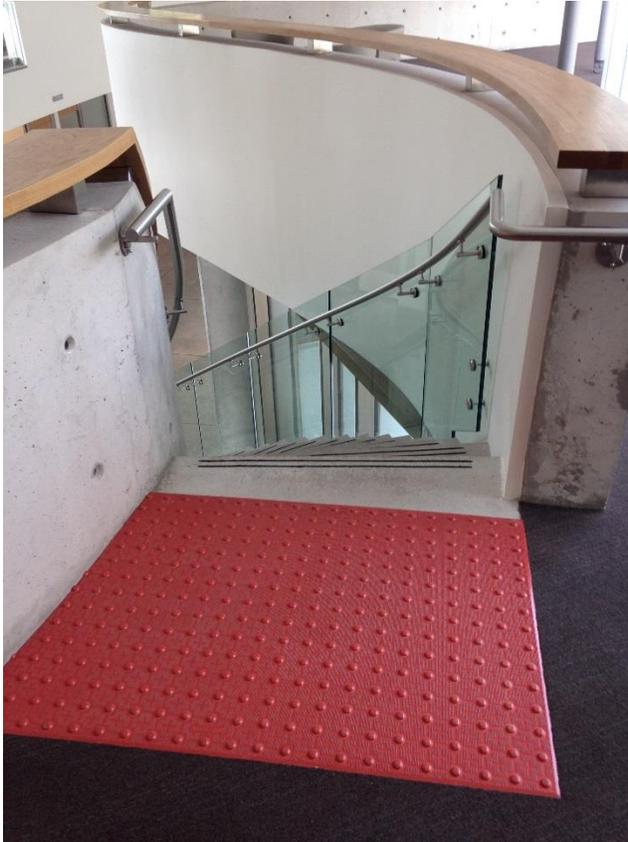
A ramp was installed at the entrance to the Key Control Building. Previously there were stairs located at the main entrance, now the entrance is barrier-free. All students and employees who require keys to access secured spaces must pick up the key from this building. As such, making this entrance accessible ensures that all persons can obtain keys independently.



f. The Welcome Centre

Work continued on the welcome Centre, with a move-in date of summer 2015. Over the course of the 2014-2015 year, the Project Manager for the Welcome Centre consulted the Accessible Built Environment Committee to obtain input about the lay-out and features of the building. The committee provided recommendations on numerous items, which were incorporated into the design, including: door actuators, braille signage, accessible service counters, universal washroom, tactile transition strips for stairs, accessible drinking fountain, and wide aisles, walkways and stairwells.





g. Dillon Hall Elevator Upgrade

In the spring of 2015, work began on upgrading the elevator in Dillon Hall. The project includes removing the existing elevator shaft and creating a new shaft that will provide space for a larger cab. The project is scheduled to be completed in December 2015.



h. Upgrades to Law Library Service Counter

The service counter at the Law Library was upgraded to provide accessible service interactions. With a variation in counter heights, persons in standing and seated positions, and persons of varying heights, can more comfortably enjoy transactions.



2.2 Information and Technology

a. UWindsor Web Presence Accessibility Audit

In 2013 the University's Accessible Information and Communications Committee began exploring options to determine the accessibility of the UWindsor web presence. Tools for auditing websites were investigated and tested. Over the course of 2013-2014, it was determined that the task of performing an accessibility audit on all of the University web sites was too large to be completed internally because: (1) there are over 50,000 web pages and the time required to audit the pages is substantial; (2) there is limited internal technical expertise to carry-out the audit and communicate the results; and (3) it is challenging for individuals to audit their own work and industry best practices are to have an external auditor.

In 2014 a Request for Quotation was issued to have a web site accessibility audit undertaken. eSolutions was the successful bidder, with work commencing in the summer of 2015. It is anticipated that the audit will be completed in the fall of 2015 with three (3) reports being generated, those being: (1) remediation; (2) technical; and (3) strategic priorities. The information contained in the reports will be used to address existing barriers and to develop a strategic plan for future website accessibility.

b. Closed-Captioning of Online Videos

All videos added to UWindsor internet websites must be closed captioned. The Centre for Teaching and Learning offers the service, at cost, to faculties and departments.

Over the course of the 2014-2015, members of the Accessible Information and Communications Committee worked to disseminate this information to the University community. By attending various meetings, posting information to websites, running articles in the DailyNews, and presenting the information at events like Campus Technology Day and Accessibility Awareness Day, work has been done to ensure the University community is aware of their closed-captioning responsibilities.

2.3 Education, Awareness and Training

a. Mounting of Emergency Evacuation Chairs in Campus Buildings

Work continues on the emergency evacuation chair project. From 2010-2015 persons from the Department of Kinesiology, OHREA, Health and Safety, Risk Management and Campus Police have been working to identify appropriate locations for emergency evacuation chairs on campus. Over 50 locations have been identified. With the majority of the details of the project finalized, the one remaining piece is securing funding.

To learn more about the project, please see the [2013-2014 Annual Accessibility Report and Multi-Year Plan Update](#).

b. Mandatory AODA & Human Rights Training

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

In 2015, three types of learning modules were launched to University employees, volunteers, 3rd party service providers and policy-makers, those being: face-to-face, online and booklet modules. The majority of employees have been responsible to complete the online training. Some groups have participated in face-to-face training and the booklets have been developed for some staff members.

All newly hired employees receive information about their requirements to complete the training.

c. Mandatory Accessible Customer Service Training

During the 2014-2015 year, the University continued to fulfill its responsibility to provide accessible customer training, as required under the AODA's Accessible Customer Training Regulation, 429/07. The goal of the Customer Service Standard is to improve front line services to persons with disabilities by increasing the general knowledge of staff, faculty, student employees and third party contractors who interact and/or communicate with persons with disabilities. The University of Windsor's Accessible Customer Service policy builds on policies and practices already in place, originating with academic and employment accommodation policies.

d. Creation of Consolidated Mandatory Training Webpage

Staff in IT Services and the Centre for teaching and Learning created a new, individualized mandatory training webpage for all employees. The page was launched in 2015 and can be access through: www.uwindsor.ca/requiredtraining.

e. Sign Language Club

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

f. Department Highlight for 2014-2015 – CTL and the Implementation of Blackboard Learn V9.1 2014

[Blackboard has achieved the “WCAG Level 2 AA”](#), which is an internationally recognized set of standards defined in the Web Content Accessibility Guidelines (WCAG). Blackboard uses third party audits regularly to check to see if its functionality and quality are aligned with the WCAG Level 2 AA designation.

The standards for accessibility are collaboratively created through a process involving the World Wide Web Consortium ([W3C process](#)). Additionally, the process is supported through the Web Accessibility Initiative also known as [WAI](#). This initiative involves global team members who create and maintain guidelines, technical reports and educational resources for the larger online community. The intended goal is to make the Web accessible to individuals with disabilities – all ages and circumstances.

There are several accessibility features designed into the version of Blackboard that the University of Windsor has procured (Blackboard Learn V 9.1 2014), to assist the online community with their Blackboard experience. Some of these accessibility features include:

- pages that follow a common structure to ensure familiarity for visually impaired users throughout the system. The Global Navigation and [Quick Links](#) features can help with faster navigation for the user;
- software, which can provide full support for captioning within course content (captioning content needs to be provided from the user, but is supported within the software);
- Quick Links, which go further than “skip navigation” and allow users to jump directly to any heading or Accessible Rich Internet application (ARIA) landmark on the current page;
- Quick Links that can be accessed with a keystroke combination of (Shift +Alt+L);
- Alt tags, which are available throughout and users are prompted to enter information about images when creating content;
- Login page, which offers users information to establish high-contrast settings or how to increase text-size in their browsers;
- [Keyboard shortcuts](#), which are available for a variety of tools throughout Blackboard;
- customizable notification settings for users who need assistance with organization and task management; and
- assessment options that instructors can implement to allow specialized circumstances for individuals who need accommodations (i.e. extra time, different day to complete test than rest of class, additional attempts).

Locally, two members of the Learning Management System (LMS) Team contacted a student, who is blind, who offered to help test out UWindsor’s implementation of Blackboard Learn. By reaching out to this member of the campus community, the Team was able to hear directly about the student’s experience when using the JAWS assistive technology. The student offered the following feedback:

- When using the My Grades function in Blackboard, the description for a column produced a pop-up window where the user, when using JAWS, was unable to close the pop-up window.
- When the user was using the JAWS link search option to find a course, they were unsuccessful. This could be due in part to the possibility of a case sensitive search feature needing to be enabled in JAWS, or that the user didn’t have courses to search from at the time. A solution was to uncheck the option in JAWS for case sensitivity. At the time however, there were no courses available for the user so this will need to be tested further in a semester with other users.
- The user was able to submit an assignment, but JAWS skipped over the text box for “Write Submission” which is a comment-like feature.

The LMS Team is trying to replicate the issues faced by the user, and then submit a follow-up support ticket to Blackboard for further exploration.

While the Blackboard system itself is WCAG Level AA Compliant, that does not necessarily mean that instructors will follow accessibility guidelines when placing their own content online. There is an ongoing need to educate instructors about ensuring added content is accessible to all users.

2.4 Employment

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

Over the course of the 2013-2014 year, the Accessible Employment Committee developed wording for the Human Resources Department and the Provost's Office to use during the hiring process. The wording, to be used when advertising positions and communicating with potential candidates, involves ensuring all persons are aware of the availability of accommodations throughout the hiring process tenure as an employee.

The President's Accessibility Steering Committee approved the draft wording put forward by the Accessible Employment Committee at their spring 2014 meeting. Over the 2014-2015 year, the wording has been implemented by Human Resources Department and the Provosts Office. This ensures the University's Compliance *AODA Integrated Accessibility Standards* requirements, Sections 22-26 and 28-32 and helps to make the University a more inclusive employer.

b. Development of Accommodation Guidelines

Since the spring of 2014, members of the Accessible Employment Committee have been working to update the Accommodation Guidelines for Employees with Disabilities. This document, once completed, will be a resource to the University community to help Managers and Supervisors understand their roles and responsibilities when employees require accommodations. The document will also assist employees with better understanding their rights and obligations and who to contact when an accommodation related to disability is required.

c. Employee Accommodation Fund

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

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

d. The Development of Guidelines for Persons Requiring Assistance in Emergency Evacuation

Starting in 2015, members of the Health and Safety Office and OHREA have been working to create guidelines for persons requiring assistance in evacuation. The purpose of the guidelines are:

- To provide a framework for persons requiring assistance in evacuation to develop individualized emergency response plans.
- To provide clarity about roles and responsibilities of all parties in an emergency evacuation. This includes evacuations that may happen during business hours and after-hours.
- Be a resource to emergency responders in the event of an emergency.
- To provide a streamlined check-in process for persons who may require assistance in evacuation in common buildings.

Through a consultation process, input from numerous departments, committees and individuals from across campus has been included in the development of the guidelines. The guidelines are to be finalized and promoted across campus during the 2015-2016 year.

2.5 Customer Service

a. Service Disruption Notification – “If You See It, Report It” Campaign

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

b. Accessible Event Set-Up

Representatives from Food Services, Facility Services, Catering and OHREA met to discuss how best to set-up events to ensure inclusivity. Following best practices, departments responsible for organizing and setting-up events are working to ensure variety of accessible seating locations and that stage ramps be set-up wherever possible.

c. Notification of Availability of Accommodation at Events

Each year, numerous events happen on campus where faculty, staff, students and members of the broader community are invited to attend. Wording on invitations has been added to notify attendees that the University is committed to organizing inclusive events and an accommodation will be provided upon request. This new wording is helpful in that it educates, or reminds attendees that requested accommodation(s) are available, upon request.

2.6 Initiatives

a. Accessibility Awareness Day, March 18th 2015

On March 18th 2015, The University of Windsor proudly hosted its third annual Accessibility Awareness Day. The theme for 2015 was “Accessible Recreation” and the keynote speaker was world-renowned break-dancer Luca “LazyLegz” Patuelli.

Over 200 people attended the day-long event. Students, faculty, staff, and members of the broader community participated in the sessions. Some topics covered throughout the event included: accessible video games; “The Joy of Reading”; Signs Restaurant (a restaurant staffed predominantly by persons who are Deaf); and Guidelines for Inclusion in Physical Activity and Recreation Programs.



Section B – Multi-Year Accessibility Plan Update

3.1 Built Environment

Action Item	Timeline	Comments
Development of a strategic plan to address existing barriers on campus. Plan to identify existing barriers and develop options for addressing barriers as well as costs.	2014-2016	Accessible Built Environment Committee to undertake this project.
Develop and use a prioritization matrix for determining where resources will be allocated to remove existing barriers or include accessible features to new designs	2014-2016	Accessible Built Environment is developing a matrix.
Completing an accessibility audit of the entire University of Windsor campus.	2016-2018	Facility Services is undertaking this project.
Installing access ramps at the Human Kinetics Building and Assumption Hall.	2016-2018	Facility Services is undertaking these projects.

3.2 Customer Service

Action Item	Timeline	Comments
Training the University community about how to organize an accessible meeting or event.	2014 and On-going	In 2014, the Accessible Customer Service Committee adopted “the Council of Ontario Universities: A Planning Guide for Accessible Conferences – How to Organize an Accessible and Inclusive Event”. Training sessions for 2014-2015 have been organized to assist the University Community with learning about how to organize accessible and inclusive events.
Reviewing and updating the Policy on Presence of Service Animals on Campus	2015-2016	The Accessible Customer Service Committee will be undertaking this review.

Determining the need for updated accessible customer service training for employees and volunteers at UWindsor.	2015-2016	The Accessible Customer Service Committee will be conducting a training needs assessment.
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3.3 Education, Awareness, and Training

Action Item	Timeline	Comments
Developing and implementing an awareness campaign about accessibility. This includes: <ul style="list-style-type: none"> • DailyNews Articles • Inclusive Practices Survey • Training about how to ensure web content is accessible • Training about how to organize accessible meetings and events • Workshop to provide information about Blackboard Learn 	2014-ongoing	The Accessible Education, Training and Awareness Committee to undertake this initiative.
Holding an Accessibility Awareness Day in 2016 to increase awareness about accessibility on campus and in the community.	Ongoing and to occur annually	Accessibility Awareness Day 2016 is scheduled for Wednesday, March 9 th .
Providing (1) Accessible Customer Service, and (2) AODA and Human Rights training to all employees, volunteers and 3 rd party service providers.	2015-ongoing	Customer Service training is provided to all new hires. AODA & Human Rights training was launched in 2015 and is on-going.
Continuing to hold a Sign Language Club on Campus which provides an opportunity for interested members of the University community to learn and	Fall 2015	OHREA organizes and administers the club for the campus community.

speaking Sign Language.		
The OHREA Awards will be distributed in December 2015. The awards celebrate achievements made by members of the University community in the areas of human rights, social justice, employment equity and accessibility.	December 2015 and to occur annually	
Pilot project installing Ibeacons and using the Blindsquare App to assist with navigation on campus	2015-2016	OHREA is undertaking this project
Exam Space for students at the Downtown Campus who require accommodation.	2016	SDS is working to implement the space.

3.4 Employment

Action Item	Timeline	Comments
Updating the “Workplace Accommodation Guidelines for Employees with Disabilities”. The updated guidelines will help to ensure all parties involved in a workplace accommodation understand their roles and responsibilities and whom they should contact for further information. These guidelines will also include information about the University’s employment responsibilities under the AODA’s Integrated Accessibility Standards.	2014-2016	Members of the Accessible Employment Committee as well as representatives from HR, OHREA and the Provost’s Office are undertaking this project.
Review of applications to the Employee Accommodation Fund. The Employee Accommodation Fund assists Departments/Units with the costs for providing employees with workplace accommodations.	Ongoing	Members of the Accessible Employment Committee are responsible for reviewing the applications and providing recommendations to the Director of the Office of Human Rights, Equity and Accessibility.

Action Item	Timeline	Comments
Updating the Emergency Evacuation Guidelines for Persons with Disabilities.	2014-2016	OHREA and the Office of Health and Safety to work jointly on this project.

3.5 Information and Communications

Action Item	Timeline	Comments
Continue to highlight accessibility issues and news in the Daily News in an effort to increase awareness.	Ongoing	Two articles are being completed currently in regards to the Employee Accommodation Fund and the Emergency Services Disruption Plan.
Reviewing the accessibility of University's webpages to ensure accessibility with webpage design and content management.	2014-2016	eSolutions, a consulting firm, began a comprehensive accessibility audit of all of the University of Windsor's websites and services. The findings are expected to be completed and released in mid-to-late fall 2015.
Review and development of websites and web content to be WCAG 2.0 AA compliant.	Ongoing with a required completion date of 2021	
Working to ensure all videos that are added to the University web site are closed-captioned. Also, work to create awareness about the availability of closed-captioning services.	On-going	Reminders and education needs to be circulated regularly to remind all parties of their obligations to close-caption videos added to websites.
Investigating having Course Evaluation Forms completed electronically, rather than paper and pencil.	2015-2016	Representatives from CTL, SDS, OHREA and IT Services are undertaking this project.

3.6 Initiatives

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

Appendix A
Timelines for Compliance with the AODA

The University of Windsor’s Timelines for Compliance with the Accessibility for Ontarians with Disabilities Act Regulations: **The Accessibility Standards for Customer Service** (Regulation 429/07) and the **Integrated Accessibility Standards** (Regulation 191/11). As defined in the AODA, the University of Windsor is a large designated public sector organization with 50+ employees.

It is important to note that at this time, the proposed Built Environment Standard has not yet been approved by the Ontario Legislature.

Year	Relevant Section of Standard	Requirements	Staff & Faculty Responsible for Ensuring Compliance
January 1st 2012	Integrated Accessibility Standards, Section 13 Section 27	Information and Communications Provision of emergency procedures, plans, or public safety information in an accessible format or with appropriate communication supports, upon request. Employment Provision of individualized workplace emergency response information to employees who have a disability.	Completed Campus Police and the Office of Health and Safety provide emergency procedures, plans and public safety information in accessible formats, upon request. Completed Employees requiring individualized workplace emergency response information may complete the “Emergency Evacuation Form” available through Campus Police and the Office of Health and Safety.
January 1st 2013	Section 3 Section 4 Section 5	General Requirements Development, implementation and maintenance of written policies and statement of organizational commitment to meet accessibility needs of persons with disabilities. Preparation of a multi-year accessibility plan at least once every 5 years completed on consultation with persons with disabilities. Preparation of annual status report of	Completed Senate approved the Accessibility Policy in February 2013. Completed The Plan is updated annually. Completed

Year	Relevant Section of Standard	Requirements	Staff & Faculty Responsible for Ensuring Compliance
	<p data-bbox="342 489 472 520">Section 6</p> <p data-bbox="342 821 485 852">Section 15</p> <p data-bbox="342 1041 485 1073">Section 16</p>	<p data-bbox="548 310 1013 447">the progress of measures taken to implement strategies of the accessibility plan and posting of the report on the website.</p> <p data-bbox="548 489 1045 741">Development of a procurement policy describing how the University of Windsor will consider the needs of persons with disabilities when procuring or acquiring goods, services, or facilities (physical infrastructure).</p> <p data-bbox="548 821 1037 926">Incorporation of accessibility features when designing, procuring or acquiring self-serve kiosks.</p> <p data-bbox="548 1041 1045 1325">Information and Communications Procurement of accessible or conversion ready electronic formats of educational or training resources or materials, where available, or provision of comparable resource if not possible, if notification of need is provided.</p> <p data-bbox="548 1367 943 1472">Make available, upon request, accessible or conversion ready versions of textbooks.</p> <p data-bbox="548 1514 1040 1650">Provision of student records and information on program requirements, availability and descriptions in an accessible format.</p> <p data-bbox="548 1734 967 1871">Accessibility awareness training related to accessible program or course delivery and instruction provided to educators.</p>	<p data-bbox="1073 310 1349 373">The report is updated annually.</p> <p data-bbox="1073 489 1463 772">Completed The Finance Department has incorporated accessibility language into the University's Purchasing Policy. The VWIZ program is being developed as an additional tool.</p> <p data-bbox="1073 821 1463 999">Completed The Finance Department has incorporated accessibility language into the University's Purchasing Policy.</p> <p data-bbox="1073 1041 1468 1251">Completed/On-Going SDS procures and provides accessible or conversion ready electronic formats of educational or training resources or materials.</p> <p data-bbox="1073 1514 1446 1692">The Registrar's Office provides student records and information on program requirements in accessible formats upon request.</p> <p data-bbox="1073 1734 1446 1871">The Centre for Teaching and Learning offers Universal Design for Instruction training. The Accessible</p>

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

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

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

Appendix B
Accessibility Committees 2014 – 2015

President's Accessibility Steering Committee

Area Represented	Name	Title
Chair	Dr. Alan Wildeman	President & Vice-Chancellor
Vice-Chair (Administrative Services)	Ms. Sandra Aversa	Vice-President, Planning and Administration
Vice-Chair (Academic)	Dr. Bruce Tucker	Associate Vice-President, Academic
Human Resources	Ms. Rita LaCivita	Vice President, Human Resources
Student Affairs	Dr. Clayton Smith	Vice-Provost, Student Affairs and Dean of Students
OHREA	Ms. Kaye Johnson	Director, OHREA
OHREA	Ms. Anne Mullen	Accessibility and Human Rights Manager, OHREA

Campus Accessibility Coordinating Committee

Area Represented	Name	Title
Chair	Ms. Kaye Johnson	Director, OHREA
Vice-Chair	Ms. Anne Mullen	Accessibility & Human Rights Manager, OHREA
Accessible Information & Communication Committee Chair	Ms. Vicki Jay-Leung	Reference Librarian, Law Library
Accessible Built Environment Chair	Mr. Dan Castellan	Manager, Facility Planning, Renovations & Construction
Accessible Education, Training & Awareness Committee Chair	Dr. Erika Kustra	Director, Teaching & Learning Development
Accessible Employment Committee Chair	Ms. Daniella Beaulieu	Employee Relations Associate
Accessible Customer Service Committee Chair	Ms. Beth Oakley	Director, Student Success Centre
Member at Large	Ms. Anna Kirby	Executive Director, Campus Services

Accessible Built Environment Committee

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

Accessible Customer Service

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

Accessible Education Training and Awareness Committee

Title	Name	Title
Chair	Dr. Erika Kustra	Director. Teaching & Learning Development (CTL)
Vice-Chair	Ms. Anne Mullen	Accessibility and Human Rights Manager - OHREA-
Member at large	Ms. Alison Samson	Director. Graduate Academic Services
Member at large	Ms. Christine Quaglia	Student Development Specialist, Student Success Centre/Disability Services
Member at large	Ms. Marcela Ciampa	Manager, Employee Engagement and Development
Member at large	Mr. Nick Baker	Learning Specialist - CTL
Student	Ms. Keren Escobar	Masters of Social Work
Student	Mr. Allan Angus	Masters of Social Work

Accessible Employment Committee

Title	Name	Title
Chair	Ms. Daniella Beaulieu	Employee Relations Associate, Human Resources
Vice-Chair	Ms. Anne Mullen	Accessibility and Human Rights Manager - OHREA-
Member at large	Mr. Richard Hayes	Learning Strategist/Disability Advisor, Student Success Centre/Disability Services
Member at large	Ms. Kerry-Ann Gray	Acting Assistant Dean, Finance and Administration
Member at large	Ms. Cindy Wills	Executive Assistant to the Associate VP, Academic
Student	Andrea Gerrard	Bachelor of Commerce

Accessible Information and Communication Committee

Title	Name	Title
Chair	Ms. Vicki Jay-Leung	Reference Librarian, Law Library
Vice-Chair	Ms. Anne Mullen	Accessibility and Human Rights Manager - OHREA-
Member at large	Mr. Anthony Gomez	Assistive Technologist/ Disability Advisor, Student Disability Services

Member at large	Ms. Karen Pillon	Head – Access Services, Leddy Library
Member at large	Mr. Darrel Laurendeau	Manager. Educational Technologies, Centre for Teaching and Learning
Student	Ms. Keren Escobar	Masters of Social Work
Student	Mr. Allan Angus	Masters of Social Work