Annual Accessibility Report
2019-2020 and Multi-Year Plan
Accessibility Reports Electronic and Alternate Formats

The University of Windsor’s past and current Accessibility Reports are available on the Office of Human Rights, Equity & Accessibility [OHREA] website.

Please contact OHREA to request alternative format of this plan:

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

The University of Windsor has a rich tradition of offering comprehensive, student-focused, post-secondary education in Southwestern Ontario. Assumption College, the predecessor of the University of Windsor, first welcomed students in 1857. On December 19, 1962, the University of Windsor was incorporated by the Ontario Legislature.

In the more than 150 years that have since passed, the small, liberal arts college has grown into today’s non-denominational, comprehensive, teaching, and learning university welcoming over 15,000 students each academic year and boasting alumni of over 135,000.

During the 2019-2020 academic year covered in this report, the University of Windsor continued to advance the strong tradition of academic excellence and enhancing an inclusive, accessible work and study environment. This report will capture highlights of between September 1, 2019 and August 31, 2020 and will continue to establish goals for our future.

University of Windsor’s Mission and Vision

The University of Windsor’s Mission and Vision Statements reflect the ongoing commitment to students and the community. They also articulate the desire that what we do will result in people becoming empowered to make meaningful contributions to society:

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

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

This report highlights the progress achieved at the University of Windsor towards creating and fostering learning and working environments that are both accessible and inclusive. The goal is to grow our learning and working environments into testaments of accessibility and inclusion for all.

“The goal is to grow our learning and working environments into testaments of accessibility and inclusion for all.”
The University of Windsor’s Commitment to Accessibility

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

This Annual Accessibility Report highlights initiatives significantly underway or completed from the previous year, in this case, September 1st, 2019 to August 31st, 2020. The Accessibility Multi-Year Plan update includes short and long-term goals towards achieving a barrier-free campus.

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

The Legislative Framework

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

The Ontario Human Rights Code (the “code”) and the AODA work together. They both promote equality and accessibility, use the same definition of disability, and are provincial laws. The Code promotes equal rights where everyone is respected, can fully participate, and are free from discrimination. Also, the Code requires that organizations accommodate individual needs due to disability. The AODA complements the Code by setting accessibility standards that organizations must meet. Where there is a conflict between the AODA and the Code, the Code has primacy.

As defined by the AODA, the University of Windsor is a large, designated public-sector organization. As such, the University of Windsor is required to establish, maintain, and document a multi-year accessibility plan. This required activity provides an opportunity to outline the University’s strategy to prevent and eliminate barriers and to fulfill the requirements of the AODA and the Code. The plan is reviewed and reported annually, allowing for reflection on how well the organization is meeting requirements along with identifying opportunities to exceed legislative expectations.

The University of Windsor’s Accessibility Committees

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

The membership of these committees is comprised of representatives from OHREA and student and staff volunteers from various departments and units from across campus. Employees and students with lived experience are encouraged to participate. This model facilitates education, information sharing, coordination of initiatives, and improved communication. Representatives on these committees also bring back knowledge gained from participating in these committees to their respective departments/units.

The current model is described below:

- Three (3) AODA Standards-based committee, those being the
  - Accessible Built Environment Committee (ABEC)
  - Accessible Employment and Customer Service Committee (AECSC)
  - Accessible Information and Communications Committee (AICC)
- The Accessibility Coordinating Committee (ACC)
- The President’s Committee for Diversity and Inclusion (PCDI)
The three standards-based committees (ABEC, AECSC, AICC) 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 Accessibility Coordinating Committee (ACC) ensures a coherent, coordinated approach to accessibility throughout the University community. The ACC reviews, coordinates, and prioritizes the activities of the three accessibility standards committees.

The President’s Committee on Diversity and Inclusion (PCDI) 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. PCDI also provides guidance regarding compliance with all relevant accessibility legislation.
Office of Human Rights, Equity and Accessibility: Inquiry and Complaint Resolution

As part of the facilitation and resolution functions within the Office of Human Rights, Equity and Accessibility (OHREA), staff members in OHREA respond to campus accessibility and human rights issues. Ongoing in 2019-2020, team members fielded numerous telephone, in-person, and e-mail enquiries. These enquiries involved items such as workplace accommodations, accessible parking requirements, and installation of accessible amenities. Resolutions were facilitated or escalated for further discussion, as appropriate.

Accessibility Feedback at University of Windsor

Feedback is an essential component to help us identify and remove barriers and achieve our goal of full participation at the University of Windsor. Members of our campus community are encouraged to share suggestions to improve accessibility and inclusion, to share their experiences of how inclusion and accessibility at our university have made a difference, or to identify a barrier to accessibility through the use of the streamlined webform. To complete an “Accessibility Feedback Form”, please visit: Accessibility Feedback (Reporting a Barrier).

Student Accessibility Services

Student Accessibility Services (SAS) staff provide numerous supports including supporting a variety of student accessibility needs including accommodations, referrals, resources, advocacy, and education throughout the University community.

SAS is a valuable resource to the University community and an integral partner to the OHREA team. Reporting to the Office of Student Experience, the staff share their professional expertise with teaching and research staff and promote student autonomy, privacy, and independence. The staff members also provide education about the shared responsibility of all members of the campus community to provide equal access and opportunities to higher education for qualified students with disabilities.
Annual Accessibility Report 2019-2020 Achievement Highlights

Accessible Built Environment Highlights

Between September 1, 2019 and August 31, 2020, the University of Windsor continued to ensure our existing buildings, public spaces, and new projects focused on accessibility. Key highlights are featured in this section.

a) Continued Installation of Actuators on Campus

The University of Windsor was awarded financial support via an Enabling Accessibility Fund Grant through the Ministry of Employment and Social Development Canada for 2018-2019 (3rd year in a row). Through additional support to match the funds received, the University of Windsor was able to install additional automated door actuators at locations across campus from the ongoing list of prioritized areas in need. Unfortunately, no new funding was available through the Enabling Accessibility Fund grant for the 2019-2020 academic year.

Using the funding awarded, actuator installation was completed during the 2019-2020 academic year in the following locations:

- Toldo Health Education Centre Classroom 204
- Education Gym Exterior Entrance
- Education Gym Interior Entrance
- Salon “B” Alumni Auditorium
- Salon “C” Alumni Auditorium
- Leddy Library West Building 2nd Floor Stacks Access
- Leddy Library West Building 3rd Floor Stacks Access
- Dillon Hall Entrance
- Human Kinetics Classroom 145
Examples of newly installed actuators:

b) Classroom Renovations

The University has made an ongoing commitment to update and modernize classroom spaces. COVID-19 had a significant impact on the direction of updates undertaken in the 2019-2020 academic year. Great efforts have been made to support a safe return to campus for all students, faculty, and staff. Accessibility considerations were part of the return to campus planning process.

COVID-related upgrades which support accessibility:

- Safety protocols for all students
- Installation of hand sanitizer within and outside of classrooms. Consideration was given so that dispensers were installed at an accessible height.
- Signage related to COVID meet accessibility standards for print materials.
- Video conferencing capabilities to allow one instructor to link to several classrooms to reduce the number of students in one room. Video Conferencing also allows students who are not on campus to link in remotely to the in-person session. This may also benefit students who have accessibility support needs who may not be able to attend class in-person.
Erie Hall – Room 3123

Erie Hall, Room 3123 underwent renovations during the 2019-2020 academic year. The renovations included wider doorways, open spots to accommodate wheelchairs or other mobility devices, and actuators for ease of entry.

c) Campus Accessibility Audit

In July of 2019, the University of Windsor embarked upon a significant project to complete a comprehensive accessibility audit of fifteen (15) buildings on campus. The reports were completed and presented to the Accessible Built Environment Committee (ABEC) in February 2020.

These audits reviewed many aspects of the accessibility of our spaces including items such as barrier-free paths of travel, signage, fixtures, stair stripping, and lighting. The audits also offered a “snapshot” of accessibility relative to legislative requirements/standards and indicated the remedial action along with associated costs of bringing our facilities up to current standards. This “snapshot” provided a baseline of the current level of accessibility within our facilities and venues.

Using the information from the audits, the Accessible Built Environment Committee identified a short-list of high-priority areas, some of which may be resolved within existing funds dedicated to accessibility enhancements. Work on specific projects is expected to take place in the 2020-2021 academic year.

These reports will form a critical part of our action plan moving forward and will help guide the allocation of resources in our annual planning activities. A long-term strategy will be developed to prioritize and address the outstanding deficiencies identified.

d) Design Review for Campus Upgrade Projects

Accessibility and inclusion continued to be a priority as the University re-designed and upgraded spaces on campus during the 2019-2020 academic year. The Accessible Built Environment Committee provided input to the initial and developing plans for the new St. Denis Centre and the Faculty of Law renovation project. ABEC also provided input during the early planning stages of the CAW Cafeteria seating area renovations.
e) Lancer Sports and Recreation Centre Crosswalk

A new approach and dedicated crosswalk were installed with operating PXO signals joining the east parking lot to the Lancer Sports and Recreation Centre on College Avenue. Note: PXO is a designated crossing area with ground markings and a flashing signal that alerts drivers to use extra caution and yield to pedestrians crossing the road.

For additional safety, the east parking lot was reconfigured to allow for a direct crosswalk leading to the crosswalk with PXO signals as shown above. This new route was painted to ensure the pathway was clearly marked as shown below.
f) Accessible Parking and Safe Drop Off/Pick Up spots

The University has identified all accessible parking signage and has begun updating to new signage which has the appropriate images and wording. In addition, a review was conducted to identify all the accessible parking spots on campus lots. These spots will be added to the master parking plans.

Three accessible spots designated for students, staff, and faculty have been added to the small parking lot located off Goyeau for the downtown campus. Further plans for the redevelopment of the Bus Depot parking is expected to include additional accessible parking spots once the project proceeds.

There is currently only one designated accessible pick-up and drop-off location on the main campus in the Assumption Church parking lot, near the Freed Orman Conference Centre. For the safety of students and employees who are provided transportation to the University, additional locations are being explored.

Accessible Parking located near the Education Building.
Accessible Employment and Customer Service Highlights

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

a) Emergency Evacuation Chairs

The University of Windsor installed 25 emergency evacuation chairs to support the safe and prompt evacuation of persons with disabilities if needed. The funding was provided by the Enabling Accessibility Fund in the 2018-2019 academic year, along with matching financial support from the University. In 2019-2020, the accessible campus map was updated to include the location of the emergency evacuation chairs, along with the accessible entrances to campus buildings.

Ongoing training in partnership with Health and Safety was planned for June 2020 which had to be deferred due to COVID-19. Training will resume when it is deemed safe to do so to ensure that there are people on campus who are knowledgeable in the use of these chairs. The University has included Stryker Evacuation Chairs training video as part of it’s Fire Safety Information webpage.

Emergency evacuation chair in case mounted on the wall near stairwell.

Emergency evacuation chair demonstration.
b) Service Animals on Campus

Throughout 2019-2020, OHREA worked closely with Residence Services and Student Accessibility Services to communicate the streamlined service animal registration process to our students. The singular registration process created in 2017-2018 was intended to improve the student experience. Information regarding service animals on campus is now available on OHREA’s website and integrated with Student Accessibility Services and Residence Services websites.

In a continued effort to support staff, students, and visitors who rely on the support of a service animal, a workshop was held in the Spring of 2020. This workshop raised awareness about service animals on campus, expectations, responsibilities, and processes involved.

Strategies are in the early stages to support the experience of students, staff, and visitors who use the Lancer Sports and Recreation Centre and rely on service animals.

c) Service Disruption Notification – “If You See It, Report It” Campaign

Throughout the 2019-2020 academic year, efforts continued to raise awareness across our campus community regarding responsibilities to report equipment that is inoperable and other service disruption notifications. RSS Feeds and the UWindsor App continue to notify students of this information.

d) Employee Accommodation Fund

OHREA continued to utilize funds made available by the University of Windsor’s Strategic Priority Fund to support the Employee Accommodation Fund (EAF). The EAF is an additional source of financial assistance for units and departments to access in order to provide disability-related accommodations for our employees. Twenty-two applications have been approved since 2014. Five of the twenty-two applications were approved during the 2019-2020 academic year.

During the 2019-2020 academic year, the application process was reviewed to provide clarity on the intent of the fund, along with improved eligibility criteria.
In conjunction with the Employee Accommodation Fund, the Accessible Equipment Short-Term Loan Program continued to be coordinated by OHREA. Items are available for trial and/or to bridge the gap from the time of ordering a product to delivery. Items available to loan includes products like a sit-stand tabletop desk adjuster and a ClearView screen magnifier.

e) Scent Sensitivities and Allergy Awareness

Concerns have been raised over the years regarding scent sensitivities, latex, and food allergies. The following actions have been taken in 2019-2020 to address these concerns:

- Scent-free guidelines were updated
- Latex and scents are now both addressed in the Planning Accessible Events Checklist, along with planning for the accommodation of dietary restrictions
- Latex allergy background material was gathered in preparation for an awareness campaign for the 2020-2021 academic year
- Identified steps Campus Services takes to accommodate dietary needs, including food allergies. Preparations will begin in the 2020-2021 year to communicate these steps to prospective students, along with the development of a food allergy awareness campaign for the broader campus.

Accessible Education, Training, and Awareness Highlights

a) Mandatory AODA & Human Rights Training

The Office of Human Rights, Equity and Accessibility continued to coordinate the legislated AODA training for all employees, volunteers, and 3rd party service providers detailing important customer service information and the interconnectivity of the AODA and the Ontario Human Rights Code. Both online training and in-class training was provided throughout the 2019-2020 year.
b) Sign Language Club

Since 2013, the Office of Human Rights, Equity and Accessibility has coordinated a sign language initiative for students, staff, and faculty on campus. This initiative allows participants to meet weekly to learn and practice sign language through interactive teaching and learning. To date, more than 200 participants have studied ASL through this program.

c) Student Mental Health Strategy

The University of Windsor Student Mental Health Strategy was launched on Campus Mental Health Day on October 2nd, 2018. This strategy is intended to provide wellness and mental health services to our student community. It includes key recommendations which the University of Windsor will work toward over five years.

During the 2019-2020 academic year, the campus headed into the second year of implementation. The Mental Health Strategy Implementation Committee met four times and provided important direction supporting the implementation on 15 of the Strategy’s 39 recommendations. Additionally, the committee oversaw the administration of the Mental Health Initiatives Fund, which distributed a total of $24,000 to nine different student, staff and faculty wellness projects.

More information regarding the creation of and plans for the Student Mental Health Strategy as well as information about and resources from the Wellness Office can be found here.
d) 8th Annual Accessibility Awareness Day

The University of Windsor has hosted the annual free event since 2013 to highlight and celebrate accessibility. The theme for the 2020 Accessibility Awareness Day was “Creating Accessibility and Inclusion”. The event scheduled for March 30th was cancelled due to the COVID-19 pandemic and will be resumed in the Spring of 2021.

Despite the cancellation, new initiatives that were going to be launched at the event to support accessibility were announced via the DailyNews. These initiatives include Accessible Content Cards and the roll-out of Read & Write and EquatIO software programs. Professional Development workshops are planned for the Fall of 2020 to support creating accessible digital content and the new software.

e) Innovative Designs for Accessibility (IDeA) Competition

Inspired by the goal of the AODA to make Ontario the most accessible province by 2025, the University of Windsor held its annual Innovative Designs for Accessibility (IDeA) competition in February 2020. This initiative provided students across the campus an opportunity to design original innovative solutions to address organizational/systemic, architectural/physical, information and communications, technology, or attitudinal barriers.

Universities Canada hosts the National IDeA Competition. Due to the COVID-19 pandemic, the closing date to nominate students for the 2020 competition has been extended and no date has been provided. Two students from the University of Windsor will be nominated.
Accessible Information and Communication Highlights

Many initiatives have been undertaken to ensure that information and communication are accessible to people with a range of abilities. This domain focuses on preventing and removing barriers in web development, public affairs, and communications, and policy development. The committee focuses on strategies and activities to promote education to the greater campus.

a) Web Accessibility

To read about the background work and history of the web accessibility audit, please visit our earlier 2018-2019 Annual Accessibility Report and Multi-Year Plan. Strategies to address the accessibility deficiencies in our web content to meet the goal of WCAG 2.0 Level AA compliance by January 1, 2021 are currently being acted upon. Efforts over the past academic year have greatly reduced the number of deficiencies found as the University of Windsor migrates the final sites to the Drupal 7 platform. Mandatory web content training continues to improve awareness of accessibility challenges for content builders to focus on. Accessible content was the subject of many passport pop-up table activities during the annual Accessibility Awareness Day 2019 events.

b) Closed Captioning of Online Videos/Audio

Building on earlier efforts, the University of Windsor continued to move forward with the closed captioning of online videos in 2019-2020 hosted on the University’s public website. In preparation for the move to a primarily online environment for the 2020-2021 academic year, the University provided additional information and support for captioning videos used in teaching. This included video tutorials on adding captions and sub-titles using existing tools (e.g., Streams, YouTube), “how-to’s” on the University’s Wiki page, communication through the DailyNews, and exploring additional software to aid with captioning. The Office of Open Learning continued to offer the service, at a cost, to faculties and departments.

c) Resources and Support to Create Accessible Electronic Documents

The dedicated section of the OHREA website, “Accessible Documents”, provides valuable resources for students, staff, and faculty to make documents accessible. This section continues to evolve and grow. Ongoing training opportunities and workshops facilitated by various departments support creators to better understand how to ensure their information is accessible to a wider audience.
Accessible Content Cards

Accessible Content Cards were designed this year with the support of IGNITE students and input from members of the accessibility committees. A workshop was presented by the Office of Open Learning (OOL) and the Centre for Teaching and Learning (CTL) based on the content of the cards. Additional workshops will be ongoing. The Accessible Content Cards were to be launched at the Accessibility Awareness Day 2020, which had to be postponed due to COVID 19. However, the cards were announced via the DailyNews where readers were directed to the OHREA website to find an electronic copy of the cards.

Accessible Content Cards address each of the following:

- Social Media
- Microsoft Word
- Email/Outlook
- Microsoft PowerPoint
- Adobe Acrobat
- Microsoft Excel
- Print Material

Read & Write and EquatIO Software

The University purchased a 5-year institution-wide license for Read&Write and EquatIO software and is free to all UWindsor employees and students.

Read & Write supports reading, writing, and research by making documents and files more accessible. This software can be used as a screen reader for web-pages and documents and supports multiple languages. With its word prediction, grammar, and spelling checkers, as well as the text/picture dictionaries for unfamiliar words, it can help develop writing skills. This software also converts speech-to-text or text-to-audio.
EquatIO makes it easier to create equations, science symbols, chemical formulas, or other mathematical expressions digitally in an accessible format. EquatIO allows students/instructors to take screenshots of math/chemistry equations and convert them into proper math formulas that can be edited and used. Users can also enter their own formula manually through text (including LaTeX), or via one of the pre-set equations. EquatIO will even convert handwritten or dictated expressions into digital math. It also allows the creation of accessible graphs.

d) Key2Access Outdoor Navigational App

The Key2Access Outdoor Navigational App project continued to support users on our main campus during 2019-2020. This App allows users to receive information in an audible format directly to their phone and assists with navigating our outdoor spaces on the main campus. There is also information regarding the accessible amenities within the building. The five (5) accessible doors at the C.A.W. Student Centre remains equipped with wireless door opening devices so that the doors may be opened directly from a smartphone. To learn more about this App and the use on campus, visit: https://www.uwindsor.ca/ohrea/sites/uwindsor.ca.ohrea/files/9543_key2access_brochure_hq.pdf

f) Wayfinding App

The University explored the acquisition of a general wayfinding app, Mapsted, to assist with navigating the campus. This app will compliment Key2Access. During the development of the app, accessibility was taken into consideration. App will help users finder accessible routes. Mapsted will also have accessible functionality which includes the ability to customize colour contrast along with text-to-speech capabilities. This app is expected to be rolled out in the 2020-2021 academic year.
## Multi-Year Accessibility Plan Update

### A. Built Environment

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<tr>
<th>Action Item</th>
<th>Timeline</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Development of a strategic plan to identify and address existing barriers on campus related to the built environment.</td>
<td>Identified in 2014-2016 Ongoing</td>
<td>Accessible Built Environment Committee made a recommendation to engage in an updated campus-wide accessibility audit and include identified barriers in the prioritization matrix was completed in part in 2019 with 15 buildings included in audit. Ongoing efforts to prioritize and action improvements will continue throughout 2019-2020. Remaining buildings to be reviewed in future audits, as determined by the committee.</td>
</tr>
<tr>
<td>Use the prioritization matrix to determine where resources should be allocated to remove existing barriers.</td>
<td>Ongoing</td>
<td>Accessible Built Environment Committee and the Accessibility Coordinating Committee will continue this work.</td>
</tr>
<tr>
<td>Exploring an access ramp at the Human Kinetics Building</td>
<td>Identified in 2016-2018 Ongoing</td>
<td>Exploration of funding opportunities to support the construction of an accessible ramp at Human Kinetics building continues to be explored. The Enabling Accessibility Mid-Sized Project Application, submitted in 2018 was not successful given limited resources available.</td>
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<tr>
<td>Accessible Parking Enhancements</td>
<td>2018-2019</td>
<td>Parking lots were scanned to identify outdated signage and wording.</td>
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<td>Action Item</td>
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<tr>
<td>New accessible parking signs were installed with updated image and wording.</td>
<td>2019-2020 Ongoing</td>
<td>Education Lot has been painted and accessible parking is now easily distinguished with several larger spots available. Three designated accessible parking spaces have been created at the Alan Wildeman Building for staff students and/or faculty. Accessible spots were audited in the summer of 2020 by Facility Services. Accessible spots will be documented on facility maps. The number of spots available will be checked against current legislation and determine if adjustments are required.</td>
</tr>
<tr>
<td>Dedicated Accessible Drop-Off/Pick-Up points</td>
<td>2019-2020 Ongoing</td>
<td>Identifying additional safe and accessible dedicated sites is under review for students and employees who are provided transportation to and from the University.</td>
</tr>
<tr>
<td>App to assist with navigation on campus</td>
<td>Review commenced in 2015-2016</td>
<td>OHREA has selected the Key2Access App to assist with outdoor navigation. Key2Access implemented in 2017 on the main campus and</td>
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<td></td>
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<td>is still available for employees and students.</td>
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### B. Customer Service/Employment

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<th>Action Item</th>
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<th>Comments</th>
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<tbody>
<tr>
<td>Training the University community about how to organize an accessible meeting or event.</td>
<td>Created in 2014, 2018-2019, and Ongoing</td>
<td>In 2018 the current “checklist” was initially updated and re-communicated to the campus community. Further input was provided by the Accessible Employment &amp; Customer Service Committee in 2018-2019. Opportunities to increase awareness and usage of this tool are ongoing.</td>
</tr>
<tr>
<td>Reviewing and updating the Policy on Presence of Service Animals on Campus and developing a communication plan regarding policy</td>
<td>Updated in 2015-2016 and recent awareness campaign completed 2019; Communication and awareness ongoing</td>
<td>Policy review initiated to specifically address visitors on campus who rely on the support of a service animal. Strategies are being developed to improve the processes and experiences of individuals who rely on service animals using services at the LRSC. Information was shared in a workshop and on OHREA’s website regarding the coordinated processes between Student Accessibility Services and Residence Services for service animal registration for students. Information sharing and workshops will be ongoing</td>
</tr>
<tr>
<td>Determining the need for updated accessible customer service training for employees and volunteers at UWindsor.</td>
<td>Updated in 2015-2016 and Ongoing</td>
<td>Tracking systems for training were reviewed and improvements were recommended. Implementation of enhancements to commence in the 2020-21 academic year.</td>
</tr>
<tr>
<td>Reviewing and updating the Accessible Customer Service Policy.</td>
<td>2017-2021</td>
<td>The Accessible Employment &amp; Customer Service Committee will be undertaking this review in the near future.</td>
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<td>Action Item</td>
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<td>Updating the “Workplace Accommodation Guidelines for Employees with Disabilities”.</td>
<td>Initial work, 2014-2016 and ongoing review/update</td>
<td>Members of the Accessible Employment Committee as well as representatives from HR, OHREA, and the Provost’s Office undertook this initial project. In 2018, guidelines were finalized by the President’s Committee on Diversity and Inclusion. Members of the Accessible Employment &amp; Customer Service Committee are responsible for reviewing the applications and providing recommendations to the Director of the Office of Human Rights, Equity and Accessibility. The EAF application was reviewed to ensure the intention of the fund was clearer along with additional clarity on eligible and ineligible items. Further communications strategies to be reviewed in 2020-2021.</td>
</tr>
<tr>
<td>Review of applications to the Employee Accommodation Fund. The Employee Accommodation Fund assists Departments/Units with the costs for providing employees with workplace accommodations. Explore database to track purchases.</td>
<td>Ongoing 2019-2020</td>
<td>OHREA and the Office of Health and Safety to work jointly on this project to ensure all documentation regarding the process is clear and updated.</td>
</tr>
<tr>
<td>Updating the Emergency Evacuation Guidelines for Persons with Disabilities.</td>
<td>Initial work, 2014-2016 and ongoing</td>
<td>OHREA and the Office of Health and Safety to work jointly on this project to ensure all documentation regarding the process is clear and updated.</td>
</tr>
<tr>
<td>Awareness: Scent-Sensitivity, Food, and Latex Allergies</td>
<td>2016, 2018-2019, and ongoing</td>
<td>Scent-free poster was created and circulated for campus use (2015-16). Scent-free guidelines were updated and poster re-circulated (2018-2019) Latex allergies and scent sensitivity are now both addressed in the Planning Accessible Events Checklist, along with planning for the accommodation of dietary restrictions (2019-2020) Latex allergy background material gathered in preparation for an awareness campaign (2019-2020)</td>
</tr>
<tr>
<td>Action Item</td>
<td>Timeline</td>
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<tr>
<td>Additional information regarding what Campus Services does to accommodate and train to support dietary restrictions, including allergies, will be added to website.</td>
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<tr>
<td>Rec Buddies</td>
<td>2018-2019 Ongoing</td>
<td>Rec Buddies is a program that helps with keeping up with an exercise routine. This program has been presented to the BUILD program so that students who may have a learning disability or ADD can have the support of a buddy to access fitness opportunities at the LSRC.</td>
</tr>
<tr>
<td>Accessible Suite in Residence – Cartier Hall</td>
<td>2018-2019 Ongoing</td>
<td>A fully accessible suite is available in Cartier Hall. It is equipped with items such as a fully accessible washroom with automated lift, a kitchenette with accessible shelving and adjustable lighting options which provides a dorm experience for students with various accessibility needs. A communication plan will be developed to bring awareness of the availability of this suite.</td>
</tr>
</tbody>
</table>
### C. Education, Training, and Awareness

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Timeline</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing and implementing an awareness campaign(s) about accessibility.</td>
<td>2014-ongoing</td>
<td>Starting in 2019, each of the three accessibility standards-based committees will provide review and input under the new committee model of areas to advance awareness under their terms of reference.</td>
</tr>
<tr>
<td>includes:</td>
<td></td>
<td>• Daily News Articles</td>
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<td>• Workshops</td>
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<td></td>
<td></td>
<td>• Other learning events</td>
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<td></td>
<td>Established in 2013 and ongoing</td>
<td>Accessibility Awareness Day 2020 was scheduled for March 31st but was cancelled due to COVID-19 restrictions. Some information that was prepared for the event was shared through the DailyNews. AAD will continue in the next academic year.</td>
</tr>
<tr>
<td>Holding an Accessibility Awareness Day (AAD) in 2021 to increase awareness</td>
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<td></td>
<td></td>
<td>about accessibility on campus and in the community.</td>
</tr>
<tr>
<td>Providing (1) Accessible Customer Service, and (2) AODA and Human Rights</td>
<td>Developed in 2015 and ongoing</td>
<td>Customer Service training is provided to all new hires. AODA &amp; Human Rights training was launched in 2015 and is on-going.</td>
</tr>
<tr>
<td>training to all employees, volunteers, and 3rd party service providers.</td>
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<tr>
<td>Sign Language Initiative on Campus</td>
<td>Established in fall 2013 and</td>
<td>OHREA organizes and administers program for the campus community. This initiative provides an opportunity for interested members of the University community to learn about and to engage in the basics of American Sign Language.</td>
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<tr>
<td></td>
<td>ongoing</td>
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<tr>
<td>The OHREA Awards to celebrate achievements in human rights, social justice,</td>
<td>Established in December 2015</td>
<td>OHREA Awards are held annually in December, close to December 10th (U.N. Human Rights Day).</td>
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<td></td>
<td>and to take place annually</td>
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<tr>
<td>employment equity, mental health, and accessibility.</td>
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<td>Recognizes achievements made by members of the University. The Mental Health Champion category was added in 2017.</td>
</tr>
<tr>
<td>Exam Space for students at the Downtown Campus who require accommodation.</td>
<td>Identified in 2016</td>
<td>Student Accessibility Services successfully added dedicated exam space at the SOCA complex in 2018-2019.</td>
</tr>
<tr>
<td>Student Mental Health Strategy</td>
<td>2014-2018 and ongoing</td>
<td>This is a campus-wide initiative with representatives from numerous faculties and departments working together to develop a strategic framework for student mental health on Campus. Strategy revealed in October 2018 and recommendations prioritized for the following five (5) years.</td>
</tr>
<tr>
<td>Mental Health Awareness Events</td>
<td>2015-2016 and ongoing</td>
<td>First annual Campus Mental Health Day held on October 3, 2018 aligned with the reveal of the Student Mental Health Strategy.</td>
</tr>
<tr>
<td>IDeA Competition</td>
<td>Established in 2016, ongoing annually</td>
<td>This is a campus-wide initiative/competition that provides an opportunity for students to submit their ideas to improve accessibility and remove barriers. In 2018, a National competition was announced and UWindsor competition was re-imagined for 2019 to align with the National competition.</td>
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</table>
### D. Information and Communications

<table>
<thead>
<tr>
<th>Action Item</th>
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<tbody>
<tr>
<td>Review of the University’s webpages to ensure they are accessible in terms</td>
<td>2014-2016</td>
<td>eSolutions, a consulting firm, completed a comprehensive accessibility audit of the University of Windsor’s websites and services. The findings were completed and released in 2016-2017. Ongoing work to remediate website deficiencies continued in 2018-2019 and 2019-2020 academic year.</td>
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<tr>
<td>of design and content management.</td>
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<tr>
<td>All internet websites and web content under the management of the University</td>
<td>Ongoing with a</td>
<td>University of Windsor websites that are supported by the organization are in the process of being migrated to a new platform (Drupal 7) that supports accessibility as required by the AODA.</td>
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<tr>
<td>must conform with WCAG 2.0 Level AA, other than success criteria 1.2.4</td>
<td>required</td>
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<tr>
<td>Captions (Live) and success criteria 1.2.5 Audio Descriptions (Pre-recorded).</td>
<td>completion date</td>
<td></td>
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<tr>
<td>Development of strategies to ensure all videos and audio content added to</td>
<td>Ongoing</td>
<td>Communication needs to be circulated regularly to remind all parties of their obligations to close-caption videos and audio added to websites. Educational resources and workshops to be made available which demonstrate how to caption using publicly available software/platforms along with software available to the University campus. Continued exploration of other tools to make it simpler to add closed-captions will be explored and implemented in the future.</td>
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<tr>
<td>the University web sites are closed-captioned, including videos and audio</td>
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<td>used for e-learning.</td>
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<td>Investigating creating electronic Course Evaluation Forms, rather than</td>
<td>2015-2016</td>
<td>Representatives from CTL, SDS, OHREA, and IT Services completed this project.</td>
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<td>paper and pencil.</td>
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<tr>
<td>Acquire inclusive software to support students and employees who: 1) have literacy needs, or; 2) will benefit from the digitization of scientific formulas and mathematical equations</td>
<td>2020-2025</td>
<td>Read &amp; Write and EquatIO software licenses have been purchased for 5 years for the entire campus. The launch of the software was announced in the summer of 2020 through the DailyNews as the planned launch at AAD was cancelled. Online training and in-person training to begin in the Fall of 2020.</td>
</tr>
<tr>
<td>Promote awareness of creating accessible documents and digital content. Workshops and training on topic to be provided to campus.</td>
<td>2019-2020 and ongoing</td>
<td>Accessible Content Cards were launched through the DailyNews and posted on OHREA’s website. “Creating Accessible Digital Content” workshop was introduced and will be offered ongoing.</td>
</tr>
<tr>
<td>Accessible Signage</td>
<td>2019-2020 and ongoing</td>
<td>The Accessibility Audit report identified opportunities to improve signage. The ABEC committee will focus on physical barriers while the AICC committee focuses on signage. Accessible Content Quick cards were a first step in informing the campus on how to create accessible documents, such as signage. A strategy will be developed to support the creation of accessible signage and other print material.</td>
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## AODA Compliance Timeline Summarized

<table>
<thead>
<tr>
<th>Date</th>
<th>Regulation Milestones</th>
<th>University of Windsor Milestones</th>
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</table>
| 1/1/2012 | **Integrated Accessibility Standard:** Section 13 – emergency procedures, plans, and public safety;  
Section 27 – workplace emergency response information to employees with a disability. | • Campus Police and the Office of Health and Safety provide emergency procedures, plans, and public safety information in accessible formats, upon request.  
• Employees requiring individualized workplace emergency response information may complete the “Emergency Evacuation Form” available through Campus Police and Human Resources (Office of Health and Safety). |
| 1/1/2013 | **Integrated Accessibility Standard:** Section 3 – development of accessibility policies, organizational commitment;  
Section 4 - accessibility plans and annual status report;  
Section 5 – development of procurement policy; | • Senate approved the Accessibility Policy in February 2013. Policy is under review once again and will be circulated to the accessibility committees.  
• The Plan and Report were developed and is updated annually.  
• The Finance Department has incorporated accessibility language into the University’s Purchasing Policy. The VWIZ program is being developed as an additional tool. |
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<tbody>
<tr>
<td></td>
<td>Section 15 – Incorporation of accessibility features when designing, procuring, or acquiring self-serve kiosks.</td>
<td>• The Finance Department has incorporated accessibility language into the University’s Purchasing Policy.</td>
</tr>
<tr>
<td></td>
<td>Section 16 – Information and Communications procurement/training to educators.</td>
<td>• Student Accessibility Services procures and provides accessible or conversion-ready electronic formats of educational or training resources or materials;</td>
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<td>• The Registrar’s Office provides student records and information on program requirements in accessible formats upon request;</td>
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<td></td>
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<td>• The Centre for Teaching and Learning offers Universal Design for Instruction training.</td>
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<td></td>
<td>• Representatives from the various accessibility committees are exploring additional options of accessibility awareness training related to course delivery and instruction.</td>
</tr>
<tr>
<td>1/1/2014</td>
<td>Integrated Accessibility Standard: All sections of the Employment Standard (except s. 27) come into force</td>
<td>• Training developed and implemented by OHREA;</td>
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<td>• Feedback processes reviewed to determine accessibility;</td>
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<td>• Accessibility audit of the UWindsor web presence conducted and remediation strategies developed (2014-2017);</td>
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<td>• Recruitment language reviewed;</td>
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<tr>
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</tr>
</thead>
</table>
| 1/1/2015   | Integrated Accessibility Standard: Section 12 – (accessible formats & communication supports); Section 17 – (conversion ready textbooks); Section 18 – (libraries print materials) | • Resources are in place to make accessible or conversion-ready versions of textbooks available upon request;  
• Resources are in place to provide accessible or conversion-ready formats of print-based resources or materials for persons with disabilities, upon request. |
| 1/1/2020   | Integrated Accessibility Standard: Section 17 & 18 (libraries of educational & training institutions – digital or multimedia resources accessible or conversion-ready) | • Resources are in place to make accessible or conversion-ready versions of supplementary resources, upon request;  
• Resources are in place to provide accessible or conversion-ready format of digital or multimedia resources or materials for persons with disabilities, upon request. |
| 1/1/2021   | Integrated Accessibility Standard: Section 14 – all internet websites and web content to conform to WCAG 2.0 Level AA (limited exceptions) | • Accessibility audit of the UWindsor web presence conducted and remediation strategies developed (2014-2017);  
• Remediation strategies are ongoing. |
Closing Comments

During the 2019-2020 academic year, the University demonstrated a strong commitment to reducing, eliminating, and preventing barriers to full inclusion and participation. There were unique challenges during the COVID-19 pandemic beginning in March 2020. However, adjustments were made and many projects continued to move forward in the online environment. This was a great testament to the resiliency of our campus and the dedication to accessibility. The collaborative effort of many departments across the campus helps advance initiatives and broaden our collective understanding of what it takes to improve and enhance the employee and student experience. This report indicates that much has been accomplished to date with many new projects on the horizon in order to achieve our goal of creating accessibility and inclusion for all.