



University
of Windsor

Annual Accessibility Report 2017 – 2018 and Multi-Year Plan

Office of Human Rights, Equity and Accessibility

This document is available in alternate formats, upon request.

Please contact us at 519.253.3000 ext. 3400, TTY 519.971.3690 or by email at ohrea@uwindsor.ca

Communication of Accessibility Plan

The University of Windsor's past and current accessibility plans are available in alternate format as follows:

- Posted to the Office of Human Rights, Equity & Accessibility ([OHREA website](#))
- 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

“Report a Barrier” Web Form

Your feedback is essential to assist with the identification and removal of barriers to participation at the University of Windsor. Feedback also guides our ability to ensure that the services we deliver advance the inclusion of all those with disabilities. Members of our campus community are encouraged to report accessibility issues by visiting the “Report a Barrier” web form at [UWindsor Campus Access](#).

Your feedback is always welcome by contacting our offices as noted above.

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1. Introduction and Background

The University of Windsor has a rich tradition of offering comprehensive, student-focused post-secondary education in Southwestern Ontario. Assumption College, predecessor of the University of Windsor, first welcomed students in 1857.

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 122,000.

During the 2017 -2018 time period covered by this report, the University of Windsor continued to advance the strong tradition of academic excellence and enhancing an inclusive and accessible work and study environment. This report will capture highlights of between September 1, 2017 and August 31, 2018 and will establish goals for the future.

1.1 Mission and Vision

The University of Windsor's Mission and Vision Statements reflect the ongoing commitment to students as well as to the community and articulate the desire that what we do will empower people 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.

1.2 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 and remove 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 2017 to August 31st, 2018. 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

1.3 The Legislative Framework

The Accessibility for Ontarians with Disabilities Act, (AODA) was enacted by the Province of Ontario in 2005.

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 emphasis 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. This includes barrier removal to meet the general needs of people with differing abilities.

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**.

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 supporting Regulations.

At the University of Windsor, progress on the plan is reviewed and reported annually, allowing for ongoing reflection and adaptation to ensure appropriate, timely initiatives can be advanced.

Since the enactment of the AODA, there have been five (5) supporting Regulations developed:

- (1) Customer Service;
- (2) Transportation;
- (3) Information and Communications;
- (4) Employment; and
- (5) 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, Regulation 429/07¹](#) came into effect in January of 2008. The University of Windsor's [Accessible Customer Service Policy](#) was approved in January of 2010.

On June 3rd, 2011, the [Integrated Accessibility Standards, Regulation 191/11²](#) 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:

¹ [Accessibility Standards Customer Service link](#)

² [Integrated Accessibility Standards](#)

- 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.

1.4 The University of Windsor's Accessibility Committees

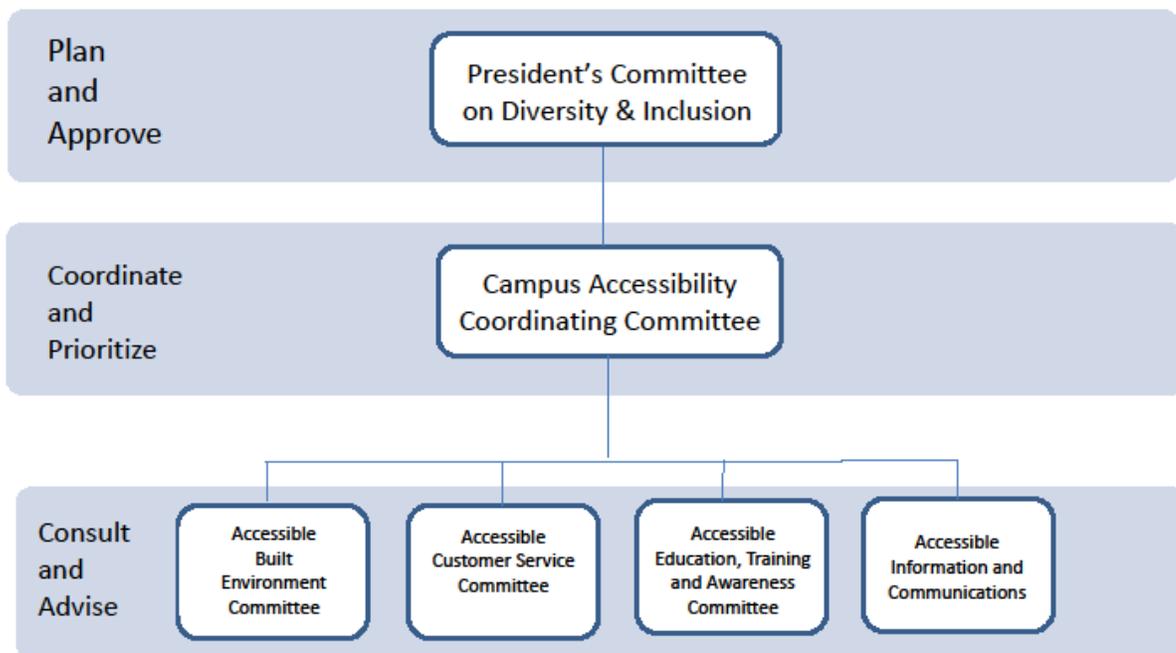
In 2015 the University's accessibility committee structure was reorganized, establishing seven active accessibility committees on campus. The seven (7) committees at that time were:

- 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 Accessibility Coordinating Committee
- The President's Committee on Diversity and Inclusion

In the summer of 2018, the University revisited the accessibility committee structure and reorganized into a six (6) committee model. The Accessible Customer Service Committee and the Accessible Employment Committee were amalgamated under this new model. The reorganized model is:

- Four (4) AODA Standards-based committee, those being the
 - Accessible Built Environment Committee
 - Accessible Employment and Customer Service Committee
 - Accessible Education, Training and Awareness Committee
 - Accessible Information and Communications Committee
- The Accessibility Coordinating Committee
- The President's Committee on Diversity and Inclusion.

The University of Windsor Accessibility Reporting Structure



(Updated May 22, 2018)

The 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 Accessibility Coordinating Committee (ACC) is to ensure a coherent, coordinated approach to accessibility throughout the University community. The ACC reviews, coordinates and prioritizes the activities of the five 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 about compliance with all relevant accessibility legislation.

1.5 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. Ongoing in 2017-2018, OHREA 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 in all situations reported.

1.6 “Report a Barrier” Webform

Our campus community is encouraged to identify and report accessibility issues. All reported matters are treated confidentially and submitted to the appropriate accessibility committee for review, consideration and remediation, as appropriate. To ‘Report a Barrier’, please visit: [Understanding and Reporting Barriers to Accessibility link](#)

1.7 Student Accessibility Services

Student Accessibility Services (SAS) updated their office space in 2018. Their offices remain located in the lower level of Dillon Hall as a part of the Student Success Centre. SAS staff provide numerous supports including referrals, resources, advocacy and education throughout the University community.

Staff in SAS are a valuable resource to the University community and integral partner to the OHREA team. 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. Annual Accessibility Report 2017-2018-

Achievement Highlights

2.1 Accessible Built Environment Highlights

Between September 1, 2017 and August 31, 2018, the University of Windsor continued to ensure our existing buildings, public spaces and new projects focused on accessibility. Key highlights from include:

a. Accessible ramps at Assumption Hall and Education Building

A new accessible ramp was constructed on the front of Assumption Hall to ensure the historic building was accessible to all. The ramp is heated during the winter months to assist with snow and ice removal.



Additionally, new handrails were installed on the accessible ramp at the Education.



b. Installation of a new accessible lift in the Biology Building

A new accessible lift was installed within the front vestibule of the Biology Building, creating a more welcoming and inclusive entrance and supporting a barrier-free, updated access to the facility.



c. Continued Installation of Actuators across Campus

For the second year in a row, the University of Windsor was awarded financial support by receiving an Enabling Accessibility Fund Grant through the Ministry of Employment and Social Development

Canada. Matching the financial support provided by the grant, the University of Windsor was able to install a number of actuators at locations across campus that remained outstanding as prioritization areas in need. At the time of the writing of this report, work has commenced in multiple buildings and varied room types which will include the Health Education Centre, Erie Hall and Chrysler Hall North.

d. Design Review for Campus Upgrade Projects

Continuing in 2017-2018, the re-imagined campus spaces continued to ensure accessibility was a priority. Input from the Accessible Built Environment Committee was provided towards initial plans for the new St. Denis Centre sports and recreational complex. Also, input relating to accessible design considerations was given for the Science and Research Innovation Facility (SRIF), as well as the classroom renovations for Erie Hall and Chrysler Hall North.

e. Classroom and Washroom Renovations

Renovations to two (2) classrooms were completed in 2018. Erie Hall 1120, one of the largest and most used classrooms on campus and Chrysler Hall North G133, received significant upgrades including FM transmitters and other technology supports, additional accessible seating and varied seating sizes, installation of a ramp (G133) and door actuators were completed to refresh each space. Washrooms were also renovated in Chrysler Hall North and within the C.A.W. Student Centre to update the spaces and add accessible features.



2.2 Accessible Customer Service Highlights

Accessible service delivery is a key goal for the University of Windsor and ensuring all of those to whom we provide a service have accessible options, helps us to ensure that our commitments to equity, diversity and excellence are realized. Highlights in this realm include:

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

Throughout the 2017-2018 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.

b. Update to the Accessible Meeting/Event Planning Checklist

The “Planning Accessible Events” checklist was revisited in the summer of 2018 to update the earlier 2012 release. This tool helps users to ensure that they plan for inclusive and accessible events early and throughout the planning stages. The updated tool will be re-advertised across campus in time for the planning of many events in the fall of 2018.

c. Student Accessibility Services Offices

In late 2017, the office space for Student Accessibility Services received a significant renovation to create a more inviting and spacious environment where students can attend for support and also to write their examinations in a controlled, accessible environment.

d. Wayfinding/Signage Committee Re-established

In the spring of 2018, the University of Windsor re-established a wayfinding/signage committee to review how the reimagined structural landscape of the campus has impacted the current signage. With participation from the department of Public Affairs & Communication, Facility Services, the Office of Human Rights, Equity & Accessibility and student representation, the committee will continue to review signage on campus into the 2018-2019 academic year.

2.3 Accessible Education, Training and Awareness Highlights

a. Mandatory AODA & Human Rights Training

As required by the Integrated Accessibility Standards of the AODA, the Office of Human Rights, Equity and Accessibility continued to provide training for all employees, volunteers and 3rd party service providers about the AODA and the Ontario Human Rights Code, significantly noting how the two pieces of legislation worked in tandem.

b. Sign Language Club

The popularity of the sign language club grew after initially being launched by the Office of Human Rights, Equity and Accessibility in 2013. This club remains free to join and is open to all members of the University of Windsor community, allowing participants to meet weekly to learn and practice sign language through interactive teaching and learning. To date more than 200 participants have studied sign language with this club.

c. Student Mental Health Strategy

Continuing with its ongoing focus of developing and implementing a mental health strategy to support students at the University of Windsor, the Steering Committee compiled and reviewed over 125 initial recommendations in early spring of 2018. Sub-committees of faculty, staff and students stream-lined the initial recommendations and surveyed students for further input.

Ultimately, a final draft of 43 recommendations was shared publicly on the University of Windsor's website in June of 2018 for public feedback with the anticipated final strategy to follow for the realization of the opportunities for improvement to promote health and well-being to follow.

February 28, 2018. This initiative provided undergraduate students across the campus an opportunity to design original innovative solutions to address organizational/systemic, architectural/physical, information and communications, technology or attitudinal barriers.

The University of Windsor also nominated three (3) students/groups to participate in the National IDeA competition, which will be held in October of 2018.

2.4 Accessible Employment Highlights

Over the course of 2017-2018, the University of Windsor also continued to ensure accessible employment opportunities were realized in meaningful ways. Highlights include:

a. Employee Accommodation Fund

The Office of Human Rights, Equity and Accessibility continued to utilize funds made available by the University of Windsor's Strategic Priority Fund to support the Employee Accommodation Fund. This fund enables financial support to be provided to Units and Departments to offset costs associated to achieve accommodations for our employees. The Accessible Employment Committee continued, in 2017-2018, to receive and review applications and make funding recommendations to the Director the Office of Human Rights, Equity & Accessibility.

To further this initiative, in 2017-2018 the Office of Human Rights, Equity and Accessibility developed an accessible equipment short-term loan program. This program has accessibility supporting items such as a sit-stand tabletop desk adjuster and a ClearView screen magnifier, which are available for trial and to bridge the gap between ordering and delivery times.

b. Emergency Evacuation Chairs

To read about the background work surrounding the initiative to secure and install emergency evacuation chairs throughout campus, please visit our earlier [2013-2014 Annual Accessibility Report and Multi-Year plan](#).

The University of Windsor acquired one emergency evacuation chair which was purchased in 2017 and made available by Campus Community Police. The University of Windsor applied for and was awarded an Enabling Accessibility Fund in partnership with the Ministry of Employment and Social Development Canada to purchase and install further emergency evacuation chairs in prioritized buildings across our campus. At the time of writing, work continued to determine the final number of chairs which could be purchased and discussions were underway with campus community partners to make the most impact possible on this initiative.

c. Diversity and Equity Self-Assessment and Planning Tool (DEAP)

The University of Windsor purchased the DEAP tool which was developed by Queen’s University. The DEAP tool helps assist the University of Windsor to better understand a unit’s environment and climate relating to equity, diversity and inclusion and to plan ways to meet the equity goals of the overall Academic Plan.

This tool remains a key component to advance equity, diversity and inclusion by way of establishing and monitoring unit-specific scorecards with starting points, goals and timetables and continued to be valuable resource in the 2017-2018. In 2018, the University of Windsor implemented the updated version “DEAP 2.1”.



2.5 Accessible Information and Communications Highlights

Many aspects of making our online spaces accessible were advanced over the past year to ensure that our information, technology and communications embrace as many members of the broader University of Windsor community as possible. Highlights from this academic year include:

a. UWindsor Web Presence Accessibility Audit

The web accessibility audit, which included an audit of hundreds of external sites used by members of the University of Windsor community. It was completed by an external consultant over the course of 2015-2016 and audit findings were presented to the President’s Committee on Diversity and Inclusion and the Technical Team in 2017. Strategies to address the deficiencies to meet the goal of WCAG 2.0 Level AA compliance by January 1, 2021 are currently being implemented. As the University of Windsor migrates to the new Drupal 7 platform a number of the identified deficiencies have been addressed in 2017-2018. With its accompanying accessibility checker and related efforts of Public Affairs and Communications by leading training and migration auditing efforts, more than 50% of websites have been successfully migrated to the new platform. Mandatory web content training was implemented prior to content builders proceeding to add website content, which has supported ongoing accessibility awareness. Website accessibility was also the subject of several concurrent sessions at Accessibility Awareness Day on March 28, 2018, to raise awareness and offer practical tips and advice to ensure web pages and content are accessible to everyone.

b. Closed-Captioning of Online Videos

Building on earlier efforts, the University of Windsor continued to move forward with the closed-captioning of online videos in 2017-2018. The Centre for Teaching and Learning continues to offer the service, at a cost, to faculties and departments.

c. Resources and Support to Make Electronic Documents Accessible

The dedicated section of the OHREA website to provide valuable resources for staff and faculty to making their documents accessible was enhanced this past year. Additionally, there are ongoing training opportunities and workshops facilitated by the Public Affairs & Communication department to support creators better understand how to ensure their information is made accessible and to highlight the resources available to support this goal. Currently, plans are being finalized to offer additional opportunities for web content editors to attend optional, professional development sessions to receive support and advice on creating and maintaining accessible information on their sites.

d. Key2Access Outdoor Navigational App

The Key2Access Outdoor Navigational App project was also officially launched at Accessibility Awareness Day, 2018. The initiation of this App on our main campus was a cost share between the University of Windsor and funds received through an *Enabling Accessibility* Fund application. This App allows users to receive information in an audible format directly to their phone and assists to navigate our outdoor spaces on the main campus. There is also information regarding the accessible amenities within the buildings which can be made available. The five (5) accessible doors at the C.A.W. Student Centre were also equipped with wireless door opening devices so that the doors may be opened directly from a phone.

The logo for Key2Access features the word "KEY" in a bold, black, sans-serif font. The number "2" is a smaller, green, sans-serif font, positioned between "KEY" and "ACCESS". The word "ACCESS" is in a bold, black, sans-serif font, matching the style of "KEY".

3. 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.	Identified in 2014-2016 ongoing Input	Accessible Built Environment Committee recommendation to engage in an updated campus-wide accessibility audit and include identified barriers in the prioritization matrix in 2018-2019.
Use the prioritization matrix to determine where resources should be allocated to remove existing barriers.	Ongoing	Accessible Built Environment Committee and the Accessibility Coordinating Committee will continue this work.
Completing an accessibility audit of the entire University of Windsor campus.	2016-2018 Providing Input	Facility Services and ABEC are recommending undertaking this process.
Exploring access ramps at the Human Kinetics Building and Assumption Hall.	2016-2018 Providing Input	An accessibility ramp was constructed at Assumption Hall in 2018. Exploration of funding opportunities to support the construction of an accessible ramp at Human Kinetics are being explored.

3.2 Customer Service

Action Item	Timeline	Comments
Training the University community about how to organize an accessible meeting or event.	2014 and ongoing	In 2018 the current “checklist” was initially updated and re-communicated to the campus community. Further input will be provided by the Accessible Employment & Customer Service Committee in in 2018-2019.
Reviewing and updating the Policy on Presence of Service Animals on Campus	2015-2016 and ongoing	The policy on the Presence of Service Animals on Campus was revised in 2017. Ongoing communication plans are being reviewed by the Accessible Employment and Customer Service Committee and Student Accessibility Services and Residence Services
Determining the need for updated accessible customer service training for employees and volunteers at UWindsor.	2015-2016 and ongoing	The Accessible Education, Training & Awareness Committee and Accessible Employment & Customer Service Committee assessing changes needed on an on-going basis.
Reviewing and updating the Accessible Customer Service Policy.	2017-2019	The Accessible Employment & Customer Service Committee will be undertaking this review.

3.3 Education, Training and Awareness

Action Item	Timeline	Comments
<p>Developing and implementing an awareness campaign about accessibility. This includes:</p> <ul style="list-style-type: none"> • Daily News 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 and review the same on a periodic basis for updates required.
Holding an Accessibility Awareness Day in 2019 to increase awareness about accessibility on campus and in the community.	Established in 2013 and ongoing annually	Accessibility Awareness Day 2018 occurred on Wednesday, March 28th. Plans for the 2019 event are underway.
Providing (1) Accessible Customer Service, and (2) AODA and Human Rights training to all employees, volunteers and 3rd party service providers.	Developed in 2015 and ongoing	Customer Service training is provided to all new hires. AODA & Human Rights training was launched in 2015 and is on-going.
Continuing to hold a Sign Language Club on Campus, which provides an opportunity for interested members of the University	Established in fall 2013 and ongoing	OHREA organizes and administers the club for the campus community.

Action Item	Timeline	Comments
community to learn about and to engage in basic learning of Sign Language.		
The OHREA Awards celebrate achievements made by members of the University community in the areas of human rights, social justice, employment equity and accessibility.	Established in December 2015 and to occur annually	Mental Health Champion Award added in 2017.
To install an App to assist with navigation on campus	Review commenced in 2015-2016	OHREA has selected the Key2Access App to assist with outdoor navigation. Key2Access implemented in 2017 on the main campus.
Exam Space for students at the Downtown Campus who require accommodation.	Identified in 2016	Student Accessibility Services to add exam space at the SOCA complex in 2018-2019.
Inclusive Practices Survey	Identified in 2015 - ongoing	AETAC launched survey in March 2018.
President's Task Force on Student Mental Health	2014-2018	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.
Mental Health Awareness Events	2015-2016 and ongoing	Various units on campus are working to organize a number of initiatives. With plans for rollout of Student Mental Health Strategy launch event scheduled for fall 2018.
IDeA Competition	Established in 2016, ongoing annually	This is a campus-wide initiative/competition that provides an opportunity for students to submit their ideas to improve accessibility and remove barriers. In 2018 a National competition was announced and UWindsor competition re-imagined for 2019 to align with National competition..

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.	Initial work, 2014-2016 and ongoing review/update	Members of the Accessible Employment Committee as well as representatives from HR, OHREA and the Provost’s Office undertook this initial project. In 2018, guidelines were finalized by the President’s Committee on Diversity and Inclusion.
Review of applications to the Employee Accommodation Fund. The Employee Accommodation Fund assists Departments/Units with the costs for providing employees with workplace accommodations. Explore database to track purchases.	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. This responsibility will become part of the Accessible Employment & Customer Service Committee mandate in 2018-2019.
Updating the Emergency Evacuation Guidelines for Persons with Disabilities.	Initial work, 2014-2016 and ongoing	OHREA and the Office of Health and Safety to work jointly on this project.

3.5 Information and Communications

Action Item	Timeline	Comments
Reviewing the accessibility of University's webpages to ensure accessibility with webpage design and content management.	2014-2016	eSolutions, a consulting firm, completed a comprehensive accessibility audit of the University of Windsor's websites and services. The findings were completed and released in 2016-2017. Ongoing work to remediate website deficiencies will continue in 2018-2019 academic year.
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.	Ongoing	Reminders and education needs to be circulated regularly to remind all parties of their obligations to close-caption videos added to websites. The Centre for Teaching and Learning offers the service, at cost, to faculties and departments.
Investigating having Course Evaluation Forms completed electronically, rather than paper and pencil.	2015-2016	Representatives from CTL, SDS, OHREA and IT Services completed this project.
Implement outdoor navigational App.	2017-2018	Outdoor navigational App launched in 2018.

4. AODA Compliance Timeline Summarized

Date	Regulation Milestones	University of Windsor Milestones
1/1/2012	<p><u>Integrated Accessibility Standard:</u> Section 13 – emergency procedures, plans and public safety;</p> <p>Section 27 – workplace emergency response information to employees with a disability.</p>	<ul style="list-style-type: none"> • Campus Police and the Office of Health and Safety provide emergency procedures, plans and public safety information in accessible formats, upon request. • Employees requiring individualized workplace emergency response information may complete the “Emergency Evacuation Form” available through Campus Police and Human Resources (Office of Health and Safety).
1/1/2013	<p><u>Integrated Accessibility Standard:</u> Section 3 – development of accessibility policies, organizational commitment;</p> <p>Section 4 -accessibility plans and annual status report;</p> <p>Section 5 – development of procurement policy;</p>	<ul style="list-style-type: none"> • Senate approved the Accessibility Policy in February 2013. • 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.

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

Date	Regulation Milestones	University of Windsor Milestones
1/1/2015	<u>Integrated Accessibility Standard:</u> Section 12 – (accessible formats & communication supports); Section 17 – (conversion ready textbooks); Section 18 – (libraries print materials)	<ul style="list-style-type: none"> • Resources are in place to make accessible or conversion ready versions of textbooks available upon request; • Resources are in place to provide accessible or conversion ready formats of print-based resources or materials for persons with disabilities, upon request.
1/1/2020	<u>Integrated Accessibility Standard:</u> Section 17 & 18 (libraries of educational & training institutions – digital or multimedia resources accessible or conversion ready)	<ul style="list-style-type: none"> • Will ensure resources are in place to make accessible or conversion ready versions of supplementary resources, upon request; • Resources are in place to provide accessible or conversion ready format of digital or multimedia resources or materials for persons with disabilities, upon request.
1/1/2021	<u>Integrated Accessibility Standard:</u> Section 14 – all internet websites and web content to conform to WCAG 2.0 Level AA (limited exceptions)	<ul style="list-style-type: none"> • Accessibility audit of the UWindsor web presence conducted and remediation strategies developed (2014-2017); • Remediation strategies to be complete by 1/1/2021.