Annual Accessibility Report 2018-2019 and Multi-Year Plan

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

Accessibility Feedback Form

Feedback is an essential component to help us identify and remove barriers and achieve our goal full 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. During the time period of September 1, 2018 – August 31, 2019 a review of the effectiveness of the "Report a Barrier" web form was conducted. Also, the "Inclusive Practices Survey", a survey tool to collect experiences of our provision of services in an accessible and inclusive manner was reviewed.   A determination was made to embed the concepts of both former tools into a new, user friendly on-line web presence and Accessibility Feedback Form. Members of our campus community are encouraged to share suggestions for ways to improve accessibility and inclusion, share their experiences of how inclusion and accessibility at our university has made a difference or to report a barrier to accessibility through use of the streamlined webform. 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 2018 -2019 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, 2018 and August 31, 2019 and will continue to establish goals for our 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, 2018 to August 31st, 2019. The Accessibility Multi-Year Plan update includes short and long-term goals which identify and remove barriers.

Input is welcomed from any member of our community, particularly individuals with disabilities. Should you wish to provide input, please contact the Accessibility Manager in the Office of Human Rights, Equity and Accessibility at 519-253-3000 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.

1.4. The University of Windsor's Accessibility Committees

In 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.

As our ongoing efforts to achieve accessibility on campus progressed, a further review of our current committee structure occurred in the summer of 2019 when the University of Windsor reconstructed the accessibility committees to a structure reflecting five (5) committees with the scope of the Accessible Education, Training and Awareness Committee becoming embedded into each remaining committee. The new model moving forward is:
- Three (3) AODA Standards-based committee, those being the
  - Accessible Built Environment Committee
  - Accessible Employment and Customer Service Committee
  - Accessible Information and Communications Committee
- The Accessibility Coordinating Committee
- The President's Committee for Diversity and Inclusion

The University of Windsor Accessibility Reporting Structure
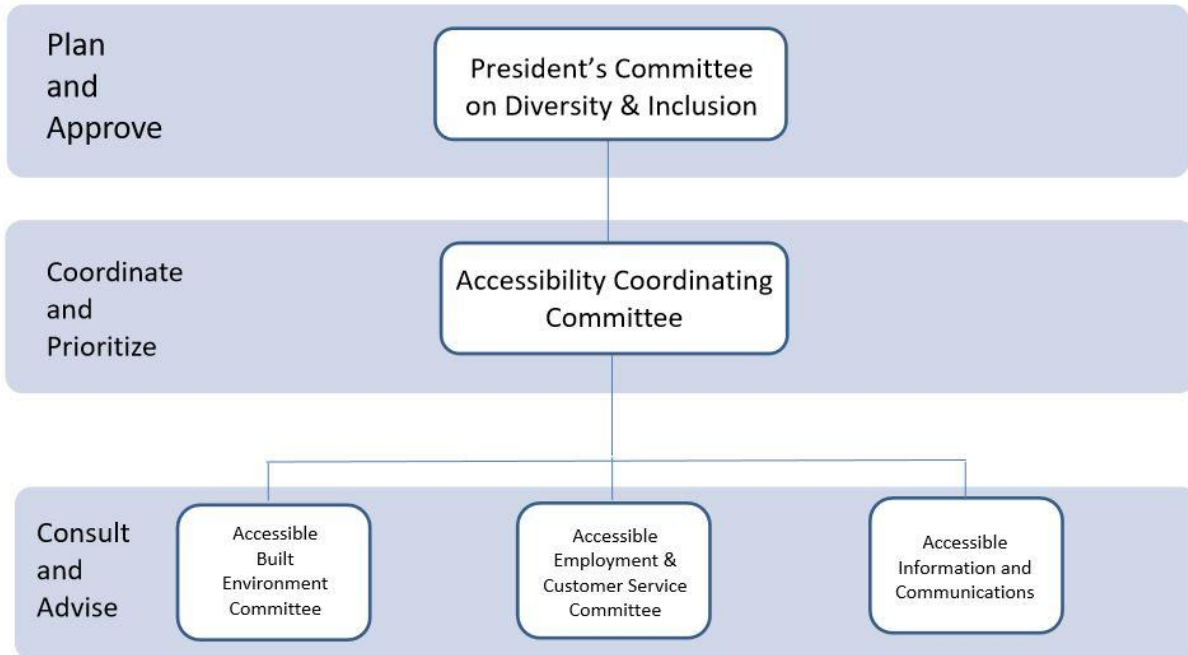
(Updated April 24, 2019)

The three 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 and human rights issues. Ongoing in 2018-2019, 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.

1.6.   Accessibility Feedback at University of Windsor

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

1.7.   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.

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 2018-2019 Achievement Highlights

2.1. Accessible Built Environment Highlights

Between September 1, 2018 and August 31, 2019, the University of Windsor continued to ensure our existing buildings, public spaces and new projects focused on accessibility. Key highlights from include:

a) Continued Installation of Actuators on Campus

For the third year in a row, the University of Windsor was also awarded financial support by receiving an additional Enabling Accessibility Fund Grant through the Ministry of Employment and Social Development Canada. Through continued support to match the funds received, the University of Windsor was able to install additional automated door actuators at locations across campus from our ongoing list of prioritized areas in need. Areas addressed included several doorways in the Leddy Library, Toldo Health Education Centre Classroom 204 and the salon doors in the Alumni Auditorium.

b) Classroom Renovations

Ongoing commitment to update and modernize classroom spaces continued in 2018-2019. Erie Hall 1118 received a significant upgrade making the room more accessible for our students, staff and faculty. Updates included FM transmitters and other technology supports, additional accessible seating and varied seating sizes, and updated door actuators were completed to refresh each space.

c) Cartier Hall Accessible Suite

Providing a significant enhancement to accessibility in our residence suites for our students, the completion of a fully accessible suite in Cartier Hall expands the offerings for life on campus. The new suite is equipped with items such as a fully accessible washroom with automated lift, a kitchenette with accessible shelving and adjustable lighting options.

d) 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. These audits reviewed all aspects of the accessibility of our spaces including such items as barrier-free path of travel, signage, fixtures, stair stripping and lighting. These audits afford a "snapshot" of accessibility in relation to legislative requirements and standards and indicate the remedial action and associated costs of bringing our facilities up to current standards. They will also provide the University of Windsor with a baseline understanding as to the extent of accessibility currently available within our facilities and venues and provides recommendations to improve accessibility in the future. These reports will form a critical part of our action plan moving forward and will help to guide the allocation of resources in our planning activities.

e) Design Review for Campus Upgrade Projects

Continuing in 2018-2019 the re-imagined campus spaces continued to ensure accessibility and inclusion was a priority. Input from the Accessible Built Environment Committee was provided towards initial and developing plans for the new St. Denis Centre, the Faculty of Law renovation project and the new Student Research Collaboratory in Leddy Library. Also, input relating to accessible design considerations were provided for the classroom renovation in Erie Hall. The Student Research Collaboratory in Leddy, pictured below, incorporated many elements to ensure accessibility, including floor-to-ceiling white boards, sit/stand desk space and information to ensure moveable furniture remains or is replaced in the appropriate layout.

2.2. Accessible Employment and 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) Installation of Emergency Evacuation Chairs Across Campus

The University of Windsor was awarded financial support through an Enabling Accessibility Fund Grant through the Ministry of Employment and Social Development Canada.to advance accessibility in a variety of our buildings. Matching the financial support provided by the grant, the University of Windsor was able to purchase and install twenty-five (25) emergency evacuation chairs to support safe and prompt evacuation of persons with disabilities, if needed.
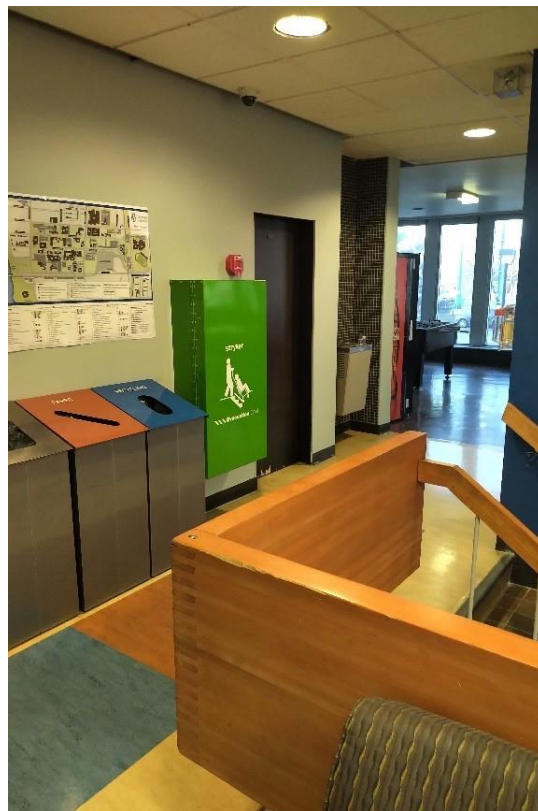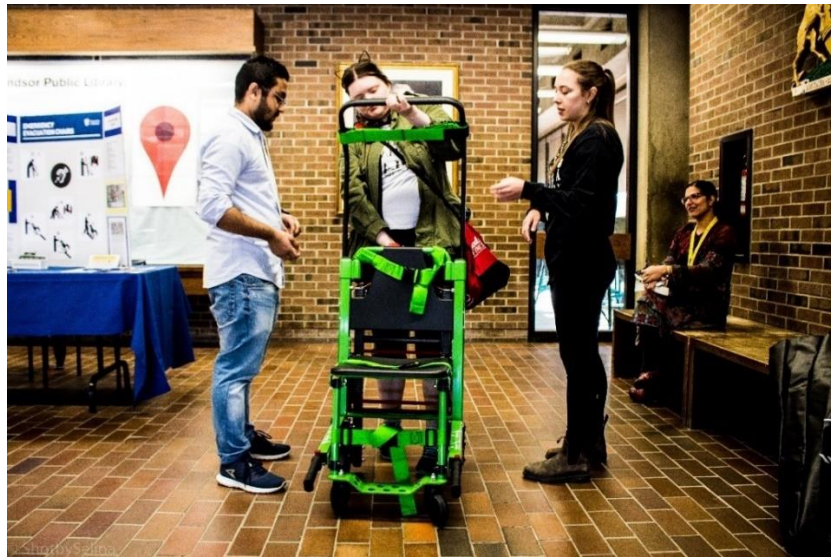
b) Supporting Student Accompanied by Service Animal on Campus

Throughout the 2018-2019 committee meetings, focus was directed to revisiting our policy and processes supporting the presence of students with service animals on campus. OHREA worked closely with Residence Services and Student Accessibility Services to ensure information regarding the streamlined process was available to all our students to ensure the animal registration process was seamless for the student experience.

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

Throughout the 2018-2019 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

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 equipment short-term loan program coordinated by the Office of Human Rights, Equity and Accessibility continued throughout 2018 and 2019. 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.

2.3.   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 on-line training and in-class training was provided throughout the 2018-2019 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

Continuing with its ongoing focus of developing and implementing a mental health strategy to support students at the University of Windsor, the strategy to provide wellness and mental health services to our student community was officially revealed to our campus community on October 2rd, 2018 during the first annual Campus Mental Health Day. This strategy includes 39 key recommendations which the University of Windsor will work towards over the next five (5) years.

More information regarding the creation of and plans for the Student Mental Health Strategy as well as information about and resource from the Wellness Office can be found here:

d) 7ᵗʰ Annual Accessibility Awareness Day

The University of Windsor hosted the annual free event on March 27, 2019 to highlight and celebrate accessibility. The theme of the event was "Advancing Accessibility Together" and focused on raising awareness of accessibility initiatives on campus, barrier identification and promoting inclusion for all. Our opening panel of staff and faculty answered questions about accessibility on campus and beyond. To ensure inclusion of both our main and downtown campus, attendees were able to participate in passport pop-up table awareness raising activities throughout the day. The keynote speaker, David Lepofsky spoke of his ongoing efforts to champion the protection of the rights of persons with disabilities in Canada and to raise awareness regarding accessible built environment challenges that can exist in new buildings.


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 2019. 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.

The University of Windsor also nominated one (1) student to participate in the National IDeA competition, held in October 2019.
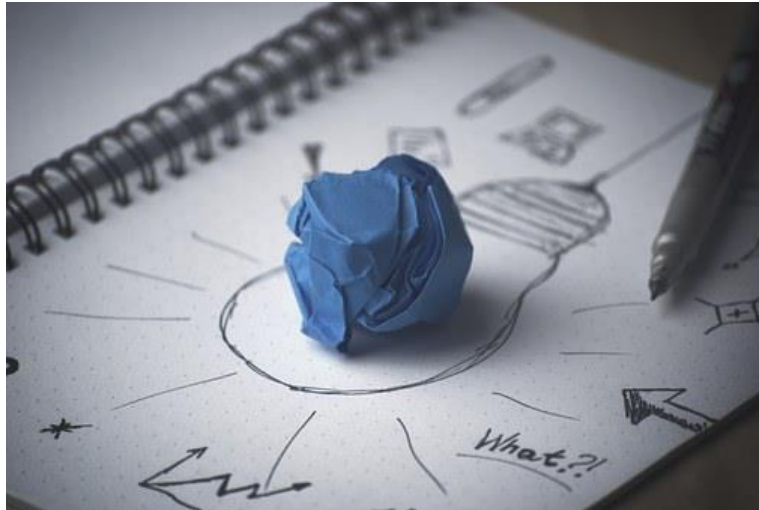
2.4. Accessible Information and Communication Highlights

a) Web Accessibility

To read about the background work and history of the web accessibility audit, please visit our earlier 2017-2018 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 a number of passport pop-up table activities during the annual Accessibility Awareness Day events.

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 2018-2019. 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 continues to evolve and grow. Ongoing training opportunities and workshops facilitated by Information and Technology Services supports creators to better understand how to ensure their information is made accessible and to highlight resources available to support this goal.

d) Key2Access Outdoor Navigational App

The Key2Access Outdoor Navigational App project continued to support users on our main campus during 2018 -2019. 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 remain equipped with wireless door opening devices so that the doors may be opened directly from a smart phone.

e) Campus Accessibility Map Update

The Office of Human Rights, Equity and Accessibility supported the department of Public Affairs and Communications with a review and refresh of the existing campus accessibility map in the summer of 2019. The accessibility map features

prominent information to support barrier-free movement on our campus and includes information noting the locations of the designated accessible entrances to our buildings, designated accessible pick-up/drop-off points and location of emergency evacuation chairs on campus.

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 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 for determination as to further audit in the future.
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.
Exploring access ramp at the Human Kinetics Building	Identified in 2016-2018 Ongoing	Exploration of funding opportunities to support the construction of an accessible ramp at Human Kinetics continue to be explored. The Enabling Accessibility Mid-Sized Project Application, submitted in 2018 was not successful given limited resources available.

3.2.   Customer Service/Employment

Action Item	Timeline	Comments
Training the University community about how to organize an accessible meeting or event.	Created in 2014 and Ongoing	In 2018 the current "checklist" was initially updated and re-communicated to the campus community. Further input was provided by the Accessible Employment & Customer Service Committee in in 2018-2019. Opportunities to increase awareness and usage of this tool are ongoing.
Reviewing and updating the Policy on Presence of Service Animals on Campus	Updated in 2015-2016 and recent awareness campaign completed 2019	The policy on the Presence of Service Animals on Campus was revised in 2017. An awareness campaign coordinating the processes between Student Accessibility Services and Residence Services was completed in 2018-2019.
Determining the need for updated accessible customer service training for employees and volunteers at UWindsor.	Updated in 2015-2016 and Ongoing	Ongoing review of the training provided will be completed by the Accessibility Manager and input from the accessibility committees sought in 2019-2020.
Reviewing and updating the Accessible Customer Service Policy.	2017-2020	The Accessible Employment & Customer Service Committee will be undertaking this review in the near future.
Updating the "Workplace Accommodation Guidelines for Employees with Disabilities".	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.

Action Item	Timeline	Comments
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 & Customer Service Committee are responsible for reviewing the applications and providing recommendations to the Director of the Office of Human Rights, Equity and Accessibility. Further communications strategies to be reviewed in 2019-2020.
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 to ensure all documentation regarding process is clear and updated.

3.3. Education, Training and Awareness

Action Item	Timeline	Comments
Developing and implementing an awareness campaign(s) about accessibility. This includes: • Daily News Articles • Training about how to ensure web content is accessible • Training about how to organize accessible meetings and events •	2014-ongoing	Starting in 2019, each of the three accessibility standards-based committees will provide review and input under the new committee model of areas to advance awareness under their terms of reference.
Holding an Accessibility Awareness Day in 2020 to increase awareness about accessibility on campus and in the community.	Established in 2013 and ongoing annually	Accessibility Awareness Day 2019 occurred on Wednesday, March 28th. Plans for the 2020 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.

Action Item	Timeline	Comments
Continuing to hold a Sign Language Initiative on Campus, which provides an opportunity for interested members of the University community to learn about and to engage in basic learning of American Sign Language.	Established in fall 2013 and ongoing	OHREA organizes and administers the program for the campus community.
The OHREA Awards celebrate achievements made by members of the University community in the areas of human rights, social justice, employment equity and accessibility. The Mental Health Champion category was added in 2017.	Established in December 2015 and to occur annually	OHREA Awards are held annually in December, close to December 10th (U.N. Human Rights Day).
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 successfully added dedicated exam space at the SOCA complex in 2018-2019.
Student Mental Health Strategy	2014-2018 and ongoing	This is a campus-wide initiative with representatives from numerous faculties and departments working

Action Item	Timeline	Comments
		together to develop a strategic framework for student mental health on Campus. Strategy revealed in October2018 and recommendations prioritized for the following five (5) years.
Mental Health Awareness Events	2015-2016 and ongoing	First annual Campus Mental Health Day held on October 3, 2018 aligning with reveal of Student Mental Health Strategy.
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. 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 continued 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	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. • 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
	Section 15 – Incorporation of accessibility features when designing, procuring or acquiring self-serve kiosks. Section 16 – Information and Communications procurement / training to educators.	• 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	Integrated Accessibility Standard: All sections of the Employment Standard (except s. 27) come into force	• Training developed and implemented by OHREA; • Feedback processes reviewed to determine accessibility; • Accessibility audit of the UWindsor web presence conducted and

Date	Regulation Milestones	University of Windsor Milestones
		remediation strategies developed (2014-2017); • Recruitment language reviewed; • Accommodation for employees with disabilities reviewed and revised.
1/1/2015	<u>Integrated Accessibility Standard:</u> 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	<u>Integrated Accessibility Standard:</u> 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.

Date	Regulation Milestones	University of Windsor Milestones
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 ongoing.