Annual Accessibility Report

2020-2021 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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Preface: The Impact of COVID-19 on Accessibility

Many could not have anticipated that when the University Campus moved to a remote model in March 2020, that the COVID-19 pandemic would still profoundly impact the campus community heading into the 2020-2021 academic year. The pandemic played a role in how activities and plans were carried out during this time. A number of informational and action campaigns had to be put on hold – for example, promoting the revised Service Animal Policy or Report a Repair campaign. With most of our community working and learning remotely, it only made sense to wait until a certain level of activity on campus returned before resuming these initiatives.

Despite the challenges, the University was still able to advance many other accessibility-related projects in the virtual world. Technology initiatives were introduced to assist our students, staff, and faculty with accessibility needs. Mental health supports were put into place, or existing supports were promoted so students and employees knew where to go for assistance. Accessibility events and educational sessions continued in an online format. And while many of us were contributing to the University from behind our computer screens, Facility Services tendered and managed a tremendous number of building and renovation projects which included accessibility components into the design.

What was demonstrated throughout the 2020-2021 academic year is that we are great innovators. We learned many new skills and approaches that we wouldn't have in "normal times". We figured out how to teach, connect, collaborate, and deliver events online. While there is always room to grow, the pandemic did not stop us from striving towards the goal of an accessible and inclusive campus. It is the hope that through the challenges encountered during this year, that we will reflect on the "wins" and bring some of the good things learned during the pandemic into the way we operate moving forward.

Introduction and Background

The University of Windsor sits on the traditional territory of the Three Fires Confederacy of First Nations, which includes the Ojibwa, the Odawa, and the Potawatomi. We respect the longstanding relationships with First Nations people in this place in the 100-mile Windsor-Essex peninsula and the straits – les détroits – of Detroit.

The University 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 160+ 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 2020-2021 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 between September 1, 2020 and August 31, 2021 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 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 1, 2020 to August 31, 2021. 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.

AODA and the Ontario Human Rights Code working together. Image from http://www.ohrc.on.ca/

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.

Update on the AODA: In June 2021, the Ministry for Seniors and Accessibility (MSAA) released recommendations for two new proposed standards under the AODA – Accessible Post-Secondary Education Standards and Accessible K-12 Education Standards. The first standard has 179 recommendations covering a broad range of areas including attitudes, finances, instruction, organizational barriers, training, physical barriers, and campus life. The second standard will also involve universities as recommendations will have an impact on the transition to post-secondary education. Public consultation was open between June-November 2021. It may still be a couple of years before the standards are enacted into law, however, the University will take these expert recommendations into consideration when developing new initiatives.

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)](#).
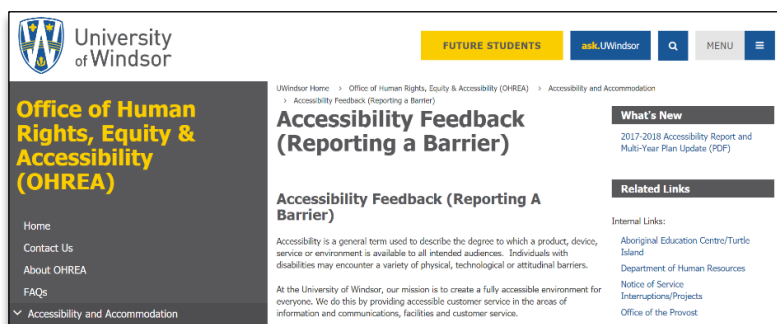
### The University of Windsor's Accessibility Committees

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 students, staff, and faculty participate 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 committees, 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)

University of Windsor

The University of Windsor Accessibility Reporting Structure

Plan and Approve	President's Committee on Diversity & Inclusion		
Coordinate and Prioritize	Accessibility Coordinating Committee		
Consult and Advise	Accessible Built Environment Committee	Accessible Employment & Customer Service Committee	Accessible Information and Communications
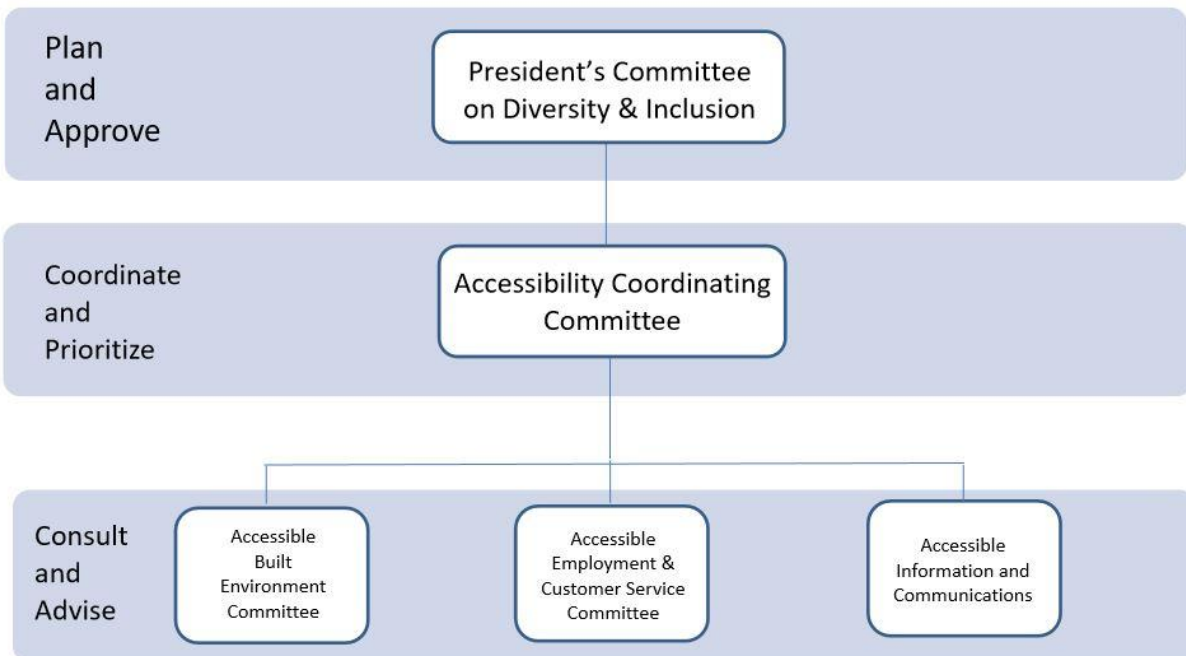
(Updated April 24, 2019)

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) brings together senior leaders at the University to discuss matters relating to diversity and inclusion. PCDI receives updates and recommendations from the coordinating committees and subcommittees with respect to the University's compliance with relevant legislation and regulations in regard to human rights, accessibility and employment equity.

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 2020-2021, team members fielded numerous telephone calls, virtual meetings, and e-mail inquiries. These inquiries involved items such as workplace accommodations, accessible parking requirements, and installation of accessible amenities. Resolutions were facilitated or escalated for further discussion, as appropriate.

Student Accessibility Services

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

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. SAS is a valuable resource to the University community and an integral partner to the OHREA team and to others on campus.

Annual Accessibility Report 2021-2022 Achievement Highlights

Accessible Built Environment Highlights

Between September 1, 2020 and August 31, 2021, 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) 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. 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.
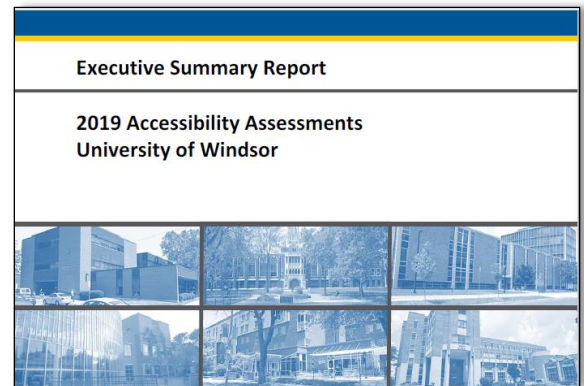
Using the information from the audit, the ABEC Committee identified a short-list of high-priority areas with work commencing in the 2020-2021 academic year. Upgrades assist with making buildings more accessible for everyone including people who have mobility limitations, are blind or partially sighted, Deaf or hard of hearing, of varying statures, have cognitive disabilities, and/or may have limited stamina or dexterity.

Selected projects based on the audit report and completed in 2020-21 included:
- Voice annunciation panel - elevator, Lambton Tower
- Door actuator installation, McPherson Lounge - Alumni Hall, Quiet Study Room – Dillon Hall
- Stair stripping and tactile surface markings at ramp, Health Education Centre
- Handrail installation, Education Building entrance
- Accessible washroom accessories, Leddy Library
- Visual alarm installation, Chrysler Hall North, Chrysler Hall North, Dillon Hall
- Stair stripping and tactile surface markings at ramp, Leddy Library lobby

New handrails at front entrance, Education Building

Colour-contrast stair stripping and tactile surfaces at ramp (left), Health Education Centre
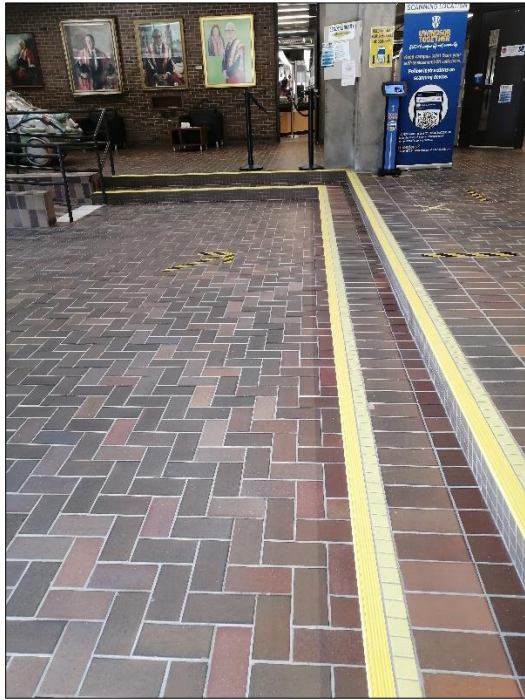
Colour-contrast stair stripping, Leddy Library lobby
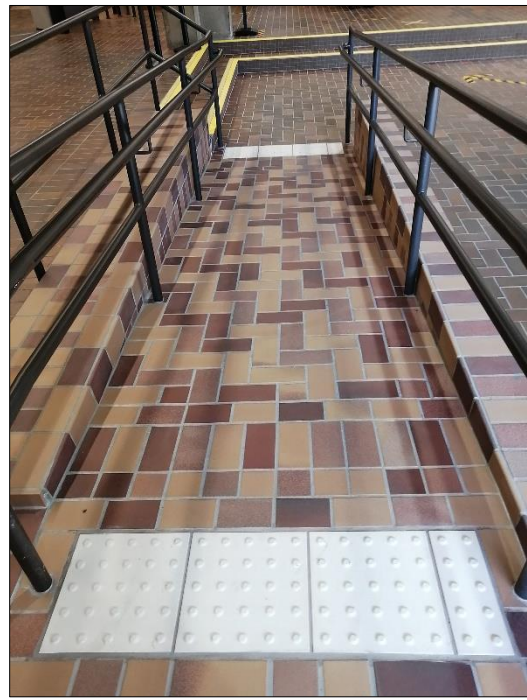
Tactile surfaces at bottom and top of ramp, Leddy Library lobby

Renovated Ramp at Odette

The ramp at Odette was renovated in order to meet accessibility and building code standards. Improvements include a more gradual slope, greater ramp width for improved maneuverability, and appropriate handrails. In addition, the ramp has a heating system to assist with snow and ice removal.

Newly renovated ramp, Odette School of Business

b) Entrance Door Upgrades

The University received funding for building upgrades of which $450,000 was dedicated to the installation of entrance doors on campus. These doors meet new building code standards (38" width) and are equipped with actuators for enhanced accessibility. Work was completed or in progress at the following locations in the 2020-2021 academic year:

- Odette
- Lambton Tower

- Erie Hall
- Essex Hall

c) 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 and 2020-2021 academic years. 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.
- COVID Signage met 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 and Room 2123

Renovations were completed in Erie Hall during the 2020-2021 academic year. The renovations included wider doorways, open spots to accommodate wheelchairs or other mobility devices, height adjustable podiums, and actuators for ease of entry.

Erie Hall, Room 213 - height adjustable podium.
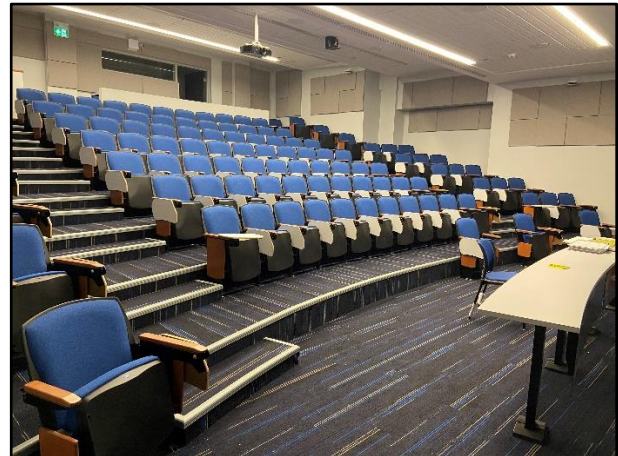
Erie Hall, Room 2123 - accessible seating.
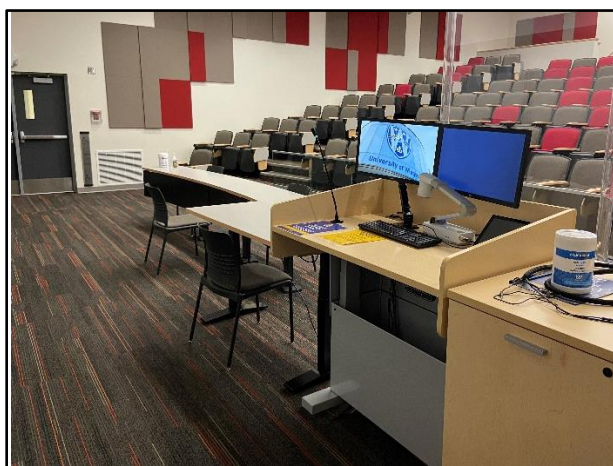
Erie Hall 3123 - Height adjustable podium and door actuator.

Erie Hall 3123 - accessible seating.

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 2020-2021 academic year. Members from the ABEC Committee participated in the Signage Committees for both the Faculty of Law renovation project and the new Lancer Centre. The ABEC Committee also provided input into the plan review of CEI Charge Lab, Education Building classroom 1101, and Odette computer lab.

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 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) 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-four applications have been approved since 2014.

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 include products like a sit-stand tabletop desk adjuster and a ClearView screen magnifier.

b) Information and Awareness Campaigns

The Accessible Employment and Customer Service Committee (AECSC) had plans to promote awareness campaigns related to severe latex allergies and food allergies, along with plans to promote the updated service animal policy. However, with low in-person attendance and a focus on virtual service delivery, these activities were paused until more activity resumes on campus.

c) Support for an accessible campus

The AECSC Committee contributed to discussions that lead to actions to support accessibility during the pandemic and raised possible concerns with a partial shift back to in-person service delivery. This committee's expertise contributed to the following: accessible signage and COVID zone & flow, promotion of the accessible content campaign, amendments to the Service Animal Policy, mandatory mask policy, and mask exemptions.

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. Due to the pandemic, online training only was provided throughout the 2020-2021 year. However, departments will be able to request online group training in the 2021-2022 year and arrangements may be made to offer computer lab time to complete training in the future.

b) UDL for IDEA Micocredential

The University applied for an eCampus grant and was awarded $200,000 to develop a microcredential course entitled, Universal Design for Learning (UDL) for Inclusion, Diversity, Equity and Accessibility (IDEA). The University is co-leading the project with Mohawk College and an additional eight other Ontario Colleges and Universities are involved in the development of this online course. This course will help the University in meeting the AODA requirement to provide training to educators on accessible course design and delivery. Topics covered in the six modules include Universal Design for Learning (UDL), Equity Diversity and Inclusion (EDI), technology-mediated learning environments, accommodations, Indigenous pedagogies, and AODA and OHRC legislative requirements.

MODULE 1: INTRODUCTION AND OVERVIEW OF UDL

(Forsythe, 2013)
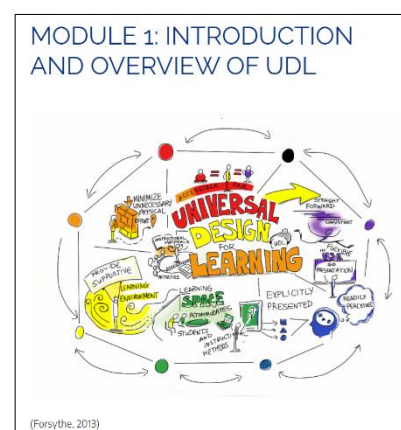
While this course is designed for instructors, TA's, and GA's, it will be an excellent resource for anyone interested in developing their knowledge in these areas. Individuals who also provide training or workshop delivery will also benefit from taking this course. The anticipated launch of this course is spring 2022.

c) Ableism Awareness

In the Winter 2021 Semester, field placement students from Disability Studies created a short presentation on ableism and what can be done about it on campus. This was presented to the University's accessibility committees and was made a resource on OHREA's website.

University of Windsor

Ableism
& The Campus Experience
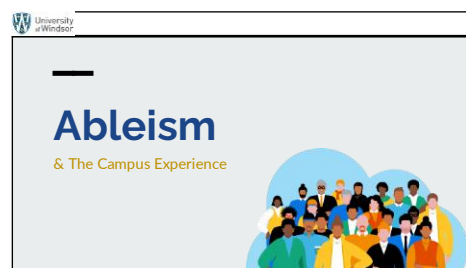
OHREA was also invited to participate in a community presentation, Wellness Through Grace: A Virtual Event, organized by the Hôtel-Dieu Grace Healthcare, Youth Advisory Council. The presentation was delivered to youth who are interested in mental health & awareness, social justice, and mindfulness and coping. OHREA presented on ableism and what youth can do to reduce attitudinal barriers to make their schools and society more accessible and inclusive.

d) Student Mental Health Strategy

The University of Windsor Student Mental Health Strategy was launched on Campus Mental Health Day on October 3, 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 2020-2021 academic year, the campus headed into the third year of implementation. The Mental Health Strategy Implementation Committee met three times and provided important direction supporting the implementation on 6 of the Strategy's 39 recommendations. Additionally, the committee oversaw the administration of the Mental Health Initiatives Fund, which distributed a total of $27,425.00 to 14 different student, staff and faculty wellness projects.

Please see the Student Mental Health Strategy for more information. Also, visit the new website for the Office of Student Health, Counselling and Wellness to learn more about the medical services, counselling options, wellness programming and resources available to support students.
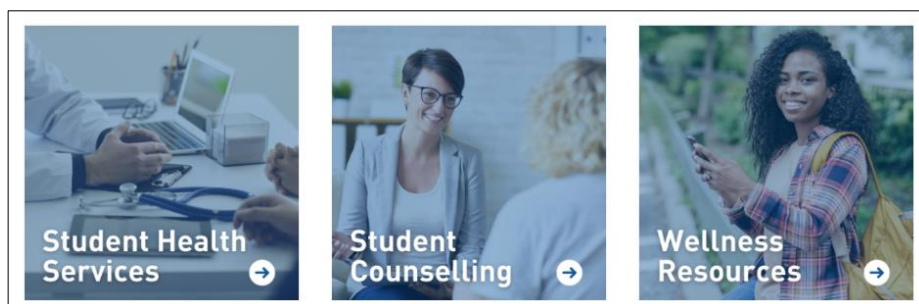
e) 8th Annual Accessibility Awareness Day

The University of Windsor has hosted this annual, free event since 2013 to highlight and celebrate accessibility. The event was paused in 2020 due to the pandemic but resumed in March 2021. The theme for the 2021 event was "It is accessible, but is it inclusive?".

The event took on a new, virtual format with a series of five, 30-minute mini-workshops every Tuesday in March from 11:30-noon. The sessions covered topics related to accessibility but also took it one step further to address inclusion.

This new, online event format was well-received with many attendees finding it more accessible due to ease of participation, shorter but information-packed sessions, and live captioning. The event was also recorded and the videos from the five event sessions can be view by visiting OHREA's website.
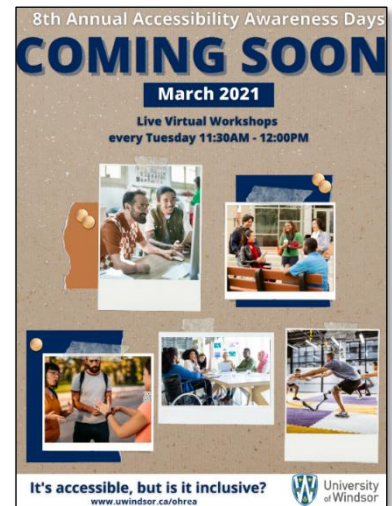
f) Innovative Designs for Accessibility (IDeA) Competition
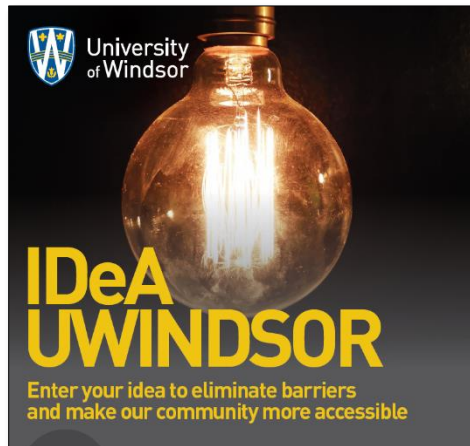
Inspired by the goal of the AODA is to make Ontario the most accessible province by 2025, the University of Windsor held its annual Innovative Designs for Accessibility (IDeA) competition in February 2021. This initiative, held at the University since 2015, provides students across the campus an opportunity 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. Several students who placed in the University's local competition were nominated to the national competition. We were proud to learn that the University's first-place winner, Nadia Gill (3rd year, Dramatic Arts), placed 3rd in her category at the national level.

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

The AODA requires public sector websites to be compliant with the WCAG 2.0, Level AA by January 1, 2021. The University of Windsor is committed to making its websites accessible and meeting this legislative requirement. In order to do so, the University has an accessible infrastructure that includes hosting our main websites on a Drupal 7 platform and providing content editors with accessible templates to post new content. In addition, training, tools, policies, and procedures are in place for web accessibility. The University also completes manual inspections of its web content.

The University has tens of thousands of pages that are managed by hundreds of people who work for the organization in various departments and units. The volume and ephemeral nature of web content make it difficult to confirm the level of compliance at any one point in time with complete accuracy to the WCAG 2.0, AA standards, as even minor deficiencies would make the site fall out of compliance.

The pandemic and the shift to a remote model of delivery has placed many demands on ITS services in a relatively short period. Despite the new demands, ITS continued to work towards digital accessibility and started to investigate additional tools to help the University achieve AODA compliance.

b) Read & Write and EquatIO Training

The University continues to promote Read & Write and EquatIO software. Several training sessions have been offered to encourage the use of these innovative tools. Users learn the many capabilities of these programs and find that they not only support people with a disability but have general functionality that can improve work performance or assist with specific digital tasks. Read more about these programs below:

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.

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.

c) Resources and Support to Create Accessible Electronic Documents

OHREA's website has a section entitled *Accessible Documents* which provides valuable resources for students, staff, and faculty to make documents and other digital content accessible. This section continues to evolve and grow. Ongoing training opportunities and workshops facilitated by various departments help content creators learn how to ensure their information is accessible to a wider audience.

Accessible documents are an essential element to making a more welcoming and inclusive campus. The principles of universal design benefit everyone by making documents more accessible, as well as easier to read and understand. The technical formatting for accessibility of documents improves the experience for people using assistive technologies, like screen readers, to access information. These technologies are beneficial for people who are blind or have low vision, English language learners, or have a cognitive disability. Also, when source documents (eg – Word, Excel, PowerPoint) are formatted accessibly, they create more accessible PDF documents. This is also important for web accessibility compliance as documents posted to the University's website should be properly formatted.

d) Key2Access Outdoor Navigational App

The Key2Access Outdoor Navigational App continues to be available for users on our main campus. This App allows users to receive information in an audible format directly to their phone and assists with navigating our outdoor spaces. There is also information regarding the accessible amenities within the building. The five accessible doors at the CAW Student Centre remain equipped with wireless door opening devices so that the doors may be opened directly from a smartphone. In 2021, 15 additional locations were equipped with this hardware, making it a total of 20 doors that can be opened remotely. This will not only assist people who have a physical disability but could help with reducing contact with doors and door handles which are high-touch surfaces. To learn more about Keys2Access, visit OHREA's website.

d) Wayfinding App

Led by Facility Services, the University explored the acquisition of an app, CampusGo (Mapsted), to assist with external and internal wayfinding on campus. This app will complement Key2Access. During the development of the app, accessibility was taken into consideration and the accessibility committees were consulted. This app will help users locate accessible routes. It also includes accessible functionality such as the ability to customize colour contrast along with text-to-speech capabilities. Finally, this app will integrate with the Key2Access door hardware so users can open equipped doors with their smartphones using either application. The launch of CampusGo is expected to occur in the 2021-2022 academic year.

Multi-Year Accessibility Plan Update

A. Built Environment

Action Item	Timeline	Comments
Development of a strategic plan to identify and address existing barriers on campus related to the built environment.	Identified in 2014-2016 Ongoing	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 2020-2021. Remaining buildings to be reviewed in future audits, as determined by the committee.
Exploring an 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 the Human Kinetics building continues to be explored. An application was made in July 2021 to the Enabling Accessibility Mid-Sized Project grant. Awaiting application results.
Accessible Parking Enhancements	2018-2019	Parking lots were scanned to identify outdated signage and wording. New accessible parking signs were installed with updated images and wording.
	2019-2020 Ongoing	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 |

Action Item	Timeline	Comments
		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.

Due to the construction of the new Lancer Centre affecting parking next to the HK building, 2 additional accessible spaces were added to the H lot (across the street from the St. Denis Centre near crosswalk). |
Dedicated Accessible Drop-Off/Pick-Up points	2019-2020 Ongoing	Identifying additional safe and accessible dedicated sites is under review for students and employees who are provided transportation to and from the University.
Key2Access – navigational app	Installed 2017, expanded in 2021	OHREA has selected the Key2Access App to assist with outdoor wayfinding. It was implemented on the main campus in 2017. This included modules in 5 doors in the CAW Student Centre which enabled users to open doors with their mobile devices. Additional hardware was purchased in 2021 to install in 15 additional locations.
Wayfinding App	Target Implementation: 2021-2022 academic year	Facility Services engaged Mapsted to develop an app, CampusGo, for exterior and interior navigation. Facility Services consulted with the accessibility committees to ensure that app met accessibility standards.

B. Customer Service/Employment

Action Item	Timeline	Comments
Training the University community about how to organize an accessible meeting or event.	Created in 2014, 2018-2019, 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 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 and developing a communication plan regarding policy	Updated in 2015-2016 and recent awareness campaign completed 2019; Communication and awareness ongoing	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 session was made available regarding the new policy in 2020. Further communication plans on hold during pandemic until more activity returns to the campus.
Determining the need for updated accessible customer service training for employees and volunteers at UWindsor.	Updated in 2015-2016 and Ongoing	Tracking systems for training were reviewed and improvements were recommended. Implementation of enhancements to commence in the 2020-21 academic year.
Reviewing and updating the Accessible Customer Service Policy.	2017-2021	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.
Review of applications to the Employee	Ongoing	Members of the Accessible Employment & Customer Service Committee are

Action Item	Timeline	Comments
Accommodation Fund. The Employee Accommodation Fund assists Departments/Units with the costs for providing employees with workplace accommodations.	2019-2020	responsible for reviewing the applications and providing recommendations to the Director of the Office of Human Rights, Equity and Accessibility. The EAF application form was reviewed to ensure the intention of the fund was clear along with additional clarity on eligible and ineligible items. Application form was updated and reposted to OHREA's website.
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 the process is clear and updated.
Awareness: Scent-Sensitivity, Food, and Latex Allergies	2016, 2018-2019, and ongoing	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) Additional information regarding what Campus Services does to accommodate and train to support dietary restrictions, including allergies, will be added to website.
Rec Buddies	2018-2019 Ongoing	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 ADHD can have the support of a buddy to access fitness opportunities at the LSRC.

Action Item	Timeline	Comments
		Note: Program was paused during the pandemic.
Accessible Suite in Residence – Cartier Hall	2018-2019 Ongoing	A fully accessible suite is available in Cartier Hall. It is equipped with items such as a fully accessible washroom with an 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 to the availability of this suite.

C. Education, Training, and Awareness

Action Item	Timeline	Comments
Developing and implementing an awareness campaign(s) about accessibility. This includes: • Daily News Articles • Workshops • Other learning 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 (AAD) in 2021 to increase awareness about accessibility on campus and in the community.	Established in 2013 and ongoing annually	Accessibility Awareness Day 2021 was an online virtual event. The theme was, "It is accessible, but is it inclusive?". It consisted of 5 mini-workshops every Tuesday in March from 11:30-noon. The event was well-attended and feedback indicated that the online format made it easier to participate and improved overall accessibility.
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 ongoing.
AODA Training to Educators	Under development May 2021 – February 2022	Under the AODA, educational institutions must provide training to educators on accessible course design and delivery. The University applied for an eCampus grant to develop an online training program and was awarded the funds. In partnership with 9 other universities and colleges in Ontario, the online modules are under development. The expected implementation date is expected in mid-2022.
Sign Language Initiative on Campus	Established in fall 2013 and ongoing	OHREA organizes and administers the program for the campus community. This initiative provides an opportunity for interested members of the University community to learn

Action Item	Timeline	Comments
		about and to engage in the basics of American Sign Language. This initiative was paused in the 2020-2021 academic year due to the pandemic, however, efforts will be made to resume as soon as possible.
The OHREA Awards to celebrate achievements in human rights, social justice, employment equity, mental health (since 2017), and accessibility.	Established in December 2015 and to take place annually	OHREA Awards are held annually in December, close to December 10th (U.N. Human Rights Day). Due to the switch to a pre-recorded online event, the 2020 OHREA Awards were held on February 26, 2021 to align with the World Day of Social Justice. These awards recognize achievements made by members of the University community.
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 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. Additional supports and initiatives were put into place during the pandemic, recognizing the strain that pandemic has had on student mental health.
Mental Health Awareness Events	2015-2016 and ongoing	First annual Campus Mental Health Day held on October 3, 2018 aligned with the reveal of the 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 was re-imagined for 2019 to align with the National competition.

Action Item	Timeline	Comments
		In 2021, one of our students, Nadia Gill (3rd year, Dramatic Arts), placed first locally and placed 3rd in her category at the national level.

D. Information and Communications

Action Item	Timeline	Comments
Review of the University's webpages to ensure they are accessible in terms of 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 is ongoing.
All internet websites and web content under the management of the University must conform with WCAG 2.0 Level AA, other than success criteria 1.2.4 Captions (Live) and success criteria 1.2.5 Audio Descriptions (Pre-recorded).	Ongoing with a required completion date of January 1, 2021	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. The University is unable to meet this standard 100% of the time consistently while tools, training, policies & procedures, infrastructure, accessible templates are in place to support web accessibility. An action plan will be developed to identify deficiencies, along with solutions. ITS is also exploring a web governance solution to assist with ensuring content is meeting accessibility standards.
Development of strategies to ensure all videos and audio content added to the University websites are closed-captioned, including videos and audio used for e-learning.	Ongoing	Communication needs to be circulated regularly to remind all parties of their obligations to close-caption videos and audio added to websites.
	2019-2020	Educational resources and workshops have been made available which demonstrate how to caption using publicly available software/platforms along with software available to the University campus.
	2020-2021	Microsoft Teams, the platform used by the University for virtual meetings is equipped with live captioning. The Office of Open Learning is exploring the implementation of software that will allow

Action Item	Timeline	Comments
		content posted on the LMS (Blackboard) to be converted into accessible formats, including captions to video.
Investigating creating electronic Course Evaluation Forms, 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, Keys2Access, launched in 2018.
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	2020-2025	Read & 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.
Promote awareness of creating accessible documents and digital content. Workshops and training on topic to be provided to campus.	2019-2020 and ongoing	Accessible Content Cards were launched through the DailyNews and posted on OHREA's website. "Creating Accessible Digital Content" workshop was introduced through Human Resources PD training and will be offered ongoing.
Accessible Signage	2019-2020 and ongoing	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.
	2020-2021	Summer students from the VABE program researched best practices, laws, and regulations related to accessible signage. A report was created with guidelines and recommendations for the campus to use on new builds or renovations.

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;	• Campus Police and the Office of Health and Safety provide emergency procedures, plans, and public safety information in accessible formats, upon request.
	Section 27 – workplace emergency response information to employees with a disability.	• Employees requiring individualized workplace emergency response information may complete the "Personal Exit Plans" available through Human Resources website (Office of Health and Safety). Employees may request assistance with the development of the plan with the Accessibility Manager in OHREA.
1/1/2013	Integrated Accessibility Standard: Section 3 – development of accessibility policies, organizational commitment;	• Senate approved the Accessibility Policy in February 2013. Policy is under review once again and will be circulated to the accessibility committees.
	Section 4 -accessibility plans and annual status report;	• The Plan and Report were developed and are updated annually.
	Section 5 – development of procurement policy;	• 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. • Representatives from the various accessibility committees are exploring additional options of accessibility awareness training related to course delivery and instruction.
1/1/2014	<u>Integrated Accessibility Standard:</u> 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 remediation strategies developed (2014-2017); • Recruitment language reviewed;

Date	Regulation Milestones	University of Windsor Milestones
		• Accommodation for employees with disabilities reviewed and revised.
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) • Tools, training, policies & procedures, accessible templates, and infrastructure (Drupal 7) are in place to support web accessibility • At this time, the University is unable to reliably attest to being 100% compliant with the WCAG 2.0 Level AA standards

Date	Regulation Milestones	University of Windsor Milestones
		as required by the AODA. Factors for this include a vast website, managed by hundreds of people with quick-changing content. • This non-compliance will be reported in the 2021 AODA Compliance Report to the Ministry for Seniors and Accessibility • Remediation strategies are ongoing. • The University is committed to reporting on the status of the progress of improving web accessibility through our annual report posted on our public website.

Closing Comments

During the 2020-2021 academic year, the University demonstrated a strong commitment to reducing, eliminating, and preventing barriers to full inclusion and participation. This report reflects the great efforts made, even during the pandemic. All contributors to accessibility and inclusion are gratefully acknowledged. Collaboration from across campus has made these initiatives possible - thank you. We look forward to building on the momentum to enhance the learning and working experience for all.