



## **Accessibility Plan**

**for the period  
October 1, 2010 to September 30, 2011**

**Accessibility for Persons with Disabilities Advisory Committee  
September 2010**

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## GLOSSARY OF ACRONYMS

ADO	Accessibility Directorate of Ontario
AODA	<i>Accessibility for Ontarians with Disabilities Act, 2005</i>
APDAC	Accessibility for Persons with Disabilities Advisory Committee
APP	Accommodation Partnership Program
CAC	Campus Accessibility Committee
CCS	Computing and Communications Services
COU	Council of Ontario Universities
CSA	Central Student Association
CSD	Centre for Students with Disabilities
HREO	Human Rights and Equity Office
IRAT	Information Resources and Adaptive Technology Working Group (APDAC)
ISC	Information Services Committee
LCSD	Library Centre for Students with Disabilities
MMAP	Multimedia Accessibility Project
ODA	<i>Ontarians with Disabilities Act, 2001</i>
OOL	Office of Open Learning
PPP's	Policies, Procedures and Practices
TSS	Teaching Support Services
UD	Universal Design
UID	Universal Instructional Design
W3C	World Wide Web Consortium

## **1. COMMENTARY/INTRODUCTION**

The *Ontarians with Disabilities Act, 2001 (ODA)* requires institutions to review their policies, programs and services as they relate to persons with disabilities, and to develop accessibility plans to address the associated needs of its constituent groups. In 2005 the *Accessibility for Ontarians with Disabilities Act (AODA)* was passed. It does not alter our obligations under the *ODA* but it does provide us with standards we must meet in the upcoming years in relation to customer service, information and communication, employment, transportation and the built environment.

In an attempt to harmonize in one report all of our accessibility initiatives, this document outlines the University's plans to meet the requirements of the AODA in section 4. In sections 5 and 6 it addresses the ODA reporting requirements. Section 5 covers our activities from October 2009 through to September 2010. Section 6 provides a strategy for the coming year, outlining initiatives we plan to undertake. This report is our 8<sup>th</sup> annual and includes the efforts of all those on the Accessibility for Persons with Disabilities Advisory Committee (APDAC), a broad based committee drawing on diverse expertise in the University community, as well as the efforts of units and groups working on accessibility at the University.

APDAC has had the privilege of coordinating a range of accessibility initiatives that are inclusive of people and units from virtually all sectors of the University. Acting on support and direction provided by the Province through the AODA legislation the University is well underway in executing the objective of making accessibility part of everyday culture. As this becomes closer to being a reality, members of all university constituencies are making accessibility part of their initial planning.

APDAC is not currently structured in a way that efficiently addresses the AODA. As the AODA is the significant accessibility initiative at the University and across the province, APDAC is rethinking its working structures to best respond to the University's accessibility issues and the AODA. The committee will continue working with all of its University partners to effectively address accessibility and implement the plan to meet AODA requirements.

Whether it be training in response to the rollout of AODA standards, the work of students to improve accessibility for persons with mental health issues, the programmes of CSD or the conference Aiming for Accessibility, the members of the University of Guelph community are making their presence felt across the province and country such that the University is known as a place where accessibility is an integral part of what we do. As we move towards the 2010 – 2011 academic year staff, students and faculty continue to work together to attend to everyday accessibility needs and move forward on 'big picture' projects to enhance University accessibility.

## **2. OBJECTIVES AND STRUCTURE OF THE ACCESSIBILITY PLAN**

The *ODA* requires universities to prepare an accessibility plan that addresses the identification, removal and prevention of barriers to persons with disabilities in their policies, programs, practices and services. These plans must report on:

- (a) accessibility initiatives that have occurred in the past year;
- (b) accessibility initiatives planned for the coming year;
- (c) measures taken to ensure proposals for policies, programs, practices and services are assessed to determine their effect on accessibility for persons with disabilities;
- (d) policies, programs, practices and services that will be reviewed in the coming year to identify barriers to persons with disabilities.

The *AODA*, which passed in June 2005, does not currently change our reporting requirements under the *ODA*. The legislation does, however, have associated accessibility standards that contain additional reporting requirements. The University reported on our compliance with the first of these standards, and the only standard currently in effect: the Customer Service Standard. As further standards are released, the University will report on our compliance with each as required. Although this accessibility plan is in response to *ODA* reporting requirements, one section of this plan is dedicated to providing information on our progress under the *AODA*.

This plan addresses the following seven areas as they pertain to the above *ODA* reporting requirements. These are the areas of particular concern identified by the 2002 Council of Ontario Universities (COU) *Report of the Working Group on the Ontarians with Disabilities Act, 2001*:

- (a) publications and information resources;
- (b) equipment and adaptive technology;
- (c) physical facilities;
- (d) human resources issues;
- (e) awareness issues for faculty and staff;
- (f) academic services and policies for students with disabilities;
- (g) non-academic student support services.

The central reporting mechanism of this Accessibility Plan is contained in sections 4, 5 and 6 as follows:

Section 4. *Accessibility for Ontarians with Disabilities Act*. This section was previously titled Measures to Assess By-Laws, Policies, Programs, Practices and Services to Determine their Effect on Accessibility for Persons with Disabilities at the University of Guelph. It describes how the University intends to address the requirements of the *AODA* and associated standards. The section also identifies plans to review policies, programs, practices and services to ensure all of its activities are barrier free as both the *ODA* and *AODA* require.

Section 5. *Accessibility Initiatives 2009-2010*. This section details the University's accessibility initiatives in this last reporting year. It includes measures already instituted and in place and those that are in place but under ongoing development.

Section 6. *Accessibility Plan for 2010-2011*. This section details the University's accessibility plans for 2010-2011. It describes initiatives that are ongoing, initiatives that are under development but not yet instituted, and initiatives that have been recommended by APDAC and are under consideration.

**3. THE ACCESSIBILITY FOR PERSONS WITH DISABILITIES ADVISORY COMMITTEE  
2009-2010**

Laurie Arnott	Human Rights Advisor, Human Rights and Equity Office
Annette Boodram	Human Resources Planning Manager
Wendy Morley	President, United Steelworkers
Patrick Case	Director, Human Rights and Equity Office
Nathan Lachowsky	CSA Academic Commissioner
Athol Gow	Coordinator, Library Centre for Students with Disabilities
Kyle Mackie	Classroom Technical Support Manager, Teaching Support Services
Chantal Huinink	Student
Judith McKenzie	Faculty, Dept. of Political Science
Cyndy McLean	Director, Health and Performance Centre
Gisele MacNeil	Manager, Health and Wellbeing, Dept. of Occupational Health and Safety
Barbara O'Neill	Registrar, Ridgetown College
Heather Stewart	Senior Lecturer (Communications), Kemptville College
Nicole Tessier	Supervisor, Student Services, Alumnae Conferencing and Communication, College d'Alfred (Ken St-Denis)
Joseph Tindale (Chair)	Faculty, Dept. of Family Relations and Applied Nutrition
Rob Vanderspek	Director of Design, Engineering & Construction, Physical Resources
Bo Wandschneider	Associate Director, Information Systems Services
Brenda Whiteside	Associate Vice-President (Student Affairs)

APDAC has an Information Resources and Adaptive Technology (IRAT) working group. APDAC also works closely with other University committees which were already in place prior to APDAC's creation, e.g. Campus Accessibility Committee (CAC), Information Services Committee (ISC).

**4. ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT**

(Previously titled Measures to Assess By-laws, Policies, Programs, Practices and Services to Determine their Effect on Accessibility for Persons with Disabilities at the University of Guelph)

The *ODA* requires institutions to review their policies, programs, practices and services as they relate to persons with disabilities, and to develop plans to enhance accessibility. In 2005, the *AODA* added to this responsibility. The *AODA* contains regulations establishing specific requirements for meeting the needs of persons with disabilities. Standards will dictate accessibility requirements in the areas of service provision, information and communication, employment, transportation and the built environment.

The *AODA* Customer Service Standard is the first (and currently only) standard to come into force. This standard requires the University to provide accessible service provision training to customer service providers. The University is using both e-learning and face-to-face training to meet this requirement. A University-specific e-learning module (provided by COU and modified and implemented by the Human Rights and Equity Office (HREO), Teaching Support Services (TSS) and the Office of Open Learning (OOL)) has been embedded in our learning management system (Courselink). Our workforce and relevant volunteers and contractors have been registered for the Courselink module. Follow up is currently underway for employees who have not completed the module. In addition, the University is in the process of conducting face-to-face training with employees with limited access to computers, senior managers and administrators, and employees/volunteers/contractors that have extensive client contact.

The Customer Service Standard requires implementation of a customer service policy to: permit use of service animals, permit use of assistive devices, permit access for support persons, provide notice of temporary disruptions to services and facilities, and establish a feedback process. This has been done and the University's policy can be found on the [accessibility website](#).

A draft *AODA* Integrate Standard was released in August 2010 for public consultation. This standard addresses accessibility as it relates to information and communication, employment, and transportation. The University has submitted comment on the standard to the COU, the central University sector body providing comment to the Standard Development Committee.

A second draft *AODA* Built Environment Standard was released in May 2010 for public consultation. The University submitted comment on the standard to the COU.

A plan to conduct an accessibility review of policies, procedures and practices to ensure barrier-free access been created. This is consistent with both the *ODA* requirement to review PPPs for barriers and the *AODA* requirement to ensure that the University's policies, procedures and practices are consistent with four principles: independence, dignity, integration, equality of opportunity. Two units, the University Secretariat and Student Affairs, have been chosen to pilot the review. Upon successful completion of the pilot a strategy for the implementation of the review in other areas providing services, employment, education or research will be developed in consultation with senior managers.

## **5. ACCESSIBILITY INITIATIVES 2009 - 2010**

The following initiatives are actions and recommendations identified by APDAC in the 2009-2010 accessibility plan as well as additional accessibility initiatives that occurred during this reporting period. The status of each initiative is displayed after each item using the code below.

- C* - refers to initiatives identified in the 2009-2010 accessibility plan that are one-time undertakings and are now complete. No further action is required and/or identified.
- O* - refers to initiatives identified in the 2009-2010 accessibility plan that will continue in 2010-2011. These initiatives are ongoing but not yet completed.

### **5.1 Physical Facilities**

This section of the accessibility plan focuses on initiatives undertaken at the University to address physical barriers faced by persons with disabilities and the community as a whole. The following initiatives occurred in 2009-2010:

- (a) The CAC continues to be responsible for the analysis of all major construction or renovation projects for accessibility features and for review of proposed smaller accessibility projects (retrofits) on the Guelph campus. The CAC submitted a call to the University community for accessibility-related construction projects, and assessed and prioritized the requests according to importance and fiscal possibility. The CAC recommended to the Vice-President (Finance & Administration) that specific projects be funded from the University's facility accessibility renewal funds (\$125,000) or other sources. The CAC has representation from the Centre for Students with Disabilities (CSD), Physical Resources, Student Housing, students, faculty, and Classroom Technical Support. (*O*)
- (b) As part of an ongoing program addressing issues of physical accessibility on the main campus, the following modifications to physical plant have been made in 2009-2010:
- Renovated second floor men's and women's washrooms in Library for accessibility c/w power door operators and appropriate signage.
  - Paid for half the cost (\$1800) of 2 FM Hearing Assisting Devices which the "Centre for Students with Disabilities" loans out.
  - Converted men's and women's washrooms in Alumni Stadium for accessibility including new ramps into them.
  - Installed 17 "accessible type" parking meters through-out campus.
  - Provided funding (\$25000) towards new barrier free ramp between Johnston Hall & MacKinnon Building which was installed during the Trent Lane Reconstruction project.
  - New power door operators to: a) rear entrance to Richards Building, b) double entrance between Bovey Bldg 81 and Plant Growth Bldg 82, c) McGilvery Street entrance to GFCT Bldg 88, d) Entrance leading to Learning Centre in the vestibule



off the "breezeway" in OVC Bldg 40, and e) University Centre fourth floor senior executive offices. (C)

## **5.2 Awareness and Outreach**

This section of the accessibility plan focuses on initiatives taken to address attitudinal barriers as they impact on people with disabilities and the community as a whole. The following are primarily new initiatives and significant enhancements of core programs. Details of core activities for the 2009-2010 reporting year are provided in Appendix I of this report. The following new initiatives took place in 2009-2010:

- (a) The University hosted the second annual "Aiming for Accessibility: Creating Barrier-free Information and Communication," an internal/external conference dealing extensively with the Information and Communications Standard and elements of the Customer Service Standard (see section 5.3(b) for details). (C)
- (b) Accessibility Awareness Day took place on Tuesday, March 5<sup>th</sup>, 2009. Several events were planned by the Accessibility Awareness Day Planning Committee (chaired by a CSD staff member and student, with staff, student and faculty participation) with the support of the Central Student Association's (CSA) Human Right Office, the HREO, and Student Health Services. Events included:
  - a resource fair in the University Centre courtyard at which representatives of a number of internal and external organizations participated. These included the Rick Hansen Wheels in Motion Committee, the Canadian National Institute for the Blind, the Ontario Disability Supports Program, Epilepsy Waterloo-Wellington, Second Chance Employment Counselling, as well as several on-campus groups that work toward improving access.
  - a \$2 Wellness Lunch organized by committee representatives from Forward Minds, a student-run mental health awareness group.
  - a speaking event featuring blind Paralympic Rower Victoria Nolan. (C)
- (c) The HREO updated the University's Accessibility Website [www.uoguelph.ca/accessibility](http://www.uoguelph.ca/accessibility). A feedback mechanism is located on the website to receive comments, questions or concerns regarding accessibility. The new Accessible Service Provision Policy and associated AODA information can now be found on this website. (C)
- (d) The University hosted the 7th annual Rick Hansen Wheels in Motion event for the Guelph area. This event involved participants who wheeled, biked, skated, walked or ran a two or five kilometre route through the University of Guelph main campus and teams who participated in a wheelchair relay. The event raised approximately \$13,000. Fifty-five percent of the net proceeds from the event were returned to the area through the Rick Hansen Foundation and the local Wheels in Motion Committee to assist individuals with equipment needs, recreation and other initiatives that enhance the quality of life of those with spinal cord injuries. The other forty-five percent has been committed to spinal cord research. (C)

- (e) The CSA Accessibility Work Group continued to meet and function. It met approximately four times per semester and had new members join each semester. The group made progress in a number of areas including:
- Consultation was held with Orientation Week staff with members of the CSA Accessibility Work Group. Out of these consultations important changes to the event proposal system for all O-Week events were made. This will include a more robust set of questions regarding accessibility considerations and provide additional information, resources and contacts for event planners that wish to increase the accessibility of their events.
  - An orientation week ice cream social for students with disabilities. This event was a success and saw over twenty students attend. There were several guests and stakeholders from across the university community that attended (faculty, staff, administrators, etc.).
  - Measures to increase accessibility were put in place for this year's Annual CSA General Meeting including using Peter Clark Hall, rather than the less accessible University Centre Courtyard. A protocol will be drafted and used in future years.
  - The CSA accessibility working group used the event and club accessibility guidelines from the National Educational Association of Disabled Students to develop, implement and deliver a training program for all CSA staff. (C)
- (f) The CSD has implemented a number of initiatives to advance disability awareness and support including:
- Updated and improved information available on its website [www.csd.uoguelph.ca](http://www.csd.uoguelph.ca)
  - Shifting to an electronic exam forms system through which students can book exams through the CSD website and register with CSD online express registration system (if approved – not 1<sup>st</sup> year students or others who may require in-person contact with an advisor).
  - Created and presented A.L.E.R.T., a program to improve education and awareness with mental health issues across the University. Presentations were conducted with Residence Life Staff and in other departments where requested.
  - Launched several new support groups including:
    - a bi-weekly Crohns support group run by peer helper;
    - a student run bi-weekly epilepsy support group;
    - a bi-polar disorder support group;
    - a pilot group on procrastination with a focus on issues faced by students with disabilities (especially mental health);
    - two other mental health support groups.
  - Sought out several additional funding alternatives for students with learning disabilities needing to get a new assessment at the request of the CSD.
  - Improved New Student Orientation by expanding Pre-Flight (see Appendix 1) to allow more students (25), expanding Campus Compass (see Appendix 1) to all other CSD-registered students, creating a mandatory orientation event for 1<sup>st</sup> year CSD-registered students and holding weekly orientation meetings throughout the semester conducted by peer helpers.

- Established a peer helper mentor program run by senior peer helpers.
  - Revised the application and admission process for transfer and graduate students. (C)
- (g) The student group, Forward Minds, promoted mental health awareness on the main campus through the following initiatives:
- Hosted Mental Health Awareness Week (September) with a focus on anti-stigma and awareness raising about mental health issues;
  - Continued a self harm awareness initiative with the theme “Love Yourself”. Students wrote positive messages on their body part of choice;
  - Hosted a Toonie Wellness Lunch in the University Centre on Accessibility Awareness Day;
  - Held weekly team meetings to provide updates on mental health & accessibility issues at the University and in the community;
  - Delivered 15 stress management workshops. (C)

### **5.3 Information Resources and Adaptive Technology**

This section of the accessibility plan focuses on initiatives taken at the University to create an accessible environment for persons with disabilities through information resources and adaptive technology. The following initiatives occurred in 2009-2010:

#### **Information Resources**

- (a) The IRAT working group (consisting of members from Family Relations and Applied Nutrition, the Library, CCS, OOL and TSS) hosted a second accessibility conference on June 8 and 9, 2010 with logistical support from the Office of Open Learning. The conference titled, *Aiming for Accessibility: Meeting standards, making change*, was two days long (as opposed to the 1-day event in 2009) and, in addition to sessions on information and communication accessibility, offered programming on relevant accessibility themes from other AODA standards (e.g., accessible wayfinding, deaf culture awareness, etc.). It included a stream on the real-world development and implementation of accessibility policy in a range of public and private sector settings.

The conference was organized on a cost-recovery basis in order to make it as affordable as possible, especially to internal attendees. The organizers believe that hosting an accessibility conference on campus has been an effective tool for broadening and deepening the University’s knowledge of accessibility issues. Several employees presented topics at the conference and also hosted AllYCamp, an “unconference” on IT accessibility. The conference provided University web developers with an internal opportunity to receive instruction on accessible web design. A total of 196 people attended the conference, 36% from the University of Guelph. University attendees were from the following units:

- Academic Services

- Office of the Associate VP Academic
- Career Services
- Central Student Association
- Communication & Public Affairs
- Computing & Communications Services
- Co-operative Education Service
- Family Relations & Applied Nutrition
- Fine Arts and Music
- Graduate Studies
- Hospitality & Tourism Management
- Human Rights & Equity Office
- Integrative Biology
- Languages and Literatures
- Library/Learning Commons
- Ontario Agricultural College Dean's Office
- Office of Open Learning
- Office of Student Affairs
- Ontario Veterinary College
- Physical & Engineering Science
- Registrarial Systems & Technology
- Student Life Counselling
- Centre for Students with Disabilities
- Teaching Support Services

External attendees were from:

Public Sector

- Agriculture and Agri-Food Canada
- Alberta Education
- Algonquin College
- Brock University
- Carleton University
- Centre de Readaptation Lucie Bruneau
- City of Guelph
- Council of Ontario Universities
- County of Wellington
- CNIB
- Durham College
- Fanshawe College
- George Brown College
- Lakehead University
- McMaster University
- Ontario College of Art and Design
- Ontario Council of University Libraries Scholars Portal
- Ontario Universities Application Centre

- Queens University
- Ryerson University
- Seneca College
- Sheridan Institute of Technology and Advanced Learning
- Trent University
- University of Ottawa
- University of Toronto
- University of Waterloo
- University of Western Ontario
- University of Windsor
- University of Ontario Institute of Technology
- Wilfred Laurier University
- York University

Private Sector:

- AccessAbility Advantage,
- Accessib-T
- Apple
- Assistive Vocational Technology Associates
- Business Takes Action
- Cooperators
- Desire2Learn
- GiantGoat
- Inclusive Media
- Karlen Communication
- Sunlife
- TD Bank
- VPI Employment Services (C)

- (b) OOL continued to integrate accessibility into the multimedia development process. The multimedia development unit within OOL has established formal processes that include the consideration of accessibility at various points of the development. All new multimedia objects are designed with accessibility considerations in mind including when course scheduling allows, high contrast colour schemes, keyboard navigation using tab/enter keys, and alternative text pages. (O)
- (c) OOL developed and employed a database of its multimedia objects for its online courses which are being utilized for course design and development. The database has fields to allow information about accessibility. This is serving as an effective method of inventory management which will allow OOL to include the verification of media that has been developed with accessibility features. (C)
- (d) Many of the University's websites started using the new official template. The template was designed with accessibility in mind and has, therefore, increased the accessibility of these websites. (O)

- (e) The Website Manager continued to follow up with University web managers to ensure they address accessibility barriers identified during the website accessibility audit. (O)

### **Adaptive Technology**

- (f) CCS undertook some investigation of the Ontario Education Collaborative Marketplace (OECM) (<http://www.oecm.ca/home.html>) as a possible resource for organizing consortial purchasing of adaptive software and technology. However, this endeavour was not fruitful largely because of the lack of detailed information on the OECM website regarding services and contacts. More information has now been made available on the OECM website. It may be worth revisiting the issue of whether it can play a role in consortial purchasing of adaptive technology. (O)
- (g) In an effort to provide more distributed access to Kurzweil 3000, the Library made 3 fully authorized versions of the program available in USB-key format to CSD-registered students for 3-day loans. (C)

## **5.4 Student Support Services**

This section of the accessibility plan focuses on initiatives to address support services as they impact on students with disabilities and the community as a whole. The following initiatives occurred in 2009-2010:

### **Academic Initiatives**

- (a) The Library began acting on recommendations made by the Sanderson Report on the accessibility of its soft services. Preliminary meetings were held with HREO and CCS representatives to ensure that the Library does not inadvertently duplicate AODA Customer Service standard implementation and to investigate the possibility of forming a joint accessibility committee with CCS (a decision was made against for the time-being). A major organizational restructuring of the Library, which took place during the past year, delayed action on the Report. However, the reorganization process is now largely complete and responsibility for creating an implementation committee will fall to the new Discovery and Access Team. Further development of the committee will take place once the roles and responsibilities within the D & A team have solidified. (O)
- (b) OOL's Distance Education Accessibility Planning Group established an internal accessibility group to examine how they will implement accessibility standards into courses delivered via distance education. The group is looking at Login to Logout as the focus for its efforts. It plans to take into account:
- Training / education / awareness;
  - Incorporation of accessibility into work flow processes;
  - Productivity tools to help us develop accessible courses; and
  - Set up of design/development/delivery standards. (O)

- (c) OOL's Distance Education Accessibility Planning Group is using the document "Web Accessibility for Online Learning" as a resource to increase the accessibility of distance education courses. This document translates the W3C accessibility standards from "technospeak" and makes practical recommendations for implementation of accessibility standards into online courses. (C)
- (d) OOL and TSS co-presented workshops on the subject of Accessibility and Universal Instructional Design. There were two UID workshops held for Deans and Chairs. In total approximately 30-35 attended one of the 2 sessions. The workshops emphasized the seven principles of universal design, showcasing examples from DE and face-to-face classes. A hands-on segment had the participants actively engaged in applying the seven principles to actual courses. (C)

### **Non-Academic Initiatives**

- (e) A procedure was created to provide wheelchair loans to visitors who attend University events on main campus during non-traditional business hours. The individual requiring the use of a wheelchair is encouraged to identify their need prior to attending the facilities so the event hosts can arrange to have a wheelchair available. However, if this need is not identified prior to the event, the individual can contact Campus Community Police who will arrange to have a wheelchair brought to the event from Student Health Services. This procedure is located on the University's accessibility website. Conference Services has also been updated on this new procedure. (C)

### **5.5 Human Resources Initiatives for Staff**

This section of the accessibility plan focuses on human resources initiatives to address support services as they impact on staff with disabilities and the community as a whole. The following initiatives occurred in 2009-2010:

- (a) The University's Human Resources division developed a recruitment and selection guide for managers and those involved in the employee selection process. The guide incorporates employment equity strategies and promotes sound hiring processes. The guide is posted on the Human Resources [website](#). (C)
- (b) The CSA accessibility working group began developing a policy for board members absent without leave due to disability. This initiative has taken longer than desired to develop. There are complications in regards to maintaining anonymity of directors with a disability and potential abuse of this policy. This will be the initial priority of AWG to complete next term. (O)
- (c) The CSA accessibility working group continued work on employment equity initiatives. A revised Employment Equity policy was drafted and implemented in consultation with the HREO. This policy has much stronger emphasis in providing equal opportunity to all

candidates then the previous policy. (C) As well, aggregate data of applicants will be collected and used to maintain diversity in interview pools as well as in overall trends and goals within the CSA. This was the first hiring cycle to take place under the new policy and the AWG will continue to work and monitor the application of this policy. (O)

## **5.6 Office of the Provost Initiatives and Other Initiatives Related to Faculty**

This section of the accessibility plan focuses on initiatives to address support services as they impact on faculty with disabilities and the community as a whole. The following initiatives occurred in 2009-2010:

- (a) The Office of the Provost continued to conduct its appointments process with a view to eliminating accessibility barriers in the collective agreement. (O)
- (b) The Office of the Provost, the HREO and others continue to address the barriers to closing the gaps between the external availability of faculty from the four employment equity designated groups, which include persons with disabilities, and their internal University representation. Members of faculty search committees continue to be required to attend an orientation to the principles of equity hiring. The Office of the Provost continues to remind hiring departments of the need to hold these sessions early in the process, before position profiles have been drafted. HREO staff are available to advise search committees about the drafting of position profiles to attract a diverse pool of candidates and outreach for candidates with disabilities. Early orientation will also permit search committees to discuss and perhaps agree to candidate self-identification, a recently agreed upon enhancement to the equity hiring process. (O)
- (c) Consideration of the University of Guelph Faculty Association taking part in the University's Accommodation Partnership Program, which is a unified approach to applying the principles of accommodation, continued. Inasmuch as the Accommodation Partnership Program will require the extensive training of all supervisors, involvement of faculty in the program will contribute to the recruitment and retention of faculty members with disabilities. (O)
- (d) The Office of the Provost met regularly with the Council of Chairs, the deans (through VPAC), and the College level administrative assistants to provide orientation and training sessions with respect to all aspects of the terms and conditions of employment, including issues of accommodation, human rights and accessibility. (O)



## **6. ACCESSIBILITY PLAN FOR 2010-2011**

### **6.1 Physical Facilities**

This section of the accessibility plan explores ways that the University intends to address current barriers and prevent future barriers in the physical environment that may limit universal access. The following list outlines the University's plans to address these barriers in 2010-2011:

- (a) The CAC will continue its primary activities at the Guelph campus:
  - analysis of all major new construction projects to ensure accessibility features are built into the design and equipping of the buildings and design of their environs; and,
  - analysis of all major renovation projects to ensure accessibility requirements are addressed in the design to the fullest extent possible, and that the equipping of buildings and design of their environs take advantage of opportunities to enhance accessibility.
- (b) The CAC will continue to issue calls to the University community for accessibility-related construction projects, assess and prioritize these requests according to impact and fiscal possibility, and recommend which specific projects should be funded from the University's facility renewal funds or other resources.

### **6.2 Awareness and Outreach**

This section of the accessibility plan focuses on addressing attitudinal barriers as they impact on people with disabilities and the community as a whole. The following list outlines the University's plan to address these barriers in 2010-2011:

- (a) The CSD will continue to lead the Accessibility Awareness Day Committee and build upon the events and experiences of previous years.
- (b) The CSD will continue to roll out the Mental Health A.L.E.R.T. program with the focus this year on faculty. This extension will include an online module which will increase accessibility.
- (c) The Rick Hansen Wheels in Motion event committee will continue to promote the event on the main campus and promote greater staff, student and faculty involvement (in addition to City of Guelph community members).
- (d) The student group, Forward Minds, hopes to continue its community involvement in the upcoming year and further develop collaborative programming with CSD to address increasing mental health issues at the University.

- (e) The CSA has several initiatives scheduled for 2010-2011 including:
- Implementation of at least two orientation week programs using funds that were awarded through the Student Life Enhancement Fund; this will include the annual ice cream social and, hopefully, an event tailored to students without a disability to help increase awareness and sensitivity to issues that are faced by their peers with a disability.
  - Continuing to address issues of accessibility in regards to CSA programs and events.
  - The CSA Accessibility Working Group will monitor and comment on the CSA's performance regarding employment equity. It will also assist in the promotion and recruitment of candidates from the students with a disability population.
  - The CSA Accessibility Working Group has carried over to 2010-2011 gathering and considering feedback concerning congestion in the University Centre created by vendors which may make this area inaccessible to many people with disabilities.

### **6.3 Information Resources and Adaptive Technology**

This section of the accessibility plan focuses on current University plans to create an accessible environment for persons with disabilities through use of technology. The following list outlines the University's 2010-2011 plan to address the technological environment:

#### **Information Resources**

- (a) Following the success of the expanded Aiming for Accessibility Conference, IRAT, OOL and TSS are planning a third conference.
- (b) The Website Manager will continue to follow up with University web managers to ensure they address accessibility barriers identified during the website accessibility audit.
- (c) OOL will continue to consider how descriptive video can be created for distance education courses.
- (d) OOL will continue to work with the CSD to provide printed course manuals as accessible .rtf documents. Where appropriate, electronic readers are being incorporated as part of course resources.
- (e) OOL will begin an initiative that will allow it to provide categorical levels of accessibility to multimedia and video assets in order to further facilitate assessment of compliance levels.
- (f) OOL will continue working toward course website accessibility, including image tags and alternative text resources, eliminating, where possible, the use of tables in course websites, achieving device independence, and providing print and audio captions for images, charts, and illustrations.

- (g) OOL will continue to promote consistent and proper use of mark-up and style sheets, including ensuring that tables have the necessary mark-up to be transformed by accessible browsers and other user agents.

### **Adaptive Technology**

- (h) CCS will revisit the possibility of the Ontario Educational Collaborative Marketplace playing a role in consortial purchasing of adaptive technology.
- (i) Building on last year's increased access to Kurzweil 3000, the Library has additional funding which will be applied during the 2010/2011 academic year to continuing to improve student access to Kurzweil 3000, Dragon Naturally Speaking and the required hardware for these programs.

## **6.4 Student Support Services**

This section of the accessibility plan focuses on plans to address support services as they impact on students with disabilities and the community as a whole. The following list outlines the University's plan for these services in 2010-2011:

### **Academic Initiatives**

- (a) OOL will continue to make recommendations, through its distance education accessibility planning group, based on considerations within its four areas of focus:
- Training / education / awareness
  - Incorporating accessibility into workflow processes
  - Productivity tools to help us develop accessible courses
  - Establishing design, development, deliver support standards
- (b) OOL's distance education accessibility planning group will further explore and integrate W3C accessibility standards from the *Web Accessibility for Online Learning* document identified in s.6.4 (c). OOL also plans to continue to work closely with the distance education style guide committee to have a positive influence on future standards of courses design.

### **Non-Academic Initiatives**

- (c) The CSA Accessibility Working Group will gather and consider feedback concerning congestion in the University Centre created by vendors which may make this area inaccessible to many people with disabilities.

## **6.5 Human Resources Initiatives for Staff**

This section of the accessibility plan focuses on human resources initiatives to address support

services as they impact on staff with disabilities and the community as a whole. The following list outlines the University's 2010-2011 plan related to human resources initiatives:

- (a) The Human Resources department will continue its efforts to identify and address employee agreement provisions that offer barriers to accessibility with a view to eliminating identified barriers, whether through permissive language or other agreed upon means.
- (b) The Employment Equity Committee and the Vice-Presidents, working within their respective areas, will continue to work to address qualitative barriers for employee with disabilities as well as quantitative gaps (the degree to which there is a lower percentage of employees with disabilities in our workforce than the percentage of people with disabilities available in the job market) identified in the Employment Equity plan.
- (c) The CSA plans an number of initiatives in the upcoming year including:
  - Complete amendments to Absence With/Without Leave Policy to better recognize the situations/experiences of Board members with disabilities;
  - Monitor and comment on the CSA's performance regarding employment equity. Assist in the promotion and recruitment of candidates from the population of students with a disability;
  - Codifying the accessibility protocol developed this past year for CSA General Meetings into policy.

## **6.6 Office of the Provost Initiatives and Other Initiatives Related to Faculty**

This section of the accessibility plan focuses on initiatives to address support services as they impact on faculty with disabilities and the community as a whole. The following list outlines the University's 2010-2011 plan related to faculty initiatives:

- (a) Building on the goals established as part of the Federal Contractor's audit process, the Office of the Provost will continue to work with the Deans to address under-representation of faculty in the four designated groups, including persons with disabilities.
- (b) Discussion will continue regarding the University of Guelph Faculty Association taking part in the University's Accommodation Partnership Program which is a unified approach to applying the principles of accommodation. Inasmuch as the Accommodation Partnership Program will require the extensive training of all supervisors, involvement of faculty in the program will contribute to the recruitment and retention of faculty members with disabilities.
- (c) The Office of the Provost will continue to meet regularly with the Council of Chairs, the deans (through VPAC), and the College level administrative assistants to provide

orientation and training sessions with respect to all aspects of the terms and conditions of employment, including issues of accommodation, human rights and accessibility.

**APPENDIX I  
ONGOING ACCESSIBILITY INITIATIVES**

Through units such as the CSD, the LCSD, Student Health Services, Human Resources (Occupational Health), the HREO and the CAC, the University addresses the needs of disabled members of the community on a daily basis. Some of these activities do not change in the short term and have been adequately addressed in preceding accessibility plans or on the University's accessibility website; they do not represent new initiatives and are not detailed in the body of this report. However, for those activities that are ongoing but whose level of involvement is subject to change, the current level of involvement is detailed in this section. The intention is to ensure completeness in the accessibility plan without obscuring new initiatives with details of activity in previously reported areas.

**Awareness and Outreach**

Awareness and education workshops addressing accommodation for persons with disabilities are facilitated by TSS, the HREO, and the CSD, who work collectively to promote awareness and education.

- (a) **TSS Workshops:** TSS has continued to conduct workshops throughout this reporting period. The unit has incorporated UID principles and concepts of inclusiveness into these workshops as standard practice.
- (b) **HREO Workshops:** The HREO conducted a number of awareness and education workshops which were attended by students, staff, faculty and members of the larger community. The workshops included training and orientation sessions for search committees (faculty, directors, chairs), supervisors, staff, committees and councils, student organizations, and regional campuses.
- (c) **CSD Workshops:** CSD peers and staff provided awareness workshops and training throughout the year including:
  - Peer Helper training - facilitated a workshop on Communication 101 in fall and winter semesters;
  - training for Student Support Network members to educate the group about CSD resources and to increase awareness of disability-related issues;
  - numerous information fairs in August for new students and Residence Life Staff (Start residence life staff, Campus Safe Walk, First Aid Response Team, campus liaison and other student service providers on campus);
  - Behind Closed Doors, a disability-related training for residence assistants;
  - applied suicide intervention skills training (2 days) in fall and winter semesters;
  - training for peer helpers, and workshops providing education and awareness to staff on accommodation for persons with disabilities upon request;
  - teen leadership session in the VOICE conference held on campus to promote education and awareness for people with hearing impairment. CSD was also a conference exhibitor.

## **CSD Caseload**

In the 2009-2010 academic year, 1012 students registered with the CSD. Support to students included:

- assistance with the admission process;
- assistance with arranging appropriate on-campus housing;
- additional one-to-one support to new students for a successful transition into residence;
- orientation to campus and to CSD services for new students;
- residences tours and assistance on move-in day for students with mobility and vision disabilities;
- individual support from a CSD advisor in the form of counselling, development of customized learning strategies and academic accommodations;
- classroom support such as assistance in accessing notes and campus resources, facilitating support from faculty, and accessing ASL/oral interpreters;
- examination support such as extra time, quieter space, access to assistive technology, scribes and/or readers;
- screening and referrals for students who suspect they may have a learning disability;
- assistance with individual parking needs.

## **Pre-flight Summer Preparation Program for Students with Learning Disabilities**

Pre-flight is a week-long, on-site summer preparation program for students with learning disabilities and is open to all current high school students who plan to attend any Ontario university in the Fall. The program affords candidates the opportunity to prepare for life as an undergraduate student, including the opportunity to live in residence, discover campus resources, learn to use adaptive technology, find out what to expect at university, experience life on campus, learn effective academic strategies, learn about themselves, and meet other new students. Students are required to complete an application for the Pre-flight program, which is free of charge to accepted students and includes residence accommodation, access to the library, computer labs with assistive technology, and course materials. Participants are responsible for the costs of travel, some meals and social activities. The program is funded by the Learning Opportunities Task Force, Ministry of Training, Colleges and Universities.

## **Campus Compass Summer Preparation Program for Students with Disabilities**

Students with Physical Disabilities (including vision, hearing, medical and mobility) and Psychological Disabilities (including Asperger's Syndrome) who attend the University in fall can attend this three-day pre-orientation program. Campus Compass is designed to help students make successful transitions to University life and study. During this three-day program students can discuss disability accommodations and services available to them, meet with CSD Advisors, and become familiar with the campus and the City of Guelph prior to Orientation Week.

Features of this program include:

- Moving into residence rooms three days early
- Opportunities to navigate the University environment
- Adaptive Technology demonstrations at the Library Centre for Students with Disabilities

- Tours of the City of Guelph including local restaurants, banks, and grocery stores
- Visiting classrooms for courses in the Fall semester academic schedule
- Meeting with program counsellors

This program is free of charge to registered University of Guelph students with physical and psychological disabilities.

### **PSYCH\*1300: Experience to Understanding**

This credit course, offered for students diagnosed with a specific learning disability, continues to be offered with collaboration of the Psychology department, the CSD, the LCSD and OOL.

### **Other CSD/OOL/TSS Activities**

- The CSD provides representation at the Ontario Universities' Fair as well as at the on-campus Fall Preview Day and Campus Days.
- The CSD sits on the Orientation Week Advisory Committee and the Orientation Volunteer selection committee. Accessibility is promoted by the CSD to increase participation of students with disabilities.
- CSD Advisors act as disability consultants to faculty and staff, by interpreting disability related legislation for accommodation in the university environment.
- OOL provides captioning tracks for any new videos that OOL encodes. Sometimes course scheduling precludes this provision on all projects for initial course offerings.
- OOL works with the CSD to provide printed course manuals as accessible .rtf documents. Where appropriate, electronic readers are being incorporated as part of course resources.
- Where appropriate, OOL incorporates electronic library reserve items as part of course resources. Alternatively, readings are also being provided electronically as pdfs posted to course websites. In specific situations, OOL works with the CSD to create universally accessible text from scanned documents. In these instances, documents are translated via OCR (optical character recognition) to create text suitable for assistive technologies.

### **Awards**

The CSD administers three scholarships/awards for students with disabilities or those involved with CSD activities:

- Tara Lynn Guiliani Memorial Award: The family of this student has set up an award in memory of their daughter Tara Lynn. The award of \$500 is made annually, and preference is given to a student with a visual impairment.
- The Gonder Family Volunteer Scholarship is a \$900 award for a volunteer who has worked directly with a student with a learning disability.
- The Gonder Family Student Scholarship is a \$900 award for a student in the B.Comm program who has a learning disability, a minimum average of 70%, and has 10 to 15 course credits.
- The CIBC Access Award.
- The Student Life Accessibility Award is a \$200 award given to a community member or



group that advance accessibility at the University.

### **Student Sign Language Club**

The University has a student-based Sign Language Club that promotes awareness of deaf and hard of hearing culture. The CSA subsidizes this club which offers intermediate and advanced ASL courses to staff and students at no cost. Information about this club can be found at their website: <http://www.uoguelph.ca/~sign/information/thesignclub/>.

### **Accessibility Website**

The accessibility website continues to be administered and updated by the HREO. It can be found at the following url: <http://www.uoguelph.ca/accessibility/>

### **The Library Centre for Students with Disabilities**

The LCSD offers three main services to students who are registered with the CSD:

- **Adaptive Technology**: The LCSD provides access to, and training in the use of, adaptive software and technology (e.g., screen readers, text magnification, scanning/reading programs and visual thinking software). Three of the Centre's seven computers are on motorized, height-adjustable tables.
- **Reference Help**: The LCSD provides students with instruction in how to use the Library's TRELIS catalogue and journal indexes. Students can also receive intensive, one-on-one reference support.
- **Alternate-Format Text Services**: The LCSD provides course-related texts and research material in alternate formats for students with print disabilities (e.g., electronic text, Braille, DAISY or digital audio files).

Other services include retrieval of books and articles from the Library's stacks and reserve area, locker loans and 4-track tape player loans. The LCSD Coordinator also acts as a resource for students who are interested in purchasing adaptive technology, computers or peripherals, as well as for faculty and staff who are interested in accessibility issues relating to technology.

In July, the LCSD Coordinator took part in the Pre-flight program by introducing participants to adaptive software programs and providing instruction on how to incorporate adaptive software into a variety of learning strategies. Useful hardware and peripherals such as digital recorders and relevant online resources were also demonstrated.

Each fall, the LCSD Coordinator participates in the PSYCH\*1300 Learning Disabilities course, which focuses on learning disabilities and strategies. This is a first year course offered through the CSD and the Psychology Department. Enrolment is limited to students who are approved by the CSD's learning disabilities specialist. The LCSD Coordinator provides library instruction sessions, an introductory lecture on adaptive software and leads a hands-on adaptive software

workshop.

**Additional Non-Academic Supports**

Additional non-academic supports provided by various administrative units across the University include:

- parking accommodation;
- meal plan and on-campus food accommodation;
- assistance with meals on campus;
- priority for residence room selection;
- workshops promoting balance, e.g., free arts workshops;
- disability awareness training for non-academic units;
- sighted guiding for students with vision disability;
- specialized campus tours for students with disabilities;
- provision of non-academic information in alternative formats;
- employment information and work placement support for students with disabilities;
- social events for students with disabilities;
- assistance with locating community resources such as housing and attendant care;
- mobility device loan program;
- working with orientation committees to provide accessible orientation.
- use of sign language interpreters for some major events on main campus including Convocation.
- funding funding for work-related accommodations (procedures are on the HREO [website](#));
- Portable Gentner Assistive Listening Devices available for special events in central classrooms and meeting facilities;
- Placement of a standing job advertisement in *Abilities* magazine.

**APPENDIX II  
UNIVERSITY OF GUELPH**

**ACCESSIBILITY FOR PERSONS WITH DISABILITIES ADVISORY COMMITTEE  
MANDATE  
SEPTEMBER 2007**

In striving to create an environment that supports the ability of all community members to live, work and study on campus, the University of Guelph recognizes the particular and diverse needs of persons with disabilities, and endeavours to provide services and facilities that meet those needs. Reporting to the President through the Human Rights and Equity Office, it is the responsibility of the Accessibility for Persons with Disabilities Advisory Committee to monitor and advise on the development and implementation of the University's annual plan to address accessibility for persons with disabilities and to promote awareness of the plan so that it can guide decisions affecting the University's operations.

The University of Guelph is guided by the definitions of "disability" and "barrier" found in the *Ontario Human Rights Code* and the *Accessibility for Ontarians with Disabilities Act*, and is concerned with issues and circumstances that constrain access to the University, its programs and services. Consistent with the values and principles in the University's Human Rights Policy, the University is also concerned with the development of educational initiatives that will address subjective perceptions and misconceptions and that will contribute to the University community's overall ability to create a welcoming environment for persons with disabilities.

**Broad Goals of the Committee**

1. To identify and create mechanisms and channels whereby information on disability issues is continuously gathered, assessed and acted upon, and the University community advised of measures already in place.
2. To foster the identification and promotion of opportunities whereby disability issues can be kept before the University community so as to cultivate awareness.
3. To seek out and promote opportunities whereby the principles of UD can be applied in the course of addressing accessibility, with the intent that persons with disabilities be recognised as members of a continuum of abilities rather than as a distinct and separate group.
4. To promote development of policies whereby issues of accessibility for persons with disabilities are implicitly as well as explicitly addressed in all University endeavours.

### **Specific Duties of the Committee**

In advising on the development of the University's annual plan to address accessibility for persons with disabilities, the Advisory Committee will:

- a) Consult regularly with faculty, staff and students, and particularly those with disabilities, to identify barriers on campus;
- b) Recommend to the President measures to be used for the review of the University's by-laws, policies, programs, practices and services to determine their impact on accessibility for persons with disabilities and prepare an ongoing plan for the review of by-laws, policies, programs, practices and services. Where possible, the advisory committee should benefit from and build upon the work done in various other related University committees and initiatives, such as those associated with the Employment Equity Plan, the services of the CSD, and the work of the Advisory Committee on Physical Accessibility;
- c) Prepare an annual report to be presented to the President that will form the basis for the University's annual plan to address accessibility for persons with disabilities. The report will focus on the identification, removal and prevention of barriers to persons with disabilities at the University of Guelph, give an update on progress the University has made in the preceding year in removing barriers, and provide advice on the University's ongoing need to be in compliance with the *Accessibility for Ontarians with Disabilities Act*.

The University's HREO will take a co-coordinating role to support the work of the Advisory Committee, providing it with a secretariat and guidance on how to access information and resources to carry out its responsibilities. The HREO will assist the Advisory Committee with the identification of resource people who can be invited to provide specialized expertise and attend meetings for background briefings as appropriate.

### **Committee Composition**

Committee members shall be annually appointed by the President and will reflect a broad cross-section of the University community as well as participation from those within the University who bear specific responsibility for issues related to accessibility for persons with disabilities.

The Chair shall be appointed by the President and shall serve a three year term.

**APPENDIX III  
PRINCIPLES OF UNIVERSAL DESIGN**

**Principles of Universal Design** (© 1997 NC State University, Centre for UD<sup>1</sup>)

Designs should:

1. Be useful and marketable to people with diverse abilities - equitable use.
2. Accommodate a wide range of individual preferences and abilities - flexibility in use.
3. Be easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level - simple and intuitive use.
4. Communicate necessary information effectively to the user, regardless of ambient conditions for the user's sensory abilities - perceptible information.
5. Minimize hazards and the adverse consequences of accidental or unintended actions - tolerance for error.
6. Be used efficiently and comfortably and with a minimum of fatigue - low physical effort.
7. Provide appropriate space for approach, reach, manipulation, and use regardless of user's body size, posture or mobility - size and space for approach and use.

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<sup>1</sup> The Centre for UD (1997) The Principles of Universal Design, Version 2.0. Raleigh, NC: North Carolina State University.

**APPENDIX IV  
PRINCIPLES OF UNIVERSAL INSTRUCTIONAL DESIGN**

Instructional materials and activities should:

1. Be accessible and fair.
2. Provide flexibility in use, participation and presentation.
3. Be straightforward and consistent.
4. Be explicitly presented and readily perceived.
5. Provide a supportive learning environment.
6. Minimize unnecessary physical effort or requirements.
7. Ensure a learning space that accommodates both students and instructional methods.

Further information on these principles can be found at:

<http://www.tss.uoguelph.ca/uid/index.html>, including examples of the translation of the principles for different teaching and learning roles.

**APPENDIX V  
CONSOLIDATED LIST OF WEBSITE ADDRESSES**

Abilities Magazine:

<http://www.abilities.ca/>

Ontario. *Accessibility for Ontarians with Disabilities Act, 2005:*

[http://www.mcsc.gov.on.ca/mcsc/english/resources/legislation/disabilities\\_accessibility.htm](http://www.mcsc.gov.on.ca/mcsc/english/resources/legislation/disabilities_accessibility.htm)

Ontario. *Ontarians with Disabilities Act, 2001:*

[http://www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_01o32\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_01o32_e.htm)

University of Guelph. Accessibility Website:

<http://www.uoguelph.ca/accessibility/>

University of Guelph. Accommodation Partnership Program:

<http://www.uoguelph.ca/hr/ohs/docs/Accommodation%20Partnership%20Program.February%20%202007.pdf>

University of Guelph. Campus Accessibility Committee:

<http://www.uoguelph.ca/accessibility/cac.shtml>

University of Guelph. Employment Accommodation Fund:

[http://www.uoguelph.ca/hre/disability/dis\\_employment.shtml](http://www.uoguelph.ca/hre/disability/dis_employment.shtml)

University of Guelph. *First Visit for Faculty and Staff:*

<http://www.uoguelph.ca/ccs/first/facstaff.shtml>

University of Guelph. Student Sign Language Club:

<http://www.uoguelph.ca/~sign/information/thesignclub/>

University of Guelph. Teaching Support Services. *Handbook for Faculty on Disability Issues:*

<http://www.tss.uoguelph.ca/resources/pdfs/lophandbook.pdf>

University Of Guelph. Teaching Support Services. *Universal Instructional Design:*

<http://www.tss.uoguelph.ca/projects/uid/index.html>