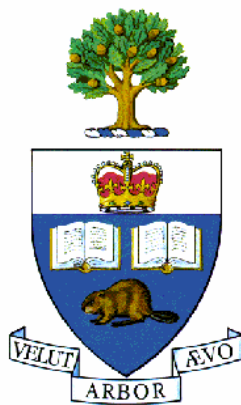


THE UNIVERSITY OF TORONTO



ONTARIANS WITH DISABILITIES ACT

ACCESSIBILITY PLAN

2006-2007

TABLE OF CONTENTS

	Page
Executive Summary.....	iii
TABLE A: Status Summary of Initiatives, Accessibility Report 2005-2006.....	iv
TABLE B: List of Initiatives, Accessibility Report, 2006-2007.....	vii
 ACCESSIBILITY PLANNING PROCESS, 2006-2007.....	 1
Identification of Measures already taken.....	3
Approach to Barrier Identification.....	4
Initiatives Planned for 2006-2007.....	4
Funding.....	5
 II STATUS REPORT OF INITIATIVES IN ACCESSIBILITY PLAN, 2005-2006.....	 6
Attitudes.....	6
Policy.....	11
Physical Facilities.....	13
Technology.....	22
Instructional Design.....	28
Student Life/Student Experience.....	33
Human Resources.....	36
Mental Health.....	40
 III INITIATIVES FOR ACCESSIBILITY PLAN, 2006-2007.....	 45
Built Environment.....	45
Access to/Delivery of Academic Programs.....	49
Awareness/Education/Professional Development.....	52
Accommodations/Services for Persons with Disabilities.....	56
 IV IMPEMENTATION OF THE ACCESSIBILITY PLAN, 2006-2007.....	 59
Passage through Governance.....	59
Communicating the Plan.....	59
Monitoring the Plan.....	59
Dispute Resolution.....	59
Next Steps and Future Considerations.....	60
 Bibliography.....	 61

APPENDIX	A:	The Legislative, Administrative and Definitional Context of Ontarians with Disabilities Act
APPENDIX	B:	Accessibility Planning Committee, 2006-2007
APPENDIX	C:	Accessibility Co-ordinating Committee, 2006-2007
APPENDIX	D:	The List of Sub-Committee Members
APPENDIX	E:	Student Managed Initiatives
APPENDIX	F:	Glossary of Abbreviations

Ontarians with Disabilities Act: University of Toronto Accessibility Plan, 2006-07

Executive Summary

The Ontarians with Disabilities Act (ODA), 2001 received Royal Assent in December 2001. The purpose of the Act is to improve opportunities for persons with disabilities and to provide for their involvement in the identification, removal and prevention of barriers that preclude their full participation in society. Each Ontario university is required to develop an annual accessibility plan that is intended to address existing barriers and prevent new barriers from being established, and to file that plan by September 30th of each year.

A highly inclusive and representative ODA Accessibility Planning Committee, first established in 2002, has continued to guide the Planning process. Members of the Accessibility Planning Committee include students, staff, faculty and alumni, and represent a range of stakeholders and constituencies from across the University. This past year 78 individuals participated in the planning process.

This report presents a status report on each of the 57 individual initiatives that were outlined in the 2005-2006 Plan. A summary of each of these initiatives is listed in Table A. Progress in every area is apparent. For example, to raise awareness, workshops are now conducted frequently for front line staff, for managers and for student leaders. Students for Barrier Free Access organized their third annual conference under the theme “Student Leadership and Breaking Down Barriers”. Student Affairs also organized a highly successful conference “Making Connections in Student Mental Health”. Universal Design consultants are routinely involved in the development of capital projects. We have increased the use of “green” products for the cleaning of our buildings. We have developed and implemented new guidelines for accommodating faculty and staff in the workplace. We have emphasized the focus on Universal Instructional Design Principles such that increasing numbers of faculty and teaching assistants routinely take such principles into account in the design and delivery of academic programs.

In an attempt to provide for greater coherence, synergy and comprehensiveness, the initiatives proposed for 2006-07 have been organized under four broad themes: Built Environment, Access to/Delivery of Academic Programs, Awareness/Education and Professional Development, and Accommodation/Services for Persons with Disabilities. A total of 27 initiatives are included and these are listed in Table B.

With the exception of dedicated funds from the Ontario government for the partial support of accessibility services to students, the University must support the 2006-07 initiatives as part of its ongoing operations. In this regard, we wish to acknowledge the commitment of all divisions of the University, our employees and our student groups, to addressing the objectives of the University of Toronto Accessibility Plan.

TABLE A

Status Summary of Initiatives, Accessibility Report, 2005-2006

Review Legend

- ☐-1-Completed
- ☐-2-Incorporated into institutional practice
- ☐-3- Ongoing

Initiative	Status	Page
Attitudes		
1.1	Develop Awareness about Learning Disabilities..... 1	6
1.2	Develop Awareness Conference..... 3	7
1.3	Education and Outreach Campaign..... 3	7
1.4	Enrolment Study..... 3	8
1.5	Disability Issues and Orientation Training..... 2	8
1.6	Awareness of Training Resources..... 1	9
1.7	Develop Awareness of Barriers for Graduate Students with Disabilities..... 1	9
Policy		
2.1	Review Policies.....1	11
2.2	Develop Systematic Process to Review Policies..... 3	12
Physical Facilities		
3.1	Update Design Standards for Inclusion..... 3	13
3.2	Universal Design Consultant..... 1	14
3.3 (i)	Audit Elevators for Accessibility.....3	15
3.3 (ii)	Audit Elevators for Accessibility.....3	15
3.3 (iii)	Audit Elevators for Accessibility.....3	15
3.4	List of Accessible Rooms..... 1	15
3.5 (i)	Consistent Application of Barrier-Free Design Standards..... 1	16

	Status	Page
3.5 (i)-ii)	Consistent Application of Barrier-Free Design Standards.....	16
3.6	Best Practices for Chemical Sensitivities.....	17
3.7	Accessible Parking.....	18
3.8	Identify Barriers.....	19
3.9	Consistent, Accessible Signage and Way finding.....	19
3.10 (i)	Accessible Instructional Space.....	20
3.10 (ii)	Accessible Instructional Space.....	20
3.10 (iii)	Accessible Instructional Space.....	21
3.10 (iv)	Accessible Instructional Space.....	21
3.10 (v)	Accessible Instructional Space.....	21
3.10 (vi)	Accessible Instructional Space.....	22
4. Technology		
4.1(i-iv)	Guidelines for Accessible Websites.....	23
4.2	Establishing Purchasing Guidelines.....	24
4.3	Accessible Workstations.....	25
4.4 (i)	Alternative Formats for Course Materials.....	26
4.4 (ii)	Alternative Formats for Course Materials.....	27
4.5	Access to Wireless Technology.....	27
5. Instructional Design		
5.1(i)	Raise Awareness of Instructional Design Principles.	29
5.1(ii)	Raise Awareness of Instructional Design Principles.	31
5.1(iii)	Raise Awareness of Instructional Design Principles.	31
5.1(iv)	Raise Awareness of Instructional Design Principles	31
5.2	Awareness of Sensory Disabilities	32
5.3	Awareness of Alternative Pedagogies	32
5.4	Raising Awareness about Instructional Design	32
5.5	Materials on Instructional Design	32
6. Student Life/Student Experience		
6.1	Full-Time Requirements for Students.....	33
6.2	Funding for Non-Academic Accommodations... Redefined, see D1N	34
6.3	Accessible Evening Transportation	Not feasible 34
6.4 (i)	Accessible Transportation among Campuses.....	34
(ii)	Accessible Transportation among Campuses.....	34

	Status	Page
6.5 (i-iv)	Student-run Centre.....Please see Appendix	E
6.6	Accessibility Education for Student Leaders.....1	36
7.	Human Resources	
7.1	Co-ordinating Communication of Disability-Related Issues.....3	37
7.2	Staff and Faculty Survey.....3	38
7.3	Part-time Faculty Appointments3	38
7.4	Identify Barriers in Physical Environments.....3	39
8.	Mental Health	
8.1	Inventory of Mental Health Resources.....3	40
8.2 (i)	Identify Barriers for Students.....3	42
8.2 (ii)	Identify Barriers for Students.....3	42
8.2 (iii)	Identify Barriers for Students.....3	43

TABLE B

List of Initiatives, Accessibility Report, 2006 - 2007

Initiatives	Page
A BUILT ENVIRONMENT	
A1N Accessibility Deficiencies in Existing Buildings	45
A2N Incorporation of Other Existing Accessibility Design Guidelines	46
A3NS Universal Design Consultant	46
A4NS Wait Times at Elevators	46
A5N Handrails in Classrooms	47
A6N Audio Signals at Crosswalks	47
A7N Share the Path	47
A8N Identifying Accessible Rooms, Washrooms, Routes	47
A9N Identify Barriers in Physical Environments	48
B ACCESS TO/DELIVERY OF ACADEMIC PROGRAMS	
B1NS Implementing Purchasing Guidelines	49
B2NS Accessible Workstations	49
B3NS Alternative Formats for Course Materials	50
B4NS Access to Wireless Technology	50
B5NS Increasing Adoption of Instructional Design Principles	51
C AWARENESS/EDUCATION/PROFESSIONAL DEVELOPMENT	
C1N Awareness of Principles of Universal Instructional Design	52
C2N Raising General Awareness re Disability Issues	52
C3N Physical Accessibility Orientation for Students, Faculty and Staff	53
C4N Accessibility Education Directed to Students and Student Life Professionals	53
C5N General Awareness of Mental Health Difficulties on the Campus	54
C6N Building a Community of Students with Disabilities	54

List of Initiatives, Accessibility Report, 2006 - 2007 (continued)

Initiatives	Page
C7N Brochure Outlining the Rights and Responsibilities of the Student in Regard to Disclosure of a Disability	55
C8N Dealing with Mental Health Issues	56

D ACCOMODATION/SERVICES FOR PERSONS WITH DISABILITIES

D1N Funding for Extra and Co-Curriculum Accommodation for Students with Disabilities	56
D2NS Part-Time Faculty Appointments	56
D3N Disability Accommodation for Faculty and Librarians	57
D4N Career Development for Students with Disabilities	58
D5N Building a Community for Students with Disabilities	58

Chapter I

ACCESSIBILITY PLANNING PROCESS

The University of Toronto continues to articulate a diligent commitment to equity and diversity. Exemplified by the range of equity-related policies, guidelines, programs, and services, "equity" is an indispensable consideration of the Vice President of Human Resources and Equity's portfolio.

This commitment, articulated in the Statement of Institutional Purpose, is also affirmed in a number of policies and guidelines, namely, the Statement on Accommodation in Employment for Persons with Disabilities (1995) and Guidelines for Accommodation (revised 1999), and the Statement of Commitment Regarding Persons with Disabilities (2004).

Furthermore, the Academic Plan, *Stepping UP*, clearly reinforces the University's "commitment to excellence and equity". This commitment to equity involves continual work towards creating an environment that is accessible and welcoming to all by reviewing policies, programs and services with regard to all persons. Furthermore, it translates into giving a voice to those who may have concerns in "*stepping up*" – among them, persons with disabilities. The development of a coherent and cohesive accessibility plan or strategy needs to hear their voices and continue to address, consistently and collaboratively, existing barriers and prevent new barriers from being established. This Plan is, thus, very much a continuous work in progress.

With this in mind, the University of Toronto has prepared its fourth Accessibility Plan 2006-2007 in compliance with the Ontarians with Disabilities Act (2001), the Accessibility for Ontarians with Disabilities Act (2005) and in accordance with the University's own on going commitment to "equal opportunity, equity, and justice" as stated in its Statement of Institutional Purpose, 1992.

The Plan is divided into four chapters. Chapter 1 describes the process and Chapter II highlights the achievements of the 2005-2006 Accessibility Plan. Chapter III outlines the new and ongoing commitments for 2006-2007 and the final chapter, Chapter IV, identifies the implementation of this Accessibility Plan, 2006-2007. Appendix A contextualizes the Plan and defines the use of "disability" and "barrier".

Finally, the achievements highlighted in this year's Plan, as well as the commitments to make further improvements in the coming year, demonstrate the University's efforts to support the government's commitment to make Ontario's communities accessible to people of all abilities.

The Process

The University's commitment to inclusiveness and respect is clearly manifested in the process underlining the Accessibility Plan and is in keeping with the guidelines as specified by the ODA.

<http://www.cou.on.ca/content/objects/DisabilitiesActGuidelines.pdf>

The Ontarians with Disabilities Act identifies five content requirements for annual plans. They are:

1. Report on the measures the organization has taken to identify, remove and prevent barriers to people with disabilities.
2. Describe the measures in place to ensure that the organization assesses its Acts/by-laws, regulations, policies, programs, practices and services to determine their effect on accessibility for people with disabilities.
3. List the policies, programs, practices and services that the organization will review in the coming year to identify barriers to people with disabilities.
4. Describe the measures the organization intends to take in the coming year to identify, remove and prevent barriers to people with disabilities.
5. Make the accessibility plan available to the public.

Under Professor Angela Hildyard, Vice-President, Human Resources and Equity, a broad-based ODA Accessibility Planning Committee was established. Members of the Accessibility Planning Committee included students, staff, faculty and an alumna. Appendix B identifies the range of stakeholders and constituencies from across the University who were represented on the Accessibility Planning Committee. They included facilities and services, information technology, policy, human resources, the faculty association, unions, student government, equity issues, legal, those with expertise in teaching and learning, staff with personal or professional knowledge of disability and accommodation issues. Many of the members of the Planning Committee have a visible or invisible disability.

Moreover, a Co-ordinating Committee of five individuals was created to ensure that the process of the Plan reflected the goals of the ODA, the University of Toronto and accentuated key issues for the larger Planning Committee. (Appendix C)

The Accessibility Planning Committee divided into eight working sub-committees; four single Chairs and four Co-Chairs facilitated these sub-committees. The eight sub-committees were: Attitudes, Policy, Physical Facilities, Technology – Adaptive and

Informational, Instructional Design, Student Life/Student Experience, Human Resources and Mental Health. (Appendix D)

The Co-Chairs and other members of the Planning Committee invited other members of the University community to participate. (The Accessibility Planning Committee members are identified in Appendix B and the membership lists of the eight sub-committees are listed in Appendix D). The number of participants on the sub-committees grew from 50 participants in the 2005-2006 Plan to a total of 78 in the 2006 – 2007 Plan. Moreover, the number of initiatives grew from 46 in the 2004-2005 Plan to 57 in the 2005-2006 Plan. The 2006-2007 Plan has 27 initiatives.

Members of the Accessibility Planning Committee participated in the review of initiatives, identification of barriers, and the development of initiatives to be undertaken. In addition, the Accessibility Planning Committee worked toward building a continuing and sustainable process that will assist the University in attaining its goal of an equitable and accessible environment.

Each sub-committee addressed the following areas in the process of developing the Plan.

1. Identification of Measures already taken

Each Plan is obligated by the legislation to review initiatives already undertaken to identify, remove and prevent barriers to persons with disabilities. Defining what has occurred in the past is intended to provide a context for the new initiatives identified in the 2006-2007 Plan and to showcase accessibility achievements. In last year's Plan, each sub-committee listed initiatives that had been undertaken to date; that is, those initiatives related to disability and accessibility conducted by the University of Toronto prior to the September 30, 2005, submission of the annual Accessibility Plan. (The 2005-2006 Accessibility Plan is available at (<http://www.accessibility.utoronto.ca>))

This year's Plan presents a status report on each of the 57 individual initiatives that were specified in the 2005-2006 Plan to be conducted between September 1, 2005-August 31, 2006. These 57 initiatives do not, however, constitute an exhaustive list of accessibility-related activities undertaken at the University of Toronto in the past year. Many other activities, in many parts of the University improved accessibility and reduced or eliminated barriers. There is a brief summary at the end of each sector of some of the "additional" initiatives that were undertaken during the past year that were not specified in last year's Plan. The breadth of these initiatives highlights the scope of accessibility activity and commitment across the University.

In the process of review, it became clear that the nature of many of the barriers requires ongoing work and therefore, this year, in addition to identifying new barriers and initiatives to respond to them, the Report has focused on follow up. Many of the initiatives in the 2005-2006 Plan can be defined as both "completed" and "ongoing"; that is, the initiative was conducted and the action was completed but in order to continue to

address the barrier, the initiative will be repeated and/or a “next step” has been identified. The review legend (1-3) below indicates the stages of initiative implementation.

Review legend

- ☐-1-Completed
- ☐-2-Incorporated into institutional practice
- ☐-3-Ongoing

1. **Completed:** This indicates that the initiative that was identified in the Accessibility Plans, whether in 2005-2006 or earlier and undertaken this year, no longer requires further action.
2. **Incorporated into institutional practice:** This indicates that the initiative continues and has been incorporated into institutional practice.
3. **Ongoing:** This indicates that the initiative which began in 2005-2006, or earlier, will be continued in 2006-2007. It is ongoing and not yet fully completed.

Table A provides a complete list of the status of every initiative identified in the Accessibility Plan of 2005-2006.

2. Approach to Barrier Identification

Members of sub-committees identified a range of barriers to people with disabilities. Only those that will be addressed in the Accessibility Plan are identified in this Report.

3. Initiatives Planned for 2006-2007

The core intent of the Accessibility Plan is to provide for the elimination of present barriers and the review, revision and, if necessary, creation of policies and procedures to prevent future barriers.

The 2006-2007 Plan has 27 initiatives. As the original number of initiatives submitted by the sub-committees were numerous and disparate, and did not adequately convey a sufficiently coherent picture of the University’s commitment, they were combined into “new” and “next step” initiatives and then grouped into four broad themes. They are:

- A. Built Environment,
- B. Access to/Delivery of Academic Programs,
- C. Awareness/Education and Professional Development,

D. Accommodations/Services for Persons with Disabilities.

Each barrier identified by the sub-committee for the Plan, has a corresponding initiative to address it. The Office responsible for taking the lead in each initiative has been identified. The full set of initiatives for 2006-07 is listed in Table B.

4. Funding

Although the provincial government has announced an increase in funding for Accessibility, any new monies that are anticipated for the University will barely meet our current commitments. We do not expect additional funding for any of our new initiatives. As in previous years the costs for the Accessibility Plan initiatives are being absorbed within existing budgets and/or incorporated into duties and responsibilities of existing staff. While we will be able to accomplish much in this way, it is certainly the case that many highly desired initiatives, especially with respect to our built environment, cannot be contemplated without an infusion of significantly increased financial resources.

Chapter II

STATUS REPORT OF INITIATIVES IN ACCESSIBILITY PLAN, 2005-2006

1. ATTITUDES

This section focuses on initiatives that address attitudinal barriers as they impact on people with disabilities and the community. It includes training and education initiatives; awareness-raising campaigns, events and conferences; development and distribution of educational materials; and initiatives related to communication such as campus communications and information dissemination.

Initiatives in the 2005-2006 Accessibility Plan

1.1 Develop Awareness about Learning Disabilities

Barrier: Awareness of issues facing students with learning disabilities is inconsistent among staff.

Initiative: The workshops, *Understanding Learning Disabilities and Attention Deficit and Hyperactivity Disorder* and *Issues of Diversity*, will be offered to staff in 2005 - 2006.

Responsibility: Accessibility Services, St George campus; Staff Development Centre (SDC)

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative was completed and is listed on the website under initiative 1.6.

The Accessibility Services offered two successful workshops at the Staff Development Centre. The staff psychologist and the learning disability specialist offered one workshop entitled “Understanding Learning Disabilities and Attention Deficit and Hyperactivity Disorder.”

The second workshop involved staff who specialize in sensory, mobility, as well as chronic and mental health disabilities. It was entitled “Issues of Diversity.”

<input type="checkbox"/> -1-Completed

1.2 Develop Awareness Conference

Barrier: Students face a range of societal attitudinal barriers including stereotyping and prejudice.

Initiative and Status:

The third annual *Breaking down Barriers Conference* 2005 was held on November 4th and 5th at the Hilton Hotel in downtown Toronto. It provided a forum for discussion under the theme of *Student Leadership and Building a Voice*. The conference was promoted on relevant list-serves and websites on all 3 campuses.

Responsibility: Students for Barrier Free Access

Timeline: September 1, 2005 – August 31, 2006

The initiative is ongoing. Please see Appendix E.

<input type="checkbox"/> -3-Ongoing

1.3 Education and Outreach Campaign

Barrier: Students with disabilities face a range of societal attitudinal barriers.

Initiative: The campaign will be consolidated and broadened this year by posting video interviews with several of the student participants, conducted during the photo shoot for the 2004 – 2005 poster campaign. Discussions will be held with other relevant offices at the University to expand the awareness campaign.

Responsibility: Director, Student Affairs

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative is ongoing.

<input type="checkbox"/> -3-Ongoing

1.4 Enrolment Study

Barrier: Some students with disabilities may perceive academic programs to be “inaccessible.”

Initiative: Course enrolment data will be analyzed to determine if there are significant differences between enrolment levels in particular programs among students with disabilities and among students without disabilities.

Responsibility: AccessAbility Services, UTSC

Timeline: September 1, 2005 – August 31, 2006

Status:

Data collection was completed in August 2005 and the analysis of the data was completed during the fall of 2005. The results showed no significant difference between the enrolment levels in particular programs among self-identified students with disabilities (i.e. student registered with AccessAbility Services at UTSC).

During the late summer/early fall of 2006, the data will be revisited to ensure that the results and conclusions are reliable. At that time the formal report will be finalized.

If the preliminary conclusions are substantiated, this initiative will be retired.

<input type="checkbox"/> -3-Ongoing

1.5 Disability Issues and Orientation Training

Barrier: A general lack of awareness of disability among the general student population reflects the reality of the larger community, where persons with disabilities continue to encounter stereotypes and prejudice. This stems, in part, from a lack of understanding.

Initiative: Accessibility awareness training will be provided to student orientation leaders on all 3 campuses in the summer of 2006.

Responsibility: Student Affairs; AccessAbility Resource Centre, UTM; AccessAbility Services, UTSC

Timeline: July 1, 2006 – August 31, 2006

Status:

This initiative was completed. It is incorporated into institutional practice. All three campuses will continue to run these annual accessibility awareness-training sessions for their orientation leaders. As in 2005, Student Affairs will provide information concerning accessibility to the co-ordinators and they will be asked to share this information with the student orientation leaders. These successful sessions will be woven into the regular staff development initiatives on all three campuses.

<input type="checkbox"/> -2-Incorporated into institutional practice
--

1.6 Awareness of Training Resources

Barrier: While there are a range of educational and awareness sessions available on the barriers affecting students with disabilities, there is an inconsistent awareness of these resources.

Initiative: Compile a list of educational and awareness sessions for students, staff and faculty on disabilities affecting students. This list will be made available on (www.accessibility.utoronto.ca.)

Responsibility: Accessibility Services, St. George campus; AccessAbility Resource Centre, UTM and AccessAbility Services, UTSC in partnership with the Access Centre, Office of Health & Well-being Programs and Services and the Staff Development Centre.

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative was completed.

A comprehensive generic list involving UTSC, UTM, the Access Centre and the Office of Health and Well-Being Programs and Services was compiled for the website.

<input type="checkbox"/> -1-Completed

1.7 Develop Awareness of Barriers for Graduate Students with Disabilities

Barrier: There is a lack of awareness and a lack of solutions for minimizing the barriers faced by applicants and admitted students with disabilities pursuing graduate studies.

Initiative: A working group will be established to explore the barriers faced by applicants and admitted students with disabilities pursuing graduate studies. Special attention will be given to the application process and to the research and scholarship environments.

The working group will include the Vice Dean, School of Graduate Studies (SGS) and the Director of Student Services, SGS; the University Registrar; the Manager of Accessibility Services, St. George; representatives of the Graduate Students Union; graduate students with disabilities and other members at the discretion of the working group.

Responsibility: Vice-Dean, School of Graduate Studies

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative was completed.

Graduate House undertook a number of activities:

- (a) commissioned an accessibility audit,
- (b) committed over \$65,000 in accessibility capital upgrades,
- (c) committed \$5,000 in operational funds each year,
- (d) reduced the monthly fees for the accessibility suites,
- (e) established a representative working group with the purpose of:
 - (i) developing a series of best practices governing the accommodation of students with accessibility needs at Graduate House and,
 - (ii) implementing those best practices in the form a series of a comprehensive protocol to be used in the future.

<input type="checkbox"/> -1-Completed

Additional initiatives

A special event to launch the **Disability Studies Stream in Equity Studies** occurred on Thursday, November 24, 2005. It was held at the William Doo Auditorium in New College and included performances by Spirit Synott, a professional dancer – on Wheels and the comedian, speaker and disability activist, Alan Shain. Discussions about scholarship by disability studies Instructor, Rachel Gorman, and activism by Julia Munk of the Students for Barrier Free Access were held.

2. POLICY

This section identifies University policies and administrative procedures that are relevant to accessibility and disability. It focuses on the institutional implications of policy, specifically those policies and administrative procedures requiring the approval of the University's governance.

When discussing policy, there is a necessary distinction between policies requiring Governing Council approvals and those mechanisms informing policy implementation, such as guidelines, protocols and expectations. This section also identifies a process of policy review within the University's governance structure. This process is conducted through the framework of all relevant policies.

Initiatives in the 2005-2006 Accessibility Plan

2.1 Review Policies

Barrier: Some University policies require review to ensure that they address the requirements of the *Ontarians with Disabilities Act*. These policies need to reflect and respond to changes in the University, in the larger community or in technology that affect persons with disabilities.

Initiative: The revised Policy on Student Housing (March 9, 1989) will be brought forward for Governing Council approval during the 2005 – 2006 academic year.

Responsibility: Deputy Provost and Vice-Provost, Students; Secretary of the Governing Council

Timeline: 1 September 2005 – 31 August 2006

Status:

This initiative was completed.

The revised policy was brought forward for Governing Council approval on the recommendation of the University Affairs Board (April 25, 2006) in June 2006.
(<http://www.utoronto.ca/govcncl/bac/details/ua/2005-06/uaa20060425-3policy.pdf>)
(<http://www.utoronto.ca/govcncl/pap/policies/sthouse.pdf>)

□-1-Completed

2.2 Develop Systematic Process to Review Policies

Barrier: Policies require review to ensure that accessibility is appropriately addressed, as is now the case with proposals for capital projects.

Initiative: As part of its ongoing commitment and as stated in *The Equity Infrastructure Review* (2005) the University will develop an equity statement which will form an important part of the framework for assessing policies. *The Equity Infrastructure Review* is available at (<http://www.utoronto.ca/hrhome/vphr/vpreport.htm>).

Responsibility: Vice-President, Human Resources and Equity; Secretary of the Governing Council

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative will be completed in the early fall of 2006.

An equity statement is going before the Governing Council for consideration in the fall of 2006.

The newly developed policy will form an important framework for assessing policies and other proposals (in relation to the Ontarians with Disabilities Act) as governance considers them.

□-3-Ongoing

The following policies will be subject to review over the longer term

- *Employment Equity Policy* (1991)
- *Policies and Principles for Admission to the University of Toronto* (1991) – ongoing
- *Policy on Capital Planning and Capital Projects* (2001) – ongoing
- *Policy on Child Care Programs (Policy on Daycare* 1987, revised 2003) – ongoing
- *Policy on Student Awards Established in the University of Toronto* (1998) – ongoing
- *Policy Statement on the International Student Centre* (1982) – ongoing
- *Purchasing Policy* (1995) – ongoing
- *Statement on Accommodation in Employment for Persons with Disabilities* (1995) – ongoing
- *Guidelines for Accommodation* (revised 1999) – ongoing
- *Statement on Human Rights* (1992)

- *Statement on Prohibited Discrimination and Discriminatory Harassment* (1994) – ongoing
- *Student Financial Support Policy* (1998) – ongoing
- *Policy on Official Correspondence with Students* - approved May 1, 2006, effective September 1, 2006
- *Statement on Institutional Purpose* (1992) - ongoing

3. PHYSICAL FACILITIES

This section explores ways that the University can work to address barriers in its physical environment. Not only does it include access to buildings and spaces, but to initiatives that overcome other physical barriers, such as accessible way finding, and signage on campus.

Initiatives in the 2005-2006 Accessibility Plan

3.1 Update Design Standards for Inclusion

Barrier: The University's Design Standards (UDS) focus predominantly on physical disabilities. The Standards need to be reviewed to address all disabilities, such as those relating to mental health and chronic health issues.

Initiative: Examine the feasibility of creating criteria to address mental health and chronic health disabilities for inclusion in the review of the University's Design Standards. Consistent levels of lighting and the availability of quiet spaces are examples of possible criteria.

Responsibility: Assistant Vice-President, Space and Facilities Planning, in conjunction with Accessibility Service Managers from all 3 campuses

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative is ongoing.

The Accessibility managers from the three campuses researched and identified issues that could make the university a more comfortable environment for people with mental health and chronic health disabilities. A group that included Campus and Facilities Planning explored the nature of these difficulties. This group is currently identifying possible accommodations and their implementation. Most of the solutions appear to be procedural in nature.

☐-3-Ongoing

3.2 Universal Design Consultant

Barrier: Critical knowledge about Universal Design Principles, which addresses all disabilities, may not be fully incorporated into new design initiatives. “Universal Design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” More information is available at:
(http://www.design.ncsu.edu/cud/univ_design/princ_overview.htm)

Initiative: A universal design consultant will be hired on a retainer basis to advise on the incorporation of universal design principles for new projects.

Responsibility: Chief Capital Projects Officer

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative was completed.

The Capital Projects Department reviewed and completed a Barrier Free Design Standards checklist working with several Universal Design Consultants.

Listed below are the 5 projects that were undertaken using universal design principles during 2005-2006.

1. Centre for Biological Timing and Cognition - retained the service of Stantec Architects,
2. University of Mississauga, Phase 8 Residences and Dining Hall - retained the service of Bob Topping of DesignAble Environments,
3. Communication, Culture and Information Technology Building - retained the service of Bob Topping of DesignAble Environments,
4. The Hazel McCallion Academic Learning Centre Building - retained the service of Bob Topping of DesignAble Environments,
5. Wellness Centre Building - retained the service of Bob Topping of DesignAble Environment.

☐-1-Completed

3.3 Audit Elevators for Accessibility

Barrier: Inconsistent access to retrofitted elevators and lifts. Retrofitted elevators and lifts often require a range of methods of access (i.e. keys, codes, and a second person to operate). These contribute to lengthy waiting times and dependence on the availability of assistance.

Initiative: In 2005 – 2006 the focus will be on reducing wait times for access to elevating devices for persons with disabilities by beginning to:

- Post standard signs with contact information of staff who are responsible for keys/codes and who provide assistance to users;
- Find ways to loan keys/codes to regular users of lifts;
- Create a process to notify staff of elevator and lift breakdowns to inform visitors with disabilities in advance of alternative routes.

Responsibility: Manager, Design and Engineering

Timeline: September 1, 2005 – August 31, 2006

Status:

(i-iii) This three-part initiative is ongoing.

A draft audit report of the wheel chair elevating devices and their 18 locations has been initiated. Any deficiencies in signs and/or the lack of communication with staff are being noted.

Another draft report that outlines the recommendations to improve service has also been initiated. Any recommendations will need to be reviewed with the Property Management Group and the Physical Facilities sub-committee. Once the recommendations are accepted, funding will need to be sourced. The implementation of these recommendations will be completed gradually.

<input type="checkbox"/> -3-Ongoing

3.4 List of Accessible Rooms

Barrier: Lists of accessible rooms for meetings and gatherings are compiled every few years and, if not consistently updated, go quickly out of date.

Initiative: In 2005 – 2006 the list of accessible meeting rooms will be updated to ensure current information on accessible rooms and spaces for gatherings is available. The list will continue to be maintained on the Office of Space Management websites, (www.osm.utoronto.ca).

Responsibility: Director, Office of Space Management, Space and Facilities Planning

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative was completed.

Students were retained to survey accessible meeting rooms and the information was incorporated into the data base.

<input type="checkbox"/> -1-Completed

3.5 Consistent Application of Barrier-Free Design Standards

Barrier: Inconsistent application of the University's Design Standards can result in some new projects not reflecting the University's standards with regard to accessibility.

Initiative:

- (i): A working group will continue to review the Barrier Free Accessibility section of the University's Design Standards in order to clarify and reinforce requirements.
- (ii): To ensure that the revised document detailing the University Barrier Free Accessibility section of the Design Standards will be appended to each Project Committee Report for capital projects requiring governance approvals, the chairs of current Capital Project committees will be notified of this requirement.

Responsibility: Assistant Vice-President, Space and Facilities Planning

Timeline: September 1, 2005 – August 31, 2006

Status:

(i and ii)

This two-part initiative was completed.

The url for the website containing the University's existing Barrier Free Design standards is now routinely included in Project Planning reports. Moreover, a paragraph has been drafted for inclusion in the Project Planning reports that describes the University's intention for how these standards are expected to be applied. The Standards include both requirements and recommendations, all of which are expected to be implemented in any new construction. In renovation projects, particularly of older buildings, there may be some recommendations that are very difficult or impossible to implement - the paragraph that has been drafted indicates the process for obtaining relief from such recommendations.

The working group consisted of the Managers from the Accessibility offices of the three campuses, the Chief Architect from Capital Projects, Design and Construction, the Manager of Planning from the Capital Projects office, the Campus and Facilities Architect and the Architect and Facilities Planner with Campus and Facilities Planning.

(i) and (ii)

<input type="checkbox"/> -1-Completed

3.6 Best Practices for Chemical Sensitivities

Barrier: Best practices for improving accessibility for those with chemical sensitivities are not well known. The range of sources, from cleaning products used in university buildings to perfume and other products worn by people in the university environment, presents a number of challenges in making the university more accessible in to those affected by chemical sensitivity.

Initiative: Based on the findings of the survey reviewing best practices in fourteen Ontario public sector institutions, the Office of Environmental Health and Safety (EHS) will work with the Manager of Caretaking Services to review chemicals used or to be purchased to ensure use of greener, less toxic products.

Responsibility: Office of Environmental Health and Safety (EHS)

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative was completed.

In consultation with Caretaking Services, EHS reviewed the list of chemical cleaning products used at the University in February and March 2006. Caretaking has switched the majority of its chemicals to "green" products that are environmentally friendly, low in toxicity, and suitable for use around individuals with chemical sensitivities. Examples of

products certified as “green” include a major general purpose cleaner used across campus in public areas and washrooms, and a cleaning product used in locker rooms and showers.

The review showed that for a few products, such as floor strippers, an effective green alternative low in emissions and odour was not readily available. Measures to reduce exposure to such products will include minimizing quantities used, and co-ordinating with departments to conduct cleaning after regular work hours.

The process established to ensure the use of greener, less toxic cleaning products by the University’s caretaking group will include:

- Ongoing review of the material safety data sheets of cleaning products by the Caretaking Services, in consultation with EHS,
- Ongoing monitoring for “greener” product alternatives for products of concern,
- Standard request for available “green” products in future purchasing bids.

<input type="checkbox"/> -1-Completed

3.7 Accessible Parking

Barrier: Lack of clarity and consistent application of parking policies and procedures with regard to accessibility

Initiative: The tri-campus parking group agreed to meet on an annual basis to identify critical issues and share best practices. The outcome of the annual meetings will be reported in the annual parking reports presented to the Services Ancillary Review Group (SARG).

Responsibility: Director, Ancillary Services

Timeline: September 1, 2005– August 31, 2006

Status:

This initiative is incorporated into institutional practice.

A tri-campus Parking committee was formed and a Chair was selected. The committee acts as a forum for sharing best practices. It met in November 2005 and continues to meet on an annual basis.

During the course of the year, there were no specific accessible parking initiatives that arose from the discussions.

☐-2-Incorporated into institutional practice

3.8 Identify Barriers

Barrier: Accessibility audit training was identified as a priority for technical staff whose jobs deal with space and structures.

Initiative: Project Managers and Property Managers from the three campuses are scheduled for training in September, 2005. Property Managers will receive training to conduct barrier free audits on washrooms (including quantity and number). Regular washroom audits will be integrated into the Property Managers' regular review of their buildings.

Responsibility: Assistant Vice-President, Space and Facilities Planning

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative was completed.

Two hands-on Barrier Free audit workshops were held on September 19th and 26th, 2005. Among the most useful outcomes of these highly successful workshops were the small group simulated disability exercises, the information package of materials - particularly audit checklists, the hands-on audit exercise, the actual use of auditing tools and checklists during the hands-on audit session and the awareness of the lack of signage on campus.

☐-1-Completed

3.9 Consistent, Accessible Signage and Way finding

Barrier: Lack of consistent and accessible signage on the exterior of buildings and in way finding can result in difficulty in finding and accessing buildings.

Initiative: The working group will focus on identifying a method to review way finding at the University for consistency and accessibility.

Responsibility: Assistant Vice-President, Facilities and Services.

Timeline: September 1, 2005– August 31, 2006

Status:

This initiative is ongoing.

A rigorous process to select appropriate building signage for the University was established. Its goals were standardization, consistency in building signage and accessibility. Many proto-types were installed on campus and feedback was solicited from stakeholders across campus and CNIB. The final version of the sign selected was approved by senior University of Toronto administrators and was adopted as the University of Toronto building sign standard.

In 2005, approximately 25 new building signs were installed with another 25 scheduled for 2006. In addition, approximately 16-20 way finding/site markers will also be installed in 2006 with the first prototype being installed in April of this year. The way finding signs are based on the same specifications as the building signs.

The building sign project should be completed in 2007 (the 3rd year of a three year program) with the way finding being completed in 2006.

The replacement and updating of the accessibility signs will begin in 2006 with completion scheduled for the end of 2006 /early 2007.

□-3-Ongoing

3.10 Accessible Instructional Space

Barrier: The accessibility of some large classrooms and exam spaces is uncertain.

Initiative:

- (i) Evaluate large classrooms on St. George campus for accessibility requirements to improve accessibility of large classrooms based on the evaluation;
- (ii) Begin an evaluation of centrally maintained exam spaces for accessibility on St. George campus.

Responsibility: Office of Space Management and Accessibility Services, St. George campus

Timeline: September 1, 2005– August 31, 2006

Status:

(i) and (ii)

These initiatives are ongoing.

All centrally available classrooms, including the large ones and exam spaces, were evaluated based on a partial checklist that was developed last year. In addition, this partial checklist and all centrally available testing spaces (available year round) were incorporated into a database and entered into a web application.

(i) and (ii)

☐-3-Ongoing

Initiative:

- (iii) Begin an evaluation of large classrooms on UTM campus for accessibility.
- (iv) Begin an evaluation of centrally maintained exam spaces for accessibility at UTM.

Responsibility: AccessAbility Services Resource Centre, UTM with the Project Manager, UTM Facility Resources

Timeline: September 1, 2005– August 31, 2006

Status:

(iii) and (iv)

These initiatives are ongoing.

As the evaluation work of both large classrooms and centrally maintained exam spaces for accessibility continues, the data is held at the Campus Infrastructure and Facilities Department at UTM. These initiatives will be completed by August 31, 2007.

(iii) and (iv)

☐-3-Ongoing

- (v) Incorporate the new classroom accessibility checklist used at St. George into the ongoing UTSC classroom audits, the results of which are currently posted at:

(<http://www.utsc.utoronto.ca/~ability/accommodations/accessibility/classroom.html>).

- (vi) Begin an evaluation of centrally maintained exam spaces for accessibility at UTSC.

Responsibility: AccessAbility Services, UTSC with Manager, Building Operations, UTSC and AV Services (UTSC).

Timeline: September 1, 2005– August 31, 2006

Status:

(v) and (vi)

These part initiatives were completed.

Access information regarding UTSC classroom and exam space is listed on the UTSC AccessAbility Services website and on the room information list used by the Registrar's Office for scheduling exams. UTSC continues to review the current list, with the use of an adapted version of the accessibility checklist developed at St. George, to ensure continuity between campuses and to add information about room accessibility (including meeting rooms) on the general room booking site found on UTSC's intranet as it becomes available.

(v) and (vi)

□-1-Completed

4. TECHNOLOGY

This section examines barriers to accessibility of technology, including information technology (information management systems, software, and hardware systems). Furthermore, it includes technological aspects of campus information and communication, and other technologies at the University of Toronto.

Initiatives in the 2005-2006 Accessibility Plan

4.1 Guidelines for Accessible Websites

Barrier: Web sites and web pages at the University of Toronto have no requirements or templates for ensuring accessibility.

Initiative:

- (i) Develop templates and style sheets to ease implementation of accessibility standards;
- (ii) Initiate agreed upon standards for creating accessible websites into the University of Toronto Web page style guide;
- (iii) Create a checklist of accessible criteria to be performed against web pages prior to publication;
- (iv) Begin creating an authoritative page containing information about all web-technology related services and resources available for persons with disabilities on campus.

Responsibility: Director, Strategic Computing and Web Space Steering Committee

Timeline: September 1, 2005 – August 31, 2006

Status:

(i-iv)

This 4-part initiative was completed.

The Accessibility guidelines and recommendations are included in the proposed University Web style guide. This document, developed by the Web Space Reference Group, incorporates principles around the importance of providing accessible sites to the community, and includes practical advice, such as, ten things you can do to make your Web site more accessible. The Web style guide has been passed through the Web Space Steering Committee and other steering committees. Its official institutional adoption is pending.

Information about Accessibility Resources and accessible technology Web utilities is available in the University of Toronto Web space. There are accessibility services available at all three campuses.

The Web Services Project Office provides information to those seeking accessible Web-related services, and directs individuals to University resources such as the Adaptive Technology Resource Centre.

(i-iv)

<input type="checkbox"/> -1-Completed

4.2 Establishing Purchasing Guidelines

Barrier: Inaccessible technology is purchased even though an accessible choice is available.

Initiative: The vendors' provision of accessible websites to the display and purchase of their equipment will be evaluated for use and effectiveness.

Responsibility: Director, Strategic Computing

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative is ongoing.

The existing practice of purchasing computers with built-in accessibility features continues institution-wide. The Windows and Macintosh operating systems contain many accessible technologies which are available to all users without additional installations.

In purchasing institutional software packages, the request for proposal (RFP) process includes, as a matter of practice, requirements related to accessibility. As an example, the RFP for the acquisition of an institutional learning management system included a significant amount of accessibility-related requirements from the vendors.

When the University purchases discipline-specific specialized equipment or software, this practice is taken into consideration. However, some specialized equipment or software may not provide accessible features, and in some cases, accessibility criteria may not be applicable to the decision to proceed with acquisition.

A further barrier to wider provision of adaptive software and hardware is the significant cost per unit, and the difficulties associated with integrating and supporting software from multiple vendors.

Discussions within the Association of Computer Services Directors of Ontario (ACDC) to ascertain the feasibility of an Ontario-wide or Canadian-wide purchasing consortium for software (similar to: <http://elms06.e-academy.com/CollegeSoftware/index.cfm>) will continue.

The Adaptive Technology Resource Centre (ATRC - <http://www.utoronto.ca/atrc/research.html>) works with the University's computing

groups and with information technology manufacturers and developers to influence the early design stages of tomorrow's computer based technology. The Centre operates a user-centric design approach to model and create solutions that are commercially feasible, operationally effective, and universally accessible. It continues its ongoing projects, such as SNOW (Special Needs Opportunity Windows - <http://snow.utoronto.ca/>) but also undertakes new research and development projects such as the ATRC Accessibility Checker (<http://checker.atrc.utoronto.ca/index.html>).

□-3-Ongoing

4.3 Accessible Workstations

Barrier: There are not enough publicly accessible workstations or computer labs with adaptive technology software to meet the needs of students with disabilities.

Initiative: Conduct a feasibility study to determine requirements for establishing and sustaining a fully accessible computer lab with 7 – 10 computers configured with adaptive technology.

The list of software and hardware is to be determined based on requirements of students with disabilities collected by Accessibility Services, St George campus.

Responsibility: Managers: Accessibility Services, St. George campus; Directors: Information Commons, Adaptive Technology Resource Centre, Strategic Computing

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative is ongoing.

The feasibility of developing and maintaining a fully accessible computer lab with adaptive technology has been developed, however space and funding limitations have prevented further progress with this initiative. Students have identified their need to access resources in various locations across campus, and during all hours that campus buildings, especially the libraries, are open. As a result, discussions were on-going throughout the year. Alternative models for providing access to library public terminals have been reviewed.

Technical barriers remain to the broad distribution of AT on public access workstations. However, potential strategies have been identified and brought forward to the Library. They are currently under consideration.

The Web-4-All technology developed by the Adaptive Technology Resource Centre has

been released as open-source software. Further customization and integration into the University of Toronto's varied networks would require additional development before this solution could be broadly implemented.

Responsibility: Manager, Accessibility Services, St. George campus, Services Coordinator, Adaptive Technology Resource Centre

Timeline: September 1, 2006 – August 31, 2007

UTSC Status:

The Computing and Networking Department (CNS) has been undergoing renovations. CNS has created accessible workstations in each lab, which include height adjustable tables. Some software has already been installed; more will be installed once the renovations are completed. CNS installed specific software accessible on all workstations that will allow a specific number of users to access the software at the same time.

The AccessAbility Services Resource Lab was completed. It houses 16 height adjustable workstations and 10 stations house computers with a variety of software based on the needs of the current student users. The other 6 workstations allow students to plug into the network with laptops.

The Lab is the exam/test centre for the service. However, it will be opened up to students registered with the services as a study space/resource lab for use of the technology when exams are not taking place.

In the foreseeable future, with the completion of the renovation at CNS, all the software, which has been purchased, will be installed. In addition, CNS and AccessAbility Services will create text for the CNS website indicating where all the accessible workstations are located and provide a list of available software.

<input type="checkbox"/> -3-Ongoing

4.4 Alternative Formats for Course Materials

Barrier: Alternative formats for course materials are often not available until late in the course. In some cases materials are not available until well past the date required. This is a problem that can only be solved by a collaborative effort on the part of many sectors.

Initiative:

- (i) Investigate sources of funding to purchase a high-speed book scanner to create alternative formats of texts in a timely manner for students;
- (ii) Explore the possibility of training and staffing high-speed scanners with work-study students.

Responsibility: Manager, Accessibility Services, St. George campus

Timeline: September 1, 2005 – August 31, 2006

Status:

This two-part initiative is ongoing.

High-speed book scanners have been purchased and are in use at the Scarborough and St. George campuses. During the fall and winter semesters, the scanning was conducted with students hired through the work-study program on the St. George campus.

Although the scanning services have greatly assisted students, improved co-ordination between the campuses, as well as pursuing funding for other initiatives such as the TextEvolution project would result in publishers increasing the availability of their products in alternate formats.

Responsibility: Library Access & Information Services and the Co-ordinator, Adaptive Technology Resource Centre

Timeline: September 1, 2006 – August 31, 2007

UTSC

The initiative was completed at UTSC. The AccessAbility Services purchased a high speed scanner in the spring of 2005. The Council on Student Services provided funding. Work-study students were hired and trained so as to assist in the use of this device.

(i) and (ii)

□-3-Ongoing

4.5 Access to Wireless Technology

Barrier: Some students with disabilities who have wireless laptops that are equipped with accessible technology do not need accessible workstations. However, students thus equipped are unable to print directly from their laptops without the use of removable technology such as a floppy disc, USB drive, or zip disc. Moreover, very few stations are available for printing. At present, the technology to enable direct printing is

unavailable. This interface does not exist.

Initiative: The Information Commons will continue the assessment of the feasibility of printing from the wireless network to some of its printers.

Responsibility: Director, Information Commons

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative is ongoing.

The Information Commons has examined three approaches to integrating a wireless printing solution. The first is to give clients a series of instructions for manually installing and configuring a printer on their laptops. The second approach is to provide clients with software that would essentially automate this process. The third approach is to direct jobs through the Internet using an offsite service. During 2006-07 further work will be undertaken on this initiative.

<input type="checkbox"/> -3-Ongoing

5. INSTRUCTIONAL DESIGN

This section addresses barriers, presents initiatives and ongoing programming on three fronts in universal instructional design: making learning more accessible to all students; reducing the negative impact on faculty members with disabilities in the performance of their instructional duties; and building on best practices” at University of Toronto (see below) and at other universities.

Office of Teaching Advancement
(<http://www.utoronto.ca/ota>)
The Bob Gillespie Academic Skills Centre
(<http://www.asc@utm.utoronto.ca>)
Teaching and Learning Services
(<http://www.utscl.utoronto.ca/~tlsweb>)

This section has been slightly modified to better reflect the collective and singular achievements and ongoing programming in the principles of Universal Instructional Design at the three campuses.

Initiatives in the 2005-2006 Accessibility Plan

5.1 Raise Awareness of Instructional Design Principles

Barrier: Inconsistent awareness among faculty of the principles of Universal Instructional Design affects the achievement of equitable and constructive alignment of curricula, including course syllabi, lectures, tutorials/labs, teaching methodologies, assessment methods, the effective use of academic support programs and ultimately the achievement of course goals, objectives and measurable learning outcomes.

Initiative:

(i) **Ongoing Programming:**

To provide greater awareness of how to incorporate instructional design principles into instruction, the Office of Teaching Advancement, Teaching and Learning Services (UTSC) and the Academic Skills Centre (UTM) will continue to integrate these principles into their range of professional development offerings. For example, sessions on syllabus design and the creation of teaching portfolios will offer present and future faculty different strategies of incorporating instructional design principles into their teaching.

Teaching and Learning Services together with AccessAbility Services at UTSC will present tailored workshops by request incorporating Universal Instructional Design (UID) principles and materials for faculty across University of Toronto.

Accessibility Services, St George and the Office of Teaching Advancement will present a workshop for faculty entitled, *Tips for Teaching Students with Disabilities*, that incorporates the principles of instructional design.

In all of these activities the University works in close collaboration with the respective Accessibility Services. Examples of key, substantive and innovative opportunities to lessen the barrier of the faculties' inconsistent awareness of UID and its various applications from each of the contributing offices follows under the status.

Responsibility: Teaching and Learning Services (UTSC); Academic Skills Centre (UTM); Accessibility Services, St. George campus; AccessAbility Services, UTSC; Office of Teaching Advancement

Timeline: September 1, 2005 – August 31, 2006

Status:

- (i) This initiative is incorporated into institutional practice.

Office of Teaching Advancement

The Office of Teaching Advancement has held a series of workshops and seminars which regularly incorporate issues pertaining to instructional design principles. Please see our web site, cited above.

The Bob Gillespie Academic Skills Centre (UTM)

The Bob Gillespie Academic Skills Centre's mission is to assist faculty as they implement best practices in teaching and learning and to help students enhance their academic skills. Apart from the faculty, the Centre works closely with its partners at UTM, the Library, the Registrar's Office, the Student Services, including the Residence initiatives, and the AccessAbility Resource Centre. The exceptionally successful partnership with the Dean's office in the implementation of her new Writing Initiative has been noteworthy. In this initiative the faculty were encouraged, and financially supported through grants to College departments, to improve in measurable ways the writing, and by extension, the reading skills of students. Through this initiative departments were involved not only in ongoing efforts to increase awareness of UID but also to engage in the application of the principles of UID in real terms that produced demonstrated results for the faculty, the Teaching Assistants, and the students. The success of this initiative has led to extended funding for this initiative and generated real excitement about alternative teaching and assessment methodologies that are built on best practices in teaching and learning and the principles of UID.

The Centre continues to improve the understanding of UID through faculty development, instructional design and Teaching Assistant training initiatives that are ongoing. Included in these training venues are the modules that been developed to help faculty, Teaching Assistants, and facilitated study group leaders to recognize and employ teaching and learning strategies that are inclusive of the range of students' learning abilities.

All of the Centre's initiatives/programs concerning instructional design are ongoing and are continually assessed for quality and usefulness. Program assessment includes surveys, focus groups and reflective portfolios. A continuing assessment of these initiatives/programs is necessary to ensure that the ever-changing needs of the student and faculty populations are met.

- (i)

<input type="checkbox"/> -2-Incorporated into institutional practice
--

Initiative:

- (ii) The booklet, *Universal Instructional Design* (2004), produced by Teaching and Learning Services (UTSC) and *AccessAbility* Services, (UTSC) will be made available to all members of the University's Principals, Deans, Academic Directors and Chairs (PDAD&C) in the Fall, 2005.

The booklet provides a resource for faculty on how to integrate accessibility issues and instructional design principles and is available in pdf format at
(<http://www.utsc.utoronto.ca/TLS/events/publications/images/uidbook.pdf>)

Responsibility: Deputy Provost and Vice-Provost Students

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative was completed.

The booklet, *Universal Instructional Design* (2004), produced by Teaching and Learning Services (UTSC) and *AccessAbility* Services (UTSC) was made available to all members of the University's Principals, Deans, Academic Directors and Chairs (PDAD&C) in the Fall, 2005 at the New Faculty Event. Moreover, the booklet was circulated to new and returned Teaching Assistants attending orientation and workshops throughout 2005-2006.

(ii)

<input type="checkbox"/> -1-Completed

Initiative:

- (iii) Teaching and Learning Services in collaboration with *AccessAbility* Services;
- (iv) UTSC will explore the development of a UID booklet Part II (Case Studies) for future consideration.

Responsibility: Teaching and Learning Services and *AccessAbility* Services, UTSC

Timeline: September 1, 2005 – August 31, 2006

Status:

These initiatives are ongoing,

The Teaching and Learning Services (TLS) and *AccessAbility* Services at UTSC met to explore the requirements needed to produce UID booklet Part II (case studies). It was

determined to revise the existing UID booklet rather than complete a separate book with case studies. TLS is currently collating case studies from faculty on UID best practices and with the assistance of Accessibility Services will survey students for case studies.

(iii) and (iv)

<input type="checkbox"/> -3-Ongoing

5.2 Awareness of Sensory Disabilities

Barrier: Inconsistent awareness of sensory disability among faculty. Some faculty members are less aware of the learning needs of students who are deaf, have low vision, or are blind.

This initiative has been retired and incorporated into 5.1.

5.3 Awareness of Alternative Pedagogies

Barrier: Faculty is not fully aware of alternative pedagogical approaches. A faculty member with a disability may be unable or uncomfortable teaching with the traditional lecture method. Limited awareness and inconsistent support of alternative pedagogical approaches may present a barrier to some members of faculty with a disability. Also, the effectiveness of the teaching/learning method for the students is a critical consideration.

This initiative has been retired and incorporated into 5.1.

5.4 Raising Awareness about Instructional Design

Barrier: Inconsistent awareness and understanding of instructional design principles for reference across the University. As is the case in the general population, there are widely varying degrees of familiarity among faculty with the issues and practices involved in making learning accessible.

This initiative has been retired; part (i) was completed and part (ii) was incorporated into 5.1.

5.5 Materials on Instructional Design

Barrier: Limited access to current materials on accessible instructional design at the Office of Teaching Advancement (OTA). As this field continues to grow in international importance, faculty need ready access to the most current resources, in order

to keep abreast of recent developments.

This initiative has been retired and incorporated into 5.1.

6. STUDENT LIFE /STUDENT EXPERIENCE

This section focuses on reducing barriers to student participation in the full range of academic and non-academic activities at the University. This includes their access to social, recreational and cultural activities.

Initiatives in the 2005-2006 Accessibility Plan

6.1 Full-Time Requirements for Students

Barrier: The structure of student governance precludes part-time students from some levels of participation. This has a negative impact on the ability of those students whose disability requires that they carry a part-time academic load.

Initiative: The Scarborough Campus Students' Union (SCSU) will be invited to join discussions with SAC and APUS to review the impact that full-time requirements have on students with disabilities at UTSC.

Responsibility: Students' Administrative Council; Association of Part-time Undergraduate Students; Scarborough Campus Student's Union

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative was completed.

SAC, APUS and SCSU met to review the impact that full-time requirements have on students with disabilities at UTSC and have taken the issue under advisement.

<input type="checkbox"/> -1-Completed

6.2 Funding for Non-Academic Accommodations

Barrier: Limited funding is available for non-academic accommodations. Most funding available to students with a disability is for academic accommodations. Little is available in the way of support for activities outside the classroom.

Initiative: Examine Funding for Accommodations

This initiative was rewritten to identify new ways of addressing the barrier. New sources of funding for non-academic accommodations will be explored.

Responsibility: Assistant Vice-President, Space and Facilities Planning; Warden, Hart House; Coordinator, Access Centre

Timeline: September 1, 2005 – August 31, 2006

Status:

The initiative is being redefined and is included in the 2006-07 initiatives. Please see DIN (p. 56)

6.3 Accessible Evening Transportation

Barrier: Although the Accessibility Services van is available to transport students with disabilities across campus during the day, the van is not available in the evening. This means that many campus activities that are part of campus life are not accessible to students with disabilities.

Status:

Exploration of this issue indicated that at this time it is not feasible to make the van available for non academic programs in the evening due to staffing and cost implications.

6.4 Accessible Transportation among Campuses

Barrier: No accessible transportation is provided for students travelling from one of the three campuses to another. Graduate students particularly need to travel between UTM and St George campuses.

Initiative:

- (i) Raise awareness of the booking process to request accessible transportation between UTM and St. George;
- (ii) Determine the appropriate method to submit a suggestion that future purchases of buses for inter-campus transportation be accessible

vehicles.

Responsibility: Graduate Students' Union; Students for Barrier Free Access; Accessibility Services, St. George campus; AccessAbility Resource Centre, UTM

Timeline: September 1, 2005 – August 31, 2006

Status:

(i) and (ii)

This two-part initiative was completed.

Accessibility Services at the St. George campus and the School of Graduate Studies will make available the information regarding the bus shuttle on the student portal.

(i) and (ii)

<input type="checkbox"/> -1-Completed

6.5 Student-Run Centre

Barrier: Currently, there is no central co-ordination of social, recreational and other activities with respect to non-academic issues for students with disabilities.

Initiative: The Access Centre will continue to provide a safe, student-run space to develop and strengthen social networks among students with disabilities. Cultural and recreational non-academic activities for students with disabilities will continue to be offered. The following are specific initiatives for 2005 - 2006:

- Continue to develop a Peer Mentoring program for students with disabilities in conjunction with Accessibility Services (St. George);
- Continue development of the Accessibility Guide, a handbook of resources available for students with disabilities;
- Compile a list of the Centre's programs and services for use in a forthcoming pamphlet;
- Continue the drop-in centre program for students with disabilities in the New College location.

Responsibility: Students for Barrier Free Access with support from Hart House; Accessibility Services, St. George campus; Adaptive Technology Resource Centre; Student Affairs; New College

Timeline: September 1, 2005 – August 31, 2006

Status:

The Access Centre has made significant progress on each of these initiatives. As noted in Chapter III, the 2006-2007 activities which are to be initiated and implemented by student organizations are outlined in Appendix E.

6.6 Accessibility Education for Student Leaders

Barrier: Although many students are in the forefront of disability activism, people with disabilities continue to encounter negative attitudes within the student population as they do in the community at large.

Initiative: The design of the educational module to raise awareness on equity issues, including accessibility, will be completed and an implementation plan will be developed.

The implementation plan will include workshops, on-line resources and written materials to disseminate the educational module designed to raise awareness on equity issues, including accessibility, and to be used by student leaders with associations and clubs.

Responsibility: Warden, Hart House, with support from: Students for Barrier Free Access; Student Affairs; Faculty of Physical Education and Health; Accessibility Services; and Graduate Students' Union.

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative is completed and the module will be incorporated into ongoing training.

<input type="checkbox"/> -1-Completed

7. HUMAN RESOURCES

This section focuses on barriers and initiatives related to staff and faculty employment. The goal is to encourage staff and faculty's full participation in the University community.

Initiatives in the 2005-2006 Accessibility Plan

7.1 Co-ordinating Communication of Disability-Related Issues

Barrier: Inconsistent co-ordination of disability-related issues for staff and faculty. While there are currently a range of services and initiatives available at the University of Toronto to address the needs of faculty and staff with disabilities, there is no consistent co-ordination for disability-related issues affecting staff and faculty.

Initiative: The Office of Health and Well-being Programs and Services will co-ordinate the wide distribution of the Guidelines for Accommodation for faculty and staff with disabilities.

Responsibility: Office of the Vice-President, Human Resources and Equity

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative is ongoing.

As a result of broad consultations with managers, employees who have been accommodated, selected unions, human resource and labour relations staff, the Procedures for Human Resource Generalists on Accommodation were widely distributed. An internal committee comprising of individuals from human resources, labour relations, health and well-being and legal counsel met to draft, review and finalize the procedures. Two full day training and orientation sessions were held. The Accommodation guidelines for managers will be completed by December, 2006.

The Office of Health and Well-being Programs and Services and a training committee of Human Resources, labour relations, and legal counsel developed and presented an intensive educational session to all human resource generalists throughout the University.

This training initiative included the development and distribution of internal guidelines that assist with the communication and co-ordination of Accommodation related practices and information. The Office of Health and Well-being Programs and Services also launched the Accommodation website for all human resource generalists to facilitate the accommodation of employees throughout the university.

<input type="checkbox"/> -3-Ongoing

7.2 Staff and Faculty Survey

Barrier: No comprehensive body of information exists about staff and faculty disability concerns.

Initiative: The working group will continue to meet to develop a survey to identify accessibility needs among faculty and staff at the University.

Responsibility: Office of the Vice-President, Human Resources and Equity

Timeline: 1 September 2005 – 31 August 2006

Status:

Two major surveys, one completed (Employment Equity census) and one about to be launched (Faculty and Staff Experience survey) were developed in 2005-2006. It was determined that another broad, all employee survey, would cause survey fatigue. Therefore, action on this initiative will be taken up in 2006-2007.

<input type="checkbox"/> -3-Ongoing

7.3 Part-Time Faculty Appointments

Barrier: Limited part-time faculty appointments.

The existing policy on Part-Time Appointments, negotiated between the University and University of Toronto Faculty Association (UTFA), does not afford tenure to those who have part-time appointments unless the faculty member was a full-time tenured faculty member who converted to a part-time commitment. For all other part-time faculty, those in the lecturer stream, and those who entered the professorial stream on a part-time basis, three-year contracts, renewable upon review, are the maximum available. This structure could make it less attractive for some persons with disabilities to pursue an academic career, and, for those existing academics that have or develop ongoing disabilities that prevent them from working full time, it may place them at a disadvantage in terms of job security and career progression.

Initiative: Issues around part-time faculty will be discussed in the Joint Committee. The University will continue to explore the implications of changes for the complex legal and policy context in dialogue with the Faculty Association.

Responsibility: Office of the Vice-President, Human Resources and Equity; Office of the Vice-President and Provost; University of Toronto Faculty Association

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative is ongoing and discussions will continue.

The Office of the Provost has been collecting data on policies and practices at other universities across North America.

Changes to the policies regarding Academic appointments form part of ongoing discussions with the Faculty Association.

<input type="checkbox"/> -3-Ongoing

7.4 Identify Barriers in Physical Environments

Barrier: Faculty and staff are often inexperienced at identifying barriers in physical environments. If able to identify such barriers, they could anticipate and/or respond more quickly to issues and concerns raised by students, or by other faculty and staff.

Initiative: A presentation will be made by a specialist in accessibility issues to faculty members and other staff on how to conduct an accessibility audit. Information on how to access the University's resources for staff and faculty with disabilities will be provided.

Responsibility: Office of the Health and Well-being Programs and Services and Staff Development Centre

Timeline: September 1, 2005 – August 31, 2006

Status:

The initiative has been slightly modified to better reflect the identified barrier and will be implemented in 2006-2007. Please see A9N (p.48)

In the meantime, the facilitation for disability accommodation of existing staff and faculty exists and any required accommodation for new University employees is built into the fabric of existing best practices.

The resources for faculty and staff on how to conduct an accessibility audit have been posted on the Website and information about resources is being provided at all the educational sessions. The presentation for all human resource generalists on how to conduct a "universally accessible" interview is planned for September, 2006.

8. MENTAL HEALTH

This section focuses on initiatives to address barriers as they impact on people with *mental health difficulties*. This refers to the challenges and barriers that interfere with an individual's ability to function. Individuals thus affected can include students, staff and faculty.

The 2004 – 2005 Accessibility Plan encouraged the University to “explore the complex connections of mental health and mental illness”. In 2005-2006 mental health was a theme of the Planning process and other subcommittees were asked to address barriers to mental health in their discussions.

The definition of disability outlined in the *Ontario Human Rights Code* and referenced in the *Ontarians with Disabilities Act* (2001) refers to ‘mental disorders’. In this document, the term ‘mental health issues’ is used as a comprehensive approach, recognizing the need to increase awareness and to overcome the stigma attached to mental health, while remaining mindful of the University's legal accommodation requirements.

Initiatives in the 2005-2006 Accessibility Plan

8.1 Inventory of Mental Health Resources

Barrier: While there is currently a range of resources, services, and programs available at the University to accommodate mental health difficulties, there is no central inventory of all that is offered. In order to identify the gaps in resources and supports to better address the needs of persons with mental health difficulties on campus, an inventory is an important first step.

Initiative: Conduct an audit to provide an inventory to identify the current services, resources, programs, and training available on the three campuses to accommodate persons with mental health difficulties.

Responsibility: Employment Equity Officer

Timeline: September 1, 2005 – August 31, 2006

Status:

This initiative is ongoing.

Examples of the current services, resources, programs and training available on the three campuses to accommodate persons with mental health concerns include:

1. Take Back the Lunch Break – a public awareness campaign highlighting the mental health and productivity benefits to taking breaks during the work day.
2. Depression in the Workplace - a workshop presented by the VP Clinical Services, Family Service Employee Assistance Program on the signs, symptoms of, and responses to depression in the workplace. The workshop was very well received with over 100 individuals attending.
3. Managing People - educational seminar for academic administrators - a component of which focused on identifying and responding to employees with mental health difficulties.
4. Accommodating Employees in the Workplace - a one day workshop for all human resource generalists on accommodating employees with disabilities including mental and physical disabilities.
5. List of resources on Health and Well-being Programs and Services Website <http://www.utoronto.ca/hrhome/hwb/>
6. Work/Life Balance Month - specific workshops that focused on mental health including a Resiliency workshop, a Family Service Employee Assistance Program, and another workshop entitled “Writing Your Way Out of a Paper Bag.”
7. Health and Well-being Programs and Services sponsors a Massage clinic, walking groups and Yoga to help employees manage stress in the workplace.
8. Health and Well-being Programs and Services and the Faculty of Physical Health and Education sponsored a series of lunchtime workshops on the relationship between stress and exercise and strategies to care for oneself during the “working years.” Several hundred employees attended the workshops.

In addition, a meeting was convened with members of the University's Services that address mental health difficulties. As a first step to providing an inventory of current services, resources, programs and training available on the three campuses, "Connections" was identified. Although this booklet is not aimed specifically at mental health services, it can be used as a resource for a list of some existing services.

☐-3-Ongoing

8.2 Identify Barriers for Students

Barrier: There is a lack of awareness of the impact of disclosure of mental health issues upon student who require accommodation.

Initiative: Examine best practices and begin to develop strategies to respond to the barriers created by:

- (i) The stressors surrounding the disclosure of one's mental health issues for purposes of accommodation at University.

Responsibility: Manager, Accessibility Services

Timeline: September 1, 2005 – August 31, 2006

Status:

(i)

A meeting was convened with members of the University's Services that address mental health difficulties. As a first step, the members identified a number of stressors. This list of stressors can be used as a guide to develop a brochure for faculty that outlines the rights and responsibilities of a student to disclose a disability.

☐-3-Ongoing

Initiative: Examine best practices and begin to develop strategies to respond to the barriers created by:

- (ii) The stressors created and compounded by the intersection of mental health difficulties and the special circumstances of applicants transitioning into the university.

Responsibility: Provost's Advisor on Outreach and Access; Director, Transitional Year Program (TYP)

Timeline: September 1, 2005 – August 31, 2006

Status:

Due to transitions in personnel this initiative has been deferred.

(ii)

☐-3-Ongoing

Initiative: Examine best practices and begin to develop strategies to respond to the barriers created by:

- (iii) The stressors created and compounded by the intersection of mental health difficulties and the special circumstances of International Students (such as: isolation; absence of established support systems including friends & family)

Responsibility: Director, Student Services

Timeline: September 1, 2005 – August 31, 2006

Status:

A committee addressing this complex issue was struck. Some of the mental health issues identified relate to academic, social support, financial, legal, language, a reluctance to seek available assistance and support, and situational concerns. Extensive recommendations were made, are under consideration and/or are being implemented by relevant units.

(iii)

☐-3-Ongoing

Additional Initiative

MAKING CONNECTIONS IN STUDENT MENTAL HEALTH Conference, 2006

Making Connections in Student Mental Health Conference: Implications for the Student Experience

University of Toronto, April 27th, 2006

Conference Overview

Increasingly, colleges and universities across Ontario are faced with the challenge of responding effectively and appropriately to students dealing with mental health issues. With the idea that bringing together individuals who are doing this work at other institutions would allow us to share our best ideas with one another, this conference was

designed to serve as a forum for developing effective and comprehensive strategies for responding to student mental health on campus. We were particularly interested in how we can increase consistency of response across institutional divisions, and to that end, the program addressed the intersecting dimensions of clinical, academic, residential, and administrative concerns. Our goal for this conference was to provide a platform for all of us to explore the research, best practices, and administrative policies and procedures most likely to help support students within the academic mission of universities and colleges.

The conference was very well attended, with representatives from colleges and universities across Ontario as well as outside the province. Conference participants included registrars, residence staff, counselling and health services staff, senior student affairs administrators, staff from accessibility and disability services, student peer educators and activists, and members of community mental health agencies.

The conference program was designed to provide an overview of the research, identify key issues, and outline emerging best practices; the opening keynote focused on these areas and helped to provide participants with the bigger picture in student mental health. To help relate these issues into the direct experience of students, a student-based wellness education training troupe performed a piece on student mental health; troupe members then facilitated a discussion with conference participants.

Other conference offerings addressed a variety of topics related to student mental health, including mental health as an equity issue, mental health in a professional program setting, how student leaders engage students on mental health, mental health in residence, and safety issues related to mental health crisis. Other sessions provided an orientation to the guidelines prepared by the Canadian Mental Health Association to assist students in navigating their experiences in higher learning, and introduced strategies on coordinating complex situations involving mental health. The conference closed with a series of multidisciplinary round tables in which conference delegates discussed and developed possible response strategies to pressing concerns, including mental health and international students, dealing with crisis situations, and clinical counselling issues.

Chapter III

INITIATIVES FOR ACCESSIBILITY PLAN, 2006-2007

This chapter outlines the initiatives that are planned for 2006-07 and includes those that are “new” initiatives (identified by the letter N after the enumeration) as well as “next step” for those that are ongoing (identified by NS). The Chapter does not include initiatives that are to be initiated and implemented primarily by student associations or student groups. While such initiatives are an extremely important and significant component of the University’s commitment to identifying and addressing barriers, the University per se has neither the authority nor ultimate responsibility for ensuring their completion. We will, of course, continue to work in collaboration and cooperation with our students in implementing such initiatives and a list of these proposed activities is provided in Appendix E.

As in previous years, the proposed initiatives were identified by the eight ODA subcommittees. However, a lengthy list of discrete initiatives presented under 8 subheadings does not provide a sufficiently coherent picture of the University’s commitment to addressing the barriers experienced by persons with disabilities. The proposed initiatives have, therefore, been grouped into four broad themes: Built Environment; Access to/Delivery of Academic Programs; Awareness/Education and Professional Development; Accommodations/Services for Persons with Disabilities.

A. BUILT ENVIRONMENT

A1N Accessibility Deficiencies in Existing Buildings

Barrier: There is no mechanism by which to prioritize accessibility deficiencies quickly when pockets of funding become available to address them.

Initiative: An instrument will be developed and the buildings on the St. George campus (excluding residences, faculty housing, and physical plant) will be surveyed. The survey instrument will address access to the building, moving around within the building and the availability of accessible washrooms; more detail regarding specific rooms can be added in future, if required. The emphasis will be on buildings with high student populations (e.g., classrooms and labs, other student activities). The identified deficiencies will be prioritized.

Responsibility: Campus and Facilities Planning

Timeline: September 1, 2006 – August 31, 2007

A2N Incorporation of Other Existing Accessibility Design Guidelines

Barrier: The existing University of Toronto Barrier Free Design Checklist is limited in its scope and needs to be updated as accessibility legislation, codes and by-laws change.

Initiative: Rather than re-create the wheel, a number of extensive and up-to-date accessibility design guidelines, including those of the City of Toronto and the City of Mississauga, will be reviewed to determine if the University could/should incorporate features of these guidelines into University guidelines.

Responsibility: Campus and Facilities Planning; Capital Projects; Accessibility Services, St. George campus; AccessAbility Resource Centre, UTM; AccessAbility Services, UTSC

Timeline: September 1, 2006 – August 31, 2007

A3NS Universal Design Consultant

Barrier: Critical knowledge about Universal Design Principles, which addresses all disabilities, may not be fully incorporated into new design initiatives.

Initiative: A line item for accessibility review by a universal design consultant will be added to the standard Total Project Cost table used in all capital projects. A paragraph will also be included in future Project Planning Reports that speaks to the timeliness of this review.

Responsibility: Campus and Facilities Planning

Timeline: September 1, 2006 - August 31, 2007

A4NS Wait Times at Elevators

Barrier: Retrofitted elevators and lifts often require a range of methods of access (i.e. keys, codes, and a second person to operate). These contribute to inconsistent access, lengthy waiting times and dependence on the availability of assistance.

Initiative: Building on the work done on this initiative over the past two years, recommendations will be explored, in consultation with property managers and specific Faculties and Departments, that will reduce wait times at elevating devices.

Responsibility: Manager, Design and Engineering

Timeline: September 1, 2006 - August 31, 2007

A5N Handrails in Classrooms

Barrier: People with limited mobility sometimes have difficulty climbing the steps between tiers of seating in the University's classrooms.

Initiative: Examine the feasibility, on the St. George and UTSC campuses, of installing handrails along those aisles in tiered classrooms that are next to a wall.

Responsibility: Office of Space Management and AccessAbility Services, UTSC

Timeline: September 1, 2006 - August 31, 2007

A6N Audio Signals at Crosswalks

Barrier: People with limited vision are at risk at road crossings.

Initiative:

- (a) Survey the major pedestrian crossings on the St. George and UTSC campuses (there are no such crossings at UTM);
- (b) Identify those which have audio signals and determine exactly what these signals comprise to see if they are consistent;
- (c) Identify other crossings where audio signals would be effective, and work with the City to improve these crossings.

Responsibility: Campus and Facilities Planning

Timeline: September 1, 2006 – (to be completed as soon as practicable)

A7N Share the Path

Barrier: Pedestrians are at risk on pathways when these pathways are also used as vehicular routes by bicyclists, roller bladers and skateboarders.

Initiative: Explore possibilities to make pedestrian routes free from bicycles, roller blades and skateboards. Work with the City and their Share the Path initiative.

Responsibility: Campus and Facilities Planning

Timeline: September 1, 2006 – (to be completed as soon as practicable)

A8N Identifying Accessible Rooms, Washrooms, Routes

(a) Accessible Rooms at UTM and UTSC

- Barrier:** Neither UTM nor UTSC currently list accessible rooms.
- Initiative:** UTSC and UTM will survey their buildings to determine a list of accessible rooms on their campuses and will put this information on room bookings.
- Responsibility:** AccessAbility Resource Centre, UTM and AccessAbility Services, UTSC
- Timeline:** September 1, 2006 - August 31, 2007

(b) Accessible Routes

- Barrier:** While accessible building entrances are identified on the campus map, accessible routes to these building entrances are not.
- Initiative:** A survey will be conducted of the major pedestrian routes on each campus, starting with St George, to identify those that are accessible. Steps will be identified that would enable inaccessible routes to be made accessible (where feasible).
- Strategies will be explored that would enable the end product (a map) to be easily updated as conditions on campus change so that the information remains accurate and reliable.
- Responsibility:** Campus and Facilities Planning
- Timeline:** September 1, 2006 - August 31, 2007

(c) Accessible Washrooms

- Barrier:** The location of accessible washrooms is not easily available.
- Initiative:** We will explore the use of interactive maps and signage of the St. George campus that will indicate accessible washrooms and entrances.
- Responsibility:** Facilities and Services
- Timeline:** September 1, 2006 - August 31, 2007

A9N Identify Barriers in Physical Environments

Barrier: Faculty and staff are often inexperienced at identifying barriers in physical environments. If able to identify such barriers, they could anticipate and/or respond more quickly to issues and concerns raised by students, or by other faculty and staff.

Initiative: (a) A presentation will be made by a specialist in accessibility issues to faculty members and other staff on how to conduct an accessibility audit. Information on how to access the University's resources for staff and faculty with disabilities will be provided.

Responsibility: Office of Health and Well-being Programs and Services and Staff Development Centre

Timeline: September 1, 2006 - August 31, 2007

Initiative: (b) Accessibility audit training was identified as a priority for technical staff whose jobs deal with space and structures. Based on the success of last year's initiative, workshops for Property Management, Design and Engineering and Planning personnel will be held every 5 years.

Responsibility: Campus and Facilities Planning

Timeline: September 1, 2010 - August 31, 2011

B. ACCESS TO/DELIVERY OF ACADEMIC PROGRAMS

B1NS Implementing Purchasing Guidelines

Barrier: Inaccessible technology is purchased even though a more accessible choice may be available.

Initiative: Discussions within the Association of Computer Services Directors of Ontario (ACDC) to ascertain the feasibility of an Ontario-wide purchasing consortium for software will continue.

Responsibility: Director, Strategic Computing

Timeline: September 1, 2006 - August 31, 2007

B2NS Accessible Workstations

Barrier: There are not enough publicly accessible workstations or computer labs with adaptive technology software to meet the needs of students with disabilities.

Initiative: (a) Survey campus computer facilities in all colleges, faculties, libraries and Departments to determine what adaptive technologies are available on their computer systems; Disseminate survey results via web-based resources such as the Student Portal project and Accessibility Services.

(b) The University recently received \$95,000 from MTCU to offer an orientation program for first year students with learning disabilities. Some \$40,000 of this funding was used to purchase a range of adaptive software. Discussions will now take place with the managers of computer labs across the campuses to identify optimal locations to place this software.

Responsibility: Coordinator, Adaptive Technology Resource Centre

Timeline: September 1, 2006 - August 31, 2007

B3NS Alternative Formats for Course Materials

Barrier: Alternative formats for scanned course materials are not shared by the offices for students with a disability on the three campuses.

Initiative: Investigate methods of identifying previously scanned materials across the three campuses of the University of Toronto;
Establish a centralized repository of scanned documents;
Establish the procedures required to ensure students' eligibility to access these materials in accordance with copyright legislation.

Responsibility: Library Access & Information Services and Co-ordinator, Adaptive Technology Resource Centre

Timeline: September 1, 2006 - August 31, 2007

B4NS Access to Wireless Technology

Barrier: Some students with disabilities who have wireless laptops that are equipped with accessible technology do not need accessible workstations. However, students thus equipped are unable to print directly from their laptops without the use of removable technology such as a floppy disc, USB drives, or zip disc. Moreover, stations are not available for printing. At present, the technology to enable direct printing is unavailable. This interface does not exist.

Initiative: Re-evaluate the Pharos solution as soon as the new version becomes available in June 2006 and to have a wireless printing service in the Robarts Library in

October 2006. Following the resolution of any emerging problems the service will be extended to 8 other library locations.

Responsibility: Director, Information Commons

Timeline: September 1, 2006 - August 31, 2007

B5NS Increasing Adoption of Instructional Design Principles

Barrier: Inconsistent awareness among faculty and Teaching Assistants of the principles of Universal Instructional Design has the potential to affect the achievement of equitable and constructive alignment of curricula, including course syllabi, lectures, tutorials/labs, teaching methodologies, assessment methods, the effective use of academic support programs and ultimately the achievement of course goals, objectives and measurable learning outcomes.

Initiative: (a) To enhance the incorporation of instructional design principles into instruction, the Office of Teaching Advancement, Teaching and Learning Services (UTSC) and the Academic Skills Centre (UTM) will continue to integrate these principles into their range of professional development offerings. For example, sessions on syllabus design and the creation of teaching portfolios will offer present and future faculty different strategies of incorporating instructional design principles into their teaching.

Teaching and Learning Services together with AccessAbility Services at UTSC and the Academic Skills Centre at UTM will present tailored workshops by request, incorporating Universal Instructional Design (UID) principles and materials, for faculty across the University of Toronto.

Responsibility: Teaching and Learning Services (UTSC); Academic Skills Centre (UTM); AccessAbility Services, UTSC

Timeline: September 1, 2006 - August 31, 2007

Initiative: (b) To facilitate the adoption of best practices, Teaching and Learning Services in collaboration with AccessAbility Services, UTSC will develop UID booklet Part II (Case Studies) for future consideration. One such case study will be a first year core curriculum course in the biology program at UTM.

Responsibility: Faculty Member (UTM) and Academic Skills Centre, UTM; Teaching and Learning Services and AccessAbility Services, UTSC

Timeline: September 1, 2006 - August 31, 2007

C. AWARENESS/EDUCATION/PROFESSIONAL DEVELOPMENT

C1N Awareness of Principles of Universal Instructional Design

Barrier: Awareness of the principles of University Instructional Design among faculty, stipendiary instructors and Teaching Assistants is not universal.

Initiative: The Office of Teaching Advancement will ensure that all workshops and seminars offered through Teaching Advancement will conform to universal instructional design principles and will serve as a model for those who are attending the courses.

Responsibility: Office of Teaching Advancement

Timeline: September 1, 2006 - August 31, 2007

C2N Raising General Awareness re Disability Issues

Barrier: Varying levels of awareness regarding disability issues among members of the University community leads to uneven responses to identified needs.

Initiative: (a) In collaboration with academics whose area of scholarship falls within the broadly defined field of Disability Studies, the Office of Health and Well Being Programs and Services will initiate the development of strategies for public awareness campaigns for attitudinal change. It will also incorporate the ideas and views of members of our community who self identify as having a disability.

Responsibility: Office of the Vice-President, Human Resources and Equity; Office of Health and Well-being Programs and Services

Timeline: September 1, 2006 - August 31, 2007

Initiative: (b) Building upon initiative 7.1, enhance the dissemination of educational materials to academic administrators, managers and employees.

Responsibility: Office of Health and Well-being Programs and Services

Timeline: September 1, 2006 - August 31, 2007

Initiative: (c) No comprehensive body of information currently exists regarding staff/faculty disability concerns. A working group will develop a process for obtaining such information.

Responsibility: Office of the Vice-President, Human Resources and Equity

Timeline: 1 September 2006 - 31 August 2007

C3N Physical Accessibility Orientation for Students, Faculty and Staff

Barrier: New students, faculty and staff are frequently unfamiliar with the physical constraints faced by persons with a disability and what accommodation is available to them at the University of Toronto.

Initiative: Working collaboratively, staff within Student Affairs, Health and Well-being Programs and Services and Human Resources Divisional Offices will identify ways to ensure information on potential physical environment constraints and appropriate accommodations are built into the orientation programs available to new students, faculty and staff.

Responsibility: Office of Student Affairs; Office of the Vice-President, Human Resources & Equity

Timeline: September 1, 2006 - August 31, 2007

C4N Accessibility Education Directed to Students and Student Life Professionals

Barrier: Although many students are in the forefront of disability activism, people with disabilities continue to encounter negative attitudes within the student population as they do in the community at large.

Initiative: (a) Provide accessibility education training sessions on an annual basis to Hart House Clubs and Committees.

Responsibility: Warden, Hart House

Timeline: September 01, 2006 – August 31, 2007

Initiative: (b) Develop a “Train the Trainers” program, through which students and student life professionals can be trained to provide accessibility education workshops. Develop links with other groups’ student life professionals conducting equity and sensitivity training to identify models and best practices for the inclusion of values of accessibility in training curricula.

Responsibility: Warden, Hart House; Access Centre

Timeline: September 01, 2006 - August 31, 2007

C5N General Awareness of Mental Health Difficulties on the Campus

Barrier: Students, Faculty and Staff, like the general population, lack awareness of mental health issues.

Initiative: (a) Increase awareness of resources available for dealing with mental health difficulties, such as the Inventory of Mental Health Services prepared for 2005-06 (updated as necessary). This Resource List will be presented as a sample of available services and not as a comprehensive listing. It will be posted on appropriate websites.

Responsibility: Accessibility Services, St. George campus; Office of Health and Well-being Programs and Services; Career Centre, St. George

Timeline: September 1, 2006 - December 31, 2007

Initiative: (b) Run a story about mental health on campus in The Bulletin just prior to National Mental Health Week which will be in May, 2007. The story from The Bulletin will then be highlighted on the University's Home Page with a link to the Resource List, during Mental Health Week in May, 2007.

Responsibility: Department of Occupational Therapy; Faculty of Medicine; Department of Public Affairs

Timeline: May 2007

C6N Building a Community of Students with Disabilities

Barrier: Despite ongoing work, many students with disabilities who choose not to self-identify remain unaware of the extra and co-curricular services available on the St. George campus for students with disabilities. This serves to hamper the development of a strong social community.

Initiative: (a) In order to promote the services of the Access Centre and to expand its membership and user base among undergraduate, professional and graduate students, a network consisting of the Registrars' and Student Affairs/Student Services offices from among the faculties and colleges of the University will be developed. This network will assist the student run Access Centre in advertising the non-academic services available for students with disabilities, as well as relevant disability community events internal and external to the University of Toronto, and

Initiative: (b) A pilot project to include information about the Access Centre in registration information for newly admitted students in the Faculty of Medicine will be undertaken.

Responsibility: Student Affairs Office, Faculty of Medicine, in conjunction with the Access Centre

Timeline: September 01, 2006 - August 31, 2007

Initiative: (c) Develop and run a regular movie night/speaker's series as a pilot community building initiative.

Responsibility: Hart House; Access Centre

Timeline: September 01, 2006 - August 31, 2007

Initiative: (d)
(i) Conduct an audit of the current mechanisms by which relevant events and activities are publicized to students with disabilities across all three campuses.
(ii) Ensure that all disability-related events are advertised on all three campuses of the University of Toronto.

Responsibility: Accessibility Services, St. George campus; Access Centre

Participants: AccessAbility Resource Centre, UTM; AccessAbility Services, UTSC

Timeline: September 01, 2006 - August 31, 2007

C7N Brochure Outlining the Rights and Responsibilities of the Student in Regard to Disclosure of a Disability

Barrier: Lack of awareness among faculty and staff regarding the rights and responsibilities of the student in regard to disclosure of a disability causes stress for students.

Initiative: Develop a brochure outlining the student's rights and responsibilities regarding disclosure of a disability.

Responsibility: Accessibility Services, St. George campus; AccessAbility Resource Centre, UTM; AccessAbility Services, UTSC

Timeline: September 1, 2006 - August 31, 2007

C8N Dealing with Mental Health Issues

Barrier: Faculty and Staff often lack awareness, knowledge and skills for dealing with mental health issues for themselves, for colleagues and/or for students.

Initiative:

- (a) Develop a series of focus groups to raise the issues;
- (b) Involve experts within and external to the University (e.g. FSEAP) to provide advice on ways to address the issues;
- (c) If feasible within the one year timeline, develop a range of pilot programs.

Responsibility: Office of the Vice-President, Human Resources and Equity; Office of Health and Well-being Programs and Services; Vice-Provost, Academic; Student Crisis Response Program; University College Faculty Member.

Timeline: September 1, 2006 - August 31, 2007

D. Accommodations/Services for Persons with Disabilities

**D1N Funding for Extra and Co-curriculum
Accommodation for Students with Disabilities**

Barrier: Most funding available to students with a disability is for academic accommodations. Little is available in the way of support for activities outside the classroom.

Initiative: Conduct research into currently available avenues of funding for the provision of accessibility accommodations at student-organized campus events and activities. Research results would be published on a website and be accessible to student groups, for their reference.

Responsibility: Warden, Hart House, in collaboration with the Access Centre.

Timeline: September 01, 2006 - August 31, 2007

D2NS Part-Time Faculty Appointments

Barrier: The existing policy on Part-Time Appointments, negotiated between the University and University of Toronto Faculty Association (UTFA), does not afford tenure to those who have part-time appointments unless the faculty member was a full-

time tenured faculty member who converted to a part-time commitment. For all other part-time faculty, those in the lecturer stream, and those who entered the professorial stream on a part-time basis, three-year contracts, renewable upon review, are the maximum available. This structure could make it less attractive for some persons with disabilities to pursue an academic career, and, for those existing academics that have or develop ongoing disabilities that prevent them from working full time, it may place them at a disadvantage in terms of job security and career progression.

Initiative The University and the UTFA will continue to explore the implications of alternative forms of accommodation within this complex and legal context.

Responsibility: Office of the Vice-President, Human Resources and Equity; Office of the Vice-President and Provost; University of Toronto Faculty Association

Timeline: 1 September 2006 - 31 August 2007

D3N Disability Accommodation for Faculty and Librarians

Barrier: Many faculty members and librarians are unaware of their right to have accommodation of a disability or prefer not to disclose the disability. This is especially so when the disability involves mental health issues or when the faculty members and librarians are in their probationary period. For such candidates, failure to seek accommodation of a disability can significantly reduce their opportunity to achieve the University's expectations for tenure, continuing status or permanent status.

Initiative: A general distribution newsletter will be produced explaining the following:

1. What constitutes a disability according to the Ontario Human Rights Code (OHRC);
2. The employer's duty to accommodate a disability;
3. The mechanism at the University of Toronto by which accommodation can be arranged;
4. How the University of Toronto Faculty Association works with the individual and the Office of Health and Well-being, Programs and Services to arrange and monitor the accommodation, and;
5. The level of confidentiality associated with the procedure.

Responsibility: Office of Health and Well-being Programs and Services; Vice-Provost, Academic; and University of Toronto Faculty Association

Timeline: September 1, 2006 - December 31, 2007

D4N Career Development for Students with Disabilities

Barrier: Lack of viable career opportunities for students with disabilities is a significant barrier to the transition of these students into the workforce and beyond the first (Bachelor's) degree.

Initiative:

- (a) Develop and conduct a survey of students with disabilities to generate ideas as to what career development programs and services would best meet their needs.
- (b) Utilize the data collected from this consultation to organize and run a career event in a safe and interactive environment for students with disabilities.

Responsibility: Career Centre, St. George campus

Participants: Accessibility Services, St. George campus; AccessAbility Resource Centre, UTM; AccessAbility Services, UTSC; Access Centre

Timeline: September 01, 2006 - August 31, 2007

D5N Building a Community for Students with Disabilities

Barrier: Students with disabilities often lack access to volunteer support for non-academic accommodations.

Initiative: A pilot project, whereby undergraduate medical students would serve as a volunteer pool for the provision of non-personal care support to students with disabilities, will be undertaken.

Responsibility: Student Affairs Office, Faculty of Medicine, in conjunction with the Access Centre

Timeline: September 01, 2006 - August 31, 2007

Chapter IV

IMPLEMENTATION OF THE ACCESSIBILITY PLAN, 2006-2007

Passage through Governance

The University of Toronto Accessibility Plan, developed in response to the Ontarians with Disabilities Act, will be considered at three levels in governance. The Planning and Budget Committee, the body with lead responsibility for planning matters, will consider the Plan in detail and make its recommendations to the Academic Board. In turn, the Board will consider the Committee's advice and make its recommendation to the Governing Council, the final decision-making body of the University of Toronto.

Communicating the Plan

The University of Toronto's Accessibility Plan 2006-2007, once approved, will be circulated by a variety of ways including a link on the University of Toronto homepage (<http://www.utoronto.ca>). The Plan will be available in a range of formats, thereby facilitating distribution and communication more widely for both internal and external communities.

Monitoring the Plan

The University of Toronto is committed to ensuring that the University of Toronto's Accessibility Plan 2006-2007 is reviewed and monitored regularly. The Accessibility Planning Committee will continue to meet throughout the year to review and monitor ongoing initiatives related to disability and accessibility. Offices responsible for taking the lead on specific initiatives in the 2006-07 Plan will be asked to provide regular updates on their progress to the Office of the Vice President, Human Resources & Equity. University community members will be invited to participate in the process of consultation/monitoring and are welcome to provide additional input into the development of priorities for future Accessibility Plans.

Dispute Resolution

The ODA legislation does not require the University to develop a complaint procedure solely for disability issues. Members of the University community have access to a number of routes – via academic and administrative policies and collective agreements – to raise questions and concerns about the University's response to matters associated with disability issues. Such routes include both informal and formal mechanisms, for example, grievances, academic appeals, ombudsperson complaints, complaints before the Human Rights Commission. Our strong preference, however, is for problems to be

raised at an early stage so that issues may be resolved where possible, using informal dispute resolution rather than protracted and adversarial litigation.

The University believes that the best approach is to continue to use the wide variety of practical and informal/formal approaches that currently exist to resolve disability issues. Notwithstanding, the University proposes to review the effectiveness of existing dispute resolution processes during the coming year and to develop a proposal for new or additional mechanisms if the review suggests that such a change is advisable.

Next steps and Future Considerations

The University of Toronto's Ontarians with Disabilities Act Accessibility Plan 2006-2007 reports on the progress of the initiatives taken by the University from September 1, 2005 – August 31, 2006, with the goal of identifying, removing and preventing barriers to people with disabilities. Furthermore, it identifies the barriers and corresponding initiatives to be addressed in the fifth year and reflects the ongoing commitment of the University of Toronto to become a more accessible and equitable environment.

In this current plan we have attempted to present the various initiatives within broad categories – the Built Environment; Academic Program Issues; Awareness, Education and Professional Development Programs; and, Accommodations/Services for Persons with Disabilities. A key goal is to ensure that programs/services etc. become part of the overall fabric of the Institution. Another goal is to be mindful of the intersectionality of disability with other equity issues such that we take account of the complexity of the problems we are committed to addressing.

BIBLIOGRAPHY

Building Momentum. AODA Forum: Building Momentum for an Accessible Ontario.
Toronto, March 2006

Disability in Canada: A 2001 Profile. Government of Canada, Human Resources
Development Canada, December 2003

“Enforceable Standards Key to Making Ontario Accessible”. June 13, 2006
(<http://www.mcass.gov.on.ca/JCFC/enlnewsRoom/backgrounders/060613.htm>6/19/2006)

“Exploring Equity: A Conversation with Angela Hildyard” in The Bulletin. August 2,
2006. (<http://www.news.utoronto.ca/bin6/thoughts/060123-1999.asp>)

“Giving People with Disabilities More Opportunities with New, Enforceable,
Accessibility Standards”. News release. June 13, 2006

“Increased Support for Students with Disabilities at Ontario’s Colleges and Universities”.
News release. May 29, 2006
http://ogov.newswire.ca/ontario/GPOE/2006/05/29/c8129.html?lmatch=&lang=_e.html

Moore, Oliver “Sign Language Put on Par with English and French” in Globe and Mail.
August 22, 2006. p.1.

“Opening more Doors for Ontarians with Disabilities: McGuinty Government
Developing New Accessibility Standards”. News release. June 13, 2006
<http://www.mcass.gov.on.ca:80/CFCS/enlnewsRoom/newsReleases/060613.htm>
6/19/2006

Pathway to Prosperity: What We Heard. A Report on Province Wide Consultations and
Research. Winter 2006. p. 28.

“Removing Barriers for People with Disabilities Helps Open Doors to New Customers”.
News release May 31, 2006 Ministry of Community and Social
Service.<http://www.mcass.gov.on.ca/CFCS/en/newsRoom/newsReleases/060531.htm>

Stengle, Jamie “Hand-held Device Allows Blind to “Read” on Their Own” in The
Toronto Star, Monday June 26, 2006. p.A2.

Thring, Mary Alice “Societal Impacts of Disability Examined: OISE/UT Takes
Leadership Role” in “Stepping UP” Leading Change. October 28, 2005
(<http://www.steppingup.utoronto.ca/bin/001748.asp>)

University of Toronto *Academic Plan “Stepping UP”*
http://www.provost.utoronto.ca/scripts/index_.asp?action=31&U_ID=0&N_ID=6&P_ID=2497

“Watson Wyatt Forecasts Top 10 World Trends in 2006.”
<http://www.watsonwyatt.com/canada-english/news/press.asp?ID=15551>

<http://www.utoronto.ca/equitystudies/downloads/course-descriptions-2005-06.doc>) –
Equity Studies

<http://www.utoronto.ca/iwsgs/GWS/overview.html>- Institute for Women’s Studies and
Gender Studies

<http://www.news.utoronto.ca/bin6/thoughts/060123-1999.asp>

Yang, Sarah “Poverty Major Risk Factor for Disability, says U of T researcher
Research reported in New England Journal of Medicine.” in *News at UofT* August 17,
2006

University of Toronto Specific Policies

Access to Information and Protection of Privacy (March 9, 1995)
<http://www.utoronto.ca/govcncl/pap/policies/access.html>

Code of Behaviour on Academic Matters
<http://www.utoronto.ca/govcncl/pap/policies/behaveac.pdf>

Employment Equity Policy

<http://www.utoronto.ca/govcncl/pap/policies/emequity.pdf>

Policies and Procedures: Sexual Harassment
<http://www.utoronto.ca/govcncl/pap/policies/sexual.pdf>

Statement on Accommodation in Employment for Persons with Disabilities
<http://www.utoronto.ca/safety/Policies/accomod.htm>

Statement of Commitment Regarding Persons with Disabilities (November 1, 2004)
<http://www.utoronto.ca/govcncl/pap/policies/disabled.html>

Statement on Human Rights (June 25, 1992)
<http://www.utoronto.ca/govcncl/pap/policies/hrights.html>

<http://www.utoronto.ca/govcncl/pap/policies/hrights.pdf>

Statement of Institutional Purpose

<http://www.utoronto.ca/govcncl/pap/policies/mission.pdf>

Statement on Prohibited Discrimination and Discriminatory Harassment (March 31, 1994): <http://www.utoronto.ca/govcncl/pap/policies/harass.html>

Statement on Protection of Freedom of Speech

<http://www.utoronto.ca/govcncl/pap/policies/frspeech.pdf>

The Equity Infrastructure Review:

<http://www.utoronto.ca/hrhome/vphr/vpreport.htm>

Ontario Government

Ontario Human Rights Code

<http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/9\>

Ontarians with Disabilities Act (2001)

<http://www.mcass.gov.on.ca/accessibility/index.html>

Accessibility for Ontarians with Disabilities Act, (AODA, 2005)

http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/05a11_e.htm

1. Accessibility Planning

http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/planning/planning_information.htm

http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/what/AODA_200.htm

http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/planning/planning_information.htm

<http://www.mcass.gov.on.ca/accessibility/en/information/schools/colleges.htm>

2. Accessibility Standards Advisory Council of Ontario

http://www.mcass.gov.on.ca/accessibility/en/main/advisory_standards_council.htm)

http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/what/about_ASAC.htm

3. Accessibility Directorate of Ontario

http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/what/about_ado.htm

4. Accessibility Standards Development Committees

<http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/what/SDCommittee.htm>

Council for Ontario Universities

The Ontarians with Disabilities Act, 2001

Guidelines for the University Sector

Prepared by the COU Working Group on the Ontarians with Disabilities Act

<http://www.cou.on.ca/content/objects/DisabilitiesActGuidelines.pdf>

Memorandum. Ministry Accessibility Planning under the Ontarians with Disabilities Act, 2001- Year Three (2005-2006). Director, Accessibility Directorate of Ontario. September 2, 2005

LIST OF APPENDICES

APPENDIX	A:	The Legislative, Administrative and Definitional Context of Ontarians with Disabilities Act
APPENDIX	B:	Accessibility Planning Committee, 2006-2007
APPENDIX	C:	Accessibility Co-ordinating Committee, 2006-2007
APPENDIX	D:	List of Sub-Committee Members
APPENDIX	E:	Student Managed Initiatives
APPENDIX	F:	Glossary of Abbreviations

APPENDIX A

The Legislative, Administrative and Definitional Context of Ontarians with Disabilities Act

Legislation

The Ontarians with Disabilities Act, 2001

The Ontarians with Disabilities Act, 2001 (ODA) received Royal Assent on December 14, 2001 (http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/01o32_e.htm). The purpose of the Act is to improve opportunities for persons with disabilities and to provide for their involvement in the identification, removal and prevention of barriers that preclude their full participation in society. According to Minister Madeleine Meilleur, Minister Responsible for Ontarians with Disabilities, “Ontario’s prosperity lies in its people; when all of our citizens can reach their full potential, our whole province benefits.” (<http://www.mcass.gov.on.ca/CFCS/en/newsRoom/newsReleases/060531.htm>)

The Act requires institutions within the broad public sector to review their policies, programs and services as they impact upon persons with disabilities, and to develop accessibility plans that are intended to address existing barriers and prevent new barriers from being established. A key premise of the Ontarians with Disabilities Act is that improving accessibility is a shared and collaborative responsibility among the provincial government, municipal governments, and key institutions in the broader public sector, including universities. Each Ontario University is, therefore, required to develop annual accessibility plans as part of the annual planning process, and to file the 2006-2007 Accessibility Plan by September 30, 2006 (Section 15 of Act – (<http://www.mcass.gov.on.ca/accessibility/en/ontario/act2001.htm#15>) and (<http://www.mcass.gov.on.ca/accessibility/en/information/schools/colleges.htm>) and (<http://www.cou.on.ca/content/objects/DisabilitiesActGuidelines.pdf>))

In accordance with the Ontario Disabilities Act, the University of Toronto’s Accessibility Plan identifies various barriers and outlines a process for their eventual removal. It is important to note that in identifying the barriers the University has not attempted to provide explanations for the historical existence of the barriers, or to identify legal considerations that may apply. That is not the purpose of the Accessibility Plan.

Instead, the University of Toronto has concentrated on a good faith effort to engage in a critical self-assessment that identifies issues that might limit members of our community with disabilities from full participation in university life. Some of the barriers will require a significant time to remove, and some may require significant funds, and the involvement of many members of the University community. The success in reaching the annual goals for these initiatives will be a component of the review contained in its 2006-2007 Accessibility Plan, and so on from year to year.

The responsibility for the development of the Accessibility Plan at the University of Toronto belongs to the Vice-President, Human Resources and Equity, who subsequently established a broadly representative Accessibility Planning Committee (Appendix B). Members of this Committee included students, staff, faculty and an alumna, representing a range of stakeholders and constituencies. The Committee included a number of persons with disabilities – some visible and some not. Several members of the Committee were selected because of their professional expertise in relevant areas (for example, information technology, instructional design, architecture); others for their professional knowledge of disability and accommodation issues. This Plan is a result of their efforts.

Recent Provincial Legislative Changes

The Accessibility for Ontarians with Disabilities Act, 2005

On June 13, 2005, the Accessibility for Ontarians with Disabilities Act, 2005 (AODA 2005) received Royal Assent and is now law (http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/05a11_e.htm).

The purpose of the Act is:

1. To achieve accessibility for Ontarians with disabilities by developing, implementing and enforcing accessibility standards respecting goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025.
2. To provide for the involvement of persons with disabilities, of the Government of Ontario and of representatives of industries and of various sectors of the economy in the development of the accessibility standards.

A comprehensive review of the Act will occur in the fourth year, and every three years after that.

While the government is moving forward to implement the new legislation, there will be a transition period during which government and parts of the public sector organizations that include Ontario universities, will continue to have planning and other obligations under the Ontarians with Disabilities Act, 2001 (ODA). These obligations will remain in effect until they are repealed and replaced by standards under the new act.

In accordance with its strong compliance and enforcement component, the new Act will necessitate:

1. Provision of annual accessibility reports, including signed certification statement, and reports to be made available to public,

2. Possible incentives to encourage compliance beyond minimum requirements,
3. Administrative penalties for non-compliance (false reporting, failure to comply with order),
4. Appeal system established with a tribunal.

(Building Momentum, 2006)

Inspectors will be appointed within a reasonable time after the standard is enacted as a regulation.

On June 13, 2006 the McGuinty government announced a commitment of nearly \$276 million in new funding “to strengthen community supports for adults with a developmental disability.” Moreover, it plans to invest \$11 million in interpreter and intervenor services for the deaf and provide \$28.2 million to universities and colleges for services for students with disabilities.

The \$28.2 million included an additional \$2.6 million to support pilot projects and provide additional funding to the offices for students with disabilities at each institution. The additional funding is part of the government's plan to invest \$10.2 million in 2005-06, rising to \$55 million in 2009-10. This amount is intended to help post-secondary institutions deliver programs that improve access to post-secondary opportunity for persons with disabilities and other groups.

(Building Momentum, 2006)

Accessibility Standards Advisory Council of Ontario (ASAC)

(http://www.mcass.gov.on.ca/accessibility/en/main/advisory_standards_council.htm)

(http://www.mcass.gov.on.ca/accessibility/en/main/Std_Adv_Council.htm)

Under the Chairmanship of David Onley, this recently appointed Council is composed mainly of persons with disabilities for a 2-3 year term. The Council's mandate is to advise the Minister on:

- the progress made by the Standards Development Committees in the development of proposed standards;
- accessibility reports; and,
- public information programs and other matters

Standards Development Committees (SDC)

(http://www.mcass.gov.on.ca/accessibility/en/main/Std_Dev_Community.htm)

The Standards Development Committees will develop the proposed standards. These Committees will be mainly composed of persons with disabilities or their representatives, ministries, impacted industries/organizations, various sectors of the economy with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises.

They will:

- address the full range of disabilities both visible and non-visible, including, physical, sensory, hearing, mental health, developmental and learning;
- set out the measures, policies, practices and other steps needed to remove and prevent barriers for people with disabilities;
- be mandatory for both private and public sectors; and
- include time periods for implementing accessibility requirements in stages of five years or less

Areas likely to be covered are:

- accessible buses;
- safe pedestrians routes into buildings;
- automatic doors at entrances;
- lower counter heights at cash registers;
- large-print menus;
- accessible washroom facilities;
- staff training in serving customers with learning disabilities;
- and adaptive technology in the workplace.

There are 2 categories of standards:

1. Common standards (apply broadly to all persons and organizations in Ontario and may address barriers common to all sectors. (Customer service, built environment, employment, information and commutations);
2. Sector-specific standards (address accessibility requirements that may be unique to a particular sector, and are not covered by common standards (e.g. transportation)

At present, the Standard Development Committees for customer service and transportation have been established. They will develop standards for submission to the Minister in the summer of 2006 and for public review by the fall of 2006. The information and communications standards development committees are to be announced in the fall of 2006, built environment in winter of 2007 and employment by spring of 2007. Proposed standards will be posted for public review and input at: (www.mcass.gov.on.ca/accessibility/index.html)

While it is not yet known what these standards will be, we have every expectation that our planning is entirely consistent with future directions. The first standards will be implemented no later than 5 years from the creation of the Standards Committee and reviewed every 5 years or earlier. (Building Momentum, 2006)

Accessibility Directorate of Ontario

(<http://www.mcass.gov.on.ca/accessibility/en/main/about.htm#directorate>)

The Accessibility Directorate of Ontario was established under the Ontarians with Disabilities Act, 2001 to manage the implementation of the ODA and to support and review the progress of organizations with legal obligations under the Act. As provincial legislative changes are enacted, the scope and content of the Directorate's work evolves accordingly.

As part of the Ministry of Community and Social Services, it supports the work of the Minister's Accessibility Standards Advisory Council and works in partnership with organizations, businesses and interested individuals to develop voluntary accessibility standards and provides public education and community-based accessibility programs to raise awareness and create a greater understanding of the need for accessibility and inclusion.

The Directorate provides ongoing outreach and support by sharing information, resources, best practices and connecting groups and interested individuals through a wide array of website links. Moreover, it supports the work to be done under the AODA in collaboration with other government ministries including:

1. Advising the Minister on the establishment and composition of the standards development committees,
2. Providing support to the committees with training and other material that may be used to prepare proposed standards,
3. Advising the Minister on the form and content of accessibility reports, the process for reviewing reports and methods of enforcing accessibility standards,
4. Consulting with people and organizations who have to prepare accessibility reports,

5. Supporting the Accessibility Standards Advisory Council of Ontario and consulting with it,
6. Conducting research and developing public education programs on the purpose and implementation of the AODA,
7. Consulting with organizations (school boards, colleges and universities trade associations and self-governing professions) on the provision of information and training respecting accessibility within these organizations,
8. Informing persons and organizations that may be subject to an accessibility standard at a future date of preliminary measures, policies or practices they could implement before the accessibility standard comes into force,
9. Examining and reviewing standards and advising the Minister with respect to their implementation and effectiveness.

(Building Momentum, 2006)

Definitions of Disability and Barrier

For the purposes of this report, the University Accessibility Planning Committee followed the definitions of “disability” and “barrier” as identified in the Ontarians with Disabilities Act (2001)

(<http://www.mcass.gov.on.ca/accessibility/en/ontario/accessibleplanningguide.htm>)

The ODA adopts the broad definition for disability that is set out in the Ontario Human Rights Code.

“Disability” means:

5. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
6. a condition of mental impairment or a developmental disability,
7. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
8. a mental disorder, or

- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

“Barrier” means:

“anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an informational or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice”.

(http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/05a11_e.htm#BK2)
(Accessibility for Ontarians with Disabilities Act, 2005, Part 1, Section 2)

An example of each of the different kinds of barriers is shown below:

Barrier Type	Example
Physical	A door knob that can not be operated by a person with limited upper-body mobility and strength
Architectural	A hallway or door that is too narrow for a wheelchair or scooter
Informational	Typefaces that are too small to be read by a person with low-vision
Attitudinal	A receptionist who ignores a customer in a wheelchair
Communicational	A professor who talks loudly when addressing a deaf student
Technological	A paper tray on a laser printer that requires two strong hands to open
Policy/Practice	A practice of announcing important messages over an intercom that people with hearing impairments cannot hear clearly

(<http://www.mcass.gov.on.ca/accessibility/index.html>)

APPENDIX B

Accessibility Planning Committee, 2006-2007

Chair of Accessibility Planning Committee

Professor Angela Hildyard, Vice-President, Human Resources and Equity

Rona Abramovitch, Director, Transitional Year Program

Pam Albrecht, Disability Advisor, Accessibility Services, St. George

Diana Alli, Co-ordinator of Student Affairs, Faculty of Medicine

Patricia Ash, Manager of Health Services, UTM

Nouman Ashraf, Anti-Racism and Cultural Diversity Officer

Amy Baier, Programs Co-ordinator, Office of Teaching Advancement

Stephen Bailey, Director of Space Office Management

Ewen Chen, Department of Psychology and Life Sciences, Faculty of Arts and Science;
Student Member, Governing Council's Academic Board

Cleo Boyd, Director, Academic Skills Centre, UTM

Louis Charpentier, Secretary of the Governing Council

Lynda Collins, Manager, Human Resources, UTM

Dr. Louise Cowin, Director, Student Services and School-University Partnerships Office,
OISE

Nancy Dawe, Vice-President Internal, Graduate Students' Union

Teresa Dawson, Director, Teaching and Learning Services, UTSC

Tina Doyle, Manager, AccessAbility Services, UTSC

Mary Jane Dundas, Special Assistant to the Vice-President, Human Resources & Equity

Professor Judy Friedland, Faculty Emerita, Department of Occupational Therapy, Faculty of Medicine

Margaret Fung, Manager, Occupational Hygiene and Safety, Office of Environmental Health and Safety

Andrea Graham, Learning Disability Advisor, Accessibility Services, St. George

Pam Gravestock, Assistant Director, Office of Teaching Advancement (till May 9, 2006)

Connie Guberman, Status of Women Officer; Special Advisor on Equity Issues

Margaret Hancock, Warden, Hart House

Liz Hoffman, Assistant Dean, Co-Curricular Education, Faculty of Physical Education and Health

Henton Hung, Manager, Design Engineering, Capital Projects Department

Tanya Hyland, Disability Advisor, Accessibility Services

Julie McAlpine Jeffries, Employment Relations Legal Counsel

Rae Johnson, Co-ordinator, Student Crisis Response Program

Dr. Nancy Johnston, Writing Specialist, The Writing Centre, UTSC

Teresa Jose, Disability Advisor, AccessAbility Resource Centre, UTM

Shaila Kibria, Student, SAC Vice President, Equity

Sean Kearns, Co-Chair, Health and Safety, United Steel Workers of America (USWA) Local 1998; Multimedia Specialist, Office of Space Management

David Keeling, Bursar, Victoria College

Kevin Lee, LAN Administrator, Computing Services, UTM

Susan Lee, Co-ordinator, Accessibility, Equity and Diversity Programs, Faculty of Physical Education and Health

Myra Lefkowitz, Manager, Health and Well-being Programs and Services

Karen Lewis, Assistant Director, Administrative Services, Equity and Diversity, Faculty of Physical Education and Health

Ausma Malik, Vice-President, Equity, Students' Administrative Council (SAC), Local 98, Canadian Federation of Students (from May 1, 2006 replaced Shaila Kibria)

Laurie McArthur, Services Co-ordinator, Adaptive Technology Resource Centre; Faculty of Information Studies

Paul McCann, Assistant Dean and Director of Human Resources for the Faculty of Arts and Science, Office of the Dean, St George

Chris McGrath, Director of Residence, UTM

Professor Robert MacKay, Faculty, Sociology, University College

Elizabeth Martin, Manager, AccessAbility Resource Centre, UTM

Janice Martin, Manager, Accessibility Services, St. George

Laura Moll, Doctoral Candidate, Faculty of Nursing

Julia Munk, Co-ordinator, Access Centre

Jennifer Newcombe, Program Advisor, Hart House

Gary Nower, Director of Building Services

Rosie Parnass, Director, Staff Development Centre

Professor Amanda Peet, Faculty, Department of Physics, Faculty of Arts and Science

Jeff Peters, Student VP Internal, Association of Part-time Undergraduate Students

Professor Judith Poe, Faculty, Department of Chemistry, UTM; Vice-President, Grievances, University of Toronto Faculty Association (UTFA)

Professor Philip Poulos, Faculty, Engineering Computing Facilities, Faculty of Applied Science and Engineering

Caroline Rabbat, Community Safety Co-ordinator, St. George

Colleen Reid, Disability Advisor, AccessAbility Services, UTSC

Professor James Retallack, Faculty, Department of History, Faculty of Arts and Sciences; Joint Initiative in German and European Studies, Munk Centre for International Studies

Leo Rivera, Project Manager, Infrastructure and Facilities, UTM

Yvonne Rodney, Director of Career Centre

Shirley Roll, Architect/Facilities Planner, Space and Facilities Planning

Terry Rubenstein, Director of Financial Services and Information Technology, Faculty of Physical Education and Health

Margaret Shalma, Undergraduate Student, Faculty of Arts and Science; Chair, Students for Barrier Free Access; Chair, Access Centre

Dr. Dana Sheikh, ODA Project Co-ordinator

Ian Simmie, Student Life Coordinator- Student Affairs (Leadership Programs), Student Affairs, St. George

Shannon Simpson, Academic and Financial Aid Counsellor, First Nations House

Elizabeth Sisam, Assistant Vice-President, Space & Facilities Planning

Dr. Helen Slade, Co-ordinator, Student Retention Services, Crisis Response Programs, Office of Student Affairs, St. George

Becky Smith, Disability Adviser, St. George

Professor J.J. Berry Smith, Faculty, Human Biology Program and Department of Zoology; Vice Dean, Students, School of Graduate Studies

Maureen Somerville, Alumna; Member, Governing Council

Mahadeo Sukhai, Doctoral Candidate; Governor, Graduate Constituency II (Life and Physical Sciences)

David Sutherland, Manager, Workgroup Technology Support, Computing and Networking Services, St. George

Marilyn Van Norman, Director, Student Services

Ron Wener, Co-ordinator, Extern Program, Career Centre, St. George

David Wilson, Disability Accommodation Specialist, Accessibility Services, St. George

Janet Xavier, Manager of Building Operations in the Facilities Department, UTSC

APPENDIX C

The Accessibility Co-ordinating Committee, 2006-2007

Connie Guberman, Status of Women Officer; Special Advisor on Equity Issues

Myra Lefkowitz, Manager, Health and Well-being Programs and Services

Janice Martin, Manager, Accessibility Services, St. George

Dr. Dana Sheikh, ODA Project Co-ordinator

Mahadeo Sukhai, Doctoral Candidate; Governor, Graduate Constituency II (Life and Physical Sciences)

APPENDIX D

The Sub-committee Members

1. Attitudes Committee

Myra Lefkowitz, Manager, Health and Well-being Programs and Services (Chair)

Amy M. Baier, Programs Co-ordinator, Office of Teaching Advancement

Professor Judy Friedland, Faculty Emerita, Department of Occupational Therapy,
Faculty of Medicine

Liz Hoffman, Assistant Dean, Co-Curricular Education, Faculty of Physical Education
and Health

Teresa Jose, Disability Advisor, AccessAbility Resource Centre, UTM

Shaila Kibria, Student, SAC Vice President, Equity

Professor Robert MacKay, Faculty, Sociology, University College

Julia Munk, Co-ordinator, University of Toronto Access Center

Colleen Reid, Disability Advisor, AccessAbility Services, UTSC

Mahadeo Sukhai, Doctoral Candidate; Governor, Graduate Constituency II (Life and
Physical Sciences)

David Wilson, Disability Accommodation Specialist, Accessibility Services, St. George

2. Policy Committee

Louis Charpentier, Secretary of the Governing Council (Chair)

Julie McAlpine Jeffries, Employment Relations Legal Counsel

Tanya Hyland, Disability Advisor, Accessibility Services, Student Affairs

3. Physical Facilities Committee

Elizabeth Sisam, Assistant Vice-President, Space & Facilities Planning (Chair)

Pam Albrecht, Disability Advisor, Accessibility Services, St. George

Elizabeth Martin, Manager, AccessAbility Resource Centre, UTM

Laura Moll, Doctoral Candidate, Faculty of Nursing

Gary Nower, Director of Building Services
Colleen Reid, Disability Advisor, AccessAbility Services, UTSC
Leo Rivera, Project Manager, Infrastructure and Facilities, UTM
Shirley Roll, Architect, Facilities Planner, Space and Facilities Planning
Maureen Somerville, Alumna; Member, Governing Council
Janet Xavier, Manager of Building Operations in the Facilities Department, UTSC

4. Technology – Adaptive and Informational - Committee

Laurie McArthur, Services Co-ordinator, Adaptive Technology Resource Centre; Faculty of Information Studies (Co-Chair)
David Sutherland, Manager, Workgroup Technology Support, Computing and Networking Services, St. George (Co-Chair)

Kevin Lee, LAN Administrator, Computing Services, UTM
Professor Philip Poulos, Faculty, Engineering Computing Facilities, Faculty of Applied Science and Engineering
Mahadeo Sukhai, Doctoral Candidate; Governor, Graduate Constituency II (Life and Physical Sciences)
Terry Rubenstein, Director of Financial Services and Information Technology, Faculty of Physical Education and Health

5. Instructional Design Committee

Cleo Boyd, Director, Academic Skills Centre, UTM (Co-Chair)
Dr. Teresa Dawson, Director, Teaching and Learning Services, UTSC (Co-Chair till May 20, 2006)

Amy Baier, Programs Co-ordinator, Office of Teaching Advancement
Nancy Dawe, Vice-President Internal, Graduate Students' Union, Local 19, Canadian Federation of Students
Dr. Nancy Johnston, Writing Specialist, The Writing Centre, UTSC
Sean Kearns, Co-Chair, Health and Safety, United Steel Workers of America (USWA) Local 1998; Multimedia Specialist, Office of Space Management
Mahadeo Sukhai, Doctoral Candidate; Governor, Graduate Constituency II (Life and Physical Sciences)

6. Student Life/Student Experience Committee

Margaret Hancock, Warden, Hart House (Co-Chair)

Mahadeo Sukhai, Doctoral Candidate; Governor, Graduate Constituency II (Life and Physical Sciences) (Co-Chair)

Diana Alli, Co-ordinator of Student Affairs, Faculty of Medicine

Ewen Chen, Department of Psychology and Life Sciences, Faculty of Arts and Science; Student Member, Governing Council's Academic Board

Nancy Dawe, Vice-President Internal, Graduate Students' Union, Local 19, Canadian Federation of Students

Andrea Graham, Learning Disability Advisor, Accessibility Services, St. George

Shaila Kibria, Student, SAC Vice President, Equity (till May 1, 2006 replaced by Ausma Malik)

Susan Lee, Co-ordinator, Accessibility, Equity and Diversity Programs, Faculty of Physical Education and Health

Ausma Malik, Vice-President, Equity, Students' Administrative Council (SAC), Local 98, Canadian Federation of Students (from May 1, 2006 replaced Shaila Kibria)

Elizabeth Martin, Manager, AccessAbility Resource Centre, UTM

Paul McCann, Assistant Dean and Director of Human Resources for the Faculty of Arts and Science, Office of the Dean, St George

Chris McGrath, Acting Dean, Director of Residence, UTM

Julia Munk, Co-ordinator, Access Center

Jennifer Newcombe, Program Advisor, Hart House

Jeff Peters, Student VP Internal, Association of Part-time Undergraduate Students (APUS)

Colleen Reid, Disability Advisor, AccessAbility Services, UTSC

Yvonne Rodney, Director of Career Centre, St. George

Margaret Shalma, Undergraduate Student, Faculty of Arts and Science; Chair, Students for Barrier Free Access; Chair, Access Centre

Ian Simmie, Student Life Coordinator- Student Affairs (Leadership Programs), Student Affairs, St. George

7. Human Resources Committee

Mary Jane Dundas, Special Assistant to the Vice-President, Human Resources & Equity (Co-Chair)

Professor Judith Poe, Faculty, Department of Chemistry, UTM; Vice-President, Grievances, University of Toronto Faculty Association (UTFA) (Co-Chair)

Lynda Collins, Manager, Human Resources, UTM

Julie McAlpine Jeffries, Employment Relations Legal Counsel
Karen Lewis, Assistant Director, Administrative Services, Equity and Diversity, Faculty of Physical Education and Health
Professor James Retallack, Faculty, Department of History, Faculty of Arts and Sciences; Joint Initiative in German and European Studies, Munk Centre for International Studies

8. Mental Health Committee

Professor Judy Friedland, Faculty Emerita, Department of Occupational Therapy, Faculty of Medicine (Co-Chair)
Janice Martin, Manager, Accessibility Services, St. George (Co-Chair)

Patricia Ash, Manager of Health Services, UTM
Francesca Dobbin, Director, Family Care Office & Faculty Relocation Service, Koffler Student Services Centre, St. George
Tina Doyle, Manager, AccessAbility Services, UTSC
Rae Johnson, Co-ordinator, Student Crisis Response Program
Susan Lee, Co-ordinator, Accessibility, Equity and Diversity Programs, Faculty of Physical Education and Health
Elizabeth Martin, Manager, AccessAbility Resource Centre, UTM
Professor Robert MacKay, Faculty, Sociology, University College
Joanne Murray-Ormandy, Student, Sociology and Equity, Faculty of Arts and Science
Caroline Rabbat, Community Safety Co-ordinator, St. George
Dr. Dana Sheikh, ODA Project Co-ordinator
Shannon Simpson, Academic and Financial Aid Counsellor, First Nations House
Dr. Helen Slade, Co-ordinator, Student Retention Services, Crisis Response Programs, Office of Student Affairs, St. George
Becky Smith, Disability Adviser, St. George
Ron Wener, Co-ordinator, Extern Program, Career Centre, St. George

APPENDIX E

Student Managed Initiatives

1. Develop Awareness: Conference

Barrier: Students face a range of societal attitudinal barriers including stereotyping and prejudice.

Initiative: Breaking Down Barriers Conference in Fall, 2006

Responsibility: Access Centre

Timeline: September 1, 2006– August 31, 2007

2. Student-run Access Centre

Barrier: There remains a need to ensure that students with disabilities have safe spaces at the University of Toronto, and that the University has an office that can focus on non-academic (extracurricular and co-curricular) needs of the students with disabilities population.

Initiative: To review the operations of the Access Center, and develop recommendations for its long-term sustainability and integration within the University of Toronto Community, across all three campuses.

Responsibility: Hart House; New College; Students for Barrier-Free Access and the Access Centre; Student Affairs

Timeline: September 01, 2006 – August 31, 2007

APPENDIX F

Glossary of Abbreviations

ACDC	Association of Computer Services Directors of Ontario
ADO	Accessibility Directorate of Ontario
AODA	The Accessibility for Ontarians with Disabilities Act, 2005
APUS	Association of Part-time Undergraduate Students
ASAC	Accessibility Standards Advisory Council of Ontario
ATRC	Adaptive Technology Resource Centre (at the University of Toronto)
CNIB	Canadian National Institute for the Blind
CNS	The Computing and Networking Department (at the University of Toronto)
EHS	Office of Environmental Health and Safety
FSEAP	Family Services and Employee Assistance Program
ODA	The Ontarians with Disabilities Act, 2001
OTA	Office of Teaching Advancement (at the University of Toronto)
PDAD&C	University Principals, Deans, Academic Directors and Chairs
SAC	Students' Administrative Council
SARG	Services Ancillary Review Group
SCSU	The Scarborough Campus Students' Union
SDC	Staff Development Centre (at the University of Toronto)
SDC	Standards Development Committees

SGS	School of Graduate Studies
SNOW	Special Needs Opportunity Windows (at the University of Toronto)
TYP	Transitional Year Program
UDS	Universal Design Standards
UID	Universal Instructional Design
UTFA	University of Toronto Faculty Association
UTM	University of Toronto at Mississauga
UTSC	University of Toronto at Scarborough