



The University of Toronto ODA Report 2010-2011

Prepared in accordance with the
Ontarians with Disabilities Act (ODA), 2001

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Executive Summary

This Ontario Disability Act (ODA) Plan outlines our progress in 2010 and our goals regarding accessibility on all three campuses for 2011. During this past year we began to lay a foundation for the expected changes to provincial legislation which will impact accessibility. This report will speak to the changes in legislation in more detail as we begin to transition from the ODA to the Accessibility for Ontarians with Disabilities Act (AODA).

During the 2009-10 academic year 2,572 students registered with Accessibility Services at St. George, UTM, and UTSC combined. Since 2000 this number has increased by approximately 150%. Table 1, in the appendix of this report illustrates the steady increase in number of students registered with the services since 2000. Disabilities identified by the students included: learning disabilities, mental health needs, and mobility or low vision.¹

In 2009-10 175 staff or faculty requested accommodation through Health and Wellbeing Programs & Services. This number is an increase of 45% from last year's. Accommodations included return to work following long term disability or sick leave, ergonomic office equipment, fire prevention pagers, and flexible work arrangements.²

In 2005 the Ontario government passed the Accessibility for Ontarians with Disabilities Act (AODA), setting the goal of developing a fully accessible Province by 2025. The AODA applies to both the public and private sectors and includes five "standards". The first standard to become law was the Customer Service Standard. The University was required to comply with this standard by January 1, 2010. This report will provide further information regarding the Customer Service Standard and the commitments that the University of Toronto met.

¹ Accessibility Report for MTCU (St. George, UTM, UTSC)

² Human Resources and Equity Annual Report 2009-2010

Four (4) additional standards are expected to be presented throughout the next five (5) years in the areas of Information and Communications, Built Environment, Employment, and Transportation. The government has recently approved an integrated approach and we are expecting, as a result, the requirements for Transportation, Information and Communication, and Employment to be aligned in one regulation; the Built Environment standard, due to its complexity, will follow separately.

The Information Communication standard will focus on the removal of barriers in access to information through print, website, in person, or by other means. As this standard will have a large impact on the University, work to prepare for the implementation of the standard has already begun and will be outlined in this report.

The Employment standard will impact employment practices throughout the employment cycle. Within the Division of Human Resources and Equity work has begun to prepare for this standard and to be proactive in implementation.

The Transportation standard will likely impact our shuttle bus which operates between the Mississauga and St. George Campuses and any off site events which require transportation to and from the site.

The Built Environment standard is expected to address access into and within buildings and outdoor spaces. At the University of Toronto all new buildings currently follow universal design principles and as such are well on their way to meeting requirements under the proposed standard.

A key purpose of the annual ODA plan is to assist the University in developing a strategic approach to barrier removal and prevention, this report will present programs and initiatives which have been established over the past year leading to such goals.

Accessibility Planning Process

Subcommittees formed to assist in the implementation of the University's commitments to accessibility meet regularly throughout the year. Four subcommittees addressing issues related to the built environment, pedagogy, student life, and mental health guide the development of the accessibility plan. This year the committees began to take a different shape which is lending support to the implementation of the University's obligations under the Accessibility for Ontarians with Disabilities Act.

A larger group meets annually to review the ODA plan prior to it moving for information only to the Planning and Budget Committee. Many committee members identify as having a visible or invisible disability and bring with them expertise in the areas of teaching and learning, business operations, facilities and services, planning processes, legal affairs, equity, and health and wellness.

As in previous years Student's for Barrier Free Access met with the AODA officer to include their projects and commitments to accessibility in the appendix of this report.

Funding

No funds have been allocated by the Government of the Province of Ontario to assist in the implementation of the Accessibility for Ontarians with Disabilities Act. Targeted funding is available from the Ministry of Training, Colleges and Universities to the Accessibility offices at the University of Toronto. These offices specifically assist students with academic accommodations. This past year (2009-2010 academic year) the University received \$1,694,034 from the Accessibility Fund for Students with Disabilities and spent approximately \$ 2,922,584 across the three offices. Direct funding from the University to cover shortfalls was \$1,228,550³

All other initiatives to support accessibility across the University are financed through the relevant division and unit budgets. For example the Division of Human Resources and Equity allocated approximately \$360,000⁴ in direct costs for resources and staff time; the Office of Governing Council allocated \$13,252⁵, and Facilities and Services property management expenditures totaled approximately \$137,000⁶.

With the proposed Information and Communication Standard and Built Environment Standard it is expected that costs will rise considerably in the coming years. However, it is important to keep in mind that enhancing the accessibility of information, as well as improving accessibility to our buildings, and accounting for accessibility in our business operations is of benefit to ALL members of our community.

³ Accountability report for MTCU July 2010.

⁴ Printed materials for Customer Service Standard, Staff time allocated to Council of Ontario Universities, PACDI, Enable Change Project, Health and Wellbeing accommodation planning with staff and faculty, accessibility funding from Health and Wellbeing Programs and Services.

⁵ Accommodation for governance meetings, convocation services, etc.

⁶ St. George, UTM, UTSC facilities expenditures related to accessibility.

Our Community

The University of Toronto community contains more than 15,000 faculty and staff members, over 63,000 undergraduates, and over 15,000 graduate students expected for the academic year of 2010-2011⁷.

Over a ten year period the number of students registered with accessibility services has steadily increased. For example, the St. George Accessibility office had 1,945 students registered with their service for 2009-2010. Twenty seven percent of students were accommodated for a learning disability and mental health accommodations were provided to 32% of the students registered with the service. Twenty five percent identified with multiple disabilities.⁸

Accommodation for undergraduates may include additional time, note takers, personal assistants, and software for in class work..Graduate student accommodation needs may include the provision of software for lab work, support personal for field and bench work, and flexible work arrangements. In addition to the accommodations listed above the Test and Exam centre provided 8,861 tests or exams to students on the St. George campus during 2009-2010.⁹

Three hundred and eight students were registered with the accessibility office on the Scarborough campus (UTSC AccessAbility) with 25% identifying with a learning disability and 23% with a mental health need as a principle disability. Forty percent of students required accommodation for more than one disability.¹⁰

The University of Toronto Mississauga AccessAbility office registered 319 students in 2009-2010. Thirty seven percent were registered requiring accommodation for mental

⁷ <http://media.utoronto.ca/factsheet/>

⁸ Accessibility services St. George annual report 2009-2010

⁹ IBID

¹⁰ AccessAbility services UTSC annual report 2009-2010

health needs and 60% of all students registered required accommodation for more than one disability.¹¹

Health and Wellbeing Programs and Services, the office responsible for accommodations of faculty and staff on all three campuses, received requests for accommodation from 175 employees in 2009¹² Accommodation was provided for mental health needs, illness, and mobility needs.

We have a vibrant and diverse community at the University and are committed to achieving accessibility for our members with disabilities while working, studying, or visiting the University of Toronto. This “snap shot” of our community illustrates that accessibility should become a foundation within our environment, which will give strength to the University as a whole this is because over time our numbers are increasing and will only continue to grow.

¹¹ AccessAbility services UTM annual report 2009-2010

¹² Human Resources and Equity Annual report 2009-2010

AODA Standards and Feedback

The Council of Ontario Universities has participated through representation in the development of the standards for Customer Service, Information Communication, Employment, Built Environment, and Transportation.

Feedback on all initial draft standards were provided to the Government by the University of Toronto and the Council of Ontario Universities as part of the public consultation process.

The COU and the University of Toronto also participated in the independent review of the legislation with former Ontario Minister of Community and Social Services, Charles Beer.

Customer Service Standard:

On January 1, 2010 the Customer Service Standard became law and large Public Sector organizations were required to comply immediately. Private sector and not for profit organizations will be required to comply by January 1, 2012.

Training and Information materials regarding the Customer Service Standard were provided to all staff and faculty across the University. Each division appointed a divisional liaison officer to assist in providing information and training to their division. To date over 15, 000 staff, faculty, or representatives of the University of Toronto have received materials related to the Customer Service standard. All new hires receive the information brochure during benefits sessions, new hire orientation sessions, or welcome sessions. In addition to printed material, awareness sessions have been held through the Organizational Development Learning Centre (ODLC). *Accessibility 101* was designed to provide staff, faculty, front line service providers, and others who may be interested an overview of best practices to building an accessible campus environment. Consisting of part 1 and 2 the learning objectives of these sessions included a deeper knowledge of the new legislation and the obligations of all employees, the University's commitments to persons with disabilities, and policies, practices and procedures to follow when assisting persons with disabilities. Personalized sessions were held for different faculties or divisions including The Faculty of Law, Faculty of Arts and Science, Division of Student Life, Division of Human Resources and Equity, "Just in Time Series" for Faculty through the Provost's Office, and The Office of Governing Council to name a few.

Finally, an online learning tool developed with the Council of Ontario Universities and Queen's University was provided to all individuals at the University of Toronto through the website www.aoda.utoronto.ca (under training for Faculty and Staff). This program covered the AODA standard, principles of respect, dignity and equity, and addressed accessibility from a post secondary environment perspective.

Procedures regarding notice of temporary disruption are in place on all three campuses. This will allow users to have more information regarding services which they may rely

upon when they are non operational. Signage changes include noting when the equipment is expected to be operating as normal, who to contact if there are questions regarding operation, and alternative services if available.

Fire Prevention on the St. George Campus, in partnership with the Employment Equity AODA office, raised awareness regarding emergency procedures for those with mobility impairments. Echoing the procedures put in place with Toronto Fire Services, this project alerts members of the community who are unable to leave a building due to mobility during a fire alarm or drill of the procedures in place to keep them and others safe. For example, individuals who are unable to take the stairs are asked to stay in the office or room that they are occupying and call the emergency line. Help will be sent to the individual directly, rather than that person attempting to leave the building and possibly being unsuccessful.

Awareness about disability is an important portion of the customer service standard. During the week of October 18th 2010 orange and white ribbons appeared on the trees on King's College Circle as part of a campaign to raise awareness about mental health organized by members of Student Life's health promotion programs for the "Build Your Strengths Campaign" At Scarborough Leadership development training included awareness of disability and accessibility and at Mississauga faculty participated in information sharing roundtables regarding accessibility and accommodation.

Guidelines addressing the use of guide dogs on campus, support persons attendance, and feedback processes are located in the AODA office. The AODA officer assists divisions and departments in understanding their obligations and moving beyond compliance.

The University of Toronto filed its first compliance report with the Ministry of Community and Social Services February 2010 ahead of the March 31, 2010 deadline. The full report is included in the appendix of this plan.

Information Communication Standard and Pedagogy:

The draft form of the Information Communication Standard is included in this report's appendix. Due to the significant impact that this standard may have on teaching at the University the ODA Pedagogy committee led by Professor Jill Matus, Vice Provost Students and Andrea Carter, Employment Equity AODA officer, spent considerable time and effort reviewing the proposed standard. The committee provided input to the Ministry of Community and Social Services in partnership with other Ontario Universities through the Council of Ontario Universities. The committee made several recommendations to help the Ministry better understand the implications of the proposed standard within a post secondary institution, particularly research intensive institutions and those with significant and diverse graduate programs.

Commitments toward accessibility from different divisions across our three campuses to build upon the expectations of the Information Communication standard included several projects, for example:

In partnership with the Centre for Teaching, Support and Innovation, the pedagogy committee created a worksheet for faculty members to assist them in creating a more inclusive classroom and identifying resources for students who may require accommodation due to a disability. This worksheet will be placed online through the CTSI website at <http://www.teaching.utoronto.ca/> and will also form part of the information package for faculty and teaching assistants once the information communication standard becomes law.

A partnership between the Office of Student Life St. George and the AODA office has resulted in awareness raising and training for staff members who are responsible for preparation of documents to be provided to the University community and public and website design. This course will be offered through the Organizational Development and Learning Centre, and will focus on tips and techniques to build documents which are

easily converted to accommodated formats and accessible in design. This program is expected to be launched in the Winter 2011 prior to the release of the Information Communication Standard to ensure that our staff are aware of preliminary changes which will build a more inclusive university environment.

Tools and various forms of assistance are currently being explored with the Office of the Chief Information Officer and the AODA officer to ensure that the University of Toronto will meet the obligations under the proposed Information and Communication Standard and that our staff and faculty are equipped to respond to any requirements of them. Examples of some preliminary tools include adaptation to the style guide which assists web development at the University to include a larger focus on accessibility in printed and web materials.

The University upon review of the Information Communication standard noted that there is a defined need for an electronic repository for resource sharing in alternative formats. While we are aware that the Ministries of Training, Colleges and Universities and Education are working towards the creation of a central repository for electronic resources for educational purposes, we will be pleased to be a part of this project once the pilot project has completed. The Ministries are connecting with post secondary institutions and Ontario publishing companies to start to collect sources and ensure electronic versions are available. This repository will be central to the University managing online or electronic resources for academic use.

The Office of Student Life St. George is currently conducting a unit by unit review of accessibility for their websites and online documentation.

Funding received from zoom advertising space on campus have assisted Student Life IT to purchase and install additional copies of the Jaws software on laptops so that Student Life staff could bring services to students in areas where physical access or mobility created barriers. Jaws software acts as a reader of electronic documents for those who may be visually impaired.

Many departments and divisions across the University are including information on the availability of accommodation and accessibility at events or meetings or on the bottom of their email signatures.

The Centre for Teaching Support and Innovation has included in its online resources ways to build accessibility into the classroom whether through the creation of course syllabi or inclusive teaching strategies.

The Centre for Teaching Support and Innovation, The Robert Gillespie Academic Skills Centre, in partnership with the AODA officer are building training for Teaching Assistants to offer regarding accessibility and learning.

The University of Toronto Scarborough Campus AccessAbility services launched my AIMS Accessibility Information Management System where every student registered with the service would have their own online account to assist in their personalized accommodation plans and academic goals.

In the coming year information sharing regarding the customer service standard will continue to all new employee groups as well as awareness raising initiatives throughout the campus with a focus on accessibility.

Employment Standard

The proposed employment standard outlines an institution's commitments regarding employment practices and policies. The standard will address the entire employment cycle of a candidate from recruitment, hiring, retention to exit. This standard will not include those who are volunteers or completing an internship. This standard is expected to be passed as law in the coming year.

The University of Toronto and the Division of Human Resources & Equity believes that a culture of inclusion in the work place is advanced when all members of the organization participate in inclusive practice. The removal of attitudinal barriers is the responsibility of all members. Significant training regarding inclusive best practice has been provided to the faculty and staff at the University. Specific training on inclusive employment practices is being developed for Human Resource staff and Managers who hire. Training will include identification of resources within the University such as the Office of Health and Wellbeing Programs & Services which assist employees who require accommodation while at work.

The Office of Health and Wellbeing Programs & Services has provided the university community with sessions to raise awareness of attitudinal barriers and the promotion of a healthy work environment. For example, in partnership with Hart House the two departments arranged for a showing of "Being Scene" an art exhibit to introduce the general public to the work of artists who have lived experience with mental illness.

The Manager of the office of Health and Wellbeing Programs & Services along with the AODA officer provided "safe talk" training to human resource staff members. This program teaches individuals to identify members of our community who may be in crisis or struggling with thoughts of suicide and how to ask the individual if they require support while making the appropriate referral. This training requirement for human resources staff developed from the recognition that members of HR interact with individuals during difficult and often stressful periods of their employment.

In addition to employee support there is the recognition that students require support for future employment opportunities. The Career Centre hosted the annual “Creating an Inclusive Workplace” panel and networking event for students. Career Centre counselors provided drop in counselling sessions for students at Accessibility Services St. George.

Much of the work completed within the Division of Human Resources and Equity is focused on accessibility and inclusion. Our online application service is accessible for candidates with assisted software; print versions of postings are available for candidates upon request or at different human resource offices across the campus. Human Resource staff are aware of how to arrange interviews to be as accessible as possible and take into account a person’s disability. When organizing interviews generalist are asked to ensure that candidates are aware that they can speak to the generalist regarding any accommodation need and work together to find the most appropriate and reasonable accommodation for the interview. Upon hire if a candidate requests accommodation, the office of Health and Wellbeing Programs and Services will work with the individual to ensure their needs are met.

Transportation Standard

The transportation standard along side the employment and information communication standard will be included in the integrated standard set for approval by the legislature at the end of this year (December 2010). While at this time we are still unsure as to how much of the transportation standard will apply to the University, as it mainly addresses all conventional transportation providers (which the University of Toronto is not), work has begun to ensure that the shuttle bus which transports passengers to and from the University of Toronto Mississauga and St. George campuses is accessible for all runs. Currently 80% of scheduled runs are on an accessible vehicle. Users who require an accessible bus on the runs where it is not already indicated to be running can fill out a form and arrangements will be made to ensure that an accessible run is available. Forms can be located at <http://www.aoda.utoronto.ca/standards/transportation.htm>

Whenever transportation is provided by the University groups are encouraged to ensure that the mode of transportation takes in to account accessibility. Orientation leaders and Dons are provided with this awareness when planning excursions as are other staff across the campuses.

Built Environment Standard

The built environment standard is the most extensive of the four proposed standards, totaling 192 pages. In its current draft form the standard covers all buildings and public ways (portions of the land such as a street or roads). The proposed standard provides organizations with obligations regarding new construction (anything to do with the erection, installation, or extension of an element of the built environment), projects where there is extensive renovations and change of use, common access and circulation areas of buildings (i.e. entrances), interior accessible routes (i.e. routes through a facility), exterior spaces, plumbing elements and facilities, building performance and maintenance (i.e. air quality), special rooms, spaces, and other elements (i.e. team change rooms), recreational facilities, and transportation elements (i.e. bus stops).

In her 2009 Annual Report, the Minister indicated that the Accessible Built Environment is expected to be incorporated into the Ontario Building Code where applicable.

In preparing the annual ODA plan the AODA officer met regularly with senior administrators who are responsible for aspects of the built environment on all three campuses. These meetings assisted the Council of Ontario Universities in drafting a response to the proposed standard which was provided to the Minister's office.

The Council of Ontario Universities and AODA officer attended public hearings hosted by the Ministry to assist in the recommendations to revision of the standard. The AODA officer also attended sector specific meetings with Municipalities, Universities, Schools, and Hospital sectors (MUSH) which provided the Ontario Government with specific feedback regarding the impacts of the proposed standard and the commitments of the sector to accessibility.

The Council of Ontario Universities struck a working group to review the built environment standard line by line, the University of Toronto was represented by the Director of the Property Management Group who lent his insights and recommendations

to ensure that the standard reflected the knowledge required of post secondary operations and post secondary community needs.

All new buildings at the University of Toronto follow the University's barrier free design standards. Several projects have occurred at the University to increase accessibility in buildings. Examples of these projects are listed below:

The University has developed a notification system for temporary disruptions of service which persons with disabilities may be reliant upon such as inoperable ramps or push buttons. Additional signage has been created to notify users of disruption which states clearly that the item is temporarily non operational, when it is expected to be working, and who to contact for more information. Alternative means are indicated on the sign if there are some present in the building. The UTSC has also included notices of temporary disruption on the digital notice boards through out the campus. Information regarding the procedures for notices of temporary disruption can be found at

<http://www.aoda.utoronto.ca/standards/customer-service.htm>

Projects on the St. George Campus include:

Work has begun on the renovation and addition to the Munk School of Global Affairs where both an elevator and accessible washrooms are part of this renovation project. This project is in the early stages of construction.

Admissions and Awards moved locations on the St. George campus to 172 St. George street which is fully accessible to visitors.

The Mining building is currently undergoing renovations which will include installation of an elevator making all floors accessible.

Washrooms in 155 College Street (Health Science Building) now include accessible entrances.

Hart House's website has been updated to include facility maps for way finding and notice of temporary disruptions.

The Status of Women Office, Sexual Harassment Office, Anti Racism Cultural Diversity Office and the Employment Equity AODA office, along with Organizational Development and Learning Centre have moved locations to the sixth floor of 215 Huron. This floor was renovated to include an accessible washroom, accessible signage, and accessible access.

A project is underway in Convocation Hall to provide barrier free washrooms.

Work has begun in Simcoe Hall to install an accessible elevator that conforms to current barrier free code and that has access to all levels of the building.

Projects on the Mississauga Campus included:

Renovations to the computer classroom in the Communication, Culture and Technology Building (CCT) have resulted in accessible entry to this room in particular.

Several building on the Mississauga campus are now jointly accessible as entrances between buildings and to the "five minute walk" pathway completed a renovation of ramps and automatic door openers.

The proposed Academic Annex is scheduled to complete this Fall, with a fully accessible first floor .

UTM has also committed to undertaking a landscaping project that will provide pedestrian accessibility along the campus' outer circle road.

Projects on the Scarborough Campus included:

Improvements to access at the Miller Lash Estate House, (accessible parking installed and updated washrooms).

Assistive Listening Devices signage is to be placed in lecture theatres.

Additional accessible parking spaces are at a key location on campus.

Parking and Facilities invited Wheeltrans to meet with their unit regarding drop-off zones on campus.

Enable Change Partnership Project

In partnership with the Council of Ontario Universities and the Ministry of Community and Social Services, the University of Toronto is working to develop an online tool kit for university administrators responsible for implementation of the AODA. This tool kit will be used across all Ontario universities with the goal of sharing best practice, utilizing expertise and resources across the sector and maximize the efforts of those responsible for individual institutional compliance of the AODA.

Given the size and scope of the effort required to achieve full compliance, we believe that advance planning and work are critical. For instance, the clear articulation of policies, practices, and procedures is a common requirement that will require considerable effort to create. Through this project, we would identify and organize appropriate individuals to develop flexible templates that could be used across institutions to meet this requirement. These tools could be modified over time and as the Standards evolve. However, the fundamentals would already be in place.

Finally, like many other sectors in today's economic climate, university resources are stretched. Therefore, advanced planning that allows for efficient and effective leveraging of existing resources will be crucial to our success in meeting the requirements of the AODA Standards. It is also essential that universities take advantage of this opportunity to work collectively on shared tools.

Summary

In summary, extensive work has been underway in many areas of the University reflecting not only the changes in legislation but also a deeper community commitment to accessibility.

The partnership that has been formed with the Council of Ontario Universities has illustrated the University of Toronto's leadership in accessibility. While many gains have been made in this partnership it has also proven to uncover challenges such as working more closely with the Ministry of Community and Social Services to help this Ministry have a better understanding of the operations at a post secondary institution. Our work with the Council has been applauded by others in the municipality, university, school and hospital sectors.

The AODA is proposing a fundamental shift in the way in which accessibility is approached at our institutions. Rather than individual accommodation, the AODA calls for a system-wide, integrated and comprehensive response. As such, all areas of our institutions will be affected. Engaging individuals and networks both early and often will, we strongly believe, have a critical impact on the successful compliance of the sector. The partnership will facilitate university readiness for AODA standards and increase awareness of accessibility and the legal requirements of the AODA.

While providing support for persons with disabilities is one focus area at the University of Toronto, building a community which moves beyond compliance with legislation and allow for accessibility to be woven into all areas is our goal.

Committee Members 2010

Professor Angela Hildyard, Vice President Human Resources and Equity (CHAIR)

Stephen Bailey, Office of Space Management

Cleo Boyd, Robert Gillespie Academic Skills Centre, UTM

Andrea Carter, AODA Employment Equity Officer

Louis Charpentier, Office of Governing Council

Ray Cheung (sent representative), Facilities and Services

Ko Clementson, Alumni, (SFBA)

Louise Cowin (sent representative), Hart House

Tina Doyle, AccessAbility Service UTSC

Sara Jane Finlay, Office of the Vice President and Provost, Faculty & Academic Life

Lucy Fromowitz, Office of Student Life St. George

Pam Gravestock, Centre for Teaching Support & Innovation

Julie Jefferies, Legal Counsel, Division of Human Resources and Equity

Sean Kiefte, Student for Barrier Free Access

Myra Lefkowitz, Health and Wellbeing Programs and Services

Tanya Lewis, Accessibility Services, St. George

Victor Likwornik (sent representative), CAPS

Roseanne Lopers-Sweetman, Faculty of Physical Education and Health

Elizabeth Martin, AccessAbility Services UTM

Anne MacDonald, Ancillary Services

Chris McGrath, Student Affairs and Services, UTM

Josephine Mullally, 89 Chestnut

Amanda Peet, Faculty of Arts and Science

Daniella Levy-Pinto, Graduate Student (SBFA)

Carol Rolheiser, Centre for Teaching Support & Innovation

Paul Ruppert, Office of the Chief Information Officer

Helen Slade, Student Life St. George

Maureen Somerville, Alumni

Mahadeo Sukhai, Alumni

Sarita Verma (sent representative), Faculty of Medicine

Appendix

University of Toronto Specific Policies

Access to Information and Protection of Privacy (March 9, 1995)

www.utoronto.ca/govcncl/pap/policies/access.html

Code of Behaviour on Academic Matters

www.utoronto.ca/govcncl/pap/policies/behaveac.pdf

Employment Equity Policy

www.utoronto.ca/govcncl/pap/policies/emequity.pdf

Policies and Procedures: Sexual Harassment

www.utoronto.ca/govcncl/pap/policies/sexual.pdf

Statement on Accommodation in Employment for Persons with Disabilities

www.utoronto.ca/safety/Policies/accomod.htm

Statement of Commitment Regarding Persons with Disabilities (November 1, 2004)

www.utoronto.ca/govcncl/pap/policies/disabled.html

Statement on Human Rights (June 25, 1992)

www.utoronto.ca/govcncl/pap/policies/hrights.html

www.utoronto.ca/govcncl/pap/policies/hrights.pdf

Statement of Institutional Purpose

www.utoronto.ca/govcncl/pap/policies/mission.pdf

Statement on Prohibited Discrimination and Discriminatory Harassment (March 31, 1994):

www.utoronto.ca/govcncl/pap/policies/harass.html

Statement on Protection of Freedom of Speech

www.utoronto.ca/govcncl/pap/policies/frspeech.pdf

The Equity Infrastructure Review

www.utoronto.ca/hrhome/vphr/vpreport.htm

Statement on Equity, Diversity, and Excellence

www.hrandequity.utoronto.ca/Assets/equity/statement.pdf

University of Toronto Policies with Respect to Accessibility (Excerpts from Human Rights Policies and Procedures)

Employment Equity Policy March 1991

“The University upholds the Ontario Human Rights Code and will not under any circumstances permit employment practices and procedures in contravention of it. While remaining alert and sensitive to the issue of fair and equitable treatment for all, the University has a special concern with the participation and advancement of members of four designated groups that have traditionally been disadvantaged in employment: women, visible minorities, aboriginal peoples and persons with disabilities.”

Statement on Human Rights June 1992

“Acknowledging its fundamental and distinctive commitment to freedom of thought, inquiry, and expression, the University of Toronto affirms its commitment to the values of equal opportunity, equity and social justice. In this affirmation, the University acts within its purview to prevent or remedy discrimination or harassment on the basis of race, gender, sexual orientation, age, disability, ancestry, place of origin, colour, ethnic origin, citizenship, creed, marital status, family status, receipt of public assistance or record of offence;”

Statement of Institutional Purpose October 1992

“Enriching the experience of students by cooperating with and assisting them in the realization of their educational goals especially as these involve their life-long learning and career development, their physical and emotional growth and well-being, their needs, including special or temporary ones, and their cultural and recreational activities.”
“Promotion of equity and justice within the University and recognition of the diversity of the University community;”

Statement of Commitment Regarding Persons with Disabilities November 1994

“It is the University’s goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in

the full range of activities that the University offers, and achieve their full potential as members of the University community.”

**Code of Behaviour on Academic Matters
June 1995**

“All members enjoy the right to the fullest possible freedom of enquiry. In particular this includes:
the freedom from discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or handicap;”

**Statement on Equity, Diversity, and Excellence
November 2006**

“At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.

Our support for equity is grounded in an institution-wide commitment to achieving a working, teaching, and learning environment that is free of discrimination and harassment as defined in the Ontario Human Rights Code. In striving to become an equitable community, we will also work to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life that we find, including physical, environmental, attitudinal, communication or technological.

Student Managed Initiatives

Students for Barrier-free Access is a separate entity at the University of Toronto that does work on initiatives in partnership with other offices and organizations on campus. SBA's participation and contributions on behalf of the student body are welcomed as part of the University's accessibility planning committee.

The focus of SBA's efforts for 2010-2011 will be the continuation and growth of three key areas: building community, educational support, and advocacy.

Building Community

Current:

SBA has placed a strong focus over the last year on strengthening the organization from within. Increasing the number of services and social events available to members has been an important step in creating an inclusive community experience for members not only at the Centre, but at external events.

Outreach, collaboration, and promotion of other community events have been a staple of SBA's vision. In so doing these things, we hope to make members aware of other events in the community, and help promote inclusion on campus.

Some examples of successful social events run in the past year include:

- Free monthly pizza lunch and open house;
- Social gatherings such as pub nights, film viewings, and healthy initiatives that are held in an accessible space, and open to people of all diversities;
- SBA offers an accessible, safe space for students to study, lounge, or work at computers stations that have assistive technology.

Looking Forward:

Although SBA has been on campus now for five years, retaining an active member base has been a challenge. One of the ways that we are looking to address this in the future is by increasing awareness on campus that SBA is available not only to students, but alumni and faculty as well.

SBA will continue to build and develop its membership through social events. Further outreach to other organizations in Toronto for collaborative events and cross promotional

opportunities will also be a focus over the next year. This will ensure that a diverse community with a centralized hub is connected to the rest of the campus and community events.

Educational Support:

Current:

SBA has initiated a conversation with the administration of the University of Toronto regarding the updating of its building accessibility information archives at the Office of Space Management and also in regards to improving signage and campus maps for blind and

visually impaired students. Other successful initiatives include:

- Free CPR and First Aid training in the Fall, Winter and Summer;
- Free American Sign Language Courses (ASL) in the Fall, Winter and Summer;
- Regular peer mentoring hours at the Centre;
- A wide range of educational workshops including accessible event planning, and mental health and wellness workshops;
- Expansion of the Library Resources Centre.

Looking Forward

SBA will continue to expand its programming, as volunteers come forward. SBA hopes to develop its educational support to reach a wider community, by continuing to collect and disseminate information regarding support services to students, faculty, and community organizations.

Advocacy and Outreach:

Current:

SBA receives accessibility concerns from students, faculty members, and alumni on a regular basis. SBA will continue to work with, and on behalf of those who express concerns, to expedite necessary changes.

Looking Forward:

SBA will continue to increase volunteer numbers in order to perform outreach to groups on campus and to educate the public on what it means to be accessible and inclusive. This will assist in promotion on campus to increase awareness of SBA programming and

services. The goal of this initiative is to have more student leaders, university faculty and staff plan events with accessibility as a part of the planning process, rather than an afterthought.

AODA Proposed Integrated Standard

The proposed standard can be found at

<http://www.ontariocanada.com/registry/view.do?postingId=4142&language=en>

AODA Customer Service Standard

The final standard can be found at

http://www.elaws.gov.on.ca/html/source/regs/english/2007/elaws_src_regs_r07429_e.htm

AODA Customer Service Report (University of Toronto submitted Feb. 2010)

AODA Customer Service Standard Report Ministry of Community and Social Services 2010

1. a) Does your organization have policies, practices and procedures on providing goods or services to people with disabilities? [s. 3(1)]

Yes.

2. Do your organization's policies address the use of assistive devices by people with disabilities to access your organization's goods or services, or any available alternative measures that enable them to do so? [s. 3(3)]

Yes.

3. Do your organization's policies, practices and procedures require your organization to take a person's disability into account when communicating with the person? [s. 3(4)]

Yes.

4. Do members of the public or other third parties have access to premises that your organization owns or operates? [s. 4(1)] If no, then skip to question 7 below.

Yes

5. a) Does your organization permit people with disabilities to keep their service animals with them on the parts of your premises that are open to the public or other third parties, except where the animal is excluded by law, and is this included in your policies, practices and procedures? [s. 4(2) & (7)]

Yes

6. Does your organization permit people with disabilities to enter the parts of your premises that are open to the public or other third parties with their support person, and provide notice of any fee charged for the support person, and is this included in your policies, practices and procedures? [s. 4(4) (6) & (7)]

Yes.

7. Does your organization post a notice at a conspicuous place on your premises, on your website, or by another reasonable method, of any temporary disruption in facilities or services that people with disabilities usually use to access your organization's goods or services, including the reason, duration and any alternatives available? [s. 5(1) (2) & (3)]

Yes

8. Has your organization established and documented a process to receive and respond to feedback on how its goods or services are provided to people with disabilities, including actions that your organization will take when a complaint is received? [s. 7(1), (3) & (4)]

Users are encouraged to speak to the department's manager and notify them of the complaint. If the user is not satisfied with the response, or if there is no response the user shall contact the AODA officer. The AODA officer will consult with the department and the user to find an appropriate resolution.

9. Does your organization make information about its feedback process readily available to the public, including how feedback may be provided (e.g. in person, by telephone, in writing, by email, on diskette or otherwise)? [s. 7(1) & (2)]

Yes.

10. Does your organization ensure that the following people receive training about providing your goods or services to people with disabilities:

Every person who deals with the public or other third parties on behalf of your organization, and every person who participates in developing your organization's policies, practices and procedures on providing goods or services? [s. 6(1)]

Yes. Reports can be found in the AODA office.

11. Does this training include your organization's current policies, practices and procedures required under the Customer Service Standard and all the topics listed in section 6(2) of the standard? [s. 6(2) & (4)]

Yes.

12. Does your organization have a written training policy that includes a summary of the contents of the training (per question 11 above) and details of when the training is to be provided, and does your organization keep records of the dates that training was provided and how many people were trained? [s. 6(5) & (6)]

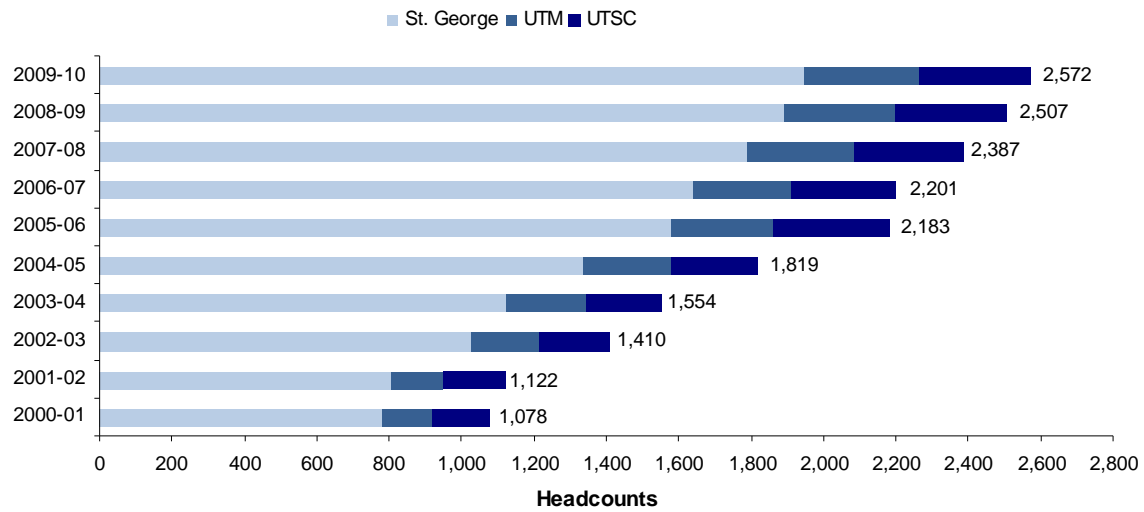
Yes.

13. Does your organization post a notice at a conspicuous place on your premises, on your website, or by another reasonable method, that the documents required by the Customer Service Standard are available upon request, and do you provide those documents in a format that takes a person's disability into account? [s. 8(1) & (2) & 9(1)]

Yes.

Table 1:

Total Number of Students Registered with Accessibility Services



Total Number of Tests and Examinations Coordinated and Supervised by Accessibility Services

