UNIVERSITY OF TORONTO

To: **Planning and Budget**

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Date: January 16, 2013.

Item Identification:
             ODA Plan 2012-2013 (for information only) placed
             on www.aoda.utoronto.ca and http://www.hrandequity.utoronto.ca/about-
             hr-equity/reports/oda.htm

Previous Action Taken:
This is an annual report, for your information only.

Highlights:

While the Province of Ontario transitions from the 2001 ODA to the 2005 Accessibility
for Ontarians with disabilities Act (AODA), and until such time as the ODA is repealed,
public sector organizations, including post-secondary institutions, must implement both
Acts simultaneously.

There is an expectation that the University will implement the terms of the Accessibility
for Ontarians with Disabilities Act as part of our normal operations. We do, however,
receive some funding to support accessibility for the academic accommodation of
students. This past academic year, the three accessibility offices (St. George Accessibility
Services, UTM AccessAbility Resource Centre, and UTSC AccessAbility Services)
allocated $3.5m in support of student accessibility needs, which was offset by $1.6m
from the MTCU's Accessibility Fund for Students with Disabilities.

The University has accessed some funding through the Ministry and Community of
Social Services EnAbling Change Partnership Program. The University partnered with
the Ministry and the Council of Ontario Universities (COU) in the development of two
projects which benefit U of T as well as other Ontario Universities. All other initiatives to
support accessibility across the University are financed through the relevant division and
unit budgets.

The number of students registered with Accessibility Services on each campus continues to increase. Accessibility Services on the St. George campus had a 3% increase in students registered with their service for the 2011-2012 academic year (from 2,122 to 2,188). Last year, mental health accommodations were provided to 37% of the students registered with the St. George service; this academic year that number increased to 39%. The number of students who registered to receive accommodation for tests and exams increased this year by 13%. UTSC AccessAbility Services also experienced an increase in student registration (from 324 to 345); 21% of those students were diagnosed with a learning disability and 31% with mental health needs. A total of 2,103 tests and exams were accommodated. The AccessAbility Resource Centre at UTM also experienced growth in the number of students registered with the Centre (from 337 to 392); 27% of the students identified as having a learning disability and 33% a mental health disability. Accommodations put in place for tests and exams have also increased.

The Office of Health and Well-being Programs and Services facilitates the accommodation of employees with illness, injury or some form of disability in the work environment. In 2011, 209 employees were accommodated on a temporary or permanent basis following a sick leave or long-term disability leave. In addition, 89 employees were accommodated while at work.

Over the past several years we have seen an increase in mental health issues for students in particular but also for faculty and staff. Our experience reflects the growth of mental health needs more broadly. One in five Canadians will experience mental health or addiction issues at some point in their lives. At the University of Toronto we recognize the importance of creating an environment to address disability and continue to strive to find new ways to build healthy environments, this report speaks to our work.

Financial and/or Planning Implications:
There are no financial or planning implications beyond those already identified within Divisions' Academic Plans.

Recommendation:
It is recommended that the Planning and Budget receive the *2012 ODA Plan*

The University of Toronto ODA Report 2012-2013

Prepared in accordance with the Ontario Disability Act (ODA), 2001

UNIVERSITY OF
TORONTO

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Executive Summary

The Ontario Disability Act (ODA) Plan outlines the progress of the University of Toronto in 2012 with respect to accessibility on all three campuses. The report speaks to our initiatives for 2013 and demonstrates our goals and commitments to accessibility to all members working, studying or visiting the University.

In 2005, the Government of Ontario passed The Accessibility for Ontarians with Disabilities Act (AODA). While the Province of Ontario transitions from the 2001 ODA to the 2005 AODA, and until such time as the ODA is repealed, public sector organizations, including post-secondary institutions, must implement both Acts simultaneously. 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 describes programs and initiatives which have been established over the past year and the work undertaken in meeting our commitments.

While all other standards in the AODA have been passed to law, accessibility standards for the Built Environment are still in draft form. The standards are focused on the removal of barriers in public spaces such as access routes and exterior paths of travel and do not encompass areas that are covered by the Ontario Building Code (OBC). A Sub-Committee, which the University is a member of, has been formed by the Council of Ontario Universities (COU) and feedback has been submitted to the Ministry for review.

"Accessibility opens our institution and creates possibilities for all community members. Today, I learned that I can make an impact and help to build an accessible environment" participant from Accessibility 101

Accessibility Planning Process

Prior to the ODA plan being presented to the Planning and Budget Committee for information only, an ODA committee meets to review and comment on the draft plan. Some committee members identify as having a visible or invisible disability; collectively the members bring expertise in the areas of teaching and learning, business operations, facilities and services, planning processes, legal affairs, equity, and health and wellness.

Smaller committees, focus groups, and project groups meet throughout the year to address and respond to different aspects of the legislation and to work towards removing identified barriers.

As in previous years' reports, we are pleased to include Students for Barrier-Free Access (SBA) projects and commitments to accessibility in the appendix of this report.

The University of Toronto has engaged in partnerships through the Enable Change Projects with Council of Ontario Universities (COU), the Ministry of Community and Social Services and with York University and the University of Guelph, to develop tools and guides not only to address the requirements of the legislation but to broaden accessibility commitments. Recently, the University and COU received an award from the Accessibility Directorate of Ontario commending our efforts.

The Vice-President Human Resources & Equity, the Director of the AODA office and the AODA Coordinator sit on committees at COU including the Reference Group on Accessibility for Persons with Disabilities, and the Mental Health and AODA Coordinators Sub-Groups.

Funding

There is an expectation that the University will implement the terms of the Accessibility for Ontarians with Disabilities Act as part of our normal operations. We do, however, receive some funding to support accessibility for the academic accommodation of students. This past academic year, the three accessibility offices (St. George Accessibility Services, UTM AccessAbility Resource Centre, and UTSC AccessAbility Services) allocated $3.5m in support of student accessibility needs, which was offset by $1.6m from the MTCU's Accessibility Fund for Students with Disabilities.[1]

The University has accessed some funding through the Ministry and Community of Social Services EnAbling Change Partnership Program. The University partnered with the Ministry and the Council of Ontario Universities (COU) in the development of two projects which benefit U of T as well as other Ontario Universities.

All other initiatives to support accessibility across the University are financed through the relevant division and unit budgets.

Facilities and Services St. George campus completed accessibility renovations and spent approximately $50,000 in accessibility upgrades.[2]

Notwithstanding the fact that funding may be strained, the University continues to be committed to moving beyond simple compliance to best practice with respect to the relevant legislation.

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[1] University of Toronto Accessibility Services 2011-2012 Financial Statement
[2] St. George Facilities Expenditures Related to Accessibility

Building a diverse community is a journey of experience and strengths.

Our Community

The University of Toronto is a large and vibrant community that embraces diversity and is committed to achieving accessibility for our members with disabilities while working, studying, or visiting the University campuses.

The number of students registered with Accessibility Services on each campus continues to increase every year. Accommodation for undergraduates may include additional time for assignments and tests, the provision of note takers or personal assistants, and software for in class work. Graduate student accommodation needs may include the provision of software for lab work, personal support for field and bench work, and flexible work arrangements.

Accessibility Services on the St. George campus had a 3% increase in students registered with their service for the 2011-2012 academic year (from 2,122 to 2,188) and 41% of the students were first time registrants. Last year, mental health accommodations were provided to 37% of the students registered with the St. George service; this academic year that number increased to 39%, while the number of students receiving accommodation for a learning disability decreased by three percent.[3] The number of students who registered to receive accommodation for tests and exams increased this year by 13%.[4]

UTSC AccessAbility Services also experienced an increase in student registration (from 324 to 345); 21% of those students were diagnosed with a learning disability and 31% with mental health needs. A total of 2,103 tests and exams were accommodated.[5]

The AccessAbility Resource Centre at UTM also experienced growth in the number of students registered with the Centre (from 337 to 392); 27% of the students identified as having a learning disability and 33% a mental health disability.[6]

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[3] Accessibility Services St. George Campus Annual Report 2011-2012
[4] IBID
[5] AccessAbility Services University of Toronto Scarborough Annual Report 2011-2012
[6] AccessAbility Resource Centre University of Toronto Mississauga Annual Report 2011-2012

The Office of Health and Well-being Programs and Services facilitates the accommodation of employees with illness, injury or some form of disability in the work environment. In 2011, 209 employees were accommodated on a temporary or permanent basis following a sick leave or long-term disability leave. In addition, 89 employees were accommodated while at work.[7]

There has been a significant growth of mental health needs on our campuses, reflecting the growth of mental health needs more broadly. One in five Canadians will experience mental health or addiction needs. The World Health Organization predicts that by 2020, depression will be the second most common health concern. Seventy percent of adults with mental health problems experienced their first symptoms by age 18. Adults with substance abuse problems typically start drinking or using at a young age.[8]

At the University of Toronto we recognize the importance of creating an environment to address disability and continue to strive to find new ways to build healthy environments.

> "The community approach to the development of mental health programming throughout U of T is a reflection of how building relationships and a sense of community can protect from mental illness." Mental health awareness month -Student Life website

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[7] Human Resources & Equity Annual Report 2011
[8] Focus on Mental Health Report, Following Mental Health Summit hosted by Colleges Ontario, COU, and OUSA October 2012

AODA Standards

The Accessibility for Ontarians with Disabilities Act (AODA) has as its goal the development of a fully accessible province for persons with disabilities on or before January 1, 2025. The Customer Service Standard was enacted in 2008 and the University was expected to comply with the standard by January 1, 2010.

The Integrated Accessibility Standards Regulation (IASR) was released by the Ontario Government in June 2011. It included three standards: Information and Communications, Employment, and the Transportation Standards, each with staggered dates for compliance allowing for gradual implementation.

An amendment to the IASR was released by the Ministry in August 2011 to include the Accessibility Standards for the Built Environment. It is currently in draft form and it is expected to focus on the removal of barriers in public spaces such as access routes and exterior paths of travel that are non-related to the Ontario Building Code (OBC).

Report on Accessibility Commitments

Customer Service

Employees are provided with information resources and learning sessions regarding the customer service standard under the AODA. Accessibility 101 is offered through the Organizational Development and Learning Centre (ODLC) and participants are made aware of best practice and how small changes can make a large impact.

In addition to sessions offered through ODLC, departmental/divisional sessions were delivered by the AODA office:

- A number of awareness training sessions were held for faculty and staff at UTM.

- The Ontario Institute for Studies in Education (OISE), Bachelor of Education Recruitment team was provided with guidance on how the Customer Service Standard may impact the current admissions process in the B.Ed. program.

- Speech Language Pathology students received training on the AODA and how to create an inclusive environment when on field placements.

- Staff at the Faculty of Pharmacy discussed ways to provide accommodation in a lab setting.

- Police Services at UTSC was provided with more specialized Customer Service Standard training specific to their roles.

- Library staff at UTM learned how to create inclusive and accessible learning environments.

- Training sessions were provided to Teaching Assistants and Faculty through the Centre for Teaching Support & Innovation (CTSI).

- Emergency procedures at St. George were reviewed by Fire Prevention Services, the Director of the AODA office, the Vice-President Human Resources & Equity, the Assistant Vice President Student Life, the Director of Environmental Health and Safety and Operations Manager of Campus Police with respect to making the procedures and process fully accessible. A finalized version is expected early next year.

Information & Communications

The Information and Communications Standard focuses on accessible formats and communication supports. The University is expected to comply with sections of this standard by January 1, 2014.

- In partnership with the Office of Student Life, St. George, the AODA office continues to offer training sessions on accessible materials and accessibility principles in "good design practices." Employees are provided with techniques to learn how to make their materials more accessible, the opportunity to learn about the standard, and technologies that assist with accessibility.

- The new Human Resources & Equity (HR&E) website includes specific approaches to increase accessibility. In addition the Senior Strategic Communications Advisor, with consultation from the AODA office, developed an "HR Style Guide" as a quick reference tool. The guide includes a section on accessibility to build accessible design awareness and to emphasize best practices for content managers.

- The University of Toronto partnered with the Council of Universities (COU), the University of Guelph and York University to develop the Educators' Accessibility Resource Kit which assists educators in accessible pedagogy.

Employment

The Employment Standard outlines commitments regarding employment practices and policies. Many of the requirements under this standard come into effect by 2014. However, the University already incorporates most of the expectations in our Human Resource business operations.

- Human Resources generalists are provided with information on how to arrange accessible interviews and take into account a person's disability. Upon hire, if a candidate requests accommodation, the office of Health and Well-being Programs and Services will work with the individual to ensure their needs are met.

- An initiative to improve accessible recruitment began this past year and included a large upgrade to UTORecruit, the system at U of T that supports faculty and staff recruitment. Our online application service is accessible for candidates with assisted software and print versions of postings are available for candidates upon request.

- The onboarding process is currently being reviewed to better understand the new employee experience. Customer Service Standard information is a formal component of new employees' onboarding.

- The Career Centre at UTM created an "accessibility resources" brochure. The brochure includes several resources for persons with disabilities such as, print, web and multi-media resources when looking for employment. It also includes a section on services offered through the Career Centre and external programs that support persons with disabilities.

Transportation

The majority of the Transportation Standard does not apply to universities.

- Where the University provides transportation, for example, between our campuses, it is covered under the Transportation Standard. The University of Toronto Mississauga shuttle bus falls into this example. The majority of the buses are accessible and eight new accessible buses will be added over the next two years. All runs will be 100% accessible by 2014. Currently individuals who require an accessible shuttle bus can complete the AccessAbility Registration form and arrangements will be made to ensure the service is available.

Built Environment

The Ontario Government released a draft version of the Accessible Built Environment Standard for public review. The draft version of the standard includes elements that are non-related to the Ontario Building Code (e.g. recreational trails and beach access routes; outdoor public use eating areas; outdoor play spaces; exterior paths of travel; accessible parking).

- The Council for Ontario Universities (COU) has re-established the Built Environment Sub-Group committee to compare this new draft to the previous version, as well as against the previously submitted feedback from the sector. Representatives from the Property Management Group at the University of Toronto are included as a part of this working group in order to lend expertise and recommendations.

- The University's planning principle stipulates that "the University's buildings, landscape and grounds must accommodate a diverse population in an open and inclusive campus. Where full accessibility may not be achievable due to existing conditions or the historical nature of a particular building, the University policy on accommodation will be met."

Other Projects and Awareness

Departments and Divisions throughout the University of Toronto continue to contribute to the goal of creating an institution that is inclusive. Various initiatives which demonstrate many of the University's accomplishments over the past year are listed below:

Built Environment:

- The Lassonde Mining building was renovated and features new lighting and an elevator was added increasing accessibility.

- At Spring Convocation the Convocation Tent was assembled this year with a solid floor which increased accessibility.

- Facilities and Services on the St. George campus completed elevator upgrades at New College, 215 Huron Street and the Jackman Humanities building. Hands free washroom devices (faucets, flushometers) were also installed across campus.

- The William G. Davis Building at UTM is undergoing extensive renovations to laboratory spaces, faculty offices and study spaces to increase accessibility for participants.

- The 5th Floor Bladen Wing and the 2nd floor of the student centre at UTSC have way finding signage that includes Braille. Other features include accessible lab bench heights and accessible sinks and faucets in the Science wing, teaching and research labs.

- At UTSC the East Arrival Court Project in summer 2012 increased accessibility on campus sidewalks and parking lots. It included pedestrian crossings with tactile warning strips at the edge of crosswalks. There are accessible textured surfaces at the edge of roadways for persons with low vision. The creation of a new pedestrian ramp now provides an accessible connection between buildings and access from the buildings to the new transit hub and the visitor's parking lot. Both of these areas have barrier-free features (Wheeltrans drop-off and pick-up area) as well as accessible parking spaces.

Awareness and Celebration:

- The 3rd annual seminar series "Convergence on Mental Health in the Workplace" was held. The seminar provided managers with an opportunity to learn how to respond to mental health in the workplace and accommodations.

- Monthly Mentorship events for students were organized through Accessibility Services St. George, as part of the Peer Mentorship Program where undergraduate and graduate students worked as peer mentors assisting incoming students with a broad range of disabilities, including learning disabilities.

- AccessAbility Services UTSC participated in "Awesome Week" and hosted "What is Awesome about AccessAbility Services?" In partnership with the Health and Wellness Centre, the office delivered the workshop called "Mental Health on Campus: Identifying and Responding to Students in Difficulty."

- Staff members from the AccessAbility Resource Centre UTM participated in the "UTM Fall Campus Day" and the "March Break Event" to promote awareness of the centre and its services to potential students and their parents.

- The University of Toronto Career Centre in collaboration with Accessibility Services St. George, hosted a panel discussion and networking event on accessible recruitment practices. Toronto employers discussed recruitment and hiring strategies and how to accommodate persons with disabilities.

- Health and Wellness, St. George held the workshop "Movement Breaks in the Classroom" to provide techniques on managing stress and reducing anxiety. The office also held a webinar that included health and wellness tips to enhance the student experience.

- A series of "Wellness Workshops" were designed by Health and Wellness to help students to develop cognitive, behavioural, emotional and self-care skills. The office also held biweekly drop in "Stressbuster" workshops.

- The new pilot "Resiliency Group Program" is a partnership between Health & Wellness, the Academic Success Centre, Accessibility Services and the Faculty of Arts and Science. It was introduced to integrate academic and psychological resiliency skills to help students who are on academic probation.

Equipment and Technology:

- Accessibility Services St. George collaborated with the Centre for Teaching Support and Innovation (CTSI) and the Robarts Library to obtain a liberated learning licence for lecture transcription.

- The CTSI website provides instructor guidelines on the development of accessible online content and assessments within the institution's online learning management system.

- Clockwork Scheduling Database has additional online modules that were tailored to meet the needs of UTM students and Accessibility Services UTM redesigned their website to allow for easy navigation.

- AccessAbility Services UTSC implemented an online test/exam service delivery model which allowed students and faculty to enter their requests online and for individual modifications to scheduling to be made by the exam centre staff.

- AccessAbility Services UTSC purchased various equipment to increase accessibility such as a large print keyboard, Bamboo Touch Pad, Franklin Talking Dictionary, an updated version of Kurzweil 3000 and all CPU's were replaced in the AccessAbility exam centre.

- In collaboration with the Academic Advising Centre and the Career Centre UTSC, the offices are developing Career and Disability web modules (expected to launch November 2012). These modules will assist students with disabilities to find work and develop their careers.

- The Office of Student Life in collaboration with Office Space Management and Hart House developed a "Campus Room Finder" to assist student groups with finding temporary accessible meeting space.

- The Blackboard Learning Portal can now be viewed as an app on various mobile devices which provides quick access to course announcements, grades, blogs, discussion forums and journals.

- The University acquired the software *Echo360* for institutional lecture/video capture and live webcasting. The lecture capture technology enables both video-on-demand and live web-based broadcasting in teaching and program delivery.

- The UTM Library developed videos around best practices for accessible PDFs, MS Word documents and MS PowerPoint presentations.

- Health and Well-being Programs and Services delivered a training session to staff and faculty on the speech recognition software "NaturallySpeaking." The session included techniques to enhance speed and ease the process of drafting, revising, formatting documents and working online.

- The University adopted an online system for administering course evaluations. This new system is accessible for all users. The University is phasing in implementation across all divisions and currently five divisions are using the new online evaluation system.

Teaching and Learning:
- The Centre for Teaching Support and Innovation (CTSI) and Teaching Assistants' Training Program (TATP) continue to deliver programming throughout the year to faculty and graduate students. Many of the programs that are delivered address issues pertaining to accessibility and making the classroom as inclusive to as many students as possible. Programming for instructors included a workshop around "The Fundamentals of University Teaching" and covered topics around course design, learning models and learning styles, and instructional strategies.

- Accessibility Services St. George in collaboration with CTSI delivered the workshop "Supporting Student Learning: What Instructors Can Do and Who Else Can Help" for faculty and teaching assistants. The workshop discussed the diverse student population that we have at the University of Toronto, understanding student needs and how to create a supportive environment as well as how to make referrals when necessary.

- Programs were delivered through CTSI and TATP for teaching assistants to continue to provide different approaches to working with students who may be experiencing difficulty, who may be in distress, or those who may have mental health issues.

Partnerships and Projects (external)

Enable Change Projects:

In partnership with the Council of Ontario Universities and the Ministry of Community and Social Services, the University of Toronto completed an online toolkit for university administrators responsible for implementation of the AODA. This toolkit has been used across all Ontario universities with the goal of sharing best practice. The Accessibility Toolkit is posted on the COU website at http://www.cou.on.ca/accessibility.

A second partnership with the Council of Ontario Universities, the Ministry of Community and Social Services, York University, the University of Guelph and the University of Toronto was formed to develop resources for faculty pertaining to their obligations under the AODA. The project includes a number of new resources to support compliance with the requirements of the AODA related to awareness training on accessible program/course delivery and instruction; called the "Educators' Accessibility Resource (EAR) Kit", it too is hosted on the COU website.

> On average the "AODA toolkit" receives 890 page views a month. Administrators better understand what is expected of them and how to implement change in their institution.
>
> COU update to Exeivthe Heads Nov. 2012

Additionally, the project will provide resources that go beyond the requirements of the legislation to promote accessible and inclusive learning environments and to provide outreach to faculty and tools for managing mental health challenges that may be present in the classroom.

Summary

The University of Toronto community continued to work together over the past year on a wide range of initiatives which demonstrated the institutions commitments to increase accessibility at our institution.

Rather than individual accommodation, the AODA calls for a system-wide, integrated and comprehensive response. As such, all areas of our institutions are affected. Engaging individuals and networks both early and often will, we strongly believe, have a critical impact on the successful compliance of the sector.

We continue to focus on the best way possible to provide support for persons with disabilities at the University of Toronto but we also continue to strive towards moving beyond compliance. We appreciate and recognize that achieving accessibility and inclusivity could not be done without the ongoing commitments of our faculty, staff, and students.

Students for Barrier-free Access Submission for University of Toronto ODA Report for 2012-13

Community Building

SBA's membership has significantly and steadily grown over the past year due to increased programming and exposure. This has been achieved through partnering with campus Mental Wellness groups, Accessibility Services' Moving Forward program for first year students with disabilities at the University of Toronto, as well as through Clubs Fairs and external gatherings such as ARCH Community Partners events. This summer, SBA also hosted a Youth at Work high school placement from Holland Bloorview Kids Rehabilitation Hospital, and intends to continue this initiative in the future.

Due to the mutual support of organizations such as NEADS, the University of Toronto Students' Union, and University of Toronto's Hart House, Athletic Centre, OPIRG and the Centre for Women and Trans People, SBA has expanded its outreach to the campus population and wider community. Cross promoting various organizations' programming and events has helped to raise accessibility awareness across multiple intersecting issues.

A few examples of successful SBA social events over past year include:

- Free monthly lunches;
- Free pub night socials;
- The everyday use of the SBA Centre, an accessible, safe space for students to study, lounge, borrow from the resource centre, build relationships, or work at large-screen computer stations that feature assistive software.

Students for Barrier-free Access is a separate, levy-funded entity at the University of Toronto that provides awareness raising and social programming surrounding disability and accessibility. SBA partners with various departments and student groups on campus and in the wider community. The focus of SBA's efforts for 2012-2013 will be the continuation and growth in the areas of community building and advocacy.

Future:

Through outreach opportunities such as invitations to various fairs and conferences, SBA will continue to increase membership and its volunteer base. This year, SBA has initiated its first Peer Support Group meetings covering a variety of topics for students who are not necessarily registered with Accessibility Services. More recent partnerships with groups such as InvisAbilities for students with chronic illness, the Campus Health Initiative, and the Ontario Justice Education network will help to ensure that the multilayered barriers faced by students are addressed, and that prospective students to the University of Toronto are made aware of SBA as a source of support and accessibility advocacy in the community.

Advocacy:

This fall, SBA with the University of Toronto Students' Union, co-hosted the Great Barrier Hunt event, in order to bring campus accessibility onto the consciousness of students, faculty and administration at University of Toronto. This event engaged students and encouraged participants to familiarize themselves with Hart House, Innis College and/or the Athletic Centre in terms of accessibility features and barriers. The GBH Committee's preliminary accessibility audits of these buildings were conducted in accordance with the Accessibility for Ontarians with Disabilities Act's Standards for the Built Environment. During this time SBA received support from Hart House and Innis College and significant support from the Athletic Centre. A representative from the AC accompanied SBA during its audit and took note of changes that could be made to make the building more accessible to students, including for instance, signage and door widths. Dave Lepofsky, Chair of the AODA Alliance was featured as a keynote speaker at the event and inspired participants to become actively involved in action towards ensuring that AODA standards are met on campus by 2025.

The Advisory Committee of SBA has been revived this year and offers support to students who are seeking support during exceptional circumstances, including accommodation requests that have not been met by professors, requests for peer support for specific disabilities, mental health diagnoses, chronic illnesses and intersecting challenges.

Other successful initiatives include:

- CPR and First Aid bursaries offered to students to complete courses in Fall, Winter and Summer semesters;
- American Sign Language bursaries offered to students to complete courses in Fall, Winter and Summer semesters;

- A wide range of educational and awareness raising workshops including but not limited to Mindfulness, Sexuality, Anti-Ableism, Accommodation and Disclosure, RDSP and ODSP, Careers, and Religion, all with an inclusive accessibility approach;
- Expansion of the Library Resource Centre in terms of books, community listings, scholarly articles in the Centre, and SBA workshop materials and notes.

Future:

SBA will continue to work with, and on behalf of students, faculty, alumni and potential postsecondary students who express concerns surrounding accessibility, and to advocate for necessary accommodations.

The Accessibility Audits of campus will be carried on throughout the year with the help of volunteers, and findings will be shared with Governing Council, AODA Committee, Office of Space Management and the administrators of each building that has been audited.

SBA will further expand its programming and partnerships with various organizations and faculties in order to take initiatives in the intersecting areas of visible and invisible disability, mental health, chronic illness, race, gender, spirituality and the design of spaces.

The Computer Lab software will be kept up to date and modified according to student needs, and relevant University and provincial policies and online resources will be posted on the SBA website. SBA also intends to make as many scholarly resources and books possible available in accessible electronic formats for students' use.

SBA will continue to increase its volunteer base, and subsequently build upon strong allied relationships in order to make accessibility issues one of the main priorities in the collective consciousness of the University of Toronto, in application to not only academics, but also in terms of extracurricular programming, socializing and all University spaces and services.

Committee Members 2012

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

Andrea Carter, Director, Employment Equity and AODA (CO CHAIR)

Ayoola Scott, Coordinator, Employment Equity and AODA (CO CHAIR)

Kathryn Aedy, Students for Barrier-free Access

Stephen Bailey, Office of Space Management

Cleo Boyd, Robert Gillespie Academic Skills Centre, UTM

Louis Charpentier, Office of Governing Council

Ray Cheung, Facilities and Services

Ko Clementson, Office of the President

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

Laurie Harrison, Office of the CIO

Sean Kiefte, Labour Relations

Christopher Lang, Office of Governing Council

Simone Laughton, Library, UTM

Susan Lee, Faculty of Kinesiology and Physical Education

Myra Lefkowitz, Health and Well-being Programs and Services

Daniella Levy-Pinto, Graduate Student

Tanya Lewis, Accessibility Services, St. George

Roseanne Lopers-Sweetman, Faculty of Kinesiology and Physical Education

Anne MacDonald, Ancillary Services

Elizabeth Martin, AccessAbility Services UTM

Gail Milgrom, Capital Planning Projects

Mark Overton, Dean of Student Affairs and Services, UTM

Rosie Parnass, Organizational Development and Learning Centre

Amanda Peet, Faculty of Arts and Science

Janine Robb, Health and Wellness

Carol Rolheiser, Centre for Teaching Support & Innovation

Helen Slade, Student Life St. George

Maureen Somerville, Alumni

Mahadeo Sukhai, Alumni