FOR RECOMMENDATION **PUBLIC** **OPEN SESSION**

TO: Planning and Budget Committee
SPONSOR: Professor Angela Hildyard, Vice-President Human Resources and Equity
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PRESENTER: As above
CONTACT INFO:

DATE: December 10, 2013 for January 15, 2014

AGENDA ITEM: 2(i)

ITEM IDENTIFICATION:

AODA/ODA Plan 2013-2014.

JURISDICTIONAL INFORMATION:

Section 4.1 of the Terms of Reference for the Planning and Budget Committee states:

The Committee is responsible for monitoring and planning activities and documents as may be required by general policy, as specified herein or by resolution of the Academic Board.

GOVERNANCE PATH:

1. **Planning and Budget Committee (for information) - January 15, 2014**

PREVIOUS ACTION TAKEN:

At its meeting of January 16, 2013, the Planning and Budget Committee received the ODA Plan 2012-2013 for information only

HIGHLIGHTS:

The University prepares an Ontario Disability Act Plan annually in compliance with our obligations under the Ontario Disability Act (ODA) and the Accessibility for Ontarians with Disabilities Act (AODA).

The wide range of projects and initiatives outlined in this report illustrate the commitment of our faculty, staff, and students to building an accessible working and learning environment for persons with disabilities. No longer does the responsibility of accessible service fall to one

particular area of the institution, today all divisions, departments and faculties engage to create system wide, integrated and comprehensive accessible service.

The University of Toronto has been applauded for its work with external partners and its commitment to assisting the Province in the application of the AODA. While we continue to focus on promising practice and developing new initiatives to best support persons with disabilities at the University, we appreciate and recognize that there is still work to be done.

The ongoing dedication of our faculty, staff and students to building a stronger, more inclusive community is recognized across the institution. We hope you have found the snapshot of work related to accessibility highlighted in this report to be informative and inspiring.

FINANCIAL IMPLICATIONS:

There are no financial or planning implications beyond those already identified within Divisions' Academic Plans.

RECOMMENDATION:

This item is *for information only*.

DOCUMENTATION PROVIDED:

AODA Annual Report 2013-2014

AODA & ODA Accessibility Plan

2013-2014

Under the Accessibility for Ontarians with Disabilities Act, 2005, and specifically Regulation 191/11 "Integrated Accessibility Standards" ("Regulation"), the Government of Ontario, Legislative Assembly, designated public sector organizations and large organizations, including the Office of the Ombudsman, are required to develop multi-year accessibility plans outlining their strategy to prevent and remove barriers, and to meet requirements under the Regulation. (O.Reg. 191/11, s.4).

Annual report

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Advisors to AODA Initiatives on Campus

We are grateful to those who contributed their time, expertise and insight into the various initiatives highlighted throughout this annual report.

Special thanks go to:

Larry Alford	Chief Librarian, St. George
Megan Burnett	(Acting) Associate Director, Centre for Teaching, Support & Innovation
Kelley Castle	Dean, Victoria College University of Toronto
Peter Cheung	Centre for Teaching, Support & Innovation
Cheryl Davidson	Manager, IT & Communications Projects, Student Life St. George
Paul Donoghue	Chief Administrative Officer, UTM
Tina Doyle	Director, AccessAbility Services UTSC
Katy Francis	Director, Communications Human Resources & Equity
Lucy Fromowitz	Assistant Vice-President, Student Life St. George
Hayley Fuller	Communications Coordinator, Human Resources & Equity
Dr. David Goldbloom	Faculty, Department of Psychiatry
Steven Green	Director, Online Communications, Strategic Communications
Laurie Harrison	Director, Online Learning Strategies, ITS
Avi Hyman	Director, Academic & Collaborative Technologies, ITS & CTSI
Tricia Kenderdine	Communications Coordinator, Student Life St. George
Lari Langford	Librarian, St. George
Tanya Lewis	Director, Accessibility Services St. George
Professor Scott Mabury	Vice-President, University Operations
Elizabeth Martin	Director, AccessAbility Services UTM
Professor Susan McCahan	Vice-Dean, Undergraduate Faculty of Engineering
Gail Milgrom	Director, Campus Facilities and Planning
Mark Overton	Dean of Students, UTM
Valerie Peticca	Director, Vice-President University Operations
George Phelps	Director, Project Development, Vice-President University Operations
Lake Porter	Adaptive Technology Specialist, St. George
Janine Robb	Executive Director, Health and Wellness St. George
Carol Rolheiser	Director, Centre for Teaching, Support & Innovation
Kathy Scardellato	Faculty, Faculty of Information & OCUL representative
Emma Scully	Manager, Human Resources
Ron Swail	Assistant Vice-President, Facilities & Services
Honorable Michael Wilson	Chancellor, University of Toronto

Note from the Vice President Human Resources & Equity

This report outlines the progress of the University of Toronto in creating a working and learning environment that is accessible and inclusive. The report speaks to our various commitments to legislation such as the Accessibility for Ontarians with Disabilities Act (AODA) and how we move beyond compliance.

I am proud to highlight the projects members of our community have undertaken across all three campuses as well as with our external partners such as the Council of Ontario Universities (COU). This past year the University of Toronto has received recognition for particular initiatives that raise the profile of accessibility within Universities and Colleges. I believe through these partnerships, we have created lasting change which will better support all faculty, staff and students.

I invite you to learn of the many diverse projects and initiatives highlighted in this report.

Sincerely,

Professor Angela Hildyard
Vice-President, Human Resources & Equity

Diversity of Projects and Commitments

Accessible Built Environment

These projects focus on the built environment at the University. Renovations, new buildings, and process changes that relate to building accessibility are highlighted here.

Accessible Communications

These projects focus on the way information is delivered in a format that accounts for a person's disability needs.

Accessible Service Delivery

These projects include our obligations under the Customer Service Standard. Here we highlight how departments are delivering their services in an accessible manner.

External Partnerships and Projects

The University has recently completed several projects with the Council of Ontario Universities (COU), The Ministry of Economic Development, Trade and Employment, York University, The University Guelph to name a few.

Pedagogy

How to deliver classroom learning in the most accessible way possible is a commitment at the University of Toronto. This section of the report highlights the work completed by various faculties, professors, and support services to create inclusive classrooms.

Mental Health

In recognition of the growing need to support mental health challenges on campus, this section of the report highlights initiatives and training on mental health in a post-secondary environment.

Accessible Built Environment

University Buildings and Commitment

This year the *Design of Public Spaces Standard* came into effect under the Accessibility Standards for the Built Environment, AODA. The standard for the design of public spaces only applies to new construction and major changes to existing features. The standard captures all work where contracts were signed on December 31, 2012 on a go forward basis. Highlights of what the standard covers includes: recreational trails, outdoor public eating areas, outdoor play areas, outdoor paths of travel, accessible parking on and off street, and service related elements such as service counters, fixed queuing lines and waiting areas.[1]

Meetings with those responsible for facilities on our campuses have addressed the requirements of this new standard. Extensive consultation has occurred with the AODA office and Accessibility offices to ensure that not only the requirements of the standard were met, but that changes and adaptations made sense given the context of the building occupants.

Finding Accessible Spaces

Finding accessible space on campus is important when booking a meeting or arranging an event. Information on accessible space can be found on the AODA website. In addition, the "room finder" website through the Office of Space Management, outlines what accessible features are available in specific rooms and how to request specialized equipment if required.

The University Map also has information regarding accessible entrances and accessible washrooms and has recently been launched with information for all three campuses.

New site coming soon!

In partnership with the Office of the Vice-President, University Operations a new website will be launched this coming year where users can access information regarding temporary disruptions. From time to time elevators, push buttons, or other features that assist in accessibility of a building are nonoperational. This site will provide information to users on such disruptions and how long the feature will be out of service, allowing for individuals who rely on these features to make adjustments as required.

IDeA Innovative Designs for Accessibility

We are entering into the third year of support for the Council of Ontario Universities (COU) IDeA competition. Every year undergraduate students compete to showcase their most *innovative designs for accessibility*. This year the contest focuses on the Pan Am and Para Pan Am Games.

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[1] http://www.mcss.gov.on.ca/en/mcss/programs/accessibility/built_environment/

Accessible Communications

University Students have their own language
MyVoice and University of Toronto Scarborough AccessAbility Services released the "College Life Pack", a free-to-download vocabulary collection designed to help students with speech disabilities communicate on campus using MyVoice's text-to-speech app, TalkRocket Go. The College Life Pack includes hundreds of phrases and pictures that make it easier to ask questions in a lecture, independently access campus facilities, and participate in social experiences. It also offers comprehensive vocabulary related to services on campus such as the registrar's office, disability services, and academic departments, making the learning environment easier to navigate. Users can download the new vocabulary pack, users of TalkRocket Go can simply tap "Add Vocab Pack" within the app, and select "College Life" from the available options.

Making the web accessible
Several offices across the University are working to make web spaces more accessible. For example both the Division of Human Resources & Equity and The Office of Student Life St. George have ensured that all users of their websites know where to access alternative formats if required and if there are challenges with the site who to contact. Projects this year involved training staff to understand web accessibility and develop the skills necessary to ensure that alternative formats were easily provided upon request.

Strategic Communications and Marketing have begun to make changes to the main utoronto webpage which will enhance accessibility. As the current platform powering utoronto.ca will be retired, Strategic Communications and Marketing are currently working on a new platform to launch early next year, complete with content updates and a new design. Accessibility planning "from the ground up" is included in the re-design to ensure that at every stage the site meets all of the WCAG 2.0 requirements. The site will also be built mobile-friendly, improving overall usability and allowing for easier screen reading and formatting across all browsers and font sizes.

MOOC anyone?
The University of Toronto has partnerships with two Massively Open Online Course (MOOC) platform providers, Coursera and edX. To address the W3C and AODA requirements we are working closely with our MOOC instructors and content creators to ensure we meet Level A success criteria for Web Content Accessibility Guidelines (WCAG) 2.0. In the unique MOOC environment, tens of thousands of students from around the world have access to video lectures, images, text resources, online quizzes and discussion boards to support their learning.

Media Captioning

The University of Toronto will participate in a *Post-Secondary Media Captioning Review* in partnership with the Council of Ontario Universities (COU) and all Ontario Universities to review opportunities for bulk purchasing rates of technology, and create an accompanying accessible media repository.

ACE Pilot Project

The Accessible Content E-Portal (ACE) Pilot Project is a collaboration of the Ontario Council of University Libraries (OCUL) and the University of Toronto, with support from the Government of Ontario as a part of the EnAbling Change Program. The ACE Pilot Project will enhance the ability of university libraries throughout Ontario to provide barrier-free access to textual resources for students and faculty with various reading and print disabilities. Building on the expertise and hands-on experience of Ontario Universities to provide accessible textual resources, the ACE Pilot Project will foster a collaborative approach to exploring the necessary mechanisms to establish a service to support all of Ontario's twenty-one Universities. The second element of the ACE Pilot Project, the information toolkit, aims to increase understanding of accessibility issues within the library including compliance with the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). It will also provide practical tools in the areas of law and administration, procurement, and public services, to help library staff put this knowledge into practice.

Accessible Service Delivery

Training and Information Sharing
Since 2010, we continue to offer training and information sessions on making experiences at the University as accessible as possible. Training was attended this year by over 250 staff and faculty with a special focus on students who complete practicum placements and how to deliver accessible service.

Redesign
The website aoda.utoronto.ca has been redesigned to assist faculty, staff, and students with accessibility questions. Resources cover topic areas such as accessible teaching, disclosure of a disability, university process, and website accessibility. Resources on the site include deliverables from the projects with the Counsel of Ontario Universities (COU) such as educational resources (e.g. developing accessible PowerPoint presentations) and online customer service training modules.

Feedback
The AODA office provided guidelines for individuals who would like to provide feedback regarding services received at the University in order to assist us in our commitments to accessible service delivery under the AODA. While we encourage resolution of concerns at the local level, we also provide options available to consult and seek out best and promising practices.

HR practice
HR generalists will be provided with training throughout the year regarding inclusive interview practices. Currently, when interviews are arranged for candidates the generalist ensures that when requested, accommodations are available. In accordance with best practice, the HR Generalists request that candidates identify their needs to the office (and not the hiring manger) to assist in this process in a confidential manner.

Social Assistance for Students with Autism (SASA)
On all three campuses peer support groups have taken form to bring students with Autism Spectrum Disorders (ASD) together to facilitate shared activities and discussions through meetings and outings. The guiding philosophy is that students share similar patterns of communication and interests thus relate to and understand each other. The group serves as a forum for addressing social difficulties, accessing support and provides a space for social interaction which facilities friendships.

By the Numbers
The accessibility services on all three campuses provide assistance to students who require accommodations while at University. Last year the services that support students with disabilities on all

three campuses saw an increase in registered users. At St. George, the number of students registered with accessibility services increased by over 10% to 2,449. Forty one percent of students were registered with mental health needs. For the 2012-2013 academic year, 12,185 accommodated tests and exams were provided to students. URSC AccessAbility Services serviced 421 students throughout 2012-2013, thirty five percent were registered with mental health needs. Two thousand eight hundred and four test and exams were accommodated for on the Scarborough campus. UTM AccessAbility Resource Centre saw an increase of 14% in registered students this year to 456 students. Forty two percent of those students identified with mental health needs.

External Partnerships and Projects

Accessiblecampus.ca

In partnership with the Council of Ontario Universities and other post-secondary partners, the University of Toronto assisted in the creation of the site accessible campus.ca. This site is a resource for staff, faculty and students to find the latest information about accessibility at universities across the province. The site is an accumulation of multiple projects that U of T was a main partner along with the Ministry, and the Council. Tips and techniques are provided to administrators with examples of projects and templates to assist in implementation of the AODA on a University campus.

IDEA

For the third year the University is participating in the IDEA contest (Innovative Ideas for Accessibility) to encourage students to "think accessible". The IDeA Student Competition seeks innovative, cost-effective and practical solutions to accessibility-related barriers in the community. IDeA challenges Ontario's undergraduate students to use their creativity to work individually or in teams with industry, government and community partners, including members of the disability community, to identify an accessibility-related issue, develop a plan to address the issue, and create an innovative and unique solution to it. As Ontario is hosting the PanAmerican and ParaPanAmerican Games in 2015, this year's competition features a special bonus prize of $1500 for the IDeA that best addresses barriers in Para-Sport and Active Living. This bonus prize is in addition to the three regular prizes that total $3000.

Pedagogy

Educator's Resource

The University of Toronto, partnered with the Council of Ontario Universities, the University of Guelph, York University, and the Government of Ontario through the EnAbling Change Partnership Program to assemble and develop resources that support the accessible delivery and instruction of programs and courses. These resources, are designed to help Ontario universities meet their obligations under Section 16 of the Integrated Accessibility Standards Regulation (IASR) of the Accessibility for Ontarians with Disabilities Act (AODA): Training to Educators, as well as provide broad support to educators in creating accessible learning environments for students.

Large Classroom Teaching

CTSI has launched new resources to assist in large classroom teaching. Topics covered include planning, strategies, assessment and technology. Within each section a variety of resources are found to assist in making the learning environment manageable for teacher and learner.

Accessible Course Design in Blackboard

CTSI has created tips and techniques for instructors who teach online on Blackboard to improve accessibility of course content for students with disabilities. Topics covered include course materials, course tools, course management, assessment, and general information.

Mental Health

Counseline

Counseline is an internship program in which second year master of social work students provide both face to face and cyber counseling for undergraduate students in any one of the seven colleges of the Faculty of Arts and Science. Interns are supervised by an experienced social worker. The Counseline program is sponsored by Health and Wellness, the Faculty of Arts and Science and the Factor-Inwentash Faculty of Social Work.

Mindful Mondays

Every Monday students are invited to attend Mindfulness Meditation Sessions through Health Services, St. George. Mindfulness meditation is about being aware in the present moment. Recognizing that stressful situations can be managed, these sessions teach students skills to be present in the moment and reduce stressful events.

Good 2 Talk

The Council of Ontario Universities, reference group on persons with disabilities and mental health group, assisted in supporting the work of a post secondary student helpline to provide students with free, professional, anonymous support and counselling. Launched this past academic year, students can call 1-866-925-5454 twenty four hours a day, seven days a week for support.

Minding Our Minds

Victoria College, at the University of Toronto, The Office of the Dean of Students at Victoria University in the University of Toronto hosted the second annual conference entitled Minding Our Minds: Mental Health in University. The key note speaker was Hon. Michael Wilson (University of Toronto Chancellor) who shared his family's experiences of mental health needs.

Parents and Families

A Healthy Student Event was held for parents and families of U of T students to help them become familiar with services offered at the university and offered tips on how to support the health and success of students. Panelists at *The Healthy Student Event* included: Janine Robb, Executive Director Health and Wellness UTSG, Elsa Kiosses Interim Manager Health & Wellness Centre UTSC, and Chad Jankowski, Acting Assistant Director Health Promotion & Outreach UTM.

Guides, Reference Materials, and Videos

Mental illness is a complex and pervasive challenge, but also a manageable one. With support from the Ministry of Economic Development, Trade and Employment, the University of Toronto in partnership with the Council of Ontario Universities has worked collaboratively with Ontario institutions to produce

a number of resources for educators, administrators and student leaders. Dr. David Goldbloom, Senior medical advisor CAM-H, Professor of Psychiatry at the University of Toronto and the Honorable Michael H. Wilson, Chancellor appear in a series of [videos on the website](). Both speak about mental health in the context of a large university and supports available.

Provostial Committee on Mental Health

The increase in mental health needs across university communities and specifically the number of students managing mental health needs or experiencing mental health concerns for the first time has had an impact on all post-secondary institutions. Specifically, at the University of Toronto we have seen an increase in service usage related to mental health concerns in our health, residence, accessibility and counselling services. Correspondingly, faculty and staff are strengthening their awareness and knowledge of mental health needs through training opportunities in order to respond in the most appropriate manner to support the students' identified needs. In order to ensure an ongoing commitment to a healthy learning and working environment and to align the development of new and existing programs and services, the proposed Provostial Advisory Committee on Student Mental Health would develop a tri-campus Student Mental Health Framework and Strategy. The Committee's work will begin by articulating the principles and strategic direction upon which we base the University's commitment to support students with mental health needs as well as supporting University staff and faculty in their interactions with students.

Summary

The wide range of projects and initiatives outlined in this report illustrate the commitment of our faculty, staff, and students to building an accessible working and learning environment for persons with disabilities. No longer does the responsibility of accessible service fall to one particular area of the institution, today all divisions, departments and faculties engage to create system wide, integrated and comprehensive accessible service.

The University of Toronto has been applauded for its work with external partners and commitment to assisting the Province in the application of the AODA. While we continue to focus on promising practice and developing new initiatives to best support persons with disabilities at the University, we appreciate and recognize that there is still work to be done.

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