AODA Annual Report & Plan

2018-2019

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A Welcome Message

We are pleased to present the University of Toronto's 2018-2019 Accessibility for Ontarians with Disabilities Act (AODA) Report. The University is committed to ensuring an intentionally inclusive community that treats every member in an equitable manner. Working to meet the needs of individuals with disabilities across all three of our campuses serves as an important part of our institution's mission. This mission seeks to make sure every person has a fair level of access and opportunity to achieve their full potential.

Every year, significant work occurs across the University and its divisions to advance our commitment to building an accessible institution. Our view of accessibility is broad and encompasses more than physical building features and legislative compliance. We are also aware that the definition of disability is broad, includes visible and invisible disabilities, differ from person to person, and can intersect with other forms of identity. Addressing this range and variation of difference necessitates the incorporation of accessibility considerations into all aspects of our thinking, planning, and programming. This report conveys our broad commitments and ongoing work to advance accessibility and inclusion, in addition to meeting the requirements set out in the AODA.

Fostering a fully accessible environment across all three campuses requires constant input, support and participation from everyone in our community. We recognize that our work must continue in order to ensure that persons with disabilities have equitable access to opportunities for success. We also recognize the efforts of all members of our community in pursuit of this commitment. Together, we can continue to enhance a climate of understanding and mutual respect for the dignity and worth of all persons. Let us work to build a community where no one gets left behind.

We thank all those who have made a positive impact towards increasing accessibility at the University. We invite you to engage with us to move forward together to advance equity, diversity and inclusion at the University of Toronto.

Professor **Kelly Hannah-Moffat**
Vice-President, Human Resources & Equity

Professor **Sandy Welsh**
Vice-Provost, Students

Ben Poynton
Accessibility for Ontarians with Disabilities Act (AODA) Officer

Consultation Update

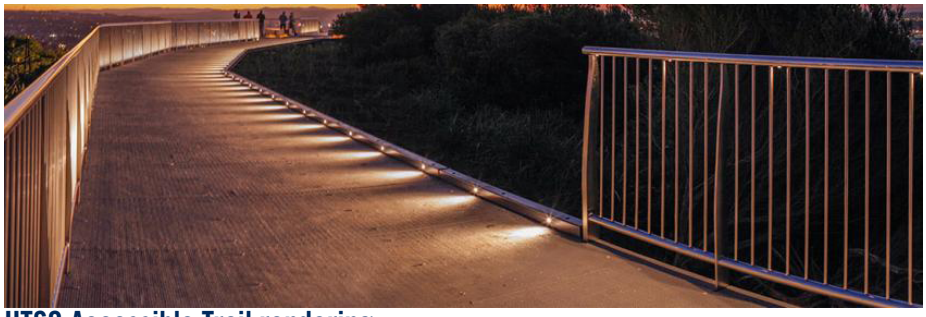
For last year's report, the AODA Office conducted consultation sessions with members of the University community in order to obtain feedback on the planned activities related to the University's AODA initiatives. Following this process, the AODA Office outlined that it would consult on a more regular basis with members of the University community with lived experience of disability.

In support of this work, over the past year, the AODA Office has facilitated consultation sessions with members of the University community, including Students for Barrier-free Access, on capital projects and on changes to AODA guidelines. For example, as part of the update to the University's service animal guidelines, persons with disabilities who are accompanied by service animals were asked to provide feedback on the University's proposed changes.
Over the next year, the AODA Office will continue to strengthen its consultation processes and ensure that members of the community with lived experience have opportunities to provide their feedback on various University projects.

Accessible Built Environment

Introduction

This section focuses on accessibility in relation to U of T's buildings and public spaces. In 2018-2019, the University continued to meet regulatory requirements as per Ontario's Design of Public Spaces Standards, and worked to increasingly incorporate accessibility into its physical spaces and operations.



UTSC Accessible Trail rendering

Key Focus 1: Breaking ground on a new accessible trail at U of T Scarborough

In May 2018, the University of Toronto Scarborough began work on an accessible path to improve access to Highland Creek Valley. This outdoor area adjacent to the campus provides recreational spaces, campus views, naturalized areas and habitat at U of T Scarborough, and serves as a location for important teaching and research. The 500-metre-long trail, designed for use during all seasons, will have a slope of no more one in 20 – providing enhanced accessibility for those with mobility disabilities. The new path will also feature resting areas, lookouts, seating, a continuous handrail, as well as lighting and other safety and security features. It has been designed to be accessible by meeting the requirements of the Accessibility for Ontarians with Disabilities Act (AODA).

Key Focus 2: Creating accessible learning spaces

A major project is underway to upgrade a significant number of classrooms at U of T to become more accessible, innovative and effective for teaching and learning. Led by the University's Academic + Campus Events (ACE) team, the Transforming the Instructional Landscape (TIL) initiative will improve 174 classrooms in 23 buildings across the St. George Campus, and impact almost 6,000 courses when complete. TIL planners are also working closely with Accessibility Services to ensure that classrooms are designed with inclusivity in mind, such as installing doors that are power operated, creating space for wheelchairs, and providing a range of seat and table heights to accommodate additional needs. U of T Scarborough and Mississauga are also taking part in the conversation surrounding the TIL initiative while embarking on similar plans.

Accessibility upgrades in Convocation Hall

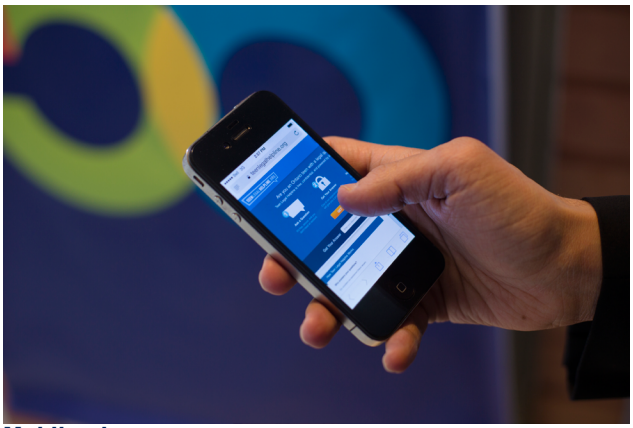
To make the stage in Convocation Hall more accessible, ramps were added to either side of the raised platform and the floor was lowered to reduce the slope steepness for wheelchair users. The ramp was used for the first time in late 2018 during the fall graduation ceremonies.

Next Steps: Review Design Standards & Review Group

Working with Facilities & Services and University Design, Planning and Construction, the AODA Office has begun reviewing the University's Barrier-free Accessibility Design Standards. The Office has convened a group of internal stakeholders representing multiple divisions to determine an appropriate means of reviewing and revising the Standards. This process will consider the impact of legislative changes in recent years, as well as the feasibility of other best practices.

Over the past year the AODA Office has also sought collaborative ways of reviewing design projects from an accessibility perspective. In doing so, Students for Barrier-free Access (SBA) and other members of the community have been invited to participate in design review meetings with University Design, Planning and Construction. This has taken place for the Centre for Civilizations, Cultures and Cities, and the renovation of the Fitzgerald Building. Over the next year, the AODA Office will continue to work with various stakeholders to find ways of sustaining these review processes.

Accessible Communications



Mobile phone user

Introduction

This section focuses on the University's ongoing efforts to ensure that information and communications housed in institutional online spaces are accessible. Over the past year, the AODA Office and staff across U of T continued to address barriers surrounding web accessibility.

Key Focus: Accessibility updates to U of T Engineering's websites

The Faculty of Applied Science & Engineering completed a series of accessibility updates to the official Engineering WordPress theme to improve its conformance with Web Content Accessibility Guidelines (WCAG) 2.0. The theme is activated across many of the Faculty-level websites, as well as most department-level sites, with plans to address more sites in the coming months. Changes to the theme include the addition of alt tags to pictures embedded in the theme code and structural changes to enable assistive technology to define website content more clearly. In addition, website theme colours were also adjusted for better colour contrast and the search form was updated. The combination of these upgrades resulted in improved performance when the websites were tested through web accessibility evaluation tools.

Adding Web Accessibility Support & Resources

Throughout 2018, the AODA Office hosted the Inclusive Design Research Centre from OCADU to provide training on web accessibility. A session titled Understanding Web Accessibility: Strategies for a Technical Audience was offered on all three campuses through the Organizational and Development Learning Centre. In addition, A Web Accessibility Specialist has been added to the AODA Office as of February 2019 for a 12-month term. The new position will bring additional support and expertise to roll out the University's web accessibility strategy. Planned activities include providing advice and training in the development, communication and implementation of AODA requirements to the tri-campus community.

Accessible Online Course Reader Project, D.G. Ivey Library

This project began in July 2017 as an initiative to improve the level of accessibility and AODA compliance of the online course reader service offered by D.G. Ivey Library at New College. The Online Course Reader Service provides students with access to course readings in an online environment, while ensuring the readings provided comply with Canadian copyright laws. The aim of this project was to explore options to provide readings currently only available in print in an online environment, while ensuring the readings are accessible for users with vision loss.

University-wide Impact Presentation updates

The University-wide Impact Presentation is a suite of reputational materials used widely by senior leaders, faculty and staff to demonstrate U of T's local and global impact to business, government, academic and various other audiences. In 2018, Advancement Communications and Marketing updated these materials to meet accessibility standards. They added descriptions for all imagery and charts and transcripts for the embedded videos to the PowerPoint version. They also made adjustments to ensure that all on-screen copy was as legible as possible.

Accessible Communications

Provost website update

The Vice-President & Provost's Office website hosts a wide range of communications, policies, procedures, and reports relating to academic and budgetary matters at the University of Toronto. In September 2018, the Vice-President & Provost's Office re-launched their website to provide a modern and streamlined experience for all online visitors. This included making the website mobile friendly and updating all their content, features, and functionality with an accessibility-first approach to ensure the website met with the standards laid out in the AODA.

Next steps: Web Accessibility Specialist & Advisory Group

Over the past year, the AODA Office has continued to seek ways of reviewing and improving the University's efforts to address web accessibility compliance. As reported in our Highlight above, a key component of this work is the hiring of a dedicated resource to assist Divisions comply with web accessibility standards. Advised by the AODA Officer and the web accessibility advisory group, over the next year, the Web Accessibility Specialist will develop and implement a web accessibility strategy to ensure the University continues to adhere to the standards outlined in the AODA.

Accessible Service Delivery

Introduction

This section outlines the University's ongoing efforts to prioritize and deliver accessible options for the broad range of services we provide to our community. Our work in this area also continues to ensure that the University fulfils its obligation under the Customer Service Standard, and its commitment to advance an equitable and an intentionally inclusive environment that meets the needs of all members.

Access to Success Founders with Tiff Macklem, Dean of Rotman

Key Focus: Updates to Service Animal Guidelines

Over the past year, the AODA Office has been working to update the University's service animal guidelines and respective processes. This is in order to respond to recent changes in the definition of service animals under the AODA. These changes have led to an expansion of this definition to include those that can be determined by regulated healthcare professionals such as Psychologists, and Registered Psychotherapists and Registered Mental Health Therapists, amongst others (further information about the regulated healthcare professionals listed in the AODA can be found in the Integrated Accessibility Standards Regulation). The updates to the guidelines include an explanation of the definition of service animals, advice on welcoming them to our campuses, and details a process for registering service animals with the University. Consultation with multiple stakeholders has taken place as part of this review, and release of these guidelines and registration process is anticipated to happen by the fall semester.

As well as clarifying these processes, the guidelines will also outline community expectations in relation to service animals in training. The University has already been welcoming service animals in training and in September 2018, U of T Mississauga (UTM) hosted its first in the community. Being exposed and trained in a university environment is an important aspect of a service dog's training as many are matched with owners in educational settings. The UTM students training the dogs have commented on the positive training environment they and the dogs have experienced including how UTM students, faculty and staff have readily accepted the dogs into their classrooms, events, offices and social areas of the campus.

Access to Success Fellowship: Rotman School of Management announces new funding for students with disabilities

U of T's Rotman School of Management introduced a new scholarship opportunity to recognize and support MBA students with visible and invisible disabilities. The Access to Success Fellowship, announced in May 2018, includes a $5,000 award and is paired with exclusive leadership, mentorship, and recruiting opportunities for up to three students who identify as having a permanent disability or disabilities. The Fellowship, created in partnership with the Access to Success not-for-profit organization, will be awarded based on academic merit, contributions within and for accessibility spaces and communities, and lived experiences of overcoming obstacles to achieve success.

Accessible Service Delivery

Accessibility Student Advisory Committee

U of T's Career Centre relaunched its Accessibility Student Advisory Committee for the 2018-2019 academic year. The group, composed of staff and students, works to create and improve programming for students with disabilities navigating careers. Students apply to participate on the committee on a volunteer basis and receive Co-Curricular Record (CCR) validation for their involvement.

Employment workshop for students with autism

U of T Accessibility Services and Career Exploration & Education partnered with Specialisterne Canada to host an employment talk catered to students on the autism spectrum. The not-for-profit organization helps both businesses and job seekers understand the value, unique perspective and capabilities of people with autism or those who face similar barriers to employment. The event included a workshop on neurodiversity and employment, along with advice on the job application process, and an overview of positions available in addition to examples of previous placements.

Changes to Accessibility Services at St. George

Beginning in mid 2017, Accessibility Services began implementing structural and programmatic changes in order to meet the increased demand and complexity in student need. This led to the creation of five Team Leads in the areas of Health, Mental Health, Neurological, Student Learning, and Intake and Administration. In May, 2018, ten Accessibility Advisors were added to the staffing at St. George. These Accessibility Advisors will be located in academic programs (one in each of the undergraduate Colleges; one at the School of Graduate Studies; three in the Professional Faculties)

Next steps

In response to the feedback received during consultation for the 2017-2018 AODA Report and Plan, the AODA Office has made updates to its website to include further information on accommodation processes for student-staff. The webpage outlines that there are two separate processes, one for academic accommodations and another for workplace accommodations. Over the next year, the AODA Office will find ways of communicating this information out to the broader University community.

Innovation & Partnerships

(R-L) Sara Santos and Natasha Bruno

The University recognizes that our commitment to intentional inclusion can be met by continuously innovating and engaging in meaningful partnerships. In 2018-2019, we advanced a number of meaningful projects and initiatives through various partnerships to continue developing innovative solutions for accessibility.

Key Focus: Understanding the biology of depression

U of T will be launching a new research hub to study the biological causes of depression. Established as a result of a $20-million gift from the Labatt family, the Labatt Family Network for Research on the Biology of Depression will create two Labatt family chairs at U of T with links to the Centre for Addiction and Mental Health (CAMH) and the Hospital for Sick Children (SickKids), and fund a professorship, numerous fellows, residents and early-stage scientists working across Toronto's biomedical ecosystem. The Labatt Family Network's principal aim will be to push beyond institutional and disciplinary boundaries to find new pathways of discovery, and foster the next generation of research talent.

Mobilizing change: KPE hosts public symposium on enhancing physical activity accessibility

On March 1, 2018, the Faculty of Kinesiology & Physical Education (KPE) hosted Mobilizing Change, a symposium focused on the importance of accessibility in sport and recreation, as well as the significance of physical activity across the lifespan. This event featured both U of T experts and researchers from the University of Alberta and Mount Royal University. Speakers drew on their research and lived experiences to reveal the societal implications of limited participation opportunities for individuals with disabilities, particularly in the area of sport and physical activity. The symposium also served as the 11th installment of KPE's annual public research series.

U of T students create prize-winning IDeA project for accessibility

Faculty of Kinesiology & Physical Education alumna Sara Santos and student Natasha Bruno developed a series of posters with "can" statements gathered from personal stories of U of T community members who have disabilities. The poster series was awarded third place in the nation-wide Innovative Designs for Accessibility (IDeA) competition and served as a component of both Bruno and Santos' research thesis.

Preparing students for the world of work

The University of Toronto Scarborough (UTSC) hosted a Career & Disability Symposium in April 2018 to prepare students for the world of work. The event included interactive sessions, panel discussions, and a resource fair covering topics on identifying personal strengths and understanding how to leverage them in today's workplace, disclosure, accommodation and non-traditional job search and work environments. This one-day symposium was the result of a partnership between the University of Toronto Scarborough Academic Advising & Career Centre and AccessAbility Services and the Canadian Council on Rehabilitation and Work.

Innovation & Partnerships

Next steps

Over the past year ,the AODA Office worked with the Environmental Health & Safety Office and others to review the existing processes for accessibility and accommodation queries in research environments. This work has entailed developing a draft process map outlining the steps to consider and offices involved when accommodation requests in research environments are made. Although this has initially considered the process from a student perspective, faculty and staff requests will also be considered. This work will continue throughout 2019-20 and expand to include a review of how faculty, staff and students access resources and information about available resources, and find ways of ensuring each office/service is aware of their role and responsibilities in the process

Pedagogy

Artist Capturing Teaching & Learning Symposium

The University is committed to the delivery of classroom learning in accessible ways. This section of the report highlights some of the resources, support and training we have provided to teaching staff on how to foster accessible and inclusive learning environments. Our work in this area also continues to ensure that the University meets AODA requirements to provide training to educators on how to create these accessible spaces.

Key Focus: Access and Integrated Learning Experiences

At the 12th Annual University of Toronto Teaching & Learning Symposium, participants attended the session 'Supporting Student Access and Accommodation Needs in the Provision of Integrated Learning Experiences'. This workshop, presented by Ashley Stirling, Colin Furness, and Christine Arsenault, explored what barriers and facilitators influence students' ability to engage in integrated learning, and some success stories and examples of individualized approaches for supporting students. Recognizing the benefits of learning through experience and the growing priorities nationally and provincially to advance experiential offerings for postsecondary students, the presenters asserted that it is timely to consider barriers to student engagement and how student accommodation supports may be unique from what are currently provided to support classroom learning. In this symposium, access and accommodation challenges were shared with examples across paid, unpaid and international course/program-based integrated learning opportunities. Bringing these issues to the group, the presenters generated discussion and ideas for better enhancing integrated learning experiences for all students.

CTSI & TATP Workshops, face-to-face programming, and webinars

The Centre for Teaching Support & Innovation (CTSI), working with colleagues in the Teaching Assistants' Training Program (TATP) and Academic and Collaborative Technologies Support, continued to produce resources with accessibility in mind from the initial planning stages to completed product. A new template and design for guides and tip sheets (both online and print) was created in 2016 using AODA and WCAG standards. All new digital resources are created using this template – and converted to accessible PDFs – and older tip sheets were redesigned following these guidelines. All digital resources are available as accessible and screen-reader friendly web pages. All video content has close captioning and available transcripts.

In addition to these latest initiatives, the CTSI continued to offer the Course Design Institute. The CDI included an increased focus and highlighting of accessibility and Univeral Instructional Design, and a resource focused on UID included in resource package.

Universal Design for Learning: Engaging All Your Students

In collaboration with the AODA Office, TATP offered a session exploring Universal Design Principles (UDL) and how teaching assistants (TA) can apply them in their own teaching practices. TAs joined conveners for a workshop on these principles for curriculum development and engagement. The aim of the session was to assist TAs to give all students in their classrooms equal opportunities to learn, while creating an inclusive learning environment.

Pedagogy

Inclusive Design in Practice for Supporting Students

AccessAbility Services and the Centre for Teaching & Learning at U of T Scarborough facilitated a fall workshop exploring inclusive teaching practices. In the session, Tina Doyle and Nancy Johnston provided an overview of UTSC statistics and new challenges in accommodation, as well as introduced a discussion of faculty strategies. They discussed how to build more flexibility and alternative approaches for accommodating a breadth of learning accommodations, such as peer reviews and extension requests.

Next steps

Over the past year, the AODA Office convened an advisory group composed of representatives from the Centre for Teaching Support and Innovation at St. George, the Centre for Teaching and Learning at UTSC, the Robert Gillespie Academic Skills Centre at UTM to seek ways of augmenting existing accessible course design resources. This work will continue over the next year. The AODA Office will also find ways of mapping existing resources used to provide training to educators on accessible course design across all three campuses in order to identify gaps. This is with a view to determining how the University might improve upon what is already being done and to find ways to coordinate existing work.

Mental health

Rorschach art composed of two faces

The University of Toronto serves a large and diverse student, faculty and staff population, and is dedicated to fostering a safe and healthy environment that enables all members to thrive. This section of our report focuses on some of the initiatives the University has undertaken over the past year to increase our community's understanding of mental health, and advance our well-being support.

Be Well: UTM Health & Counselling Centre hosts inaugural wellness event

The University of Toronto Mississauga (UTM) hosted a community wellness event in September 2018 as part of its campus-wide initiative to raise awareness for mental and physical health. Named the Be Well UTM: Resources & Activity Fair, the one-day event run by UTM's Health & Counselling Centre hosted an exhibit featuring more than 60 organizations in the community that provide wellness resources and programs, including Trillium Health Partners, Canadian Mental Health Association, Assaulted Women's Helpline, Spectra Helpline and Good2Talk. The fair also included activities to encourage physical health and a keynote address by Canadian writer and New York Times bestselling author Neil Pasricha on ideas for achieving personal health and happiness. The HCC and the UTM Wellness Ambassadors will continue to host well-being events for its community of students, faculty and staff throughout the academic year.

Identify, Assist, Refer Online Training

In partnership with the Organizational Development & Learning Centre, the Health & Wellness Centre at St. George launched the Identify, Assist, Refer Online Training to aid faculty and staff in helping community members who may be experiencing a mental health challenge. The 20-minute learning module educates individuals on how to recognize when someone may require assistance. It also provides tips on how to engage in a helping conversation and encourage help-seeking by making more effective referrals. A certificate is provided to those who complete the training.

Flourish: final report submitted

Having been awarded withh funding from the Mental Health Innovation Fund, the Flourish program at UTSC submitted their final report and findings to the Ontario goverrnment in 2018. Flourish uses a Strengths-Based Resiliency (SBR) approach to support students' transition from secondary to post-secondary. The findings demonstrated a reduction in stress and stigma and increases in well-being and resilience. Students can still participate in the program via the Flourish website.

Mental health

Next steps: President Gertler's plan of action

In March of this year, the President outlined a plan of action to address student mental health and well-being. This will be composed of four key elements. The first, in partnership with the Provost, will be to establish a Presidential and Provostial Task Force on Student Mental Health. This Task Force will be composed of senior administrators, students, faculty and staff, will consult with students, student groups, and draw from the research and clinical expertise of U of T faculty members.

Secondly, the Expert Panel on Undergraduate Student Educational Experience will be asked to consider explicitly the broader issue of learning cultures, competitiveness, student well-being and student supports in its recommendations. Thirdly, senior administrators will engage with health system partners in the Toronto region to strengthen the University's ability to collaborate and refer students. Finally, working with the Council of Ontario Universities and other provincial partners, the University will renew the advocacy around the In It Together: Taking Action on Student Mental Health report.

Coinciding with this plan of action, under the leadership of Kelly Hannah-Moffatt, a wellness strategy will be developed for administrative staff. This strategy will include mental health and will be developed over the next year.

Appendix i - AODA Compliance Timeline

What follows is a table outlining AODA milestones and the University's respective responses. This begins in the past from the point at which the Customer Service Standard came into force, through to present-day, contemporary standards and their concurrent dates, moving towards the future furthest compliance date of January 1, 2021. Those regulation milestones are mirrored by the University's own milestones in how we responded, and will respond, to the legislated expectations.

The purpose here is to provide a snapshot of the work our community has completed, is currently engaged in and what it plans to complete in the future in order to respond to the goals of the AODA and build an accessible working and learning environment for persons with disabilities.

Appendix i - AODA Compliance Timeline - Table

Date	Regulation Milestones	UofT Milestones
1/1/2010	Section three (policy development), section four (service animals and support workers), section five (notice of temporary disruptions), section six (training for staff), section seven (feedback process), and sections eight and nine (notice of availability of documents) of the Customer Service Standard.	• Customer Service Brochure developed, including description of the Standard, who to contact with concerns, relevant policies, advice around disability disclosure, how disability is defined. • The brochure also lists helpful accommodation tips including some on assistive devices, support persons and animals, food & drink, event location and arrival. • Since 2011 over 12,500 brochures have been distributed across the University and regular in-person training provided.
1/7/2011	Section 76 of IASR (public sector organizations transportation).	• UTM shuttle buses ensured to be accessible.
1/1/2012	Section 13 of IASR (emergency procedures, plans & public safety)	• Fire Safety protocols updated. Specific response plans are available upon request. Performed in partnership with Health & Well-being.
1/1/2012	Section 27 of IASR (workplace emergency response information)	• Specific response plans are available upon request. Performed in partnership with Health & Well-being.
1/1/2013	Section three (accessibility policies)	• Accommodation for Employees with Disabilities: U of T Guidelines • Employment Equity Policy • Statement of Commitment Regarding Persons with Disabilities • Statement on Equity, Diversity and Excellence • Statement on Human Rights
1/1/2013	Section four (accessibility plans), section five (procurement), , section 15 (educational & training resources), section 16 (training to educators)	• Plans incorporated into process developed for ODA plans. • Relevant policies reviewed • Accessibility services at all three campuses engaged in providing academic accommodations for students with disabilities. • Educator Accessibility Resource Kit with COU, training provided across the institution, including via Centre for Teaching Innovation & Support
1/1/2014	All sections of Employment Standard (except s.27) within IASR come into force.	• Accommodation for Employees with Disabilities: U of T Guidelines • Accessiblity & Recruitment Guidelines
1/1/2014	Section six (self-service kiosks), section seven (training), section 11 (feedback), and section 14 (accessible websites, WCAG 2.0, Level A)	• Updated training resources provided to the U of T AODA website. • Accessibility statements updated and communications professional trained on their use. • Homepage updated, new Faculty of Law and Library pages created with accessibility and web accessibility group convened.
2015	Pan and parapan-Am Games hosted at U of T	

Date	Regulation Milestones	UofT Milestones
1/1/2015	Section 12 (accessible formats & communication supports), section 18 (libraries of educational & training institutions (print materials))	• Accommodation for Employees with Disabilities: U of T Guidelines • Accessibility services at three campuses. • Health & Well-being Programs & Services, tri-campus. • Accessibility statements include process for feedback to request accessible formats. • Groups convened to review emergency procedures at all three campuses. • Received OCUL's Report on Accessible Media (ROAM) for non-print materials. • ACE (Accessible Content E-portal) is launched as a Scholars Portal (OCUL) service for alternate formats of print materials.
1/1/2015	Effective date of Ontario Regulation 368/13 filed to amend the new 2012 Building Code, O.Reg. 332/12	• Facilities and services group convened to review updated regulatory requirements with respect to the built environment.
1/1/2016	Section 80 (Design of Public Spaces Standard)	• Facilities and services group convened to review updated regulatory requirements with respect to the built environment.
Feb 2017		• Rollout of new online training module on Customer Service and requirements of Section 7
4/2/2019		• Hiring of Web Accessibility Specliaist to ensure University is meeting obligations under Section 14.
1/1/2020	Section 18 (libraries of educational & training institutions (digital or multimedia resources))	• ROAM fully implemented
1/1/2021	Section 14 (accessible websites WCAG 2.0, Level AA)	• Considered in scope of activities for web accessibility group and Web Accessibility Specialist role