AODA & ODA Accessibility Plan

2014-2015

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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A Message from Vice-President Human Resources & Equity

This report outlines the progress made by the University of Toronto in creating working and learning environments that are accessible and inclusive. The University has a long history of commitment to equity, diversity and inclusivity - it is ingrained within our institutional purpose.

I am proud of the work that occurs across all three campuses, multiple divisions and different departments that assists in building an accessible campus. We recognize that accessibility is about more than the positioning of a physical building feature, rather that it also encompasses the attitudes of those who occupy the buildings. All of us must be committed to ensuring that inclusive environments exist at the University. This report conveys our commitments to accessibility and inclusion and how we move beyond compliance.

The projects highlighted in this report illustrate the work across all three campuses, as well as focusing on accomplishments with respect to the various sections of the AODA and its Standards. Though work remains, I am pleased to introduce this report and the initiatives found within.

Sincerely,

Advisors to AODA Initiatives on Campus

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

Special thanks go to:

Larry Alford	Chief Librarian, St. George
Allison Burgess	Sexual & Gender Diversity Officer, St. George
Christine Burke	Director, Campus Facilities & Planning
Heidi Calder	Special Advisor to CAO on the Pam Am Project
Peter Cheung	Centre for Teaching Support & Innovation
Cheryl Davison	Manager, IT & Communications, Student Life, St. George
Paul Donoghue	Chief Administrative Officer, UTM
Tina Doyle	Director, AccessAbility Services, UTM
Katy Francis	Director, Communications, Human Resources & Equity
Lucy Fromowitz	Assistant Vice-President, Student Life, St. George
Hayley Fuller	Communications Coordinator, Human Resources & Equity
Melanie Grant	Administrative Coordinator, Human Resources & Equity
Pam Gravestock	Associate Director, Centre for Teaching Support & Innovation
Sara Grimes	Assistant Professor, Faculty of Information
Laurie Harrison	Director, Online Learning Strategies
Avi Hyman	Director of Academic & Collaborative Technology
Tricia Kenderdine	Communications Coordinator, Student Life, St. George
Lari Langford	Librarian, St. George
Tanya Lewis	Director, Accessibility Services, St. George
Scott Mabury	Vice-President, University Operations
Alex MacIsaac	Manager, Transportation Services, St. George
Elizabeth Martin	Director, AccessAbility Services, UTM
Jill Matus	Vice-Provost, Students & First-Entry Divisions
Susan McCahan	Vice-Dean, Faculty of Applied Science & Engineering
Mark Overton	Dean of Students, UTM
George Phelps	Director, Project Development, University Operations
Lake Porter	Adaptive Technology Specialist, St. George
Amy Ratelle	Research Coordinator, Semaphore
Matt Ratto	Associate Professor, Faculty of Information
Janine Robb	Executive Director, Health & Wellness, St. George
Carol Rolheiser	Director, Centre for Teaching Support & Innovation
Meredith Sandles	Senior HR Projects & Policy Specialist
Melinda Scott	Dean of Students, University College, UofT
Emma Scully	Manager, Human Resources & Equity
Micah Stickel	Chair, First Year, Senior Lecturer, Electrical & Computer Engineering
Mahadeo Sukhai	Senior Advisor, NEADS; Team Leader & Head, UHN Princess Margaret/OCI
Ron Swail	Assistant Vice-President, Facilities & Services

Diversity of Projects and Commitments

Accessible Built Environment

These projects focus on the built environment at the University. Renovations, new buildings, and new legislative processes 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 & Community Projects

The University has completed several projects in partnership with various organizations, including the Council of Ontario Universities (COU), the National Educational Association of Disabled Students (NEADS) & the Ontario Council of University Libraries (OCUL)

Pedagogy

The University is committed to the delivery of classroom learning in accessible ways. This section of the report highlights the work completed by various academic units, 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 the post-secondary environment.

Accessible Built Environment

Toronto Pan Am Sports Centre (TPASC)

Opened to the public and students on 2 September 2014, this newly constructed building contains many accessible features and facilities. These include, amongst many others, automatic door openers, accessible washrooms, wheelchair accessible seating, pool lifts and portable ramp, a universal set of change rooms, designated spaces for Seeing Eye dogs on the pool decks, multiple elevators, and "Areas of Refuge" fire-rated for two hours in the event of a fire when the elevators would be inaccessible.

TPASC Basketball Arena

The University of Toronto Scarborough, its AccessAbility Services office and the Department of Athletics and Recreation worked with external partners TO2015 and the City of Toronto to create a built environment with the goal of meeting the highest possible accessibility standards. This work highlights the institution's commitment regarding persons with disabilities in action. TPASC will host the aquatics, fencing and modern pentathlon components of the 2015 Pan/Parapan American Games.

A washroom for many users

The Washroom Inclusivity Project is a unique collaboration of students and staff across equity offices and campus services with the goal of providing clear and updated information about the range of U of T's current washroom facilities and fostering an inclusive campus community. Students and staff worked together developing an inventory of St. George campus washrooms in order to highlight single-user facilities, accessibility features, footbaths for Muslim students, and baby change stations. The information gathered has been used to update the University's online campus map. This map already has accessibility features indicating where accessible entrances are across the St. George campus.

There are plans for this project to be rolled out to include the washrooms at the Mississauga and Scarborough campuses in the coming months.

New Building Code Requirements

This year amendments were made to the Ontario Building Code with respect to ensuring that new and extensively renovated buildings incorporate accessible features. Coming into force in 2015, these changes seek to create a barrier free built environment for Ontarians with disabilities. Realizing this change, the University is working to build capacity and internal knowledge with regard to what the new Code entails for those professionals responsible for capital projects and renovations. Meaningful engagement with those responsible for facilities and the design of new or extensively renovated buildings is ongoing, with advisory sessions taking place throughout the year. In particular, the AODA Office and facilities and services professionals have struck a committee to review the new requirements. Extensive consultation ensures that these professionals understand how the changes are to be included within their business processes.

This follows on from our endeavours last year highlighting the Design of Public Spaces Standard and working with these same groups to ensure that the requirements of the Standard are met and that changes and adaptations meet the needs of the building occupants.

Accessible Built Environment

Feedback for change

We acknowledge that regrettably sometimes operations breakdown. This year members of our community have worked to ensure that our built environment spaces across all three campuses remain accessible. Central to this is the feedback process where members of the University community, as well as the public, provide us with information regarding our built environment. One example involved the successful physical amendment to our outdoor staircase leading from the Bahen Quad. Here we notified the relevant parties of the protruding handrail, following feedback through U of T's Twitter channel, and the amendment was made within hours.

This example highlights both our commitment to ensuring safe and accessible spaces across the University, as well as our commitment to receiving feedback through multiple channels. Though the office recommends resolution at the local level, feedback can be provided to the AODA Office directly through phone and email.

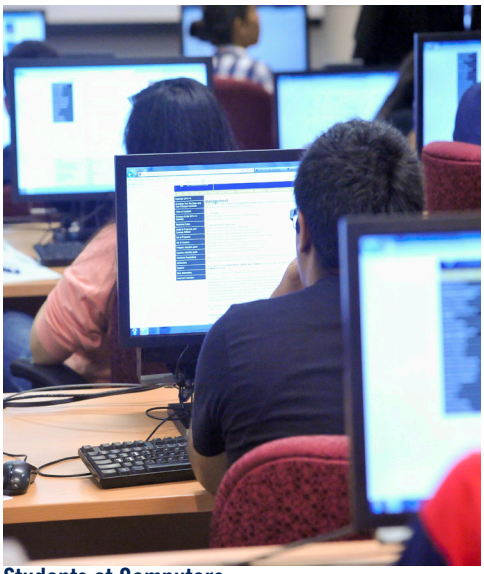
Building Access Notices

In partnership with the Office of the Vice-President, University Operations, the AODA Office successfully launched the Building Access Notices website. Users can access information regarding temporary disruptions to buildings' features that they may be reliant upon. These include ramps, elevators and push button automatic doors. This site provides information to users on disruptions, how long the feature will be out of service and, if applicable, alternative access options. This allows for individuals who rely on these features to make adjustments in advance of travelling to the building as required.

Our property managers at the St. George campus are using this service regularly, ensuring timely information is provided to the website when these features are non-operational. We plan to extend this service to Mississauga and Scarborough campuses this coming year.

To access and sign up for notices, please visit our Building Access Notices website.

Accessible Communications


Students at Computers

Making the web accessible

Last year we reported that several offices across the University were working to make web spaces more accessible, citing the examples of both the Division of Human Resources & Equity and the Office of Student Life, St. George. In addition to the continuing work of those offices, this year others have engaged in creating accessible websites.

The Faculty of Law and University of Toronto Libraries have developed accessible websites using robust processes, involving multiple tests with web accessibility experts. The groups responsible for managing their development have produced new sites with accessibility in mind from conception to completion that meet international web standards.

Examples include, the Academic & Collaborative Technology Support group with the Centre for Teaching Support & Innovation that has designed a self-directed toolkit for web content editors and designers. The kit would help them review, evaluate and identify key areas of concern, and offer suggestions on how their website can be updated to comply with the Web Content Accessibility Guidelines 2.0 (WCAG 2.0). This toolkit also introduces the user to AODA policies and guidelines using clear, straightforward language. Additionally, users are provided with helpful reports: Firstly, a rubric that allows them to self-evaluate their website and secondly, an evaluation of the website using online tools that highlight accessibility features.

Moving forward, the work of these groups is being used to create best practices with the intention of developing an institutional user-guide to help those embarking on a new website project include accessibility in all parts of the development process.

Hosting accessible events

The University is a popular venue for conferences and events. Those members of our community organizing these conferences have worked hard to ensure that they plan to make their events as accessible as possible. The AODA Office this year has partnered with various groups to assist in these endeavours. Making use of resources developed jointly with the Council of Ontario Universities (COU), organizers included accessible language on invitations, provided accessible web sites for registration and quickly accommodated requests when made.

The University has posted COU's Planning Guide for Accessible Conferences to its events registration page. Now, when groups publicize their event using the widely viewed and used Events Page, they are directed to this resource and the simple ways in which they can plan for an accessible event.

ASKme information hub

Each September, staff and faculty wear ASKme buttons to signal that they are available to help with students' general questions. As well, information booths staffed by friendly and knowledgeable upper-year students "pop-up" at busy locations around campus. There is also an ASKme online tool, a quick and easy way for students to get answers to questions about the University. New this fall, the program introduced the ASKme Information Hub as a permanent place for students to access this useful information. The Hub launched in the summer of 2014 and is located in the Koffler Student Services Centre. It includes four tablets, one being situated at a wheelchair accessible desk, which provide quick links to information on Student Life Events, the Mentorship Resource Centre and the U of T Map, amongst others. The tablets themselves were designed with accessibility in mind, and include zooming options, appropriate colour contrast, and proper alternative and title tagging.

Accessible Communications

Plain language

Through the Clear Language Initiative, the Office of Student Life has created a “happy collision” where language meets accessibility. A set of plain language guidelines and an online training module are currently being co-constructed to inspire confidence around accessibility, improve the web writing and reading experience and support an inclusive work culture around communication.

Accessible Service Delivery

Accommodating employees and students

Demonstrating its commitment to persons with disabilities, the University provides ongoing accommodation for individuals with disabilities through various offices. The scope of these offices includes students, staff and faculty. These services are delivered through the AccessAbility Resource Centre at the Mississauga campus, Accessibility Services at the St. George campus, AccessAbility Services at the Scarborough campus, and Health and Wellbeing Programs & Services servicing all three campuses. In the year 2013-2014, the accessibility services at all three campuses had more than 3500 registered students, representing a 20 per cent increase on the previous year. Further, the Health and Wellbeing office provided workplace accommodations for employees who required them, as well as assisted 35 employees return to work from long-term disability. The activities of these offices are part of the organization's commitment to persons with disabilities to ensure the same level of access to opportunities, participation in the full range of activities that the University offers, and achieving their full potential as members of the University community.

Tina Doyle, Director of AccessAbility Services, UTSC & Thusi Thuraisamy with College Life the text-to-speech app for TalkRocket Go (see 2013-14 Annual Report)

Teleparking

Worried about running out of change for the parking meter? Fear not, Transportation Services at the St. George campus deployed their Teleparking system this year. This allows customers to pay for parking in real time using a mobile phone. Unlike traditional pay and display parking, which is still in effect, customers can pay for parking by telephone, SMS text message or by using the Telepark App on a smartphone. This increases accessibility by allowing users to easily pay for parking whilst visiting the St. George campus. More importantly, it benefits an individual who may, due to a disability, be unable to use traditional print machines.

Training and information sharing

Universities in Ontario are required to train their staff on the requirements of accessibility standards within the Integrated Accessibility Standards Regulation, as well as on the Human Rights Code as it pertains to persons with disabilities.

Since 2010, various offices continue to offer training and information sessions on making experiences at the University as accessible as possible. This year AODA training was attended by over 400 people covering topics such as: hosting accessible events, residence life, and delivering accessible service in the service industry, as well as during practicum placements. The AODA Office has distributed 930 brochures to various entities across the university, including both central administrative units, the various divisions and to all of our campuses. This brochure is handed out to all new employees during the institutional onboarding process and is also distributed widely to frontline offices that deal directly with their clients, like our Equity Offices.

Other training provided this year includes "Just In Time: Mental Health & Wellness in Faculty, Staff and Students". This program is provided to academic administrators, and includes case studies on mental health. A Mental Health and Accommodation Workshop is also provided for faculty in partnership with the Centre for Teaching Support and Innovation.

Accessible Service Delivery

Accessible transit

The University offers regular shuttle bus service to staff and students between its St. George and Mississauga campuses. The majority of these buses are accessibly equipped, with two spaces available for passengers who use mobility devices. Accessible service is available at all campus stop locations. This past year three further accessible buses were added to the existing fleet to assist in servicing this route. This increased the proportion of daytime trips that are accessible for students, staff and faculty using the UTM shuttle service.

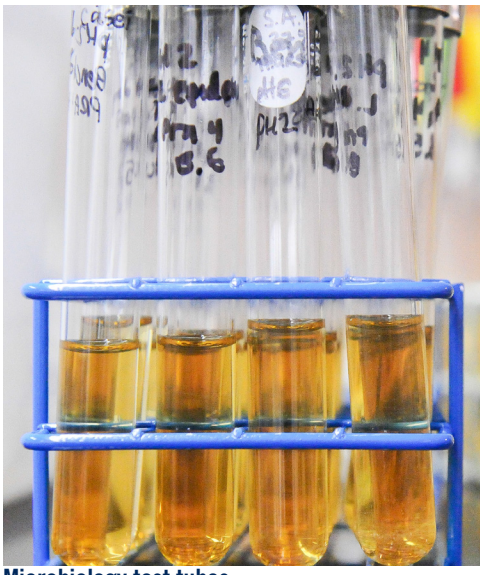
The recruitment process

The Employment Standard has come into effect requiring obligated organizations to have an accessible recruitment continuum, from assessment or selection to the onboarding of new hires, and all the way to retirement. The Hiring Manager's Toolkits provide advice on how to ensure that these processes are accessible. Managers are instructed on ways in which accessibility can be considered, from choosing an appropriate location for interviews to ensuring that candidates have the opportunity to request accommodations for an interview. Offer letters to successful candidates include links to our accommodation guidelines and inform individuals to contact Health and Well-being Programs and Services in the event that an accommodation due to a disability is required. This process is regularly reviewed for efficacy and suitability with respect to the Employment Standards of the AODA.

Collaborative & holistic support

Support for students with disabilities at each campus is built upon a collaborative approach. For example, the Peer Mentoring Program at St. George provides academic and social supports to students registered with Accessibility Services. Its mission is to provide students with a network of resources to succeed at the University, including co-curricular support. This year the program included leadership development opportunities whereby mentors underwent leadership development training. The University also provides resources and support to encourage success for students before they arrive on campus. At UTM there is the Summer Transition Program providing comprehensive orientation for incoming first year students with learning disabilities. Whilst at UTSC there is JumpStart. This is a one day program that offers strategies for successful transition to university, with a student panel discussing the transition from high school. All of these programs better equip students to succeed at university and develop more welcoming communities.

External Partnerships & Community Projects



Microbiology test tubes

Making practical spaces accessible (partnership)

The National Educational Association of Disabled Students (NEADS), in partnership with the Council of Ontario Universities (COU) and the University of Toronto, has developed a number of resources to help educators' foster more accessible and inclusive educational environments where students can engage in active learning and demonstrate, through hands-on activities, the understanding of the practical components of a given discipline.

The recommendations made in these resources are directed towards building inclusive laboratory environments and supporting a culture of accessibility for all undergraduate and graduate students at the province's universities.

Accessible media delivery (partnership)

Report on Accessible Media (ROAM) is an initiative of the Ontario Council of University Libraries (OCUL), with support from the Government of Ontario as a part of the EnAbling Change Program (this program is an initiative of the Accessibility Directorate of Ontario and provides financial support and expertise to organizations to educate an industry or sector across the province on their obligations under the AODA). ROAM aims to provide a detailed analysis of potential costs and benefits of a variety of approaches to video captioning and delivery of accessible media educational materials. It also seeks to assist Ontario Universities in becoming AODA compliant and serving students and faculty most effectively.

Accessible gaming (community project)

The Semaphore Research Cluster at the iSchool at the University of Toronto is dedicated to inclusive design in the area of mobile and pervasive computing. This vision lead to the installation of the Accessibility Arcade located in the Robarts Library. This arcade represents the first ever arcade of its type in Canada and will be permanently hosted by the Semaphore group. The arcade includes the most up-to-date technology and controllers designed to enable gamers with disabilities to access today's most popular video games. The arcade will be permanently open to the public, by appointment.
It is hoped that the Arcade will provide a space for educators, students and researchers to learn more about accessibility in a fun and engaging way.

Printing prosthetics (community project)

In partnership with the Christian Blind Mission, Matt Ratto and his team are using emerging technology to help solve the challenge of a lack of access to prosthetics for children in Uganda. Using hobbyist 3-D printers, open source software and game console motion sensors, the team plans to print the socket part of prosthetic limbs, the most custom element, more than halving the production times of conventional methods. It is hoped that this process will be available in situ next year.

External Partnerships & Community Projects

Pan/parapan-Am legacy (partnership)

The University of Toronto Scarborough has expanded to include the Toronto Pan Am Sports Centre. This new athletics facility will host the aquatics, fencing and modern pentathlon components of the 2015 Pan/Parapan American Games. It was built upon the principles of inclusiveness to be a centre of excellence for accessibility. Wheelchair Basketball Canada has already taken up residence in offices within the facility and uses the Centre regularly for training. Earlier this year, they and Wheelchair Rugby Canada shared the space for their respective training camps. Following the games, the Centre will be available to both UTSC students and the broader Scarborough community for regular use.

International Centre for Disability and Rehabilitation (partnership)

Housed at the Rehabilitation Sciences Sector, Faculty of Medicine at the University, the International Centre for Disability and Rehabilitation (ICDR) is a diverse and creative collection of people who care deeply about inequities faced by people with disabilities in Canada and around the world, and who believe in the potential for rehabilitation research, education and advocacy to help affect change. The ICDR's activities include assistant professor Lynn Cockburn's mental health and community development work in Cameroon, where diversity, research and education programs in rehabilitation and disability have been set-up. The vision of the ICDR is to be a leader in research and education in the rehabilitation sciences focused on improving the lives of people with disabilities locally and globally.

Former Lt. Governor: UTSC Prof & accessibility champion (partnership)

As of 1 October 2014, former Lieutenant Governor, Hon. David Onley, assumed the role of senior lecturer and distinguished visitor, teaching classes in the Department of Political Science at the University of Toronto Scarborough and working with students on research projects, using papers from his term in public office. He will also serve the University as Special Advisor for the Pan Am and Parapan American Games.

The Hon. David Onley has also been appointed as a Special Advisor to the Provincial government on accessibility to champion opportunities for people of all abilities in the public and private sectors. He will work closely with Brad Duguid, Minister of Economic Development, Employment and Infrastructure, to continue breaking down the barriers to promote the economic benefits of inclusion and employment of persons with disabilities, and championing accessibility across the province.

The University is happy to welcome such an esteemed accessibility champion to its already outstanding community. We are delighted that our students will have opportunities to interact with him.

Pedagogy

Training to educators

Educational institutions are required to train educators on accessible course design under the AODA Integrated Accessible Standards Regulation. Whilst many educators in our community are already using accessible course design in their teaching, outreach to faculty and educators on accessible course design takes place throughout the year. Educators across the institution, like Susan McCahan, are enabling their students to participate as fully as possible thanks to the incorporation of accessible course design. Along with Jason Bazylak, Prof. McCahan has incorporated principles of accessible course design to great effect. One such approach involves the development of a vocabulary for students in preparation for exams. Reaching upwards of 250 words, this list provides an explanation of every term that is likely to be used in the exam. With little effort, this resource has a significant impact on the ability of persons with disabilities to approach an exam well prepared, taking nothing away from the essential requirements of the course. Perhaps the most impactful however, is the fact that this minor modification benefits a broad set of users, not simply students with disabilities. Those for whom English is not their first language also find this extremely useful.

Students in University College Classroom

Creating learning experiences

The Course Design Institute offered by the Centre for Teaching Support & Innovation at the University introduces principles of course design to faculty members who are developing a new course or who would like to hone their course design skills and refresh a course they've already taught. Over two days participants learn how to design or re-design a course of their choosing in order to enhance students' learning experiences. The integrated and structured approach of the Institute encourages participants to consider and include accessible design within their course development. One course redesigned through the Institute is LIN204 on English grammar. This UTM course is offered in a fully online format to students, with all materials provided in adaptable digital formats. As part of the development process, the instructor and project team members have worked together to ensure that the course is more accessible to a wider range of learners. It has been carefully structured so that each of the 461 students is a member of a smaller learning community of approximately 30 students to better support students' individual learning requirements. Video lecturettes and 'how-to' instructional videos include captioning that can be helpful for students who have hearing disabilities, for those who are trying to learn in environments with high ambient noise levels, as well as for students whose first language is not English. The online format of this course provides students with flexibility in terms of location, timing, and convenience.

Senior academic leadership on accommodation

Through institutional channels, our Principals, Deans, Associate Deans and Chairs were reminded this year of the University's policies and obligations regarding the provision of academic accommodations for students with disabilities. This communication sent from the Vice-Provost, Students & First-Entry Divisions outlined the process by which such an accommodation will be considered. This includes documentation reception, consultative accommodation development and adjustment, and faculty assistance in the implementation of accommodations in the classroom, for practicums, labs, graduate programs, and with respect to multiple forms of assessment. Information regarding the accessibility services offices at each campus was also shared, along with further details on when faculty should contact them.

Pedagogy

Educator's resource

The University of Toronto continues to partner with the Council of Ontario Universities (COU), 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.

Added this year were resources to assist in creating Accessible Science Laboratories, as well as Making Practical Spaces Accessible (see project listed in the External Partnerships & Community Projects section).

Developed with NEADS, Accessible Science Laboratories explores the perceived and actual barriers to the science, technology, engineering and mathematics (STEM) disciplines experienced by students with disabilities. This is done through the paper Creating an Accessible Science Laboratory Environment for Students with Disabilities which also discusses possible solutions and accommodations. The paper's recommendations are based on best practices and not all of the described provisions must be followed to comply with the Accessibility for Ontarians with Disabilities Act (AODA). All suggestions, however, are directed towards building inclusive laboratory environments and supporting a culture of accessibility for all undergraduate and graduate students at the province's universities.

Mental health

U of T Student Mental Health Report

As reported last year the proposed Provostial Advisory Committee on Student Mental Health began work to develop a tri-campus Student Mental Health Framework and Strategy. The Committee articulated 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.

This year the U ofT Student Mental Health Report was released. The report makes 22 recommendations across the five key areas of: Awareness, Education, Training & Anti-Stigma; Inclusive Curriculum & Teaching Approaches; Mental Health Services & Programs, and; Policies & Procedures. It recommends the adoption of a systems approach as the overarching institutional strategy. A systems approach focuses not just on health and wellness services and programs, but regards the entire University environment as necessarily involved in creating the conditions that allow its students to flourish.

Mental health through peer support

Peers are Here is a non-judgmental drop-in space where those attending can connect with fellow students, discuss their university experience, and practical mental wellness through mutual peer support. This open group meets for one-hour twice a week at locations on the St. George Campus.

Handling exam stress

UTM Exam Jam is a day-long event which offers students intensive course-specific study sessions alongside opportunities to engage in activities that help manage or reduce stress and establish healthy and productive study habits.

Embedded Counselling & Support

The St George campus has expanded the embedded counselling program this year. The program was piloted beginning with one counsellor embedded at three locations across campus. Locations were selected according to feedback received from colleges and departments about difficulty accessing services, either because of distance or hours of operation and academic schedules. Based on the success of the pilot, the program has expanded to nine locations. At UTSC counselling is embedded in the residences.

Mental health online training - student leaders

The University is assisting in the creation of a mental health online training tool designed for student leaders. This resource, developed in partnership with Brock University and the Council of Ontario Universities, will provide online training on mental health awareness for those working with students in a leadership capacity. It will profile videos of student experiences, provide resources on the definition of mental health and assist in how to recognize, respond to and refer students experiencing mental health issues on campus. We are providing advice on the direction and content of this tool.

Thought Spot

Thought Spot is a live map designed by students, for students in the Greater Toronto Area. The map allows students to easily identify and access health and wellness services, and discover resources that are relevant to their experiences, situation, and location. Resources on the map are divided into seven different categories: Work and School; Family and Friends; Legal and Financial; Sex and Relationships; Recreation and Culture; Health and Social Services, and; Spirituality and Wellbeing. Whether individuals are searching for an invigorating fitness program, beneficial health service, useful legal or financial advice, or even a place to de-stress and relax, this map can direct them to various locations that correspond to their needs and preferences.

Thought Spot is funded through a 2013 Mental Health Innovation Fund grant administered by the Ministry of Training, Colleges and Universities. It was initiated by the Centre for Addiction and Mental Health (CAMH) and the University of Toronto. Other partners include ConnexOntario, Kids Help Phone, OCAD University and Ryerson University.

Summary

The broad range of projects and initiatives detailed in this report highlight the participation of the University's community in its commitment to building an accessible working and learning environment for persons with disabilities. This community, encompassing our divisions, departments and faculties, is taking responsibility for the delivery of accessible service and is engaged in creating a system-wide, integrated and comprehensive approach to doing so.

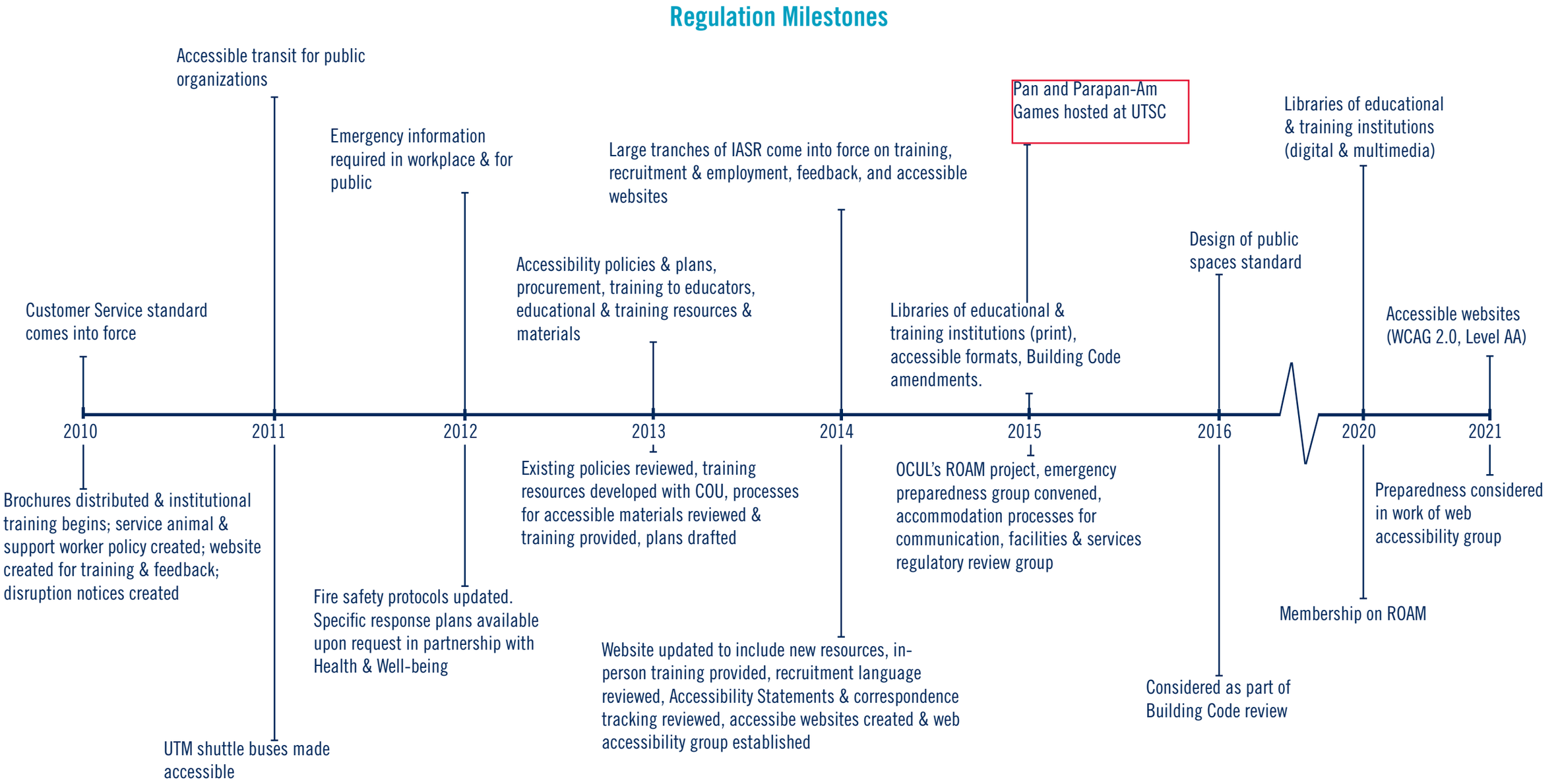
Complementing this work of the University community is that with our external partners. Through these partnerships and the mobilization of our expertise, the University of Toronto is assisting the Province in meeting the goals of the AODA. Over the next year, and with 2025 in mind, we will continue to target our efforts to provide promising practice and develop new initiatives to best support persons with disabilities at the University. The University as a whole, from institutional commitments to academic leadership and visionary faculty, staff and students, will continue to be well placed to fulfill its commitments under the AODA.

Appendix i - AODA Compliance Timeline

What follows is a graphic representation of the AODA 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 1 January 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. A table version of this graphic is provided underneath it.

Appendix ii - AODA Compliance Timeline



Appendix iii - AODA Compliance Timeline - Table Format

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 • Recruitment language reviewed.
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. • Membership on ROAM
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.
1/1/2020	Section 18 (libraries of educational & training institutions (digital or multimedia resources))	• Membership on ROAM
1/1/2021	Section 14 (accessible websites WCAG 2.0, Level AA)	• Considered in scope of activities for web accessibility group.