AODA & ODA Accessibility Plan

2015-2016

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

2015 has been a particularly significant year, as it marks the 10th anniversary of the passing of the AODA legislation. Moreover, we are halfway to the intended goal of the Act: making Ontario the most accessible province by 2025. Whilst more hard work is needed to achieve that target, much has been accomplished over the past 10 years. The 2015-2016 Accessibility for Ontarians with Disabilities and Ontario Disability Act Report outlines the progress and commitments of the University of Toronto in creating working and learning environments that are accessible and inclusive for everyone.

I am proud of the work that occurs across all three campuses, in multiple divisions and departments, that assists in building an accessible campus. We recognize that accessibility is about more than the positioning of a physical building feature, such as a ramp or elevator. Accessibility 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.

The projects highlighted in this report illustrate the work across our three campuses, and also focuses 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. This report conveys our commitments to accessibility and inclusion and how we move beyond compliance.

The University looks forward to continuing to partner with the Province to address barriers to accessibility for the next 10 years and beyond. This year we celebrated with the City in successfully hosting the Pan Am and Parapan Am Games. Our partnership was strengthened with a joint celebration event which honoured para-athlete and alumna Ms. Joanne Berdan, winner of eight gold medals in track and field over the course of four Paralympic summer games from 1984 to 1992. When I reflect on the games, particularly the Parapan Am experience, I am struck by the impact the para-athletes left. Their abilities, not disabilities were showcased and they showed the world what “para-tough” stood for.

On a personal note, as I begin to look to the end of my tenure as Vice-President Human Resources and Equity (a role I have held for 14 years) I am pleased to acknowledge that the University was again awarded as one of Canada’s Top Diversity Employers for the eighth consecutive year.

The work of accessibility has changed over the years to become a priority in many portfolios and I am proud to state that this work is shared with the portfolios of the Provost, University Operations, Research and Innovation, and Communications.

Advisors to AODA Initiatives on Campus

We are grafeful to those who contributed their time, expertise and insight into the various initiatives throughout this annual report. Special thanks go to:

Tamara Adizes Jacobs	I&TS Portfolio Communications Officer
David Berman	David Berman Communications
Christine Burke	Campus & Facilities Planning
Michael Clark	Senior User Experience Designer
Maria Codispoti	Manager, Planning & Construction, UTM
Cheryl Davison	Manager, Information Projects
Paul Donoghue	CAO, UTM
Tina Doyle	Director, AccessAbility, UTSC
Cathy Eberts	Director, Solutions Development
Katy Francis	Director, Strategic Communications, Human Resources & Equity
Lucy Fromowitz	Assistant Vice-President, Student Life
Hayley Fuller	HR Special Projects & Communications Officer
Terry Gardiner	Outreach and Mentoring Coordinator, Factor-Inwentash Faculty of Social Work
Lisa Gayhart	User Experience Librarian, U of T Libraries
Vivek Goel	Vice-President, Research & Innovation
Paull Goldsmith	Director Facilities Management & Planning, UTM
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William Heikoop	Online Learning Coordinator
Sarah Hinves	Senior Planner
Jenny Hu	Supervisor, Web Technology Services, UTM
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Tricia Kenderdine	Communications Coordinator, Student Life, St. George
Ted Kent	Senior Property Manager, St. George
Kaitlin Klass	Senior Communications & Web Liason, Arts & Science
Michael Koza	Drupal Developer, UTM
Lari Langford	Librarian, St. George
James Lawson	Supervisor, Help Services, Information Commons
Tanya Lewis	Director, Accessibility Services, St. George
Scott Mabury	Vice-President, University Operations
Elizabeth Martin	Director, AccessAbility Resource Centre, UTM
Jennifer McDonald	Facilities Designer, FAS
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Katya Pereyaslavska	Project Manager, Accessible Texts Repository, Ontario Council of University Libraries
Lake Porter	Assistive Technology Specialist
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Janine Robb	Executive Director, Health & Wellness
David Sasaki	Planner
Karen Sievewright	Managing Director, Banting & Best Centre for Innovation & Entrepreneurship
Mahadeo Sukhai	Senior Advisor, NEADS
Ron Swail	Chief Operations Officer, Property Services & Sustainability
Alan Webb	Planner
Laurel Williams	Information Technology Analyst, ITS
George Zamfir	Accessibility Specialist, Good Wally

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

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

Accessible lab spaces

Earth Sciences Accessible Bench

Over the past year, Campus & Facilities Planning at the University has been working to incorporate accessible design features within science laboratories. Efforts are made in new or renovated spaces to include barrier-free eyewash stations, sinks, lower coat hooks, accessible benches and auto-door openers. Spaces that have been updated are in the Earth Sciences Centre, whilst as major renovations take place at the Ramsay Wright similar features will be added. Furthermore, comparable accessible lab features have been added to laboratories in the Lash Miller Chemistry building.

As other spaces like these and science laboratories in general are renovated or created, consideration will be given to the inclusion of barrier-free elements. This follows on from the work profiled in last year's report with the National Educational Association of Disabled Students (NEADS), in partnership with the Council of Ontario Universities (COU) and the University of Toronto. This created 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.

Improving front campus at St. George

A new polka-dotted walkway was put in place outside Convocation Hall in August of this year. Over the years this area had been difficult for pedestrians of all abilities to navigate. There was no coherent intersection and pedestrians and those using mobility devices had to vie with cyclists, cars, tour buses and service vehicles in order to get around this south-western corner of King's College Circle. Now a more mobility-friendly and safe space has been installed immediately outside the main entrances to Convocation Hall.

The new intersection includes two striped "zebra" pedestrian crossings, one aligned east-west where King's College Road meets King's College Circle, and the other aligned north-south across Galbraith Road. The east-west crossing has a new stop sign. This means that safer passage can now be sought travelling from College Road, as well as between Convocation Plaza and the Medical Sciences Building. Also added is a ramp connecting this space to the accessible entrance of Convocation Hall and Simcoe Hall.

Ongoing classroom upgrades

JumpSeats at Galbraith

During classroom renovation, Academic + Campus Events (ACE) endeavour to replace existing features with more accessible ones. For example, when new furniture was installed in classrooms in Ramsay Wright, ACE ensured that a mix of fixed chairs, adjustable chairs and empty spaces were put in place for a variety of users. The award winning JumpSeat has also been installed in updated classrooms in the Galbraith and Koffler Buildings. This provides flexible and compact seating as the seat can cantilever into position from an initial depth of four inches, leaving room for mobility devices when the seating is not in use.

Design of Public Space Requirements

As of 1 January 2015, the Design of Public Spaces Standard of the AODA comes into force for the University. These changes seek to create a barrier-free environment in those spaces that are created outside of the built environment. These include recreational trails, exteriors paths of travel, outdoor play spaces, rest areas, accessible parking and service counters. Within the Standard are found technical requirements for each of these elements covering such things as ramps, stairs, and depressed ramps, as well as various measurements in general. The AODA Office will continue to work as a member of the committee struck through Facilities and Services in order to review these and other requirements.

Accessible Built Environment

Parapan Am Games

The Para Pan Am Games came to the University this summer, with events being held at both our St. George and Scarborough campuses. At the St. George campus archery was held at Varsity Stadium, and 5-a-side and 7-a-side football were held at Pan Am/Parapan Am Fields (Back Campus). The Toronto Pan Am Sports Centre (UTSC) hosted swimming and volleyball events. The University celebrated the games at "UofT House" on both campuses, a welcoming place to drop in during the games to learn more about the events on campus and experience the games from another vantage point. Highlights included viewing archery from the eyes of a para-athlete, Youth Fiesta Day with the Honourable David Onley, and the chance to watch the games on a big screen TV complete with snacks!

Honourable David Onley and Rick Hansen at TPASC

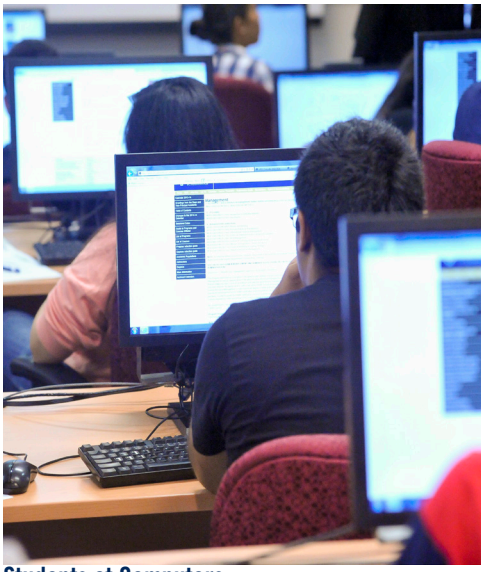
The University recognized Ms. Chantal Petitclerc, one of the most celebrated track athletes in history and the only Canadian to have won gold medals at the Olympics, Paralympics and Commonwealth Games, with an honorary degree. Above all these celebrations and milestones, we committed to accessibility, we celebrated the strength of the individual, and we changed our approach to disability proving that the University of Toronto commits to all that is possible.

Building Access Notices at UTM

In partnership with the UTM Facilities and Services Management, and UTM IITS, the AODA Office launched the Building Access Notices website for the Mississauga campus. Users can access information regarding temporary disruptions to accessibility features that they may be reliant upon. These include ramps, elevators and push button automatic doors. This site provides information to users on disruptions, the expected duration of repair, 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.

To access and sign up for notices, please visit our UTM Building Access Notices page. Building Access Notices for the St. George campus are still available.

Accessible Communications


Students at Computers

TechKnowFile - meaningful engagement

Every year the University organizes the TechKnowFile conference through the Office of the Chief Information Officer. This event provides a professional development opportunity for all U of T staff and faculty in the area of information and communications technology broadly.

This year the event included an AODA focus to the proceedings. An AODA Panel was convened in order to explore information communications technology and accessibility. Moderated by Ben Poynton, Senior Coordinator, AODA and Laurel Williams, IT Analyst; Andrea Carter, Director AODA Office, David Berman, Communications Designer and Author, and George Zamfir, Accessibility Specialist engaged a lively discussion on accessibility and the internet. David who is a high level advisor to the United Nations on sustainable accessible design, a web accessibility auditor for the World Wide Web Foundation and an accessibility consultant for IBM provided expert advice to the audience on making websites accessible in practical ways. George who has been working on web accessibility since 2006, and leading the technical accessibility solutions at Scotiabank, Facebook and currently at TELUS, provided his insights to accessible design and good practice in web design.

George noted that accessibility isn't hard, however the point at which it is included in the design of a web site can make it so. Lesson: The earlier the better.

ACORN Update

The Accessible Campus Online Resource Network (ACORN) will soon replace the existing ROSI with a more useful and usable online system for student web services. ROSI was implemented in 2002 and has been the main access point for online student services such as enrolment, course timetable and fee assessment. The ACORN project has resulted in improved functionality, and has introduced new value added features with convenient access to many of the services a student requires – academically, financially and socially. The project also seeks to provide an accessible desktop and mobile platform for these services. Further, course and program enrolment have been completely redesigned. Course enrolment now includes a pre-planning cart allowing students to save courses prior to their enrolment start time. ACORN also includes a 'Life' section highlighting several of the key services and programs U of T offers to students outside the classroom, like finding housing.

The project team fully integrated accessibility into the design process. Compliance with Level AA of the Web Content Accessibility Guidelines was targeted, with attempts to implement Level AAA whenever possible. Further to that accomplishment, functional usability testing was deemed an integral part of the design process. A "Student Brain Trust" was established with hundreds of students in order to provide meaningful feedback on the new system throughout its design. This Trust included several students contacted through Accessibility Services, providing voluntary and anonymous user-testing for those reliant on keyboards or screen readers. Given the dynamic nature of the system, this process will be ongoing and continuing.

Student Life St. George website

The Student Life at St. George website was given a significant update this year with a focus on making the site accessible to as many users as possible. The development team targeted compliance with the Web Content Accessibility Guidelines (WCAG) 2.0 to Level AA, making the site well prepared for the requirements under the AODA coming into force in 2021.

Accessible Communications

ZoomText & the Information Commons

As of this year, all computers not dedicated for catalogue searches that fall under the administration of the Information Commons were fitted with ZoomText. This software can enlarge, enhance and read aloud everything on a computer screen. Users can now access these capabilities without any extra registration or administrative process in various locations across the St. George campus. These locations include, the Scotiabank Information Commons, Robarts Library, Gerstein Science Information Centre, the Kelly Library and Pratt Library. Full details regarding these locations can be found at the Information Commons Website.

There are many spaces across the university where these and similar services are offered, for example at our Scarborough Campus and OISE. Over the next year, a central repository of information with location details and accessibility software specification will be developed.

St. George Arts & Science web renewal project

The Faculty of Arts and Science launched their Departmental Website Redesign Project in May of this year. The intention of this work is to empower departments to better engage with digital audiences. One of the goals is to create a consistent navigation experience across all departmental websites at the Faculty, home to the majority of undergraduate students at the St. George campus. This would enable visitors to understand how to get around each site. The project team will make their websites and web content accessible according to the W3C Web Content Accessibility Guidelines 2.0.

Accessible Service Delivery

Accommodating employees and students

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)

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 2014-2015, the accessibility services at all three campuses had more than 4,300 registered students, representing a 23 per cent increase on the previous year. Further, the Health and Wellbeing office provided 98 workplace accommodations for employees who required them, as well as assisted 42 employees return to work from long-term disability. Workplace accommodations included ergonomic and/or therapy assessments, adapted furniture or work stations, assistive technologies, job coaching, and technology training to assist then in remaining at work. 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 and participation in the full range of activities.

Training and information sharing

This year the AODA Office undertook a host of training engagements. The year began with St. George Campus Police where we provided accessible customer service awareness focussing on frontline service for persons with disabilities. The Recruitment Network were provided with information on the Employment Standard addressing the recruitment and selection process of candidates. The AODA Office presented the AODA Panel at TechKnowFile (see story in 'Accessible Communications'), which provided IT and communications professionals valuable tips on resources to design for web accessibility. Accessible customer service training was also provided to the AskME team as they prepared for the influx of visitors to St. George campus during the Pan Am and Parapan Am games. As part of the AODA Tour (see story in Pedagogy), the AODA Office provided information sharing and training to faculty and staff at the Faculty of Arts & Science ,OISE, School of Continuing Studies, and the Factor Inwentash Faculty of Social Work.

Priority seating at Social Work

In response to feedback from students with mobility challenges, the Factor-Inwentash Faculty of Social Work initiated a Priority Seating pilot project in classroom SWK 346, to clearly mark and set aside a space closely situated to the classroom entrance for individuals with mobility challenges. The priority seating sticker was developed and placed on one table in each classroom. At the start of the winter semester the Faculty of Social Work's Equity Advisor visited each of the four classes in those rooms to introduce the project to students and instructors, invite participation in the project, field questions and provide contact information should ongoing follow-up be necessary. During the last two weeks of the semester a brief survey was administered to gather feedback on the experience of having a priority space available in the classrooms. Following the initial success of this project, priority seating is now available in most classroom spaces at the Faculty.

Accessible Service Delivery

AODA website update

This year the AODA Office's website was given a significant refresh. The site has been re-organized in order to provide a clearer path to access the information and resources. Eight categories of organization include: Building, Teaching, Service Animals & Support Persons, Employment, Concerns, Events & Customer Service, Accessible Communications, and The Law. During the refresh, attention was given to providing new resources to assist the U of T community to incorporate accessible design practices for web communications. Several articles, tip sheets and resources, including web accessibility checking, are posted. The site is mobile friendly.

Orientation and transition

Recognizing that it can be overwhelming to transfer from high school to university especially if you have disability needs, summer transition courses are offered for students on all three campuses. Designed to provide incoming students the opportunity to develop the skills and knowledge required to navigate the nuances of university life, topics include academic accommodations, learning about one's disability and learning profile, getting to know the campus, test-taking strategies, and self-advocacy skills.

External Partnerships

Clockwise from top left: Siddarth Pai, Caulan Rupke (UofT Students), Premier Kathleen Wynne, Liam D'Souza (UofT Student), and Chris Waddell, Paralympic skier

Accessibility Innovation Showcase

This year the Ministry of Economic Development Employment and Infrastructure and the Ministry of Research and Innovation hosted the first-ever Accessibility Innovation Showcase at MaRS. In conjunction with the 2015 Para Pan Am Games, the 10th Anniversary of the AODA and the 25th Anniversary of the Americans with Disabilities Act, the event featured interactive exhibits, speakers' series and state of the art technologies. Of the 50 interactive exhibits, 10 were companies or innovations affiliated with the University of Toronto. From 3D printed accessibility solutions to wearable technologies, U of T's visible presence at the event highlighted the community's commitment to addressing barriers to accessibility through innovative research and entrepreneurial activity.

NEADS Taskforce

Throughout the year the AODA Office and other units at the University have provided guidance to the National Education Association of Disabled Students (NEADS) to enhance the potential success of graduate students with disabilities in their programs of study and chosen careers. NEADS has undertaken a multi-pronged approach to this challenge, including a comprehensive online national survey of graduate students with disabilities; institutional surveys; key information interviews with subject matter experts; and a detailed national and international literature review. NEADS will release a report of findings in the New Year.

Accessible media delivery, an update

In February of this year the Report on Accessible Media (ROAM) was published by the Ontario Council of University Libraries (OCUL), with support from the EnAbling Change Program. 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. The final report includes an environmental scan as well as current practices, legal frameworks and future trends; technology workflows and methodologies; information on accessible media production and a directory of commercial and crowd-sourced services specializing in accessible media production.

Accessible Content E-Portal transition

Accessible Content E-portal or "ACE" has transitioned from a pilot project to part of the Scholars Portal Books platform. Aimed at making Ontario's university library collections more accessible, the repository has over 1,250 texts in five accessible formats (2 types of PDFs, Text, DAISY and ePub).

Users with print disabilities are given access to browse, search and download texts from the secure repository through their home institutions. Users can also request additional texts to be added to the repository through accessibility services.

External Partnerships

Increasing access through online education

This year the University of Toronto lead, with provincial postsecondary partners, both universities and colleges, to create eCampus Ontario, an online portal to provide students with accessible, flexible and user-friendly postsecondary experience. Selected to develop materials for this online learning system, the University community endeavoured throughout the year to share learning modules which have been made available through eCampus in an inter-operable format. The project team at U of T worked with content providers to ensure that the materials that were being provided met the AODA Standards in relation to web accessibility and accessible formats and communication supports upon request.

IDeA Student Competition winners

The Council of Ontario Universities' Innovative Designs for Accessibility (IDeA) competition challenges Ontario's university undergraduate students to use their creativity to identify an accessibility-related issue, develop a plan to address the issue, and create an innovative and unique solution to it. This year two of our student teams were successful in the competition. Submitting more applications than any other institution in Ontario, the University had two teams shortlisted for the competition. The C.A.R.E. for Huntington's team was shortlisted for their customizable exoskeleton designed to assist people with Huntington's to minimize the effects of involuntary muscle movements. The Swivet team won the prize for Para-Sport with an innovative solution to assist wheelchair using sledge hocking players in transporting their equipment safely, independently and with little effort. Both teams were profiled during this year's Ontario Accessibility Innovation Showcase.

Pedagogy

Training to educators

The AODA office provided information sessions this fall on the various elements of the AODA. Recognizing that teaching is moving online, focussed information was provided to faculty and teaching staff on web accessibility and accessible program course design and delivery. Outreach will continue into 2016.

CTSI web update

The Centre for Teaching Support and Innovation updated its website this year. Resources on the site include strategies on how to create an inclusive course and classroom, in-class inclusive teaching, and syllabus design and course information. The syllabus information page contains advice on incorporating inclusive teaching within the provision of course information. This includes highlighting unfamiliar requirements (for example, field trips) allowing students to identify aspects of the course for which they may need to pursue advance arrangements.

Students in University College Classroom

Teaching Assistant Training Program & instructional design

The Teaching Assistant Training Program (TATP) is a peer-training program providing pedagogical support to the three campuses of the University of Toronto, through the Centre for Teaching Support & Innovation. TATP currently services teaching assistants and graduate students; programming is available to students currently enrolled in the School of Graduate Studies, regardless of teaching appointment, and members of CUPE Local 3902 Unit 1.

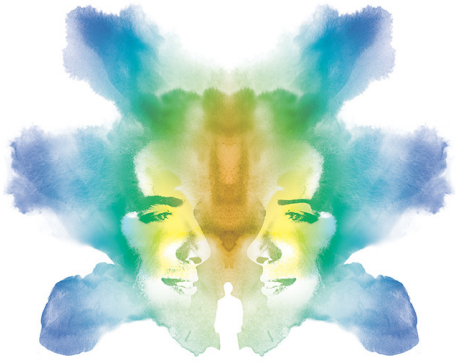
Workshop Series focus on various facets of the role of the teaching assistant, including academic integrity, managing the classroom, marking and designing course delivery. One workshop this year highlighted universal instructional design (UID) and the role of the TA. This session introduced the topic of UID as a means of addressing potential barriers to participation in the educational environment.

Academic toolbox renewal initiative

The University's enterprise education technology ecosystem (our 'Academic Technology Toolbox') has grown organically over the past several years. This year the University will approach the 'Toolbox' in its entirety. As a result, the University of Toronto Academic Toolbox Renewal Initiative has been launched. The goal of the initiative is to implement a standards-based ecosystem that allows for the flexibility of integrating many tools and resources.

The first phase of the project is to identify and adopt common standards that will be the foundation for the Toolbox. One of those key standards is being AODA compliant. Proponents will need to demonstrate that the solution allows the University to meet is legal obligations and requirements with regards to the AODA.

Mental health



Health & Wellness Centre St. George campus

On September 8th, the Health & Wellness Centre offered University of Toronto students a single point of entry for access to all services previously offered through Health Services and Counselling and Psychological Services (CAPS). Feedback from students over the years and best clinical practices have prompted a rethink of the way health and mental health services are provided at the St. George campus. All students requiring physical or mental health care, travel medicine, immunizations, nutritional care, family planning or gynecological care, first aid and other services can access referrals in one space – staying on track with their current health care plan and accessing new services to meet their needs.

Through this single entry point, the Health & Wellness Centre provides a clear pathway to individualized care. At their first appointment, students will be assessed by nursing staff or a family physician and referred according to their needs – ensuring that each student receives the right care at the right time with the right wellness professional, program or service.

Mental health through peer support

Peers are Here is a non-judgmental drop-in space where students attending can connect with fellow peers, discuss their university experience and stresses through mutual peer support. Research has shown that peer support is vital in engaging individuals to manage their personal health needs.

Handling exam stress

The spring exam period kicked off with a day dedicated to stress-busting and student mental health at UTM Spring Exam Jam. The day-long event aimed to help students avoid stress, stay focused and get energized during the spring exam period. This was the fourth campus-wide Exam Jam session, which has grown and is supported by departments across the campus, including the Dean's Office, Health & Counselling Centre, the Recreation, Athletic and Wellness Centre and Chartwells. Eighty energetic student volunteers assisted with running events and leading activities including yoga, a nap clinic and a giant game of Jenga. The ever-popular therapy dogs lapped up attention alongside new activities like "deskercise" (a seated workout regime).

Embedded Counselling & Support

Embedded counselling at St. George has expanded. The program began 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. The program has now expanded to 13 locations. Other services complement the embedded teams, these include Career Educators, Health and Wellness Counsellors and Housing Services advisors. Counselling services are also embedded at the School of Graduate Studies on the St. George campus. At UTSC counselling is embedded in the residences.

Mental health

Chancellor appointed chair of Mental Health Commission of Canada

The University's 33rd chancellor, the Honourable Michael H. Wilson was appointed this year as the Chair of the Mental Health Commission of Canada. Chancellor Wilson has been a leading proponent of mental health for nearly 20 years, working with such organizations as the Centre for Addiction and Mental Health (CAMH), the Canadian Cancer Society, the Canadian Council for Public-Private Partnerships, and the Canadian Coalition for Good Governance. In 2009, Chancellor Wilson was instrumental in establishing the Cameron Parker Holcombe Wilson Chair in Depression Studies at U of T.

Chancellor Wilson hopes that this new role will assist the Commission use a variety of communication tools, including social media, to continue their work addressing stigma, helping first responders and helping teachers understand and identify serious behavioural changes in students.

Graduate student support

This year the School of Graduate Studies (SGS) began offering services in partnership with the Health and Wellness Centre at St. George workshops designed to help students identify skills to meet the demands of balancing university, work, and personal commitments. Next year, working with the Health and Wellness Centre and the Graduate Students Union, SGS will offer a peer-to-peer support program specifically for graduate students through its Graduate Conflict Resolution Centre.

Flourish

A unique mental health program developed at UTSC to help first-year students thrive, both mentally and academically, Flourish is a strength-based intervention program that helps students identify and cope with stressors in their life by fostering resilience skills. In January it was announced that Flourish will receive $225,000 over two years as part of the Mental Health Innovation Fund from the Ministry of Training, Colleges and Universities. UTSC psychologist, Dr. Tayyab Rashid sees the program as helping students access appropriate treatment by addressing barriers to relevant services.

Thought Spot

Initiated by the Centre for Addiction and Mental Health (CAMH) and the University of Toronto, 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 in the GTA. 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.

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, engages the delivery of accessible service and creates a system-wide, integrated and comprehensive approach to accessibility.

Our external partners strengthen our journey. These partnerships and the mobilization of our expertise, places the University of Toronto as a leader, 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 and move beyond compliance.

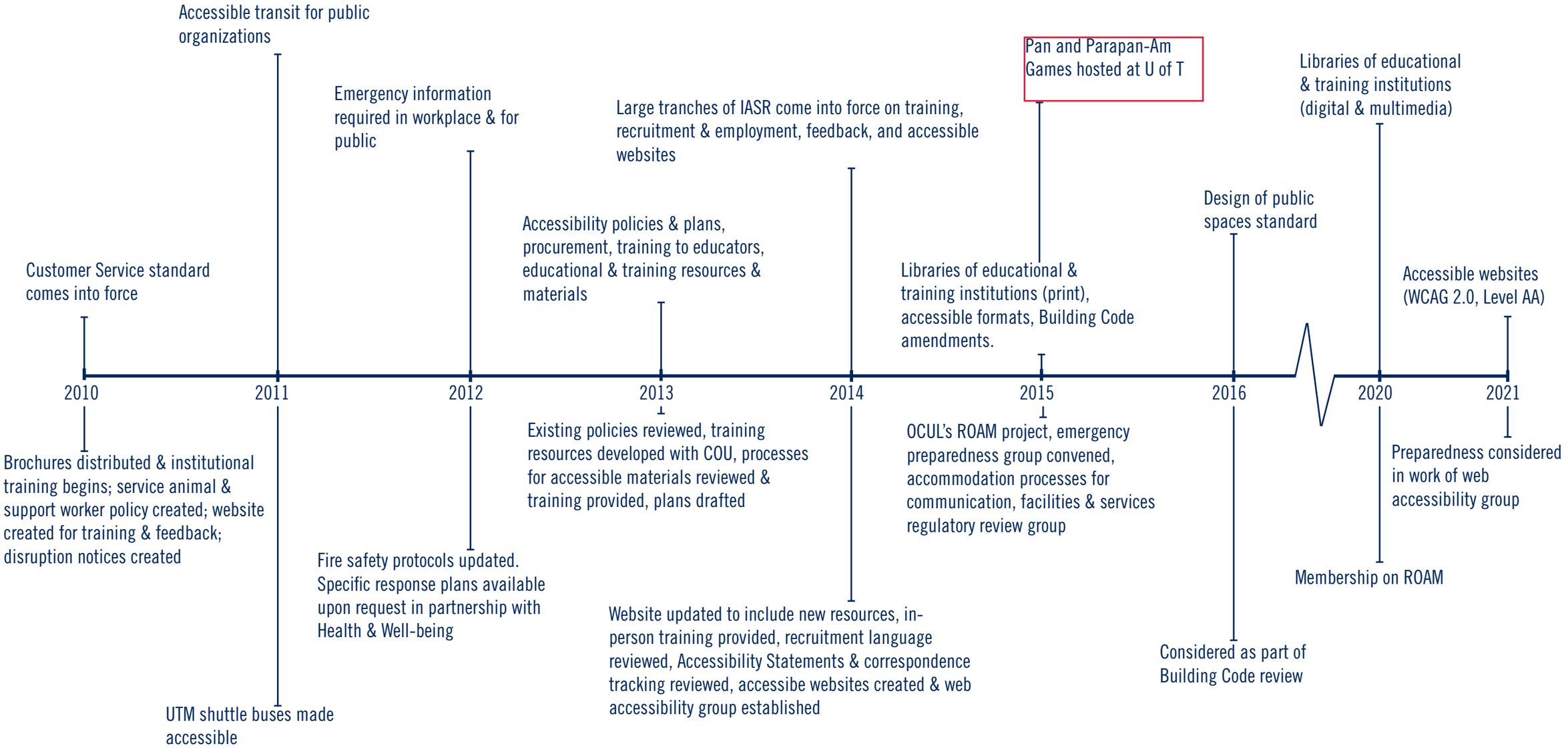
Appendix i - AODA Compliance Timeline

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

Regulation Milestones



UofT Milestones

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. • 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.
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.