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2010/2011 OCAD University Accessibility Plan

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Introduction

The *Ontarians with Disabilities Act, 2001* (ODA) requires all Ontario universities to prepare and publish an institutional accessibility plan to improve opportunities for persons with disabilities through the identification, removal and prevention of barriers to their participation in the life of the province. To meet OCAD University's obligations under this act, the university established an Accessibility Planning Committee to develop the initial plan, monitor progress, and draft updated annual plans and priorities.

This is the eighth accessibility plan to be prepared on behalf of the OCADU. The 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008, 2008-2009 and 2009/10 are available at http://www.ocad.ca/about_ocad/accessibility/course_of_action.htm. The *Accessibility for Ontarians with Disabilities Act (AODA) 2005* sets out the roadmap to make Ontario accessible by 2025. Under this act, accessibility standards are being developed and implemented to break down barriers in key areas of everyday life. These standards will increase accessibility for persons with disabilities in the areas of customer service, information and communications, employment, transportation and the built environment. In January 2010 the first standard – for customer service – came into force. The integrated standard that include, employment, transportation and information and communications is scheduled to be released sometime in 2011. OCADU has adopted the 2005 AODA roadmap in our 2010/2011 annual plan for the first time.

Commitment to Accessibility

With the formation of the Accessibility Planning Committee in 2003, the OCADU is committed to achieving the following goals:

- The continual improvement of access to university premises, facilities, and services for students, employees and other members of the community with disabilities;
- The participation of persons with disabilities in the development and review of its annual access plans; and
- The provision of quality services to all students, staff, faculty and members of the community with disabilities.

Accessibility is one of the seven institutional goals identified by the Educational and Employment Equity Committee –EEEC and is part of the university's Diversity Action Plan.

Objectives of the Accessibility Planning Committee

1. Conduct inquiries regarding potential and actual barriers to persons with disabilities in all facilities, regulations, policies, programs, practices and services offered by OCADU.
2. Identify facilities, regulations, policies, programs, practices and services that cause, or may cause, barriers to people with disabilities.
3. Prioritize and specify barriers that will be removed or otherwise modified in the coming year within the limits of the financial and human resources available.
4. Describe how these barriers will be removed or prevented.
5. Prepare an annual report on these activities
6. Make an Annual Accessibility Plan available to the public

Review, Monitoring and Development Process

During the past year, the OCADU Accessibility Planning Committee continued to meet regularly since May 2010. The committee has changed the process of reviewing, monitoring and developing annual plans to ensure a more wider representation, engagement and consultation process. Currently, we have four working groups populated by volunteers. Each group has a healthy representation of our stakeholders (students, faculty and administrative staff) see appendix 3 for 2010/2011 working group membership. Appendix 1 contains the 2009/2010 status report.

Communicating the Plan

The OCADU Accessibility Plans are available at:

http://www.ocad.ca/about_ocad/accessibility/course_of_action.htm

Paper copies are available at the Dorothy H. Hoover Library, 113 McCaul Street. Alternative formats may be available upon request. We welcome and encourage participation, ideas and partnerships to create and support inclusive and accessible learning, teaching and working environments for all.

Feedback Process

The Accessibility Committee welcomes feedback about the accessibility plans. Feedback may be provided via telephone, in person, in writing, or by delivering an electronic text via email, on diskette or otherwise. The University will make best efforts to provide a response in the same format in which the feedback was received.

Where possible, feedback will be addressed immediately. Some feedback may, however, require more time to address and may need to be reviewed before an action is taken. The university will respond within 21 working days. Feedback may be provided directly to the department concerned.

Accessibility Committee Chairperson:

Jane Ngobia

Director, Diversity & Equity Initiatives

Ontario College of Art & Design University

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OCADU 2010/2011 Accessibility Plan

| Information and Communication (2010-2011) | | | |
|---|---|--|--|
| Areas of the University Reviewed for Accessibility | Barriers Identified as of Fall 2010 | Strategies to Remove & Prevent Barriers | Responsibilities & Timeline |
| Strategic & Budget Planning, Events | Accessibility is not being communicated as a focus of Strategic Planning, Event Planning, or Budgeting. | <ul style="list-style-type: none"> • Formalize commitment and communication from Senior Leadership to make Accessibility a focus of Strategic Planning and Budgeting. • Incorporate Accessibility considerations and themes into event planning, including activities to mark the University's 135th Anniversary. • Consider incorporating Accessibility requirements as part of budgeting guidelines. | <p>Primary Responsibility: Office of Diversity & Equity Marketing & Communications Accessibility Planning Committee Information & Communication AODA Working Group</p> <p>In consultation With: President's Office VP Finance & Administration VP Academic AVP Students</p> <p>By April 2011</p> |
| Records Management & Information Access | The University does not have a Records Management Program and is challenged to effectively manage its | <ul style="list-style-type: none"> • Develop proposal for future development of a University Records Management Program. • Prioritize and finalize decision making process to address the foundational information technology systems | <p>Primary Responsibility: University Archivist/Records Officer, Registrar, ICTG Steering Committee</p> |

| Information and Communication (2010-2011) | | | |
|---|---|---|---|
| Areas of the University Reviewed for Accessibility | Barriers Identified as of Fall 2010 | Strategies to Remove & Prevent Barriers | Responsibilities & Timeline |
| | records and process data to better enable communications to faculty and students. | enhancements that are absolutely critical to managing records and manual processes in order to improve delivery of essential information and data to faculty and students. | In Consultation With: President's Office VP Finance & Administration VP, Academic By April 2011 |
| | Faculty and staff are not aware that accessibility and compliance are institutional priorities for which they will be held accountable. | <ul style="list-style-type: none"> Establish plans to increase awareness and understanding through information, training, support, and resources provided through the University to enable staff and faculty to comply with legislated compliance standards. | Primary Responsibility: Accessibility Planning Committee, Marketing & Communications, Human Resources, Office of Diversity & Equity, In Consultation With: Faculty Offices, Senior Management OCADU Executive By April 2011 |
| Internal Expertise & AODA Compliance Awareness | The University should prioritize identification of staff, faculty, and researchers within the University who have expertise to share and who can assist with identification of barriers and strategies to | <ul style="list-style-type: none"> Conduct a survey and compile a list of all OCADU staff, faculty, and researchers who have expertise to share and who can assist with strategies to identify, remove and prevent barriers and act as champions of accessible teaching practices. | Primary Responsibility: Office of Diversity & Equity Centre for Innovation in Art & Design Education In Consultation With: Senior Managers |

| Information and Communication (2010-2011) | | | |
|---|--|--|--|
| Areas of the University Reviewed for Accessibility | Barriers Identified as of Fall 2010 | Strategies to Remove & Prevent Barriers | Responsibilities & Timeline |
| | remove and prevent barriers. | | By May 2011 |
| External Expertise, Resources & Collaboration | The University should formally identify external institutional partners who have expertise to share and with whom OCADU can work to increase awareness, identify barriers and strategies to remove and prevent barriers. | <ul style="list-style-type: none"> Formally document external institutional partners and resources that have expertise or resources to share that will assist OCADU in addressing AODA compliance | Primary Responsibility: Accessibility Planning Committee AODA Accessibility Working Groups In Consultation With: Senior Management By April 2011 |
| Requirements Assessment | The University should benchmark the gap between the current state and the required state regarding accessible Information and Communications. | <ul style="list-style-type: none"> Investigate methodologies to conduct a university-wide gap analysis beginning in 2010-11. | Primary Responsibility: Information & Communication AODA Accessibility Working Group In Consultation With: Relevant Senior Management & Faculty Preliminary report by May 2011 |
| Accessibility Audit | The University is not aware of the full range of access barriers experienced by | <ul style="list-style-type: none"> Implement a small but scalable “Day-in-the-Life” pilot project to collect information on the barriers experienced by students on a daily basis. | Primary Responsibility: Student Advisors, Frontline support staff |

| Information and Communication (2010-2011) | | | |
|---|--|--|---|
| Areas of the University Reviewed for Accessibility | Barriers Identified as of Fall 2010 | Strategies to Remove & Prevent Barriers | Responsibilities & Timeline |
| | students, faculty and staff on a daily basis. | | In Consultation With: Students, Administrative Offices, Studio Managers and Technicians Preliminary report by November 2011 |
| Accessible Formats & Assistive Media Resources | The University is not aware of the range of closed-captioning solutions and reformatting technologies that could be utilized to produce alternate formats. Podcasting and teleconferencing solutions should be reviewed for potential for increased application to address accessibility | <ul style="list-style-type: none"> Establish an interest group to investigate the range of closed-captioning solutions and reformatting technologies that could be utilized to produce alternate format materials and utilize podcasting and teleconferencing solutions. | Primary Responsibility: Library/Visual Resources & Special Collections IT/Academic Computing In Consultation With: IDRC Preliminary report by June 2011 |
| Guidelines & Instructional Resources | OCADU faculty and staff have no guidelines to help them to produce informational materials, including syllabi, resource lists, and other course materials, in accessible | <ul style="list-style-type: none"> Revise OCADU Graphic Standards to reflect the Accessible Information and Communication Standard. Draft guidelines (for review) to help faculty and staff produce informational materials, including syllabi, resource lists, and other course materials, in accessible formats. | Primary Responsibility: Marketing & Communications Centre for Innovation in Art & Design Education Center for Students With Disabilities In Consultation With: |

Information and Communication (2010-2011)

| Areas of the University Reviewed for Accessibility | Barriers Identified as of Fall 2010 | Strategies to Remove & Prevent Barriers | Responsibilities & Timeline |
|--|--|---|---|
| | formats. | | Faculty Offices VP, Academic Preliminary report by May 2011. |
| Policy Development | Students with disabilities do not have access to syllabi, resource lists, and other course materials because faculty and staff do not provide sufficient notice or time for students, the CSD, or the Library to acquire the original and alternate formats. | <ul style="list-style-type: none"> • Establish a working group to recommend policy and procedures that will support accessible teaching practices, specifically the timely release of syllabi and resource lists. • Hold meetings, gather information, consult and prepare recommendations. | Primary Responsibility: Library Faculty Offices In Consultation With: Centre For Students With Disabilities IT Services VP, Academic Preliminary report by May 2011. |

| Customer Service (2010-2011) | | | |
|---|---|---|--|
| Areas of the University Reviewed for Accessibility | Barriers Identified as of Fall 2010 | Strategies to Remove & Prevent Barriers | Responsibilities & Timeline |
| Policies, Practices & Procedures | OCAD University policies, practices, and procedures need to be aligned with core principles as outlined in the AODA and reaffirmed in the University's Accessible Customer Service Policy. | <ul style="list-style-type: none"> Review and augment "Guidelines to Review Policies, Practices and Procedures for AODA Compliance". | Primary Responsibility: Accessibility Manager and Working Group Co-Chairs By March 2011 |
| Policies, Practices & Procedures | Managers and staff involved in developing policies, practices, and procedures do not possess the expertise to ensure that existing and newly developed policies, practices and procedures comply with AODA Legislation. | <ul style="list-style-type: none"> Develop a multi-year plan to partner with various University departments and workshop through their policies. | Primary Responsibility: Accessibility Manager By June 2011 |
| Customer Service Training | Supervisors and others responsible for ensuring compliance with training requirement under AODA Customer Service Standard require support and mechanisms to record and demonstrate such compliance. | <ul style="list-style-type: none"> Develop an AODA training strategy to ensure that all employees, service providers, and volunteers complete OCAD University's training module. | Primary Responsibility: Accessibility Manager In collaboration with: Human Resources By April 2011 |

| Employment (2010-2011) | | | |
|--|---|---|---|
| Areas of the University Reviewed for Accessibility | Barriers Identified as of Fall 2010 | Strategies to Remove & Prevent Barriers | Responsibilities & Timeline |
| Accommodation in Employment for Persons with Disabilities Policy | Lack of familiarity with this new policy | <ul style="list-style-type: none"> Develop rollout plan with Marketing and Communications Department Incorporate this topic in training sessions for department managers/supervisors, HR administrators | <p>Primary Responsibility: Director, Human Resources</p> <p>In collaboration with: Marketing and Communications Office of Diversity and Equity Initiatives</p> <p>By June 2011</p> |
| Support for Employees/ Faculty with Disabilities | General lack of awareness of issues of disability relating to employment at OCADU | <ul style="list-style-type: none"> Host a “Campus Dialogue” session on Disability in Employment and engage various stakeholders in process | <p>Primary Responsibility: Director, Diversity & Equity Initiatives</p> <p>By February 2011</p> |
| Workforce survey | The University does not have accurate data on the current number of employees with disabilities, and the nature of such disabilities. Such information will inform the development of future strategies and initiatives, and is required under the Federal Contractor’s Program | <ul style="list-style-type: none"> Prepare for the implementation of a workforce survey by developing a communication strategy to illustrate importance of filling out survey and value of high response rate (80%). Such communication needs to emphasize the measures taken to protect the confidentiality of this sensitive information, and to explain how it will be maintained, and for what purposes it will be used. | <p>Primary Responsibility: Director, Human Resources Director, Diversity & Equity Initiatives</p> <p>In collaboration with: Marketing and Communications</p> <p>By May 2011</p> |

Employment (2010-2011)

| Areas of the University Reviewed for Accessibility | Barriers Identified as of Fall 2010 | Strategies to Remove & Prevent Barriers | Responsibilities & Timeline |
|--|--|--|---|
| Advertising Sources for Applicant Pools | Recruitment process involves a limited number of advertising sources, likely resulting in less diverse applicant pools | <ul style="list-style-type: none"> • Research and create a database of resources and outreach contacts to reach diverse communities of potential applicants for OCADU positions • Use this database in the advertising of job vacancies to foster more diverse applicant pools | <p>Primary Responsibility: Director, Diversity & Equity Initiatives</p> <p>In collaboration with: Human Resources</p> <p>By May 2011</p> |
| Evacuation Plans for People with Disabilities | Currently, no formal plan is in place to address the specific evacuation needs of employees, students and other members of the OCADU community with disabilities | <ul style="list-style-type: none"> • Research 'best practices' from various institutions regarding the evacuation measures for people with disabilities • Develop and implement appropriate measures to address evacuation plans for persons with disabilities at OCADU | <p>Primary Responsibility: Campus Services</p> <p>In collaboration with: Office of Diversity & Equity Initiatives Centre for Students with Disabilities</p> <p>By August 2011</p> |

| Built Environment Working Group Report (2010-2011) | | | |
|---|---|---|--|
| Areas of the University Reviewed for Accessibility | Barriers Identified as of Fall 2010 | Strategies to Remove & Prevent Barriers | Responsibilities & Timeline |
| 49 McCaul | Front entrance and washroom are not currently accessible | <ul style="list-style-type: none"> Install barrier free door operator on the front entrance and create a fully accessible attendant washroom (first on campus) | Facilities Planning & Management Funding Provided – DFI reno By Oct 2011 |
| 100 McCaul | Washrooms in various spaces are accessible only to the standards of when they were built and can use improvement | <ul style="list-style-type: none"> Identify two more washrooms to be retrofitted to a higher standard of accessibility and retrofit them accordingly | Facilities Planning & Management Dependent on Federal Funding Project Cancelled Due to HRDC's Rejection of OCADU's Funding Application |
| 205 Richmond | Washrooms are not fully accessible | <ul style="list-style-type: none"> Upgrade 14 washrooms throughout the building to make them accessible and create 1 new accessible washroom | Facilities Planning & Management Dependent on Federal funding By Dec 2011 |
| 205 Richmond | Main elevator is too small to allow for a mobility device Freight elevator is large enough for a scooter but elevator operation is a barrier | <ul style="list-style-type: none"> Increase size of main elevator to allow room for mobility device Install new elevator that is fully accessible | Facilities Planning & Management Dependent on Federal funding By July 2012 |
| 205 Richmond | Level 2 area has no accessible doors for offices or washrooms | <ul style="list-style-type: none"> Install 6 barrier free door operators to service and make accessible 4 office doors and 2 washrooms doors | Facilities Planning & Management Completed – part of IDRC reno. Completed Sept 2010 |
| 205 Richmond | There are currently no accessible graduate student workspaces in the IAMD program | <ul style="list-style-type: none"> Install a barrier free door operator to create an accessible workspace | Facilities Planning & Management Completed - \$6,500 Completed Oct 2010 |

| Built Environment Working Group Report (2010-2011) | | | |
|---|---|---|--|
| Areas of the University Reviewed for Accessibility | Barriers Identified as of Fall 2010 | Strategies to Remove & Prevent Barriers | Responsibilities & Timeline |
| 230 Richmond | Washrooms on ground floor exhibition space are not accessible | <ul style="list-style-type: none"> Construct an accessible washroom | Facilities Planning & Management Funding Provided – Facilities P&M By June 2011 |
| 230 Richmond | Entrance to new exhibition/study space is not accessible | <ul style="list-style-type: none"> Retrofit the entrance to include a barrier free door operator | Facilities Planning & Management Funding Provided – Facilities P&M By June 2011 |
| 230 Richmond | Entrance to main building and vestibule is not accessible | <ul style="list-style-type: none"> Retrofit the entrance to include two barrier free door operators | Facilities Planning & Management Funding Provided – Facilities P&M By June 2011 |
| 230 Richmond | Washrooms on Level 3 do not have accessible entrances | <ul style="list-style-type: none"> Install 2 barrier free door operators (one at each washroom) | Facilities Planning & Management Funding Provided – DFI reno By May 2011 |
| 230 Richmond | Entrances from elevator to new Level 3 areas for Admissions and Visual Resources are not accessible | <ul style="list-style-type: none"> Install 2 barrier free door operators at each entrance from elevator | Facilities Planning & Management Funding Provided – DFI reno By May 2011 |
| 230 Richmond | Requires a barrier free meeting room on Level 3 | <ul style="list-style-type: none"> Renovate existing meeting room to accessible standards to create Collaborative Meeting Room | Facilities Planning & Management Funding Provided – DFI reno By May 2011 |
| Campus Wide | Many doors in high traffic and public use areas do not have hold-open devices | <ul style="list-style-type: none"> Install 15 barrier free door operators at various locations throughout the University | Facilities Planning & Management Dependent on Federal Funding Project Cancelled Due to HRDC's Rejection of OCADU's Funding |

| Built Environment Working Group Report (2010-2011) | | | |
|---|--|---|---|
| Areas of the University Reviewed for Accessibility | Barriers Identified as of Fall 2010 | Strategies to Remove & Prevent Barriers | Responsibilities & Timeline |
| | | | Application |
| Campus Wide | Accessories in many accessible washrooms throughout campus do not fully meet current building code standards | <ul style="list-style-type: none"> • Make alterations to washroom accessories such as grab bars, shelving and coat hooks so that they are brought up to OBC standards. | Facilities Planning & Management Funding Provided – Facilities P&M Completed in Sept 2010 |
| Campus Wide | Doors and frames throughout the University do not address the needs of persons with visual disabilities | <ul style="list-style-type: none"> • Start a long term yearly program to paint doors and frames to meet contrast index standards | Facilities Planning & Management Dependent on OCADU funding By Aug 2011 |
| Campus Wide | Steps and staircases throughout the University do not address the needs of persons with visual disabilities | <ul style="list-style-type: none"> • Start a long term program to add photo-luminescent treads to staircases and steps so that they are more easily identifiable | Facilities Planning & Management Dependent on OCADU funding By Aug 2011 |
| Campus Wide | There are not enough accessible parking spots in front of our buildings | <ul style="list-style-type: none"> • Contact the city and lobby for more spots around campus including dedicated drop-off spots for buses | TBD No cost By Sept 2011 |
| Campus Wide | General | <ul style="list-style-type: none"> • Develop an OCAD U Best Practices Standard for construction and renovations that addresses accessibility issues. | Facilities Planning & Management Budget and Funding TBD By Sept 2011 |

Appendix 1 - 2009-2010 Accessibility Plan Status Report

UPDATE: March 16, 2011

1. Access to Publications and Information Resources

- a) Implement a campus wide communication strategy to inform the OCADU community about AODA and its standards. Develop processes to engage the OCADU community to identify and remove barriers to access.

Update: OCADU enhanced its capacity for communication and planning by completing the following:

- The Accessibility portfolio was assigned to the Director of Diversity & Equity Initiatives
- The Accessibility Committee structure was revised
- An Accessibility (AODA) Manager was hired, and the OCADU Customer Service Policy was approved

OCADU promoted accessibility through the AODA Presentations and Training Modules by completing the following:

- OCADU required all staff to complete the Customer Service Online Learning module (developed by COU) by March 30, 2010
- Volunteers, contractors and third parties delivering services on behalf of OCADU were asked to complete the training by March 30, 2010
- OCADU Human Resources committed to developing a policy requiring that all new employees, volunteers, contractors and third parties complete the online customer training module as a condition of hiring or volunteering at OCADU. This is migrated to the 2010/2011 Accessibility Plan under Customer Service working Group.

OCADU promoted accessibility through student involvement.

- An OCADU student was hired to assist Diversity & Equity to build best practices resources for OCADU faculty/staff.
- A student article 'Accessibility Standards for Customer Service: A Student Perspective' was published on the University website.

- b) Review Accessible Information & Communications Standard. Revise OCADU graphic standards and communicate them to faculty and staff via Accessibility webpage, Faculty Handbook and other means, to ensure that informational documents are produced in accessible formats.

Update: A new Director of Marketing & Communications was appointed in June 2010 and the department undertook a preliminary review of the AODA Draft Proposed Accessible Information and Communications Standard. This barrier will be migrated to the 2010/2011 Accessibility Plan in light of pending establishment of a new corporate identity for OCAD University (full status conferred in June 2010) and the appointment of the new Director of Centre for Innovation in Art & Design Education (appointed in October 2010)

- c) Identify project lead to develop policy and procedures that will ensure that faculty produce and deliver syllabi, including required reading lists, at least two weeks prior to commencement of courses so that students have sufficient time to acquire reading material in alternate formats.

Update: At the recommendation of the Director of Library Services, the Curriculum Committee of Academic Council established a working group, chaired by an Associate Dean, with faculty representation from Art, Design and Liberal Studies, to develop policy and procedures to remove the barrier. This barrier

will be migrated to the 2010/11 Accessibility Plan in light of plans for the group to meet in 2010-11.

The Library confirmed plans to develop an E-Reserves service and will be collaborating on two pilot projects with the Faculty of Liberal Studies in 2010-11. This barrier has been migrated to the 2010-11 Accessibility Plan.

2. Equipment & Adaptive Technology

- a) Through scheduling planning and changes and custom imaging (with internet disabled) for computer studios, an Academic Computing computer studio (with a capacity for over 20 students) will be re-imaged for exam writing. This will allow for larger numbers of students to be accommodated during any single exam time slot.

Update: IT Services is able to disable internet access in a given computer studio as requested, so when exam accommodation takes place deactivation of internet access can be addressed effectively in the computer studios. Other issues related to exam accommodation are addressed as needed by Academic Computing technicians.

- b) Identify project leads to consider barrier of restricted access to fabrication studios and other studios for students with disabilities. Obtain project plan which outlines deliverables, completion date and cost.

Update: This barrier will be brought forward to the Accessibility committee meeting on March 30, 2011 as it needs further discussion for its suitability in the new accessibility structure.

- c) Conduct an audit of existing licenses in order to identify compliance and upgrade strategies for specific essential assistive software title in order to create greater access to assistive software on campus.

Update: Licenses of Kurzweil 3000 have been consolidated and are being used more effectively now and can be allocated through networked license activation throughout the campus. Licenses for other accessibility applications are being managed and deployed more effectively so that software can be accessed in many locations.

- d) Use of Adobe Connect will assist with real-time note taking and expand the use of podcasting for access to instructional content.

Update: Several note takers are using Adobe Connect now and have been for at least a year. Their experience using Adobe Connect for this purpose has been reported as positive to date.

3. Physical Facilities

- a) Undertake a campus-wide audit of signage and way-finding devices to identify deficiencies and areas that need improvement. Built Environment standards to be taken into account in developing new signage.

Update: Currently deferred until the finalization of OCADU's new visual identity

- b) Upgrade at least one washroom, as budget permits, to a higher level of accessibility in 100 McCaul. The first will be the Level 1 accessible washroom, adjacent to the main lobby and Auditorium.

Update: Complete.

- c) Upgrade at least one washroom, as budget permits, to a higher level of accessibility in 113 McCaul. The first will be the Level 2 accessible washroom, adjacent to the library.

Update: Complete.

- d) Design and construct a ramp that will provide entry to the Learning Zone directly from the east doors to St. Patrick Street.

Update: Complete.

- e) Install a second accessible washroom in the Learning Zone.

Update: Complete.

4. Human Resources Issues for Faculty & Staff with Disabilities

- a) All employees, including faculty, academic staff, administrative staff and contract employees, to complete AODA Customer Service training, which may include workshops, online training and online/printed materials to become better informed about disability issues and appropriate practices for the provision of service to persons with disabilities.

Update:

- Led by the Office of Diversity & Equity Initiatives, in-person training sessions on the AODA customer service standard were held in November and December 2009.
- An online AODA customer service training module was rolled out to the OCADU community in February 2010, and has been incorporated into new employee orientation by Human Resources.
- Ongoing review of University-wide customer service training needs is required.

- b) Review and update customer service policies, procedures and practices to reflect appropriate standards for the provision of service to persons with disabilities.

Update:

- An OCADU Accessible Customer Service Policy was developed and approved in March 2010.
- Guidelines for the review of customer service policies, procedures and practices to ensure appropriate service for persons with disabilities was developed by the Office of Diversity & Equity Initiatives in February 2010.
- Led by the Office of Diversity & Equity Initiatives, a department-by-department review of customer service policies, procedures and practices was undertaken.

- c) Conduct workshops on diversity in recruitment and selection for those leading and participating in faculty and administrative staff hiring.

Update:

- Session held on July 19, 2010 for Diversity Ambassadors and Managers titled Diverse Talent: Key to Creativity, Innovation, Transformation.
- Sessions planned for Academic Administrators (VPs, Deans, Associate Deans, Chairs, Graduate Directors) focusing on diversity issues in academic hiring, to take place on October 25, 2010 and January 12, 2011.
- Further sessions planned for Administrative Managers & Supervisors on diversity issues in administrative hiring, to follow in Winter 2011.

5. Academic Services & Policies for Students with Disabilities

- a) Print and post on website, Centre for Students with Disabilities (CSD) Service Guide of procedures to provide information on primary support services and accommodations offered by the CSD.

Update: Service Guide to accessing services and supports through the CSD has been completed and printed. Distribution has begun to all new and returning students. A digital version of the Service Guide scheduled to be uploaded to CSD webpage by April 2011.

- b) In collaboration with IT services, develop the Assistive Devices/Technology Policy/Procedure mandated by the AODA Customer Service Standard to be included in the OCADU Customer Service Policy.

Update: Assistive Technology policy drafted and incorporated into the OCADU's Accessibility Customer Service Policy #8002 under section 5.3. Policy was approved by VP Finance & Administration in March 2010

- c) Review CSD policies, procedures, and best practices to identify any areas in need of revision or development in order to be compliant with the AODA Customer Service Standard.

Update: Review established the need to create comprehensive documentation of all relevant CDS policies, procedures and best practices into one comprehensive guide. Future work in this area will need to be supported by adequate AODA Customer Service Standard Policy creation/revision training.

6. Non-Academic Student Support Services

- a) Contact Mobility/Exchange partner institutions to obtain information on services available to students with disabilities. Include information in Mobility/Exchange Info package so that outgoing students are aware of disability services at the time they apply for the program.

Update: A strategy to address the above barrier will be completed by April 2011 with Faculty of Art.

- b) Develop and conduct pre-departure orientation session with outgoing Florence Faculty Coordinators on issues affecting students with disabilities who participate in the Florence Program.

Update: A strategy to address the above barrier will be completed by April 2011 with Faculty of Art.

Appendix 2 - Accessibility Committee Membership

| Name | Committee Position | Program or Department |
|----------------------------|--|--|
| Jane Ngobia | Accessibility Committee Chairperson | Director, Diversity & Equity Initiatives |
| Cathy Berry | Accessibility Manager | Accessibility Manager, Diversity & Equity Initiatives |
| Alastair MacLeod | Information & Communication Working Group Chairpersons | Director, IT Services |
| Jill Patrick | | Director, Library Services |
| Connie Arezes- Reis | Customer Service Working Group Chairpersons | Manager, Human Resources |
| Susanne Seiner | | Manager, Centre for Students with Disabilities |
| Nicky Davis | Employment Working Group Chairperson | Director, Human Resources |
| Peter Lashko | Built Environment Working Group Chairperson | Director, Plant Services |
| Bharat Saini | Staff | Learning Strategist, Centre for Students with Disabilities |
| Kayla Altman | Student | Faculty of Art |
| Jutta Treviranus | Faculty | Faculty of Design |

Appendix 3 - Accessibility Committee Working Group Membership

| Information & Communication Working Group | Position | Program Department |
|---|-----------------------|--|
| Jill Patrick | Co – Chair | Director, Library Services |
| Alastair McLeod | Co – Chair | Director, Information Technology |
| Jan Richards | Staff | User interface (UI) Design Specialist, IDRC |
| Patricia Pasten | Staff | Graphic Designer, Marketing & Communications |
| Ramtin Lotfabadi | Staff | Manager, Online Architecture & Development, Marketing & Communications |
| Angel Brown | Staff | Student Advisor, Faculty of Design |
| Victoria Sigurdson | Staff | Learning Zone Librarian |
| Andrew McAllister | Staff | Manager, Academic Computing Management |
| Kyungeon Lee | Student | Faculty of Design |
| Jessica Carter | Student | Faculty of Design |
| Cecily Moon | Faculty | Faculty of Design |
| Kathleen Morris | Faculty | Faculty of Material Art & Design |
| Cathy Berry | Accessibility Manager | Accessibility Manager, Diversity & Equity Initiatives |

| Customer Service Working Group | Position | Program Department |
|--------------------------------|-----------------------|---|
| Susanne Seiner | Co - Chair | Manager, Centre for Students with Disabilities |
| Connie Arezes- Reis | Co - Chair | Manager, Human Resources |
| Alice Brummell | Staff | Assistant, Research & Graduate Studies |
| Tre Whan | Staff | OCADSU Office Manager, Student Union |
| Jan Sage | Staff | Director, Admissions & Recruitment |
| Jennifer Fong | Student | Industrial Design |
| Justine Smith | Student | Integrated Media |
| Laura Camilla Ospina | Student | Industrial Design |
| Wendy Cain | Faculty | Faculty of Art |
| Cathy Berry | Accessibility Manager | Accessibility Manager, Diversity & Equity Initiatives |

| Employment Working Group | Position | Program Department |
|-----------------------------|-----------------------|--|
| Nicky Davis | Chairperson | Director, Human Resources |
| Lizna Husnani-Puchta | Staff | Vision Technology Service, IDRC |
| Samantha Feldman | Staff | Disability Counsellor, Centre for Students with Disabilities |
| Candace Ferris | Staff | Human Resources Administrator |
| Adam Bereza | Staff | Human Resources Administrator |
| Juliet Haynes | Student | Material Art & Design |
| Michele White | Faculty | Faculty of Art |
| Stephanie Pete | Alumni | Faculty of Art |
| Cathy Berry | Accessibility Manager | Accessibility Manager, Diversity & Equity Initiatives |

| Built Environment Working Group | Position | Program Department |
|---------------------------------|-----------------------|--|
| Peter Lashko | Chairperson | Director, Facilities Planning & Management |
| Lance Straun | Staff | Manager, Campus Operations |
| Monica Contreras | Staff | Director, DRI Implementation |
| Lisa Allen | Staff | Learning Strategist, Centre for Students with Disabilities |
| Joti Mistry | Student | Faculty of Art |
| Inbal Shreemohan | Student | Industrial Design |
| Ozana Gherman | Student | Environmental Design |
| Bev Dewan | Student | Strategic Foresight & Innovation |
| Gord Waller | Student | Faculty of Design |
| Cathy Berry | Accessibility Manager | Accessibility Manager, Diversity & Equity Initiatives |

Appendix 4 - Accessibility Committee Structure

