The University of Toronto
Ontarians with Disabilities Act
Accessibility Plan
2004-2005

Executive summary

The Ontarians with Disabilities Act, (ODA) 2001, received Royal Assent in December 2001. The purpose of the Act is to improve opportunities for persons with disabilities and to provide for their involvement in the identification, removal and prevention of barriers that preclude their full participation in society. The Act requires institutions within the broad public sector to review their policies, programs and services as they impact upon persons with disabilities, and to develop accessibility plans that are intended to address existing barriers and prevent new barriers from being established. Each Ontario University is required to develop annual accessibility plans as part of the annual planning process, and to file the 2004-2005 Accessibility Plan by September 30, 2004.

A broad-based University of Toronto ODA Accessibility Planning Committee was first established in 2002 to develop the 2003-2004 Accessibility Plan. Chaired by Angela Hildyard, Vice-President, Human Resources and Equity, the Committee was designed to be broad-based in order to ensure a collaborative and representative process. Members of the Accessibility Planning Committee include students, staff, faculty and alumni and represent a range of stakeholders and constituencies from across the University, including facilities and services, information technology policy, human resources, unions, student government, equity issues, legal affairs, those with expertise in teaching and learning, and staff with personal or professional knowledge of disability and accommodation issues. Many of the members of the Committee identified as having a visible or invisible disability.

The Accessibility Planning Committee revised the subcommittee structure from the nine groups of last year, and established seven working subcommittees. Four committees address specific barriers that affect all members of the University community (Attitudes, Policy and Procedure, Physical Facilities and Technology). Three committees address key areas where disability and accessibility specifically affect students, staff and faculty (Instructional Design, Student Life, and Human Resources). Some barriers and initiatives overlap and relate to more than one subcommittee's area of focus.

University-wide outreach was conducted to invite students, staff, faculty and alumni to identify barriers to accessibility at the University and to suggest initiatives to address them.

Particular attention was made to encourage people with disabilities to participate in this consultation process.

This year's Plan presents a status report on each of the 45 individual initiatives that were specified in the 2003-2004 Plan to be conducted between September 1, 2003-August 31, 2004 and identifies 14 new and 23 continuing initiatives to be implemented between September 1, 2004-August 31, 2005.

As per last year, no new funding has been provided by the provincial government to implement initiatives.

Summary of 2003-2004 Initiatives:

The following tables list the initiatives identified to be implemented in 2003-2004, the first year of the Plan. The numbers associated with each initiative correspond with the numbers found in Part I of this report.

- *"Completed in full"* refers to initiatives that were one-time undertakings and for which there is no further action required and/or identified.
- *"Completed and next step identified"* refers to initiatives which were completed and for which a follow-up step and/or additional activity has been identified.
- *"Ongoing"* refers to initiatives which began in 2003-2004 and will be continued in 2004-2005. These initiatives are ongoing but not yet completed.

The full text of the University of Toronto's Ontarians With Disabilities Act Accessibility Plan 2003-2004 can be found at:
http://www.accessibility.utoronto.ca/

1. Attitudes

	Initiatives 2003-2004	Status
1.4.1	Collect examples of awareness campaigns	Completed in full
1.4.2*a*	Develop awareness: training	Completed in full
1.4.2*b*	Develop awareness: training	Completed and next step identified
1.4.2*c*	Develop awareness: training	Completed and next step identified
1.4.3	Develop awareness: conference	Completed and next step identified

2. Policy and Procedure

	Initiatives 2003-2004	Status
2.4.1*a*	Review policies	Ongoing
2.4.1*b*	Review policies	Ongoing
2.4.1*c*	Review policies	Ongoing
2.4.2	Develop systematic process to	Ongoing

	review new policies	

3. Information and Communication

	Initiatives 2003-2004	Status
3.4.1	Develop guidelines for application of standards	Ongoing
3.4.2	Education and outreach campaign	Completed and next step identified
3.4.3	Provide information about accessibility of residences	Completed and next step identified
3.4.4	Increase sign language training	Completed and next step identified

4. Physical Facilities: Architecture and Design

	Initiatives 2003-2004	Status
4.4.1	Study Design Standards for inclusion	Completed and next step identified
4.4.2	Universal design consultant	Completed and next step identified
4.4.3a	Install elevator	Completed in full
4.4.3b	Install lift	Completed in full
4.4.3c	Install automatic door openers	Ongoing
4.4.4	Identify more accessible use of elevators	Completed and next step identified
4.4.5	Develop a list of accessible rooms	Completed in full

5. Information Technology

	Initiatives 2003-2004	Status
5.4.1	Establish purchasing guidelines	Ongoing
5.4.2a	Establish workstation accessibility	Ongoing
5.4.2b	Web 4 All Feasibility	Completed and next step identified
5.4.3	Study alternative formats	Completed and next step identified
5.4.4	Begin accessibility audit of Information Technology	Completed and next step identified

6. Instructional Design: Student Accessibility

	Initiatives 2003-2004	Status
6.4.1*a*	Increase awareness of Universal Instructional Design (UID)	Completed in full
6.4.1*b*	Access*Ability* Handbook	Completed in full
6.4.1*c*	Academic Advising Career Centre	Completed in full
6.4.1*d*	Office of Teaching Advancement	Completed and next step identified
6.4.2	Increase awareness of sensory disabilities	Completed and next step identified
6.4.3	Develop skills-based assessment tools	Completed in full
6.4.4	Develop criterion-based assessment and the alignment of curricula	Completed in full
6.4.5	Develop alternate course delivery styles	Completed in full

7. Instructional Design: Faculty Accessibility

	Initiatives 2003-2004	Status
7.4.1	Increase awareness of faculty	Completed and next step identified
7.4.2	Increase awareness of alternative pedagogies	Completed and next step identified

8. Student Life

	Initiatives 2003-2004	Status
8.4.1	Review full-time requirements	Completed and next step identified
8.4.2	Examine funding for accommodations	Completed and next step identified
8.4.3	Explore van access at night	Completed and next step identified
8.4.4	Explore inter-campus accessible transportation	Completed and next step identified
8.4.5*a*	Increase awareness about how to	Completed in full

	organize accessible events	
8.4.5*b*	Tri-campus Coalition	Completed and next step identified
8.4.5*c*	Student Government Accessibility Policy	Completed and next step identified

9. Human Resources

	Initiatives 2003-2004	**Status**
9.4.1	Establish a process of communication	Ongoing
9.4.2	Begin staff and faculty survey development	Completed and next step identified
9.4.3	Process of review of faculty appointments	Ongoing

New and Continuing Initiatives:

The following tables list the identified initiatives to be implemented in the second year of the Plan and the barrier corresponding to each initiative. Some of the initiatives are continuing and some are new. The numbers associated with each initiative correspond with the numbers found in Part II of the report: the 2004-2005 Plan.

1. Attitudes

Initiatives Planned for 2004-2005		Barrier
Continuing Initiatives		
1.1	Develop awareness: learning disabilities	A range of societal attitudinal barriers
1.2	Develop awareness: conference	A range of societal attitudinal barriers
1.3	Education and Outreach Campaign	Perception that certain academic programs maybe unsuited to students with disabilities
New Initiatives		
1.4	Enrollment Study	General lack of awareness of disability issues among the general student population
1.5	Disability Issues and Orientation Training	General lack of awareness of disability and other equity issues among the general student population

2. Policy

Initiatives Planned for 2004-2005		Barrier
Continuing Initiatives		
2.1	Review policies	Policies require review
2.2	Develop systematic process to review new policies	Limited policy assessment with respect to disability issues

3. Physical Facilities

Initiatives Planned for 2004-2005		Barrier
Continuing Initiatives		
3.1	Update Design Standards for inclusion	Design standards focus on physical disabilities.
3.2	Universal Design Consultant	Universal Design Principles knowledge shortfall
3.3	Audit Elevators for Accessibility	Inconsistent access to retro-fitted elevators and lifts.
3.4	List of Accessible Rooms	Lists are often out of date.
New Initiatives		
3.5	Consistent Application of Barrier-Free Design Standards	Inconsistent application of University of Toronto Design Standards
3.6	Best Practices for Chemical Sensitivities	Lack of awareness of chemical sensitivities best practices
3.7	Raise Awareness: Chemical Sensitivities	Lack of awareness among students of chemical sensitivities as a disability
3.8	Accessible Parking	Lack of clarity and consistent application of parking policies regarding disability
3.9	Identify Barriers	Faculty and staff are often inexperienced at identifying barriers in physical environments.
3.10	Consistent, Accessible Signage and Wayfinding	Lack of consistent signage on the exterior of buildings.

4. Technology

Initiatives Planned for 2004-2005		Barrier
Continuing Initiatives		
4.1	Guidelines for communication	Inconsistent understanding of disability issues and their impact on communication.
4.2	Establish Purchasing Guidelines	Inaccessible vs. accessible technologies.

4.3	Accessible Workstations	No workstations on St. George campus
4.4	Alternative Formats for Course Materials	Alternative formats often not available until too late.
New Initiatives		
4.5	Access to Wireless Technology	Students faced with compatibility issues.

5. Instructional Design

Initiatives Planned for 2004-2005		Barrier
Continuing Initiatives		
5.1	Raising Awareness of Instructional Design	Inconsistent awareness among faculty.
5.2	Awareness of Sensory Disabilities	Inconsistent awareness among faculty.
5.3	Awareness of Alternative Pedagogies	Faculty not fully aware of alternate approaches.
New Initiatives		
5.4	Raising Awareness about Instructional Design	Inconsistent awareness of instructional design principles
5.5	Accommodations for Faculty	Inconsistent awareness programs available to faculty.
5.6	Materials on Instructional Design	There is currently limited access to materials.

6. Student Life

Initiatives Planned for 2004-2005		Barrier
Continuing Initiatives		
6.1	Full-time requirements for Students	Structure of student governance precludes part-timers from participating.
6.2	Funding for Non-Academic Accommodations	Limited funding is available.
6.3	Accessible Evening Transportation	Accessibility Services van not available in the evening.
6.4	Accessible Transportation Among Campuses	No accessible transportation between campuses.

New Initiatives		
6.5	Student-run Centre	No central coordination of activities for students with disabilities.
6.6	Accessibility Education for Student Leaders	Students with disabilities continue to encounter negative attitudes.

7. Human Resources

Initiatives Planned for 2004-2005		Barrier
Continuing Initiatives		
7.1	Coordinating Communication of Disability-Related Issues	Inconsistent coordination of disability-related issues for staff and faculty
7.2	Staff and Faculty Survey	Staff and faculty disability concerns unknown
7.3	Part-time Faculty Appointments	Part-time faculty are not eligible for tenure

Acknowledgements

Over the past year the University has continued to make excellent progress towards creating and maintaining an environment that is accessible and welcoming to all.

Building upon the momentum generated in the development of our first ODA Accessibility Plan, some 40 members of our community- faculty, staff, students and alumni, many with visible or invisible disabilities – have been actively engaged in the broad consultation that has assisted us in identifying barriers and potential solutions to those barriers. In addition, this year representatives from Emmanuel College, St. Michael's College, Trinity College, and Victoria University were members of the Planning Committee.

In addition to the 45 individual initiatives identified in the 2003-04 Plan, a number of additional activities occurred this year, demonstrating the broad level of commitment to accessibility across our University. The 2004-05 Plan includes a status report on each of these initiatives and I am personally delighted with the progress that we have made in every area. The Plan also identifies new projects and activities for the current year. As previously, the University receives no additional funding in support of our ODA initiatives, requiring several Divisions and Departments to refocus their own priorities – which they have done willingly.

This fall we are bringing forward to governance a newly revised Statement of Commitment Regarding Persons with Disabilities. This Statement outlines a broad vision for the University; one that we believe will benefit all members of our community.

I wish to thank all members of the Accessibility Planning Committee for their commitment to these issues, in particular, members of the Coordinating Committee – Myra Lefkowitz, Janice Martin, Mahadeo Sukhai and Carolyn Wood - and Julie McAlpine Jeffries for her stellar work on the Statement of Commitment. Finally, I wish to thank Connie Guberman for providing outstanding leadership to the entire team.

Angela Hildyard
Vice-President, Human Resources and Equity
Chair, Accessibility and Planning Committee

Members of the University of Toronto Accessibility Planning Committee

Chair:

Angela Hildyard, Vice-President, Human Resources & Equity

Coordinating Committee:

- Connie Guberman, Status of Women Officer
- Myra Lefkowitz, Manager, Health and Well-being Programs and Services
- Janice Martin, Manager, Accessibility Services
- Mahadeo Sukhai, President, Graduate Students' Union
- Carolyn Wood, Project Coordinator, ODA Accessibility Plan

Subcommittees:

Attitudes
- Nouman Ashraf, Student Affairs Officer
- Judith Friedland, Faculty, Occupational Therapy
- Myra Lefkowitz, Manager, Health and Well-being Programs and Services
- Colleen Reid, Disability Advisor, Access*Ability* Services, UTSC
- Mahadeo Sukhai, President, Graduate Students' Union

Policy
- Susan Addario, Director, Student Affairs
- Louis Charpentier, Secretary to Governing Council
- Tina Doyle, Manager, Access*Ability* Services, UTSC
- Connie Guberman, Status of Women Officer
- Julie McAlpine Jeffries, Employment Relations Legal Counsel
- Fayyaz Vellani, Director of Admissions and Financial Aid, Faculty of Law

Physical Facilities
- Margaret Fung, Manager, Occupational Hygiene and Safety, Office of Environmental Health and Safety

- Ihor Kotowycz, Manager, Design and Engineering
- Janice Martin, Manager, Accessibility Services, St. George
- Colleen Reid, Disability Advisor, Access*Ability* Services, UTSC
- Elizabeth Sisam, Director, Campus Facilities and Planning
- Maureen Somerville, Alumna, Member of Governing Council

Technology
- James Lawson, Information Commons
- Wendy Porch, Assistant Project Coordinator, Adaptive Technology Resource Centre
- Terry Rubenstein, Director of Financial Services and Information Technology, Faculty of Physical Education and Health
- Mahadeo Sukhai, President, Graduate Students' Union

Instructional Design
- Cleo Boyd, Director, Academic Skills Centre, UTM
- Jennifer Jones, Director of Communications, Faculty of Physical Education and Health
- Sean Kearns, Co-chair, Health and Safety, USWA Local 1998 Multimedia Specialist, Office of Space Management
- Colleen Reid, Disability Advisor, AccessAbility Services, UTSC
- Helen Slade, Disability Accommodation Specialist, Accessibility Services, St. George
- Mahadeo Sukhai, President, Graduate Students' Union

Student Life
- Margaret Hancock, Warden, Hart House
- Elizabeth Hoffman, Assistant Dean, Co-curricular Education, Faculty of Physical Education and Health
- Patrick Houssais, Student, Faculty of Law/ Chair Elect, Students for Barrier Free Access
- Shawna Kaufman, Student intern, Student Affairs
- Mahadeo Sukhai, President, Graduate Students' Union
- Marilyn Van Norman, Director, Student Services and Career Centre

Human Resources
- Connie Guberman, Status of Women Officer
- Sean Kearns, Co-chair, Health and Safety, USWA Local 1998, Multimedia Specialist, Office of Space Management
- Robert MacKay, Faculty, Sociology, University College
- Rosie Parnass, Quality of Work Life Advisor and Special Assistant to the Vice-President, Human Resources & Equity
- Judith Poë, Faculty, UTM Chemistry / Vice-President, Grievances, UTFA

Members of the Committee at Large:
- Rona Abramovitch, Director, Transitional Year Program
- Christina Boyd, Graduate student, Emmanuel College
- Philip Byer, Chair, Environmental Engineering/Member, Governing Council
- Kendra Coulter, Chief Steward, CUPE 3902`
- Teresa Dawson, Director, Teaching and Learning Services, UTSC
- David Keeling, Bursar, Victoria University
- Mehdi Kouhestaninejad, President, CUPE Local 3261
- Elizabeth Martin, Manager, AccessAbility Resource Centre, UTM
- Steve Moate, Senior Employment Relations, Legal Counsel
- Julia Munk, Undergraduate student, Political Science / Vice-President, Equity, Student Administrative Council
- Jan Nolan, Director, Faculty Renewal
- Mike Powers, Human Resources, St. Michael's College
- Jutta Treviranus, Director, Resource Centre for Academic Technology
- Jill Willard, Personnel Officer, Trinity College
- Carolyn Wood, Project Coordinator, ODA Accessibility Plan

TABLE OF CONTENTS

The University of Toronto Ontarians with Disabilities Act Accessibility Plan 2004-2005

I. INTRODUCTION

The University of Toronto has prepared this report, "The University of Toronto Ontarians with Disabilities Act Accessibility Plan 2004-2005" in compliance with the Ontarians with Disabilities Act and in accordance with the University's own ongoing commitment to "equal opportunity, equity, and justice" as stated in its Statement of Institutional Purpose, 1992.

The Ontarians with Disabilities Act, 2001
The Ontarians with Disabilities Act, 2001 (ODA) received Royal Assent on December 14, 2001. "The purpose of the Act is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. The new Act is a key component of the provincial government's Framework for Change for People with disabilities. The Framework provides a variety of practical measures to remove the barriers that prevent full independence and opportunity for Ontarians with disabilities." (A Guide to Annual Accessibility Planning, Ministry of Citizenship, http://www.gov.on.ca/citizenship/accessibility/index.html)

The full text of the Ontarians with Disabilities Act, 2001, is available at: http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/01o32_e.htm

A key premise of the ODA is that improving accessibility is a shared responsibility among the provincial government, municipal governments, and key institutions in the broader public sector, including universities. It requires that universities and other institutions review their policies, programs and

services, as they impact on persons with disabilities, through the development of annual accessibility plans.

"Accessibility plans are intended to address existing barriers to people with disabilities and to prevent new barriers from being established. All universities are required to prepare annual accessibility plans as part of their regular planning process." (ODA Guidelines for the University Sector, Council of Ontario Universities, www.cou.on.ca)

Universities are not expected to identify or remove all barriers at the same time. They have the flexibility to identify their own priorities within their existing budgets. No new funding has been provided by the provincial government for the implementation of the ODA.

The University of Toronto's Mission and Commitment
The University of Toronto's Statement of Institutional Purpose (1992) articulates the University's ongoing commitment to "equal opportunity, equity and justice." This commitment to equitable principles and actions is also affirmed in a number of policies and guidelines, including the Statement on Human Rights (1992), Statement on Accommodation in Employment for Persons with Disabilities (1995) and Guidelines for Accommodation (revised 1999), and the Statement of Commitment Regarding Persons with Disabilities (to be passed through governance in Fall 2004).

The University of Toronto is a member of the Federal Contractors Program (FCP), which requires an annual report on the recruitment, retention and integration of four designated groups within the University's workforce. Persons with disabilities comprise one of these four groups. In addition, the University of Toronto documents the progress that it is making toward becoming a more accessible and equitable place of work and study in its annual Employment Equity Report.

In accordance with the ODA, the University of Toronto's Accessibility Plan identifies various barriers and outlines a process for their eventual removal. It is important to note that in

identifying the barriers the University has not attempted to
provide explanations for the historical existence of the barriers,
or to identify legal considerations that may apply. That is not
the purpose of the Accessibility Plan.

Instead, the University of Toronto has concentrated on a good
faith effort to engage in a critical self-assessment of things that
might limit persons with disabilities from full participation in
university life. Some of the barriers will require a significant
time to remove, and some may require significant funds, and
the involvement of many members of the University
community, but the University will make all reasonable efforts
to fulfill any goals identified. The success in reaching the
annual goals for these initiatives will be a component of the
review contained in each successive plan and so on from year to
year.

Definitions of Disability and Barrier
The ODA requires that universities and other public sector
institutions prepare annual accessibility plans "to describe the
measures the organization will take during the coming year, to
identify, remove and prevent barriers to people with
disabilities."
(A Guide to Annual Accessibility Planning, Ministry of
Citizenship: http://www.gov.on.ca/citizenship/accessibility/index.html)

Although the Accessibility Planning Committee is aware of
other definitions of "disability" and "barrier", for the purposes
of this report, the ODA Accessibility Planning Committee
followed the definitions as identified in the Ontarians with
Disabilities Act:
(http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/01o32_e.htm).

These are as follows:

The ODA adopts the broad definition for disability that is set
out in the Ontario Human Rights Code. "Disability" is:

> (a)   any degree of physical disability, infirmity,
>   malformation or disfigurement that is caused by

bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,

(b)   a condition of mental impairment or a developmental disability,

(c)   a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

(d)   a mental disorder, or

(e)   an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

A "barrier" is anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an informational or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice.

Examples of each of the different kind of barriers can be found at:
http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/01o32_e.htm

II. ACCESSIBILITY PLANNING PROCESS 2004- 2005

A broad-based ODA Accessibility Planning Committee was first established in 2002 to develop the 2003-2004 Accessibility Plan. Chaired by Angela Hildyard, Vice-President, Human Resources and Equity, the Committee was designed to ensure a collaborative and representative process. Members of the Accessibility Planning Committee include students, staff, faculty and alumni and represent a range of stakeholders and constituencies from across the University, including facilities and services, information technology policy, human resources, unions, student government, equity issues, legal affairs, those with expertise in teaching and learning, and staff with personal or professional knowledge of disability and accommodation issues. Many of the members of the Committee identified as having a visible or invisible disability.

A Coordinating Committee of five people was established to ensure that the process of the Plan reflect the goals of the ODA and the University of Toronto and to highlight key issues for the larger Planning Committee.

The Ontarians with Disability Act identifies five content requirements for annual plans. The University of Toronto's accessibility planning process was organized to meet these requirements. They are:

1. Report on the measures the organization has taken to identify, remove and prevent barriers to people with disabilities.

2. Describe the measures in place to ensure that the organization assesses its Acts/by-laws, regulations, policies, programs, practices and services to determine their effect on accessibility for people with disabilities.

3. List the policies, programs, practices and services that the organization will review in the coming year to identify barriers to people with disabilities.

4. Describe the measures the organization intends to take in the coming year to identify, remove and prevent barriers to people with disabilities.

5. Make the accessibility plan available to the public.

The Accessibility Planning Committee revised the subcommittee structure from the nine groups of last year, and established seven working subcommittees. (This change reflects a consolidation of effort, not a loss of breadth of issues addressed.) Four committees address specific barriers that affect all members of the University community (Attitudes, Policy and Procedure, Physical Facilities and Technology). Three committees address key areas where disability and accessibility specifically affect students, staff and faculty (Instructional Design, Student Life, and Human Resources). Some barriers and initiatives overlap and relate to more than one subcommittee's area of focus.

Each subcommittee addressed the following areas in the process of the Plan:

Identification of measures already taken:
Each plan is obligated by the legislation to review initiatives already undertaken to identify, remove and prevent barriers to persons with disabilities. Defining what has occurred in the past is intended to provide a context for the new initiatives. In last year's Plan, each subcommittee listed initiatives which had been undertaken to date; that is, those initiatives related to disability and accessibility conducted by the University of Toronto prior to the September 30, 2003, submission of the first annual Accessibility Plan. (The 2003-2004 Accessibility Plan is available at http://www.accessibility.utoronto.ca)

This year's Plan presents a status report on each of the 45 individual initiatives that were specified in the 2003-2004 Plan to be conducted between September 1, 2003-August 31, 2004. These 45 initiatives do not, however, constitute an exhaustive list of accessibility-related activities undertaken at the University of Toronto in the past year. Many other activities, in

many parts of the University improved accessibility and reduced or eliminated barriers. There is a brief summary at the end of each section of some of the numerous other, 'additional' initiatives that were undertaken during the past year that were not specified in last year's Plan. The breadth of these initiatives highlights the scope of accessibility activity and commitment across the University.

In the process of review, it became clear that the nature of many of the barriers requires ongoing work and therefore, this year, in addition to identifying new barriers and initiatives to respond to them, we have focused on follow up. Many of the initiatives in the 2003-2004 Plan can be defined as both 'completed' and 'ongoing'; that is, the initiative was conducted and the action was completed but in order to continue to address the barrier, the initiative will be repeated and/or a 'next step' has been identified.

Completed in full: Initiatives that were one time undertakings and for which there is no further action required and/or identified.

Completed and next step identified: Initiatives which were completed and for which a follow-up step and/or additional activity has been identified. (Example: 4.4.4 Identify More Accessible Use of Elevators. A process to audit elevators and lifts for methods of access and use was designed and was completed in August 2004. The next step will be to use the process to audit elevators 2004-2005)

Ongoing: Initiatives which began in 2003-2004 and will be continued in 2004-2005. These initiatives are ongoing but not yet completed. (For example: 2.4.1 Review Policies. Two policies were identified for review. *The Services to Disabled Persons Policy* (1987) has been reviewed and revised and will go through governance Fall 2004. Review of *The Statement of Institutional Purpose* (1992) has begun and will be ongoing in the coming year.)

Approach to barrier identification:
University-wide outreach was conducted to invite students, staff, faculty and alumni to identify barriers to accessibility at the University and to suggest initiatives to address them. They were invited to participate by attending town hall meetings or focus groups, arrange an individual meeting in person or by phone, or via letter. Particular attention was made to encourage people with disabilities to participate in this consultation process; student groups and student governments, unions and staff with professional knowledge of disability and accommodation issues, faculty representatives and alumni representatives were encouraged to forward the invitation to participate to their constituencies. Barriers identified through this outreach and consultation process were brought forward to the appropriate sub-committee. Only those barriers that can be addressed in the second year of the Plan (September 1, 2004-August 31, 2005) and in ongoing initiatives are included in this report.

Initiatives planned for 2004-2005:
The core intent of the Accessibility Plan is to provide for the elimination of present barriers and the review, revision, and, if necessary, creation of policies and procedures to prevent future barriers.

Subcommittee members reviewed the barriers and initiatives identified in the consultation process and reviewed the barriers identified in the 2003-2004 Plan in order to identify appropriate initiatives to address them. Committees were asked a) to determine the priority of initiatives, b) to define how initiatives would be measured or evaluated, i.e. to define a concrete outcome and timeline for reaching it, and c) to focus on initiatives that can be addressed in the 12-month period of the 2004-2005 Plan.

The Office responsible for taking the lead in each initiative has been identified, along with others, who will provide support.

As per last year's Plan no new funding has been provided by the provincial government to implement initiatives. Costs to

implement initiatives have been previously allocated, have been designated within the budget of specific units, and/or include the reallocation of employee's time.

III. **REPORT ON INITIATIVES IN THE 2003-04 ACCESSIBILITY PLAN**

This section describes the status of each of the forty-five individual initiatives presented in the 2003-2004 Plan. It also provides a brief summary of other, "additional", initiatives carried out during the year in each of the nine categories of the 2003-2004 Plan.

1. ATTITUDES

This section focuses on attitudinal barriers as they impact on people with disabilities and the community as a whole.

Attitudes are a societal outgrowth; no one constituency can address attitudinal barriers alone. Although attitudinal barriers may play themselves out in individual interactions, the source of some attitudinal barriers may lie in issues of systemic discrimination against people with disabilities in our society as a whole and, historically, in the invisibility of disability issues. Attitudinal barriers are a component of all other barriers and initiatives identified in this Accessibility Plan.

Initiatives in the 2003-2004 Accessibility Plan:

1.4.1 Collect Examples of Awareness Campaigns

Compile and collate examples of successful initiatives and public awareness campaigns aimed at influencing attitudes with respect to disability. The results will assist in designing appropriate training and awareness initiatives to challenge conventional attitudes towards people with disabilities or ableism.

Responsibility: Accessibility Services, Health and Well-being Services and Programs

Status:

Examples of successful public awareness campaigns were compiled and collated in the summer of 2004. Health and Well-being Services and Programs conducted a search to identify successful campaigns that reflected a positive approach, had viewer impact, and addressed a range of disabilities. Seven campaigns, developed by organizations and government agencies in Canada, the US, and the UK, were identified as models for future awareness initiatives. They can be viewed at the following locations:

- Disability Awareness Posters, Paraquad
  http://www.paraquad.org/
- The Finger, British Deaf Association
  http://www.royaldeaf.org.uk/finger.htm
- Making Connections, Canadian Mental Health Association
  http://www.cmha.ca/english/info_centre/mhw/index.html
- Step Up to Change: The CN Tower Stair Climb, Canadian Foundation for Physically Disabled Persons
  http://www3.sympatico.ca/whynot/PROJ.html
- What Have You Got to Offer?
  http://www.disability.gov.uk/campaigns/offer
- Look At Me, UK Council on Deafness
  http://www.deafcouncil.org.uk/daw
- The Rolling Rampage, Canadian Foundation for Physically Disabled Persons
  http://www.rollingrampage.com/
  http://www.cfpdp.com/

Information about these campaigns has been distributed to Accessibility Services, Student Affairs, and the Graduate Students' Union, for use in the design of future awareness campaigns at the University.

☑ Completed in full
☐ Completed and next step identified
☐ Ongoing

(Note: Please refer to the explanation of terms on page 23, in the discussion of "Identification of measures already taken".)

1.4.2 Develop Awareness: Training

Several training sessions focusing on disability awareness will be delivered:

a) The Graduate Students' Union, in partnership with Accessibility Services (St. George) will offer awareness training to faculty and staff at the School of Graduate Studies.

Responsibility:
Graduates Students' Union and Accessibility Services.

Status:
The Graduate Students' Union and Accessibility Services (St. George) presented an awareness training session for staff on 6 May 2004. Fifteen graduate administrators attended. The session described the services available to graduate students with disabilities, and explored common issues that graduate administrators and others may encounter.

☑ Completed in full ☐ Completed and next step identified ☐ Ongoing

b) The Staff Development Centre will offer a series of sessions called "Enhancing the Student Experience" to staff who have front-line contact with students. The session named "Diversity Issues: Dealing with Issues of Ability and Class" is specifically designed to broaden awareness of diversity issues for both staff and faculty, especially in recognizing issues of ability/disability and class.

Responsibility:
Accessibility Services, Health and Well-being Programs and Services.

Status:

A session entitled "Dealing with Issues of Ability and Class" was presented at the Staff Development Centre on 7 May 2004. Nineteen staff members attended. This workshop was designed to broaden awareness of diversity issues for staff and faculty, especially in recognizing issues of ability and class when dealing with individual students' situations. It offered direction on how to educate and coach involved students, and to help them develop a level of self-responsibility.

Other sessions in the "Enhancing the Student Experience" series dealt with other aspects of diversity and accessibility: "Understanding Mental Health Issues" (22 January 2004, 26 attendees) "Understanding Learning Disabilities and Attention Deficit and Hyperactivity and Disability" (27 May 2004, 17 attendees). This series will be offered again in 2004-2005.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

c) A training seminar for Human Resource Generalists, "Disability and Illness," will be delivered.

Responsibility:
Health and Well-being Programs and Services

Status:
An all-day session, "Disability, Illness and Accommodation", took place in November 2003, with a follow-up working session in January 2004. Approximately 30 Human Resources Generalists and Human Resources Managers from all three campuses attended. Presentations included those on Workers' Safety Insurance Board, Sick Leave, Long Term Disability, Return to Work, Practical Application and the Duty to Accommodate, and Current Case Law. This session will be repeated in 2004-2005.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

1.4.3 Develop Awareness: Conference

Students for Barrier Free Access will hold a conference, "Breaking Down Barriers", on accessibility issues. The conference has the following goals:

- To educate the attendees on general issues affecting students with disabilities;
- To provide a survival guide to post-secondary education for students with disabilities;
- To broaden and influence the debate on barriers to education by engaging the student perspective.

Responsibility: Students for Barrier Free Access

Status:
"Breaking Down Barriers", a conference on general disability issues, was held at the University of Toronto on 1 November 2003. Approximately 150 delegates attended from Toronto, across the Southern Ontario region, other parts of Canada, and New York. The program included roundtable discussions on identifying and removing barriers to students with disabilities, "survival guide" educational sessions, discussions on self-advocacy, and a panel on student experiences.

The conference was supported by a grant from the Vice-Provost (Students) and Vice-President (Government and Institutional Relations), as well as funding and in-kind contributions from the Graduate Students' Union and Students' Administrative Council.

Plans began soon after to make the conference an annual event, and Breaking Down Barriers 2004 will take place on 2-3 October, in Toronto.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

ADDITIONAL INITIATIVES, 2003-2004:

Accessibility Video - During Orientation Week 2003, Accessibility Services (St George) offered students an opportunity to learn about services for students with a disability, as part of Student Affairs' Passport Program. A 20-minute video written and produced by Accessibility Services - St George featured students' testimonies about academic accommodations and student life.

The Accessibility Awareness Tour - In July 2004, a tour was organized for the Accessibility Planning Committee of two buildings on the St George campus, one recently built (the Bahen Centre), the other an older building that has been modified to be more accessible (Transitional Year Program – 49 St. George Street). The goal was to present a different way of understanding physical environments, as they might be experienced by a person with a disability. The tour followed hypothetical persons and a range of disabilities through the course of a typical day: finding a building, getting in, finding a classroom, using a washroom, seeking a quiet place, attending a meeting in an office, gathering with friends. In the course of the tour, a number of best and worst practices became apparent.

Disability Scholarship – The Equity Studies Program, New College; the Office of the Vice-President, Human Resources and Equity, and the Status of Women Office co-sponsored "Claiming Disability: A Symposium on Disability Scholarship", November 13-14, 2003. The Symposium included a keynote presentation by Simi Linton, (author of Claiming Disability: Knowledge and Identity); a panel discussion with faculty from the University of Toronto, "Disability Studies at the University of Toronto: The Way Forward"; and a workshop on incorporating disability studies into curriculum.

2. POLICY AND PROCEDURE

This section identifies University policies and administrative procedures that are relevant to accessibility and disability. This section also identifies a process of policy review within the University's governance structure.

Initiatives in the 2003-2004 Accessibility Plan:

2.4.1   Review Policies

a) A number of University policies and the administrative procedures and/or guidelines arising out of those policies will be examined to determine the degree to which they address the University's goals and the requirements of the Ontarians with Disabilities Act.

Responsibility:
President, Vice-Presidents; Secretary to Governing Council

Status:
This process has begun with the policies specified in 2.4.1 b, below.

☐ Completed in full
☐ Completed and next step identified
☑ Ongoing

b) The first two policies to be reviewed will be the *Statement of Institutional Purpose* (1992) and *Services to Disabled Persons Policy* (1987).

Responsibility:
President, Vice-President, Human Resources and Equity; Secretary to Governing Council

Status:
The *Services to Disabled Persons Policy* (1987) has been reviewed and extensively revised in consultation with a broad

constituency at the University of Toronto. The policy has been renamed: *Statement of Commitment Regarding Persons with Disabilities.* It will go through governance in Fall 2004. (Please see Appendix A for the text of this policy)

Deliberations to review and revise the *Statement of Institutional Purpose* (1992) are underway and will be ongoing in the coming year.

☐ Completed in full
☐ Completed and next step identified
☑ Ongoing

c) Mechanisms for consultation with a range of individuals or groups in order to clarify the need for and impact of policies in particular areas will be considered. In order to accomplish the University's objectives and to build on or coordinate with various portfolios' current and planned work, priorities will be determined in consultation with relevant administrative offices.

Responsibility: Secretary to Governing Council

Status:
The mechanism for consultation being developed is part of the process detailed in 2.4.2, below.

☐ Completed in full
☐ Completed and next step identified
☑ Ongoing

2.4.2 Develop Systematic Process to Review New Policies

The University of Toronto will initiate a process to establish more systematic procedures to assess policy and by-law proposals. This could include the development of a template or guidelines for submissions to governance, which will be modified as necessary**.** In the interim, as new policies and by-laws are being developed, those responsible will be asked to

consider the requirements of the Ontarians with Disabilities Act.

Responsibility: Secretary of the Governing Council

Status:
A process to establish more systematic procedures to assess policy and by-law proposals has been initiated and will continue in 2004-2005. The newly developed policy, *The Statement of Commitment Regarding Persons with Disabilities*, will form an important framework for assessing policies and other proposals (in relation to the Ontarians with Disabilities Act) as they are considered by governance.

☐ Completed in full
☐ Completed and next step identified
☑ Ongoing

ADDITIONAL INITIATIVES, 2003-2004:

Stepping UP - In February 2004 Governing Council approved a new academic plan for the University: Stepping UP 2004-2010. Among the goals it establishes for the University is "Fostering Diversity through Equity and Excellence," which includes the following objectives:

- to develop a plan setting priorities and timetables for the installation of barrier free access in university buildings
- to improve our capacity to accommodate students with learning disabilities by strategically seeking and investing resources to meet their needs
- to encourage all departments and programs recruit pro-actively qualified persons with disabilities to both undergraduate and graduate programs

Stepping UP can be found at:
http://www.provost.utoronto.ca/English/Stepping-UP.html

Provost's Taskforce on Student Housing - The Provost's Taskforce on Student Housing to review the institutional principles on student housing at the University of Toronto. The Taskforce made thirty-one recommendations as part of its report; eight of these related to accessibility issues, including the provision of accessible housing on campus, accessible off-campus options, and complete information of accommodations available; support of accessible transportation; and implementation of barrier-free design in new construction and conversion projects.

3. INFORMATION AND COMMUNICATION

This section focused on the University of Toronto's methods of communication and format of information materials as they impact on people with disabilities.

(Please note that in the 2004-2005 Accessibility Plan, this sub-section has been deleted. The initiatives have been incorporated into 'Attitudes'.)

Initiatives in the 2003-2004 Accessibility Plan:

3.4.1 Develop Guidelines for Application of Standards

Begin a process to develop guidelines for the effective consideration of accessibility issues in campus communication and information dissemination.

Responsibility:
Director, Resource Centre for Adaptive Technology (RCAT), in consultation with Public Affairs

Status:
A process was begun as part of the University's Information Technology Review, currently being conducted by the Department of Administrative Management Systems. RCAT has compiled a list of resources on how to make websites accessible.

The RCAT list is available at:
http://luke.rcat.utoronto.ca/articles/index.html

☐ Completed in full
☐ Completed and next step identified
☑ Ongoing

(In the 2004-2005 Accessibility Plan, this ongoing initiative is addressed in the Technology Section, initiative 5.4.4.)

3.4.2 Education and Outreach Campaign

An education and outreach campaign to the University community to increase awareness about disabilities will be initiated. The goal of this campaign is to create a greater understanding of disability and inclusivity. A variety of communication modalities will be used including: newspapers, campus radio, University websites and ZOOM advertising frames.

Responsibility: Director, Student Affairs

Status:
An awareness campaign was designed over the summer of 2004 and will be launched in Fall 2004. It is based on a series of posters featuring students with disabilities from all three campuses of the University. Next steps will include adding the poster campaign onto the university websites, and using it as the basis for radio spots and Zoom frame advertising in 2004-05.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

3.4.3 Provide Information about Accessibility of Residences

All students applying to live in residence will receive information early in the process about the particular features of each residence community, including physical or barrier free accessibility, ability to accommodate special diets (such as nut-free), and other service supports. Students can then make their selections for residence based on the appropriateness of the residence environment.

Responsibility: Vice-Provost, Students

Status:
All students, upon acceptance at the University of Toronto, are directed to a website which provides links to complete information on accessibility features in residence.

Accessibility Services, St George, in partnership with the St George Housing Network, developed a chart and map of all residences on the St George campus, as well as a list of accessibility features and barriers, "Access Guide to Student Residences at University of Toronto."
(http://www.library.utoronto.ca/housing_service/AccessRes.html)

A UTSC website, "UTSC Student Housing and Residence Life" links to "Room Information" which has a separate section on Accessible Accommodation. This section identifies all the accessible rooms and specifies the features relating to accessibility. (http://www.utsc.utoronto.ca/~residences)

A UTM website, "About Residence" links to "Accessible Housing," which provides information about barrier-free rooms in at undergraduate and graduate residences. (http://www.utm.utoronto.ca/residence/flash/index.html

---

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

3.4.4 Increase Sign Language Training

Sign language classes will be made available on the St. George campus to staff and students. This will enable greater communication with people who communicate using sign language.

Responsibility: Staff Development, Student Affairs

Status: A beginning-level course of twenty sessions for staff was organized by Accessibility Services, St George, in partnership with Staff Development and Student Affairs.

Classes ran weekly from 16 October 2003 to 18 March 2004, and were fully subscribed. This program will be offered again in 2004-2005. Sign language courses for students will be offered in 2004-2005 by Students for Barrier Free Access, with support from Student Affairs.

☐ Completed in full ☑ Completed and next step identified ☐ Ongoing

4. PHYSICAL FACILITIES

This section explores ways that the University can prevent barriers from occuring in its open spaces and buildings and can address current barriers which may limit universal access.

Initiatives in the 2003-2004 Accessibility Plan:

4.4.1 Study Design Standards for Inclusion

Study the feasbility of updating the University of Toronto Design Standards to address all disabilities by incorporating universal design principles.

Responsibility:
Manager, Design and Construction; Chief Capital Projects Officer

Status:
The current standards address issues relating to mobility, vision, and hearing. A working group facilitated by the Manager, Design and Engineering, met to study the feasibility of updating the University of Toronto Design Standards. The working group determined that updating the standards to address all disabilities is a feasible project for the longer term.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

4.4.2 Universal Design Consultant

A universal design consultant will be hired, at the discretion of the Capital Works group, to work with architects, planners and designers to advise on how to incorporate universal design principles on projects.

Responsibility:
Manager, Design and Construction; Chief Capital Projects Officer

Status:
Universal design consultants were hired for several projects, such as the construction of the Leslie Dan Faculty of Pharmacy Building and the Terrence Donnelly Centre for Cellular and Biomedical Research (CCBR), to advise on incorporating universal design principles. Efforts to address awareness of universal design principles will be continued.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

4.4.3 Install Elevator, Lift and Automatic Door Openers

Several projects are planned to address the physically inaccessible spaces identified:

a) Install an elevator in Hart House.

Responsibility: Manager, Design and Construction

Status:
The elevator is under construction. Official opening will be on 23 September 2004.

☑ Completed in full
☐ Completed and next step identified
☐ Ongoing

b) Install a lift for access to the University College Junior Common Room

Responsibility: Manager, Design and Construction

Status: Construction of the lift will be completed in September 2004. This project will make accessible to all University College students a facility that is central to social activity at the college.

☑ Completed in full
☐ Completed and next step identified
☐ Ongoing

c) Install automatic door openers in approximately 12 on-campus buildings including existing residences at Innis College and University College

Responsibility: Manager, Design and Construction

Status:
Door openers have been installed in University College and the Medical Sciences Building. Door openers will be installed in Fall 2004 in the Galbraith Building, Innis Residence, Sidney Smith Hall, the Pratt Building, the Wallberg Building, the Sandford Fleming Building, the SAC Building, the Haultain Building, Trinity College, and the Earth Sciences Complex.

☐ Completed in full
☐ Completed and next step identified
☑ Ongoing

4.4.4 Identify More Accessible Use of Elevators

Design a process to audit the elevators and lifts for methods of access and use.

Responsibility: Manager, Design and Construction; Chief Capital Projects Officer

Status:
A process to audit the elevators and lifts was designed in August 2004. A set of questions was developed to identify

methods of access and use. Auditing of elevators and lifts will begin in Fall 2004.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

4.4.5 Develop a List of Accessible Rooms

Develop a list of accessible rooms and spaces for small and large gatherings.

Responsibility:
Manager, Office of Space Management, in conjunction with Accessibility Services and others.

Status:
In June 2004, Accessibility Services, St George, began development of a checklist for accessibility in meeting rooms, and a list of accessible rooms and spaces for gatherings was compiled in August 2004. The list will be maintained by the Office of Space Management.

☑ Completed in full
☐ Completed and next step identified
☐ Ongoing

ADDITIONAL INITIATIVES, 2003-2004:

Accessible Laboratory - Renovations in the Lash Miller Chemistry Building include accessible fume hoods and wide aisles between the laboratory benches. Both of these features make the laboratory more accessible to persons using wheelchairs.

Automatic Door Openers - Automatic door openers were installed at the following locations at UTSC:
- in Computer Centre laboratories, Bladen Building

- in R-Wing washrooms
- in B-Wing 4th-floor washrooms
- in S-Wing 3rd floor washroom, to accommodate scooter users
- in H-Wing entrance from inner parking

Barrier-Free Hart House - Building on the progress in accessibility made by the installation of an elevator, Hart House established a process to generate other initiatives to address barriers in the House. A committee will tour the building, conduct research, consult with resource people, explore options, and make recommendations to the House committee and the Board of Stewards.

Workshops on Universal Design - Accessibility Services, St George, offered a workshop with presentations by an architect who specializes in barrier-free design and a student with a disability, for the University's Project Managers and design team.

5. INFORMATION TECHNOLOGY

This section examines the accessibility barriers of information technology at the University of Toronto, including information management systems, software and hardware systems.

This section has been renamed "Technology" in the 2004-2005 Accessibility Plan.

Initiatives in the 2003-2004 Accessibility Plan:

5.4.1 Establish Purchasing Guidelines

Establish guidelines for purchasing accessible information technology across all University units and departments.

Responsibility:
Director, Resource Centre for Academic Technology, in collaboration with Procurement Services and Secretary of Governing Council.

Status:
A process for establishing guidelines is underway and has been incorporated into the University's Information Technology Review. As a first step, the Resource Centre for Adaptive Technology has compiled a list of sources of accessible equipment, organized by type of equipment and software, and by vendor, with a glossary of relevant terminology. Purchasing and deployment guidelines for accessible information technology will appear in the "Institutional IT Plan" now being prepared by the Director, Strategic Computing.

☐ Completed in full
☐ Completed and next step identified
☑ Ongoing

5.4.2 Establish workstation accessibility:

a) Install site-licensed alternative access software on public terminals by including it in the workstation image.

Responsibility:
Manager, Information Commons in conjunction with Director, Resource Centre for Academic Technology.

Status:
A number of software products have been identified and reviewed, and a comparative assessment is now in progress.

☐ Completed in full
☐ Completed and next step identified
☑ Ongoing

b) Investigate the feasibility of purchasing and using "Web 4 All" technology. This technology employs the use of a "smartcard" that selects and makes immediately accessible the assistive technology preferred by individual users.

Responsibility:
Manager, Information Commons in conjunction with Director, Resource Centre for Academic Technology.

Status:
Programming staff have investigated the feasibility of using "Web 4 All" technology in the University context, through tests of the technology in a multi-use environment. Programming issues have been identified, and are now being addressed. Development of the technology is ongoing, and testing continues in step with development. The Resource Centre for Academic Technology is developing "Web 4 All" Technology in partnership with Industry Canada.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

5.4.3. Study Alternative Formats for Course Materials

The possibility of submitting a multi-sector, pan-Canadian proposal to address the problem will be investigated by the ATRC. Furthermore, means of addressing the issue of timely provision of alternative formats at provincial and national levels will also be investigated.

Responsibility:
Director, Adaptive Technology Resource Centre (ATRC) will put together a team of key stakeholders.

Status:

The ATRC Director investigated the possibility of a multi-sector, pan-Canadian proposal to address the issue of timely provision of alternative formats. Investigation was conducted through meetings with transcription service providers, textbook store managers, and publishers, the provincial and federal governments, University administration, publishing councils, digital libraries and clearinghouses, national student associations, and research groups studying access for students with disabilities which impede their access to print materials.

A consortium, led by ATRC and the University of Toronto, has established the TextEvolution Project, which will advance the capacity for students to get instant access to electronic versions of texts that can be transformed to meet their individual access requirements.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

5.4.4. Begin Accessibility Audit of Information Technology

Begin a review of the accessibility of the University of Toronto on-line and computer mediated processes.

Responsibility:
Director, Resource Centre for Academic Technology

Status:
A review of the accessibility of the University's on-line and computer mediated processes was begun in January 2004, as part of the work of the Committee to Review the University's Web Space. This committee reported to the Academic Computing Advisory Committee in April, outlining a five-pronged strategy for improving the University's web activity. One of the goals of the strategy is compliance with the Ontarians with Disabilities Act.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

ADDITIONAL INITIATIVES, 2003-2004:

Website Accessibility - In 2002, the Division of Business Affairs in partnership with the faculties of Medicine and Applied Science and Engineering embarked on a Web site content management project. The application selected includes utilities which cause Web site content to conform to the requirements of the Ontarians with Disabilities Act. This application is now in use by 23 departments and faculties, and continues to grow in use across the University.

Workshops on Accessible Web Space - Over the past year, University of Toronto Web developers increasingly sought information regarding the development of accessible Web resources, particularly in accessible Flash-based resources. RCAT and ATRC offered a number of workshops on the topic

of accessibility, such as "The New ODA Accessibility Plan and Your Web Site." It provided information on how adaptive technology is used to navigate the Web, inclusive design practices that can be used to improve accessibility, and tools to evaluate web accessibility.

Canadian Network for Inclusive Cultural Exchange (CNICE) - Between December 2002 and March 2004, the University of Toronto's Adaptive Technology Resource Centre led a group that included 11 other organizations from across the country, representing a range of stakeholders and centres of expertise, in the CNICE project. The group worked with a large number of informal collaborators, and an advisory panel of prominent consumers, advocates and experts. The goal was to address the inclusion of people with disabilities in Canadian cultural exchange, as audience, participants and artists.

The CNICE project developed a range of products, such as a flash captioning tool, which translates the audio track of a flash video, making flash technology accessible to deaf users. More important, it established a network of people and organizations that has continued to collaborate beyond the end of the project and up to the present.

For more information on the CNICE project, visit
http://cnice.utoronto.ca

Tech_Know_File - At the University's annual conference on innovation in information technology, Tech_Know_File 2004, University staff members presented two sessions relating to accessibility:

"EquITy: Using Technology to Eliminate Barriers to Communication" - presented by: Nouman Ashraf, Student Affairs, and Mahadeo Sukhai, GSU

"The ODA and Adaptive Technology Software for Students with Disabilities" - Presented by: Janice Martin, Accessibility Services, St George, with Laurie Harrison, RCAT

6. INSTRUCTIONAL DESIGN: STUDENT ACCESSIBILITY

This section addresses barriers and initiatives to make learning more accessible to all students. This includes using technology, curriculum design, varied forms of evaluation and varied formats for instructional materials. It addresses what can be done to create a safe and comfortable classroom environment for the student conducive to the disclosure of disability. Some initiatives are available on all three campuses; some are campus specific. Many of the initiatives overlap with those cited in other sections of this Plan.

(Please note that in the 2004-2005 Accessibility Plan this section has been incorporated into Instructional Design.)

Initiatives in the 2003-2004 Accessibility Plan:

6.4.1 Increase awareness of UID

a) To provide greater awareness of how to incorporate Universal Instructional Design principles into instruction, the Office of Teaching and Learning Services (UTSC) and the Academic Skills Centre (UTM) will continue to integrate elements of UID into its range of professional development offerings. For example, sessions on syllabus design and the creation of teaching portfolios will provide the opportunity to talk to present and future faculty regarding incorporation of UID-related principles into their teaching.

Responsibility:
Office of Teaching and Learning Services (UTSC) and the Academic Skills Centre (UTM)

Status:
The Academic Skills Centre (UTM) continued to work with instructors and teaching assistants to raise awareness of accessibility issues in the classroom. The major areas covered were:
- Accessible course design;

- Creating explicit and inclusive syllabi;
- Alternative pedagogies;
- Creating criterion-based assessment tools; and
- Capitalizing on the diversity of learning styles in the classroom.

The Office of Teaching and Learning Services presented five seminars in January and February 2004:
- Introduction to Learning Styles;
- Teaching Students with Learning Disabilities;
- Grading Papers Efficiently and Effectively;
- Invigilating Exams; and
- Designing a Course: From Proposal to Syllabus.

☑ Completed in full
☐ Completed and next step identified
☐ Ongoing

b) The UTSC "AccessAbility Handbook" is being extensively revised and expanded. It will include an enhanced section on teaching and assessment strategies using universal instructional design, including sections on: defining and clarifying goals, organizing course content, preparing a syllabus, planning lectures and making the best use of class time.

Responsibility: Access*Ability* Services, UTSC

Status:
A revision was undertaken by Access*Ability* Services, UTSC, and Teaching and Learning Services. The revision is now complete. The new edition will be published in Fall 2004, and distributed to faculty through Teaching and Learning Services and Access*Ability* Services, UTSC.

☑ Completed in full
☐ Completed and next step identified
☐ Ongoing

c) The Academic Advising and Career Centre will provide a workshop for students with challenges seeking employment. A wide range of issues will be covered from researching employers to dealing with interviews. All aspects of the process will be discussed including familiarity with employee rights, connecting academic goals to employment opportunities, and contributing to a work environment in which all employees feel comfortable.

Responsibility: Academic Advising and Career Centre, UTSC

Status:
A workshop entitled "Career and Disability: From University to Work" was presented by the Academic Advising and Career Centre and Access*Ability* Services, UTSC, on 23 March 2004. The session dealt with such issues as disclosure, requesting workplace accommodations, and relevant law.

☑ Completed in full
☐ Completed and next step identified
☐ Ongoing

---

d) The Office of Teaching Advancement will be developing and providing workshops for faculty and teaching assistants on Universal Instructional Design principles.

Responsibility: The Office of Teaching Advancement

Status:
A workshop in Fall 2003, presented by the Office of Teaching Advancement in cooperation with the Resource Centre for Academic Technology, featured a presentation to thirty faculty members by Jaellayna Palmer of the University of Guelph. Dr Palmer is an authority on instructional design.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

6.4.2 Increase Awareness of Sensory Disabilities

To enhance faculty understanding of the learning needs of students with sensory disabilities, the Coordinator of UTM's Access*Ability* Resource Centre will continue working individually with faculty to raise awareness about and provide strategies for integrating the learning needs of students with sensory disabilities into the classroom.

Responsibility: Access*Ability* Resource Centre, UTM

Status:
Seven faculty members approached the UTM AccessAbility Resource Centre over the course of 2003-04, inquiring how best to ensure that students who were deaf, had low vision, or were blind, could get the most out of class. In each case the staff of the Centre worked with the faculty member to improve the accessibility of tests, exams, and in-class instruction for the student involved.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

6.4.3 Develop Skills-based Assesment Tools

Develop more skills-based assessment tools which allow students easy and private access to skills building opportunities.

Responsibility: Academic Skills Centre, UTM

Status: In partnership with the UTM Library and other academic departments, the Academic Skills Centre developed and administered more skills-based assessment tools. These included pre- and post-assessments of information literacy skills, critical reading, critical thinking, problem-solving, and critical writing skills. Prior learning assessments for numeracy and graphical skills were developed and administered.

☑ Completed in full
☐ Completed and next step identified
☐ Ongoing

6.4.4 Develop Criterion-Based Assessment and the Alignment of Curricula

The Academic Skills Centre will collaboratively develop criteria to assess student learning. This process highlights that communication between students and faculty about learning is expected and necessary for success in both teaching and learning. It also emphasizes the importance of connecting what is being taught with what is being assessed and how it is being assessed.

Responsibility: Academic Skills Centre, UTM

Status:
Several instructional instruments have been developed to assess student learning. They describe expectations for particular student tasks, such as writing assignments and research reports. These instructional instruments clarify what is expected from students in terms of assignment content and quality of delivery. They have been used in many subject areas, such as philosophy, geography, biology, and sociology. Students who engage with this process become more independent, confident learners.

☑ Completed in full
☐ Completed and next step identified
☐ Ongoing

6.4.5 Develop Alternate Course Delivery Styles

A research project entitled, "Where On Earth? Learning About Geography and the Environment Through Interactive Teaching", is in the process of being developed. It is an interactive computer-based courseware that will enhance the learning environment for students exploring geography. It

makes the learning environment accessible to all students including those who have a learning disability because it employs auditory, visual and kinesthetic means of delivering instruction. This is a model which may be transferred to other courses.

Responsibility:
Academic Skills Centre, Department of Geography, and the Library, UTM

Status:
"Where on Earth?" was completed in Spring 2004. A report on the project was issued in May. To that point, 130 students had used the web-based exam a total 284 times.

☑ Completed in full
☐ Completed and next step identified
☐ Ongoing

ADDITIONAL INITIATIVES, 2003-2004:

Accessible Curriculum – A workshop entitled: "Creating an Accessible Curriculum at UTSC", was presented to faculty by Teaching and Learning Services UTSC, with Access*Ability* Services UTSC

Transition Program For Incoming Students – A program is offered on each campus to students who have identified themselves as having a specific learning disability, to provide the skills they need for academic success.

- University Preparation Program: UTM – The Academic Skills Centre, Faculty, the Library and Access*Ability* Services, UTM.
- Session with Learning Strategist / Assistive Technologist, UTSC
- Ready, Set, Go - Accessibility Services, St George

Exam accommodation database, St George - A sophisticated database, matching each student's individual accommodation needs to a room appropriately equipped to meet those needs, was developed in response to unprecedented growth and demand for services from the Accessibility Service Test/Exam Office.

The database can store specific information about each room in each of the test/exam locations, and is flexible to allow changes to rooms as required. Each student's accommodations, test date and time are entered into the database. With the touch of a button, a schedule is produced with the student information and room location that offers the appropriate accommodations.

7. INSTRUCTIONAL DESIGN: FACULTY ACCESSIBILITY

This section addresses barriers that may have a negative impact on the pursuit of academic careers by people with disabilities or that may negatively affect faculty members who have disabilities in the performance of their instructional duties.

(Please note that in the 2004-2005 Accessibility Plan this section has been incorporated into "Instructional Design".)

7.4.1 Increase Awareness of Faculty

In the on-going sessions run by the Provost's Office annually for newly appointed academic administrators, the topic of wellness and disability will be addressed in the Managing People seminar. A separate session on Wellness and Disability will be held for all academic administrators as well. It will cover, among other things, the duty to accommodate up to the point of undue hardship, and will include a presentation from legal counsel.

Responsibility:
Manager, Health and Well-being Programs and Services; Senior Employment Relations Legal Advisor; Director, Faculty Renewal

Status:
The Manager, Health and Well-being Programs and Services presented a session to the Principals, Deans, Academic Directors and Chairs on 22 April 2004. Topics covered included the duty to accommodate, undue hardship, and accommodation strategies. A related presentation will be made in 2004-2005.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

7.4.2 Increase Awareness of Alternative Pedagogies

When a faculty member with a disability seeks an accommodation that might involve alternative teaching approaches, a resource team will be established to work toward identifying a reasonable accommodation. Alternative approaches might include case studies, problem-based learning and computer-assisted instruction. The resource team should consist of (but not necessarily be limited to) a representative from the Office of Teaching Advancement, the faculty member, and the Chair.

Responsibility:
Office of Teaching Advancement

Status:
The mechanism is in place to create a resource team for a faculty member seeking an accommodation that involves alternative teaching approaches.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

8. STUDENT LIFE

This section focuses on non-academic aspects of student life including access to social, recreational and cultural activities.

8.4.1   Review Full-Time Requirements

Begin to review the impact that full-time requirements have on students with disabilities.

Responsibility:
Graduate Students' Union; Student Administrative Council; Association of Part-time Undergraduate Students

Status:
Discussions to review the impact of full-time requirements began among student governments. Specific policies of student governance were identified as meriting consideration for change. Discussions will resume in Fall 2004 in order to expedite policy changes.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

8.4.2   Examine Funding for Accommodations

Begin to examine how to fund accommodations for student life activities. Sources of funding other than student levies should be explored.

Responsibility: Vice-Provost, Students

Status:
Under the auspices of the Vice-Provost, Students, Student Affairs began an examination of funding for accommodations by initiating discussions with the Office of Advancement and with the National Educational Association of Disabled Students (NEADS). Advancement has identified an Alumni-supported

fund which assists students with disabilities, from which funds could be made available for accommodations for student life activities. Sources of government funding are being sought through NEADS.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

8.4.3 Explore Van Access at Night

Explore possible resources and services to provide vehicular transportation within campus at night for all students. This service would address a two-fold need: accessibility and safety at night. If this service were available it might enhance participation in student life activities for all students.

Responsibility:
Manager, Accessibility Services; Assistant Vice President, Facilities and Services

Status:
The Manager of Accessibility Services, St George, met with Campus Police to explore the possibility of incorporating vehicular transportation within the St George campus at night for all students, through the University's Walk Safer program. Issues of insurance and staffing considerations are now under review.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

8.4.4 Explore Inter-Campus Accessible Transportation

Explore the possibility of inter-campus accessible transportation.

Responsibility:
Offices responsible for Student Affairs on all three campuses.

Status:
Student Affairs initiated discussions with offices at UTM and UTSC, and determined that the demand for this facility is low and declining among the undergraduate population. Demand does exist among graduate students. The Graduate Students' Union and Students for Barrier-Free Access will continue to discuss possibilities for this service with offices at UTM. The GSU and SBFA will also be exploring possibilities for funding van service through the summer.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

8.4.5 Increase Awareness about How to Organize Accessible Events

Ensure that student representatives involved in the planning and design of student resources (i.e. new student centre) are mindful of accessibility.

a) Develop a pilot project for an educational workshop and educational materials that could be offered to student club leaders, leaders of recognized campus groups, dons and orientation leaders. The purpose of the workshop will be to train campus leaders about accessibility needs, issues and resources so that they can plan accessible events.

Responsibility: SAC, GSU, APUS

Status:
A pilot project was developed, and the first workshop was presented by the GSU to the SAC Board of Directors in October 2003. This model can be adapted to student clubs and other groups. Topics covered included definitions of disability,

the need for accessibility in student government and student events, and information on how to plan an accessible event.

☑ Completed in full
☐ Completed and next step identified
☐ Ongoing

b) Explore the feasibility of forming a tri-campus coalition with representation from student clubs and groups to work with SFBA to promote awareness and action on accessibility for student life.

Responsibility: SAC, GSU, APUS

Status:
Members of SAC, GSU, and APUS met in August 2003 to discuss the feasibility of forming a tri-campus coalition. GSU met with SCSU officers in May and June of 2004, and will continue talks in Fall 2004, with the goal of developing a unified voice with which to undertake advocacy around disability issues.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

c) Following the lead of the GSU and SAC, which have passed their own Accessibility Policy, all student governments will be encouraged to draft an accessibility policy, or in the case where a draft exists, finalize it.

Responsibility: SAC, GSU, APUS

Status:
Officers of GSU and SAC have met with other student government leaders, in order to encourage them to adopt an

accessibility policy. SCSU has now done so. Discussions with other groups will resume in Fall 2004.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

ADDITIONAL INITIATIVES, 2003-2004:

Access*Ability* Enhancement Fund, UTSC - Supported by Student Services Fees a new fund of $30,000 was approved by the Council on Student Services in February 2004. It is intended to address important service enhancements that are ineligible for government grants, such as: assistive technology, specialized skills training, social activities, awareness campaigns, high school outreach, and scholarships. The fund is not intended for capital projects, which remain the responsibility of the University.

Funding for Access Centre, St George - A student levy was approved by the Students' Administrative Council in March 2004 to provide funding over the next five years for a student-run centre on the St George campus that will coordinate social, recreational and other activities for students with disabilities.

9. HUMAN RESOURCES

This section focuses on barriers and initiatives that specifically impact employees (staff and faculty) at the University of Toronto.

9.4.1 Establish a process of communication to enable ongoing information sharing and collaboration in relation to disability issues.

Responsibility:
Vice-President, Human Resources and Equity; Vice-Provost, Faculty; Manager, Health and Well-being Programs and Services; Quality of Work Life Advisor

Status:
The Manager of Health and Well-Being Programs and Services and the Quality of Work Life Advisor met jointly and separately with a number of groups over the past year, including Human Resources generalists, members of UFTA, CUPE and Steelworkers, PDAD&C, and business officers. These meetings laid the groundwork for a more formal process of communication to be established

☐ Completed in full
☐ Completed and next step identified
☑ Ongoing

9.4.2 Begin Staff and Faculty Survey Development

Begin the process of developing and distributing a comprehensive survey to identify the accessibility needs of staff and faculty.

Responsibility:
Office of the Vice-President, Human Resources and Equity

Status:
A working group comprising the Vice-President, Human Resources and Equity, the Assistant Vice-President, Human Resources and Equity, the Status of Women Officer, the Quality of Work Life Advisor, and the Director, Labour Relations, has been established to begin development of a survey.

☐ Completed in full
☑ Completed and next step identified
☐ Ongoing

9.4.3 Process of Review of Faculty Appointments

A process of review and collegial discussion will be undertaken to look at ways of removing these potential negative effects, and, once the appropriate level of background analysis and collegial discussion has been achieved, a report should be prepared, and the matter should be placed on the list of policies to be negotiated between the University and UTFA.

Responsibility: Office of the Vice-President and Provost

Status:
The issue of the potential impact of the existing Policy on Part-Time Appointments to faculty members with disabilities who may be seeking tenure has been referred to the Joint Committee under the Memorandum of Agreement between the University of Toronto and the Faculty Association.

☐ Completed in full
☐ Completed and next step identified
☑ Ongoing

IV 2004-2005 ACCESSIBILITY PLAN: CONTINUING AND NEW INITIATIVES

This section of the Plan is represents the University's plan for the year ahead. It presents those continuing initiatives identified in the 2003-2004 Plan which are longer term, annual in nature, and/or multi-staged, and for which a next step has been identified, as well as new initiatives to be undertaken in 2004-2005.

1. ATTITUDES

Focus
This section focuses on initiatives to address attitudinal barriers as they impact on people with disabilities and the community as a whole, including training and education initiatives; awareness-raising campaigns, events and conferences; development and distribution of educational materials; and initiatives related to communication such as campus communications and information dissemination.

As described in the Annual Guide to Accessibility Planning: "Many people with disabilities identify attitude as the major barrier they encounter. People with disabilities experience attitudinal barriers as stigma and prejudice. Attitudinal barriers, when unchallenged, serve to legitimate discrimination." http://www.gov.on.ca/citizenship/accessibility/index.html)

This section incorporates issues addressed in the section "Information and Communication" in the University of Toronto's 2003-2004 Accessibility Plan.

Continuing Initiatives:

1.1 Develop awareness about learning disabilities

Barrier: Awareness of issues facing students with learning disabilities is inconsistent among staff.

Initiative: Conduct an awareness session for staff on learning disabilities.

Accessibility Services, St George, and the Office of Staff Development will again offer a series of sessions to staff called "Enhancing the Student Experience." Topics in 2004-2005 will include "Understanding Learning Disability and Attention Deficit Hyperactivity Disorder." These sessions are presented for staff that have front-line contact with students. (2003-2004 Accessibility Plan 1.4.2 b)

Responsibility: Accessibility Services, St George, with support from: Office of Staff Development

Timeline: 1 September 2004 – 31 August 2005

1.2 Develop Awareness: Conference

Barrier: Students face a range of societal attitudinal barriers including stereotyping and prejudice.

Initiative: Breaking Down Barriers Conference 2004

Breaking Down Barriers 2004 will be held on 2-3 October in Toronto. The goal of the conference is to provide a forum where students with disabilities, staff, faculty, members of the disability community and allies can discuss issues relevant to students with disabilities in post-secondary education. The themes of the educational sessions at the conference are based around issues of stopping exclusion, increasing accessibility, and promoting stronger self-advocacy of post-secondary students with disabilities.

Responsibility: Students for Barrier Free Access

Timeline: 1 September 2004 – 31 October 2004

1.3   Education and Outreach Campaign

Barrier: Students with disabilities face a range of societal attitudinal barriers.

Initiative: An awareness campaign designed over the summer of 2004 will be launched in Fall 2004. It is based on a series of posters featuring students with disabilities from all three campuses of the University. Posters will be displayed and used in Zoom frame advertising, and adapted into radio spots. (2003-2004 Accessibility Plan 3.4.2)

Responsibility: Director, Student Affairs

Timeline: September 1, 2004 – August 31, 2005

New Initiatives:

1.4 Enrolment Study

Barrier: Some academic programs are perceived to be unavailable or unsuited to students with disabilities.

Initiative: A study will be initiatied to identify those programs in which self-identified students with disabilities are registered at UTSC. The findings will be analysed to determine if students are not applying to or staying in programs because of their perceived accessibility/inaccessibility.

Responsibility: Access*Ability* Services, UTSC

Timeline: September 1, 2004 – August 31, 2005

1.5 Disability issues and orientation training

Barrier: A general lack of awareness of disability and other equity issues among the general student population reflects the reality of the larger community, where people with disabilities

continue to encounter stereotypes and prejudice, stemming in part from a lack of understanding.

Initiative: Incorporate awareness of disability issues into orientation training.

By ensuring that orientation leaders are introduced to issues of accessibility and inclusiveness, the University raises awareness among one group of students who can in turn influence a larger portion of the student body. (For another intiative addressing this barrier within the student population, see Student Life, 6.3.)

Responsibility: Access*Ability* Services, UTSC; Student Affairs, St George

Timeline: September 2004

2. POLICY

Focus

This section identifies University policies and administrative procedures that are relevant to accessibility and disability. This section also identifies a process of policy review within the University's governance structure.

Continuing Initiatives:

2.1 Review Policies

Barrier: Some university policies require review to ensure that they address the requirements of the Ontarians with Disabilities Act, and that they respond to changes in the university, in the larger community, or in technology, that affect persons with disabilities.

Initiative: Review existing policies.

A number of University policies and the administrative procedures and/or guidelines arising out of those policies will be examined, over the long term, to determine the degree to which they are consistent with the University's goals and the requirements of the Ontarians with Disabilities Act. In 2004-05, the *Policy on Student Housing* (1989) will be reviewed in this context. Deliberations to review and revise the *Statement of Institutional Purpose* will continue in 2004-2005.
(2003-2004 Accessibility Plan 2.4.1)

The following policies will be subject to review over the longer term:

- *Employment Equity Policy* (1991)
- *Policies and Principles for Admission to the University of Toronto* (1991)
- *Policy on Capital Planning and Capital Projects* (2001)
- *Policy on Child Care Programs* (*Policy on Daycare* 1987, revised 2003)

- *Policy on Student Awards Established in the University of Toronto* (1998)
- *Policy Statement on the International Student Centre* (1982)
- *Purchasing Policy* (1995)
- *Sexual Harassment: Policy and Procedures* (1997)
- *Statement on Accommodation in Employment for Persons with Disabilities* (1995)
- *Guidelines for Accommodation* (revised 1999)
- *Statement on Human Rights* (1992)
- *Statement on Prohibited Discrimination and Discriminatory Harassment* (1994)
- *Student Financial Support Policy* (1998)

Responsibility: President; Vice-Presidents; Secretary to Governing Council

Timeline: 1 September 2004 – 31 August 2005

2.2 Develop Systematic Process to Review New Policies

Barrier: New policies require review to ensure that accessibility is addressed, as is now the case with proposals for capital projects.

Initiative: Develop a systematic process to review new policies.

The process initiated in 2003-2004 to review new policies as they are proposed will be further developed in 2004-2005. The newly developed policy, *The Statement of Commitment Regarding Persons with Disabilities*, will form an important framework for assessing policies and other proposals (in relation to the Ontarians with Disabilities Act) as they are considered by governance. (2003-2004 Accessibility Plan 2.4.2)

Responsibility: President; Vice Presidents; Secretary of the Governing Council

Timeline: September 1, 2004 – August 31, 2005

3. PHYSICAL FACILITIES

Focus

This section explores ways that the University can promote universal design to prevent architectural and design barriers in its open spaces and buildings.

<u>Continuing Initiatives:</u>

3.1 Update Design Standards for Inclusion

Barrier: The University's Design Standards focus predominantly on physical disabilities. The Standards need to be reviewed to address all disabilities, such as those relating to mental health and chronic health issues.

Initiative: Establish a process to update the University of Toronto Design Standards to address all disabilities.

The current Design Standards address issues relating to mobility, vision, and hearing. A working group coordinated by the Manager, Design and Engineering, will establish a process whereby consideration of other disabilities will be incorporated into the Design Standards. *(2003-2004 Accessibility Plan 4.4.1)*

Responsibility: Manager, Design and Engineering

Timeline: September 1, 2004 – August 31, 2005

3.2 Universal Design Consultant

Barrier: Critical knowledge about Universal Design Principles, which addresses all disabilities, may not be fully incorporated into new design initiatives.

Initiative: Employ the services of a Universal Design consultant.

A universal design consultant will be hired, at the discretion of the Capital Works group, to work with architects, planners, and designers to advise on how to incorporate universal design principles on new projects. *(2003-2004 Accessibility Plan 4.4.2)*

Responsibility: Chief Capital Projects Officer

Timeline: September 1, 2004 – August 31, 2005

3.3 Audit Elevators for Accessibility

Barrier: Inconsistent access to retrofitted elevators and lifts. Retrofitted elevators and lifts often require a range of methods of access (i.e. keys, codes, a second person to operate). These contribute to lengthy waiting times and dependence on the availability of assistance.

Initiative: Audit the elevators and lifts for methods of access and use.

A process to audit the elevators and lifts for methods of access and use was designed in August 2004. Auditing of elevators and lifts will begin in Fall 2004. *(2003-2004 Accessibility Plan 4.4.4)*

Responsibility: Manager, Design and Engineering

Timeline: September 1, 2004 – August 31, 2005

3.4 List of Accessible Rooms.

Barrier: Lists of accessible rooms for meetings and gatherings are compiled every few years and, if not consistently updated, go quickly out of date.

Initiative: Maintain a list of accessible meeting rooms**.**

A list of accessible rooms compiled in Summer 2004 will be maintained and updated, to provide current information on accessible rooms and spaces for gatherings. *(2003-2004 Accessibility Plan 4.4.5)*

Responsibility: Office of Space Management

Timeline: September 1, 2004 – August 31, 2005

<u>**New Initiatives:**</u>

3.5 Consistent Application of Barrier-Free Design Standards

Barrier: Inconsistent application of the University's Design Standards can result in some new projects not reflecting the University's standards with regard to accessibility.

Initiative: Revise the Barrier Free Accessibility section in the University's Design Standards to clarify and reinforce requirements**.**

(i) Revise the Barrier Free Accessibility section in the University's Design Standards to specify all University requirements over the Ontario Building Code, and to distinguish requirements from recommendations.

(ii) Append the revised document detailing the University's design standards with respect to barrier free accessibility to each Project Committee Report for capital projects requiring governance approval. The first project to include the barrier free design requirements is expected to be the Varsity project.

Responsibility: Office of the Director of Campus and Facilities Planning

Timeline: September 1, 2004 – August 31, 2005

3.6 Best Practices for Chemical Sensitivities

Barrier: Best practices for improving accessibility for those with chemical sensitivities are not well known. The range of sources, from cleaning products used in university buildings to perfume and other products worn by people in the university environment, presents a number of challenges in making the university more accessible in to those affected by chemical sensitivity.

Initiative: Research best practices on chemical sensitivities.

Research best practices of other institutions on improving the environment for persons with chemical sensitivities. The findings will serve as a foundation, over the longer term, for new initiatives with respect to these issues.

Responsibility: Office of Environmental Health and Safety

Timeline: September 1, 2004 – August 31, 2005

3.7 Raise Awareness of Chemical Sensitivities as a Disability

Barrier: Many students are unaware of the impact of scented products on those with chemical sensitivities, and as a result use perfume and other products that can make classrooms and other environments inaccessible to others.

Initiative: Distribute information on the impact of scented products to students.

A brochure on the impact of scented products on people with chemical sensitivities, previously distributed to University staff, will be distributed to student groups.

Responsibility: Office of Environmental Health and Safety

Timeline: September 1, 2004 – August 31, 2005

3.8 Accessible Parking

Barrier: Lack of clarity and consistent application of parking policies and procedures with regard to accessibility.

Initiative: Review parking policies and procedures.

A working group on parking will be established on each campus to explore issues of clarity and consistent application of parking policies and procedures as they relate to accessibility.

Responsibility: Director, Ancillary Services

Timeline: September 1, 2004 – August 31, 2005

3.9 Identify Barriers

Barrier: Faculty and staff are often inexperienced at identifying barriers in physical environments. If able to identify such barriers, they may be able to respond more quickly to issues and concerns raised by students, or by other faculty and staff.

Initiative: A specialist in principles of universal design will present a seminar on how to evaluate a facility for accessibility, to faculty members, residence and other staff, and project managers.

Responsibility: Accessibility Services, St George

Timeline: September 1, 2004 – August 31, 2005

3.10 Consistent, Accessible Signage and Wayfinding

Barrier: Lack of consistent and accessible signage on the exterior of buildings and in wayfinding can result in difficulty

in finding and accessing buildings.

Initiative: Begin a process of discussion to review building signage and wayfinding at the University for consistency and accessibility.

Responsibility: Vice-President, Business Affairs and Chief Financial Officer

Timeline: September 1, 2004 – August 31, 2005

4. TECHNOLOGY

Focus

This section examines barriers to accessibility of technology, including information technology (information management systems, software, and hardware systems), technological aspects of campus information and communication, and other technologies at the University of Toronto.

Continuing Initiatives:

4.1 Guidelines for Communication

Barriers: There is an inconsistent understanding of disability issues and the impact that disability has on communication. Standards for best practices in communications are not well known and application of those standards across the university is uneven.

For example, accessibility of on-line and computer-mediated processes is not widely known.

Initiative: Develop guidelines for the effective consideration of accessibility issues in campus communication.

Guidelines for the effective consideration of accessibility issues in campus communication will be incorporated into the University's Information Technology Plan currently being prepared.

Responsibility: Director, Strategic Computing.

Timeline: September 1, 2004 – August 31, 2005

4.2 Establish Purchasing Guidelines

Barrier: Inaccessible technology is purchased even though an accessible choice is available.

Initiative: The development of guidelines for establishing accessible information technology across all units and departments is underway. The process of establishing guidelines has been incorporated into the University's Information Technology review. Purchasing and deployment guidelines for accessible information technology will appear in the "Institutional IT Plan" now being prepared by the Director, Strategic Computing. *(2003-2004 Accessibility Plan, Section 5.4.1.)*

Responsibility: Director, Strategic Computing

Timeline: September 1, 2004 – August 31, 2005

4.3 Accessible Workstations

Barrier: There are no accessible workstations on the St. George Campus. When alternative access systems are available on multi-user workstations, setup and technical support to configure the systems to accommodate a user's individual requirements is unavailable or prohibitive.

Initiative: Develop "Web 4 All" technology.

An investigation will be undertaken to explore the possibility of piloting Web 4 All on a publicly available workstation on the St George campus. *(2003-2004 Accessibility Plan 5.4.2 b)*

Responsibility: Adaptive Technology Resource Centre

Timeline: 1 September 2004 – 31 August 2005

4.4 Alternative Formats for Course Materials

Barrier: Alternative formats for course materials are often not available until late in the course. In many cases materials are not available until well past the date required. This is a systemic problem that can only be solved by a collaborative effort on the part of many sectors.

Initiative: Continue with the TextEvolution Project

The TextEvolution Project is the work of a consortium led by ATRC and the University of Toronto, bringing together university administrators, bookstores, publishers, and others to advance the capacity for students to get instant access to electronic versions of texts that can be transformed to meet their individual access requirements. Development of this capacity is a multi-year process. In 2004-2005, the consortium will continue discussions with publishers of course materials and others to identify optimal points in the publication and supply chain at which alternative technologies could be introduced. *(2003-2004 Accessibility Plan 5.4.3)*

Responsibility: Director, ATRC

Timeline: September 1, 2004 – August 31, 2005

<u>New Initiative</u>:

4.5 Access to Wireless Technology

Barrier: Some students with disabilities who have wireless laptops that are equipped with accessible technology do not need accessible workstations. However, students thus equipped are unable to print directly from their laptops without the use of removable technology such as a floppy disc, USB drive, or zip disc, and stations are not available for printing. At present, the technology to enable direct printing is not available, as this interface does not exist.

Initiative: Begin an investigation of the feasibility of printing from the wireless network to printers managed by the Information Commons. Development of this capability, if feasible, will be a multiyear project.

Responsibility: Information Commons, Scotiabank

Timeline: September 1, 2004 – August 31, 2005

5. INSTRUCTIONAL DESIGN

Focus
This section incorporates the focus of the two sections in the 2003-2004 Plan that dealt with instructional design: as it relates to students, and as it relates to faculty. It addresses barriers and presents initiatives on three fronts: making learning more accessible to all students; reducing the negative impact on faculty members with disabilities in the performance of their instructional duties; and building on good practices at University of Toronto and at other universities in the growing field of universal instructional design.

<u>Continuing Initiatives:</u>

5.1 Raise Awareness of Instructional Design

Barrier: Awareness is inconsistent among faculty of how to incorporate instructional design principles into syllabus design.

Initiative: Increase awareness of instructional design principles.

i) To provide greater awareness of how to incorporate instructional design principles into instruction, the Office of Teaching and Learning Services (UTSC) and the Academic Skills Centre (UTM) will continue to integrate these principles into their range of professional development offerings. For example, sessions on syllabus design and the creation of teaching portfolios will provide the opportunity to talk to present and future faculty regarding incorporation of instructional design principles into their teaching.

The Office of Teaching and Learning Services, UTSC, will present seminars in January and February 2005 on a range of topics relating to instructional design. The office will continue to work with instructors on their syllabi and teaching portfolios, ensuring that accessibility issues are integrated into the process. Accessibility Services, St George, and the Office of Teaching Advancement will present a workshop for faculty on Tips for

Teaching Students with Disabilities. *(2003-2004 Accessibility Plan 6.4.1 a)*

Responsibility: Office of Teaching and Learning Services, UTSC Academic Skills Centre, UTM

ii) The Academic Advising and Career Centre with Access*Ability* Services, UTSC, will present a workshop for students with challenges seeking employment. A wide range of issues will be covered from researching employers to dealing with interviews. *(2003-2004 Accessibility Plan 6.4.1 c)*

Responsibility: Academic Advising and Career Centre, UTSC; Access*Ability* Services, UTSC

Timeline: September 1, 2004 – August 31, 2005

5.2 Awareness of Sensory Disabilities

Barrier: Inconsistent awareness of sensory disability among faculty. Some faculty members are less aware of the learning needs of students who are deaf, have low vision, or are blind.

Initiative: The Coordinator of UTM's Access*Ability* Resource Centre will continue working individually with faculty to raise awareness about and provide strategies for integrating the learning needs of students with sensory disabilities into the classroom. *(2003-2004 Accessibility Plan 6.4.2)*

Responsibility: Access*Ability* Resource Centre, UTM

Timeline: 1 September 2004 - ongoing

5.3 Awareness of Alternative Pedagogies

Barrier: Faculty is not fully aware of alternative pedagogical approaches.

A faculty member with a disability may be unable or uncomfortable teaching with the traditional lecture method. Limited awareness and inconsistent support of alternative pedagogical approaches may present a barrier to some members of faculty with a disability. Also, the effectiveness of the teaching/learning method for the students is a critical consideration.

Initiative: Increase awareness of alternative pedagogies

The mechanism is in place to create a resource team for a faculty member seeking an accommodation that involves alternative teaching approaches.

Responsibility: Office of Teaching Advancement

Timeline: 1 September 2004 – 31 August 2005

New Initiatives:

5.4 Raising Awareness about Instructional Design

Barrier: Inconsistent awareness and understanding of instructional design principles for reference across the University. As is the case in the general population, there are widely varying degrees of familiarity among faculty with the issues and practices involved in making learning accessible.

Initiative: Increase awareness among current faculty and the next generation of faculty about principles of instructional design.

(i) Develop a set of instructional design principles for the University of Toronto. These principles will be distributed to faculty through workshops run by the Office of Teaching Advancement, Teacher and Learning Services, UTSC, and Academic Skills Centre, UTM.

Responsibility: Teaching and Learning Services, UTSC;

with support from: Office of Teaching Advancement, St George; Academic Skills Centre, UTM

Timeline: September 1, 2004 – August 31, 2005

ii) Investigate the feasibility of including a module on instructional design in both the Teaching in Higher Education (THE) 500 course and the Teaching Assistants' Training Program. By incorporating instructional design principles into the curricula of these programs, the University would raise awareness of the next generation of faculty with respect to instructional design.

Responsibility: Office of Teaching Advancement

Timeline: September 1, 2004 – August 31, 2005

5.5 Accommodations for Faculty

Barrier: There are inconsistent levels of awareness among faculty and referring agencies of services available to faculty with disabilities through the Office of Teaching Advancement.

Faculty unfamiliar with accommodations available through the OTA often approach another agency first. Those agencies may also be unfamiliar with the range of options available through the OTA.

Initiative: Provide information to referring units about services available from the Office of Teaching Advancement with respect to accommodations for faculty members with disabilities.

Responsibility: Office of Teaching Advancement

Timeline: September 1, 2004 – August 31, 2005

5.6 Materials on Instructional Design

Barrier: Limited access to current materials on accessible instructional design at the Office of Teaching Advancement (OTA). As this field continues to grow in international importance, faculty need ready access to the most current resources, in order to keep abreast of recent developments.

Initiative: Acquire and make available current materials on instructional design.

As part of the expansion of its resource centre, the Office of Teaching Advancement will focus on the acquisition of new materials on instructional design. To improve access to these and other materials, the resource centre catalogue will be made available on the OTA website.

Responsibility: Office of Teaching Advancement

Timeline: September 1, 2004 – August 31, 2005

6. STUDENT LIFE

Focus
This section focuses on reducing barriers to participation in the full range of academic and non-academic activities at the University, including access to social, recreational and cultural activities.

Continuing Initiatives:

6.1 Full-time Requirements for Students

Barrier: The structure of student governance precludes part-time students from some levels of participation. This has a negative impact on the ability of those students whose disability requires that they carry a part-time academic load.

Initiative: Review Full-Time Requirements

Discussions among student government groups, begun in 2003-2004 to review the impact that full-time requirements have on students with disabilities, will continue in 2004-2005. The focus is on the eligibility to participate in student clubs or governance of those students with a disability whose academic load designates them as part-time. *(2004-2004 Accessibility Plan 8.4.1)*

Responsibility: Graduate Students' Union, Student Administrative Council, Association of Part-time Undergraduate Students

Timeline: September 1, 2004 – August 31, 2005

6.2 Funding for Non-Academic Accommodations

Barrier: Limited funding is available for non-academic accommodations.

Most funding available to students with a disability is for academic accommodations. Little is available in the way of support for activities outside the classroom.

Initiative: Examine Funding for Accommodations

Under the auspices of the Vice-Provost, Students, Student Affairs will continue discussions with the Office of Advancement and with the National Educational Association of Disabled Students (NEADS), to seek sources of government and non-government funding for accommodations for student life activities. (2003-2004 Accessibility Plan 8.4.2)

Responsibility: Student Affairs

Timeline: September 1, 2004 – August 31, 2005

6.3 Accessible Evening Transportation

Barrier: Although the Accessibility Services van is available to transport students with disabilities across campus during the day, the van is not available in the evening. This means that many campus activities that are part of campus life are not accessible to students with disabilities.

Initiative: Explore extension of the Walk Safer program to include vehicular transportation.

The Manager of Accessibility Services (St George) will continue to pursue with Campus Police the possibility of incorporating vehicular transportation within the St George campus at night for all students, through the University's Walk Safer program. *(2003-2004 Accessibility Plan 8.4.3)*

Responsibility: Accessibility Services, St George

Timeline: September 1, 2004 – August 31, 2005

6.4 Accessible Transportation among Campuses

Barrier: No accessible transportation is provided for students traveling from one of the three campuses another. Graduate students particularly need to travel between Erindale and St George campuses.

Initiative: Explore inter-campus accessible transportation for graduate students.

Student groups will discuss possibilities for this service with offices at UTM. *(2003-2004 Accessibility Plan 8.4.4)*

Responsibility: Graduate Students' Union; Students for Barrier Free Access

Timeline: September 1, 2004 – August 31, 2005

New Initiatives:

6.5 Student-run Centre

Barrier: Currently, there is no central coordination of social, recreational and other activities with respect to nonacademic issues for students with disabilities.

Initiative: Establish a student-run Access Centre on the St George campus. Funding has been secured for the next five years, through an annual $2.00 levy from full-time undergraduate students.

The Access Centre will provide social support and resources for students with disabilities. In its first year of operation, the Centre would like to accomplish the following:

- Explore the feasibility of a mentoring program, researching best practices from other programs at University of Toronto and elsewhere.

- Establish a resource that identifies all those engaged in disability scholarship at UofT.
- Develop a safe online discussion space for students with disabilities.
- Compile and maintain a list of frequently asked questions about financial options available for students with disabilities, who do not qualify for the Ontario Student Assistance Program and are seeking funding for accommodations.
- Provide American sign language training for students

Responsibility: Students for Barrier Free Access with support from Hart House; Accessibility Services, ATRC; Student Affairs; Information Commons; and Faculty of Arts and Sciences

Timeline: September 1, 2004 – August 31, 2005

6.6 Accessibility Education for Student Leaders

Barrier: Although many students are in the forefront of disability activism, people with disabilities continue to encounter negative attitudes within the student population as they do in the community at large.

Initiative: Develop an educational module for student leaders.

Develop an educational module to raise awareness on equity issues, including accessibility, to be used by student leaders with associations and clubs.

Responsibility: Hart House, with support from: Students for Barrier Free Access; Student Affairs; Faculty of Physical Education and Health; Accessibility Services; and Graduate Students' Union.

Timeline: September 1, 2004 – August 31, 2005

7. HUMAN RESOURCES

Focus
This section focuses on barriers and initiatives related to staff and faculty employment and to their full participation in the University community.

Continuing Initiatives:

7.1 Coordinating Communication of Disability-Related Issues

Barrier: Inconsistent coordination of disability-related issues for staff and faculty. While there are currently a range of services and initiatives available at the University of Toronto to address the needs of faculty and staff with disabilities, there is no consistent coordination for disability-related issues affecting staff and faculty.

Initiative: Establish a process of communication

A process of communication to enable ongoing information sharing and collaboration on disability issues as they affect staff and faculty will be established. The Manager of Health and Well-Being Programs and Services and the Quality of Work Life Advisor will continue to meet, jointly and separately, with faculty and staff groups to address these issues. *(2003-2004 Accessibility Plan 9.4.1)*

Responsibility: Office of the Vice-President, Human Resources and Equity

Timeline: September 1, 2004 – August 31, 2005

7.2 Staff and Faculty Survey

Barrier: No comprehensive body of information exists about staff and faculty disability concerns.

Initiative: Survey staff and faculty to identify accessibility needs.

A working group will explore the development of a survey that will identify the accessibility needs of staff and faculty. *(2003-2004 Accessibility Plan 9.4.2)*

Responsibility: Office of the Vice-President, Human Resources and Equity

Timeline: 1 September 2004 – 31 August 2005

7.3 Part-time Faculty Appointments

Barrier: Limited part-time faculty appointments.

The existing policy on Part-Time Appointments, negotiated between the University and University of Toronto Faculty Association (UTFA), does not afford tenure to those who have part-time appointments unless the faculty member was a full-time tenured faculty member who converted to a part-time commitment. For all other part-time faculty, those in the lecturer stream, and those who entered the professorial stream on a part-time basis, three-year contracts, renewable upon review, are the maximum available. This structure could make it less attractive for some persons with disabilities to pursue an academic career, and, for those existing academics that have or develop ongoing disabilities that prevent them from working full time, it may place them at a disadvantage in terms of job security and career progression.

Initiative: Process of review of faculty appointments

The issue of the potential impact of the existing Policy on Part-Time Appointments to faculty members with disabilities who may be seeking tenure has been referred to the Joint Committee under the Memorandum of Agreement between the University of Toronto and the Faculty Association. *(2003-2004 Accessibility Plan 9.4.3)*

Responsibility: Office of the Vice-President, Human Resources and Equity; Office of the Vice-President and Provost.

Timeline: 1 September 2004 – 31 August 2005

IV. IMPLEMENTATION OF THE ACCESSIBILITY PLAN 2004-2005

Passage through Governance
The University of Toronto Plan, developed in response to the Ontarians with Disabilities Act, will be considered at three levels in governance. The Planning and Budget Committee, the body with lead responsibility for planning matters, will consider the Plan in detail and make its recommendations to the Academic Board. In turn, the Board will consider the Committee's advice and make its recommendation to the Governing Council, the final decision-making body.

Communicating the Plan
Upon passage through governance, "The University of Toronto ODA Accessibility Plan 2004-2005" will be circulated through a range of means including posting it on the University of Toronto homepage (http://www.utoronto.ca).

A strategy for circulation will be developed in consultation with the University of Toronto Department of Public Affairs and the Adaptive Technology Resource Centre. This will ensure that the Plan is available in a range of formats.

Student governments, unions, and the Faculty Association will be asked to assist in the circulation of the Plan as well.

Following circulation, University community members will be invited to participate in a process of consultation to provide input into the development of priorities for future Accessibility Plans.

Monitoring the Plan
The University of Toronto is committed to ensuring that "The University of Toronto ODA Accessibility Plan 2004-2005" is reviewed and monitored regularly. The University will establish a committee responsible for reviewing and monitoring ongoing initiatives related to disability and accessibility.

Offices which are responsible for taking the lead on specific initiatives in the 2004-05 Plan will be asked to provide regular updates on their progress.

Dispute Resolution
The ODA does not require a Plan to contain a dispute resolution mechanism. Moreover, the University does not think that a formal dispute resolution process, with the possibility of adversarial positions being advanced, is the most effective way of dealing with problems around disability issues. Currently, disability issues tend to get resolved as they are discussed and moved up within the academic and administrative accountability structures, up to and including the Governing Council level for issues of general policy. A variety of more formal mechanisms exist to raise concerns (everything from grievances, to academic appeals, to ombudsperson complaints, to complaints before the Human Rights Commission). While these are rarely used, they also tend to produce resolution rather than protracted litigation. The University believes that the best approach is to continue to use the wide variety of practical and formal approaches that currently exist to resolve disability issues, but to assess their effectiveness once the University has developed sufficient experience under the Act. Accordingly, at the conclusion of the second year Plan the University intends to review the effectiveness of existing dispute resolution mechanisms and to develop a proposal for new or additional mechanisms if the review suggests that such a change is advisable.

Next Steps
The University of Toronto's Ontarians with Disability Act Accessibility Plan 2004-2005 identifies the initiatives taken by the University between September 1, 2003 – August 31, 2004, to identify, remove and prevent barriers to people with disabilities. It identifies the barriers and corresponding initiatives to be addressed in the second year. Thirty-seven specific initiatives will be continued or launched during 2004-2005. These reflect the ongoing commitment of the University of Toronto to become a more accessible and equitable environment.

The 2003-2004 Plan identified six issues to consider in future years. Four of these have been addressed in the 2004-2005 planning process and Plan:

- The outreach and consultation process was expanded, particularly to people with disabilities, and included students, staff, faculty and alumni.
- A process to review wayfinding will begin.
- A working group has been established to explore the development of a survey for staff and faculty about disability
- Research on best practices on improving the environment for people with chemical sensitivities will be collected.

Exploring the complex issues related to mental health and mental illness and conducting research on the impact of changes made to curricula on student learning are issues that will be addressed in consultation with the wider University community in future years.

APPENDIX A: STATEMENT OF COMMITMENT REGARDING PERSONS WITH DISABILITIES

Statement of Commitment Regarding Persons with Disabilities

It is the University's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. The University will work to eliminate or minimize the adverse effects of barriers, including physical, environmental, attitudinal, communication and technological barriers, which may prevent the full participation of individuals with disabilities in the University community. The University will provide the members of its community with opportunities for education and access to information regarding disability and the University's policies on disability.

At the same time, the University will endeavour to protect the individuals' privacy, confidentiality and autonomy.

The University re-affirms that all individuals are expected to satisfy the essential requirements of their program of studies or employment, while recognizing that students and employees with disabilities may require reasonable accommodations to enable them to do so. The University is, as always, committed to preserving academic freedom and its high level of academic standards.

The achievement of the University's goal depends on the participation of each and every member of the University community, including students, faculty, staff and alumni, as well as their respective representative organizations. Each of these parties has a role in creating an equitable and inclusive environment, as well as in the accommodation process and the identification, removal, and/or reduction of barriers. The consultative relationship among the members of the University community is based upon a shared desire for an open, supportive learning and working environment, and a shared respect for individual rights and dignity.

In working toward its goals under this Statement, the University is committed to acting conscientiously and in keeping with its own policies and existing legislation related to disability. These include:

- University of Toronto policy on *Access to Information and Protection of Privacy*
- University of Toronto policy on *Employment Equity*
- University of Toronto *Statement on Human Rights*
- University of Toronto *Statement of Institutional Purpose*
- University of Toronto *Statement on Prohibited Discrimination and Discriminatory Harassment*
- University of Toronto procedural guidelines for the accommodation of students, staff and faculty with disabilities
- Ontario *Ontarians with Disabilities Act*
- Ontario *Human rights Code*

For ease of reference, the statutory definition of the term "disability" is appended to this Statement. The application of this definition in a larger context will be addressed in procedural guidelines.

Appendix

The term "disability" is defined as follows in the Ontario *Human Rights Code,* R.S.O. 1990, c.H.19, as amended from time to time.

(a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,

(b) a condition of mental impairment or a developmental disability,

(c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

(d) a mental disorder, or

(e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.