



UNIVERSITY OF
TORONTO

ACCESSIBILITY OF ONTARIANS WITH
DISABILITIES ACT

2007-08 PLAN

TABLE OF CONTENTS

	Page
Executive Summary	1
Accessibility Planning Process, 2007-08	2
Summary of Progress on 2006-07 Initiatives	4
Additional Initiatives 2006-07	19

INITIATIVES FOR ACCESSIBILITY PLAN 2007-08

I. Built Environment	23
II. Best Practice/Pedagogy	25
III. Student Life	27
IV. Mental Health	29

Appendices

APPENDIX A:

Accessibility Planning Committee, 2007-2008	31
---	----

APPENDIX B:

University of Toronto Specific Policies with Respect to Accessibility	34
Table A: (excerpts)	35

APPENDIX C:

Detailed outline of Oscar Peterson Hall residence	37
---	----

APPENDIX D:

Student Managed Initiatives	39
---------------------------------------	----

APPENDIX E:

Glossary of Abbreviations	40
-------------------------------------	----

Accessibility of Ontarians with Disabilities Act: University of Toronto Accessibility Plan, 2007-08

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. Each Ontario university is required to review their policies, programs and services, and to develop an annual accessibility plan that is intended to address existing barriers and prevent new ones from being established, and to incorporate the plan into their regular planning cycles. The Accessibility of Ontarians with Disabilities Act, AODA, received Royal Assent in June, 2005. However the planning requirements of the ODA, 2001, are still applicable until they have been replaced by standards in the new act

A highly inclusive and representative AODA Accessibility Planning Committee, first established at the University in 2002, continues to guide the planning process. Members of this committee include students, staff, faculty and alumni and represent a range of stakeholders and constituencies from across the University.

This year's Plan presents a status report on each of the 27 individual initiatives that were specified in the 2006-2007 Plan. Progress continues to be made through a wide range of projects and events. For example, Hart House offered training sessions focussing on accessible event planning and inclusiveness for all student groups and this fall the program will be extended to include student leaders of recognized campus groups and staff. A highly successful discussion forum was held for students with disabilities, where recent alumni with varying disabilities who have made the transition from school to the workplace shared their experiences with students about to enter the job market. The inaugural Accessibility Awards were held in April to

celebrate the dedication and commitment of members of our community towards making the University a welcoming and barrier free environment for students with disabilities. The University of Toronto Mississauga opened the newly constructed Oscar Peterson Hall residence which incorporated a wide range of barrier-free living options for students (see Appendix C for a detailed outline of this innovative building). Accessible routes around campus have been identified and incorporated into the interactive map accessible on the University's main website.

The University of Toronto's 2007-08 Accessibility of Ontarians with Disabilities Act Plan continues the identification of barriers and the corresponding initiatives to remove and/or prevent them, and reflects the ongoing commitment of the University of Toronto to become a more accessible and equitable environment.

This report presents the various initiatives within broad categories – Built Environment, Best Practice/Pedagogy, Student Life, and Mental Health. A key goal is to ensure that programs/services become part of the overall fabric of the institution. Another goal is to be mindful of the way disability intersects with other equity issues such that we take account of the complexity of the problems we are committed to addressing.

With the exception of dedicated funds from the Ontario government for the partial support of accessibility services for students, the University continues to support AODA 2007-08 initiatives as part of its ongoing operations. We wish to again acknowledge the dedication of our divisions, employees, alumni and student groups in identifying barriers to accessibility at the University of Toronto, and their efforts in addressing them.

ACCESSIBILITY PLANNING PROCESS

The University of Toronto continues to articulate a diligent and proactive commitment to equity and diversity. The Accessibility Planning process takes place within the context of an institution-wide commitment to equity and diversity. Exemplified by the range of equity-related policies, guidelines, programs, and services, “equity” for persons with disabilities is an indispensable component of the Vice President of Human Resources and Equity’s portfolio.

This fundamental commitment is articulated in the Statement of Institutional Purpose, and is also affirmed in a number of policies and guidelines, namely, the Employment Equity Policy (1991), the Statement on Human Rights (1992), the Code of Behaviour on Academic Matters (1995), the Statement on Accommodation in Employment for Persons with Disabilities (1995) and Guidelines for Accommodation (revised 1999), the Statement of Commitment Regarding Persons with Disabilities (2004), and the Statement on Equity, Diversity, and Excellence (2006). Excerpts from these documents may be found in Table A.

The Process

The University’s commitment to inclusiveness and respect is clearly manifested in the process underlining the Accessibility Plan and is in keeping with the guidelines as specified by the AODA. (<http://www.cou.on.ca/content/objects/DisabilitiesActGuidelines.pdf>)

The Act identifies five content requirements for annual plans. 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.

A broad-based Accessibility Planning Committee guided the development of the 2007-08 plan. Chaired by Angela Hildyard, Vice-President, Human Resources and Equity, the Committee ensures 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 academic units, 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 identify as having a visible or invisible disability.

2007-2008 marks a change to the University's previous approach to accessibility planning. This year's planning process identifies a small number of multi-year initiatives, coordinated centrally, which will allow the University to move forward in a planned way in the key areas of Built Environment, Best Practice/Pedagogy, Student Life, and Mental Health. These are areas which are an integral part of the academic mission, and will allow us to develop initiatives at both institutional and divisional levels. Subcommittees, comprised of members of the broader committee, were established for each category, who then invited other members of the University community to participate. The initiatives for 2007-08 also reflect U of T's commitment to enhancing the student experience in the classroom and beyond.

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. This year's Plan presents a status report on each of the 27 individual initiatives that were specified in the 2006-2007 Plan. These 27 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 by reducing or eliminating barriers. To capture the breadth of these initiatives, a brief summary has been provided at the end of the status report detailing some of the many additional initiatives that were undertaken during the past year.

Funding

The only offices to receive targeted government funding to assist in implementing the AODA Plan are the offices at St George, UTM and UTSC that specifically address the accessibility needs of our students. This past year the University received \$1.7m but, in fact, spent approximately \$2.9m across these three offices. While the provincial contribution has increased, our shortfall also increases on an annual basis.

All other initiatives across the University are financed through the operating budgets of the relevant units. For example, Health and Wellbeing Programs and Services, which provides support for accessibility and the accommodation of faculty and staff, spent approximately \$535,000 this past year specifically on these activities. With respect to the Built Environment initiatives, we estimate that in 2006-07 the University allocated \$450,000 in staff time towards the various renovation and capital projects.

Many members of faculty and staff participate not only in the planning process itself – (for 2006-07, the planning and reporting process alone will have consumed some \$75,000 of staff time) but also as members of the large number of teams implementing the initiatives. It is difficult to estimate the value of these in-kind contributions but they do include contributions from every academic division, on each of the campuses, as well as every central division.

Summary of Progress on 2006-07 Initiatives

In order to simplify reporting on the twenty-seven initiatives planned for 2006-07, as well as those “unplanned” activities initiated by Central and Divisional units across all three campuses, information on each initiative has been consolidated into tabular format.

Accessibility initiatives developed and implemented by students for Barrier Free Access, for which the University is not, per se, accountable, are outlined in Appendix D. Representatives for SFBA are however, welcomed as community participants on the University’s various planning committees.

Code	Barrier	Initiative	Responsibility	Status	Notes
A- BUILT ENVIRONMENT					
A1N-Accessibility Deficiencies in Existing Buildings	There is no mechanism by which to prioritize accessibility deficiencies quickly when pockets of funding become available to address them.	An instrument will be developed and the buildings on the St. George campus (excluding residences, faculty housing, and physical plant) will be surveyed. The survey instrument will address access to the building, moving around within the building and the availability of accessible washrooms; more detail regarding specific rooms can be added in future, if required. The emphasis will be on buildings with high student populations (e.g., classrooms and labs, other student activities).	Campus and Facilities Planning	Completed	Buildings for academic use have been inventoried and a summary is being prepared. The next phase of this on-going project is to review residences.
A2N-Incorporation of Other Existing Accessibility Design Guidelines	The existing University of Toronto Barrier Free Design Checklist is limited in its scope and needs to be updated as accessibility legislation, codes and by-laws change.	A number of extensive and up-to-date accessibility design guidelines, including those of the City of Toronto and the City of Mississauga, will be reviewed to determine select best practices.	Campus and Facilities Planning; Capital Projects; Accessibility Services, St. George Campus; AccessAbility Resource Centre, UTM and AccessAbility Services, UTSC	Ongoing	These guidelines need to be incorporated with the Review of University Design Standards under the jurisdiction of Capital Projects and Facilities and Services. As it is a very extensive project, coordination between all the units must be carefully established.
A3NS-Universal Design Consultant	Knowledge about Universal Design Principles, which addresses all disabilities, may not be fully incorporated into new design initiatives.	A line item for accessibility review by a universal design consultant will be added to the standard Total Project Cost table used in all capital projects. A paragraph will also be included in future Project Planning Reports that speaks to the timeliness of this review.	Campus and Facilities Planning	Completed	A line item for accessibility review by a universal design consultant has been included in the Project Planning Report as required.

Code	Barrier	Initiative	Responsibility	Status	Notes
A4NS-Wait Times at Elevators	Retrofit elevators and lifts often require a range of methods of access (i.e. keys, codes, and a second person to operate). These may contribute to inconsistent access, lengthy waiting times and dependence on the availability of assistance.	Building on the work done on this initiative over the past two years, recommendations will be explored, in consultation with property managers and specific Faculties and Departments, that will reduce wait times at elevating devices.	Manager, Design and Engineering	Completed	A report has been completed by the Capital Projects Department, which reviews the existing vertical platform lifts found on the St. George Campus in order to identify ways of reducing wait times for users of these devices, focusing on the vertical platform lift as both the conventional elevator and L.U.L.A. devices do not have restricted access. The report also includes recommendations to reduce wait times at vertical platform lifts, which once they have been agreed to by all parties, will require funding for the upgrades. (deferred maintenance budget)
A5N-Handrails in Classrooms	People with limited mobility sometimes have difficulty climbing the steps between tiers of seating in the University's classrooms.	Examine the feasibility, on the St. George and UTSC campuses, of installing handrails along those aisles in tiered classrooms that are next to a wall.	Office of Space Management and AccessAbility Services, UTSC	Ongoing	All spaces that could benefit from handrails have been identified. Next steps include an estimation of the cost, funding source, and feasibility of each location.
A6N-Audio Signals at Crosswalks	People with limited vision may be at risk at road crossings.	(a) Survey the major pedestrian crossings on the St. George and UTSC campuses (there are no such crossings at UTM); (b) Identify those which have audio signals and determine exactly what these signals comprise to see if they are consistent; (c) Identify other crossings where audio signals would be effective, and work with the City to improve these crossings.	Campus and Facilities Planning	(a) & (b) Completed c) Ongoing	Although this issue has been raised with the City Planning Staff, at the present time the City of Toronto has not been able to identify a source of funds for implementation. The University will continue these discussions with the City.
A7N-Share the Path	Pedestrians may be at risk on pathways when these pathways are also used as vehicular routes by bicyclists, roller bladers and skateboarders.	Explore possibilities to make pedestrian routes free from bicycles, roller blades and skateboards. Work with the City and their Share the Path initiative.	Campus and Facilities Planning	Ongoing	Although the discussions have been held, completion of this initiative will require an awareness of sensitivity by all users of the path. A way to move this forward might be for the University to coordinate with the City of Toronto a Share the Path Initiative.
A8N-Identifying Accessibility (a) Accessible Rooms at UTM and UTSC	Neither UTM nor UTSC currently list accessible rooms.	UTSC and UTM will survey their buildings to determine a list of accessible rooms on their campuses and will put this information on room bookings.	AccessAbility Resource Centre, UTM and AccessAbility Services, UTSC	Ongoing	The survey is on target for completion by August 31st, 2007. UTSC has audited the Science Wing, the surveys of the Arts & Administration building, Bladen Wing, and Academic Resources Centre are in progress.

Code	Barrier	Initiative	Responsibility	Status	Notes
A8N-Identifying Accessibility (con't) (a) Accessible Rooms at UTM and UTSC					The survey results will not be completed by August 31st, 2008. Upon completion, the results will be posted on the UTSC Intranet room booking page. Taking into consideration the construction and renovation at UTSC, to increase effectiveness the scope has been broadened to include entrances, access routes, washrooms, classrooms and bookable meeting space.
A8N-Identifying Accessibility (b) Accessible Routes	While accessible building entrances are identified on the campus map, accessible routes to these building entrances are not.	A survey will be conducted of the major pedestrian routes on each campus, starting with St George, to identify those that are accessible. Steps will be identified that would enable inaccessible routes to be made accessible (where feasible). Strategies will be explored that would enable the end product (a map) to be easily updated as conditions on campus change so that the information remains accurate and reliable.	Campus and Facilities Planning	Completed	The map has been prepared and incorporated into an interactive map accessible on the University's main website.
				Ongoing	Co-ordination with the Grounds Department required to update the project schedule for improvement.
A8N-Identifying Accessibility c) Accessible Washrooms	The location of accessible washrooms is not easily available.	We will explore the use of interactive maps and signage of the St. George campus that will indicate accessible washrooms and entrances.	Facilities and Services	Ongoing	Existing data collected by Planning has been obtained and added to the Campus Geodatabase in the form of several new layers, including entrances, accessible entrances, ramps. This data has been prepared for distribution through a website with a manageable user interface. The website is fully functional, and an accessible washroom layer has been prepared. The data for this layer has yet to be collected – once this is done the project can “go live”.
A9N-Identify Barriers in Physical Environments	Some faculty and staff are inexperienced at identifying barriers in physical environments. If able to identify such barriers, they could anticipate and/or respond more quickly to issues and concerns raised by students, or by other faculty and staff.	(a) A presentation will be made by a specialist in accessibility issues to faculty members and other staff on how to conduct an accessibility audit. Information on how to access the University's resources for staff and faculty with disabilities will be provided.	Office of Health and Well-being Programs and Services and Staff Development Centre	Ongoing	This is an initiative that is to occur every five years. It was undertaken in the fall of 2005 and will next be implemented in the fall of 2010.

Code	Barrier	Initiative	Responsibility	Status	Notes
A9N-Identify Barriers in Physical Environments (con't)		(b) Accessibility audit training was identified as a priority for technical staff whose jobs deal with space and structures. Based on the success of last year's initiative, workshops for Property Management, Design and Engineering and Planning personnel will be held every 5 years.	Campus and Facilities Planning and Accessibility Services, St. George Campus	Ongoing	This is an initiative that is to occur every five years. It was undertaken in the fall of 2005 and will next be implemented in the fall of 2010.
B. ACCESS TO/DELIVERY OF ACADEMIC PROGRAMS					
BINS-Implementing Purchasing Guidelines	Inaccessible technology is purchased even though a more accessible choice may be available.	Discussions within the Association of Computer Services Directors of Ontario (ACDC) to ascertain the feasibility of an Ontario-wide purchasing consortium for software will continue.	Director, Strategic Computing	Ongoing	This initiative would establish a volume purchase agreement for a number of colleges and universities in Ontario with vendors of accessible software, in an effort to reduce costs. Ryerson University is coordinating the educational institutional proposal. Volume estimates will be submitted to the consortium and then forwarded to vendors, with the status of the proposals reported back to the ODA planning group.
B2NS-Accessible Workstations	Publicly accessible workstations or computer labs with adaptive technology software may be insufficient to meet the needs of students with disabilities.	(a) Survey campus computer facilities in all colleges, faculties, libraries and Departments to determine what adaptive technologies are available on their computer systems; (b) Disseminate survey results via web-based resources such as the Student Portal project and Accessibility Services.	Coordinator, Adaptive Technology Resource Centre and Accessibility Services, St. George Campus	Ongoing	Accessibility Services, St. George, recently received funding from MTCU to offer an orientation program for first year students with learning disabilities. Some of this funding was used to purchase a range of adaptive software. Discussions will now take place with the managers of computer labs across the campuses to identify optimal locations to place this software. Once the distribution of the licenses is complete, the survey will be reinstated and then continue with this initiative.

Code	Barrier	Initiative	Responsibility	Status	Notes
B3NS-Alternative Formats for Course Materials	Alternative formats for scanned course materials are not shared by the offices for students with a disability on the three campuses.	Investigate methods of identifying previously scanned materials across the three campuses of the University of Toronto; Establish a centralized repository of scanned documents; Establish the procedures required to ensure students' eligibility to access these materials in accordance with copyright legislation.	Library Access & Information Services and Coordinator; Adaptive Technology Resource Centre; Accessibility Services, St. George Campus; AccessAbility Resource Centre, UTM and AccessAbility Services, UTSC	Ongoing	Initiated discussions and have a system in place to ensure there is no duplication of effort. If someone else has scanned material in place, it is borrowed. There is yet to be a centralized system in place for U of T, however, there is work being done to have a centralized system among universities in general.
B4NS-Access to Wireless Technology	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 drives, or zip disc. Moreover, stations are not available for printing. At present, the technology to enable direct printing is unavailable. This interface does not exist.	Re-evaluate the Pharos solution as soon as the new version becomes available in June 2006 and to have a wireless printing service in the Robarts Library in October 2006. Following the resolution of any emerging problems the service will be extended to 8 other library locations.	Director, Information Commons	Completed	The initiative was completed by: a) Obtaining and evaluating the newest version of Uniprint software. b) Ensuring the viability of the process by establishing a test facility Purchasing hardware and software and setting up web site at printhere.utoronto.ca c) Wireless print service went live October 2006, and then expanded to all 8 library locations, managed by Information Commons d) New services announced to U of T community with offer of assistance resulting in adoption of new service by two other locations.

Code	Barrier	Initiative	Responsibility	Status	Notes
B5NS-Increasing Adoption of Instructional Design Principles	Inconsistent awareness among faculty and Teaching Assistants of the principles of Universal Instructional Design has the potential to affect the achievement of equitable and constructive alignment of curricula, including course syllabi, lectures, tutorials/labs, teaching methodologies, assessment methods, the effective use of academic support programs and ultimately the achievement of course goals, objectives and measurable learning outcomes.	<p>(a) To enhance the incorporation of Instructional Design Principles into instruction, the Office of Teaching Advancement, 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 offer present and future faculty different strategies of incorporating Instructional Design Principles into their teaching. Teaching and Learning Services together with AccessAbility Services at UTSC and the Academic Skills Centre at UTM will present tailored workshops by request, incorporating Universal Instructional Design (UID) principles and materials, for faculty across the University of Toronto.</p> <p>(b) To facilitate the adoption of best practices, Teaching and Learning Services in collaboration with AccessAbility Services, UTSC will develop UID booklet Part II (Case Studies) for future consideration. One such case study will be a first year core curriculum course in the biology program at UTM.</p>	Teaching and Learning Services (UTSC); Academic Skills Centre (UTM) and AccessAbility Services, UTSC	Complete and ongoing (institutional practice)	Since all campuses have separate budgets and funding, the initiatives developed were specific to each campus. There is a 7 point checklist on Instructional Design Principles available to faculty to keep in mind when developing course syllabus and teaching portfolios.
			Faculty Member (UTM) and Academic Skills Centre (UTM); Teaching and Learning Services and AccessAbility Services, UTSC	Complete and ongoing (institutional practice)	Created a program for entry level bio course to reach the most science student population, using principles developed with guidance from the University of Guelph web site for ODA (http://www.tss.uoguelph.ca/uid/index.cfm) and their 7 point checklist. Will develop similar program with non-biology students.

Code	Barrier	Initiative	Responsibility	Status	Notes
C. AWARENESS/EDUCATION/PROFESSIONAL DEVELOPMENT					
C1N-Awareness of Principles of Universal Instructional Design	Awareness of the principles of University Instructional Design among faculty, stipendiary instructors and Teaching Assistants is not universal.	The Office of Teaching Advancement will ensure that all workshops and seminars offered through Teaching Advancement (open to faculty from all three campuses) will conform to universal instructional design principles and will serve as a model for those who are attending the courses.	Office of Teaching Advancement	Completed	Beginning fall 2006, the Office of Teaching Advancement ensured that events conformed to the design principles of universal instruction design, including workshops and seminars, and the annual New Faculty Orientation.
C2N-Raising General Awareness re Disability Issues	Varying levels of awareness regarding disability issues among members of the University community may lead to uneven responses to identified needs.	(a) In collaboration with academics whose area of scholarship falls within the broadly defined field of Disability Studies, the Office of Health and Well Being Programs and Services will initiate the development of strategies for public awareness campaigns for attitudinal change. It will also incorporate the ideas and views of members of our community who self identify as having a disability. (b) Building upon initiative 7.1, enhance the dissemination of educational materials to academic administrators, managers and employees. c) No comprehensive body of information currently exists regarding staff/faculty disability concerns. A working group will develop a process for obtaining such information.	Office of the Vice-President, Human Resources and Equity; Office of Health and Well-being Programs and Services	Ongoing	There was no meeting held with academics involved with Disability Studies, but a committee was formed to develop a public awareness campaign for staff, faculty and students. A lecture series was also developed on UID.
			Office of the Vice-President, Human Resources and Equity	Ongoing	A magazine called "Abilities" is distributed twice a year to all departments on the St. George campus. There have also been lunch time information sessions for academic administrators.
			Office of the Vice-President, Human Resources and Equity	Ongoing	A working group is currently being formulated and will meet in late Fall 2007.
C3N-Physical Accessibility Orientation for Students, Faculty and Staff	New students, faculty and staff are frequently unfamiliar with the physical constraints faced by persons with a disability and what accommodation is available to them at the University of Toronto.	Working collaboratively, staff within Student Affairs, Health and Well-being Programs and Services and Human Resources Divisional Offices will identify ways to ensure information on potential physical environment constraints and appropriate accommodations are built into the orientation programs available to new students, faculty and staff.	Office of Student Affairs and Office of the Vice-President, Human Resources and Equity	Completed.	Staff from Accessibility Services provided a training session for Orientation Coordinators and Residence Life staff on holding accessible and barrier-free events in order that students with disabilities could participate with barriers. Further, staff from Accessibility Services provided a training session for Residence Dons on breaking down barriers for students with disabilities.

Code	Barrier	Initiative	Responsibility	Status	Notes
C4N-Accessibility Education Directed to Students and Student Life Professionals	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.	<p>(a) Hart House will provide accessibility education training sessions on an annual basis to Hart House Clubs and Committees</p> <p>(b) Develop a “Train the Trainers” program, through which students and student life professionals can be trained to provide accessibility education workshops. Develop links with other groups’ student life professionals conducting equity and sensitivity training to identify models and best practices for the inclusion of values of accessibility in training curricula.</p>	Warden, Hart House	Completed	<p>A training session, originally planned for Hart House Clubs and Committees, was offered to all campus groups. The sessions, held in the fall and spring, were hosted by Julia Munk, University of Toronto Access Centre Coordinator, and Hart House. The fall session, entitled “making Events Inclusive – An Accessibility Workshop for Students” was open to student organization leaders, and the spring session, entitled “Accessible Event Planning” was open to student leaders and staff. This workshop will now be offered as a regular part of the annual Hart House Club and Committee Orientation which the student leaders of Hart House clubs and committee are required to attend. A training session for student leaders of campus recognized groups and staff will be offered in the fall.</p> <p>A “Train the Trainers” session was developed by the University of Toronto Access Centre for implementation on demand. This training will be offered during the summer of 2007. A future goal is to build an accessibility component into annual training for all student life departments.</p>

Code	Barrier	Initiative	Responsibility	Status	Notes
C5N-General Awareness of Mental Health Difficulties on the Campus	Students, Faculty and Staff, like the general population, lack awareness of mental health issues.	(a) Increase awareness of resources available for dealing with mental health difficulties, such as the Inventory of Mental Health Services prepared for 2005-06 (updated as necessary). This Resource List will be presented as a sample of available services and not as a comprehensive listing. It will be posted on appropriate websites.	Accessibility Services, St. George campus; Office of the Vice-President, Human Resources and Equity and Career Centre, St. George Campus	Completed	An inventory of Mental Health Difficulties is to be put on the web sites of the offices who provide services, such as Psychiatric Services and CALSS. A meeting was held to discuss the development of an awareness/education campaign on mental health/illness. Staff from the various services on campus as well as Debbi Gordon, Program Manager for the Employee Assistance Program and Karen Liberman from Mood Disorders Association of Ontario attended to consider adapting the very successful "Check Up from the Neck Up" campaign launched by the Mood Disorders Association of Ontario, and to explore ideas for a campaign on all three campuses. The planned restructuring of the Health Cluster will mean that services for students requiring mental health support will be more integrated and collaborative.
C5N-General Awareness of Mental Health Difficulties on the Campus (con't)		(b) Run a story about mental health on campus in The Bulletin just prior to National Mental Health Week which will be in May, 2007. The story from The Bulletin will then be highlighted on the University's Home Page with a link to the Resource List, during Mental Health Week in May, 2007.	Department of Occupational Therapy; Faculty of Medicine; Department of Public Affairs	Ongoing	An article profiling mental health issues on the University of Toronto campus was published in the Bulletin on March 27, 2007. An item on the U of T homepage with a link for mental health resources is being developed.
C6N-Building a Community of Students with Disabilities	Despite ongoing work, many students with disabilities who choose not to self-identify remain unaware of the extra and co-curricular services available on the St. George campus for students with disabilities. This serves to hamper the development of a strong social community.	(a) In order to promote the services of the Access Centre and to expand its membership and user base among undergraduate, professional and graduate students, a network consisting of the Registrars' and Student Affairs/Student Services offices from among the faculties and colleges of the University will be developed. This network will assist the student run Access Centre in advertising the non-academic services available for students with disabilities, as well as relevant disability community events internal and external to the University of Toronto, and	Office of Student Affairs; Faculty of Medicine, in conjunction with the Access Centre for Students.	Completed.	A listserv was developed by a group of Registrars and Student Affairs Office/Service staff at the three campuses, and fliers describing the non-academic services provided by the Student-run Access Centre were sent. A pamphlet was also prepared for hand out to service centres listed above.

Code	Barrier	Initiative	Responsibility	Status	Notes
		<p>b) A pilot project to include information about the Access Centre in registration information for newly admitted students in the Faculty of Medicine will be undertaken.</p>	<p>Office of Student Affairs; Faculty of Medicine, in conjunction with the Access Centre for Students</p>	<p>Completed</p>	<p>Fliers were sent in registration packages to all incoming students in the first year of the Doctor of Medicine Program. In addition, a booth was set up advertising the non-academic services and volunteer support during the MD Orientation Club and Sponsor Day held at the Faculty of Medicine, with an invitation to a larger orientation in early September for Faculty of Medicine students.</p>
<p>C6N-Building a Community of Students with Disabilities (con't)</p>		<p>(c) Develop and run a regular movie night/speaker's series as a pilot community building initiative.</p>	<p>Hart House; Access Centre</p>	<p>Completed</p>	<p>The Access Centre in collaboration with Students for Barrier-Free Access has as part of their missions to build community for student with disabilities on campus. Hart House works with the Access Centre and SFBA to provide resources and staff support for their community-building initiatives. Initiative offered this year included the Drop-In Centre, an informal place for students to congregate and chat. This spring, the Centre hosted staff from Entry Point, an employment service for students with disabilities.</p>
		<p>(d) Conduct an audit of the current mechanisms by which relevant events and activities are publicized to students with disabilities across all three campuses. Ensure that all disability-related events are advertised on all three campuses of the University of Toronto.</p>	<p>Accessibility Services, St. George Campus; Access Centre</p>	<p>Completed.</p>	<p>The student Access Centre and the disability offices on the three campuses e-mail each other all activities related to relevant events and activities for students with disabilities, which are then put on listservs and posted on bulletin boards.</p>

Code	Barrier	Initiative	Responsibility	Status	Notes
C7N-Brochure Outlining the Rights and Responsibilities of the Student in Regard to Disclosure of a Disability	Lack of awareness among faculty and staff regarding the rights and responsibilities of the student in regard to disclosure of a disability may cause stress for students.	Develop a brochure outlining the student's rights and responsibilities regarding disclosure of a disability.	Accessibility Services, St. George Campus; AccessAbility Resource Centre, UTM and AccessAbility Services, UTSC	Completed.	The Manager of Accessibility Services on the St. George campus drafted a brochure for instructors, which has evolved into an "information piece" due to the complexity of the information it contains. Input was sought from a number of offices on the three campuses, and the suggestions were incorporated into the final version. This document has been posted on the St. George Campus Accessibility Services web site homepage, and will be placed on the corresponding UTSC and UTM web sites which are currently being redesigned by August 31st.
C8N-Dealing with Mental Health Issues	Faculty and Staff may lack awareness, knowledge and skills for dealing with mental health issues for themselves, for colleagues and/or for students.	(a) Develop a series of focus groups to raise the issues; (b) Involve experts within and external to the University (e.g. FSEAP) to provide advice on ways to address the issues; If feasible within the one year timeline, develop a range of pilot programs.	Office of the Vice-President, Human Resources and Equity; Vice-Provost, Academic; Student Crisis Response Program; University College Faculty Member. Office of the Vice-President, Human Resources and Equity; Vice-Provost, Academic; Student Crisis Response Program; University College Faculty Member.	Completed. Ongoing.	A survey was put together while there still was a Mental Health Committee. It was decided that the survey would not be distributed as the Office of the Vice-President, Human Resources and Equity had distributed its own employee survey. Will continue to consult with experts to develop a range of pilot programs.

Code	Barrier	Initiative	Responsibility	Status	Notes
D. ACCOMMODATIONS/SERVICES FOR PERSONS WITH DISABILITIES					
D1N-Funding for Extra and Co-curriculum Accommodation for Students with Disabilities	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.	Conduct research into currently available avenues of funding for the provision of accessibility accommodations at student-organized campus events and activities. Research results would be published on a website and be accessible to student groups, for their reference.	Warden, Hart House, in collaboration with the Access Centre	Ongoing	It has been determined that there is not an endowment for this need and it is not advisable to establish one. Research is currently being done to discover if departmental funding sources exist for extra and co-curricular accommodation for student with disabilities on an "as needed" basis.
D2NS-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.	The University and the UTFA will continue to explore the implications of alternative forms of accommodation within this complex and legal context.	Office of the Vice-President, Human Resources and Equity; Office of the Vice-President and Provost; University of Toronto Faculty Association	Ongoing	Part-time appointments are governed by a frozen policy, however, it is hoped that there will be discussions with UTFA regarding these policies over the next few years.

Code	Barrier	Initiative	Responsibility	Status	Notes
D3N-Disability Accommodation for Faculty and Librarians	Faculty members and librarians may be unaware of their right to seek accommodation of a disability or prefer not to disclose the disability. This is especially so when the disability involves mental health issues or when the faculty members and librarians are in their probationary period.	A general distribution newsletter will be produced explaining the following: 1. What constitutes a disability according to the Ontario Human Rights Code (OHRC); 2. The employer's duty to accommodate a disability; 3. The mechanism at the University of Toronto by which accommodation can be arranged; 4. How the University of Toronto Faculty Association works with the individual and the Office of Health and Office of the Vice-President, Human Resources and Equity, Programs and Services to arrange and monitor the accommodation, and; 5. The level of confidentiality associated with the procedure.	Office of the Vice-President, Human Resources and Equity; Vice-Provost, Academic; University of Toronto Faculty Association	Ongoing	The newsletter will be completed in the 2007-2008 year.
D4N-Career Development for Students with Disabilities	Lack of viable career opportunities for students with disabilities is a significant barrier to the transition of these students into the workforce and beyond the first (Bachelor's) degree.	(a) Develop and conduct a survey of students with disabilities to generate ideas as to what career development programs and services would best meet their needs. (b) Utilize the data collected from this consultation to organize and run a career event in a safe and interactive environment for students with disabilities.	Career Centre, St. George campus Accessibility Services, St. George Campus; AccessAbility Resource Centre; UTM and AccessAbility Services, UTSC	Completed Completed	In the fall of 2006 a survey, sponsored by the Career Centre and Accessibility Services, was distributed to all students registered with Accessibility Services, with a 9% response rate. In May 2007, a discussion forum was held for students with disabilities, including recent alumni with varying disabilities who have made the transition from school to the workplace, who will share their experiences with students who are about to enter the job market.
D5N-Building a Community for Students with Disabilities	Students with disabilities may lack access to volunteer support for non-academic accommodations.	A pilot project, whereby undergraduate medical students would serve as a volunteer pool for the provision of non-personal care support to students with disabilities, will be undertaken.	Office of Student Affairs; Faculty of Medicine, in conjunction with the Access Centre	Completed	During the fall 2007 orientation, the Office of Student Affairs, Faculty of Medicine in collaboration with the Access Centre set up booths to recruit volunteers. The Access Centre will continue to work with student associations to recruit students.

Additional Initiatives 2006-07

Many of these initiatives were initiated at the divisional level and provide an indication of the broad commitment of the University to identifying and addressing barriers for the persons with disabilities. These initiatives were completed in 2006-2007

Initiative	Responsibility	Notes
<p>Installed new accessibility ramps at:</p> <ul style="list-style-type: none"> (i) Fasken Martineau building (Faculty of Law), (ii) Woodworth College Annex (100 Devonshire Place), <p>and</p> <ul style="list-style-type: none"> (iii) Multi-faith Centre (569 Spadina Avenue) 	Facilities & Services	
<p>Pathways have been repaired at:</p> <ul style="list-style-type: none"> (i) The front of the Ramsey Wright Building (80 St. George Street), (ii) Robarts Library (130 St. George Street), (iii) Two University College locations (79 St. George and the Pierre Elliott Trudeau Centre for Peace and Conflict Studies), (iiii) The Faculty Club (41 Willcocks), and (iv) The Department of Computer Science D.L. Pratt Building (6 King's College Road) 	Facilities & Services	
<p>Constructed an additional accessible ramp from Queen's Park to secondary entrance to CCDB and the Medical Sciences Building. Upgraded the ramp at the front entrance of Medical Sciences Building to meet current gradient standard.</p>	Faculty of Medicine	
<p>The Recreation, Athletics and Wellness Centre at the University of Toronto Mississauga opened in the fall of 2006. The design committee worked to ensure that all areas were accessible and inclusive for all users, including students, staff and faculty with disabilities. To assist them in this design, an architect who specialized in creating accessible environments reviewed the plans and gave recommendations to the committee.</p>	AccessAbility Resource Centre, UTM	
<h2>ACCESS TO/DELIVERY OF ACADEMIC PROGRAMS</h2>		
<p>The Faculty of Arts and Science recently increased the accessibility of its main websites by moving from a static, non-standards based, non-accessible website to a dynamic, standards-based, open-source content management (CMS) system.</p>	Faculty of Arts & Science	<p>The Faculty of Arts and Science's web communications office works actively to promote and raise awareness of accessibility standards and is a resource in helping departments to meet compliance.</p>
<p>Accessibility Services expanded the successful "Ambassador Programme" initiated last year.</p>	Accessibility Services, St. George Campus	

Initiative	Responsibility	Notes
Partnering with faculties and departments across campus, representatives attended the workshop on “Disability Supports at St. George Campus” and agreed to be the liaison between instructors in their department and the test/exam staff at Accessibility Services for the pick-up and delivery of tests.	Accessibility Services, St. George Campus	
The printer who supplies casebooks to the Faculty of Law now scans materials and edits them into readable Word documents for students whose equipment does not read PDF versions of the texts.	Faculty of Law	
Workstations and a CCTV have been dedicated in the Bora Laskin Law Library for students who are visually impaired and a flatbed book scanner has been purchased.	Faculty of Law	
Seminars were delivered by Office of Teaching Advancement staff, including an 8 week course on the Fundamentals of University Teaching, which dealt explicitly with the principles of Universal Instructional Design and how to implement these in the design of a course.	Office of Teaching Advancement	

AWARENESS/EDUCATION/PROFESSIONAL DEVELOPMENT

The Accessibility Awards were created to recognize dedication and commitment towards making the University a welcoming and barrier free environment for students with disabilities.	Accessibility Services, St. George Campus	The inaugural Accessibility Awards were held in the Multifaith Centre in April 2007. Plaques were presented to individuals and departments in four categories, namely: student; faculty; staff and groups. This was followed by a celebratory social gathering.
Individuals with Autism Spectrum Disorders (ASD), including high-functioning Autism and Asperger’s Syndrome, face a number of challenges related to their sensory experience, difficulty with pragmatic communication and a heightened need for routine. Many individuals with ASD have few or no friends and do not participate in social activities because of their highly specialized interests and difficulty interpreting conventional social cues. The initiative is to create an event to facilitate social exchange and broaden social understanding.	Accessibility Services, St. George Campus	As part of the Accessibility Service effort to improve the student experience, students with Asperger’s Syndrome were invited to participate in a group designed to facilitate social exchange and broaden social understanding. The past year, group members participated in weekly meetings and outings on a regular basis. Feedback from the students and their parents was very positive.
Accessibility Services offered the “Ready Set Go” summer orientation to during the last two weeks of August with a core group of 30+ students in attendance daily. Students were engaged in learning about topics that ranged from “The Big Picture: LD and transition to university”; adaptive software such as Kurzweil 3000; time management; study survival skills and memory strategies. Students learned about the campus and its resources during an adventure filled Treasure Hunt.	Accessibility Services, St. George Campus	

Initiative	Responsibility	Notes
ACCOMMODATIONS/SERVICES FOR PERSONS WITH DISABILITIES		
Students were invited to participate in a Mentorship Programme coordinated by Accessibility Services (AS) throughout the academic year.	Accessibility Services, St. George Campus	The mentoring relationship between senior students and first year students with a learning disability helped to ensure that throughout the first year, students developed their academic coping strategies and life skills as well as gain access to student life, student services and the community of learning that is integral to a successful university career.
An intern from the Developmental Psychology and Education Department in OISE/UT offered Tai-Chi classes to AS registered students for 12 weeks as part of her field placement.	Accessibility Services, St. George Campus	Students with attention and concentration difficulties, mental health issues, nonverbal LD and impaired balance and coordination benefited from this class.
An OISE/UT intern offered two workshops to AS registered students to improve their social and communication skills in weekly sessions from January to April.	Ontario Institute for Studies in Education	Participants were introduced to four main components of social and communications skills including networking and job interview skills, public speaking and presentation skills and debating skills.
OISE/UT interns offered a support group to students with ADHD to help with issues such as time management, procrastination, decision-making, organizational skills.	Ontario Institute for Studies in Education	
The Faculty of Physical Education and Health has developed and implemented free strength training consultations for students registered with Accessibility Services.	Faculty of Physical and Health Education	
The Faculty of Law provides health and wellness information sessions for students to promote healthy and concrete approaches in dealing with the stress of law school, and in conjunction with Accessibility Services, provides accommodation to students for a host of physical and mental challenges, including finding volunteer note-takers, arranging in-class assistance, and additional services during the examination period.	Faculty of Law	

2007-08 Plans

I. Built Environment

The Campus and Facilities Planning Office, within the portfolio of the Vice-President and Provost, is responsible for overseeing campus master planning and the planning and allocation of academic space and facilities on the three campuses. The Office works closely with Principals and Deans, users' committees, and divisional planning offices in the planning of new capital projects and major renovations.

Over the last several years, awareness of disability issues has had an enormous impact on the physical planning and building on each of the University campuses. Compliance with the University's Barrier Free Accessibility Design Standards is required for all new construction and renovation projects at the St. George, Scarborough, and Mississauga campuses.

This report will first outline the centrally planned activities and will then outline divisional projects.

Institutional Initiatives

Universal Design Consultant

A primary focus for the coming year, with regards to accessibility work, will be the hiring of a Universal Design Consultant on a continuing basis, under the auspices of the Campus and Facility Planning Division. The input from this consultant to all new building projects at the university will mean that accessibility is incorporated from the outset and that accessible, barrier-free expertise will inform all planning and design decisions. The Universal Design Consultant will bring a unique focus and expertise to each building and capital project, and will ensure that every stage of the project reflects the University's commitment to optimal accessibility.

St. George Campus: Centrally coordinated projects:

1. Convocation Hall

- » This site of classes, convocations and many other events has been renovated to include dedicated spaces to accommodate wheelchairs. Additional spaces will be available on an as-needed basis. Within the next 18 months, plans to build accessible washrooms inside Convocation Hall will be implemented.

2. The Exam Centre

- » The University provides alternate accommodation for students not able to write examinations and term tests in the traditional setting. To date, such facilities (total of 66 stations), are located in variety of locations. A Project Planning report, approved in early 2007, recommended an expanded and dedicated accessible exam writing facility to be co-located within a central examination facility. The accessible facility will accommodate 105 stations in private, semi-private and open arrangements, and create improved accommodation for students with disabilities in a supportive and dignified environment. The Exam Centre is scheduled to open in 2008.

3. Spadina Crescent

- » The University has for many years, requested the installation of a signaled crossing at the intersection of Russell Street and Spadina Crescent. As the use of 1 Spadina Crescent changed from a research and

administrative facility, to accommodating departmental activities, including classroom and seminar rooms and student study space, the number of hourly pedestrian crossings has increased. In 2007, the City of Toronto approved the University's request for the signaled crossing. The cost of the crossing \$160,000, will be funded by the University of Toronto. At this writing, the installation of the crossing is complete and activation will follow shortly. The signaled crossing will make it possible for people with disabilities and others to cross to I Spadina Crescent under controlled conditions.

4. Accessibility Classroom

- » An extensive planning process for a fully accessible classroom was undertaken in 2006-2007 and involved faculty at OISE, Accessibility Services, guests from York University, Toronto District School Board and various social services agencies. An expert in universal design is now working with OISE on the design and location of the classroom plus a washroom, and designs should be complete by the end of 2007, with the classroom completed by fall 2008.

The classroom will be designed for various configurations from 10% wheelchair access to 100% wheelchair access. It will also feature a "quiet room" as well as features and technologies to accommodate students with a wide range of physical and mental/emotional differences.

These spaces will bring more students into the Disability Studies Program. The space will also serve as a meeting, symposium and workshop location for scholars and activists in disability studies from all over the world.

St. George Campus: Divisionally Coordinated Projects:

1. Facilities and Services:

- » Signage denoting accessibility entrances at all campus buildings will be installed. Work is presently underway in designing the signs, in conjunction with the building sign project.
- » Physical and Health Education is planning to install an accessibility ramp for the Spadina entrance to the Athletic Centre
- » Front of Woodsworth College will be repaved next year
- » Railings will be added to various ramps and patios on campus, including OISE, Falconer Hall, Earth Sciences Centre and Lash Miller

2. Faculty of Arts and Science:

- » Two departments - Classics and Medieval Studies, will be relocated from their location in inaccessible Victorian homes, to a new facility which will be accessible, and which will enable graduate students to participate fully.
- » The Jackman Humanities Building, 170 St. George Street, which will house a number of humanities departments, is being significantly renovated to ensure accessibility. All washrooms in the building currently located in the stairwells will be relocated in the main building.
- » The Hughes Building, 50 St. George Street, which will be the new home of the Department of Anthropology, is being renovated to ensure washrooms are available on each floor. An elevator is also being installed.

3. Faculty of Law

- » Ramp access will be improved for members of the public who attend workshops and programs

University of Toronto Mississauga

- » In 2008 the University of Toronto Mississauga will be renovating the old library space in the South Building to include a Student Services Commons. As with other construction projects, the design committee will create an environment that is accessible and inclusive for students, staff and faculty with disabilities.

University of Toronto Scarborough

- » There will be a review of the terms of reference of UTSC Accessibility Built Form Committee
- » An accessibility representative will be included in Classroom Upgrades Review
- » An audit will be done of accessible classrooms at UTSC.

II. BEST PRACTICE/PEDAGOGY

In keeping with the University of Toronto's vision for multiyear accessibility planning, the focus this year for Best Practice and Pedagogy will be on a policy development process for academic practices across the university. While this process will not preclude individual campus specific initiatives, it will engage all levels of academic decision making to determine the best options for accessibility planning.

Institutional Initiative

To accomplish the multi-year plan, we propose to establish an AODA Committee of Best Practice/Pedagogy. The Committee will work closely with the Chair of the Council of First-Entry Deans (CFED). The Council was established in November 2006 to facilitate and coordinate communications among academic divisions responsible for first entry undergraduate programs. The broad goal of the Council is to ensure that programs and services for students are developed and delivered in a coordinated, effective and consistent manner.

For purposes of accessibility, representatives from second entry level programs will work with CFED so that all academic constituencies are involved in the work of the AODA Committee of Best Practice/Pedagogy. The Committee will also invite participation from academics working in the area of disability studies. The mandate of the Committee will be to explore the intersection of teaching issues with accessibility issues and to review and develop guidelines that will provide a basis for consistent and effective teaching across the University. The Committee will be a forum for discussions regarding academically driven policy and a sharing of ideas. Ideally it will be the mechanism at the University by which best practices are developed and established as institutional norms.

The exact scope of work for this is new Committee is still to be determined. For example, there will be much discussion regarding the advantages and disadvantages of developing local versus university wide guidelines. The Committee will be exploring the circumstances under which both of those approaches take place and which lead to the most effective policy implementation on accessibility issues. There will undoubtedly be challenging and useful discussions regarding the feasibility of common guidelines versus locally developed approaches.

There will also be discussion regarding the role and leadership of different offices within the University. For example, the Office for Teaching Advancement will participate in the Committee.

The establishment of the AODA Committee of Best Practice/Pedagogy represents a clear commitment by the University of Toronto to incorporate accessibility planning at the highest level of decision making. It represents an acknowledgement of the challenges involved in establishing best practices, and the varying perspectives that will need to be included in the development of future plans.

The AODA Committee of Best Practice/Pedagogy will be struck by the Vice-Provost of First Entry Deans and will meet four to six times throughout the year.

St. George Campus: Divisionally Coordinated Projects:

1. Faculty of Arts and Science

- » A number of departments within the Faculty of Arts and Science are working with Accessibility Services to have an accessibility ambassador in each academic unit. The ambassador would coordinate the collection, delivery and return of tests that must be supervised by Accessibility Services. The ambassadors project will address the barrier encountered by students who require accommodation writing tests away from the usual venue.

2. Faculty of Law

- » A specific request has been made to publishers and the printer used by the faculty to provide PDF versions of texts and casebooks on disc (or delivered by e-mail) for visually impaired students.

2. Office of Teaching Advancement

- » In collaboration with the Academic Skills Centre, UTM and Accessibility Services, St. George, a guidebook for faculty on principles of effective instructional design is being developed that will incorporate practical case studies and model best practices. The handbook will be published in early 2008.
- » The Fundamentals of University Teaching, an 8-week course, will be delivered in the Spring term 2008 and will deal explicitly with the principles of Universal Instructional Design.
- » The Teaching Assistants' Training Program will deliver a workshop for graduate students (as part of the TATP Seminar Series) on student experiences with accessibility issues and best practices for faculty and TAs, and will deliver a workshop on syllabus and course design addressing how to incorporate the principles of universal instructional design into an effective course plan
- » The Teaching Assistants' Training Program will work to make their web site more accessible/user-friendly and will incorporate multiple formats for adaptive technologies

University of Toronto Scarborough

- » A student resource list will be created comprising available academic resources, serving students with disabilities, e.g. services offered by Teaching and Learning Services, Academic Advising, Writing Centre, etc.
- » A list of a list of faculty volunteers noted for their teaching innovations or support of students with disabilities, who will support their peers in accommodating students, will be created.
- » The Universal Instructional Design Booklet will be revised to include examples of best practices.
- » A master list of captioned material on the UTSC campus and U of T will be compiled.
- » Awareness education will be promoted by:
 - a) targeting faculty, TAs and staff to increase awareness of their responsibilities under Duty of Care related to FIPPA, Health & Safety and other issues overlapping accessibility, and also increasing awareness of other available services

- b) developing a faculty referral “quick” guide for resources in supporting needs of students in difficulty.
- c) promoting confidential access process for faculty and staff to self-identify to help better meet their accessibility needs, and promoting resources for faculty and staff through the use of tip sheets, Zoom media, and LCD screens throughout campus.

University of Toronto Mississauga

- » The Robert Gillespie Academic Skills Centre, in collaboration with the Office of Teaching Advancement and Accessibility Services, St. George, will develop a guidebook for faculty on implementing the principles of effective and accessible instructional design in the classroom.
- » The Robert Gillespie Academic Skills Centre, in collaboration with Prof. Kathi Wilson (Geography, UTM) will report on an ongoing initiative in the Geography Department, and will include a description and analysis of the impact a course adopting the principles of Universal Instructional Design on the teaching culture of an entire department.
- » Guidelines will be developed for faculty to use when developing or revising syllabi that incorporate the features that make a syllabus accessible and inclusive.

III. STUDENT LIFE

The Committee identified two primary initiatives for the coming year: 1) more effective information-sharing networks throughout the university, 2) a focus on campus-specific organizational structures for future planning and policy development.

Institutional Initiatives

Information-sharing networks:

- » While many resources have been developed and a range of initiatives have been undertaken, the size of the University community and distance between campuses allows for gaps in knowledge and a loss of institutional memory regarding what has already been learned. There is a need for the creation of mechanisms so that existing information and materials for staff, students and faculty are widely circulated and easily available. Therefore, one of the initiatives for this year will be to explore effective means for sharing information and insuring resources are widely used. This could take place through a web-site that would provide a list of resources available to staff, students and employees.

AODA Standing Committees:

- » The second element of the Committee’s work for the year will be to follow up on suggestions regarding establishing AODA Standing Committees at each campus. These Standing Committees would undertake the planning and implementation of multi-year work with specific annual projects. While working together across campuses, the Committees would also be developing local initiatives in response to the needs of their individual campuses. Each of the four sub-committees could teleconference throughout the year for updates and idea sharing. This committee structure would encourage the development of local awareness and would enhance the capacity of individual campus organizations to respond to disability issues, but would also lead to the broader integration of accessibility issues by the University as a whole.

St. George Campus:

1. Hart House

- » Hart House will continue to organize and host a workshop, to be delivered once in September and again in January, designed to both sensitize attendees to issues of accessibility and provide resources and information about planning accessible events. Although primarily intended for student leaders, workshops will be open to all staff and students at the University.
- » Sammy's Student Exchange, the cafeteria at Hart House, has plans to provide sensitivity training to its staff.
- » As a step towards addressing the barriers that limit the involvement of some students with disabilities in co-curricular activities, Hart House will be hiring Personal Support Workers for key events. Promotional materials for events will highlight the availability of PSW's. This will be piloted with a popular event series and potentially expand to other key events.

2. Centre for Community Partnerships and Hart House

- » The Centre for Community Partnerships and Hart House will explore funding opportunities for accommodations so students with disabilities can participate in co-curricular activities. While a needs assessment will likely be the first step, in order that students with disabilities are effectively involved in programming, discussions among key stakeholders from across campus will also be needed to build the capacity of student organizations and university departments delivering co-curricular programming..

3. Student Affairs

- » The Office of Student Life Programs will identify, develop and lead programs to raise awareness among student organizations and student life staff around the responsibility to accommodate individual accessibility needs within non-academic activities and provide clear information on how to do so. This would include providing advice on wording on how students can identify a need for an accommodation; timeliness; and ways to accommodate. The project would also involve the promotion of universal design in student life programming and clear instructions on how to create accessible events, web sites, registration systems, documents, and reception areas.

University of Toronto Mississauga:

- » UTM has begun offering separate transition programs in the summer incoming students with disabilities, both hidden and visible.
- » Plans are underway to offer an accessible design workshop for UTM Infrastructure and Facilities staff.
- » A work-study student will be hired in the 'Equity Ambassadors' initiative to work specifically on the disabilities awareness campaign entitled "Attitude is Everything".

University of Toronto Scarborough:

- » An awareness campaign is going to be developed that will be based on distributing posters throughout the campus.
- » There are also plans for an event to which prominent speakers could be invited to raise awareness regarding the campaign.
- » UTSC is planning to form an Accessibility Club to promote informal peer dialogue and will be developing a proposal through Scarborough Development Directorate Design Review Group (SDDR), to request space and modest operating budget support for an Accessibility Lounge which would further increase the capacity for dialogue.

- » A business card-sized campus HELP Card promoting access to various resources on campus will be developed for distribution to staff and students.

IV. MENTAL HEALTH ISSUES

The work of the Mental Health ODA Committee for 2007-2008 reflects the evolving understanding of disability issues at U of T and a more integrated approach regarding accessibility planning and policies. While there has been progress with individual initiatives over the last several years at the three campuses, as indicated by the 2006-2007 updates, there is also a desire to see undertakings which will lead to more consistent responses and an increase in understanding and awareness across the university.

The ODA Mental Health Committee's work addresses the broad issue of mental health in the University community. Discussions held by the Committee have focused on ways to ensure that staff and students with mental health issues are supported and have access to services; ensuring that staff are better informed and more able to respond to students and colleagues facing mental health problems; and that identifying ways in which the University can continue to build capacity regarding the needs of employees with mental health difficulties.

Institutional Initiatives

Mental Health Awareness Campaign

Mental health issues remain obscure for many members of the University, and stigma continues to be experienced by those with mental health difficulties. Therefore, the focus of the work of the Mental Health Committee for this year is to address the attitudes and lack of awareness regarding mental health across the University.

The overarching initiative identified by the Mental Health Committee is to develop a comprehensive public awareness campaign addressing mental health concerns for students, staff and faculty. The goal of the campaign will be to focus not on mental illness, but on mental wellness and the ways in which the members of the University community can contribute towards that.

Key representatives from Accessibility Services and Health and Wellbeing Programs and Services, in conjunction with staff from all three campuses and those from the Employee Assistance Program have begun work on developing the campaign. Representatives from the University's Strategic Communications unit will also be consulted. The group will be reporting to the ODA Mental Health Committee on their progress throughout the year.

Health and Wellbeing Programs and Services

In addition to the public education campaign previously described, Health and Wellbeing Programs and Services is working with the Centre for Addictions and Mental Health (CAMH) on two partnerships. The first involves researchers and practitioners from CAMH whose focus is on mental health and work sharing their research findings with members of the university community. This information exchange will take place on all three campuses. In addition, CAMH and Health and Wellbeing Programs and Services are developing a series of lectures and seminars of topics related to mental health and mental illness which will be open to all members of the campus.

St. George Campus: Divisionally coordinated projects:

Activities on the St. George Campus include institutional initiatives appropriate for all three campuses as well as initiatives that will be unique to St. George.

1. Ontario Institute for Studies in Education:

- » OISE has developed a model of comprehensive support services for students whose success in their programs is in jeopardy. The Coordinator of Personal Support Services for Students (CPSS) is known throughout the division as the person to whom all students in crisis should be referred – be that a financial, personal, academic or health crisis. The Coordinator is best equipped to advise students on the policies, services and resources of the university. The CPSS is available to provide counsel, support, and assistance to students as they explore the various options open to them.
- » This year at OISE there will be an awareness guide produced for faculty regarding accessibility issues. There will be a number of workshops for both faculty and staff on mental health issues, and the CAMH brochure STIGMA will be distributed to instructors this academic year.

2. Accessibility Services:

- » The number of students with mental health difficulties continues to grow on campus. Many students may be reluctant to disclose an invisible disability for fear of being stigmatized or denied opportunities. Currently, there are few options for students who wish to discuss these and other issues in a safe and supportive group setting. Accessibility Services, St. George Campus, plans to explore the feasibility of developing self help groups for students with mental health disabilities in partnership with supportive services on and off campus.

University of Toronto Mississauga:

1. In the upcoming year a consultative process will be put in place at UTM to engage the individual departments and services at the campus in determining specific initiatives.
2. The Recreation, Athletics and Wellness Centre, will develop a Mind and Body Program with emphasis placed on engaging staff and faculty using a variety of methods including a “Try Me for Free” Card and advertising campaigns.
3. The UTM campus will also be engaging students in a diversity awareness campaign, a component of which will be a focus on attitudes towards people with disabilities and mental health concerns. Because of the increase in students registered with the AccessAbility Resource Centre, a mentorship program has been developed for first and second year students with disabilities, including students with mental health conditions. The mentorship program was introduced in the fall of 2007 as a pilot project.

University of Toronto Scarborough:

1. For the coming year, the UTSC ODA Standing Committee has identified a focus on increasing awareness of those services and programs that currently exist for students, staff and faculty but are not necessarily well known. Also, in collaboration with Human Resources, the Employee Assistance program will be promoted to faculty and staff.
2. There will be reminders about services offered and additional print and web materials on mental health issues, such as stress, depression, and anxiety will be produced. There is also a re-assessment being planned of intake screening procedures in the Health and Wellness Centre to develop a systematic and complete student health profile.

APPENDIX A

Accessibility Planning Committee, 2007-2008

Chair of Accessibility Planning Committee Professor Angela Hildyard, Vice-President, Human Resources and Equity	Ewen Chen, Department of Psychology and Life Sciences, Faculty of Arts and Science; Student Member, Governing Council's Academic Board	Pam Gravestock, Acting Director, Office of Teaching Advancement (until December 2007) Rachel Gray, Consultant
Susan Addario, Director, Student Affairs	Ray Cheung, Manager, Property Management Group, Facilities and Services	Connie Guberman, Status of Women Officer; Special Advisor on Equity Issues
Pam Albrecht, Disability Advisor, Accessibility Services, St. George	Darren Cooper, Coordinator, Staff, Students for Barrier Free Access	Margaret Hancock, Former Warden, Hart House
Diana Alli, Co-ordinator of Student Affairs, Faculty of Medicine	Lynda Collins, Manager, Human Resources, UTM	Lynsay Henderson, Co-ordinator, Hart House's Membership Services Office
Nouman Ashraf, Anti-Racism and Cultural Diversity Officer	Dr. Louise Cowin, Warden, Hart House	Edith Hillan, Vice-Provost, Academic, Office of the Vice President and Provost
Amy Baier, Programs Co-ordinator, Office of Teaching Advancement	Jim Delaney, Associate Director and Senior Policy Advisor in Student Affairs and the Office of the Deputy Provost and Vice-Provost, Students	Liz Hoffman, Assistant Dean, Co-Curricular Education, Faculty of Physical Education and Health
Stephen Bailey, Director of Space Office Management	Rashmi Desai, Faculty, Faculty of Arts and Science, Department of Physics	Tanya Hyland, Disability Advisor, Accessibility Services, St. George Campus
Cleo Boyd, Director, Bob Gillespie Academic Skills Centre, UTM	Francesca Dobbin, Director, Family Programs and Services	Su Jianping, Cross-Cultural Counsellor, International Student Centre
Megan Burnett, Assistant Director, Office of Teaching Advancement and Teaching Assistant's Training Program	Tina Doyle, Manager, AccessAbility Services, UTSC	Dr. Nancy Johnston, Writing Specialist and TA services Coordinator, UTSC
Stephen Carroll, Director, Students for Barrier Free Access	Davis Elisha, Executive Assistant to Director, Student Services	Jennifer Jones, Director, Communications, Faculty of Physical Education and Health
Lisa Chambers, Manager, Centre for Community Partnerships	Rosalyn Figov, Director, Operations and Finance, Office of the Vice-President, Human Resources and Equity	
Louis Charpentier, Secretary of the Governing Council		

Teresa Jose, Disability Advisor, AccessAbility Resource Centre, UTM	Anne Macdonald, Director, Ancillary Services	Jenifer Newcombe, Programme Advisor, Hart House
Sean Kearns, Co-Chair, Health and Safety, United Steel Workers of America (USWA) Local 1998; Multimedia Specialist, Office of Space Management	Janice Martin, Manager, Accessibility Services, St. George	Gary Nower, Director, Building Services, Grounds and Trades, Facilities and Services
Heather Kelly, Director of Student Services, School of Graduate Studies	Elizabeth Martin, Manager, AccessAbility Resource Centre, UTM	Tom Nowers, Dean of Student Affairs, UTSC
Shaila Kibria, Student, SAC Vice President, Equity	Julie McAlpine Jeffries, Employment Relations Legal Counsel	Mark Overton, Dean of Student Affairs, UTM
James Lawson, Technology Specialist and LAN Administrator, Information Common, Scotiabank	Laurie McArthur, Assistant Manager, Adaptive Technology Resource Centre; Faculty of Information Studies	Professor Amanda Peet, Faculty, Department of Physics, Faculty of Arts and Science
Kevin Lee, LAN Administrator, Computing Services, UTM	Professor Robert MacKay, Faculty, Department of Sociology, University College	Jeff Peters, Student Vice-President Internal, Association of Part-time Undergraduate Students
Susan Lee, Accessibility Co-ordinator, Equity and Diversity Programs, Faculty of Physical Education and Health	Pat McKee, Department of Occupational Science and Occupational Therapy	Professor Judith Poe, Faculty, Department of Chemistry, UTM
Myra Lefkowitz, Manager, Health and Well-being Programs and Services	Chris McGrath, Director of Residence, UTM	Professor Philip Poulos, Faculty, Director, Engineering Computing Facilities, Faculty of Applied Science and Engineering
Cheryl Lepard, Interim Disability Advisor, UTSC	Gail Milgrom, Managing Director, Campus and Facilities Planning	Caroline Rabbat, Community Safety Manager, UTSC
Karen Lewis, Assistant Dean, Co-curricular Education, Services and Equity, Faculty of Physical Education and Health	Sam Minsky, Coordinator, Counselling and Learning Skills Service	Colleen Reid, Disability Advisor, AccessAbility Services, UTSC
Dr. Victor Likwornik, Director and Psychiatrist-in-Chief, U of T Student Psychiatric Services	Professor Cheryl Misak, Deputy Provost, Office of the Vice President and Provost	Professor James Retallack, Faculty, Department of History, Faculty of Arts and Sciences; Joint Initiative in German and European Studies, Munk Centre for International Studies
	Steve Moate, Senior Legal Counsel, Office of the President	
	JoAnne Murray Ormandy, Student, University of Toronto	Leo Rivera, Project Manager, Infrastructure and Facilities, UTM

Margaret Robb, Office of the Assistant Vice-President, Campus and Facilities Planning

Yvonne Rodney, Director, Career Centre, St. George

Terry Rubenstein, Director of Financial Services and Information Technology, Faculty of Physical Education and Health

Margaret Shalma, Chairperson, Students for Barrier Free Access

Allan Shatzky, Co-ordinator, Personal Support Services, Student Services, OISE/UT

Ian Simmie, Student Life Coordinator- Student Affairs (Leadership Programs), Student Affairs, St. George

Shannon Simpson, Academic and Financial Aid Counsellor, First Nations House

Elizabeth Sisam, Assistant Vice-President, Space & Facilities Planning, Office of the Vice-President and Provost

Dr. Helen Slade, Co-ordinator, Student Retention Services, Crisis Response Programs, Office of Student Affairs, St. George

Becky Smith, Coordinator of Student Crisis Response Program, Tri Campus

Maureen Somerville, Alumna; Member, Governing Council

Mahadeo Sukhai, alumnus (PhD, Medical Biophysics, 2007), Post-Doctoral Fellow at the University Health Network

David Sutherland, Manager, Workgroup Technology Support, Computing and Networking Services, St. George

Paul Tsang, APUS Executive Director

Ron Wener, Co-ordinator, Extern Program, Career Centre, St. George

David Wilson, Disability Accommodation Specialist, Accessibility Services, St. George

Lina Zacharopoulos, Learning Strategist/Assistive Technologist, AccessAbility Resource Centre, UTM

APPENDIX B

University of Toronto Specific Policies

Access to Information and Protection of Privacy (March 9, 1995)

<http://www.utoronto.ca/govcncl/pap/policies/access.html>

Code of Behaviour on Academic Matters

<http://www.utoronto.ca/govcncl/pap/policies/behaveac.pdf>

Employment Equity Policy

<http://www.utoronto.ca/govcncl/pap/policies/emequity.pdf>

Policies and Procedures: Sexual Harassment

<http://www.utoronto.ca/govcncl/pap/policies/sexual.pdf>

Statement on Accommodation in Employment for Persons with Disabilities

<http://www.utoronto.ca/safety/Policies/accomod.htm>

Statement of Commitment Regarding Persons with Disabilities (November 1, 2004)

<http://www.utoronto.ca/govcncl/pap/policies/disabled.html>

Statement on Human Rights (June 25, 1992)

<http://www.utoronto.ca/govcncl/pap/policies/hrights.html>

<http://www.utoronto.ca/govcncl/pap/policies/hrights.pdf>

Statement of Institutional Purpose

<http://www.utoronto.ca/govcncl/pap/policies/mission.pdf>

Statement on Prohibited Discrimination and Discriminatory Harassment (March 31, 1994):

<http://www.utoronto.ca/govcncl/pap/policies/harass.html>

Statement on Protection of Freedom of Speech

<http://www.utoronto.ca/govcncl/pap/policies/frspeech.pdf>

The Equity Infrastructure Review:

<http://www.utoronto.ca/hrhome/vphr/vpreport.htm>

Statement on Equity, Diversity, and Excellence

<http://www.hrandequity.utoronto.ca/Assets/equity/statement.pdf>

TABLE A

University of Toronto Policies with Respect to Accessibility

(Excerpts from Human Rights Policies and Procedures)

Employment Equity Policy

March 1991

“The University upholds the Ontario Human Rights Code and will not under any circumstances permit employment practices and procedures in contravention of it. While remaining alert and sensitive to the issue of fair and equitable treatment for all, the University has a special concern with the participation and advancement of members of four designated groups that have traditionally been disadvantaged in employment: women, visible minorities, aboriginal peoples and persons with disabilities.”

Statement on Human Rights

June 1992

“Acknowledging its fundamental and distinctive commitment to freedom of thought, inquiry, and expression, the University of Toronto affirms its commitment to the values of equal opportunity, equity and social justice. In this affirmation, the University

- » acts within its purview to prevent or remedy discrimination or harassment on the basis of race, gender, sexual orientation, age, disability, ancestry, place of origin, colour, ethnic origin, citizenship, creed, marital status, family status, receipt of public assistance or record of offence;”

Statement of Institutional Purpose

October 1992

“Enriching the experience of students by cooperating with and assisting them in the realization of their educational goals especially as these involve their life-long learning and career development, their physical and emotional growth and well-being, their needs, including special or temporary ones, and their cultural and recreational activities.”

“Promotion of equity and justice within the University and recognition of the diversity of the University community;”

Statement of Commitment Regarding Persons with Disabilities

November 1994

“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.”

**Code of Behaviour on Academic Matters
June 1995**

“All members enjoy the right to the fullest possible freedom of enquiry. In particular this includes:

- » the freedom from discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or handicap;”

**Statement on Equity, Diversity, and Excellence
November 2006**

“At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.

Our support for equity is grounded in an institution-wide commitment to achieving a working, teaching, and learning environment that is free of discrimination and harassment as defined in the Ontario Human Rights Code. In striving to become an equitable community, we will also work to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life that we find, including physical, environmental, attitudinal, communication or technological.”

APPENDIX C

Oscar Peterson Residence at the University of Toronto Mississauga

The newly constructed Oscar Peterson residence at the University of Toronto Mississauga offers the following barrier-free amenities:

- » 8 student barrier-free rooms that are matched with 'standard' rooms are centrally located on each floor (i.e. close to lounges, laundry rooms, elevator banks, etc.) and are equally distributed throughout the building so as to not isolate students with disabilities into any one specific community, and facilitate easier integration into residence life. All entrance doors and bathroom doors are equipped with automatic door openers with secure key-card access, in addition to dual-height security view holes in the entrance doors themselves. Inside the unit, students enjoy the convenience of increased floor space to provide for a wider turning radius for wheelchairs and scooters, double-beds to allow for easy movement of body position, and manual height-adjustable beds and electronic height adjustable desks. Closets also feature dual height option shelving, clothes rails and curtains to allow for easy access to the space.
- » Semi-private washrooms associated with the barrier-free rooms are shared with a standard student room, but feature roll-in shower stalls, hand rails and bench seating, handheld shower heads, accessible-height cabinetry and mirrors, and additional floor space to permit for turning radius. Each washroom also features an emergency contact button, which is a direct line to university police in the event that a student is in difficulty or requires special assistance.
- » Standard student rooms throughout the building are generous in their overall net assignable square metres (nasm), thereby facilitating ease of access for students using wheelchairs or scooters to visit friends and peers in standard rooms.
- » 4 of the barrier-free rooms provide adjacent 'scooter parking' with appropriate power supply to recharge batteries and store scooters outside of the student's room itself, so as to maximize the usable living space.
- » All common lounges, laundry rooms, shared kitchenettes, and study lounges feature ample floor space, height adjustable tables and flexible seating to allow for increased access for students of all abilities.
- » Laundry machines are front-loaded washers and dryers with card payment systems, as well as a network option where a student can go on-line to determine whether or not machines are available, thereby minimizing the number of return trips required to the laundry room.
- » A non-gendered visitor's restroom is located on each floor adjacent to the common lounge. The washroom is fully accessible, thereby allowing students with disabilities, or their guests, to use a nearby restroom without having to return to the student's room itself.
- » All building entrance and exit doors feature automatic openers, high-contrast signage with raised lettering and Braille text. The building's six floors are served by two elevators, giving total access to the building for all of its residents.
- » The reception desk for the Student housing and Residence Life department, whose administrative offices are also in the building, features two low-height service counters and creates a positive sense of welcome into the building's lobby.

- » 10 Administrative offices and an open concept work space in the administrative area are all equipped with height-adjustable work stations, height adjustable desk chairs, and ample floor space to allow for an ample turning radius in each office. The private washroom for administrative staff is also accessible.
- » All of the building's interior doors feature barrier-free door handles, and automatic door openers, where designated. Operators allowing future expansion of automated openers where required has also been provided.
- » All undergraduate student mailboxes are located in the building's lobby, and include height-appropriate mailboxes for students using wheelchairs and/or scooters. All mail boxes are designated with both raised lettering and Braille.
- » One of the Don's suites has also been designed as barrier-free in the event that a Don is hired who has specific needs. All standard amenities in this suite are the same as in the barrier-free student rooms.
- » The Residence Life Co-ordinator (a full-time staff member who manages and lives in the building) apartment is barrier-free in the event that the staff member or one of his/her family members requires accommodations. It is a two-bedroom apartment with full accessibility throughout.
- » Colman Commons, the Residence dining hall, seats approximately 275 people and features height adjustable dining tables, solid seating and ample flow-through and turning space to maximize access.
- » The dining hall's servery was designed with accessible features as well, including height-appropriate tray rails, barrier-free self-serve stations (ie. Salad bar, soup bar etc.), and generous flow through and turning radius space throughout.
- » The food service provider in the residence dining hall works closely with the Department of Student Housing and Residence Life, as well as with individual students, to accommodate the range of dietary needs for students with food sensitivities and allergies. All students in the building participate in the campus meal plan, and no student has had to opt-out of the plan because of their dietary needs not having been met.

APPENDIX D

Student Managed Initiatives

Students for Barrier-Free Access is a separate entity at the University of Toronto, but does work on initiatives in partnership with other offices and organizations on campus, in particular, Hart House and Student Affairs. Their participation and contributions on behalf of the student body are welcomed as part of the University's accessibility planning committee.

2006-07 Initiatives

1. Develop Awareness Conference

The fourth annual Breaking Down Barriers conference was hosted by Canada-Wide Accessibility for Post-Secondary Students, with financial support from SFBA.

New Initiatives 2007-08

1. Funding for Non-Academic Accommodations

Initiative:

Examine Funding for Accommodations

Response:

This initiative is ongoing. SFBA has consulted with Ms. Jennifer Newcombe, staff member at Hart House, regarding funding issues pertaining to non-academic accommodations. Please refer to the Hart House report for further details.

2. Accessible Tri-Campus Transportation

Initiative:

To raise awareness of booking procedures related to accessible transportation between all three campuses.

Response:

SFBA is seeking clarification on where and how to obtain information on booking procedures related to accessible transportation between all three campuses.

3. Student-Run Centre

Initiative:

SFBA will continue to provide a safe, student-run space to develop and strengthen social networks among students with disabilities. Cultural and recreational non-academic activities for students with disabilities will continue to be offered. The following are specific initiatives for 2007 - 2008:

- » Continue development of the Accessibility Guide, a handbook of resources available for students with disabilities;
- » Compile a list of the Centre's programs and services for use in a forthcoming pamphlet; and
- » Continue the drop-in centre program for students with disabilities in the new location.

Glossary of Abbreviations

ACDC . . . . .	. Association of Computer Services Directors of Ontario
ADO . . . . .	. Accessibility Directorate of Ontario
AODA . . . . .	. The Accessibility for Ontarians with Disabilities Act, 2005
APUS . . . . .	. Association of Part-time Undergraduate Students
ASAC . . . . .	. Accessibility Standards Advisory Council of Ontario
ATRC . . . . .	. Adaptive Technology Resource Centre (at the University of Toronto)
CNIB . . . . .	. Canadian National Institute for the Blind
CNS . . . . .	. The Computing and Networking Department (at the University of Toronto)
EHS . . . . .	. Office of Environmental Health and Safety
FSEAP . . . . .	. Family Services and Employee Assistance Program
ODA . . . . .	. The Ontarians with Disabilities Act, 2001
OTA . . . . .	. Office of Teaching Advancement (at the University of Toronto)
PDAD&C . . . . .	. University Principals, Deans, Academic Directors and Chairs
SAC . . . . .	. Students' Administrative Council
SARG . . . . .	. Services Ancillary Review Group
SCSU . . . . .	. The Scarborough Campus Students' Union
SDC . . . . .	. Staff Development Centre (at the University of Toronto)
SDC . . . . .	. Standards Development Committees
SGS . . . . .	. School of Graduate Studies
SNOW . . . . .	. Special Needs Opportunity Windows (at the University of Toronto)
TYP . . . . .	. Transitional Year Program
UDS . . . . .	. Universal Design Standards
UID . . . . .	. Universal Instructional Design
UTFA . . . . .	. University of Toronto Faculty Association
UTM . . . . .	. University of Toronto at Mississauga
UTSC . . . . .	. University of Toronto at Scarborough