Durham College Accessibility Plan 2012-2013

Year Ten

September 2012

Renewing the Accessibility Promise

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Prologue

In September of 2003, Durham College published its first official Accessibility Plan. In this inaugural planning document, the college vowed to develop a collective commitment to accessibility planning that would result in a culture of accessibility on campus. At that time, the college aspired to become a "leader and innovator" (Durham College, 2003) in the field of accessibility. This year marks the development of Durham College's tenth Accessibility Plan. As such, it is a fitting time to reflect on the college's success in having achieved its foundational accessibility goal.

"Culture" is an elusive variable to measure. A culture of accessibility would be one wherein accessibility considerations have permeated the collective psyche of the college environment so as to become a natural way of approaching work and play. Psyche however, is difficult to capture. Therefore, the accessible culture is perhaps most reliably calculated as the degree to which accessibility has become visible at Durham College; what are the demonstrable indicators of an accessible culture?

For students, the face of accessibility is perhaps the Centre for Students with Disabilities (CSD) and since 2003, this office has seen many significant developments. Its placement on campus has been centralized; it has produced a comprehensive Faculty Guide to support classroom instruction; and launched a successful Poster Campaign to promote understanding and awareness of the diverse individual personal and learning needs on campus. Moreover, CSD has developed and delivered an extremely successful Transitions program for students transitioning to postsecondary education. Internal research regarding this program was funded by HEQCO (Higher Education Quality Council of Ontario). The HECQO research grant was the highest amount invested within the college system for research of this kind and has produced significant findings that will serve to improve the postsecondary experience for not only students at Durham College but for students nation-wide. By investing in CSD and accessibility research endeavours, the college has shown commitment to the student experience and has produced leading research findings in the accessibility field.

In 2007, the college instituted a Diversity Office with a mandate to promote an environment of inclusiveness and engaged concern on campus. Since inception, the office has participated in initiatives such as the Pangea Cultural Fair, International Education week, a RESPECT campaign and countless events all aimed to encourage an educational environment where each individual is free to achieve their potential free of attitudinal bias. The Diversity Office embodies the core values of Durham College that speak to respect, equal access and diversity (Durham College 2009); it is tangible, visible evidence of its commitment to ensuring an inclusive campus environment.

In 2008, the college opened its doors to 1000 athletes, coaches and team managers to host the Special Olympics Provincial Spring Games. The success of this momentous event was testimony of the extent to which Durham College's facilities had achieved barrier-free status. The games were made possible by the fully accessible Campus Recreation and Wellness Centre that was built in 2007 and introduced new and innovative services to students and employees such as chiropractic care, massage therapy and extended mental health services. In that year, the college also hosted the Healthy Athletes Expo and the Canadian Wheelchair Basketball Championships. In 2010, Durham College was selected as the site for the Durham Region Accessibility Expo. Evidently, Durham College is regarded as a premier accessible environment; a sought after community partner and preferred event destination.

Over ten years, countless faculty, staff and students have received training on various accessibility issues such as mental health awareness, Universal Design for Learning (UDL), emergency preparedness, and customer service. Paper and online productions such as Campus Health Centre's *Connections*, *Mental Health Report,* and UOIT's *Mindsight* study, as well as v*a*rious accessibility audits conducted by student groups and the Office of Accessibility, have served to facilitate ongoing training and awareness efforts. Additionally, the voice of individuals encountering barriers on campus have been amplified through feedback processes such as "You Speak, We Act", "Ask Durham" and the newly instituted "Ask Me" at CSD. Training, awareness and feedback procedures illustrate the college's concerted commitment to promote knowledge and understanding of accessibility concerns and to take action where barriers continue to exist.

Since 2003, Durham College has honoured and been honoured in the area of accessibility. It has conferred six Accessibility Advocate Awards to recognize excellence and commitment to accessibility on campus and was acknowledged by the Ministry of Community and Social Services who featured Durham College as a best practice story in accessibility planning in 2009. In 2011, the City of Oshawa and the Oshawa Accessibility Advisory Committee honoured Durham College with the Accessibility Improvement Award which was in recognition of the extraordinary steps the college had taken to improve services and access to individuals with disabilities. Durham College is a widely recognized accessibility success story.

Finally, an established leader in accessibility, Durham College offered an Accessibility Coordination certificate in the 2012 academic year. This certificate, which is the only of its kind in Ontario, will train the accessibility leaders of tomorrow. The college is an innovator in the field of accessibility planning; now

working to equip students with the skills to build an accessible society beyond campus boundaries.

Underlying all of these achievements has been the steady dedication of the Accessibility Working Group. Representing Student Affairs, CICE, Facilities, Residence, Human Resources, Faculty, Campus Health Centre, Campus Safety, Marketing, Communication and External Relations, School of Continuing Education, Library, Campus Recreation and Wellness Centre, Telecommunications and the Student Association, this backbone for accessibility on campus makes clear that accessibility planning is a collective commitment at Durham College.

This summary is not exhaustive and yet these initiatives, achievements, awards and honours collectively demonstrate an accessible mindset. It is a consciousness that has been driven by commitment, perseverance and accomplishment. Durham College embarks on its tenth planning year as a noted leader and innovator in the accessibility field. It has established an accessibility impetus that will continue to propel an intrinsically motivated and therefore, genuine commitment to continued accessibility on campus.

Introduction

Accessibility for Ontarians with Disabilities (AODA) legislation continues to roll out across the province and Durham College has realized success in meeting the requirements of provincial standards as they unfold. The college however, has not lost sight of its commitment to internal accessibility standards first developed ten years ago. While provincial law mandates compliance to regulated accessibility standards, Durham College continues to develop initiatives, build commitment and cultivate expertise in order to be an accessible community in its own right. In this environment, legislative requirements are met in part as a natural consequence; the outcome of existing infrastructure and mindset. On this tenth anniversary of official accessibility planning, Durham College continues to remain true to its originating objective to create campus-wide awareness and respect for accessibility concerns. Indeed, the culture of accessibility underlies all accessibility planning at the institution, legislated or otherwise.

Such internal impetus has been nurtured by ten years of investment in accessibility issues; investment in planning, policy, people and partnerships. Traditions born of this investment such as the Accessibility Advocate Award, the RESPECT campaign, Pangea, Mental Health Awareness Day and the You Speak, We Act feedback procedure, continue to frame a campus community where every individual is valued and welcomed to visit, work, play and study free of barriers.

It is clear that ten years of commitment has created fertile ground for the growth of individual excellence in accessibility at Durham College. This year's Accessibility Advocate Award winner, acknowledged Deborah Tsagris and the research she conducted, which demonstrated that targeted government funding for summer transition programs, improves postsecondary education experiences for students with learning disabilities and/or attention deficit disorders. Tsagris' study was recognized by the Higher Education Quality Council of Ontario (HEQCO) and published in two languages. Alice-Mary Harvey, a valued mental health nurse in the Campus Health Centre (CHC) and 2010 Accessibility Advocate Award recipient was recognized in June 2012 by the Canadian Mental Health Association (CMHA) for her work in providing mental health services to students. Such individual excellence is vital to institutional excellence as these campus leaders share their vision and expertise with their respective departments and with the students, faculty and employees they meet. In this way, individual excellence in accessibility inspires college-wide commitment.

As this report will illustrate, Durham College has successfully met its 2011 planning year objectives. The college has demonstrated full compliance with AODA's Customer Service Standard as evidenced by Ministry approval in October of the planning year. Additionally, planning for the AODA Integrated Accessibility

Standards Regulation, (IASR) has been initiated, hallmarked by the establishment of an Integrated Standards Steering Committee and the development of a comprehensive timetable outlining deliverables and critical dates. Lastly, in May 2012, proposed changes to the Policy Development Policy, which would ensure recognition of accessibility issues in all policy development, was approved by the Durham College Leadership Team.

For the current planning year, the college will continue in the vein of planning for AODA compliance whilst maintaining commitment to internally motivated initiatives that are beyond legislated requirements. Accordingly, the first objective for 2012 - 2013 will be to continue toward next steps in IASR compliance. Second, the college will aim to develop a coherent Mental Health Strategy to include continued attention to awareness initiatives and training. Finally, the college will endeavour to renew criteria and communication of the Accessibility Advocate Award; an award that has become central to the promotion of accessibility awareness and the acknowledgment of accessibility excellence on campus.

As always, Durham College's intention to be an accessible campus goes beyond provincial directives. At this, the outset of its tenth year in accessibility planning, Durham College marches to an ever stronger and stalwart internal accessibility mandate.

The Year in Review: Toward the Accessibility Objectives of 2011-2012

In the 2011-2012 planning year, the college sought to institutionalize the accessibility culture by formalizing accessibility systems. To this end, its objectives were to ensure AODA Customer Service Standards compliance, to lay the groundwork for the Integrated Accessibility Standards Regulation and to create and implement policy changes that would ensure the consideration of accessibility college initiatives. Progress made toward each of these 2011-2012 objectives is summarized below.

Objective 1: Review of AODA Customer Service Standards Compliance

In September 2011, the Ministry of Community and Social Services conducted a follow-up review of Durham College's Customer Service Standard Report. Documents describing college policies, practices and procedures governing the provision of goods and services were provided. This submission was approved in October 2011 marking confirmation of AODA Customer Service Standard compliance.

Customer Service Audit and Improvement Plan: Although Ministry Approval had already been granted for Durham College's Customer Service Standard compliance, the Office of Accessibility endeavoured to fulfill the 2011 goal of completing a Customer Service Audit and Improvement Plan. This audit examined the college's customer service achievements in the specific areas of policy development, training, feedback and documentation.

In the area of policy the college had revised the *Accessibility Policy* to include customer service considerations and had developed new policies and procedures to support accessibility and AODA standards: *Academic Accommodations for Students with Disabilities Policy*, *Alternate Format Course Materials for Students with Disabilities Policy* and *Notice of Service Disruption Procedure*. In terms of training, the audit reported that as of June 2010, over 1000 college employees had received instruction on the provision of accessible customer service. Finally, initiatives such as *You Speak, We Act*, the *Ask Durham* link on the college's website, the newly established accessibility email address accessibility@durhamcollege.ca and the dedicated voice-mail extension for accessibility (ext. 3042) together provide a multitude of ways for individuals to voice accessibility concerns. Once feedback is received, the Office of Accessibility forwards the input to the appropriate department. A person using one of these avenues to express feedback receives a response from the college within 5-10 business days.

Upon completion of the audit, the Office of Accessibility developed a Customer Service Improvement Plan which outlined nine recommendations for further enhancements to customer service. This plan can be found in Appendix C.

Although not a Ministry mandated directive, the Improvement Plan reflects Durham College's internal dedication to tracking and promoting accessible customer service. Accordingly, the implementation of this Improvement Plan is a goal of the 2012-2013 planning year.

RESPECT Campaign Implementation: In September 2011, the Diversity Office launched its RESPECT campaign designed to promote a welcoming and inclusive campus environment. A series of events and training sessions were implemented over the 2011-2012 academic year including celebrations for Diwali, Chinese New Year, Black History Month and International Women's Day. These events were in addition to the annual tradition of Pangea, a cultural show to celebrate diversity on campus. Training for faculty, staff and students included sessions on Cultural Diversity, Diversity in the Classroom, Human Rights, and Diversity in the Workplace. The RESPECT campaign establishes a milieu of inclusiveness on campus and as such, it is a fundamental foundation to the success of accessibility efforts.

Review of *Navigating the Journey to Wellness: The Comprehensive Mental Health and Addictions Action Plan for Ontarians*: In order to ensure that the college's mental health strategy is in alignment with the provincial plan, it aimed to conduct a thorough review of the *Navigating the Journey to Wellness* document published by the province in 2010. A comparative analysis of Durham College's mental health efforts to date in relation to the recommendations of the provincial plan was conducted. It was found that the college has established initiatives that coincide with provincial recommendations in the areas of Crisis Response, Primary Care and Employment. Specifically, CHC's *Connections* document, their mental health training, and interdisciplinary model of care reflect provincial suggestions in regards to Crisis Response and Primary Care. Human Resources' various employee wellness initiatives such as the Wellness page on ICE, monthly wellness lunches and the Employee Assistance Program are college initiatives that meet provincial recommendations for Employment. Although the provincial report was not intended specifically for educational institutions, the correlations between the recommendations therein and Durham College's practices, is assurance that the institution is promoting wellness in its ongoing initiatives. Further attention to mental health on campus will be discussed as an objective of the current planning year.

Objective 2: Planning for Integrated Accessibility Standards Regulation

The three AODA standards of Information and Communications, Employment and Transportation that follow the Accessibility Standards for Customer Service have been combined under one regulation known as the Integrated Accessibility Standards Regulation (IASR). The requirements of this integrated regulation will be phased in between 2011 and 2025. The primary objective of the college's 2011-

2012 accessibility plan in relation to the IASR was to achieve a broad understanding of the legislation, upcoming deadlines and to lay the necessary groundwork for IASR fulfillment.

Three of the Information and Communication standards had a deadline requirement of January 1, 2012. These were standards regarding Emergency Preparedness Plans, Emergency Response Information and Accessible Website Content. Durham College has completed its Emergency Preparedness Plan which included poster development, emergency procedure development and campus safety websites. A lockdown simulation was conducted in May 2012 and a second simulation is scheduled for Fall 2012. The CIRENS emergency communication tool was also installed. In regards to Emergency Response Information, a form has been developed by Human Resources to gather individual emergency response information from employees. This form will be rolled out Fall 2012. Finally, existing websites and web content have all been updated to conform to IASR regulation.

Identify Roles of Leadership, Faculty and Staff: In order to lead IASR compliance efforts, the college aimed to identify the roles and responsibilities of leadership, faculty and staff. Toward this end, an AODA Senior Steering Committee was created in November 2011. Committee membership includes the Vice President, Student Affairs, Vice President, Academic and Vice President, Human Resources. Moreover, the department of Human Resources, which is represented on the provincial College Forum Committee that is working on an AODA tool kit for colleges, developed a comprehensive AODA IASR master plan which tables AODA requirements, deadlines for compliance and the department or individual responsible for ensuring timely completion. This master plan will ultimately serve to satisfy AODA's requirements for a multi-year accessibility plan and will guide the college's work toward IASR implementation.

Develop Awareness and Training Plan: While accessibility awareness and training has been ongoing since 2003, the college endeavoured to develop training specific to IASR in the 2011-2012 planning year. To this end Edie Forsyth, a community member of the Accessibility Working Group and Corporate Director of Accessibility Experts in Oshawa, conducted a presentation titled *Integrated Standard: What You Need to Do to Implement It* to the Accessibility Working Group in November 2011. This information was brought back to the respective departments of Accessibility Working Group members.

Durham College AODA Coordinator: Discussion amongst the AODA Steering Committee and the Durham College Leadership Team led to the conclusion that an AODA Coordinator was not necessary at this time with funds better served to support the implementation of the multi-year AODA plan. Instead, Durham College and UOIT have partnered to review the AODA Information and Communication

Standards activities and actions plans and will explore future opportunities to collaborate on our AODA mandates.

Plan for Universal Design for Learning (UDL) Implementation: The College has a standing commitment to institute UDL principles in all academic activities. Durham College has made significant advances toward transitioning to UDL in the classroom. In the 2011-2012 year, 27 new faculty were part of a revised Teaching Certificate Program that includes instruction on UDL guidelines. Ultimately, participants in this program are required to design a comprehensive course outline based on UDL principles. Incoming faculty who complete this program, will have a thorough understanding of UDL and will subsequently serve as UDL leaders in their respective departments.

The Centre for Academic and Faculty Enrichment (CAFÉ) has served a pivotal role in promoting awareness and knowledge in UDL principles. In the past year, it developed a new section on their website devoted exclusively to UDL. The revised site includes information on how to approach course outlines, curriculum, lesson plans, learning materials and assessment methods from a UDL perspective. Further, CAFÉ partnered with UOIT to create an AODA Accessible Training Module for faculty. This module satisfies the IASR requirement for educational institutions to provide training related to accessible program delivery. CAFÉ has also established a partnership with CSD to develop a video titled "How Students Learn" and is working proactively with faculty to transcribe videos for classroom use ahead of term start-up.

Objective 3: Accessibility Policy and Procedure Guide
In the 2011-2012 planning year, Durham College sought to formalize accessibility on campus by instituting accessibility considerations at the policy level. To this end, it planned to create and approve a policy statement that would ensure systematic consideration of accessibility concerns at the outset of planning.

Accordingly, the Accessibility Working Group developed a proposal requesting that the Policy Development Policy include specific directives with regards to accessibility. The proposed changes included the addition of three statements: first, a declaration of the college's commitment to providing a fully accessible, barrier-free learning environment; second, a provisional statement as to how accessibility and AODA standards were considered in the development (or review) of the policy and finally, a statement verifying that inclusiveness, accessibility and AODA standards were fully considered in development of the policy. This latter statement is one that must be satisfied prior to submission for approval.

These proposed additions to the Policy Development policy were approved by the Durham College Leadership Team and the revised policy will come into effect in

December 2012. By ensuring that all policy considers accessibility at the development stage, this change will assure adherence to AODA standards and serve to uphold the college's commitment to accessibility. Indeed, this revised Policy Development policy makes regard for accessibility an official part of all college procedures.

Other Achievements

While the above achievements relate specifically to the planning objectives of the 2011-2012 year, the college has realized several accessibility successes that reflect ongoing work towards goals of years past. Since the official inception of accessibility planning, the college has devised yearly themes which serve to provide overarching inspiration for that year's planning efforts. As discussed, the originating theme was to establish collective commitment to the development of an accessible culture on campus. The years that followed were guided by the themes of Partnerships, Research, Self Determination, Raising Awareness, Broadening the Disability Spectrum, Customer Service, Teaching and Learning and Institutionalizing Accessibility. The accessibility initiatives and achievements beyond the outlined objectives for the current planning year, speak to the college's commitment to maintaining accessibility momentum and to keeping the themes of previous years alive. The following 2011-2012 achievements are listed in alphabetical order. Collectively they serve to sustain the original vow to develop a culture of accessibility on campus. Individually, they may be viewed as supporting one or more of the annual accessibility themes of former planning years.

Research and Recognition: In the 2006 planning year Durham College established the Accessibility Advocate Award to recognize and honour leaders in the college community who demonstrate best practices and offer exemplary services to individuals living with a disability. This year's recipient, CSD Learning Strategist Deborah Tsagris, was recognized for her three year research effort into evaluating postsecondary supports for students with learning disabilities. Deborah's research, supported by HEQCO funding, culminated in a paper titled "*Evaluating Postsecondary Education Supports for Ontario Students with Learning Disabilities*". Her paper pointed to the effectiveness of transition programming in encouraging student service-use among students with disabilities. This service use was positively correlated to student success in college and university. It is interesting to note that students' reported satisfaction with CSD has increased in the years since Deborah began her work. Deborah presented her research on behalf of Durham College at four national and international conferences this year.

Canadian Mental Health Association (CMHA) Extraordinary Persons Award: In June, 2012, CMHA Durham honoured CHC mental health nurse Mary Alice Harvey with their *Extraordinary Partners* Award. Mary Alice, last year's Accessibility Advocate Award recipient, was recognized for her exceptional work in collaborating on

numerous projects with CMHA to improve mental health services to students. Mary Alice's work and the enthusiasm for mental health that she inspires will serve as a significant support to the college's achievement of ongoing mental health objectives.

Centre for Students with Disabilities: The CSD realized several notable accomplishments in the past year: the number of students served increased, momentous research findings were delivered, improvements to automated services were made and overall student satisfaction as measured by Key Performance Indicators increased.

Among CSD's most notable achievements was the launching of the *Strengths Based Planning Program* for students with disabilities, an initiative developed in partnership with Career Services. This project was inspired by statistics revealing that employment rates for individuals with disabilities seeking work are much lower than the non-disabled population. It is clear that individuals with disabilities continue to confront systemic barriers in employment. Consequently, the *Strengths Based Planning Program* is designed to provide career preparation and planning for students with disabilities, while providing a comfortable forum for students to discuss any issues or concerns they might have relating to disability disclosure in the workplace. Students who are feeling uncertain about their choice of program or career path will have the option of taking vocational assessments which link interests and aptitudes to the HDRC occupational classification system.

CSD also piloted coaching services for students with learning disabilities and Attention Deficit Hyperactivity Disorder (ADHD). This coaching service, delivered by disability counsellors who achieved Board Certified Counsellor designation, includes the encouragement of concrete goal setting and weekly reminders to help students stay on track. This service will be further promoted to students in the 2012-2013 year.

The CSD also developed two short length videos; one a promotional video for prospective students and the second, a self-advocacy video. Both videos will be featured on the CSD website and on YouTube.

Finally, a new "Ask Me" section was created on CSD's website. This feature will allow students to communicate with CSD via texting and Skype in addition to the traditional email and telephone methods. This new technology will serve to reduce response wait times and will also provide a more personalized connection between CSD and the students it serves.

Facilities: Facilities partnered with CSD this past year to discuss feedback from students in regards to accessibility concerns relating to the built environment and is also partnering with Communications and Marketing to investigate and report on

"way finding" on campus. This latter report will examine map kiosks, floor plans, LCD monitors, raised lettering and smart phone applications to investigate the "way finding" experience at Durham College.

Additionally, Facilities began several notable accessibility projects in the 2011-2012 planning year such as the review of the universal design concept with project architects, the installation of height adjustable tables and ergonomic seating in classrooms and the ongoing renovation of existing public washrooms to remove doors for barrier free entry.

Mental Health Initiatives: Initiatives designed to promote mental health and raise awareness of mental health issues are ongoing at the college. Traditions such as Mental Health Awareness Day, designed to increase awareness of mental health issues and community supports and Mental Health First Aid training continued this past year with great success. Mental Health Awareness Day featured exhibitions by 14 mental health services and 24 support staff participated in Mental Health First Aid training. Additionally, CHC launched a revised *Connections* document; a publication that provides faculty and staff with detailed information on assisting students in distress. CHC also expanded community partnerships with Lakeridge Health and CMHA.

To promote mental health services in Residence, CHC created a Residence Outreach Worker position. The Outreach Coordinator is located in residence and responsible for delivering mental health outreach and support service coordination to students. This position will help to ensure timely response for students experiencing mental health issues while in residence and will serve to complement campus services that may be unavailable during evening and weekend hours.

Finally, CHC partnered with various community health services to orchestrate Mind Your Body Day in Fall 2011. This event was designed to promote awareness of the mental health support services that are available both on campus and in the community. The day featured displays from organizations including Canadian Mental Health Association Durham, Creating Opportunities for Personal Excellence Mental Health and the Durham Rape Crisis Centre.

Office of the Registrar: The Office of the Registrar received approval to install 4 accessible kiosks. These will be located in the Student Services building, the Computer Commons and reception at the Whitby campus. Accessibility features of these kiosks include installation at wheelchair and scooter height, adaptive technology, Dragon software and headsets. Moreover, a station for a Student Services representative was added to the accessible desk of the Student Services building front counter to further facilitate student assistance.

Further details on these and other achievements are outlined in the *Accessibility Plan 2011-2012 Progress Report* found in Appendix A.

Looking Forward: Accessibility Objectives for 2012-2013

Renewing the Accessibility Promise

Since the introduction of the AODA Customer Service Standard in 2008, Durham College's accessibility planning has followed two tracks: work designed to respond to externally mandated ministry requirements and work that upholds internal motivation toward accessibility initiatives inspired by a commitment to create a fully accessible campus culture. Durham College has been dedicated to learning about, understanding, and implementing AODA requirements as it simultaneously develops ideas, initiatives and plans that are sculpted to the specific accessibility needs of its own campus community. As AODA legislations intensifies with the IASR standards of Information and Communication, Employment and Transportation, Durham College's internal accessibility mandate endures.

In the face of ever increasing external requirements, the theme of the 2012-2013 plan is one of internal renewal; a rejuvenation of the foundational promise made in 2003 to create a culture of accessibility on campus. Revisiting and reinforcing this core pledge will renew the college's accessibility roots. Thus while legislative requirements are a significant element of the accessibility work to be undertaken as planning progresses, legislation is not the driving element of accessibility efforts on campus. Durham College aims to be driven by the originating and ever-true vision to develop a culture wherein individuals with disabilities experience a campus life free of barriers to success.

The college's dedication to accessibility beyond AODA legislation is captured in three planning objectives for the current year. These objectives and their corresponding goals are outlined below.

Objective 1: AODA Implementation

AODA is focused on ensuring the accessibility rights for people living with disabilities. To this end, it has developed five standards that outline accessibility requirements for public and private organizations that provide goods and services to the public (Dosis and Coffey, 2012). As noted, Durham College has successfully met the requirements of the first Customer Service Standard although it continues to work toward its own Improvement Plan in this area. The Information and Communication, Employment and Transportation standards that follow have been harmonized into one regulation known as the Integrated Accessibility Standards (IASR). The requirements for IASR are being rolled out with compliance deadlines ranging from January 2012 to January 2025. The college will meet its AODA Implementation objective via the following goals.

<u>Goals</u>:

1. <u>Develop and Implement Plans for IASR 2013-2014 Compliance</u>. This goal will involve examination of the IASR standards in order to extract and delineate those requirements whose compliance deadlines are in the 2013 and 2014 years. This goal will be facilitated by the already developed Integrated Accessibility Standards Regulation table, completion of which will guide IASR compliance work. It will also be facilitated by the *Integrated Accessibility Standards Tool Kit for Ontario Colleges*, a reference guide for IASR implantation at the college level.

2. <u>Develop and Implement Diversity 2.0 Initiative</u>. This goal will involve development of the 2012-2013 Diversity Initiative on campus. Led by the Diversity Office, this initiative will be promoting diversity awareness through training and communication geared toward staff, faculty and student leaders. This initiative serves to set the backdrop for AODA compliance.

3. <u>Continue UDL Awareness and Training</u>. This goal will involve the development of a plan towards continued promotion of UDL awareness and training. A preliminary step in this plan will be to establish an overall aim for UDL awareness and faculty training for the 2012-2013 year, subsequent evaluation of services already provided toward this end and corresponding identification of work left to be done. Once the outstanding needs are identified a plan for development and delivery of initiatives will be developed.

4. <u>Implement Customer Service Improvement Plan</u>. As part of the college's self-examination of Customer Service Standard compliance efforts, it developed a list of recommendations for improvement in this area. These recommendations can be found in Appendix C. To complete the recommendations of this Improvement Plan, a chart will be developed outlining each recommendation, the associated steps to completion, the department responsible for implementation, and proposed completion date.

Objective 2: Develop and Implement a College Mental Health Strategy

The mental health of postsecondary students is an issue of ever increasing concern across Canada. A 2004 report by the University of Montreal and CMHA found that of the 6000 undergraduates surveyed across Canadian Campuses, 29% reported elevated levels of psychological distress, 47% reported stress, 32% reported worry and sleep loss, 31% reported depression and 32% reported hazardous drinking (Adlaf, Demers & Glicksman, 2004). The Canadian Counseling Centre Survey in 2005 reported a 92% increase in students with severe psychological problems, 89%

increase in the severity of mental health issues and a 97% increase in the number of counseling centre clients taking psychiatric medication in the past five years (as cited in COU, 2008). In addition to concerns regarding student populations, the mental health of the general population has received considerable attention in recent years; with increased media attention and awareness campaigns. Given this climate, Durham College will aim to continue to work toward mental health awareness initiatives and supports on campus. Work in this area for the current planning year will centre on the goals outlined below.

Goals:

1. Establish a Mental Health Subcommittee. A subcommittee of Accessibility Working Group members will be struck in order to focus and lead the work required to achieve goals 2-4 of this objective.

2. Submit Communities of Interest Proposal. In June 2012, Durham College submitted a Communities of Interest proposal to the Evidence Exchange Network wherein it planned to partner with Ontario Shores for Mental Health Sciences in order to generate knowledge of student mental health and create de-stigmatization practices. While this proposal was not granted for the 2012-2013 year, the Review Committee provided feedback with respect to the application and noted their intention to open a "second call" for Communities of Interest proposal in the coming year. Accordingly, the college will work on the revision and resubmission of this proposal in the 2012-2013 planning year.

3. Develop and Implement Mental Health and De-stigmatization Initiatives. Led by the Mental Health Subcommittee, the college will conduct an overview of mental health and de-stigmatization initiatives implemented on campus in recent years. This report will include the nature, intent and participants of each initiative and will serve to reveal the areas of outstanding need. From this analysis, a plan for the current year will be developed.

4. Create and Provide a Program for Mental Health Professional Development. The college will aim to develop professional development resources and workshops on topics related to mental health. In order to determine the nature of resources and/or workshops required, a brief survey of staff, faculty and senior administrators will be developed to gain an understanding of areas of greatest interest and need for the various target audiences. Following this appraisal, a corresponding professional development plan will be developed for the 2012-2013 planning year.

Objective 3: Review of Accessibility Advocate Award

Durham College began the tradition of conferring an Accessibility Advocate Award in the 2006 planning year. This award was developed in reflection of the college's commitment to build an environment that puts accessibility at the forefront. It celebrates innovation and outstanding work in the field of accessibility and is presented annually to an individual who exemplifies best practices and principles of inclusiveness.

Since inception, recipients of the Accessibility Advocate Award include: John Draper, an entrepreneurial graduate who developed the Together We Rock! Organization designed to inspire accessible community building; Lynn Connaty, CICE Coordinator who championed the CICE (Community Integration through Cooperative Education) program at Durham College; Willona Blanche former director of the CSD and Accessibility Working Group co-chair; Mary Alice Harvey a specialist in psychiatric nursing who works with students in the Campus Health Centre and with our community partners; the Early Childhood Education program team for ensuring inclusiveness in the ECE program; and Deborah Tsagris for her successful research efforts into transition supports for postsecondary students with disabilities.

As evidenced by the range of recipients, this award celebrates the wide-ranging accessibility efforts of the college. As such, the Accessibility Advocate Award symbolizes the college's collective commitment to accessibility. In recognition of the importance of this award in upholding and commemorating an accessible campus culture, the college will endeavour in the 2012-2013 year to examine the ways in which the award is profiled, conveyed and conferred.

Goals:

The following goals are designed as a means of conducting a thorough review of the parameters, profile and communication of the Accessibility Advocate Award:

1. Accessibility Working Group Discussion to revisit the nature, intent and current relevance of this award. The outcomes of this discussion will serve to frame the development and implements listed under goal 2 below.

2. Development and Implementation of the following measures:

    a. Call for Nominations Process to include both the criteria for who may nominate persons for this award and whether individuals may nominate themselves.
    b. Eligibility Criteria to include the parameters defining the nature of the accessibility work and initiatives that may be considered for this award.

c. <u>Selection Process</u> to include a quantifiable evaluation rubric against which nominees are measured.
   d. <u>Communiqué</u> to the college community outlining all of the above.
   e. <u>Terms of Reference for Accessibility Advocate Award Selection Team</u> to include consideration of who is eligible to serve and the length of a selection team member's term.
   f. <u>Presentation Strategic Plan</u> for college and community media coverage of award conferral.

Conclusion

In order to ensure continued momentum in accessibility, the coming ten years will require a strong commitment to the principles of Universal Design. While AODA provides a framework for compliance, Durham College strives to reach beyond compliance. Full inclusion, after all, is the central indicator of our success as a college that values equally the rights of every member of our community. With over 4 million Canadians with disabilities participating fully in all aspects of work, community and learning, our commitment to equality will be evidenced by the extent to which we *plan for* accessibility rather than *reacting to* requests for accommodation. Universal Design will provide Durham College with the framework necessary to move forward with this approach.

Communication of the 2012-2013 Accessibility Plan

By the time of public posting on September 30, 2012, the draft Accessibility Plan 2012-2013 will have been approved by the membership of the Accessibility Working Group and the Durham College Leadership Team and will be presented for information to the Durham College Board of Governors. The final plan will reside with the Accessibility Working Group who will be responsible for overseeing its implementation and evaluation.

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APPENDIX A

Accessibility Plan 2011-2012 Progress Report

Objective 1: Review of AODA Customer Service Standard Compliance

Goals: The college will review achievements, identify any gaps in compliance, and develop initiatives to demonstrate continuous improvement in the area of customer service.

Initiative	Department	Status	Progress to Date/Planned Adjustments
1. **Customer Service Standard Audit** This goal involves a full review of compliance with the Customer Service Standard in order to identify any areas that have not been fully addressed. This review will include extensive examination into initiatives in the areas of: policy development, faculty and staff training, feedback procedures and all information and communication methods.	Office of Accessibility	Completed	In September 2011, the Ministry of Community and Social Services' Accessibility Directorate Office conducted a follow-up review of Durham College's 2010 Customer Service Standard Report. Documentation describing our policies, practices and procedures governing the provision of goods and services to persons with disabilities and documentation regarding our feedback processes were provided to the Ministry. Our submission was approved on October 28, 2011.
	Accessibility Working Group	Completed	Customer Services Standards audit is completed and was shared with Accessibility Working Group at the March 1, 2012 team meeting. The report was also submitted and approved for implementation by DCLT in June 2012.
2. **Customer Service Improvement Plan**	Office of Accessibility	Completed	Customer Service Improvement Plan was created in conjunction with the Customer Service Standards

Following the completion of the Customer Service Standard audit, an improvement plan will be developed to first, address any shortcomings in compliance and second to ensure continuous progress and commitment to accessible customer service.			audit and report based on recommendations within the report. The Improvement Plan will be implemented as part of the 2012-13 Accessibility Plan.
3. **RESPECT Campaign Implementation** This campus-wide campaign is prepared to be launched in the Fall of 2011. The events and initiatives of this campaign, designed to ensure that respect is an integral part of campus culture, will be reviewed and incorporated into the master accessibility plan of Objective 3 below.	Diversity Office	Completed	RESPECT Campaign was launched at the Employee Town Hall in May 2011 and was positively received by staff and faculty. Materials and information about the campaign were provided to staff at the Campus PD Day. The feedback from staff has been positive with many members reaching out to ask how they could get involved. Developed partnerships with the Student Association, Student Clubs, and UOIT and attended various events to promote the campaign. Provided training to new faculty members, First Generation peer mentors, DC Crew members, 3 Communication classes, School of Justice classes,

			International Students, Residence Advisors, and Athletics groups.
4. **Review *Navigating the Journey to Wellness: The Comprehensive Mental Health and Addictions Action Plan for Ontarians* report**.	Office of Accessibility	Completed	This report, presented by the Ontario Legislative Assembly of Ontario, was reviewed and although the report and recommendations do not address situations directly affecting postsecondary education, the college has developed and strategies that support some of the recommendations proposed in the review. Crisis Response: p. 8 • *Connections* crisis information for faculty. • *Training for staff and faculty on connections document.* • Mental Health First Aid training for more staff and faculty. • SAP and EAP programs for students and employees. Primary Care: p. 10 • CHC's Interdisciplinary Model provides both medical and counselling services to support student wellness. • CHC physicians will refer students in need of mental health support to the centre's counseling department. Referral and relationships with our community partners and decisions for care for the students.

			Employment: p. 11-12
			- Human Resources has a Wellness page on ICE which promotes upcoming events, newsletters, links to internal and external services, and our Employee Assistance Program (EAP). - Monthly wellness lunch and learn sessions are offered to all employees. - An employee wellness survey was conducted in March 2012. - Human Resources offers support through workshops and individual appointments with employees on how to research and prepare for career opportunities, resume writing, and preparing for job interviews. - EAP program which includes services online, over the phone and face to face. - Campus Recreation and Wellness Centre offers an employee discount for gym memberships. - Durham College Social Committee offers fun events throughout the year for employees and their families.

Objective 2: Planning for Integrated AODA Standards

Goals: The integrated standards harmonize requirements across the three standards of Information and Communication, Employment and Transportation and include specific requirements for each. Integrated Standards will be phased in between 2011 and 2021 and the AODA is developing tools and resource materials to assist organizations in meeting the requirements.

Initiative	Department	Status	Progress to Date/Planned Adjustments
1. Master Accessibility Plan The primary goal for this objective is to develop a master plan to prepare for the Integrated AODA standards; a roadmap for developing a broad understanding of this legislation and the steps necessary to reach compliance. This master plan will define the ways in which Durham College will meet AODA requirements and will aim to integrate existing and new initiatives into one overarching accessibility strategy.	AODA Steering Committee	Ongoing	Kelly Bailey created a comprehensive table illustrating the AODA Integrated Accessibility Standards Regulations. This table will be used as the foundation for the 5 year AODA Master Accessibility Plan. The Durham College Leadership Team will complete the table outlining their departmental strategies to ensure that Durham College is compliant with the Integrated AODA Standards. Angie Rosati has been contracted to write the 5 year plan. The plan will be presented to DCLT for approval in August 2012.
1.a) Identify Roles of Leadership, Faculty and Staff The roles and responsibilities of the leadership, faculty and staff at Durham College as they relate to the AODA standards will be outlined and	Office of Accessibility VP Student Affairs V.P. Academic V.P. Human Resources	Completed	An AODA Steering Committee was created including Judy Robinson, VPA who will take the lead on the Information and Communications standards and Ken Robb, VP, Human Resources, who will lead the Employability standard. The committee will also be supported by Kelly Bailey, Meghan Houghton and Chris Hinton. Kelly Bailey represents Durham College on College Forum, a provincial committee that is working

| approved. | | | collaboratively with other colleges to create an AODA tool kit that will supply colleges with training templates, recommendations for the emergency preparedness & plans, and policies.   The group has submitted a proposal to Colleges Ontario for funding for the project.   Two colleges will take the lead on this similar to Customer Service standards.

Ken Robb & his team developed and launched the Emergency Preparedness Plans in accordance with the January 1, 2012 compliance date.

The Emergency Preparedness Plan included the following processes/initiatives:

Emergency posters-COMPLETED

• all full-time staff have a desk copy
• all large and mediums have been posted
• text base posters have been completed

Emergency procedures –COMPLETED

• all procedures have been completed and approved
• will be posted on websites mid-July to Aug (as we revamp all Campus Safety websites for consistency)

Campus Safety websites-IN PROGRESS

• all websites (DC, ICE and UOIT) will be revamped over the summer to ensure |

			consistency and accessibility. All content will link back to one site for ease of updating in one place. • websites will include all Campus Safety information as well as posters (different locations, fire alarm stages and text base for accessibility purposes), emergency procedures etc. Lockdown simulations-PARTIALLY COMPLETED • North campus had a simulation on May 23rd • UOIT south campuses had a simulation on June 20th • Whitby campus to be scheduled • North campus will have another simulation in September when students are back CIRENS emergency communication tool-COMPLETED • the system has been installed and staff have signed up for notifications • will continue to work through kinks in the system as they arise • will add student notification contact information in September

| 1.b) Develop Awareness and Training Plan

A plan to develop campus awareness and staff and faculty training on the AODA Integrated standards and Durham College's Master Accessibility Plan will be developed | V.P. Human Resources | | Submitted presentation and support for the AODA plans were presented to DCLT.

Edie Forsyth, Accessibility Experts presented AODA regulations to Accessibility Working Group in November 2011.

The Office of Campus Safety successfully planned and performed Durham College's Emergency Lockdown drill on May 23, 2012. A full awareness plan was developed and launched to ensure all faculty, staff, students, community members and emergency response partners were fully aware and prepared for the drill. A second lockdown drill will take place in Fall 2012 when students return to campus. |
|---|---|---|---|
| 1.c) Durham College AODA Coordinator

Investigation into the requirements and funding for the recruitment of Durham College AODA Coordinator will be undertaken. | AODA Steering Committee | | The AODA Steering committee and the Durham College Leadership Team discussed the possibility of recruiting a Durham College AODA coordinator and decided not to fill the position this year. Funds are allocated to support the implementation of our AODA plan.

Durham College and UOIT agreed to work collaboratively and share best practices on AODA related matters. |

1.d) Plan for UDL Implementation	CAFÉ	Ongoing	The Durham College Teaching Certificate Program has embedded UDL guidelines throughout the curriculum and models it in the delivery. The current cohort in this program consists of 27 new faculty members. The first course in the program, Teaching Methodologies, has introduced UDL as well as assessed the participants in designing lesson plans based on UDL guidelines. In the next course, Curriculum Design and Development, students will have the opportunity to design a course outline that threads UDL principles throughout the curriculum. The 27 new hires for 2011-2012 will have a solid foundation in using UDL guidelines to create accessible curriculum.
As identified in the Durham College 2011-2012 Strategic Plan, the leadership team will develop a plan to implement UDL into academic activities. This will involve identifying the requirements and funding needed for a dedicated UDL specialist in the Centre for Academic and Faculty Enrichment (CAFÉ) and the development of a UDL training session for all faculty.			
			UDL was introduced at the Program Coordinator's meeting using a short video and handout of "easy to implement" UDL principles. Coordinators were asked for feedback on how to bring the message back to faculty. Suggestions were made to give faculty time in the spring to attend workshops on how to "revise" their current course outlines to include UDL guidelines.
			The CAFÉ has added a comprehensive UDL section to the Curriculum Development section of their website that is rich with resources and links. This

			UDL resource page houses an abundance of simple, practical examples of UDL principles, checklists, videos and much more that faculty can implement into their courses easily and immediately.
			The CAFÉ is working with UOIT to creating an AODA Accessible training module for faculty to ensure compliance with Section 16 (see below) This module is in the final stages of development.
			16. (1) In addition to the requirements under section 7, obligated organizations that are school boards or educational or training institutions shall provide educators with accessibility awareness training related to accessible program or course delivery and instruction. *Obligated organizations that are school boards or educational or training institutions shall keep a record of the training provided under this section, including the dates on which the training is provided and the number of individuals to whom it is provided.* *(3) Obligated organizations to which this section applies shall meet the requirements in this section in accordance with the following schedule:* *1. For large designated public sector organizations, January 1, 2013.*
			The CAFÉ is currently working on a process to facilitate faculty requests to transcribe videos. Meetings have occurred with the CSD to begin establishing a process to identify programs where students are enrolled in need of transcription ahead

			of time so resources are available at the start of the academic year. All new videos and multimedia projects produced by the CAFÉ are compliant with accessibility guidelines prior to their release.
	CAFÉ and Centre for Students with Disabilities (CSD)	Ongoing	The CAFE and CSD are partnering to create a UDL video on "How Students Learn." The CAFE and CSD are exploring a partnership to support both students and faculty concerning challenges with accommodations.

Objective 3: Accessibility Policy and Procedure

Goals: A formalization of the accessibility culture via documented policy would ensure that the accessibility atmosphere at Durham College becomes rooted in everyday practices.

Initiative	Department	Status	Progress to Date/Planned Adjustments
1. **Policy and Procedure Development** The college will create and approve a procedural guide that includes a list of requirements, developed in accordance with the AODA standards, to be used	HR Department and Accessibility Working Group delegates	Completed	The Accessibility Working Group submitted a proposal to DCLT requesting to include directives into the Policy Development policy that will outline how the institution can ensure its commitment to meet accessibility and AODA standards though policy renewal. Durham College's Policy Development policy and procedure will be revised to include descriptions regarding accessibility and AODA mandates.

during the creation of new policies and procedures to ensure systematic AODA compliance. Moreover, the procedure may be used as a check against which existing policies and procedures can be measured.			DCLT approved the proposal and the Policy Development policy will be amended in December 2012. Check lists and guidelines are currently being developed in the form of an Integrated Accessibility Standards Toolkit by the AODA College Forum.
	Office of the Vice President, Academic	Completed	As part of college's regular policy review process, the Missed Exams policy and procedure were updated allowing for more flexibility and accommodation for students who may have missed exams for reasons relating the Ontario Human Rights code.

Other 2011-2012 Accomplishments/Updates

List all other accomplishments, updates, initiatives, and/or project status relating to accessibility that cannot be captured within the objectives noted above.

Initiative	Department	Status	Progress to Date/Planned Adjustments
Recognition and Awards	Accessibility Working Group	Completed	Deborah Tsagris' research sought to evaluate the educational quality of student services designed to ensure access to postsecondary education for students with learning disabilities and/or AD/HD through a research project funded by HEQCO. Her research has been recognized by HEQCO, recently being published in two languages and widely profiled in HEQCO media releases. Deborah Tsagris was nominated and received the 2011-12 Accessibility Advocate Award. She was recognized by the group in May 2012, and will be

			acknowledged at the Staff Appreciation Banquet in October 2012.
	Campus Health Centre	Completed	Mary Alice Harvey was presented with the "Extraordinary Partners Award" from the Canadian Mental Health Association Durham, on June 28, 2012. Mary Alice received this recognition for her extraordinary ability in collaborating on numerous projects with CMHA and in her ability to provide services to our students through partnering with the CHMA within the counselling department of the Health Centre.
	Centre for Students with Disabilities	Completed	Deborah Tsagris presented her HEQCO research at the CACUSS Conference held at Brock University in June. She will also present this study at the international AHEAD conference held in New Orleans in June 2012.
Continued fulfillment of accessibility mandate and AODA standards.	Communications, Marketing and External Relations	Ongoing	The redesign of the college's website included the elimination of non-accessible features. For instance, 90-99% of YouTube videos posted on the web are closed captioned.
	Communications, Marketing and External Relations	Ongoing	Communications Department has purchased a software package for the digital signs on Campus and that will impact processes for Notice of Disruption and Emergency messaging. The team is implementing the software in the next few months, and once established they will start formulating a process behind messaging.

	Communications, Marketing and External Relations	Ongoing	Communications team has investigated new colour scheme that will be used for both Digital Signage, and the college website. The team is currently making all new material comply with the WCAG 2.0 AA web standards for colour accessibility (which is a step above the AODA standards). There is still some older graphics on the website using the older colours, but they are slowly being replaced and phased out with the new ones.
	CICE Program	Completed	CICE offices have been expanded into tutorial rooms so students can meet together in groups to support student engagement. Offices have also been equipped with automatic doors. Program has acquired new computers with accessible software.
	Athletics Dept.	Ongoing	The Athletics Department continues to be the host site for wheelchair sport training such as the rugby training camp.
	Campus Health Centre	Completed	Launch of revised *Connections* document to Durham College and UOIT. *Connections* provides faculty and staff with detailed information about how to assist students who are in distress and promotes mental health awareness on campus. Partnered with Canadian Mental Health Association, Durham Branch, on a two-day Mental Health First Aid workshop for 24 support staff;

			Hosted Mental Health Awareness Day, which featured 14 community mental health service providers in an effort to increase awareness of mental health issues and community supports; Expanded community medical partnerships to improve student health services. This includes memorandums of understanding with Lakeridge Health and the Canadian Mental Health Association.
	Facilities	Completed	2nd elevator project for the Gordon Willey Building.
	Facilities	Completed	Arrange meeting with Centre for Students with Disabilities to discuss and record complaints and suggestions reported by client students. This action leads to further short-/long-term actions.
	Facilities	In process	Review use of 'universal design' concept with capital project architects including cost, legislation, best practices, Integrated Accessibility Standards. Planning to do this coinciding with 2012 and future renovation projects.
	Facilities	In process	Audit food service counter heights
	Facilities	In process	Q-Nomy kiosk interface to accommodate disabilities. Audit/review Q-nomy kiosk installation re: accommodation for blind, and height for

			mobility-assisted persons.
	Facilities	In process	Purchase and install height-adjustable table (1 per classroom = approx. 150 tables) to accommodate mobility scooter/wheelchair – to be gradually introduced.
	Facilities	In process	Purchase and install ergonomic seating (for WSIB client) (2 per classroom =approx. 300 chairs) pp). Need to develop costing.
	Facilities	In process	Design and retrofit 2nd fully-accessible washroom c/w lift (in F-/G-wing, for example)
	Facilities	In process	Replace door-opening, disabled pushbutton w/ 6"x36" "INGRESS'R"-style contacts, particularly at all main entrances. Currently being priced, will be the new standard, moving forward
	Facilities	In process	Install four-way, illuminated pedestrian crosswalks/intersections
	Facilities	Ongoing	Renovate existing public washrooms to be barrier-free, e.g. no entrance doors. New model for future development
	Facilities	In process	Audit and install power operators on doors where required to allow travel to end of all Willey wings using power-operated doors
	Facilities and Communications, Marketing and External Relations	In process	Investigate and report on way finding, including map kiosks, posted (updated) floor plans, LCD monitors, raised lettering, GPS coordinates, smart phone/tablet "apps" (precedent discussed with CSD). This action, which requires a multi-year plan, leads to further short-/long-term actions. Carol Beam is working on this.

	Office of the Registrar	In process	Fully investigated and put forward a request to order 5 accessible kiosks for the Student Services building, Computer Commons and Whitby campus. Received approval to order and purchase 4 kiosks; 1 in the lower level lobby of the SSB, 1 on the second floor of the SSB, 1 at the Whitby Campus reception, and 1 in the Computer Commons at the Oshawa Campus. The accessibility features include: installation at heights that are accessible to people in wheelchairs or scooters and kiosks will be loaded with adaptive technology, Dragon (e-reading/speaking) software and headsets.
	Centre for Students with Disabilities and Career Services	Ongoing	CSD and Career Services launched the *Strengths Based Planning Program* initiative for students with disabilities. This project was inspired by statistics revealing that employment rates for individuals with disabilities seeking work are much lower than the non-disabled population and that one challenge this population faces is difficulty in choosing an appropriate career path. The program is designed to provide better career preparation and planning for students with disabilities primarily through the administering of vocational assessments which link interests, aptitudes and disability related information to Career Services' occupational classification system.

Centre for Students with Disabilities	Ongoing	CSD piloted coaching services for students with learning disabilities and Attention Deficit Hyperactivity Disorder (ADHD). This coaching service, delivered by disability counsellors who achieved Board Certified Counsellor designation, includes the encouragement of concrete goal setting and weekly reminders to help students stay on track. This service will be further promoted to students in the 2012-2013 year.
Centre for Students with Disabilities	Ongoing	The CSD developed two short length videos; one a promotional video for prospective students and the second, a self-advocacy video. Both videos will be featured on the CSD website and on YouTube.
Centre for Students with Disabilities	Completed	A new "Ask Me" section was created on CSD's website. This feature will allow students to communicate with CSD via texting and Skype in addition to the traditional email and telephone methods. This new technology will serve to reduce response wait times and will also provide a more personalized connection between CSD and the students it serves.

APPENDIX B

2011-2012 Accessibility Working Group Members

Meghan Houghton, Chair, Student Affairs, Durham College

Allan Angus, Student
Karen Anderson, Community Integration through Co-operative Education program
Ralph Aprile, Campus Facilities and Ancillary Services
Kirston Arbour, Centre for Students with Disabilities
Marc Athanas, Campus Residence
Kelly Bailey, Human Resources
Barb Bryan, Student Association
Amanda Cappon, Campus Health Centre
Kim Carr, Campus Safety
Brandon Carson, Marketing, Communications and External Relations
Rhonda Christian, School of Interdisciplinary Studies & Employment Services
Justin Christie, Marketing, Communications and External Relations
Michelle Cole, Student Affairs
Cindy Foley, School of Continuing Education
Margaret Greenley, Student Affairs
Allison Hector-Alexander, Student Affairs, Diversity Office
Kathy Lazenby, Campus Health Centre
Sandy Odrowski, CAFÉ
Rochelle Ramathe, Student Affairs, Diversity Office
Maureen Wideman, UOIT Representative
Lisa White, Library Services
Angela Wood, Campus Recreation and Wellness Centre

Community Members:
Edie Forsyth, Accessibility Experts Ltd

APPENDIX C

Customer Service Audit and Improvement Plan

A review of the AODA Customer Service Standards

March 2012

Presented by the Durham College Accessibility Working Group

Customer Service Standard Audit and Improvement Plan

In accordance with *Objective 1: Review of AODA Customer Service Standard Compliance* within the 2011-2012 Durham College Accessibility Plan, Durham College is committed to fulfilling four distinct goals:

1. Perform an AODA Customer Service Standard audit;
2. Develop a customer service improvement plan;
3. Implement and launch the campus-wide RESPECT Campaign; and
4. Review and develop a strategy based on the report entitled *Navigating the Journey to Wellness: The Comprehensive Mental Health and Addictions Action Plan for Ontarians.*

The Customer Service Standard Audit involved a review of compliance with the AODA Customer Service Standards in order to identify gaps that have not been fully addressed by the college. This review included an examination of the initiatives in the areas of policy and procedure development, faculty and staff training, accessibility website updates and feedback process.

The second goal involved developing an improvement plan based on the shortcomings in compliance identified through the audit and proposing recommendations to ensure continuous improvement and commitment to accessible customer service.

Customer Service Standard Requirements

The AODA Standards for Customer Service came into effect in January 2008 and public sector organizations, such as Durham College, were mandated to comply with the regulations by January 1, 2010.

Accordingly, organizations were mandated to provide accessible customer service to people with disabilities by following these requirements:

1. Establish policies, practices and procedures on providing goods and services to people with disabilities
2. Ensure policies, practices and procedures are developed under the guidelines of dignity, independence, integration and equality of opportunity.
3. Create policies and procedures that will allow people to use their own personal assistive devices to access the organizations goods and services.

4. Communicate in a manner that takes into account the person's disability.
5. Allow people with disabilities to be accompanied by their guide dog or service animal.
6. Allow people with disabilities to be accompanied by their support person and notify of applicable admission fees charges to the support person.
7. Provide notice of service or facility disruptions of access to goods or services.
8. Provide training to all staff, faculty, volunteers and contractors about AODA Customer Services.
9. Provide training to all staff, faculty, volunteers and contractors about AODA Customer Services policy and procedure development.
10. Create a process for individuals to provide feedback on how the organization is providing accessible goods and services to people with disabilities.

Since 2003, Durham College has developed yearly Accessibility Plans and in 2009, the plan's objectives focused on developing and implementing the requirements mandated by the newly announced AODA Standards for Customer Service. The 2009-2010 Accessibility Plan consisted of the following four objectives:

1. Policy Development
2. Training
3. Feedback
4. Documentation and Reporting

1. Policy Development

In November 2009, Durham College revised the Accessibility Policy to include an appendix to address the AODA Customer Service Standards and the guidelines of dignity, independence, integration and equality of opportunity as outlined in the standards. Other institutional policies and procedures created to support accessibility and AODA standards include the following:

- Academic Accommodation for Students with Disabilities policy (March 2010)
- Alternate Format Course Materials for Students with Disabilities policy (June 2010)
- Notice of Service Disruption procedure (March 2010)

These policies are available for Durham College employees and the general public to view at http://www.durhamcollege.ca/about-us/corporate-links/governance/policies/ .

The Notice of Services Disruption procedure is available to review by college employees on ICE.

Also, to ensure that existing and new institutional policies and procedures consider accessibility in the development, Objective 3.1 of the 2011-12 Accessibility Plan has identified the need to create a new policy and procedure that outlines accessibility considerations as dictated by the AODA standards.

2. Training

In the fall of 2009, Durham College's Human Resource department delivered AODA Customer Service Standards training program for all college full-time, part-time and contract employees and volunteers. The program offered both in-house and on-line training modules.

As of June 2010, 1,112 employees had received training. Employees who complete training receive a certificate and a record of training completion in their personnel file.

The on-line training module is still used to train all new employees and contract staff and is available on ICE.

3. Feedback

Durham College's institutional feedback process entitled, You Speak We Act, allows students to provide feedback to all college departments. Students, staff, and visitors can address their concerns, provide comments or questions in writing using the You Speak We Act feedback card and drop it into one of many drop boxes located throughout the campus. Feedback is also welcomed via e-mail at youspeakweact@durhamcollege.ca.

Students who browse the college website can provide feedback on web-based content via the "Ask Durham" button available on each page of the college's website.

The college has also established an accessibility e-mail address, accessibility@durhamcollege.ca and a dedicated voice-mail extension (3042) to address and respond to accessibility matters. The accessibility feedback process and electronic form can be accessed on our website at www.durhamcollege.ca/forms/accessibility.

Once the feedback is collected, the appropriate department is contacted and required to resolve the issue and/or respond to the individual who offered the feedback within 5 to 10 business days.

Since March 2010, 23 accessibility related incidents have been directed to the office of the Vice President, Student Affairs for follow-up and action. Six of the 23 recorded issues remain outstanding. A follow-up process will be established to address issues that have been outstanding for longer than one month.

4. Notice of Service Disruption

A Notice of Service Disruption procedure was developed in March 2010 stating that any disruptions to our facilities or technology that affect students, staff and visitors to the college community are posted on the Accessibility webpage for Durham College.

Currently, when a broadcast message is sent to college employees via ICE or e-mail regarding a service disruption, the Office of the Vice President, Student Affairs, requests for the message to be posted on the Accessibility webpage's Notice of Service Disruption page. However, the procedure is not always followed and occasionally, important information regarding construction, power and service outages, and renovations on campus are either not reported to the Accessibility Office or are not posted on the Accessibility page. Failure to follow procedure could result in consequences ranging from minor inconveniences to serious physical injury. Therefore, in order to ensure our campus community is aware of any form of service disruption, it is recommended that all disruptions are posted on the notice of service disruption website, at the main receptions areas, and at the site of the service disruption, as describe in the procedure.

5. Other Initiatives and Enhancements

Over the past 2 years, the college has made significant efforts to enhance accessibility services to our students. Below is a list of highlights:

1. Relocation of Centre for Students with Disabilities (CSD) office to prominent space on the first floor of the Gordon Willey Building.
2. Opening of Student Success Centre at Whitby Campus including CSD support.
3. Amalgamation of Campus Test Centre and CSD Testing.
4. Implementation of Campus Mental Health Strategy, including Mental Health First Aid training for employees.
5. Several improvements to campus facilities that enhance physical accessibility and reduce number of physical barriers.
6. Universal Design for Learning (UDL) initiatives.
7. CSD automated services for students.

Compliance according to Ministry mandate: Review as at January 2012

Durham College demonstrated its compliance by successfully completing and submitting the 2010 Customer Service Accessibility Report to the Ministry prior to the March 31, 2010 due date. Below is the list of questions for the 2010 Customer Service Accessibility Report. In order to compare our compliance from 2010 to today, we have included an additional line explaining our status in 2012.

Questions	2010 Responses	2012 Status
1. a) Does your organization have policies, practices and procedures on providing goods or services to people with disabilities? [s. 3(1)]	2010: YES - Durham College's institutional policies have been developed and related procedures and practices for specific areas are under review to ensure consistency with the AODA Customer Service standards.	2012: YES – Durham College's institutional policies have been developed. Additional policies and procedures have been developed to support the institution's AODA and accessibility mandates.
1. b) Does your organization use reasonable efforts to ensure	2010: YES	2012: YES

that these policies are consistent with the principles of independence, dignity, integration and equality of opportunity? [s.3(2)]		
2. Do your organization's policies address the use of assistive devices by people with disabilities to access your organization's goods or services, or any available alternative measures that enable them to do so? [s. 3(3)]	2010: YES	2012: YES
3. Do your organization's policies, practices and procedures require your organization to take a person's disability into account when communicating with the person? [s. 3(4)]	2010: YES	2012: YES
4. Do members of the public or other third parties have access to premises that your organization owns or operates? [s. 4(1)] If no, then skip to question 7 below.	2010: YES	2012: YES
5. a) Does your organization permit people with disabilities to keep their service animals with them on the parts of your premises that are open to the public or other third parties, except where the animal is excluded by law, and is this included in your policies, practices and procedures? [s. 4(2) & (7)]	2010: Yes - The College's Accessibility policy permits persons with disabilities to keep their service animals with them in areas that are open to the public or other third parties.	2012: YES
b) If a service animal is excluded by law from your premises, does your organization ensure that alternate measures are available to enable the person to access your goods or services? [s. 4(3)]	2010: YES – Durham College's institutional policies ensure that alternate measures will be made for persons with disabilities to access goods and services if	2012: YES

	a service animal is excluded by law from a portion of the premises.	
6. Does your organization permit people with disabilities to enter the parts of your premises that are open to the public or other third parties with their support person, and provide notice of any fee charged for the support person, and is this included in your policies, practices and procedures? [s. 4(4) (6) & (7)]	2010: YES	2012: YES
7. Does your organization post a notice at a conspicuous place on your premises, on your website, or by another reasonable method, of any temporary disruption in facilities or services that people with disabilities usually use to access your organization's goods or services, including the reason, duration and any alternatives available? [s. 5(1) (2) & (3)]	2010: YES – Durham College has developed a notice of disruption operational procedures. The college's accessibility website and main website will have an area dedicated to notice of services disruptions. Measures are currently in place to ensure temporary disruptions are clearly marked at the affected location(s).	2012: YES - The institution has created a notice of service disruption procedure. Disruptions are posted on the Notice of Service Disruption page of the college's Accessibility website and they are marked at the affected location(s). However, there have been instances when service disruptions were not posted on the site in advance of the occurrence nor in the case of a non-scheduled disruption. Furthermore, there is no area on the main website dedicated to notice of service disruptions. Further investigation of this procedure must be taken in order to ensure adherence is being met.
8. Has your organization	2010: YES - A formal	2012: YES - Durham

established and documented a process to receive and respond to feedback on how its goods or services are provided to people with disabilities, including actions that your organization will take when a complaint is received? [s. 7(1), (3) & (4)]	communications procedure is in final stages of authorization to address all possible methods for providing feedback to the organization. Currently, on the website, the college accepts and logs feedback using the feedback button, available on the site. The accessibility website also allows for feedback via Youspeakweact@durhamcollege.ca e-mail.	College continues to receive general feedback through the Ask Durham button on the college website, and disability feedback can be given to the institution using the electronic form available on the Accessibility website, via the dedicated e-mail, accessibility@durhamcollege.ca and via the phone at extension 3024. However, the formal institutional policy or procedure outlining how the college will receive general or accessibility feedback has yet to be developed.
9. Does your organization make information about its feedback process readily available to the public, including how feedback may be provided (e.g. in person, by telephone, in writing, by email, on diskette or otherwise)? [s. 7(1) & (2)]	2010: YES - Durham College's accessibility website provides individuals with access to the Youspeakweact@durhamcollege.ca e-mail in order to offer feedback on a variety of issues. The accessibility website will also list additional options and details of who to contact at the college to provide and receive feedback.	2012: YES - Durham College continues to receive general feedback through the Ask Durham button on the college website, and disability feedback can be given to the institution using the electronic form available on the Accessibility website, via the dedicated e-mail, accessibility@durhamcollege.ca and via the phone at extension 3024. However, the formal institutional policy or procedure outlining how the college will receive general or accessibility

		feedback has yet to be developed.
10. Does your organization ensure that the following people receive training about providing your goods or services to people with disabilities? • Every person who deals with the public or other third parties on behalf of your organization; and • Every person who participates in developing your organization's policies, practices and procedures on providing goods or services? [s. 6(1)]	2010: YES	2012: YES – Since June 2010, 1,112 college full-time, part-time and contract employees and volunteers have been provided with AODA Customer Services Standards training. Mandatory training for new college employees and volunteers is provided via on-line training modules.
11. Does this training include your organization's current policies, practices and procedures required under the Customer Service Standard and all the topics listed in section 6(2) of the standard? [s. 6(2) & (4)]	2010: YES	2012: YES
12. Does your organization have a written training policy that includes a summary of the contents of the training (per question 11 above) and details of when the training is to be provided, and does your organization keep records of the dates that training was provided and how many people were trained? [s. 6(5) & (6)]	2010: YES	2012: YES – see 5.6 Training for Staff in Appendix 2 the Durham College Accessibility Policy.
13. Does your organization post a notice at a conspicuous place on your premises, on your website, or by another reasonable method, that the documents required by the Customer Service Standard are available upon request, and do you provide those documents	2010: YES - Durham College will allow access to all documents required by the Customer Service Standards in standard formats. Alternative formats	2012: NO – Durham College will draft and post a message on the main page of the Accessibility website indicating that any documents required by the Customer Service

in a format that takes a person's disability into account? [s. 8(1) & (2) & 9(1)]	for persons with disabilities will be made available upon request.	Standard are available upon request and can be provided in a format that takes a person's disability into account.

In addition, in September 2011, the Ministry of Community and Social Services conducted a file review and requested that Durham College provide documentation describing our policies, procedures governing our provision of accessible customer service to persons with disabilities and our feedback process. Once again, Durham College provided the ministry with the required documentation and demonstrated AODA compliance. To review the letter, supporting documents and ministry responses please contact Michelle Cole at michelle.cole@durhamcollege.ca.

Other related accessibility audits

Below is a list of audits and reviews by Durham College staff, faculty, and students outlining accessibility on campus:

1. *Mini Accessibility Audit* – July 30, 2009 – Students for Equal Access Committee

2. *A Report on Student and Staff Perception: A Needs Analysis on Mental Health Services at Durham College (DC) and University of Ontario Institute of Technology (UOIT)* – September 28, 2009 – Campus Health Centre

3. *CICE Office Accessibility Audit* – March 2010 – Student for Equal Access Committee

4. *Universal Design for Learning* – November 2010 – Innovation Centre

To receive a copy of any of these documents, please contact Michelle Cole at michelle.cole@durhamcollege.ca

Recommendations for Improvement

1. Add AODA information within the Accessibility internet site. In order to provide detailed information about AODA to the college community and campus visitors, it is recommended that a section entitled AODA be added to the college's Accessibility website. Current information about AODA and relevant documentation can be made available to the public.

2. Provide updates and develop communications on ICE regarding AODA and accessibility issues.

3. Develop an institutional Feedback policy and procedure. As per the AODA Customer Service Standard, Durham College is required to have an established and documented process to receive and respond to feedback on how its goods and services are provided to people with disabilities. Although this process is well stated on the Feedback page of the Accessibility website, it is recommended that the college develop an institutional feedback policy and or procedure about how to provide the college with feedback regarding all issues, including accessibility.

4. Adhere to the Notice of Service Disruption procedure to ensure accurate and timely messaging of current and upcoming service disruptions is posted on the Accessibility site.

5. Relocate Notice of service disruption to a more visible location on the college website. Notice of services disruptions is important for everyone within the college community.

6. Create and post a message on the main page of the Accessibility website indicating that any documents required by the Customer Service Standard are available upon request and can be provided in a format that takes a person's disability into account.
   Update:

   As of May 28, 2012, the main page of Durham College's Accessibility website includes a statement indicating that persons with disabilities can request documents in alternate formats.

7. Develop a procedural guide that includes a list of AODA standards requirements to be used during the creation of new institutional policies and procedures to ensure AODA compliance.
Update:

As of May 23, 2012, the Durham College Leadership Team agreed to the proposed recommendation to update the Policy Development Policy to incorporate AODA considerations as one of the policy statements.

8. Review and update Accessibility website pages.

9. Create and implement follow-up process for outstanding items within the Accessibility Incidents report.