

**Durham College AODA and ODA  
Accessibility Plan 2014-2015  
Year Twelve**

**Expecting Diversity, Embracing Inclusion**

September 2014

Under the Accessibility for Ontarians with Disabilities Act, 2005, and specifically Regulation 191/11 “Integrated Accessibility Standards” (“Regulation”), the Government of Ontario Legislative Assembly, designated public sector organizations and large organizations, including the Office of the Ombudsman, are required to develop multi-year accessibility plans outlining their strategy to prevent and remove barriers, and to meet requirements under the Regulation. (O.Reg. 191/11,s.4).

Available in Alternate Format on Request

**Table of Contents**

<b>Introduction</b>		3
<b>The Year in Review: Accessibility Achievements of 2013-2014</b>		
Built Environment		4
Objective 1: Wellness Strategy		4
Objective 2: Communications Strategy		5
Objective 3: AODA Compliance		7
<b>Looking Forward: Accessibility Objectives for 2014-2015</b>		
Objective 1: AODA Compliance		9
Objective 2: Expand Mental Health and Healthy Campus		9
Objective 3: Diversity, Inclusion and Community Culture Integration		10
Objective 4: Communication		10
<b>Communication of the 2013-2014 Accessibility Plan</b>		
Appendix A	Accessibility Plan 2013-2014 Progress Report	12
Appendix B	Accessibility Working Group Members	12

## Introduction

The following report updates the Durham College Accessibility Plan and is submitted in compliance with the Ontarians with Disabilities Act, (ODA, 2001). The report provides information on Durham College's progress towards developing an accessible and inclusive environment in the context of our values of respect, equal access and diversity.

Our strategic goal is to support student success and the College has welcomed the proactive approach of the Accessibility for Ontarians with Disabilities Act (AODA) in setting standards to identify and remove barriers that ultimately ensure not only student success, but the success of our entire community.

As implementation of the Accessibility Plan and the AODA Standards has progressed, the awareness and understanding of what a barrier free environment means has deepened to the point where it is now possible to embrace legislative requirements and look beyond to ways to craft a genuine culture of inclusion.

We are pleased with the progress towards an inclusive campus during the past year, through the annual prioritization of removing barriers in the built environment and through progress on three objectives established for 2013-2014:

1. Develop a Wellness Promotion Strategy
2. Develop a Communication Strategy for Inclusion Awareness
3. Continue AODA Implementation of 2014-2015 Requirements.

As a result of the work towards these objectives, Durham College has made important changes to the Accessibility Working Group to step up the integration of inclusion in multiple campus functions; implemented a pilot project designed to build resilience amongst our students; and completed important work on establishing standards of accessibility for websites.

We look forward to continuing on the path to accessibility in the coming year.

## Built Environment

Durham College makes an annual commitment of resources to address barriers in the built environment as they are identified by the college and its community members. The following items were addressed this year:

- a. The Flex Centre in the Campus Recreation and Wellness Centre installed an automated mechanism with remote control access at the entrance.
- b. Door operators were installed at the Campus ID office and Riot Radio.
- c. The shop area at the Whitby campus had power operators installed on 4 exterior and interior entrances.
- d. Flashing lights were installed at crosswalks at the receiving drive, U-5 portable and Student Centre.
- e. Renovations to C-wing of the Gordon Willey building included installation of green EXIT signs to meet international standards for recognition.

## Objectives

### 1. Wellness Promotion Strategy

At Durham College, almost 11 percent of students register with the Centre for Students with Disabilities and almost one quarter of the registered students have a documented mental illness. In 2013 Durham College shifted the Mental Health Committee to the Healthy Campus Task Force with objectives that include research and implementation of pro-active programs for health and wellness and creating an environment that encourages resilience. Mental health continues to be on the agenda of the Task Force; however the focus shifted to examining the reasons for the increase in mental illness and mental health issues. With that focus, the Task Force then identified ways in which the campus can contribute as a pro-active agent for building resilience and reducing the incidents of mental health issues while continuing to build broader based support for those with mental illness and mental health concerns.

The Task Force included staff, faculty, student and external stakeholders who collectively developed a vision for a campus that is dedicated to being a holistic model of health and well-being. A plan has been drafted that is built with a series of activities that:

- Contribute to awareness of the principles of health and wellness,

- Promote resilience, self-management and health for all members of the community; and
- Support those not experiencing optimum wellness.

Proposals for long term initiatives include development of a Wellness Protocol for intervention with at risk students; wellness challenges and awareness campaign for staff and faculty; addition of a General Education course that links physical activity and stress reduction to wellness, diversity programming; and implementation of a pilot project to assign new students to a success coach. The coaching program is being piloted in September 2014 with up to 100 student participants who are assigned coaches. (Healthy Campus Task Force Report, 2014).

The Task Force also implemented several short term initiatives to support the health of the campus that included:

- a) Training an additional 27 staff and faculty in Mental Health First Aid.
- b) Drafting a new policy for support and intervention with students who have significant need for mental health support in multiple venues. The Wellness Protocol will be finalized in fall 2014.
- c) Adding on-line mental health resources for students:
  - a) **I CopeU: [icopeu.com/durham](http://icopeu.com/durham)** is a customized mental health web portal that was introduced to students to help them navigate the health services they need while at Durham College. iCopeU is a program of *mindyourmind*, a not for profit, award winning youth mental health program. Through the use of technology and innovative practices, *mindyourmind* works closely with youth and young adults to create web based resources that are reliable and relevant. ICopeU is mobile-friendly and is updated with new tools and interactive elements quarterly.
  - b) **HealthyMinds app: <http://healthymindsapp.ca/>** is a problem-solving tool to help students deal with emotions and cope with stress. It was developed by The Royal thanks to a donation by D.I.F.D. and was marketed to Durham College students this year.
- d) Implementing Soup and Substance sessions for campus members to engage in discussion on diversity and equality. Sessions occurred monthly in the Aboriginal Centre as part of the

initiatives to build understanding of diversity and inclusion as fundamental to accessibility.

- e) Hosting the International Mother Language Festival.
- f) Hosting Aboriginal Awareness Day programs and conducting the dedication ceremony for the Installation of the Medicine Wheel.

## 2. Communication Strategy for Inclusion Awareness

Durham College set an objective to develop a communication strategy for the campus that will integrate accessibility into the overall vision of the campus.

a) The Healthy Campus Task Force established a Communications Task Group to work with leaders of the proposed projects, identify common elements and develop a promotional campaign for fall 2014. This work began as individual program proposals were completed in spring 2014 and will continue over the next two years.

b) Communication Integration: The terms of reference for the Accessibility Working Group were reviewed and the new Accessibility Coordinating Committee (ACC) will begin in fall 2014. The Working Group which formerly reported to the AODA Senior Steering Committee, will, as the Accessibility Coordinating Committee, report directly to the Durham College Leadership Team and will continue to have responsibility for the annual Accessibility Report and Plan updates. In addition, the ACC will now have members embedded in campus committees including the Policy and Procedures Committee, Healthy Campus Task Force and the Academic Leadership Team to broaden the base of communication, conversation and implementation of universal accessibility. Specific goals of the Accessibility Coordinating Committee will be assigned to leaders who will in turn be responsible for building a task group from the campus and local communities for execution of the goals. The purpose of the change is to expand the number of people throughout the campus and local community who are involved in the accessibility agenda and to integrate communication on accessibility in core operational groups throughout the campus.

c) Identification of Stakeholders: In 2013, the College Centre for Students with Disabilities (CSD) embarked on significant re-structuring designed to provide more effective service to our students and to build a developmental service model. The Centre historically provided service to students at Durham College and the University of Ontario Institute of Technology; however, the increase in the number and needs of students resulted in a decision to move to two separate operations. The new Access and Support Centre is distinct from the CSD in the following ways:

- i) New director hired with mandate to establish extensive community partnerships throughout the campus and beyond to support students, staff and faculty in partnering to enhance the experience and success of students with exceptionalities who attend Durham College.
- ii) The Centre is working from a developmental model in which appropriate accommodations are identified and implemented in a partnership between student, staff, faculty and as appropriate, community supports.
- iii) A case management approach has been established for students with mental illness or need for multiple supports that connects students to community supports with a focus on continuity of care, before, during and after their academic careers at Durham College.
- iv) Advisor positions have been changed to coaching positions to focus on strength development and goal setting for students. Students are supported in identifying additional supports on campus and in the community.

Multiple community stakeholders have been identified and contacted during the restructuring and the stakeholder group will continue to be expanded to meet student and campus needs over the coming years.

### 3. AODA Standards

Durham College undertook a series of projects to further compliance with AODA in 2013-2014.

- a. A chart was compiled outlining January 2014 and January 2015 deadlines related to General, Employment, Information and Communication, and Transportation Standards and Durham College's progress towards each requirement.

- b. The AODA Human Resources College Committee in Ontario collaborated to develop an on-line resource for training on the Integrated Standards. The module became available in 2014 and all Durham College staff, faculty, contractors and volunteers were notified in May 2014 of their responsibility for completion of the training modules by June 2014. At time of this report 522 personnel have completed the training.
  - c. Two accessible self-service kiosks were installed in the Student Services Building and at the Whitby campus for appointment booking and cueing.
  - d. The Audit report to the Ministry on progress in training for educators was submitted. 482 educators completed the on-line training module.
  - e. The process for development of individual accommodation plans and emergency response plans is in place including a process for re-deployment of employees as required and a return to work process.
  - f. Over 2200 submissions have been received since the Feedback process was launched.
  - g. 1521 employees have completed the Customer Service Standard training modules and it is now a requirement of all new hires during orientation.
  - h. The new Student Feedback Form used to provide feedback to faculty on the classroom experience was reviewed to ensure accessibility.
  - i. Communications and Marketing completed a review of best practices for accessibility website design, created a strategy for developing new content for the Accessibility website, and updated the existing website with additional features.
  - j. All new webpages created in 2014 (5 websites and microsites) have fully met and surpassed AODA standards using WCAG.
  - k. A cohort of 72 new contract faculty completed the Jumpstart program in 2014 including components on UDL and 22 new full time faculty completed the Teaching Methodologies course.
4. Progress Towards 2015 Standards
- a. Print to digital: The library responds to requests for a print periodical article or pages of a print library book transferred to digital format for a vision impaired student by scanning the pages for compatibility with text to speech software that students most frequently use.
  - b. Digital print resources: Approximately 50 percent of the library content for Durham College is in digital format. This includes e-books & e-journals. A few of the providers have adaptive technology such as an audio feature in their packages.

- c. Media: Approximately 50 percent of the library's streaming media is available with captioning or a transcript that students can pull up on their computer with the video. Physical videos and dvds in the library collection are sent to Inclusive Media for captioning as needed when the vendor/copyright holder gives permission.
- d. The Centre for Academic and Faculty Enrichment (CAFÉ) continued the faculty teaching certificate program which includes education on using UDL principles in the classroom. An additional 15 faculty completed the course for a total of 32 certificates to date.

## 2014-2015 Objectives

### I. AODA Compliance

#### Goals:

1. Review of all training initiatives and confirmation of staff completion.
2. Identify gaps in training and implement process to resolve.
3. Continue review of all policies and procedures for accessibility and inclusion.
4. Review existing websites for two departments (International and Continuing Education in 2014-15) and update for accessibility.
5. Continue adaptations of built environment including public spaces. Review and develop implementation plans.
6. Expand resources on Accessibility website for staff and faculty use.
7. Complete broad-based consultation with student population with exceptionalities to review Accessibility Plan and identify next steps to update.

### II. Expand Mental Health and Healthy Campus Support

#### Goals:

1. Implement Coaching Pilot to determine impact on resilience from assigning students to a coach.
2. Implement recommendation to train all new staff and faculty in Mental Health First Aid.
3. Expand existing training and resource material on supporting individuals with mental illness and mental health issues.

4. Complete and obtain approval for Wellness Support and Intervention policy and procedure; and implement.
5. Move campus intramural and recreation program coordination to Athletics and establish targets to increase participation rates by 10% in 2014-15.

### III. Diversity, Inclusion and Community Culture Integration

Goals:

1. Implement “Yes Means Yes” campaign.
2. Promote campus community participation in PanAm and Para PanAm Games leadership and diversity programs.
3. Initiate Wellness Activity Challenge for campus.

### IV Communication

Goals:

1. Re-design International department website to meet WCAG A standards and include additional usability features to help improve language barriers.
2. Update all 150+ program pages on the Durham College website to meet WCAG A standards.
3. Re-design Community Employment Services website to meet WCAG A standards.



## Appendix A

# **Accessibility Plan 2013-2014 Progress Report**

---

**Objective 1: Wellness Promotion Strategy**

**Goals:** Develop a plan to promote widespread wellness on campus. Approach will focus on a fundamental shift in thinking from the focus mainly on mental health to an emphasis on establishing overall health and well-being for all.

Initiative	Department	Status	Progress to Date/Planned Adjustments
<p>1. Establish the parameters of Durham College's Wellness Vision that include a measurable definition of wellness as it pertains the college's unique campus community.</p>	<p>Office of VPSA</p>	<p>completed</p>	<p>Mental health committee evolved to Healthy Campus Task Force, established in Fall 2013. The focus is on the integration of student, staff and faculty well-being. The Healthy Campus Task force report has been submitted to the college leadership team for approval.</p> <p>Short term projects implemented:</p> <ul style="list-style-type: none"> <li>-additional Mental Health First Aid Training of staff and faculty (60)</li> <li>-diversity conversations during monthly "Soup and Substance" sessions</li> <li>-Aboriginal Awareness Day</li> </ul> <p>Proposals completed and approved for implementation of pilot projects starting in 2014-2015:</p> <ul style="list-style-type: none"> <li>• Coaching – students have a personal e-coach who focusses on strength development and</li> </ul>

**ACCESSIBILITY PLAN 2013-2014 PROGRESS REPORT**

			<ul style="list-style-type: none"> <li>building resilience;</li> <li>• GNED course – proposal submitted to provide direct education to students on role of activity in health</li> </ul> <p>Diversity – programs to expand campus awareness and appreciation of diversity to include varying types of health in the population</p>
2. The promotion of the Wellness Vision to campus and community stakeholders (see Objective 2 below).	Office of VPSA	On going	A Communications Task Group has been established to work with Healthy Campus project team leads to educate the campus on healthy practices and to promote Healthy Campus Task Force initiatives.
3. Conduct a comprehensive review of existing academic and non-academic policies and procedures, student life and involvement, health, counselling and disability related supports and services from a wellness perspective.	Office of the President	ongoing	<p>A member of the Healthy Campus Task Force and a member of the Accessibility Coordinating Committee (formerly Accessibility Working Group) sit on the Durham College Policy and Procedures Review Committee.</p> <p>A new electronic Student Feedback Form that allows students to comment on their classroom experience was reviewed and modified for accessibility.</p> <p>Over 20 existing policies were reviewed for accessibility in 2013-2014.</p>

**Objective 2: Communication Strategy for Inclusion Awareness**

**Goals:** Develop a communication strategy for disseminating the fundamental vision for inclusion and the parallel vision for comprehensive wellness. This strategy supports Durham College’s 2013 Business Plan goal to “launch an Accessibility for Ontarians

**ACCESSIBILITY PLAN 2013-2014 PROGRESS REPORT**

with Disabilities (AODA) awareness campaign in Fall 2013 so that everyone in the campus community understands the importance of this legislation and being an inclusive college” (pg. 8, DC Business Plan). Proposed goals toward the achievement of this objective include:

<b>Initiative</b>	<b>Department</b>	<b>Status</b>	<b>Progress to Date/Planned Adjustments</b>
<p>1. Establish an understood and measurable definition of inclusion and the role of universal design in the establishment of an inclusive educational and built environment.</p> <p>a. The integration of the Healthy Campus Promotion Strategy into the overall vision for an inclusive campus.</p> <p>b. The integration of Accessibility for Ontarians with Disabilities legislation into the overall vision for an inclusive campus</p>	<p>Healthy Campus Task Force</p>	<p>To be completed in Fall 2014 when Healthy Campus strategies approved. Report submitted for approval August 2014</p> <p>Completed and continuing</p>	<p>Task force members from Human Resources, Student Services, Athletics, Centre for Students with Disabilities, students and community were involved in program development and implementation for students, staff and faculty. The Communications Task Group will advance a strategy to communicate the vision and mandate of the Task Force with education on how a Healthy Campus is an inclusive campus.</p> <p>Accessibility Working Group (AWG) repurposed to Accessibility Coordinating Committee (ACC) with membership embedded in core campus committees.</p>
<p>2. Identify the primary vehicles by which an inclusive vision can be promoted such as: public and internal website, social media, email and print materials.</p>	<p>Communications &amp; Marketing</p>	<p>Completed</p>	<p>Communications and Marketing team reviewed best practices of other post-secondary Accessibility websites in order to develop new content, update look and feel of existing DC Accessibility site and add more features to college website. As a result all new websites created in 2014 (5 websites and microsities) met and fully</p>





**ACCESSIBILITY PLAN 2013-2014 PROGRESS REPORT**

<p>4. Develop and implement processes relating to the Information and Communication Standard such as accessible formats and communication supports and the accessibility of libraries to meet January 2015 deadline.</p>	<p>Human Resources</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Accessible document training will be offered to staff in fall 2014.</li> <li>• UDL principles are addressed in the courses in the full time Faculty Development program and in the Jumpstart training for contract faculty. UDL is also modeled in course delivery. 17 faculty graduated from the Faculty Development program in 2013 and 15 faculty graduated in 2014.</li> <li>• Bookstore staff have been made aware of AODA requirements.</li> </ul>
--	------------------------	----------------	---

**d) Other 2013-2014 Accomplishments/Updates**

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

<b>Initiative</b>	<b>Department</b>	<b>Status</b>	<b>Progress To Date/Planned Adjustment</b>
<p>Emergency management</p>	<p>Campus Safety &amp; Security</p>	<p>Ongoing</p>	<p>Lockdown exercises and fire drills help to identify mechanical deficiencies. Whitby lockdown exercise went well. Two staff travelled to the Port Perry and Oshawa employment service sites to ensure they were safe and secure. Issues that happened a year ago with CIRENS have been fixed.</p>

**ACCESSIBILITY PLAN 2013-2014 PROGRESS REPORT**

Built standard	Facilities	Ongoing	<p>Built standard was reviewed and code consultant was hired to review all colleges. Durham College is compliant with current slope and grade of pathway connecting the Student Services Building and sidewalk leading to the Gordon Willey Building.</p> <p>The following items were also addressed this year:</p> <ul style="list-style-type: none"> <li>f. The Flex Centre in the Campus Recreation and Wellness Centre installed an automated entrance with remote control access.</li> <li>g. Door operators were installed at the Campus ID office and Riot Radio.</li> <li>h. The shop area at the Whitby campus had power operators installed on 4 exterior and interior entrances.</li> <li>i. Flashing lights were installed at crosswalks at the receiving drive, U-5 portable and Student Centre</li> <li>j. Renovations to C-wing of the Gordon Willey building included installation of green EXIT signs to meet international standards for recognition.</li> </ul>
Universal Design for Learning (UDL)	CAFE	Ongoing	<ul style="list-style-type: none"> <li>• The second cohort of the Durham College Teaching Certificate Program graduated in May 2014. Includes Universal Design for Learning (UDL) that faculty now use in the classroom. UDL is embedded in jump start orientation for faculty and is part of the overall faculty development program. DC has been established as standard in the system.</li> <li>• UDL training will be delivered to all staff who deliver internal and external presentations/workshops</li> <li>• The CAFÉ will continue to offer captioning support to faculty. 197 videos have been captioned – total</li> </ul>

**ACCESSIBILITY PLAN 2013-2014 PROGRESS REPORT**

			length is 5000 minutes.
--	--	--	-------------------------

**Status Update of 2012-2013 initiatives**

<p><b>e) Objective 1: AODA Implementation</b></p> <p>GOAL: IASR standards 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.</p>			
Initiative	Department	Status	Progress to Date/Planned Adjustments
<p><b>Develop and implement plans for all 2013 and some 2014 AODA Integrated Standards to ensure college compliance.</b></p>			

**ACCESSIBILITY PLAN 2013-2014 PROGRESS REPORT**

<p><b>1e) Training</b></p> <ul style="list-style-type: none"> <li>• Training provided to all employees, volunteers, contractors</li> <li>• Topic: Human Rights Code pertaining to persons with Disabilities</li> <li>• Must keep a record of the dates when the training was offered and number of participants trained</li> <li>• Recommended web college online training and HRIS record training</li> </ul>	<p>Human Resources Office of VP, Academic</p>	<p>Completed July 2014</p>	<p>A provincial training tool is being developed for all colleges to roll out to employees commencing August 2013. This training requirement is due for implementation as of January 1, 2014.</p>
<p><b>1f) Feedback</b></p> <ul style="list-style-type: none"> <li>• Process for receiving and responding to feedback shall ensure that the processes are accessible or arrange for accessible formats upon request</li> <li>• Shall notify the public about the availability of accessible formats and communication supports</li> </ul>	<p>Communications &amp; Marketing</p>	<p>Completed</p>	<p>All feedback forms now centralized through DC Cares.</p>
<p><b>1h) Accessible websites and web content</b></p> <ul style="list-style-type: none"> <li>• Shall make their websites and web content conform with the WWW Consortium WCAG 2.0-level A increasing to level AA</li> </ul>	<p>CAFE</p>	<p>Ongoing</p>	<p>CAFÉ's mandate is to ensure that their site conforms to WCAG 2.0 level AA standards.</p>
<p><b>Implement Customer Service Standards Review recommendations</b></p>			
<p>4a) Add AODA information within the Accessibility internet site</p>	<p>Office of VP, Student Affairs</p>	<p>Ongoing</p>	<p>A section entitled AODA will be added to the college's Accessibility website. Current information about AODA and relevant documentation can be made available to the public.</p>

**ACCESSIBILITY PLAN 2013-2014 PROGRESS REPORT**

**f) Objective 2: Develop and Implement a College Mental Health Strategy**

**Goals:** 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 center on the goals outlined below.

<b>Initiative</b>	<b>Department</b>	<b>Status</b>	<b>Progress to Date/Planned Adjustments</b>
<p><b>1. Provide mental health P.D. to staff, faculty and senior administrators.</b>                      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.</p>	<p>CSD                      Campus Health Centre                      Human Resources</p>	<p>Completed</p>	<p>Mental Health First Aid moved to Psychiatric Nurse in Health Services. Training was provided to 27 staff and faculty in 2013-14. Proposal submitted to Durham College Leadership Team to implement practice of Mental Health First Aid training for all new staff and faculty.</p> <p>SafeTalk training was provided to 12 coaches for coaching pilot in 2014.</p> <p>“Not Myself Today” promoted mental health self-care for employees (May 2014)</p>

**ACCESSIBILITY PLAN 2013-2014 PROGRESS REPORT**

**g) Other 2012-2013 Accomplishments/Updates**

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

<b>Initiative</b>	<b>Department</b>	<b>Status</b>	<b>Progress To Date/Planned Adjustment</b>
Accessible Facilities	Facilities	Ongoing	Attendant washroom in C wing will be completed once Ministry grant (Accessible Enable Fund) for \$50K is received.

## **APPENDIX B**

### **2013-14 Accessibility Working Group Members**

Kelly Bailey, Co-chair, Human Resources

Brandon Carson, Co-chair, Communications and Marketing

Allison Hector-Alexander, Diversity

Angie Paisley, Student Affairs

Cindy Foley, Continuing Education

Karen Anderson, Community Integration through Cooperative Education

Kathy Lazenby, Campus Health Centre

Kirston Arbour, Access and Support Centre

Marc Athanas, Residence

Meri Kim Oliver, Student Affairs

Maureen Calhoun, School of Applied Science and Technology

Maureen Wideman, UOIT

Ralph Aprile, Facilities and Ancillary Services

Sandy Odrowski, C.A.F.E

Scott Bronson, Campus Safety and Security

Angela Wood, Athletics

Nathalie Zhou, Library