



# Multi-Year Accessibility Plan

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Accessibility Planning Committee

Revised December 2013

This document is available in alternate format.

## **Introduction**

In accordance with the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) and formerly the Ontarians with Disabilities Act (2001), an annual accessibility plan is produced in consultation with persons with disabilities and others in the community.

Effective January 2013, universities transitioned from an annual accessibility plan to that of a Multi-Year Accessibility Plan. Therefore this document will be a transition from the 2012-2013 Annual Accessibility Plan to that of a Multi-Year Accessibility Plan for Nipissing University.

## **Statement of Commitment**

Nipissing University is engaged in the constant and passionate pursuit of excellence. We are committed to treating all individuals in a way that allows them to maintain their dignity and independence. We place students at the core of our educational mission through the delivery of innovative, efficient, and effective programs and services. We will build on our excellence in student services to create a barrier-free learning and working environment which will foster academic and employment success. We respect diversity and will continue to build on our past achievements by creating a living, working and learning community that is accessible and supportive to all.

## **History of AODA**

The Ontario government enacted the Accessibility for Ontarians with Disabilities Act (AODA) in 2005. This act lays the framework for the development of province-wide mandatory standards on accessibility in all areas of daily life. The province seeks to ensure a fully accessible Ontario by 2025. This law moves from the concept of accommodation, where we make alterations on a per-person basis depending on that person's disability to one of accessibility where process, procedures, and policies are designed to improve access to the University's people, goods and services.

In 2007, the Accessibility Standards for Customer Service was enacted under AODA establishing standards for designated public sector organizations that articulate the requirements for policies, practices and procedures that govern the provision of goods or services to persons with disabilities. This legislation was effective January 2010.

In 2011, the new Integrated Accessibility Standards regulation (IASR) was enacted under the AODA to help organizations identify, prevent and remove barriers to accessibility. Within the IASR general requirements are being articulated in addition to specific standards in four areas, namely:

- Information and Communication standards
- Employment standards
- Transportation standards
- Built Environment standards

## **Multi-year Accessibility Plan**

Nipissing University introduced its first annual accessibility plan in the 2003-2004 academic year. The University recognizes that accessibility is everyone's responsibility

and not solely the purview of the Student Accessibility Services office whose main function is to facilitate accommodation plans for our students with disabilities. This plan outlined a number of accomplishments Nipissing has achieved over the last few years in terms of barrier removal, and active steps taken to prevent barriers. This list is not exhaustive, and the university applauds such efforts and encourages continuation of this practice. The annual plan contained a record of known accomplishments as a means of demonstrating its efforts in the removal and prevention of barriers to access for persons with disabilities.

As part of the goal to improve accessibility at Nipissing, the Multi-Year Accessibility Plan (MYAP) was developed and is available online and in alternative formats. The primary goals of the plan are to promote accessibility and to lay out a roadmap to meet the obligations of the Integrated AODA standards. It incorporates existing and new initiatives into one overarching accessibility strategy. It includes legislative requirement, our deliverable to meet that requirement, and a status update. This MYAP will be updated annually to reflect progress made towards making the campuses barrier-free. Each year, the plan for the current year will be reviewed through the Nipissing University Accessibility Planning Committee (NUAPC).

### **Nipissing University Accessibility Planning Committee**

Established in March 2003, the Nipissing University Accessibility Planning Committee (NUAPC) is comprised of motivated and passionate individuals whose goal is to promote accessibility through the university. They are responsible for ensuring the University's adherence to Accessibility Standards under the Accessibility for Ontarians with Disabilities Act (AODA). The Committee provides a mechanism for planning, reviewing and evaluating the implementation of the AODA Accessibility Standards within the University. The Accessibility Planning Committee oversees the reduction of physical, technological, attitudinal, and other barriers to the provision of university services. The committee is represented by the University Students' Union, Residence Life, Student Development and Services, Facilities Services, Human Resources, Environmental Health and Safety, Faculty, Learning Integrations and Training, Technology Services, and Library Services.

The Committee reviews its membership on an annual basis and encourages representation from persons with disabilities.

The following representatives of the university community comprise the Nipissing University Accessibility Planning Committee for 2013-2014:

- Casey Phillips – Assistant Vice President, Students
- Cheryl Sutton – Director, Human Resources
- David Drenth – Director, Facility Services
- Kayla Fitzsimmons – President, Nipissing University Student Union
- Steve Hansen – Assistant Professor Physical Education, Schulich School of Education
- Michael Bonnell – Manager, Learning Integrations and Training

- Frank Ciancio – Manager, Application Development and Support
- Jen Coulter – Manager, Residence Life
- Frank Kuntsch – Supervisor, Residence Maintenance
- Jeff Landry – Manager, Environmental Health & Safety
- Geoff Sinclair – Manager, Technical Services (Library Services)
- Pat Stephens – Manager, Marketing
- Sarah Tedesco – Manager, Student Accessibility Services
- TBA – representative from Teaching and Learning
- Carrie Duchesne – Secretary Human Resources, Recording Secretary
- Laurie Purtell – AODA Officer (Contract), Chair, Accessibility Planning Committee

### Multi-Year Accessibility Plan

| AODA Standard/<br>Regulation<br>Reference                        | Initiative  | Action   | Completion<br>Date/Responsibility   | Deadline        |
|--|---|--|---|-----------------|
| O.Reg 429/07   | Establishment of policies, practices and procedures                       | Specific policies and procedures developed on: <a href="#">Use of Service Animals or Support Persons</a>   | 2010 and ongoing  | January 1, 2010 |
| O.Reg 429/07   | Establishment of policies, practices and procedures                       | Specific procedures developed on: <a href="#">Notice of Temporary Disruptions</a>  | 2010 and ongoing.<br>Human Resources (AODA), Operations.  | January 1, 2010 |
| O.Reg 429/07   | Establishment of policies, practices and procedures                       | Specific procedures developed on: Customer Service training. <a href="#">Customer Service handbook</a> is available in various formats. Online training is available through <a href="#">Blackboard Learn</a> ; tracking is available through Blackboard. Alternate training available upon request. | 2010 and ongoing for new employees and volunteers.<br>Human Resources (AODA), Learning Integrations and Training. | January 1, 2010 |
| O.Reg 429/07   | Establish an accessible process for receiving and responding to feedback. | Accessibility feedback form and process available: <a href="#">Accessibility Feedback</a>  | 2010 and ongoing.<br>Human Resources (AODA), Student Development and Services                                     | January 1, 2010 |
| Integrated Accessibility Standards Regulation O.Reg.191/11, s.76 | Transportation  | Provide accessible vehicles or equivalent services upon request. Nipissing doesn't operate own vehicles.   | 2011  | July 1, 2011    |

| <b>AODA Standard/<br/>Regulation<br/>Reference</b> | <b>Initiative</b>  | <b>Action</b>  | <b>Completion<br/>Date/Responsibility</b>  | <b>Deadline</b> |
|--|--|--|--|-----------------|
| O.Reg.191/11,<br>s.13                              | Emergency procedures available to public in accessible formats | Emergency procedures reviewed and are posted in accessible and conversion ready formats  | 2011 and ongoing – review each year.<br><br>Human Resources (Health & Safety)/ Operations.   | January 1, 2012 |
| O.Reg.191/11,<br>s.27                              | Emergency procedure, plans or public safety information        | Individual protocol and plans developed for employees with disabilities. Provide information to employee designated to provide assistance and review.  | 2011 and ongoing; individual reviews with each employee and designated support person.<br><br>Human Resources (Health & Safety)/ Operations. | January 1, 2012 |
| O.Reg.191/11,<br>s.3                               | Establishment of Accessibility Policies                        | Reviewed existing policies and posted on accessibility website.  | 2011 and ongoing.<br><br>Human Resources with various Departments  | January 1, 2013 |
| O.Reg.191/11,<br>s.4                               | Establishment of Multi-Year Accessibility Plan                 | Establish, review and update the <a href="#">Multi-Year Accessibility Plan</a> , post on website and include a yearly update.  | 2012 and ongoing; revised December 2013.<br><br>Human Resources with Accessibility Planning Committee  | January 1, 2013 |
| O.Reg.191/11,<br>s.4                               | Annual status report   | Annual status report prepared on the progress of measures taken to implement. Status posted on website and provided in accessible format upon request.   | 2011 – Plan updated each year.<br><br>Human Resources (AODA) with Accessibility Planning Committee   | January 1, 2013 |
| O.Reg.191/11,<br>s.5                               | Procuring or acquiring goods, services or facilities           | Incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities, except where it is not practicable to do so. <a href="#">Procurement policy</a> ; include accessibility requirements in RFP's. Send reminder to Purchasing. | 2011 and ongoing.<br><br>Purchasing  | January 1, 2013 |
| O.Reg.191/11,<br>s.6                               | Self-service kiosk   | Incorporate accessibility features when designing,   | 2012 and ongoing – new purchases:  | January 1, 2013 |

| AODA Standard/<br>Regulation<br>Reference | Initiative   | Action  | Completion<br>Date/Responsibility   | Deadline        |
|---|--|---|---|-----------------|
|   |  | procuring or acquiring self-service kiosks; audit emergency phones, Bell pay phones. Chartwell's directed information to their vending machine supplier. Standards given to Purchasing.   | examine accessible features prior to purchasing; Pay and display parking machines compliant.<br><br>Purchasing  |                 |
| O.Reg.191/11,<br>s.15                     | Educational and training resources and materials including program information and student records | Provide educational or training resources/materials in an accessible format that takes into account the accessibility needs due to a disability of the person. Explore shared accessible text conversion; registered with Alternate Education Resources Ontario (AERO) - web-based digital repository; access <a href="#">Gutenberg website</a> ; provide student records and information on program requirements in accessible format. Blackboard LMS is accessible. | Depends on request – many provided by individual department/faculty member; Continue usual practice of providing accessible formats through Student Accessibility Services.<br><br>2012 and ongoing.<br><br>Registrar's Office/Student Services | January 1, 2013 |
| O.Reg.191/11,<br>s. 16                    | Training to educators  | Provide accessibility awareness and universal instructional design principles; track all training; offered by PowerPoint, online (Blackboard) and by workshops (all tracked); Champion - Learning Integrations and Training. <a href="#">Handbook</a> provided to all faculty.  | 2012 and ongoing.<br><br>Human Resources (AODA), Learning Integrations and Training.  | January 1, 2013 |
| O.Reg.191/11,<br>s. 7                     | Provide training on accessibility standards and Human Rights Code                                  | Ensure employees and volunteers are trained on Integrated Accessibility Standards and the Ontario Human Rights Code; originally informed via everybody email, then offered by video, online (Blackboard) and by workshops (all tracked);  | 2013 and ongoing with new employee hires.<br><br>Human Resources (AODA), Learning Integrations and Training.  | January 1, 2014 |

| AODA Standard/<br>Regulation<br>Reference | Initiative   | Action  | Completion<br>Date/Responsibility   | Deadline        |
|---|--|---|---|-----------------|
|   |  | Champion - Learning Integrations and Training; Email periodic everybody emails re accessibility tips – i.e. service animals.  |   |                 |
| O.Reg.191/11,<br>s.11                     | Feedback processes   | Ensure processes in place for receiving and responding to feedback are accessible to persons with disabilities by providing or arranging for the provision of accessible formats and communications supports, upon request. Feedback form updated – online, email (x2), mail, phone, fax, TTY. <a href="#">Accessibility Feedback</a>   | 2010 and ongoing.<br>Human Resources (AODA), Student Development and Services | January 1, 2014 |
| O.Reg.191/11,<br>s. 14                    | New websites and web content to conform to WCAG 2.0 Level A  | New shells on Blackboard and external website conform to WCAG 2.0 Level A. Student focus groups (including students with disabilities) will be established in early 2014 to test website accessibility. University will be migrating to new software in 2014 that will support level AA. Departmental staff with website editing rights will be trained on WCAG 2.0 guidelines and new software capabilities. | 2013 and ongoing.<br>UTS/External Relations/Human Resources (AODA)            | January 1, 2014 |
| O.Reg.191/11,<br>s. 22                    | Prospective applicants are advised of availability of accommodations   | <a href="#">Procedure for Requesting Accommodations(s) Due to Disability Policy</a> developed. HR web page, job postings and email correspondence revised.  | 2013 and ongoing.<br>Human Resources  | January 1, 2014 |
| O.Reg.191/11,<br>s. 23                    | Selected applicants are advised of availability of accommodations. Applicants with disabilities receive appropriate accommodations | Email correspondence revised for selected applicants. Includes policy link. Continuously review interview and testing procedures according to disability identified.  | 2013 and ongoing.<br>Human Resources  | January 1, 2014 |

| <b>AODA Standard/<br/>Regulation<br/>Reference</b> | <b>Initiative</b>   | <b>Action</b>  | <b>Completion<br/>Date/Responsibility</b>                                   | <b>Deadline</b>    |
|--|---|--|---|--------------------|
| O.Reg.191/11,<br>s. 24                             | New employees<br>advised of<br>accommodation<br>policy  | Part of New Staff<br>Orientation. Hiring package<br>updated to include<br>information on policy.   | 2013 and ongoing<br>for new employees.<br>Human Resources                   | January 1,<br>2014 |
| O.Reg.191/11,<br>s. 25                             | Advise all<br>employees of<br>policies and<br>information to<br>support employees<br>with disabilities      | Everybody email sent out<br>re policy. Email periodic<br>everybody emails re<br>accessibility tips – i.e.<br>service animals. Policy<br>presented at New Staff<br>Orientation, in hiring<br>packages for faculty and<br>staff.   | 2013 and ongoing<br>for new employees.<br>Human Resources                   | January 1,<br>2014 |
| O.Reg.191/11,<br>s. 26                             | Alternative formats<br>and supports are<br>provided upon<br>request for job or<br>workplace<br>information. | Consult with employee are<br>suitable format or support.<br>Documentation reviewed.<br>Remind all employees to<br>create conversion ready<br>documents to eliminate<br>barriers.   | 2013 and ongoing<br>with reminders and<br>new employees.<br>Human Resources | January 1,<br>2014 |
| O.Reg.191/11,<br>s. 28                             | Develop written<br>process for<br>documented<br>individual<br>accommodation<br>plans.                       | Develop template for<br>workplace<br>accommodations. Include:<br>how employee participates,<br>how assessed, how to<br>request participation of<br>union, employee's personal<br>information remains<br>confidential, when and how<br>often will be reviewed, how<br>to provide plan to<br>employee. | 2013 and ongoing<br>as employees self-<br>identify.<br>Human Resources      | January 1,<br>2014 |
| O.Reg.191/11,<br>s. 29                             | Develop<br>documented return-<br>to-work process<br>with documented<br>individual<br>accommodation<br>plans | One point of contact.<br>Written accommodation<br>plan stored in separate<br>confidential file due to<br>PIPEDA and FIPPA  | 2013 and ongoing<br>as new employees<br>self-identify;<br>Human Resources   | January 1,<br>2014 |
| O.Reg.191/11,<br>s. 30                             | Include accessibility<br>considerations in<br>performance<br>management<br>processes                        | University currently<br>developing barrier-free<br>performance management<br>process for all employees.  | 2013 and ongoing.<br>Human Resources  | January 1,<br>2014 |
| O.Reg.191/11,<br>s. 31                             | Include accessibility<br>considerations in  | Barrier-free career<br>development for all   | 2013<br>Human Resources   | January 1,<br>2014 |



| <b>AODA Standard/<br/>Regulation<br/>Reference</b> | <b>Initiative</b>   | <b>Action</b>  | <b>Completion<br/>Date/Responsibility</b>   | <b>Deadline</b> |
|--|---|--|---|-----------------|
|  | career development and advancement processes  | employees currently in place.  |   |                 |
| O.Reg.191/11, s. 32                                | Include accessibility considerations in redeployment processes  | Redeployment will be guided by the Collective Agreements and the Ontario Human Rights Code.  | 2013<br>Human Resources   | January 1, 2014 |
| O.Reg.191/11, s. 12                                | Offer individualized accessible formats and communication supports in timely manner at no additional cost | Work with Marketing office to develop Accessible Information and Communication policy; Develop Accessible Information and Communications guide; Provide training on policy and guide.                            | In progress.<br>External Relations/Human Resources (AODA)   | January 1, 2015 |
| O.Reg.191/11, s. 12                                | Publicize availability of formats and support   | Online and print customer service notifications of availability; identify physical location for signage; incorporate into printed materials such as Academic Calendar; identify web locations for key messaging. | In progress.<br>External Relations/Registrar's Office/Human Resources   | January 1, 2015 |
| O.Reg.191/11, s. 17                                | Provide accessible format or conversion ready textbooks   | University texts, print based educational or training supplementary learning resources have accessible or conversion ready versions available upon request   | In progress – discussions with Library, FASS, Print Plus, Follett (Campus book store), Student Accessibility Services | January 1, 2015 |
| O.Reg.191/11, s. 17                                | Provide accessible format or conversion ready print-based educational or training learning resources      | University texts, print based educational or training supplementary learning resources have accessible or conversion ready versions available upon request   | In progress – discussions with Library, FASS, Print Plus, Follett (Campus book store), Student Accessibility Services | January 1, 2020 |
| O.Reg.191/11, s. 14                                | All websites and web content to conform to WCAG 2.0 Level AA  | Train departmental staff on WCAG 2.0 Level AA guidelines.  | In Progress.<br>UTS/External Relations/Human Resources  | January 1, 2021 |

## 2012-2013 Status Report

### Office of Student Development and Services: Student Accessibility Services

Student Accessibility Services continues to ensure students with documented disabilities are provided accommodations. They strive to provide an accessible, barrier-free learning environment. An Accessibility Consultant works with each individual student to develop a personalized plan and accommodations dependent upon their disability. They have many tools which students with disabilities might access to assist in their learning. Based on submitted documentation and approval from an Accessibility Consultant, technology may be borrowed on a limited time basis. Training with these tools and software programs is provided by the Adaptive Technology Technician.

- 2,637 individual exams and tests were administered compared to 2,284 in 2011-2012
- Support was provided to 457 learners at our North Bay and Muskoka campuses and online through our Centre for Flexible Teaching & Learning
- Of these 457 students: 435 have permanent disabilities, 22 needed temporary/interim support, 111 have multiple disabilities, 20 are at the Muskoka Campus and 23 are Distance/Online students
- Professional note taking support was arranged for 89 students
- The office coordinated 87 note takers and 6 note sharers
- Technological support and training were provided to 112 students
- 400 textbooks were provided in alternate format for 70 students
- 30 new psychological assessments were facilitated through NOARC.
- Transition programs are an important part of Student Accessibility Services to support prospective and new students with disabilities entering post-secondary education. Funded by MTCU, the Summer Transition Program (STP) introduces new students with disabilities to the services and resources available to them at Nipissing University and the city of North Bay. The week is divided between informational workshops and social activities. 28 students participated in 2012 and 24 participated in 2013.
- Soundproofing was added to all testing rooms and accessibility consultant's offices.
- A new wheelchair and cane were purchased for use by students.
- A site license for Kurzweil was purchased for the University, allowing all students registered with Student Accessibility Services to access the adaptive technology software through their Nipissing email address at any computer on or off campus.
- Since 2012 Nipissing University has purchased 2 licenses of Dragon Naturally Speaking, 2 licenses for ZoomText, 3 keyboard skins for low vision students and annual maintenance for NetSupport (test monitoring software).
- Additionally, the Office of Student Development and Services continued to provide accessibility of communication through the TextNet (TTY) telephone system available at 1-877-688-5507.
- Members of the Office of Student Development and Services team participated in community Special Education Advisory Committee and Learning Disability Association meetings. The opportunity to dispel myths about the break-down of

barriers at the post-secondary level and personal networking will be an annual venture that Nipissing University hopes to promote and continue.

- Student Accessibility Services sends out an Evaluation/Survey for students with disabilities. Annual evaluations are completed in April of each year through various types of formats.
- The Wellness Room (dedicated rest area) opened in February 2013.
- The Student Self-Identification and Returning Student Form available in hardcopy and on-line via the University's website.
- A Faculty Guide for Students with Disabilities was produced. An [electronic version](#) is on our website and hard copies are available from Student Accessibility Services.

### **Office of Student Development and Services: Academic Skills and Transition Services**

Academic Skills and Transition Services continued to help all students, including those with disabilities, develop skills with which to communicate in writing, learn course material, and also complete tests and written assignments to the best of their individual abilities with supports. The Academic Skills Coordinators at the North Bay campus supported 637 students in the areas of Math, Science, Writing, and Academic Skills. These students accounted for 1,397 total visits to the Academic Skills Program.

- A new Peer Educator Program (PEP) was launched which is the umbrella training program for the Peer Tutoring Program and Academic Skills Drop-In Centre. The goal of this initiative is to create an intentional training and development plan for our peer educators that will increase their skills and confidence in supporting students as well as ensuring consistent practices and a positive student experience. Last year, these programs saw a total of 124 students. With renewed efforts on marketing and a focus on effective training practices, we hope to revitalize these programs at the North Bay Campus and launch them at the Muskoka Campus in the 2013-14 academic year.

### **Office of Student Development and Services: Student Counselling Services**

- Services expanded to include E-Counselling Supports. This allows distance education and regional campus students to access counselling via technology.
- In the coming year the team plans to expand these supports to include a secure video-chat option.
- One staff member in Counselling Services became a trainer of Mental Health First Aid and rolled this training program to the campus and greater North Bay community in September 2013.
- Thanks to funding in 2013 from Bell Let's Talk, students will now receive training in suicide prevention. The Bell Let's Talk Community Fund grant provided support training on the Tattered Teddies and Straight Talk curricula to four Nipissing employees. Both programs were developed by the Centre for Suicide Prevention.

## **Harris Learning Library (HLL)**

- Seven enclosed Adaptive Technology rooms are reserved for individuals with disabilities. These rooms provide a distraction-reduced study environment, and five of these rooms are equipped with computers with adaptive technology to support individuals with perceptual or learning disabilities.
- The Harris Learning Library (HLL) included the installation of four barrier-free washrooms advocated for by Facilities Services. Additionally, HLL had 4 power-operated doors installed and 7 private adaptive technology rooms with key sign out at the Reception/Circulation desk.
- Additional barrier-free ramps, sidewalks and curbs were part of the Harris Library and the Surtees Athletic Centre expansion project.
- Window coverings for Adaptive Technology rooms were installed in February 2013 in Harris Library.
- An on-line [suggestion box](#) is available for library patrons to make suggestions for improvements in all aspects of the library's operations, including accessibility.

## **Human Resources**

- A wheelchair and cane were purchased for use by staff, faculty, students and guests.
- A one-year contract AODA Officer position was created.
- An automatic door opener was installed in the Human Resources hallway.

## **Awareness**

Nipissing University is participating in the 3rd Annual Innovative Designs for Accessibility (IDeA) Student Competition team at the Council of Ontario Universities (COU). The competition is open to all undergraduate students in Ontario and challenges students to develop innovative, cost-effective, and practical solutions to accessibility-related issues in the community.

## **Barriers Previously Addressed**

Many improvements have been made over the years at Nipissing University with regard to Information and Communication Standards, Employment Standards and Built Environment Standards. Some of the more notable items are listed below, but this list is not exhaustive.

### **Information and Communication Standards:**

- Nipissing University continued to offer online accessibility-related training to all members of the Nipissing University Community. Nipissing's online AODA Customer Service Training is targeted to the role of the individual in the organization.
- Collaboration of Student Counselling Services, Student Accessibility Services and Residence Life at the Residence Life Team training continued to educate staff and students throughout Orientation Week about the rights and responsibilities in accommodating students with disabilities and to ensure that orientation-related activities are inclusive.

- University Technology Services (UTS) and External Relations continued its efforts to ensure that all of Nipissing University's official websites meet and are accessible and meet the AODA Standards Regulations.
- University Technology Services (UTS) continued to respond on an as-needed basis to requests for adaptive technology with the collaboration of Student Accessibility Services to assist members of the community.
- Student Accessibility Services continued to provide assistive technology throughout the main campus and at Muskoka campus as requested;
- Participation in Project AERO for text sharing through a repository of voluntary publishers and post-secondary Institutions who upload in alternate format for other licenses users to share.
- Accessible podium console for multi-media technology at Muskoka campus: Status (completed) - Use of remote setup utilizing an iPad. iPad has been purchased and programmed.
- A [Service disruption](#) notice on website and posted at locations across campus.
- An [Accessibility check-box](#) was added to the maintenance request form. Accessibility items are sent to the AODA officer to be directed to appropriate person for action.
- Two Braille printers were purchased for signage and print based output. Documents are printed for students with low vision. Office/room signage is being replaced by with a Braille version on an office/department basis. Print Plus and FASS are currently completing new office signage for the Office of Student Development and Services. The second department in line is the Athletics Centre so that it is ready for the Grand Opening in February.

### **Built Environment Standards:**

- Facilities Services play a large role in addressing physical barriers and is committed to addressing physical barriers on campus. The department allots funds from its annual budget for projects to improve accessibility. All physical and architectural accessibility enhancements are coordinated through Facilities Services.
- Plans for new buildings and major renovations to existing buildings are reviewed by the stakeholders to ensure that barriers are addressed at the planning and design stage where possible. Standards used by Nipissing attempt to go beyond the standards found in the Ontario Building Code and Canadian Standards Association.
- Joint accessibility planning continues with Canadore College. Multi-Year Accessibility Plans shared between institutions and items are addressed at the Shared Facilities Committee meeting.

The initiatives to remove physical and architectural barriers across campus include the following:

- Contrast strips were added to exterior stair nosings at various locations across campus.

- A campus audit was completed with the Canadian National Institute for the Blind (CNIB) and identified various areas of potential barriers or addressed issues around signage that may be difficult for students and or visitors to read or see.
- Following an audit from CNIB, the walkway from Governors House Residence to the Education Centre was identified as an area of concern, which led to repairs to the walk way and driveway intersections along with an accessible walkway from visitor parking to the HLL.
- Inventory was completed on designated parking spaces at the Harris Learning Library, the RJ Surtees Athletic Centre. Four spaces were added at AC, 2 spaces were added at HLL.
- Brantford Campus completed the installation of automatic door openers to the main building and library, additionally; an accessibility ramp was re-built at 39 Nelson.
- The Robert J. Surtees Athletics Centre (AC) renovation will celebrate a Grand Opening in February 2014 and includes barrier free washrooms. The varsity change rooms and showers are fully accessible.
- An evacuation chair was purchased for the Athletics Centre. The evacuation chair training was provided to staff and students. A new elevator was also installed.
- The Office of Student Development and Services opened their doors in February 2013 in a new space designed with accessible doorways throughout, with fully accessible testing rooms of various sizes with accessible desks, and accessible student pods.
- Residence maintenance continued to support and provide the necessary facilities including accessible resident suites for students with disabilities living within Nipissing's Residences in addition to visitors using conference services in the summer months.

### **On-Going Initiatives**

- Campus Safety Audit: Status (ongoing) – annual safety audit includes AODA Officer.
- Accessibility audit of external and internal facilities, services and programs: Status (ongoing) – facility audits are completed on a monthly basis by the Director, Facilities and the AODA Officer; Accessibility Planning committee members assist with audits of services and programs.
- Survey of Faculty and Staff: Status (ongoing) - [On-line Barrier Identification, Prevention and Removal form](#) is available for all members and guests of the Nipissing University community to complete and return to the Accessibility Planning Committee Chair.
- Access to members of the Accessibility Planning Committee: Status (ongoing) - Any member of the university community is invited to bring forward a complaint or recommendation to the Nipissing University Accessibility Planning Committee regarding barrier identification, removal and/or prevention. They can submit by email ([access@nipissingu.ca](mailto:access@nipissingu.ca)), fax, interoffice mail, through the [Operations form](#) or [online](#).

- Review and raise awareness of policy on use of designated accessible parking spaces: Status (ongoing) – priority in 2015.
- Evaluate and improve access to the platform level of B200 and B201, including corridors and doorways: Status (deferred to 2015) - This item was included in a 2011 Enabling Change Funding - Small Projects Proposal but was not successful. The project will be reviewed by the Shared Facilities Committee since classrooms are maintained by Canadore College.
- Draft and promote awareness of an emergency evacuation procedures and staff training for persons with mobility challenges: Status (completed) - final version is completed and will be reviewed annually. The next review is January 2014. Two Evacuation Chairs have been purchased (Athletics Centre and Harris Learning Library (HLL)) and training has been provided to staff and student employees. The HLL staff have viewed a training video.
- Accessibility improvements are needed to access all emergency phones on campus: Status (ongoing) - Application for funding through the 2011 Enabling Change Funding - Small Projects Proposal was not successful. Improvements for some emergency phones remain outstanding. This item will remain on the priority list.
- Assess outstanding safety and accessibility issues related to the sidewalk between Governor's House Residence and the main campus building; budget for recommended improvements: Status (ongoing) - Access route from Governor's House Residence to the main campus was re-paved along with washout area at parking lot 9 – ongoing review of the walkway will continue to assure issue is resolved.
- Grade level thresholds for exterior doors: Status (ongoing) - AODA Officer started Threshold Project listing all thresholds for exterior doors that are not at grade level. Accessible thresholds will be installed on a priority basis as the funds become available.
- Access to lower level seating of Education Centre Cafeteria: Status (ongoing) - Assess retrofit requirements, acquire quotes. Placed on Shared Facilities Committee meeting agenda for December 2013.
- Automatic door openers required as identified in accessibility audit of all campuses: Status (ongoing) - December 2013 AODA Officer started Automatic Door Opener Project listing all doors requiring automatic door openers. Doors will be installed on a priority basis as the funds become available. Automatic door openers were installed in the HR hallway in November 2013.
- Build ramp from Robert J. Surtees Athletic Centre to the fields: Status (partially completed) – the ramp to the field has been completed and takes individuals to the grass area; 2<sup>nd</sup> ramp required to make it accessible to sitting areas. This will be a priority in 2015.
- Curb markings along some accessible routes are not clearly visible: Status (ongoing) - assess curb markings on campus and take measures to improve visibility – priority 2015.
- Stair nosings to have permanent contrasting edge markings: Status (ongoing) – AODA Officer completed audit of stairs; supplier has visited campus to provide suggestions as to various products available for the different stair surfaces.

## **Review and Monitoring Process**

- The Accessibility Planning Committee will meet bi-monthly to review and update progress on the plan. Members of the committee will advise staff and faculty members, either through personal contacts or by e-mail, about the role of the Accessibility Planning Committee and will seek input regarding the objectives of the plan.



| <b>Integrated Standard Objectives by January 1<sup>st</sup> of</b>                           | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--|------|------|------|------|------|------|------|------|------|------|------|
| s.3: Establish accessibility policies  |      |      |      |      |      |      |      |      |      |      |      |
| s.4: Establish multi-year plan; conduct consultation; prepare annual status report           |      |      |      |      |      |      |      |      |      |      |      |
| s.5 Incorporate access criteria in procuring/acquiring goods/services/facilities             |      |      |      |      |      |      |      |      |      |      |      |
| s.6 Incorporate access features in self-service kiosks                                       |      |      |      |      |      |      |      |      |      |      |      |
| s.7 Provide human rights training  |      |      |      |      |      |      |      |      |      |      |      |
| s.11 Ensure accessible feedback processes  |      |      |      |      |      |      |      |      |      |      |      |
| s.12 Provide accessible formats and communication supports, notify public about availability |      |      |      |      |      |      |      |      |      |      |      |
| s.13 Make emergency procedure plans and safety information accessible                        |      |      |      |      |      |      |      |      |      |      |      |
| s.14 Make new websites and web content conform to WCAG 2.0 Level A                           |      |      |      |      |      |      |      |      |      |      |      |
| s.14 Make all websites and web content conform to WCAG 2.0 Level AA                          |      |      |      |      |      |      |      |      |      |      |      |
| s.15 Provide accessible / conversion ready educational training material or resources        |      |      |      |      |      |      |      |      |      |      |      |
| s.15 Provide program info and student records in accessible format                           |      |      |      |      |      |      |      |      |      |      |      |
| s.16 Provide accessibility awareness training to teachers; keep records                      |      |      |      |      |      |      |      |      |      |      |      |

| <b>Integrated Standard Objectives by January 1st of</b>   | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|------|------|------|------|------|------|------|------|------|------|------|
| s.17 Provide accessible format / conversion ready textbooks (if producer)   |      |      |      |      |      |      |      |      |      |      |      |
| s.17 Provide accessible format / conversion ready print-based educational or training resources (if producer)                                   |      |      |      |      |      |      |      |      |      |      |      |
| s.18 Libraries to provide accessible or conversion ready print-based resources on request   |      |      |      |      |      |      |      |      |      |      |      |
| s.18 Libraries to provide accessible or conversion ready digital or multi-media resources on request  |      |      |      |      |      |      |      |      |      |      |      |
| s.22 Notify employees and public about accommodation available in recruitment process   |      |      |      |      |      |      |      |      |      |      |      |
| s.23 Notify job applicants participating in assessment about accommodation available upon request; provide suitable accommodation on request    |      |      |      |      |      |      |      |      |      |      |      |
| s.24 Notify successful applicant of accommodation policies  |      |      |      |      |      |      |      |      |      |      |      |
| s.25 Inform employees of accommodation policies   |      |      |      |      |      |      |      |      |      |      |      |
| s.25 Provide updated information to employees on changes to accommodation policies  |      |      |      |      |      |      |      |      |      |      |      |
| s.26 Provide suitable accessible format or conversion ready information needed to do the job, or generally available in workplace, upon request |      |      |      |      |      |      |      |      |      |      |      |
| s.27 Provide individualized emergency response information upon request as soon as practicable; review individualized information               |      |      |      |      |      |      |      |      |      |      |      |

| <b>Integrated Standard Objectives by January 1st of</b>                                    | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--|------|------|------|------|------|------|------|------|------|------|------|
| s.28 Develop written process for developing documented individual accommodation plans      |      |      |      |      |      |      |      |      |      |      |      |
| s.29 Develop a documented return-to-work process   |      |      |      |      |      |      |      |      |      |      |      |
| s.31 Incorporate accessibility needs and accommodation plans in career development process |      |      |      |      |      |      |      |      |      |      |      |
| s.32 Incorporate accessibility needs and accommodation plans in redeployment process       |      |      |      |      |      |      |      |      |      |      |      |
| s.80 Provide accessible public spaces  |      |      |      |      |      |      |      |      |      |      |      |

## **Conclusion**

The University recognizes that further steps need to be taken to help Nipissing become completely barrier free, physically, academically, attitudinally, and socially. It is imperative that we educate our community to recognize barriers to access and provide them with the tools to address them. By doing so, we will be more proactive in removing those barriers, and ensuring a workplace and learning environment that provides all with the opportunity to succeed.

The Multi-Year Accessibility Plan presented above reflects a commitment to engage in incremental initiatives in accordance with the AODA and the expectation that the University will be free of attitudinal, physical and social barriers by the year 2025. The process will be meaningful and effective as the committee endorses a consistent and resolute approach to barrier removal and prevention.

## **Communication of the Plan**

A copy of this plan is posted and available on the University [website](#) and is available in hard copy format on reserve in the Library. Inquiries regarding Nipissing University's Multi-Year Accessibility Plan or requests for an alternate format copy of this plan may be directed to the Accessibility Planning Committee in the following ways:

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