Multi-Year Accessibility Plan

Mohawk College

2023-2025

Contents

Land Acknowledgement

Mohawk College is situated on the traditional territory of the Haudenosaunee and Anishnaabeg Nations, within the lands protected by the Dish with One Spoon wampum agreement, and is currently home to many Indigenous peoples from across Turtle Island. We are grateful to share this land as treaty people who live and work in this shared community.

Guided by the Indigenous Education Council and with the support of Indigenous communities, Mohawk College is committed in its aspiration to be trusted as a committed leader and true partner in advancing Truth and Reconciliation.

Our Vision

Future Ready. Learning for Life.

Our Mission

We educate and prepare highly skilled graduates for success and contribution to community, Canada and the world.

Our Values

We are student focused
We are committed to excellence
We engage our community

We are inclusive
We are accountable

Mohawk's Commitment to Accessibility

Mohawk College is committed to the following principles in the college experience for persons with disabilities/accessibility needs:

Dignity – Treating the students, faculty, employees and visitors as valued members of the college community deserving of equitable services as other members of the community.

Independence – Ensuring freedom from control or influence of others; freedom to make choices.

Integration – Embedding the various needs of college community members in the design, delivery and communication of services so that all members benefit from the same services, in the same place and in the same or similar ways as others. Aspiring for inclusive college experience where the diverse needs of its members are anticipated and fulfilled instead of responding to accommodation requests.

Equal opportunity – Providing persons with disabilities/accessibility needs with the same chances, options, benefits and results as others.

Public communication of the accessibility plans and annual reports

Mohawk's Accessibility Plans are available:

● Online at the Accessibility website at [accessibility plans and policies](#)
● By telephoning Accessibility at 905-575-1212 ext. 4768
● By sending an email request to [accessibility@mohawkcollege.ca](#)
● By mailing a written request to:
  Equity Diversity and Inclusion Office
  Mohawk College
  Fennel Campus, F Wing, Room 114
  135 Fennel Ave. W.
  Hamilton, ON L9C 0E5
● In alternate formats as requested

Accessibility feedback

Mohawk College recognizes that feedback is critical to the process of identifying and removing barriers to the participation and improvement of delivery of our services to persons with disabilities/accessibility needs. The Accessibility Feedback Online Form [Accessibility Feedback and Complaint Online Form](#) can be used to submit feedback about accessibility to Accessibility Services.

Feedback may also be given by emailing Accessibility at [accessibility@mohawkcollege.ca](#) and by telephone at 905-575-1212 ext. 4717.

Completed [Accessibility Feedback and Complaint Online Form](#) can be saved and emailed to accessibility@mohawkcollege.ca.

Completed [Accessibility Feedback and Complaint Online Form](#) can also be printed and mailed to:

Mohawk College
RE: Manager AODA & EDI Initiatives
135 Fennell Ave. W. Hamilton, ON L9C 0E5

This document is available in alternate formats upon request. Please contact us at 905-575-1212 ext. 4768 or by email at accessibility@mohawkcollege.ca.

AODA Overview

Ontario is the first province to legislate accessibility reporting and to establish standards so people with disabilities/accessibility needs can participate fully in their communities.

The [Accessibility for Ontarians with Disabilities Act](#) (AODA) is legislation that sets out a process for developing and enforcing accessibility standards with the goal of making Ontario fully accessible by 2025.

Introduction

Mohawk College is committed to ensuring access to education and reduce barriers for all by expanding access for persons with disabilities/accessibility needs among other underrepresented groups. This commitment is formulated as an aspiration in the college's strategic plan [Mohawk College Strategic Plan 2022 - 2025 (PDF)](#).

Accessibility planning provides the college with the opportunity to take a comprehensive look at its services, policies, procedures, practices and programs to determine which aspects of its operations require action to eliminate barriers for persons with

disabilities/accessibility needs and advance accessibility. In order to support progress and meaningful implementation of the Plan, the college deployed the following principles in accessibility planning:

- Mandatory accessibility training is required for all employees, faculty, and students acting on behalf of the college.

- Engaged and aware employees incorporate accessibility into daily practices and are encouraged to use an accessibility lens when preparing policy and procedural documents or developing programs and services.

- Accountability is demonstrated through the Plan, yearly Multi-Year Accessibility Plan (MYAP) Progress Report and College's Accessibility policies including Accessibility (AODA) policy, all made publicly available and in alternative formats upon request.

- All Departments are asked to provide input into the Plan.

Under the Accessibility for Ontarians with Disabilities Act, Mohawk College is required to develop this MYAP to help make Ontario accessible by 2025. The previous Multi Year Accessibility Plan 2019 – 2021 brought many areas into the full compliance along with challenges that emerged providing us with opportunities to fully address identified deficiencies in the new plan and thus ensure that the College is accessible well beyond compliance by 2025.

The new MYAP continues to promote and reaffirm the commitment the college has for full inclusion of our students and employees. The new plan will align with the college's new Strategic Plan for the period of 2022–2025.

Based on the [EDI Action Plan](#), Mohawk College's EDI commitments - **Create an inclusive workplace** and **Expand the use of universal design for learning & use of accessibility tools** - endorse the college's commitment to ensure we are meeting the needs of diverse populations and

providing accessible work environments, an accessible campus and accessible learning services.

Mohawk College Strategic Framework for Accessibility

In recognition of Mohawk's commitment to accessibility and to ensure the thoughts and opinions of persons with disabilities/accessibility needs are heard as the college plans for an increasingly accessible and inclusive environment, both physical and learning, the college consults the following (sub)committees.

1. AODA Steering Committee

The AODA Steering Committee is comprised of senior administrators, who support and move forward the recommendations of the Accessibility Advisory Committee, approve projects and the budget of the committee. The Steering Committee monitors the risks, quality and timeliness of Advisory Group activities and establishes benchmarks.

2. AODA Advisory Committee (recruitment of new members beginning fall 2023)

The Accessibility Advisory Committee is a voluntary advisory body established to provide input to the AODA Steering Committee. The committee is comprised of representatives from the community and a variety of college departments and strives to represent a cross-section of our campuses. The Committee includes students, alumni, staff, faculty, community representatives and community members living with disabilities.

3. Universal Design for Learning (UDL) Designate

Include input from the Centre for Teaching and Learning Innovation among other departments on embedding UDL in curriculum design and learning management systems.

2019-2022 Highlights

Customer Service

● There was high employee attendance and participation in the AODA Customer Service Standards and AODA Integrating Accessibility Standards and OHRC training.

● Mohawk College welcomes and provides equitable access for persons with disabilities/accessibility needs accompanied by a service animal to all college facilities. As a result, the Animals on Campus Policy was drafted by a committee of campus stakeholders, reviewed and approved on November 2021 and is posted on Corporate Mohawk website (Animals on Campus Policy).

● The strategy for communicating the service disruption procedure has been developed and consultations have taken place with the key stakeholders and the AODA Steering committee. Updates to the notification of the Service Disruption Procedure have been initiated to reflect a multi-faceted approach to communicating service disruptions to visitors, public, students and employees.

● Digital Policy and addendum reviewed and finalized in the Summer 2022 Information and Communication.

● In 2022, the college offered faculty PD sessions through Accessible Learning Services on Universal Design for Learning Solutions to Individualized Accommodations, Trauma Informed Teaching, Experiential Learning and Workplace Accommodations, and Supporting Neurodiverse Students.

● In Summer 2020, the implementation of a new data management system, Accommodate, was completed to manage all aspects of student accommodation needs. Accommodate provides students and faculty with confidential portal access to accommodation letters, appointment booking

features, documentation upload, alternatives format requests, and alternative test and exam scheduling.

Information and Communication

Document Accessibility

- **Creating Accessible Word Documents course stats:**
  Spring 2022: 3 sessions were provided in addition to sessions provided to EDI and Mohawk College Enterprise Teams.

  Fall 2022: 3 sessions were completed.

- **Accessible Word Documents: Using Styles course stats:**
  Spring 2022: 2 sessions were completed.

  Fall 2022: 4 sessions were completed.

- **Creating Accessible PowerPoint Presentations course stats:**
  Spring 2022: 3 sessions were completed.

  Fall 2022: 3 sessions were completed.

Web Content Accessibility Training

- Launched new Content Management System: Drupal, equipped with the Web Accessibility Initiative which is based on accessibility principles. This enhances the website's accessibility for people with disabilities.

- The training on how to build a webform using the Drupal Content Management System with increased accessibility features was offered to employees with site editor status (over 400 staff trained since 2016). An external tutorial and resource website were established with over 50 tutorials (text and video) (web-marketing.mohawkcollege.ca).

- All web training covered accessibility guidelines (WCAG 2.0 Level AA and AAA principles). Employees received credit through HR's platform for completing the training.

- Website accessibility refresher, offered bi-annually.

- Two-way communication systems now exist throughout the college and near refuge areas. The addition of new locations for two-way communication will be considered in future renovation plans throughout the college.

- Various locations for alarm/emergency communication signage that is accessible, including braille signage, were identified through the AODA Audit for improvement; to be done on a priority basis and as funds are available.

Emergency Procedure Plans and Public Safety Information

- Two-way communication systems now exist throughout the college and near refuge areas. The addition of new locations for two-way communication will be considered in future renovation plans throughout the college.

- Various locations for alarm/emergency communication signage that is accessible, including braille signage, were identified through the AODA Audit for improvement; to be done on a priority basis and as funds are available.

Employment

- Applicants continued to be notified about the availability of accommodation during the recruitment process, and consultations occurred with applicants and employees to arrange and provide accommodations.

- Flexible Work Arrangement Policy was revised on April 28, 2022 to accommodate employees with various needs including persons with disabilities.

● All members of hiring panels completed a bias-free training guide and ensured that bias-free hiring practices were undertaken when considering hiring applicants.

Design of Public Spaces (Built Environment)

● AODA compliant exterior emergency telephones at the Stoney Creek Campus installed with accessible height and path to be maintained.

● Fennell exterior emergency telephone system installed with accessible path and height to be maintained.

Built Environment

● Built Environment Audit is complete–reviewing and setting priorities.

● Municipal and University Facility Accessibility Design Standards were reviewed in order to adopt Standard to serve as reference for college construction projects.

Legislative Compliance

Mohawk College is complaint with regulations under the Accessibility for Ontarians with Disabilities Act (AODA). The college seeks to advance accessibility beyond current legislative requirements in a proactive manner and in order to meet proposed AODA Postsecondary Education Standards Recommendations.

The planned initiatives for each AODA regulation are laid out in the rest of this document. The college recognizes that accessibility requires an anti-ableist approach to decision-making. This involves an examination of the barriers that impact persons with various disabilities, including: architectural, systemic &

institutional, physical, technology, communication and attitudinal barriers.

The 2023-2025 Multi-Year Accessibility Plan serves as a roadmap and captures key initiatives and strategies to fulfil our college's commitment to building learning, working, and living spaces that honour, value and celebrate the whole of every person.

Integrated Accessibility Regulation Standards

Part I: General Requirements 3

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 3 (1)
Responsibility/Sponsor	Chief Equity and Inclusion Officer
Status	Completed and ongoing

Establishment of Accessibility Policies

The college must develop, implement, and maintain policies related to ensuring accessibility and the full participation of persons with disabilities. Additionally, there must be policies in place that govern the provision of goods, services, and facilities, the use of service animals and support persons, the use of assistive devices, and notice of temporary disruptions.

The AODA steering Committee, Accessible Learning Services, Corporate Services, and Chief Human Resources officer- as required by the AODA- have developed, implemented and maintained policies associated with accessibility.

The college has three policies and procedures relating to accessibility and accommodations, which the chief Human Resources officer has responsibility for and oversight of. They are:

- GC-4300-2013 Accessibility (AODA) Policy
- GC-4302-2021 Animals on Campus Policy
- SS-3201-2013 Academic Accommodation for Students with Disabilities Policy

Planned Initiatives

- Revisions to SS-3201-2013 Academic Accommodation for Students with Disabilities Policy to include more inclusive title, retroactive accommodations definition, reference to student autonomy in student self-empowerment section, college's commitment to UDL, compliance in taking requests in good faith and update language of the policy.

- Revisions to SS-3201-2013 Academic Accommodation for Students with Disabilities Policy to include retroactive accommodations definition.

Part I: General Requirements 4

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 4 (1), (2) and (3)
Responsibility/Sponsor	Chief Equity and Inclusion Officer
Status	Completed and ongoing

Accessibility Plans

Mohawk College shall establish, review and update the accessibility plans in consultation with AODA Steering Committee and will submit to Senior Leadership Team for approval.

Planned Initiatives

- MYAP plans are on the Mohawk College Website.
- Annual status reports are on the Mohawk College Website.
- Submit compliance reports every two years to the Accessibility Directorate of Ontario. The last report was due by December 2023.

Part I: General Requirements 5

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 5 (1) and (2)
Responsibility/Sponsor	Director, Strategic Procurement
Status	Completed and ongoing

Procuring or Acquiring Goods, Services or Facilities

Under the Integrated Accessibility Standards Regulation (IASR), Mohawk College is required to incorporate accessibility design, criteria and features when procuring or acquiring goods, services or facilities, except where it is not practicable to do so. Section 4.F of procurement policy has AODA compliance noted.

Planned Initiatives

Continue to support the purchasing program at Mohawk College with a focus on accessibility features in preparing to procure or acquire goods, services or facilities to ensure that the needs of people with disabilities are embedded in the procurement process so that goods and services at Mohawk College are fully accessible.

- Continue to request vendors to abide by their obligations to meet accessibility requirements.
- The new HR Employee Onboarding Process will include web links to the AODA information on the Purchasing Website, including the Ontario Colleges AODA Procurement Toolkit. This will improve employee awareness of accessible procurement guidelines, facilitate the online availability of resources, and will provide a common understanding of employee procurement obligations under the AODA.

Part I: General Requirements 6

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 6(1) and (2)
Responsibility/Sponsor	Chief, Business Services
Status	Completed and ongoing

Self-service kiosks

Planned Initiatives

- Maintain existing compliance by continuing use of accessible purchasing toolkit as a mandatory part of the decision-making process when acquiring self-service kiosks.
- Include the Accessible Purchasing toolkit in the Purchasing Policy.
- Implementation of Accommodate student kiosks in the Accessible Learning Service office areas.

Part I: General Requirements 7

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 7 (1), (2), (3), (4), (5), (6) and O. Reg.165/16 s. 5(1)
Responsibility/Sponsor	Chief Human Resources Officer
Status	Completed and ongoing

Training

The College has developed comprehensive accessibility training modules under the SIA divisional EDI sub-committee leadership with the assistance of the EDI office. The modules focus on eight

accessibility training areas including, specific information about student accommodation methods and expectations, instructions on how to interact with people with disabilities/accessibility needs who use a guide dog or other service animal and what to do if a person with a particular type of disability/accessibility need is having difficulty accessing the provider's goods, services or facilities.

Each module ranges in length from 30 minutes to one hour of training.

Planned Initiatives

- Replace the existing mandatory college AODA training with the newly developed comprehensive accessibility training modules.
- Upload finalized accessibility training modules and make them available via Working at Mohawk, in various formats to accommodate various learning modalities.

Part II: Information and Communication Standards 11

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 11(1) and Reg. 165/16 s.7
Responsibility/Sponsor	Chief Marketing and Recruitment Officer
Status	Completed and ongoing

Feedback Processes

Mohawk College provides accessible formats/communication supports upon request when receiving/responding to feedback and notifies the public about the availability of accessible formats and communication supports with respect to feedback process.

Planned Initiatives

- Monitor for any gaps in the provision of accessible formats and communication supports to ensure full compliance.
- Consistently include statements related to any college feedback processes to ensure that the college takes into account the accessibility needs of persons with disabilities as well as individual accommodation needs and that such accessible formats/communications supports are available upon request.

Part II: Information and Communication Standards 12

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 12 (1), (2) and (3)
Responsibility/Sponsor	Chief Marketing and Recruitment Officer
Status	Completed and ongoing

Accessible Formats and Communication Supports

Mohawk College provides accessible formats and communication supports for persons with disabilities/accessibility needs upon request. Additionally, the Marketing Department has successfully launched a number of initiatives related to advancing document accessibility. Some of the highlights include:

- Continued assurance that all video graphics and text are compliant with AODA standards, and that audio includes closed captioning.
- Continued assurance that all videos shared publicly are captioned accurately (without relying on automatic/AI captions through YouTube or other platforms.)
- The Writing Style Guide has been updated and is available on the MyMohawk webpage.

- Remediating all documents created by Marketing before they are posted to the website. Guidelines and recommendations are shared with the Design team to improve accessibility of the original document.
- Reviewing documents created outside of Marketing and providing feedback for improved accessibility and/or remediating.
- Actively remediating all documents on Mohawk College websites that have been flagged (Siteimprove) for remediation.

In order to advance document accessibility and communication supports beyond compliance by 2025, following planned initiatives will be implemented on an ongoing basis.

Planned Initiatives

- Remediate all files in-house before they are posted to the College website or distributed electronically.
- Use the MadeToTag plug-in with Adobe InDesign, which facilitates the export of InDesign files to tagged PDF for quicker remediation.
- Remediate and repost existing files on the college website which are flagged by Siteimprove as not meeting accessibility guidelines.
- Caption all in-house Marketing and Creative Services videos and all videos submitted through the employee Welcome Request portal.
- Provide document accessibility training for Word and PowerPoint to all College staff through the Working at Mohawk site.

Part II: Information and Communication Standards 13

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 13 (1)
Responsibility/Sponsor	Director, Security services
Status	Completed and ongoing

Emergency Procedure Plans and Public Safety Information

Mohawk College provides emergency procedures, plans and public safety information in an accessible format or with appropriate communication supports, as soon as practicable, upon request.

Planned Initiatives

- Monitor for any gaps in prompt provision of the Emergency Procedures and Response Plan in an accessible format/with appropriate communication supports upon request.
- Include the accommodation statement on the Mohawk College Security and Emergency website indicating that all Emergency procedure plans and public safety information are available in accessible format/with communication support upon request.

Part II: Information and Communication Standards 14

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 14 (4)
Responsibility/Sponsor	Chief Marketing and Recruitment Office
Status	Completed and ongoing

Accessible Websites and Web Content

In 2022, the AODA Audit of college websites was completed. The intent of the audit was to assess websites against the currently legislated WCAG 2.1 AA Standard. The audit findings provided prioritized high-level observations and recommendations for deficiencies observed against the current standard and legislation. The scope of the websites audits was to assess existing college websites against AODA compliant standard, identified above. The websites that were identified for the assessment and audited were:

- Mohawk College website

https://www.mohawkcollege.ca/

- Mohawk Students website

https://www.mohawkstudents.ca

- Mohawk Library website

https://www.library.mohawkcollege.ca

- Mohawk MyCanvas website

https://mycanvas.mohawkcollege.ca/

- Mohawk CareerReady website

https://careerready.mohawkcollege.ca/

- Mohawk Mountaineers website

https://www.mohawkmountaineers.com

Overall, the main sites on mohawkcollege.ca have all been improved since the 2015 audit prior to the last audit. The Mohawk Mountaineers website audit indicated that the website remained very similar as it was in 2015 audit (with a small number of non-compliances rectified). To improve the Mountaineers website, external management companies were consulted. The new template options along with pricing was obtained. Most of the non-compliant success criteria identified in the 2022 audit have now been resolved by the third party.

This audit indicated that for the front-facing Mohawk College website, most of the major issues are resolved. Mohawk College's Siteimprove Accessibility score varies between a low and high 80s out of 100 (for comparison, the Educational Accessibility benchmark score average is 81.2).

The training on how to build a webform using the Drupal Content Management System with increased accessibility features was offered to employees with site editor status. External tutorial and resource website were established with over 50 tutorials (text and video) (web-marketing.mohawkcollege.ca). All web training covers accessibility guidelines (WCAG 2.0 Level AA and AAA principles).

Based on Audit recommendations and action plans, following planned initiatives are proposed in this plan to ensure full accessibility beyond compliance by 2025.

Planned Initiatives

- **Mountaineers Website**
    - Choose external management company and template/design website redesign begun in the spring 2023 with a website launch prior to September 2023.

- **Mohawk Students Website**
    - Switch current CMS to a platform called MSL by fall 2023.

    - Monitor for fully compliant success criteria.

Other Initiatives

- Continue to monitor the website accessibility obligations using Siteimprove software to maintain standards.

- Continue improvement of WCAG 2.0 Level AA requirements.

- Develop FAQ on web accessibility as resources to web editors by summer 2023.

- Enhance understanding of accessibility guidelines and best practices (WCAG 2.0 AA standards).

- Support website editors to ensure they receive required training, resources and time/attention.

- Building accessibility consideration into timelines (e.g., documents, forms, websites and language/content).

- Develop bi-annual presentations about overall website accessibility and how managers and their teams can/should be using Siteimprove reports to address issues on their pages and sites.

- Develop and launch of WordPress website that will house documentation and web tutorials for editors, and information and resources for employees (password-protected site).

- In partnership with Marketing and IT, prepare for a new MyMohawk platform with accessibility and usability built into the requirements and ensure it is a focus throughout the implementation.

Part II: Information and Communication Standards 15

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 15 (1)
Responsibility/Sponsor	Chief Human Resources Officer/Associate Dean CTLI/Registrar
Status	Completed and ongoing

Educational & Training Resources and Materials

Mohawk College provides accessible materials and media used in teaching & learning and student services.

Planned Initiatives

- Continue to procure only accessible or conversion-ready educational materials.

- Ensure that accessibility awareness training for educators as well as all other educator professional development content/ onboarding sessions include the requirement for provision of accessible resources and materials.

- Ensure processes are in place to ensure that the Registrar's Office will be able to respond to student accessibility requests.

- Ensure that front-line staff in the Registrar's Office have received appropriate training and resources to be able to respond to student accessibility requests.

- Identify and change web pages and forms for navigation requirements to conform to accessibility standards, thus ensuring student portal accessibility and provision of student records in accessible formats.

Part II: Information and Communication Standards 16

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 16 (1) and (2)
Responsibility/Sponsor	Chief Human Resources Officer/Associate Dean CTL
Status	Completed and ongoing

Training to Educators

The Human Resources Department has the oversight of the Accessibility Awareness for Educators Training currently offered by the college. This training provides a baseline knowledge of the

AODA, accessibility, accommodations/support for students with disabilities/accessibility needs, moving from accommodations to accessible education, and setting accessibility standards to remove barriers.

Educator training promotes the consideration of UDL as a framework for accessible education and covers the Principles of Universal Design for learning, multiple approaches to teaching and learning, and technology as a tool to enhance learning.

To further enhance educators' knowledge and access to resources and training in advancing accessibility beyond compliance by 2025, following planned initiatives are proposed:

Planned Initiatives to ensure Compliance

- **Initiative 1**

  Expand AODA Accessibility Awareness Training for Educators by ensuring that all educators take new accessibility training modules which will be posted on MyMohawk as well as assistive technology workshops hosted by ALS in addition to currently offered mandatory AODA Accessibility Awareness Training.

- **Initiative 2**

  Upskilling of CTLI team so that they can be a resource to educators and guide AODA advancing initiatives and training on the faculty side.

Tactic

Provide the CTLI Team with third-party training if necessary by the end of summer of 2024.

- **Initiative 3**

  Managers and Associate Deans need to understand the expectations for AODA training and model this to their teams with a focus on increased accountability for initial and refresher AODA training to educators.

Tactic 1

The VIP level college sponsor will send out communication to Associate Deans making Educators Training a clear priority in advancing accessibility at the college. This communication will focus on ensuring that faculty time allocated to training is paid and scheduled in advance. A new HRS system (fall 2023) would capture incomplete training by faculty at 30, 60 and 90 days, and progressive messages will be sent to faculty members as reminders by senior management. Refresher training sessions will follow the same process. The goal is to implement this by January 2024.

At 30 days, a training reminder message is sent to employees by the system.

At 60 days, a training reminder message is sent to employees by direct manager.

At 90 days, a training reminder message is sent to employees by the VIP sponsor.

Tactic 2

Promote the importance of Accessibility Awareness Training for Educators at Academic Leadership Team (ALT) meetings to ensure that this is a high priority for Associate Deans and to foster accountability and compliance.

Tactic 3

Ensure part-time, contract and continuing education (CE) educators are provided training by aligning Banner and Cornerstone systems with regards to contract start dates etc.

- **Initiative 4**

  Providing support to faculty in real-time. This will enable the college to have an accessible process to report ableism to the college in time and provide any accessibility inquiries on the faculty side.

Tactic

Re-evaluate the need for hiring a Faculty Support–AODA advisor by the end of 2023 (this role would be similar to existing Indigenous and International faculty support positions).

- **Initiative 5**

  CTLI to provide ongoing faculty support to ensure that all resources are in place to provide a fully accessible learning experience.

Tactic

Curriculum Support

Curriculum Consultants and Instructional Designers to continue to support faculty adoption of accessible teaching principles through curriculum development processes. This would be ongoing and based in support for curriculum projects.

Educator Development

Teaching and Learning Consultants (TLC) to facilitate professional development sessions related to considerations within the classroom, benefits for learners and educators. These sessions will focus on the "why" and best practices approach, beyond accessibility, integrated or differentiated from UDL.

Educator Onboarding

The TLC team to continue to host faculty onboarding sessions, such as the College Educator Development Program (CEDP) (full-time professors) and Teaching for Success (part-time professors). These sessions are to be revised and improved to reflect and include appropriate elements of AODA for Education.

Great Ideas for Teaching (GIFT) conference

To be focused on AODA for Education, CTLI developed conference in collaboration with EDI Office and ALS departments. Potentially planned for October 2024.

Instructional Design Sessions

The broader CTLI team to offer AODA for Educators specific skill topics: video captioning and transcription (Kaltura), accessible documents, LMS use and design (Canvas), and potentially Simulations to raise awareness and support. Sessions specific to technology adoption will be provided through the Instructional Designers and Digital Skills Team.

Web Resources

Develop CTLI web links to AODA for Educators resources to support faculty in course delivery. These resources will be similar to the UDL resources and developed in collaboration with the EDI Office and ALS departments.

Comprehensive Program Review

Public Relations approach to be used as a method of identifying program successes and challenges, including ableist attitudes. Provide support from the lens of drawing awareness and consideration within the outcomes of the program. Often the result is identification of Professional Development needs. This will be an Academic Quality process completed once every five years for every program.

- **Initiative 6**

  Use the replication of research study based on the [Universal Design for Learning for Technology Research Project (PDF)](#) completed in 2018 to focus on the integration of Accessibility and UDL at the College. At a minimum, the UDL-specific feedback can be considered.

Tactic

Give students the opportunity to self-identify if they have a disability and indicate UDL elements that would be supportive of their learning through an accessibility lens.

- **Initiative 7**

   Support educators to move towards more equitable and inclusive learning spaces thus advancing accessibility.

Tactic

Continue to provide educators with the UDL Course Assessment tool to self-assess their use of UDL and monitor improvements for UDL implementation.

Part II: Information and Communication Standards 17

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 17 (1), (2) and (3)
Responsibility/Sponsor	Associate Dean CTL /Chief, Business Services
Status	Completed and ongoing

Producers of Educational or Training Materials

This standard refers to multiple producers of educational or training materials. Mohawk College has already engaged in a number of initiatives and processes that ensure availability of accessible and conversion-ready versions of printed materials and textbooks. Mohawk College Library has an ongoing subscription to the Access Content ePortal (ACE). ACE contains alternative formats of print book collections from participating Ontario colleges and universities. This service is available to Mohawk College students and faculty.

Planned Initiatives

- Deploy an accessible purchasing toolkit as a mandatory part of the decision-making process for choosing producers of

educational or training textbooks and print-based educational or training supplementary learning resources.

- Review the processes in place on an ongoing basis to ensure that all college texts, print-based and supplementary learning resources have accessible, conversion-ready versions available upon request.
- Continue to partner with producers of educational materials to create, curate and provide open educational resources, video and web-based resources and all other educational materials in accessible formats.

Part II: Information and Communication Standards 18

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 18 (1), (2) and (3)
Responsibility/Sponsor	Director Library and Academic Services
Status	Completed and ongoing

Libraries of Educational and Training Institutions

Mohawk College Library has engaged in a number of initiatives to provide, procure or acquire by other means an accessible or conversion-ready format of print, digital or multimedia resources or materials, over the course of previous Multi Year Accessibility Plans. The Accessibility Guide that highlights Accessible Resources (databases, eBooks, online videos) is now available. Finally, the Library website exceeds AODA standards. Users can browse or search the Library's collection of accessible material by logging into ACE with an assigned User or Admin Token which can be obtained by contacting the Accessible Learning Services department. If Mohawk College Library has a physical item that is

not available in an accessible format, it works with ACE to enable access to an alternate version.

In order to build upon the established accessibility goals and objectives, the following planned initiatives have been proposed:

Planned Initiatives

- Map out/fulfill access to resources in the Library beyond class content, in partnership with Mohawk College Accessible Learning Services (ALS).
- In Partnership with the Accessible Content E-Portal (ACE):
  - Ensure that ACE contains alternative formats of print book collections from participating Ontario colleges and universities.
  - Ensure that the Collections Librarian provides ACE training and orientation for ALS employees.
- Uphold the ACE goal of ensuring that every book on Mohawk College Library's shelves is available in an accessible format for members of our Mohawk College community and continue monitoring the compliance of the Collection Development Policy:
  - Since the acquisitions process considers many factors, continue to ensure that accessibility is not just a heavily weighted factor but a necessary condition.
  - Keep monitoring to ensure that acquisition of library content not only meets the minimum AODA requirements but exceeds it.
- Continue to promote accessibility to further awareness through Library instruction/orientation processes.
- Continue the partnership between Library personnel and internal departments in initiatives to assure a steady pool of closed-captioners.
- Continue partnership with Accessible Learning Services as well as continue a dialogue with other college stakeholders to ensure that barriers are removed to student learning.

Part III: Employment Standards 20

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 22
Responsibility/Sponsor	Chief Human Resources Officer
Status	Completed and ongoing

22. Recruitment, general

Planned Initiatives

- Continue to notify employees and the public about the availability of accommodation for applicants with disabilities/accessibility needs through best recruitment practices.
- Monitor for any gaps in consistency and standardized notification processes to employees about the availability of accommodation for applicants with disabilities/accessibility needs.

Part III: Employment Standards 20

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 23 (1) and (2)
Responsibility/Sponsor	Chief Human Resources Officer
Status	Completed and ongoing

23. Recruitment, assessment or selection process

Planned Initiatives

- Continue to monitor for the consistent implementation of best accessibility practices related to recruitment, assessment or selection process.

- Ensure consistency so that all hiring managers use similar accessibility and accommodation language.

Part III: Employment Standards 20

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 24
Responsibility/Sponsor	Chief Human Resources Officer
Status	Completed and ongoing

24. Notice to Successful Applicants

Planned initiatives

- Review offer letter templates and monitor for any gaps in practice to ensure that all up-to-date policies for accommodating employees with disabilities/accessibility needs are referenced.

Part III: Employment Standards 20

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 25 (1), (2) and (3)
Responsibility/Sponsor	Chief Human Resources Officer
Status	Completed and ongoing

25. Informing Employees of Supports

Planned Initiatives

- Ensure that all new employees are informed of the policies used to support employees with disabilities and that existing employees are provided updated information multiple times a year and whenever there is a change to same policies.

Part III: Employment Standards 20

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 26 (1) and (2)
Responsibility/Sponsor	Chief Human Resources Officer
Status	Completed and ongoing

26. Accessible Formats and Communication Supports for Employees

The College Employees Accommodation Request Form includes:

1. provision of specific accessible formats and communication supports for information that is needed in order to perform the employee's job;
2. provision of specific accessible formats and communication supports for information that is generally available to employees in the workplace.

Planned Initiatives

- Ensure that the online location and access to the Accommodation Request Form is well-communicated to new employees in the onboarding process in addition to all other accessibility related policies and procedures.
- Ensure that the online location and access to the Accommodation Request Form is well-communicated to existing employees through periodic reminders and at employee events (i.e. employee wellness sessions and accessibility celebrating events).

Part III: Employment Standards 20

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 27(1), (2), (3) and (4)
Responsibility/Sponsor	Chief Human Resources Officer
Status	Completed and ongoing

27. Workplace Emergency Response Information Policies

Planned Initiatives

- Ensure that individualized workplace emergency response information and process is posted on the college website and MyMohawk Health, Safety and Wellness employee portal.
- Ensure that individualized workplace emergency information is communicated to new employees as part of onboarding.

Part III: Employment Standards 20

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 28 (1), (2) and (3)
Responsibility/Sponsor	Chief Human Resources Officer
Status	Completed and ongoing

28. Documented Individual Accommodation Plans

The procedure for the development of documented individual accommodation plans is developed and posted on the college website.

Planned Initiatives

- Communicate the new procedure to existing employees.

- Communicate the procedure to new employees as part of onboarding.

- Embed the documented individual accommodation plans information into the college accessibility (AODA) policy:

  Mohawk College outlines a written process for the development of documented individual accommodation plans for employees with disabilities.

Part III: Employment Standards 20

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 29 (1), (2) and (3)
Responsibility/Sponsor	Chief Human Resources Officer
Status	Completed and ongoing

29. Return to Work Process

The Return to Work Policy is revised.

Planned Initiatives

- Post the revised CS-1302-2013 Return to Work policy on the college website.

- Effectively communicate the revised policy to employees.

- Embed the Return-to-Work process/policy information into the college's Accessibility (AODA) Policy:

  Mohawk College outlines a return-to-work process for employees who have been absent from work due to disability and require disability-related accommodations to return to work.

Part III: Employment Standards 20

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 30 (1)
Responsibility/Sponsor	Chief Human Resources Officer
Status	Completed and ongoing

30. Performance Management

Planned Initiatives

- Include a standardized accommodation statement in the performance appraisal process indicating that any performance management process undertaken by the college will take into account the accessibility needs of employees as well as individual accommodation plans
- Communicate this change to all existing employees and ensure all new employees are provided information on the newly revised performance appraisal process in addition to all other accessibility-related policies and procedures
- Embed the performance management statement into the college's Accessibility (AODA) Policy:

> **Mohawk College considers the accessibility needs of employees with disabilities, as well as individual accommodation plans, when conducting performance management, providing career development and advancement to employees, or when redeploying employees.**

Part III: Employment Standards 20

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 31(1)
Responsibility/Sponsor	Chief Human Resources Officer
Status	Compliant

31. Career Development and Advancement

Planned Initiatives

- Embed a career development and advancement accommodation statement in the process for documented individual accommodation plans.
- Communicate this change to the process for documented individual accommodation plans to all existing employees and ensure all new employees are provided with the newly revised process for documented individual accommodation plans in addition to all other accessibility-related policies and procedures.
- Embed the career development & advancement statement into the college's Accessibility (AODA) Policy:

  Mohawk College considers the accessibility needs of employees with disabilities, as well as individual accommodation plans, when conducting performance management, providing career development and advancement to employees, or when redeploying employees.

Part III: Employment Standards 20

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 32 (1)
Responsibility/Sponsor	Chief Human Resources Officer
Status	Completed and ongoing

32. Redeployment

Planned Initiatives

- Highlight the college's commitment to AODA/accessibility when it comes to redeployment.
- Ensure that the accessibility needs of employees that currently have IAP and the ones who do not have IAP are considered.

Tactic

- Embed the redeployment statement into the college's Accessibility (AODA) Policy:

    Mohawk College considers the accessibility needs of employees with disabilities, as well as individual accommodation plans, when conducting performance management, providing career development and advancement to employees, or when redeploying employees.

Part IV: Design of Public Spaces Standards 80

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 80 (2)
Responsibility/Sponsor	Chief Building and Facilities Officer/ Director, Facilities Planning and Engineering Services
Status	Completed and ongoing

Design of Public Spaces

The Built Environment audit report was completed in 2021 with nearly 800 recommendations to action. The recommendations were listed by facility and campus, some easy to address, others requiring significant capital investment. A priority scale was set based on the urgency of actioned recommendations.

Twenty-five percent of recommendations to date have been addressed and another 20% of the remaining recommendations are in progress, either being addressed, in design or in construction.

Select Projects

The college is nearing completion of the new Centre for Integrated and Advanced Medical Imaging (CIAMI) suite at IAHS which will exceed AODA. A new lab in the I Wing at Fennell campus that is currently tiered and inaccessible is being turned into non-tiered accessible lab, nearing completion. Some of the larger renovations needed are for new universal washrooms throughout the campuses. These projects are challenging due to space constraints, but there is already one washroom in design, one ready for construction, and others being planned.

In order to systematically implement audit recommendations, the following planned initiatives have been proposed:

Planned Initiatives

- Addressing all Priority 1 items and then Priority 2 items
- Finalize development of the college's own Facility Accessibility Design Standards (MCFADS); currently 80% complete
- Develop an AODA roadmap by November 2023 that will complement the Audit and provide guidance for addressing audit recommendations with college resources for the next five years
- Use the AODA roadmap to develop a detailed breakdown of the planned projects to complete in 2024/2025

The detailed breakdown of the planned projects to complete in 2023/2024 for AODA Built Environment include:

- Refuge areas – identify and upgrade as needed, evacuation chairs/equipment. $50k
- Fennell – C Wing washroom design and F Wing washroom renovation, implementation. $200k
- Book store counter renovation. $200k
- Miscellaneous audit recommendations – washroom accessories, wayfinding, pathway clearances, dog relief areas, stairs and surfaces. $130
- Stoney Creek – stairs, tactile surface warnings and 2 design washrooms upgrades. $400k
- i219 – tiered classroom demolition to make the classroom accessible, includes replacement of furniture, room renovation and podium. $180k
- M Wing Accessible Ramp. $120k
- Listening devices at service counters include a $20,000 contribution from AODA ($120k total budget if grant awarded).

Part IV.2: Customer Service Standards 80.44

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 80.44 (1) and (2) O. Reg 413/12 s.6
Responsibility/Sponsor	Director, Facility Operations Director, Security Services
Status	Completed and ongoing

Maintenance of Accessible Elements

The procedure for preventative and emergency maintenance is posted on the Facility Services web page.

Multiple consultations have taken place in 2022/2023 with various stakeholders to determine the most efficient ways to communicate the notifications of service disruptions. The options for communicating notifications have been identified and the procedure for dealing with service disruptions and posting related notifications is drafted.

Planned Initiatives

- Finalize a step by step procedure for posting notifications on the Mohawk College website, social media and digital campus signage.
- Communicate the new procedure to all students, employees and post it publicly.
- Implement the procedure by the end of 2023.

Part IV.2: Customer Service Standards 80.46

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 80.46 (1), (2), (3), (4), (5) and (6) O. Reg. 165/16 s. 16
Responsibility/Sponsor	Chief Equity and Inclusion Officer
Status	Completed and ongoing

Establishment of policies

The Accessibility (AODA) Policy, Section V – Customer Service Standards, specifies IASR college requirements to provide accessible public services for people with disabilities and to ensure that policies and procedures are in place to support this requirement.

Planned Initiatives

Policies and Practices

- Include an accessible purchasing toolkit as a mandatory part of the decision-making process in the purchasing policy.

Part IV.2: Customer Service Standards 80.47

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 80.47 (1), (2), (3), (4), (5), (6), (7), (8), (9) and (10) O. Reg. 165/16 s.16
Responsibility/Sponsor	Chief Human Resources Officer/Chief Equity and Inclusion Officer
Status	Completed and ongoing

Use of Service Animals and Support Persons

The Animals on Campus Policy (GC-4302-2021) was drafted, approved and posted on the Mohawk College website.

Planned Initiatives

Initiative

Continue to monitor for any gaps in effective implementation of this policy when it comes to all members of college communities, students, employees and visitors.

Tactic

- Track the number of complaints related to accommodation of individuals within the college community who rely on service animals.
- Identify the group affected most, such as visitors, employees, students.
- Develop an appropriate strategy to address the inconsistencies/challenges in the application of the policy.

Part IV.2: Customer Service Standards 80.48

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 80.48 (1), (2), (3), (4) and (5) O. Reg. 165/16 s.16
Responsibility/Sponsor	Director, Security Services
Status	Completed and ongoing

Notice of Temporary Disruptions

The new Notification of Service Disruption Procedure is drafted and being finalized. Multiple consultations have taken place in 2022/2023 with various stakeholders to determine the most

efficient ways to communicate the notifications of service disruptions. The options for communicating notifications have been identified and the procedure for dealing with service disruptions and posting related notifications is drafted.

Planned Initiatives

- Finalize a step by step procedure for posting notifications on the Mohawk College website and social media in addition to physical signage.
- Communicate the new procedure to all students and employees, and post it publicly.
- Implement the procedure by the end of 2023.

Part IV.2: Customer Service Standards 80.49

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 80.49 (1), (2) and (3) O. Reg. 165/16 s.16
Responsibility/Sponsor	Chief Human Resources Officer
Status	Completed and ongoing

Training

Planned Initiatives

- Ensure that the following groups of individuals take newly developed comprehensive accessibility training modules once available on the MyMohawk portal: all college employees, all volunteers, all providers of goods, services and facilities on behalf of the college as well as all persons who participate in the development of college policies. In the interim, all the aforementioned groups should continue to take the existing AODA Customer Service Standards and AODA Integrating Accessibility Standards and OHRC Training.

Part IV.2: Customer Service Standards 80.50

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 80.50 (1), (2), (4), (5), (6) and (7) O. Reg. 165/16 s.16
Responsibility/Sponsor	Chief Equity and Inclusion Officer
Status	Completed and ongoing

Feedback Process Required

A vital element of the AODA is the ability for persons with disabilities/accessibility needs to engage with institutions through a feedback process. The Accessibility Feedback and Complaint Form online form has been posted on the Accessibility site along with Accessibility Feedback and Complaints phone, email and PDF options.

Planned Initiatives

Initiative

- Ensure that all new/existing employees are able to guide public, visitors, students and other members of the college community in locating accessibility feedback and complaint form as well as process for receiving and responding to feedback.

Tactic

Incorporate the above initiative into all college accessibility training.

Part IV.2: Customer Service Standards 80.51

AODA Reference	AODA Standards / Regulation Reference O. Reg.191/11, s. 80.51 (1) and (2) O. Reg. 165/16 s. 16
Responsibility/Sponsor	Chief Marketing and Recruitment Officer
Status	Completed and ongoing

Format of Documents

Planned Initiatives

- Continue monitoring for effective implementation of this requirement through the Accessibility Policy - Part II - Information and Communication Standards, Section 1, Accessible Formats and Communication Supports.
- Monitor accessibility feedback to ensure any complaints related to the provision of documents in accessible format and monitor for any gaps in the prompt resolution to these complaints to identify challenges and solutions.

Contact Us

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Accessible formats or communication supports of this document available upon request.

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