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# **The University of Winnipeg Accessibility Plan**

2025-2026

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## ACCESSIBILITY CONTACTS

[Accessibility for Manitobans Act Steering Committee \(AMASC\)](#) Chair and Human Rights and Diversity Officer – [s.belding@uwinnipeg.ca](mailto:s.belding@uwinnipeg.ca) or (204) 988-7508

[Accessibility Services](#) for students – [accessibility@uwinnipeg.ca](mailto:accessibility@uwinnipeg.ca) or (204) 786-9771

[Deaf and Hard of Hearing Services](#) for students – [accessibility@uwinnipeg.ca](mailto:accessibility@uwinnipeg.ca) or [t.rogowski@uwinnipeg.ca](mailto:t.rogowski@uwinnipeg.ca) or (204) 786-9704

[Employee Wellbeing](#), [Human Resources](#) for staff and faculty accommodation needs - [wellbeing@uwinnipeg.ca](mailto:wellbeing@uwinnipeg.ca) or (204) 789-4230

[Accessibility Librarian](#) for students, staff, and faculty with [Library Accessibility](#) needs – [m.dudley@uwinnipeg.ca](mailto:m.dudley@uwinnipeg.ca) or (204) 786-9808

[Human Rights and Diversity Office](#) for students, staff/faculty, and other UW community members – [hrdo@uwinnipeg.ca](mailto:hrdo@uwinnipeg.ca) or (204) 988-7508

***Please contact the Human Rights and Diversity Office at [hrdo@uwinnipeg.ca](mailto:hrdo@uwinnipeg.ca) or (204) 988-7508 if you require this document in a different format***

## ACCESSIBILITY AT THE UNIVERSITY OF WINNIPEG

The University of Winnipeg is firmly committed to providing an inclusive environment for its community. The term “University Community” is used to reflect the unique nature and context of our various relationships and interactions, and includes students, faculty, staff, board members, and others who access our campus services and facilities.

Our commitment to equity, diversity, and inclusion is woven through our [Strategic Directions](#) reflecting many of the principles of [The Accessibility for Manitobans Act](#) (AMA). The university proactively works with its community to identify, remove, and prevent barriers to participation for all Manitobans who wish to learn, teach, research, work, visit, and live on our campus.

This Accessibility Plan provides details of our commitment to creating inclusive, accessible environments at UWinnipeg and further implementing the [AMA](#) and its five (5) [Accessibility Standards](#). We recognize that meeting the [AMA](#)'s [Accessibility Standards](#) is the beginning, not the end of our work to make UWinnipeg a welcoming, accessible, and safe place for people with disabilities. To that end, as we continue this work, we commit to consulting and collaborating with members of the University of Winnipeg and broader communities who have lived experiences of disability.

## THE ACCESSIBILITY FOR MANITOBANS ACT AND RELATED STANDARDS

In December 2013, the Manitoba Government passed [The Accessibility for Manitobans Act](#) (AMA) with the goal of making Manitoba fully accessible by 2023. The [AMA](#) sets out the process for compliance and achievement of accessibility for all Manitobans through the prevention and removal of barriers that adversely impact people with disabilities in regard to employment, accommodation, built environment, delivery and receipt of goods, services and information, and any prescribed activity or undertaking. It also mandates every public sector body (which is defined in the [Regulations](#) to include an educational institution such as The University of Winnipeg) to prepare an accessibility plan every two (2) years that addresses disability inclusion and the identification, prevention, and removal of barriers to accessibility in policies, programs, practices, and provision of services.

The [AMA](#) established the following five (5) [Accessibility Standards](#):

- 1) [Accessible Customer Service](#);
- 2) [Accessible Employment](#);
- 3) [Accessible Information and Communication](#);

- 4) [Accessible Transportation](#) (enacted; comes into force January 1, 2027); and
- 5) [Accessible Design of Outdoor Spaces](#) (not yet enacted).

As of the date of this Plan, Standards 1-3 are in force.

In accordance with the [Accessible Customer Service Standard](#), all faculty and staff are required to take mandatory [Accessible Customer Service Standard](#) training when they join the university. The university also welcomes support people, [service animals](#), and allows assistive devices, and works to ensure accessibility is maintained as intended. If accessible services or features are unavailable (i.e. an elevator is out of service), a [Notice of Service Disruption](#) is posted and communication about the disruption is made to affected departments and via other means as appropriate. Feedback regarding accessibility is gathered using the [Accessibility Feedback Form](#) on the [Human Rights and Diversity Office website](#), as well as the [Library Accessibility Feedback form](#), from individual unit self-audits, and conversations with staff/faculty and students disabled by barriers and those who provide services to them.

In accordance with the [Accessible Employment Standard](#), all faculty and staff involved in hiring, training, managing, promoting, redeploying, and terminating employees, as well as those involved in developing and implementing employment policies and practices, are provided mandatory training about [reasonable accommodation](#), including instruction about making employment opportunities accessible, how to interact and communicate with people disabled by barriers (including those who use an assistive device, support person, or service animal), and a review of [The Human Rights Code](#), the [AMA](#), and the [Accessible Employment Standard](#). All existing staff with these duties (including all regular faculty and managers) were trained in early 2021, and new staff and faculty are trained when they join the university.

To ensure the safety of our students, faculty, and staff with disabilities, in early 2020 the university created [emergency response information](#) to help those disabled by barriers stay safe during emergencies. The university also developed a process to create [individualized emergency plans](#) for staff and faculty who require assistance during an emergency, and linked to information about the [process](#) in several key locations on its website as well as publicizing the information via its leadership and other communication channels. The [Human Rights and Diversity Office](#) (in conjunction with [Human Resources](#)) also completed a self-audit of employment practices in early 2021 to ensure full compliance with the [Accessible Employment Standard](#) and related best practices, including revising the [Workplace Accommodation Policy](#) and onboarding practices to more fully align with the [Accessible Employment Standard](#).

To implement the [Accessible Information and Communication Standard](#), the university hired a consulting firm to conduct a gap analysis/review of its [Library](#) and other accessibility related policies, procedures, training, plans, forms, website content, and



documents. Based on the recommendations from the gap analysis/review, a number of improvements were made including creating and curating additional written and [online resources](#) about accessible information and communication, updating the [Accessibility Policy](#) and forms, and improving sections of the website. The [Library](#) developed policies and workflows to process [requests for alternative format versions](#) of print books in the collection. The gap analysis/review also helped to inform the [mandatory online training](#) (*link to slides only; training provided in [Nexus Learning Management System](#)*) about the [Information and Communication Standard](#) for all staff and faculty as well as supplementary accessibility training for individual departments. The university also reviewed its website to confirm it meets the [WCAG 2.1 AA](#) standard and continues to frequently review the content for [WCAG 2.1 AA](#) compliance. In addition, all departments who update their own website sections are given training and a [user guide](#) that includes information about [accessibility](#). More details of these improvements are outlined in the Selected Accessibility Achievements section below.

## **PART 1 – BASELINE REPORT**

### **A. Overview of Accessibility at The University of Winnipeg**

Being mindful of serving all members of our University Community with dignity and respect, at the University of Winnipeg we view accessibility as a collaborative enterprise in which all units are involved in fostering a culture of inclusion for persons with disabilities. The first point of contact for faculty and staff requiring information and/or accommodations regarding accessibility needs is [Human Resources](#) (HR) and its [Employee Wellbeing department](#). For students, [Accessibility Services](#) (AS) and [Deaf & Hard of Hearing Services](#) (DHoHS) are available. These offices facilitate and promote the ongoing development of an accessible learning and working environment and provide students and staff with disabilities the opportunity to participate fully in all aspects of campus life.

The university's [Human Rights & Diversity Office](#) (HRDO) also has a key role in reviewing institutional accessibility, toward ensuring [AMA](#) compliance, and ensuring that every member of the University Community is able to participate, learn, and work in an inclusive and respectful working and learning environment that is free from discrimination and harassment, including on the basis of disability. Discrimination and harassment are prohibited by the university's [Respectful Working and Learning Environment Policy](#) administered by the [HRDO](#).

The [AMA Steering Committee](#) (AMASC) serves as the forum for supporting, discussing, proposing, and reviewing strategies to support and assist the University Community regarding accessibility and the scope and impact of the [AMA](#) and related [Standards](#).

The [AMA Steering Committee](#) also has the responsibility to promote institutional awareness regarding the [AMA](#) and [Accessibility Standards](#) by way of appropriate plain language education and information, to meet quarterly, and to help develop and implement the Accessibility Plan, among other duties.

## **B. Process for Developing our Accessibility Plan Updates**

In early 2023, the university engaged the consulting firm [Incluzia](#) to perform a gap analysis/review of existing [Library](#), [Accessibility Services](#), and other [AMA](#) and accessibility-related policies, procedures, plans, marketing materials, training, tools and resources, accommodation request procedures, accessibility feedback procedures, and other related documents to help ensure [AMA](#) compliance and promote accessibility best practices. The gap analysis/review also contained a number of recommendations about the Accessibility Plan which have been incorporated into this current version, including providing additional details, website links, clearer goals and outcomes, and increased focus on inclusion and accessibility vs. accommodations.

A unit self-audit was completed in the fall/winter of 2024, with departments advising about plans to address identified barriers, as well as unit successes and progress since the last Accessibility Plan.

In addition, the [Accessibility Feedback Form](#) on the [Human Rights and Diversity Office](#) website was updated based on recommendations from the gap analysis/review and widely promoted to faculty/staff and students via the *Your UWinnipeg* email newsletters, and key accessibility contacts including [Accessibility Services](#), [Deaf and Hard of Hearing Services](#), [Employee Wellbeing](#), [AMASC](#), university leadership, and [the University of Winnipeg Student's Association \(UWSA\)](#). Feedback was provided by staff, faculty, and students with various disabilities including those with limited mobility, low vision, hearing loss, neurodivergence, and temporary medical conditions. Direct feedback was obtained from staff/faculty with disabilities and accessibility related duties. The barriers identified in these consultations were shared with the responsible departments and analyzed to identify areas for needed improvements and additional training, and used to update this Accessibility Plan.

The [AMASC](#) and [Human Rights and Diversity Office](#) were also involved in the review of the [Accessibility Feedback Form](#) results and development of the Accessibility Plan, following any needed consultations with individual units. Where possible, Action Items to remove the identified barriers are included in the Accessibility Plan updates.

In response to feedback received during the consultations, the university will also be forming an Advisory Committee comprised of staff, faculty, and community members with disabilities. The Advisory Committee will work closely with the [AMASC](#) on the

Accessibility Plan updates, rolling out of accessibility initiatives, prioritization of accessibility projects, and consultation process. Subject to feedback from the Advisory Committee, the university plans to hold additional consultations in the upcoming year to further promote an accessible environment on campus. In response to any additional feedback, this Accessibility Plan may be updated again.

### **C. Selected Accessibility Achievements**

The following list includes selected examples of accessibility initiatives undertaken by the University of Winnipeg from 2023-2024 which tell of its strong commitment to removing barriers and toward creating an institutional culture that values inclusion and accessibility.

- In 2023, the university engaged the consulting firm [Incluzia](#) to perform a gap analysis/review of existing [Library](#), [Accessibility Services](#), and other [AMA](#) and accessibility-related information and communications including policies, procedures, plans, marketing materials, training, tools and resources, accommodation request procedures, accessibility feedback procedures, and other related documents. Based on the feedback received, the university updated and/or created the following resources - [Accessibility Feedback form](#), [Library Accessibility Feedback form](#), [Notice of Disruption of Accessible Services form](#) [*link is to page containing Word version of form*], [Instructors' Accessibility Guide](#), [Library Student Accessibility Guide](#), [Accessibility Policy](#) - and updated various portions of its website. The gap analysis/review also included training recommendations that were incorporated into the [mandatory Accessible Information and Communication training](#) provided to all staff, and helped to inform supplementary accessibility training focused on removal of barriers in particular departments and classrooms. In addition, recommendations were provided to responsible departments and incorporated into this Accessibility Plan.
- The university's [Accessibility Policy](#) was updated in early 2024 to ensure full alignment with the AMA [Accessible Information and Communication Standard](#) and to incorporate recommendations from the gap analysis/review.
- The [Accessibility Feedback Form](#) designed to collect information about barriers was updated in 2024 and re-promoted to gather feedback for the development of this latest Accessibility Plan and to improve accessibility on campus. The new [form](#) is clearer, easier to complete, and the [introductory page](#) contains more information about why the information is being collected and how it will be used/stored. The Library also updated its [Accessibility Feedback form](#) for greater clarity and ease of completion.
- In addition to mandatory online [Accessible Information and Communication Standard](#) training for all staff and faculty, new staff/faculty were provided with mandatory [Accessible Customer Service](#) training and new staff/faculty with

supervisory, recruitment, human resources, and/or employment policy responsibilities were also provided mandatory [Accessible Employment Standard](#) training. The [Human Rights and Diversity Office](#) also provided live in-depth accessibility training to selected departments in 2024. Live training for staff and faculty will continue to be offered in 2025 and onwards and will focus on barrier identification and removal, including sessions for faculty focused on [Universal Design for Learning \(UDL\)](#).

- [Additional tools and resources](#) were added to the [HRDO website](#) including online training links, guides for creating accessible documents, forms, and links to off-campus resources including more information about accessibility legislation and standards and course accessibility assistance and templates.
- The [Library](#) developed policies and workflows to more efficiently process [requests for accessible format](#) versions of print books in its collection.
- Training regarding employment equity, unconscious bias, and human rights was provided by the [HRDO](#) to faculty/staff involved in executive/senior leadership and faculty hiring processes throughout 2023-2024 and ongoing. This training is intended to remove barriers for members of marginalized groups, including persons with disabilities, by providing information about the effects of bias on hiring processes and career progression, and best practices for bias reduction and equitable recruitment.
- The [Research Office](#) developed and piloted an EDI (Equity, Diversity, and Inclusion) in Research Certificate program, which introduced the principles of equity, diversity, and inclusion (including accessibility) in the context of research design (e.g., methods, approaches, knowledge mobilization, data management, etc.) and practice (e.g., team composition, recruitment, training, work environment, etc.) within the Canadian post-secondary context, as well as offering strategies and tools on how to incorporate those principles.
- The university hired a Director of Academic Programming and EDI and Coordinator of Academic Programming and EDI to help increase capacity for EDI (including accessibility) initiatives. The Coordinator of Academic Programming and EDI joined the [AMASC](#) and has been involved with the review and drafting of this Accessibility Plan.
- The Director of Academic Programming and EDI created an [EDI Hub](#) containing [Universal Design for Learning](#) and other resources.
- A new Teaching and Learning Hub including [UDL](#) resources is in development, with expected release in early 2025.
- The [Facilities](#) department continued to install automated door openers across campus following the university and [UWSA](#) collaboration, [More than a Door Campaign](#). A full list of automated doors installed since 2022 is included on the [campaign website](#).



- The [Facilities Management website](#) is undergoing a revamp to include a notification section for updates on service shut offs, smudging notices, and accessibility outages to help inform those with accessibility needs of any disruptions before arriving on campus, with completion expected prior to the end of 2024.
- The [Facilities department](#) has implemented standard operating procedures to ensure accessibility notifications are handled effectively, including posting notices on exterior doors, use of an improved service outage form, and communication with impacted departments/individuals whenever accessibility equipment is out of service.
- The Student Services [Peer Wellness Program](#) was enhanced and student staff (Peers) along with [Student Counselling Services](#) staff significantly increased their social media posts, tabling, posters, and wellness events for students to normalize conversations about wellness and mental health, share information about student services on campus, and to build community and a sense of connection on campus for students.
- Support and assistance are provided to students who require help completing forms and obtaining documentation for the [academic appeals process](#).
- New student orientation procedures include active offers of accommodations to all students registering and transcribing during each orientation.
- Accessible campus tours are offered and provided to new students upon request.
- Plans were made to enhance accessibility and safety in the [Student Services](#) Centre including new flooring to remove tripping hazards and reception area layout improvements, with expected completion in 2024-2025.
- The university resumed work on its comprehensive mental health strategy.
- New signage referencing the accessibility features of Microsoft Office and containing a QR code linked to the [UWinnipeg Library](#) video “[Accessibility and Multilanguage Features in Microsoft Office](#)” was posted in/outside of all public computer labs on campus. The [video](#) was also shared with professors, Deans, and has been added to other sections of the website (including for example [HRDO](#), [Student Landing page](#), and [Faculty and Staff Landing page](#)) and promoted to staff/faculty and students via their email newsletters.
- Classroom and learning space (i.e. lab) accessibility are being considered in the development of the university’s Strategic Enrolment Management Plan.
- EDI and UDL considerations will be incorporated into the new quality assurance protocols currently being developed for academic programming.
- The university’s Human Rights and Diversity Officer continued as a member of the multiple committees focused on EDI and accessibility including Chairing the [AMASC](#) and serving on the [Manitoba Accessibility Advisory Network \(MBAAN\)](#), an ad hoc advisory group to the [Manitoba Accessibility Office](#) (MAO).

The status of Action Items from the previous Accessibility Plan (2023-2024) are outlined below in **Appendix C**.

#### **D. Accessibility Barriers**

The accessibility barriers identified in the [Accessibility Feedback](#) form, unit self-audits, and individual meetings/discussions have been/are being reviewed and, where possible, plans to address those barriers are underway and set out in the Action Items section.

A summary of identified barriers and responses/action items is included below. Where it pertains to more than one type of barrier, the feedback is replicated in the applicable sections.

**1. Attitudinal Barriers** - includes stereotypes and assumptions which may often be the biggest barrier. These barriers may be based on stereotypes or assumptions that limit opportunities for people with disabilities. An example would be speaking to a support person who is accompanying a person with a disability, instead of communicating directly to the person with a disability. The following are some Attitudinal Barriers that have been identified:

- A concern was raised about confidentiality and unsolicited healthcare advice being given regarding medical conditions
- That the current accommodations process assumes the person requesting assistance is not entitled to it unless a medical doctor says they are, and even then, it is not guaranteed

**Responses/Action items:** Training for employees (including management) will emphasize the need to maintain confidentiality and to avoid unsolicited advice to those with medical conditions.

[Human resources/wellbeing](#) are reviewing and considering the feedback about the accommodation process. Requests for medical information are intended to gather necessary information about functional limitations and to assist in providing reasonable accommodations, guided by the principles of the [Workplace Accommodation Policy](#).

The university also commits to including people with disabilities as advisors and trainers where possible. See also Action Items section below.

**2. Architectural and Physical Barriers** - these barriers exist when the environment presents challenges that make it difficult for some people to easily get into a location. Examples could include where a door knob cannot be turned by a person

with limited mobility or strength, or where a hallway or door is too narrow to allow a person who uses a wheelchair to pass through safely. The following are some Architectural and Physical barriers that have been identified:

- The second floor of the gym is only accessible via elevator and assistance is required for entry as the door is locked
- The escalators in Centennial are often out of order
- Rooms are often too cold or too hot, which is particularly impactful for neurodivergent people with temperature sensitivity
- Lights are too bright, and not dimmable
- Air conditioning blows into yellow carrels in the library
- The fifth floor of the library is only accessible by the spiral staircase and two elevators, and at times one or both of the elevators is down
- The painted flags on the cement on the way to Wesley Hall and Centennial Hall can be slippery when there is precipitation
- Accessible washrooms are sometimes locked even when they appear to be unoccupied
- It is difficult to see the Lockhart Hall stairwell stairs when descending/ascending, which is hazardous

**Responses/Action items:** [Facilities](#) and [Recreational Services](#) departments are currently reviewing entry to the fitness facility, prioritizing accessibility as well as safety and operational efficiency.

Significant progress has been made on Centennial escalators over the past few months including ordering a large quantity of physical steps to address recurring outages, and [Facilities](#) anticipates the related work will be completed by early 2025.

While the university strives to maintain consistent and comfortable temperatures across all facilities, it is acknowledged that the current systems have limitations in regulating temperature, particularly during extreme weather conditions or transitional periods between heating and cooling seasons. Anyone experiencing discomfort can contact [Facilities](#) to explore potential solutions where possible.

All newly installed LED lighting include multiple options for brightness and colour temperature, allowing for customizable settings. Installations are carried out with these configurations in mind and the aim is to align all lighting with common standards. The [Facilities](#) team can be emailed for assistance with concerns regarding lighting levels.

The [Building Infrastructure](#) department will review the carrell locations and adjust the air conditioning diffusers where possible.

[Facilities](#) is actively addressing the challenges with elevator downtime including meeting with the service managers to identify the root causes of recent failures and ordering spare parts to keep on-site in the elevator storage room, rather than relying solely on the elevator contractor. This proactive measure will help reduce future downtime. Additionally, the elevator contractor has been asked to install a status monitoring device on the South elevator to provide early warnings and alerts for potential issues, allowing the university to address them promptly. It is anticipated that this work will be completed in early 2025.

The painted flags are scheduled for removal in the spring. If they are reapplied, the new design will include a painted solution with integrated anti-slip properties.

The concerns about accessible washrooms are currently under review and steps will be taken to resolve any issues.

The [Planning office](#) and [Building Services](#) are reviewing and determining how best to treat the Lockhart steps considering their construction.

The university also commits to including people with disabilities as advisors where possible. See also Action Item section below.

**3. Information & Communication Barriers** – such barriers exist when information is offered in a form that works for some people, but not all. For example, print on documents or on websites may be too small for some people to read, and public address systems often alert only people who can hear. The following are some Information and Communication barriers that have been identified (where applicable, they are also included under the list of Technology barriers below):

- Website navigation can be challenging, for example some information is difficult to locate without doing a search. More ability to browse the website could assist with finding information.
- Campus maps are not sufficiently detailed, making it difficult to find rooms/areas
- The website should have ASL throughout
- Professors require additional training on how to make their classrooms more accessible for Deaf and Hard of Hearing people, including how to provide captions on Zoom and in course materials, such as recommended movies
- Printed library books can present a barrier to persons with low/no vision
- Some readings in the online library only allow a few people to access them at one time
- Some resources posted to [Nexus Learning Management System](#) are not accessible



- Printing on campus can take a long time, which is a barrier when printed copies are required for accessibility

***Responses/Action items:***

[Marketing and Communications](#) will undertake website usability studies to assess the navigation of the website and take steps to improve navigation based on the results.

The [Planning Office](#) and [Facilities Administration Office](#) are conducting an inventory of existing wayfinding signage across campus to assess its accuracy, clarity, legibility, and compliance with accepted standards including accessibility requirements of the Manitoba Building Code 2020. Additional reference resources, including CSA Standard B651 (Accessible Design for the Built Environment) and the Rick Hansen Foundation's Accessibility Rating and Certification program, will also inform the review. Necessary updates and alterations will be coordinated with [Marketing and Communications](#) to ensure campus signage remains effective and up to date.

The request for ASL throughout the website has been shared and is being considered for next steps. Our website is written in plain language and meets [WCAG 2.1 AA internet standards](#) required by the [Accessible Information and Communication Standard](#), which we strive to exceed where possible. ASL versions of [First Year Information](#) and [Student Planning Instructional](#) videos are in the process of being finalized. Other website videos are hosted on YouTube and have [closed captions](#). [ASL interpretation](#) is provided to students who use ASL for classroom instruction, small group work, and any other areas in which they may need to communicate with someone who does not use ASL. Other alternate versions of website information are also available upon [request](#).

In addition to the existing [mandatory Accessible Information and Communications training](#) (and other mandatory AMA training) for all staff and faculty, upcoming training for professors will also include information about [Zoom captioning](#) and accessibility resources will be shared with them. Instructions for captioning videos and other resources are available on the [Instructor Resources](#) section of the [Human Rights and Diversity Office](#) website.

The [Library](#) will continue to strive to process requests for alternative format versions of print books in its collection. A request for accessible formats can be made on their [website](#).

Some e-book licences only allow one user at a time, while others are unlimited. If there is a case for opening up the licensing — for example, if all the students in a class are assigned a book — then the [Library](#) can consider this option at a case-by-case basis. Students can speak to their professors in that case.

The University's Learning Management System (LMS) Support team strongly encourages course content creators using the [Nexus LMS](#) to ensure their materials are accessible. To support this, Nexus offers a *Tutorials for Instructors* knowledgebase with comprehensive resources and guidance on creating accessible content. The LMS Support team also recommends utilizing University-approved institutional tools, such as the LMS [Content page Editor in D2L Brightspace \(featuring a built-in Accessibility Checker\)](#) and platforms like [Panopto or Nexus for delivering instructor-recorded lecture videos with closed captions](#). Additionally, the [Library](#) plans to include these resources/processes in communications to faculty at the beginning of each term. Faculty training sessions hosted by the [HRDO](#) will also include this critical information.

Although lengthy printing times are not a known issue, any concerns with printing can be directed to [printjob@uwinnipeg.ca](mailto:printjob@uwinnipeg.ca). Printing services will assist with a solution that will work for an individual's needs.

The university also commits to including people with disabilities as trainers and advisors where possible. See also Action Items section below.

**4. Technology Barriers** - These barriers occur when technology, or the way it is used, is not accessible. Examples include websites that are not accessible to people with visual impairments that use screen reader software; or accepting only online registration forms for programs. The following are some Technology Barriers that have been identified (where applicable, they are also included under Information and Communication barriers):

- Website navigation can be challenging, for example some information is difficult to locate without doing a search. More ability to browse the website could assist with finding information.
- The website should have ASL throughout
- Professors require additional training on how to make their classrooms more accessible for Deaf and Hard of Hearing people, such as how to provide captions on Zoom and in course materials, such as recommended movies
- Some readings in the online library only allow a few people to access them at one time
- Some resources posted to [Nexus Learning Management System](#) are not accessible

- Printing on campus can take a long time, which is a barrier when printed copies are required for accessibility

**Responses/Action items:** [Marketing and Communications](#) will undertake website usability studies to assess the navigation of the website and take steps to improve navigation based on the results.

The request for ASL throughout the website has been shared and is being considered for next steps. Our website is written in plain language and meets [WCAG 2.1 AA internet standards](#) required by the [Accessible Information and Communication Standard](#), which we strive to exceed where possible. ASL versions of [First Year Information](#) and [Student Planning Instructional](#) videos are in the process of being finalized. Other website videos are hosted on YouTube and have [closed captions](#). [ASL interpretation](#) is provided to students who use ASL for classroom instruction, small group work, and any other areas in which they may need to communicate with someone who does not use ASL. Other alternate versions of website information are also available upon [request](#).

In addition to the existing [mandatory Accessible Information and Communications training](#) for all staff and faculty, upcoming training for professors will also include information about [Zoom captioning](#) and accessibility resources will be shared with them. Instructions for captioning videos and other resources are available on the [Instructor Resources](#) section of the [Human Rights and Diversity Office](#) website.

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Although lengthy printing times are not a known issue, any concerns with printing can be directed to [printjob@uwinnipeg.ca](mailto:printjob@uwinnipeg.ca). Printing services will assist with a solution that will work for an individual's needs.

The university also commits to including people with disabilities as trainers and advisors where possible. See also Action Items section below.

**5. Systemic Barriers** - Systemic barriers are usually created by policies and procedures. Often, a policy is applied to everyone equally but has a negative impact on individuals or groups of persons with disabilities (an example would be a policy which requires all students to complete exams in a specific time period, which would have a negative impact on students with learning disabilities). The following are some Systemic Barriers that have been identified:

- That the current accommodations process assumes the person requesting assistance is not entitled to it unless a medical doctor says they are, and even then, it is not guaranteed
- Lack of online course options is a barrier to some faculty and students

***Responses/Action items:***

[Human resources/wellbeing](#) are reviewing and considering the feedback about the accommodation process. Requests for medical information are intended to gather necessary information about functional limitations and to assist in providing reasonable accommodations, guided by the principles of the [Workplace Accommodation Policy](#).

The need for more online courses has been identified and online course offerings are expected to expand.

The university also commits to including people with disabilities as advisors where possible. See also Action Items section below.

## **PART 2 – UPDATED ACCESSIBILITY PLAN**

### **A. Statement of Commitment**

The University of Winnipeg's approach to accessibility is premised on collective responsibility where all members of our University Community play a role in fostering a barrier-free and welcoming working and learning environment. We believe that our collective commitment to accessibility planning provides the best opportunities and outcomes toward mainstreaming a culture of accessibility.



Consistent with our [Strategic Directions](#) goals of access, academic excellence, and student, staff and faculty recruitment and retention, we are committed to creating an inclusive environment for all members of our community, with equal access and participation for everyone. As such, we are committed to identifying, removing, and preventing barriers to full participation in society that may be experienced by people with disabilities, so as to maintain their dignity and independence.

We recognize that meeting the AMA's [Accessibility Standards](#) is the beginning, and not the end of our work to make UWinnipeg a welcoming, accessible, and safe place for people with disabilities. To that end, as we continue this work, we commit to consulting and collaborating with members of the UWinnipeg and broader communities who have lived experiences of disability.

## **B. Related Policies**

- [Respectful Working and Learning Environment Policy](#)
- [Workplace Accommodation Policy](#)
- [Accessibility Policy](#)
- [Safety & Health Policy](#)
- [Service Animals on Campus Policy](#)
- [Employment Equity and Diversity Policy](#)
- [Privacy Policy](#)
- [University Records Policy](#)
- [Access to University Buildings and Property Policy](#)
- [Parking Policy](#)

## **C. Action Items**

The actions in our Accessibility Plan apply to our wider community which includes students, faculty, staff, volunteers, independent contractors, and other community members who access our services or use our facilities. Members of our community share in the responsibility for complying with and toward demonstrating behaviours that are consistent with the [Standards](#) under the [AMA](#) and goals of our Accessibility Plan.

In addition, faculty and administrative heads (upon consulting and collaborating where necessary with [Accessibility Services](#), [Human Resources](#), and/or the [Human Rights and Diversity Office](#)) are responsible for providing support, guidance, and encouraging staff education and supporting inclusion and our institution's compliance with the legislation.

The [AMASC](#) will retain a leading role in reviewing accessibility and [AMA](#) compliance on campus, in consultation with the Advisory Committee (to be formed) comprised of staff,

faculty, and members of the community with disabilities. The Advisory Committee will work closely with the [AMASC](#) on this Plan, the rolling out of accessibility initiatives, on prioritization of accessibility projects, and consultation process.

In recognizing the needs of persons with disabilities, the University of Winnipeg remains committed to excellence when fostering an inclusive accessible environment that serves all members of University Community. In compliance with the [Accessibility Standards](#) and in response to identified barriers we will implement the following action steps to improve accessibility on campus. *Please note that the status of previous action items from the 2023-2024 Accessibility Plan are detailed in **Appendix C**.*

## 1. Attitudinal

Action	Expected Outcome
<p>Mandatory <a href="#">AMA</a> training will continue to be provided to all faculty and staff.</p> <p>Supplementary accessibility including inclusive classroom training will continue be provided to regular and contract faculty. Where possible, training will be delivered by and/or developed in consultation with people with disabilities and <a href="#">Universal Design for Learning</a> experts.</p> <p>Training for employees (including management) will emphasize the need to maintain confidentiality and to avoid unsolicited advice to those with medical conditions.</p> <p>Training by disability organizations will be provided to staff, faculty, and students.</p> <p>Communications, training, and policies will continue to be reviewed and updated as needed to ensure the tone and content focus on inclusion, well-being, and belonging, in addition to ensuring legislative compliance and basic access to services.</p>	<p>Inclusive and accessible environment for employees and students with disabilities and/or other medical conditions</p> <p>Employees and students feel comfortable expressing any accessibility needs</p> <p>Employees and faculty have increased capacity to create inclusive spaces and respond to requests in a supportive and helpful manner</p> <p>A more inclusive, less stigmatizing and medicalizing environment on campus</p> <p>Ongoing consultations will assist with needed adjustments and improvements to accessibility</p> <p>Fewer accessibility barriers</p>

Consult further with people with disabilities to determine if there are attitudinal barriers not mentioned and if improvements have been/should be made.	
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## 2. Architectural and physical

Action	Expected Outcome
<p><a href="#">Facilities</a> and <a href="#">Recreational Services</a> departments will review fitness facility entry process.</p> <p>Centennial escalator work will continue and be completed in 2025.</p> <p><a href="#">Facilities</a> will complete work on elevators in 2025 including installation of a status monitoring device and other steps to reduce future downtime.</p> <p>The <a href="#">Building Infrastructure</a> department will review the carrell locations and adjust the air conditioning diffusers where possible.</p> <p>If reapplied, flags in front of the university will be painted with paint containing a solution with integrated anti-slip properties.</p> <p>Accessible washrooms will be assessed to ensure they are operating properly.</p> <p>The <a href="#">Planning office</a> and <a href="#">Building Services</a> are reviewing and will treat the Lockhart steps to ensure greater visibility/safety.</p> <p>A long-term objective is to have all campus buildings assessed through the Rick Hansen Foundation rating program, carried out by a certified professional. This would provide an objective evaluation of successes and areas needing improvement in accessibility.</p>	<p>All areas of the university are accessible and welcoming to those with physical and other disabilities</p> <p>Less downtime for escalators and elevators</p> <p>Greater comfort in library carrells</p> <p>Painted flags are less slippery</p> <p>Accessible washrooms are operating properly</p> <p>Lockhart steps are more visible and safer</p> <p>Positive evaluation by Rick Hansen Foundation if assessment completed in 2025-2026</p> <p>Ongoing consultations will assist with needed adjustments and improvements to accessibility</p> <p>Fewer accessibility barriers</p>

Consult further with people with disabilities to determine if there are physical/architectural barriers not mentioned and if improvements have been/should be made.	
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### 3. Information and Communication

Action	Expected Outcome
<p><a href="#">Marketing and Communications</a> will undertake website usability studies to assess the navigation of the website and take steps to improve navigation based on the results.</p> <p>The <a href="#">Planning Office</a> and <a href="#">Facilities Administration Office</a> are conducting an inventory of existing wayfinding signage across campus to assess its accuracy, clarity, legibility, and compliance with accepted standards including accessibility requirements of the Manitoba Building Code 2020. Additional reference resources, including CSA Standard B651 (Accessible Design for the Built Environment) and the Rick Hansen Foundation's Accessibility Rating and Certification program, will also inform the review. Necessary updates and alterations will be coordinated with <a href="#">Marketing and Communications</a> to ensure campus signage remains effective and up to date.</p> <p><a href="#">Marketing and Communications</a> will consider and assess the request for ASL throughout the website.</p> <p>Existing <a href="#">AMA</a> and/or supplementary training will contain information about identifying barriers and removing them, including creating accessible documents and other materials, <a href="#">how to add Zoom captions</a>, incorporating <a href="#">UDL</a> into course instruction, and best practices for anticipating and responding to</p>	<p>More accessible website and other information and communications</p> <p>Better wayfinding on campus</p> <p>Students who are Deaf and Hard of Hearing, and those with other disabilities, will be able to access information on an equal basis as others</p> <p>Employees and faculty have increased capacity to create inclusive spaces and respond to requests in a supportive and helpful manner</p> <p>Continue to meet or exceed requirements of the AMA and associated Standards</p> <p>Ongoing consultations will assist with needed adjustments and improvements to accessibility</p> <p>Fewer accessibility barriers</p>



<p>accessibility needs. Accessibility resources will also be provided.</p> <p>The <a href="#">Library</a> will continue to strive to process requests for alternative format versions of print books in its collection.</p> <p>Faculty and staff will be reminded in training and other communications to ensure documents uploaded to the <a href="#">Nexus Learning Management System</a> are accessible, and tools/resources will be provided to them.</p> <p>Existing <a href="#">AMA</a> and <a href="#">related Standards</a> training for faculty and staff will continue.</p> <p>Ensure continued website and web application compliance with the <a href="#">Information and Communications Standard</a>, and continue to monitor compliance and correct deficiencies on an ongoing basis.</p> <p>Consult further with people with disabilities to determine if there are information and communication barriers not mentioned and if improvements have been/should be made.</p>	<p>Serve as a model of accessibility for other institutions</p>
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#### 4. Technology

Action	Expected Outcome
<p>See Information and Communication action items above.</p> <p>Consult further with people with disabilities to determine if there are technology barriers not mentioned and if improvements have been/should be made.</p>	<p>Equitable access to learning and working opportunities</p> <p>Ongoing consultations will assist with needed adjustments and improvements to accessibility</p>

	<p>Continue to meet or exceed requirements of the AMA and associated Standards</p> <p>Serve as a model of accessibility for other institutions</p> <p>Fewer accessibility barriers</p>
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## 5. Systemic

Action	Expected Outcome
<p><a href="#">Human resources/wellbeing</a> will review and consider the feedback about the accommodation process, as well as the possibility/format of tracking data about workplace accommodation requests and use of workplace accessibility questions in exit interviews.</p> <p>Online course options will be expanded where possible.</p> <p>Inclusion of classroom and other learning space accessibility considerations in university's Strategic Enrolment Management Plan.</p> <p>Inclusion of EDI and <a href="#">UDL</a> considerations in new quality assurance protocols for academic programming.</p> <p>Completion of Teaching and Learning Hub with <a href="#">UDL</a> resources.</p>	<p>Increased transparency and ability to analyze workplace accommodation processes and accessibility</p> <p>Improving accessibility and inclusion of all members of the campus community</p> <p>Increased classroom and other learning space accessibility</p> <p>Serve as a model of accessibility for other institutions</p> <p>Increased consideration of EDI and <a href="#">UDL</a> in academic programming</p>

## 6. Other action items

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Action	Expected Outcome
<p>An Advisory Committee comprised of staff, faculty, and members of the community with disabilities will be formed to work closely with the <a href="#">AMASC</a> and <a href="#">HRDO</a> on the Accessibility Plan, the rolling out of accessibility initiatives, on prioritization of accessibility projects, and consultation process.</p> <p>Subject to feedback from the Advisory Committee, the university plans to hold additional consultations in the upcoming year to help further promote an accessible environment on campus.</p> <p>If needed based on this additional feedback, this Accessibility Plan may be further updated.</p> <p>Continue to use updated notice of planned or unplanned disruption of services to the public, including information about the reason for the disruption, the anticipated duration and a description of alternative facilities or services, if any that may be available, as soon as reasonably possible or in advance. (See: <b>Appendix A</b> – REVISED Notice of Service Disruption Form)</p> <p>Continue to track and respond to feedback about accessibility using the REVISED form and process (See: <b>Appendix B</b>) including responding promptly, tracking inquiries and responses, using the feedback format that meets the individual's communication needs, and ensuring the responsible department addresses the concern in a timely manner.</p> <p>Check-in meetings will be held with the responsible departments in six months to ensure implementation of Action Items and any gap analysis/feedback recommendations where possible.</p>	<p>Additional feedback from people with disabilities will help to ensure the Accessibility Plan (including any updates) and ongoing accessibility initiatives are addressing their needs</p> <p>Accessibility projects are appropriately prioritized</p> <p>More accessible and inclusive environment</p> <p>Clear and consistent process for communicating notification of service disruptions(s)</p> <p>Robust, efficient feedback and response process for dealing with queries and complaints on institutional accessibility issues, including appropriate and prompt responses</p> <p>Fewer accessibility barriers</p> <p>Additional progress made on action items</p>

## APPENDIX A – REVISED NOTICE OF DISRUPTION



### The University of Winnipeg Notification of Disruption of Accessible Services

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Please note that the {describe facility/program/service that is unavailable, e.g., front entrance, elevators} will be unavailable due to {insert reason for disruption} from {insert start date/time} until {further notice OR insert date/time}.

During this time, {we appreciate your understanding OR describe alternative facility/program/service}.

We regret any inconvenience this may cause.

If you have questions or concerns, please contact us:

The University of Winnipeg

[Address]

Phone: [#####](#)

Email: [#####](#)



## APPENDIX B: REVISED ACCESSIBILITY FEEDBACK FORM (FORMERLY, ACCESSIBILITY SURVEY)

### The University of Winnipeg Accessibility Feedback Form

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Feedback regarding UWinnipeg and the accessibility of our services, facilities, and the way our employees interact with others is welcome and appreciated. Feedback can be provided to UWinnipeg in several ways.

**Contact us:**

**By mail:** Human Rights and Diversity Office, 515 Portage Avenue, Winnipeg, Manitoba, R3B 2E9

**In person or Zoom/Teams meeting:** Human Rights and Diversity Office, 491 Portage Avenue, Winnipeg, Manitoba (please call or email for an appointment)

**Phone:** (204) 988-7508

**Email:** hrdo@uwinnipeg.ca

1. What is your connection with UWinnipeg?
  - ☐ Student
  - ☐ Instructor (faculty member)
  - ☐ Employee (non-faculty)
  - ☐ Vendor or contractor
  - ☐ Campus guest or visitor
  - ☐ Other \_\_\_\_\_
2. What aspect of UWinnipeg does your feedback relate to? Please describe.
  - ☐ Customer service (e.g., phone, online, or in-person interaction)  
\_\_\_\_\_
  - ☐ Information or communication (e.g., UWinnipeg website, publications, course content)  
\_\_\_\_\_
  - ☐ Facility (e.g., Library, Administration, specific UWinnipeg building or location)  
\_\_\_\_\_
  - ☐ Employment (e.g., as applicant or in current UWinnipeg position)  
\_\_\_\_\_
  - ☐ Other \_\_\_\_\_
3. Were you able to access what you needed or wanted to?
  - ☐ Yes
  - ☐ No
  - ☐ Partially
4. If you responded No or Partially and experienced difficulty accessing UWinnipeg information, services, goods, or facilities, please describe the problem or barrier you encountered including where.  
\_\_\_\_\_

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5. If you have any additional comments, please share your feedback here.

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6. If you have any other suggestions or feedback for UWinnipeg's Accessibility Plan, please provide it here.

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If you would like someone from UWinnipeg to contact you, please provide contact information.

Name \_\_\_\_\_ Phone \_\_\_\_\_ Email \_\_\_\_\_

## Appendix C – Status of Previous Action Items and Goals from 2023-2024 Plan

Action	Expected Outcome	Status
<b>Communications</b>		
All new staff and faculty will continue to be provided mandatory Customer Service Standard training when they join the university, and all staff and faculty will be reminded to refresh their training on a regular basis	Allowing persons with disabilities to clearly communicate their needs and receive appropriate services	Completed/ Ongoing
Other accessibility training provided by the university will reinforce best practices for accessible communication, the duty to provide reasonable accommodation during communications (and otherwise), and promote the use of Universal Design for Learning	Ensuring the success and inclusion of all students and staff, including those disabled by barriers	Completed/ Ongoing
Alternative formats and accommodations will continue to be provided as needed, while working towards further implementation of universal design principles	Serve as a model of accessibility for other institutions	Completed/ Ongoing
Conduct a website, web application, and library accessibility audit and/or internal review to identify any deficiencies or opportunities to improve, and take steps to remedy or improve as needed, and continue to monitor and correct any deficiencies as they arise	Compliance with the Information and Communications Standard	Completed/ Ongoing
<b>Recruitment Processes</b>		
Continue to make an active offer of accommodation during recruitment processes, and provide any needed accommodations	<p>Accessible and equitable recruitment processes</p> <p>Job applicants and employees are provided with any necessary accommodation, in</p>	Completed/ Ongoing

	compliance with The Human Rights Code and The Accessibility for Manitobans Act and Regulations	
Continue to train managers and those involved with recruitment processes on the AMA Employment Standard and Unconscious Bias/Equitable Hiring Processes	As above	Completed/ Ongoing
Provide additional detailed training for managers (and others) about accommodation obligations and processes for employees and their managers	As above	Completed/ Ongoing
Continue to ensure all new employees are provided with information about the availability of reasonable accommodation and related processes	As above	Completed/ Ongoing
<b>Assistive Devices</b>		
Continue to ensure that University of Winnipeg staff are adequately trained and familiar with various assistive devices that may be used by persons using our goods or accessing our services	<p>All persons using assistive devices or requiring a support person or service animal are able to fully and consistently access goods/services in a respectful way</p> <p>More consistent application on benefits of using technologies toward improved accessibility of good and services for persons with disabilities</p>	Completed/ Ongoing
Continue to ensure that certain designated staff are familiar with the following assistive	As above	Completed/ Ongoing

<p>devices/services available on our premises for persons with disabilities:</p> <ul style="list-style-type: none"> <li>• TTY</li> <li>• Telephone relay services</li> <li>• FM systems</li> <li>• CCTV</li> <li>• Digital recorders</li> <li>• Scanners</li> <li>• Assistive technology and software</li> <li>• Alternate format production</li> <li>• Academic accommodations for persons with disabilities</li> <li>• Accessible pedestrian routes inside and outside buildings</li> <li>• Multiple format campus accessibility maps showing accessible entry points, washrooms facilities and meeting more</li> </ul>		
<b>Procurement</b>		
Continue to encourage accessibility criteria when procuring or acquiring goods and services from external partners	Ensuring goods and services procured from others are accessible	Completed/ Ongoing
Continue to promote accessibility considerations when acquiring or purchasing good and services with RFPs including discussing with persons with disabilities, if relevant to the procurement process	As above	Completed/ Ongoing
<b>Disability Accommodation</b>		
Continue to provide, and expand upon where possible, reasonable accommodations for students, staff, faculty, and community members	Improving accessibility and inclusion of all members of the campus community	Completed/ Ongoing (based on recent feedback, improvement can

	<p>Serve as a model of accessibility for other institutions</p> <p>Improving transparency regarding responses to accessibility barriers</p>	potentially be made)
Promote the use of Universal Design and Universal Design for Learning by providing more training and investing in improvements to create more accessible physical, learning, and working spaces	As above	Completed/ongoing but additional training needed
Continue to provide and expand upon training for faculty, managers, staff, and students to help decrease stigma, improve knowledge of accessibility needs, obligations, and rights, and available accessibility supports on campus	As above	Completed/ongoing but additional training needed
Review admissions criteria, applications, course delivery methods, and accommodation processes, and establish more accessible processes, etc. as needed	As above	Completed/ongoing
Continue to review and update university forms to improve accessibility	As above	Completed/ongoing
Continue to gather feedback about accessibility barriers by promoting the Accessibility Survey, and track and report (subject to any confidentiality obligations) responses to feedback or requests	As above	Completed/ongoing
Welcome and respond promptly, using a format that meets the individual's communication needs, to feedback we receive on the accessibility of our goods and services.	As above	Completed/ongoing



<b>Administrative and Financial Transactions</b>		
Continue accessible website features and use PDFs for attached documents	Consistent practice in ensuring accessible operations in administrative and financial transactions	Completed/ongoing
Continue to provide administrative and financial documents in other alternative formats upon request	As above	Completed/ongoing
<b>Technological</b>		
Conduct a website, web application, and library accessibility audit and/or internal review to identify any deficiencies or opportunities to improve, and take steps to remedy or improve as needed, and monitor compliance and correct deficiencies on an ongoing basis	<p>Equitable access to learning and working opportunities</p> <p>Compliance with the AMA Information and Communications Standard</p> <p>Serve as a model of accessibility for other institutions</p>	External accessibility audit completed (not including website); internal review of website compliance completed.
Ensure website and web application compliance with the Information and Communications Standard, and monitor compliance and correct deficiencies on an ongoing basis	As above	Completed/ongoing monitoring of website
Invest in and leverage technology to promote accessibility such as providing online training, information, and course options, captioning, and assistive devices/disability supports	As above	Completed/Ongoing, further improvement likely needed
Technology Sector/Centre for Academic Technology will continue to provide support	As above	Completed/ongoing

to the University Community accessing university systems		
<b>Training</b>		
<p>Continue to ensure that accessibility awareness training is provided to employees following commencement of their duties, and ensure that ongoing training is provided as policies, procedures and practices change, including AMA Customer Service Standard (all employees) and AMA Employment Standard (faculty and managers).</p> <p>Continue to provide and expand upon other accessibility training including:</p> <ul style="list-style-type: none"> <li>▪ Duty to accommodate students, including those with learning and other invisible disabilities</li> <li>▪ General respectful working and learning environment obligations, including human rights principles</li> <li>▪ Unconscious bias/equitable hiring training to reduce the impact of bias during the hiring process and employment, and awards processes</li> <li>▪ Employment equity initiatives and best practices</li> <li>▪ More detailed training for manager(s) and others about accommodation obligations and processes for employees</li> <li>▪ More detailed training and/or resources for faculty about accommodations for students and Universal Design for Learning</li> <li>▪ More training about mental health supports</li> <li>▪ Include information about intersectionality in training</li> <li>▪ Include Indigenous perspectives in training</li> <li>▪ Continue to provide training and resources from other accessibility experts, and expand upon same</li> </ul>	<p>Improving accessibility and inclusion of all members of the campus community</p> <p>Ensuring that students and staff are provided with reasonable accommodation during their studies and related activities</p> <p>Increase awareness about disabilities, decrease stigma, and promote the use of best practices</p> <p>Serve as a model of accessibility for other institutions</p>	<p>Completed/ Ongoing.</p> <p>More training would be beneficial and is always being expanded.</p>

Regularly promote the available training and resources to the University Community	As above	Completed/ ongoing
<b>Use of Service Animals and Support Persons</b>		
Continue to welcome persons with disabilities who are accompanied by a service animal or support person on campus	Improved and consistent practice and access for persons with disabilities requiring the assistance of service animals or service persons	Completed/ ongoing
Continue to ensure that other measures are made available to enable persons with disabilities the same opportunities, if the service animal is excluded by law	As above	Completed/ ongoing
Continue to ensure that support persons are not required to pay tuition or incidental fees for courses, unless the support person is also taking the course for credit	As above	Completed/ ongoing
Continue to provide information to faculty regarding welcoming service animals in classrooms	As above	Completed/ ongoing
<b>Physical Accessibility</b>		
Continue to prioritize accessibility in capital improvements, including by adding more door operators, accessible washrooms, better signage, classroom accessibility features, and other accessibility features	Improved physical access to campus spaces by all persons  Improved learning and working experience on campus	Completed/ ongoing
Creation of a set of Accessibility Design Standards that will apply to all newly-	As above	In progress

constructed and/or renovated spaces, and including these requirements in our Request for Proposals, tender documents, and construction contracts		
Continue to apply for other sources of funding to support accessibility improvements	As above	Completed/ongoing
<b>Notice of Planned or Unplanned Disruption</b>		
<p>Continue to provide notice of planned or unplanned disruption of services to the public, including information about the reason for the disruption, the anticipated duration and a description of alternative facilities or services, if any that may be available, as soon as reasonably possible or in advance</p> <p>(See: <b>Appendix A – REVISED</b> Notice of Service Disruption Form)</p>	<p>Clear and consistent process for communicating notification on service disruptions(s)</p> <p>More accessible campus for those disabled by physical barriers</p>	Completed/ongoing
<b>Feedback Process</b>		
<p>Maintain the feedback processes in place, in order to identify areas that require change and encourage continuous service improvements, including the online feedback form (See: <b>Appendix B – REVISED version</b>) which is available electronically or in an alternate format, if requested, or via members of the Accessibility for Manitobans Act Steering Committee or Human Rights and Diversity Office</p> <p>(<a href="https://www.uwinnipeg.ca/respect/ama/membership.html">https://www.uwinnipeg.ca/respect/ama/membership.html</a>; <a href="https://www.uwinnipeg.ca/respect/">https://www.uwinnipeg.ca/respect/</a>), and promote those processes</p>	<p>Robust feedback process for dealing with queries and complaints on institutional accessibility issues</p> <p>Improving transparency regarding responses to accessibility barriers</p>	Completed/ongoing
Allow for feedback to be provided in person, by telephone, in writing, by e-mail or any other method, and address feedback promptly	As above	Completed/ongoing

<p>Welcome and respond promptly, using a format that meets the individual's communication needs, to feedback we receive on the accessibility of our goods and services</p>	<p>As above</p>	<p>Completed/ ongoing</p>
<p>Track responses to feedback</p>	<p>As above</p>	<p>Completed/ ongoing</p>