



2025-2026 Accessibility Plan Executive Summary

Please contact the Human Rights and Diversity Office at hrdo@uwinnipeg.ca or (204) 988-7508 if you have any questions or feedback, or if you require this document in a different format.

Accessibility Commitment

The University of Winnipeg is firmly committed to providing an inclusive environment for its community. 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.

The 2025-2026 [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.

Process for developing our 2025-2026 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. That review also helped to inform the [Accessibility Plan](#) updates.

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 to obtain feedback 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, analyzed to identify areas for needed improvements and additional training, and used to update the 2025-2026 [Accessibility Plan](#).

In response to feedback, the university is also forming an Accessibility Advisory Committee comprised of staff, faculty, and community members with disabilities. The Accessibility 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 Accessibility 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, the [Accessibility Plan](#) may be further updated.

Selected Accessibility Achievements

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

The university's [Accessibility Policy](#) was updated in early 2024 to ensure full alignment with the AMA [Accessible Information and Communication Standard](#). 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 \(UDL\)](#).

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.

Various new online resources were created such as an [EDI Hub](#) with [UDL](#) and other resources, a [video](#) about accessibility and multilingual features of Microsoft Word, and [information and communication resources](#) for making documents and courses more accessible.

The [Facilities](#) department continued to add automatic door openers across campus, following the university and [UWSA](#) collaboration, [More than a Door](#) Campaign.

More information about our accessibility achievements is included in the full 2025-2026 [Accessibility Plan](#).

Action Items

In compliance with the [AMA Accessibility Standards](#) and in response to identified barriers, the university will undertake the following action items 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 of the 2025-2026 [Accessibility Plan](#).

1. Attitudinal

Action	Expected Outcome
<p>Mandatory AMA 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 Universal Design for Learning 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>Consult further with people with disabilities to determine if there are attitudinal barriers not mentioned and if improvements have been/should be made.</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>

2. Architectural and physical

Action	Expected Outcome
<p>Facilities and Recreational Services departments will review fitness facility entry process.</p> <p>Centennial escalator work will continue and be completed in 2025.</p> <p>Facilities will complete work on elevators in 2025 including installation of a status monitoring device and other steps to reduce future downtime.</p> <p>The Building Infrastructure 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 Planning office and Building Services 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>Consult further with people with disabilities to determine if there are physical/architectural barriers not mentioned and if improvements have been/should be made.</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>

3. Information and Communication

Action	Expected Outcome
<p>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.</p> <p>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.</p> <p>Marketing and Communications will consider and assess the request for ASL throughout the website.</p> <p>Existing AMA and/or supplementary training will contain information about identifying barriers and removing them, including creating accessible documents and other materials, how to add Zoom captions, incorporating UDL into course instruction, and best practices for anticipating and responding to accessibility needs. Accessibility resources will also be provided.</p> <p>The Library 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 Nexus Learning Management</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>Serve as a model of accessibility for other institutions</p>

<p>System are accessible, and tools/resources will be provided to them.</p> <p>Existing AMA and related Standards training for faculty and staff will continue.</p> <p>Ensure continued website and web application compliance with the Information and Communications Standard, 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>	
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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>

5. Systemic

Action	Expected Outcome
<p>Human resources/wellbeing 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 UDL considerations in new quality assurance protocols for academic programming.</p> <p>Completion of Teaching and Learning Hub with UDL 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 UDL in academic programming</p>

6. Other action items

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 AMASC and HRDO 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>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>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: Appendix A – REVISED Notice of Service Disruption Form in the full Accessibility Plan)</p> <p>Continue to track and respond to feedback about accessibility using the REVISED form and process (See: Appendix B in the full Accessibility Plan) 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>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>
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