

Sheridan Annual Accessibility Status Report 2021

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This report outlines the measures taken in 2021 to implement Sheridan’s 2017 Multi-Year Accessibility Plan and any other steps taken to identify, prevent and remove barriers to persons with disabilities at Sheridan.

If you require this report in an alternate format please contact Margaret Sanderson, Mgr., Accessibility and Inclusion, Centre for Equity and Inclusion at Margaret.sanderson1@sheridancollege.ca or ext. 2775.

Policies

New! Human rights and AODA input into the Sheridan [Remote Working Protocol](#).

New! Human rights and AODA input into the draft Sheridan Threat Assessment Policy and Procedure (Policy Review Committee).

Plans

Sheridan Multi-Year Accessibility Plan

Produced in 2017, this plan will be updated in 2022 and is available online. The **2020 Annual Accessibility Status Report** is also available online.

Procurement

New! Embedded WCAG 2.0 AA requirements (Sheridan Accessibility Compliance Checklist) into Procurement Services “Bonfire” software.

New! AODA input into Security Request for Proposal (RFP).

Training

Sheridan Employees

New in 2021! [Launch of Accessibility at Sheridan](#) online course in May with updated content, mandatory for all Sheridan employees.

Sheridan Board of Governors

Sheridan Board of Governors received AODA training in June, March and September.

Sheridan Managers

Respectful and Supportive Places to Work and Learn mandatory training facilitated by the Centre for Equity and Inclusion (CE) for Managers in November 2021 included sessions on: Sheridan Accessibility Policy, Discrimination and Harassment Policy, Workplace Accommodation Policy and Procedures, and Sheridan Return to Work Policy and Procedure. Partners in the delivery of the 2021 training include Human Resources, Centre for Indigenous Learning and Support and Student Affairs (Student Rights and Responsibilities Office).

Sheridan Educators

In addition to the mandatory “Accessibility at Sheridan” online training course, educators and other employees at Sheridan were provided with the following **Centre for Teaching and Learning (CTL)/Teach Well** series training:

- Creating Accessible PowerPoint Presentations – 4 sessions
- Creating Accessible Word Documents – 4 sessions
- Creating Closed Captions – 2 sessions
- Creating Accessible Social Media – 2 sessions
- Creating Accessible PDFs – 1 session
- Writing in Plain Language – 1 session
- Inclusive Design in an Online Learning Environment – 3 sessions
- Inclusive Design in Desire 2 Learn (D2L) – 1 session
- Read Speaker – 2 sessions
- 5 Practical Accessibility Tips – 4 sessions
- Accessibility, Equity and Inclusion During the Covid-19 Pandemic – with panelists
- Thriving through Learning Strategy – Accessible Learning and CTL
- Insights and Strategies to support students with Autism Spectrum Disorder in Canadian Post-Secondary Contexts

Required training for Sheridan educators

The following mandatory training was provided to educators enrolled in CTL - **Sheridan’s Teaching and Learning Academy 1**:

- Inclusive Design in D2L
- Creating Accessible PowerPoint Presentations

Training provided upon request

- Inclusive Design in an Online Learning Environment – Child and Youth Care Program faculty and staff
- Inclusive Design in D2L -presented at Sheridan Creates: Exploring Transformations in Higher Education
- Creating Accessible PowerPoint Presentations – Lunch and Learn Session by CTL Educational Development Consultant for non-full time faculty members in Faculty of Applied Health and Community Studies (FAHCS)
- Creating Accessible Word Documents – CTL Educational Development Consultant and student Accessibility Ambassadors presented to FAHCS Program Support Specialists and Academic Portfolio Administrators
- Creating Accessible Flyers/Accessible Event Planning – CTL Educational Development Consultant and Mgr., Accessibility and Inclusion held a session with Social Service Worker Program students
- Respectful and Supportive Places to Work and Learn (EDI) Workshop for the Pilon School of Business faculty members, presented by CEI

Sheridan student leaders (paid and unpaid)

Updated for 2021! [“Moving to Inclusion”](#) training included in the virtual community for Sheridan Student Leaders in the following roles: Peer Mentor, Student Leadership Coaches, Virtual Connectors, Collegiate Leadership Competition Team Members, Tutors and Social Change Ambassadors. 59 student leaders were trained to date in 2021 and onboarding of new Peer Mentors in 2022 will receive this training. Content includes information about CEI, legislative framework, Sheridan 2024 equity and inclusion, general overview of the concepts of power and privilege, persons with disabilities, accessibility and inclusion.

Other Sheridan training and education related to persons with disabilities

Inclusive Communities Webinars (available on Sheridan Central)

These webinars continued into 2021 and included disability awareness and human rights topics:

- Mental Health, Wellness and Self-Care: One Year On
- Academic Accommodation for Students with Disabilities Policy and Procedure
- Supporting Students with Autism Spectrum Disorder

Accessibility fact sheet on the topic of “Carrying out accessible virtual consultation”

Web Accessibility Web Content

New! Sheridan marked an [AODA milestone with the Sheridan website relaunch](#) achieving Level "AA" of the [Web Content Accessibility Guidelines \(WCAG\)](#) a worldwide standard, as required under the AODA as of Jan 1, 2021. The entire redevelopment effort was inspired by our core principles of ease of use and accessibility. Often when ensuring accessible web content challenges can be encountered. The Communications, Public Relations and Marketing team at Sheridan undertook the following steps to further ensure accessible web content:

- Video (captioning, transcript)
- Aggregation of social media content has been reduced
- Digital documents such as PDFs are now scanned and repaired before upload
- Third party technology like Google maps API has limited use on the site
- Rewriting of industry standard JavaScript plugins is sometimes required. Recently a senior developer has rewritten a script used on the site that was created by Twitter Inc. that introduced an accessibility issue.

Sheridan continues to build our knowledge and training programs while supporting our main and affiliated/outside sites.

Operation of outside sites

The CPAM team has been working on a component based Universal Design System that may assist to address most, if not all challenges of AODA compliance and brand. The system will provide a set of templates and User Interface (UI) components that can be used by/for any official Sheridan site to achieve compliance. This strategy may be the best way to tackle compliance issues for our entire federation of sites.

Training

We have centralized support for the main Sheridan College website to maintain and continuously improve accessibility. A core team of web technologists and content administrators works diligently to ensure our focus on accessibility remains a top priority.

Training is limited to smaller groups to ensure content focused staff have the needed knowledge to produce content that passes accessibility testing.

Tools for Monitoring and Testing

There are two types of testing – automated and manual. CPAM recommends three automated testing tools: [Dubbot](#), [WAVE](#) and [axe™](#) as they feel confident in their reporting and testing features. Additionally, a CPAM staff member supports manual testing using device specific accessibility features (e.g., Apple iPhone accessibility features). There is a continuous cycle of accessibility review managed by Sheridan’s Product Lead of Web and Marketing technology. This review is supported by the senior development team and our vendor, Dubbot.

New! Information Technology Services staff sought input on accessibility and proposed IT Architecture principles -Ease of Use Principle.

New! Information Technology Services staff sought accessibility input/user experience into the IT Self-Service Portal.

New! [“Remediating your Word documents and PowerPoint presentations”](#) established through the Centre for Teaching and Learning. Trained student Accessibility Ambassadors and Allison Fitzgibbon, Educational Development Consultant are available for online support to assist employees with document remediation.

New! Addition by Communications, Public Relations and Marketing of an embedded slide in the new Sheridan branded PPT presentation template [“Making your presentation accessible”](#). Demonstration of Read Speaker text to speech software by Accessible Learning to the Web Accessibility/Web Content Committee.

New! The Student Communications Specialist (Communications, Public Affairs and Marketing) joined the Web Accessibility/Web Content Committee. The Specialist:

- Optimized the accessibility of Sheridan's weekly student newsletter, *Your Sheridan Weekly*
- Applied web accessibility standards on Sheridan Central pages, enhancing the user experience of people with disabilities
- Created an [institution-wide communication guide to establish digital email communications and web accessibility standards](#)
- Leveraged technology such as Google Analytics and [Dubbot](#) to track and monitor the user experience and web accessibility of Sheridan Central pages

Library and Learning Services

New! Teach Well and Digital Inclusion series – in partnership with Library and Learning Services offered 3 sessions of: “Accessibility Tools to Support Student Learning: Supports from the Sheridan Library and Beyond”.

Accessible Built Environment at Sheridan

The following initiatives were carried out in 2021 by Facilities Services staff, in consultation with the Mgr., Accessibility and Inclusion:

- Site visit and physical barrier audit of DB17 and D102 (FAAD) November 2021
- Door operators in November insert locations
- Input into Student Study Spaces drawings
- Audit of single user washrooms
- Input into J Wing Experiential Classrooms (J219, 222, 223, 224)
- Facilities Services AODA Working Group

- Davis Campus Accessibility (oct)
- Input into TRA K Wing drawings review
- Input into B315 and B400a and b renovations

Committee participation at Sheridan

The Mgr., Accessibility and Inclusion provides a broad equity, diversity, inclusion and accessibility lens to the work of the following Sheridan Committees in 2021:

- Web Advisory Committee (Sheridan Central)
- Remote Working Task Force - new in 2021
- Policy Review Committee - new in 2021
- Emergency Operations Committee (EOC) and EOC Facilities Committee - ongoing from 2020

Committees facilitated by Centre for Equity and Inclusion

The Sheridan Web Accessibility/Web Content Committee met in January, March, May and October. In 2021, the Student Communication Specialist (Communications, Public Relations and Marketing) joined the committee.

The Manager, Accessibility and Inclusion establishes, reviews and updates the Sheridan Multi-Year Accessibility Plan in consultation with members of the Advisory Council on Sheridan Accessibility and other members of the Sheridan community with disabilities as needed.

Other

- The Manager, Accessibility and Inclusion provided written feedback to the initial recommendations report for the proposed accessibility standards for post-secondary education during public consultation (November)
- [Sheridan recognized the United Nations International Day of Persons with Disabilities](#) on Friday December 3, 2021
- Facilities Services launched new name and Customer Service Centre –Facilities and Sustainable Infrastructure Department - [including wording re; reporting of accessibility features that are broken or in need of repair](#)
- A New Employee Onboarding Checklist (Centre for People and Organizational Development)– For Managers includes language to prompt Managers to assess new employee accommodation needs required by the employee to be put in place by their first day of employment (as per AODA) and to contact Human Resources Business Partners for assistance with if needed.
- Sheridan College filed the 2021 Accessibility Compliance Report (December) with the Ministry of Seniors and Accessibility

Margaret Sanderson, Centre for Equity and Inclusion, December 2021