Disability Inclusion Steering Committee Final Report

Committee Members

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Background

The Disability Inclusion Steering Committee (DISCo) was formed in the 2022-23 academic year in accordance with the [Terms of Reference](#). DISCo comprised University senior leaders and members who were responsible for strategizing how the University can address barriers that limit access to the world-class quality of education that Waterloo offers. DISCo is an advisory committee to the Vice-President, Academic and Provost ("Provost") that assumed executive sponsorship and accountabilities for proactively addressing the 185 recommendations included in the [AODA's Post-Secondary Education Standard (the "Education Standard") Final Recommendations Report 2022](#).

This report articulates the work that has been completed by DISCo since its formation, measured against the established mandate and Terms of Reference. Key findings and insights are shared through the committee's work, including recommendations for the Provost's consideration to ensure the gains made through DISCo maintain momentum and are sustainable as the University works towards creating an accessible campus for all students.

Rationale

In 2018, the Ontario government committed to the development of an Education Standard under the Accessibility for Ontarians with Disabilities Act (AODA). An AODA standard development committee drafted recommendations to the Ministry of Colleges and Universities of what should be included in the AODA Education Standard, including 185 recommendations within the post-secondary education system. These 185 recommendations were grouped into nine thematic areas identified by disabled people as posing barriers to post-secondary education, including but not limited to perceptions and assumptions; assessment, curriculum, and instruction; digital learning and technology; as well as physical and financial barriers. While the recommendations have not yet been codified, the University is required to comply with existing AODA standards and adhere to the Ontario Human Rights Code. It is anticipated that the intent of the Education Standard recommendations will also be legislated in some capacity over the next few years. Moreover, disability inclusion is at the heart of our institution, with an understanding that accessible education is part of educational excellence.

In 2022, the Provost established this committee to take a proactive approach to creating an accessible Waterloo for everyone, inspired by the culture of "One University" in which all in our community can thrive. The goal of the committee was not to simply meet existing or imminent AODA compliance standards, but rather to develop a sustainable infrastructure that would enable accessibility to become a part of the standard operating procedure in academic and campus life—to build a campus culture of accessibility and disability inclusion. Publication of the PSE Standard recommendations provided DISCo with an understanding of the thematic areas that Waterloo would need to consider when beginning this foundational work.

DISCo was chaired by four Executive Council members who reinforced the University's commitment to accessibility, and ensured prioritization of AODA-related initiatives and requests with the relevant units and departments of the University:

- David DeVidi, Associate Vice-President, Academic
- Jennifer Gillies, Associate Provost, Campus Support and Accessibility

- Cathy Newell Kelly, Registrar
- Lili Liu, Dean, Faculty of Health

Mandate

DISCo was convened to champion and advocate for disability inclusion, and to work with colleagues to share institutional responsibilities and initiatives that include prioritizing resources and efforts relative to this objective. DISCo was responsible for supporting the institution in finding efficiencies in collaboration, coordination, and sharing of resources through the tracking of projects and work associated with its mandate. Through the committee's efforts, many synergies, partnerships, and resource-sharing opportunities were identified, and collaborative practices across all relevant institutional activities were explored.

DISCo's mandate was as follows:

1. Champion accessibility and disability inclusion at the executive leadership level.
2. Maintain visibility of departmental and institutional efforts in accessibility and how it may be formalized to meet legislative requirements.
3. Coordinate the implementation of PSE Standards recommendations with verticals that have a common or shared scope, such as Admissions Process Review and Holistic Admissions Exploration, President's Anti-Racism Taskforce recommendations, Canada Research Chair EDI Action Plan recommendations, EDIR Strategic Plan (2022-2025), Educational Technology Hub projects and initiatives, WatSEE Framework, Digital Learning Strategy, and others.
4. Identify targeted recommendations that can be actioned through the Teaching Innovation Incubator (TII).
5. Identify outstanding recommendations requiring separate proposals or additional resources, and develop a timeline for implementation.
6. Identify and recommend Executive Council alignment for accessibility areas and themes that may not have been contemplated previously or have a natural, apparent alignment.

The following criteria were established as measurements of the committee's success:

- Institutional ownership of accessibility to meet AODA requirements is acknowledged.
- Interdisciplinary approaches to disability inclusion are applied.
- Projects and initiatives are created and identified to operationally meet AODA requirements and recommendations.
- The campus community is receptive to DISCo's actions and initiatives.

Actions

DISCo took the position that while the Education Standard was not codified, the barrier areas identified in the report illuminate the everyday barriers experienced by persons with disabilities in post-secondary education. While the University has strived to create an inclusive and accessible campus through the provision of supports, services, policies, and procedures, it was likely that members of the University of Waterloo experienced similar barriers. As such, DISCo used the recommendations in the Education Standard as a framework for action. This section provides a summary of the actions taken to accomplish DISCo's mandate.

Establishing Executive Leadership Oversight

The Education Standard articulates the need for transformational leadership to help shift attitudes, behaviours, perceptions, and assumptions. The engagement of senior leaders in building a sustainable infrastructure for disability inclusion was seen as critical for DISCo to achieve its mandate and success.

Using the Education Standard as a framework, DISCo reviewed the 185 recommendations and determined the best alignment of each recommendation to an Executive Council member's portfolio. The intent was for Executive Council members (after consultation and engagement) to assume responsibility for these recommendations, then develop and implement the most appropriate response to the recommendations. The assignment of recommendations took into consideration alignment with other institutional initiatives such as Admissions Process Review and Holistic Admissions Exploration, President's Anti-Racism Taskforce recommendations, Canada Research Chair EDI Action Plan, EDIR Strategic Plan (2022-2025), Educational Technology Hub projects and initiatives, WatSEE Framework, Digital Learning Strategy and others.

Executive Council members were invited to review and identify the recommendations believed to fall under their purview. In some cases, the process identified recommendations that could be achieved in collaboration between Executive Council members. Upon completion of this engagement process, each Executive Council member adopted an action plan to address the Education Standard recommendations that related to their unit.

Operationalizing the Action Plan

The Education Standard articulates numerous operational recommendations that could only be implemented by using both a top-down and bottom-up approach. The Executive Council members, after adopting the action plan within their units, assigned operational leads based on their role and expertise that could best support the work. The operational leads were typically department heads within their units who held direct responsibility for aspects relating to the action items.

DISCo held a kick-off meeting for the identified operational leads responsible for the action plan, which was recorded for future reference. The meeting facilitated collaboration between portfolios, informed operational leads of Waterloo's current state compared to the AODA requirements, and outlined the resources required to support the development of the action plan. Details around monitoring outcomes, bi-annual updates on progress, and support that was made available to working groups were also shared.

To identify the scope of work required to action the recommendations, and the supports that would be required, DISCo distributed a Post-Secondary Education Accessibility (PSEA) baseline assessment survey to the operational leads in January 2024. The survey collected information about the extent to which the operational leads were aware of how the University was proactively addressing the recommendations in the Education Standard document, in addition to uncovering gaps and identifying the resources required to carry out this important work. Through this assessment, several themes emerged:

- The University is already executing many of the recommendations, and many could be integrated into standard operations with a few adjustments.
- The recommendations are achievable through inter-departmental collaboration.

- Some responses to recommendations are dependent on government actions and stakeholders external to the University. In these instances, the University would continue to work with government and sector stakeholders to address those recommendations.

The survey also enabled DISCo to determine the scope of future work, helped to guide and inform next steps, and served as a benchmark for measuring implementation progress.

Engaging the Campus

The Education Standard directs senior leadership to implement a communication strategy that is readily accessible, understandable, and includes key messages across many platforms. DISCo worked to ensure the campus community was informed and engaged in DISCo's work, and that they understood the intentions of the PSE Standard recommendations, through a variety of mechanisms.

The University's senior leaders were engaged on DISCo's formation, mandate, actions, and progress at various leadership tables, including Deans Council, Executive Council, and Council of Academic Leaders. DISCo also regularly reported to the Vice-President, Academic and Provost.

The campus community remained informed of DISCo's purpose, timeline of actions, and resources through DISCo's webpage, which was housed on the website of the Office of the Vice-President, Academic and Provost (Appendix A):

Instructors and faculty were specifically engaged through collaboration and consultation efforts, given the vital role they play in creating an accessible and inclusive educational experience for students. DISCo created a messaging document for Teaching Fellows and departmental "accessibility champions" to support communications with their peers. The messaging document aims to

- develop consistent messaging that can be amplified across communication channels,
- increase awareness about disability and its prevalence in the Waterloo community,
- increase awareness of teams that are promoting accessibility across campus,
- promote collaboration and involvement in accessibility projects, and
- instill a sense of pride and accountability in creating inclusive experiences.

DISCo also supported broader departmental efforts by offering a senior leadership presence in departmental activities related to the PSE Standard recommendations. For example, Cathy Newell Kelly, Registrar, delivered opening remarks and participated in a communications workshop hosted by University Relations. The workshop provided guidance for those in Communications on how to use disability inclusive language and create accessible communications on behalf of the University. Similarly, David DeVidi, Assistant Vice-President, Academic delivered opening and closing remarks at Accessible Education Day in October 2024, a day of learning, sharing, and collaborating on bringing accessible educational practices to the University's academic functions.

Monitoring Progress

The baseline PSEA assessment conducted by the operational leads indicated that 60 recommendations were completed, in progress, or could be actioned by the University. There are 58 recommendations that were identified as either requiring the University to undertake new work, or they are difficult for the

University to implement on its own due to gaps within the sector or interdependencies with the government.

A follow-up survey was circulated in July 2024 to the operational leads who indicated in the PSEA baseline assessment that they were ready to move forward with specific actions. The goal of the survey was to gain sightline into the progress of these initiatives, and it revealed that 15 of the assigned PSE Standard recommendations were identified as already implemented at the University, 36 were in progress, and 6 have an action plan in place but work had not yet started at the time of the survey. The data collected in this follow-up survey informed the development of the [Multi-Year Accessibility Plan (MYAP) Bridge Plan Annual Status Report 2024](#) (Appendix B).

Departments engaged DISCo members as stakeholders in their work to implement AODA requirements. In this capacity, DISCo members offered support and facilitated connections to other initiatives at the University, as well as helped each department establish success criteria and a system to monitor progress on accessibility projects.

Impacts and Outcomes

The intention of DISCo was to develop a sustainable infrastructure that would enable accessibility to become a part of the campus' culture, using the Education Standard as a framework for action. Therefore, the mandate and success criteria of DISCo reflect that intention.

Achieving Success

DISCo successfully achieved the six project mandates within the projected two-year timeline.

1. **Champion accessibility and disability inclusion at the executive leadership level.**

DISCo collaborated with executive leadership to develop action plans for which they could appropriately assume responsibility. Executive Council members assumed responsibility for the consideration, development, and implementation of the most appropriate responses to the recommendations within their assigned purview.

2. **Maintain visibility of departmental and institutional efforts in accessibility and how it may be formalized to meet legislative requirements.**

DISCo maintained visibility of departmental and institutional efforts in accessibility as related to the action plans in several ways:

- Establishing executive leadership responsibility for the ongoing action plans
- Conducting the initial PSEA baseline assessment survey
- Conducting a follow-up survey to support the development of the Multi-year Accessibility Plan Progress Report
- Continuing to engage the campus community in this work by assigning executive leadership responsibility of the PSE Standard recommendations

This created the infrastructure required for ongoing visibility of the institutional efforts to develop a campus culture of accessibility and disability inclusion, which will be particularly beneficial should the PSE Standard becomes codified and the institution will need to demonstrate compliance with

legislative requirements.

3. **Coordinate the implementation of recommendations with verticals that have a common or shared scope.**

DISCo's approach of engaging executive leaders to identify the recommendations that align with their unit's accountabilities resulted in the identification of actions and outcomes that would best be achieved in collaboration with other executive leaders. The bringing together of operational leads to engage with their action plans further enabled the identification of opportunities for collaboration. The PSEA baseline assessment and follow-up survey enabled DISCo to have additional sightline to the departmental activities that intersected with other departments, or that could have a greater impact if achieved collaboratively. DISCo's visibility of accessibility initiatives across campus facilitated the collaboration of various teams and departments on specific initiatives.

One outcome of this coordination was the creation of the Physical Accessibility Specialist role. This role focuses on facilitating the AODA's Design of Public Spaces Standard and upcoming Education Standard recommendations related to physical barriers. While the physical accessibility requirements are driven by accessibility legislation, meaningful and sustainable impact in managing legacy building design and integration requires a collaborative role, one that has a close working relationship with the Campus Accessibility team but is situated within Plant Operations to ensure insight into all building design considerations. This role will advocate for accessible and inclusive physical space design as part of the standard facilities management processes at the University, rather than approaching it as a post-completion add on. DISCo brought these units together to identify the opportunity for a shared resource, supporting efficient resource management while promoting knowledge transfer and knowledge sharing for both areas.

4. **Identify targeted recommendations that can be actioned through the Teaching Innovation Incubator.**

DISCo effectively utilized the [Teaching Innovation Incubator](#) (TII) to carry out various recommendations via the action plan, and facilitated bottom-up idea generation. The TII was designed to enable faculty, staff, and students to bring innovative teaching ideas forward, while facilitating cross-departmental collaboration within a supportive structure that provided guidance and oversight. TII was well positioned to help organize and support three working groups designed to address the most impactful areas of the action plan related to accessible education: policies and guidelines, instructional practices and processes, and learning tools and materials. This was particularly critical since the most challenging recommendations to implement required involvement and investment from faculty members.

As part of this work, TII established an [Accessible Teaching](#) project, designed to support the development of innovative ideas aimed at promoting accessibility within post-secondary education, helping to establish an educational culture where excellent education is accessible education.

DISCo effectively changed the approach and the narrative about what is involved in offering exceptional education, enabling the University to become more accessible overall. Recognizing the need for effective collaboration between faculty members and academic instructional support units to make changes in accessible education, the Accessible Education Project established working groups co-led by faculty and Academic Support Unit (ASU) leadership, with equal representation from both areas. Applying a

collaborative and synergistic approach to this work had an additional benefit of consolidating resource requirements to achieve shared outcomes. For example, recognizing that the Library and the Accessible Education Project both had a need for project support work, and that the work was interrelated between academic teaching materials and teaching practices, DISCo facilitated conversations between both areas in which it was identified that a shared resource could be mutually beneficial—not only in completing the work, but also acting as a conduit of collaborative activities as the individual gained insights into each area.

5. **Identify outstanding recommendations requiring separate proposals or additional resources, and develop a timeline for implementation.**

While action plans were created for each Executive Council member that aligned with the 185 PSE Standard recommendations, the intention was not to simply create a "check list" of actions. The goal was to develop a sustainable infrastructure to embed disability inclusion into all aspects of education. As such, DISCo supported several new initiatives and actions that would advance disability inclusion on campus. This enabled the committee to identify overlapping resource needs or the duplication of work in departments across campus.

For example, understanding that there was sector-wide interest in creating resources for some of the related Education Standard recommendations, operational leads were encouraged to participate and contribute at sector-level tables to share learnings, knowledge, and resources beyond the campus.

6. **Identify and recommend Executive Council alignment for accessibility areas and themes that may not have been contemplated previously or have a natural, apparent alignment.**

DISCo worked with Executive Council members to identify the most appropriate scoping of the action items, with a shared recognition that most items do not fall squarely into one unit. In some instances, responsibility for the action item was diverted to another unit to be more appropriately aligned. Even when an Executive Council member held responsibility for an item, a sincere approach to addressing the spirit of the recommendations often required cross-unit collaboration. Through this process, Executive Council members were able to identify the actions that were dependent on the involvement of other departments or units, and plans were created to facilitate effective collaboration.

In meeting its mandate, DISCo achieved its noted success criteria:

- Institutional ownership of accessibility to meet AODA requirements was acknowledged
- Interdisciplinary approaches to disability inclusion were applied
- Projects and initiatives were created and identified to operationally meet AODA requirements and the PSE Standard recommendations
- The campus community was receptive to DISCo's actions and initiatives

Gaining Insights

While DISCo was assigned a clear mandate, the committee remained open to the iterative nature of a significant cultural change effort. As the committee evolved, and through collaboration with the campus, the following key insights were gained.

Culture change requires more than a compliance checklist

As departments worked through their assigned recommendations, it became clear that there was an appetite for participating in a cultural change towards integrated accessibility, versus looking at it as a box to check off. To make sustainable and meaningful change, and to ensure compliance with legislated requirements, it was recognized that accessibility needs to be embedded into the work of each department and unit. This requires disability inclusion and accessibility to become a part of the University's standard operating procedures, and not an overlay on existing processes or a separate, parallel process. Early on, DISCo arrived at an effective framing of the goals of accessibility and reinforced it through the slogan "excellent education is accessible education." All University members, from faculty to staff to students, can recognize a commitment to quality as part of the University's core mission, and framing accessibility in this way can support and sustain a genuine culture change beyond DISCo.

A holistic approach to disability inclusion is required

The campus' early responses to the PSE Standard recommendations were almost completely focused on actions that should be completed within Academic Support Units. DISCo recognized that the most challenging and impactful recommendations required the buy-in and involvement of faculty members. It was recognized that an approach where instructors and faculty were "handed down" directions, without genuine engagement in achieving a shared vision, would not yield meaningful and effective change. As such, DISCo ensured all ongoing efforts to support disability inclusion and accessible education meaningfully engaged faculty and instructors, alongside all other involved parties. DISCo engaged faculty members and staff through the TII and the Accessible Education Project, bringing them into conversations about how to create an accessible University of Waterloo. The composition of DISCo provided further insights into the benefit of engaging senior leadership and members with specialized, yet shared responsibilities related to accessibility. Outcomes were far more impactful when a matter was examined and carried out using an intersectional and collaborative approach.

Collaboration fosters effectiveness and efficiencies

Through the information gathered in the PSEA baseline assessment, and the progress reports and action plans received from project teams, DISCo developed a process to consolidate and rationalize resource requests that came forward from different Executive Council units as requirements to achieving accessibility action items. In this way, DISCo helped avoid the duplication of roles, strengthened collaboration and resource sharing across units, and helped ensure efforts are aligned to goals. Through this collaborative approach to assessing resource needs related to accessibility, DISCo created a model by which effective and efficient assessment and resource allocation can be used in the future.

Strategic oversight and direction help maintain momentum

An insight that emerged was the effectiveness of having leadership (by way of DISCo) provide strategic oversight of the University's accessibility efforts to ensure operational alignment and provide appropriate direction. Executive leaders and operational leads benefited from engaging DISCo to solicit their expertise in finalizing their unit-wide action plans. Momentum was maintained by using DISCo to monitor and celebrate progress, and to provide strategic guidance along the way.

During the course of DISCo, the role of Associate Provost, Campus Support and Accessibility was created, which holds accountabilities for advancing accessibility on campus and overseeing compliance with AODA. The position, once filled, was included as a DISCo co-chair alongside the Associate Vice-President, Academic; the Registrar; and the Dean of Health. The collaborative leadership approach provided strategic oversight to the campus' accessibility efforts, and helped advance disability inclusion in both the service and academic setting.

Recommendations

While DISCo achieved its mandate by fulfilling the requirements of the Terms of Reference, it became apparent that additional, ongoing actions are required to maintain the infrastructure for disability inclusion that was established through DISCo to propel genuine cultural change related to accessibility.

The following recommendations aim to enable the University to appropriately and effectively adhere to existing AODA standards while maintaining the momentum of existing DISCo initiatives. These recommendations will further enable the University to achieve its Waterloo at 100 goals, particularly the "culture" goals, which call us to a) be nimble and co-ordinate across disciplinary and organizational boundaries for the betterment of our University and our students, b) embrace decolonization, Indigenization, inclusivity, equity, and anti-racism into our organizational culture, and c) ensure the physical and mental health and well-being of our students and employees, and support them to achieve success in their personal and professional lives.

Recommendation 1: Establish Collaborative Leadership with Oversight on Accessibility

A factor contributing to DISCo's success was the provision of executive level oversight on accessibility across campus. The establishment of the Office of the Associate Provost, Campus Support and Accessibility enables strategic oversight of monitoring AODA compliance, as well as the provision of guidance to the campus on effectively addressing barriers that impede accessibility. This unit will be responsible for monitoring the progress of outstanding DISCo action items (i.e., unit-wide PSE Standard recommendation action plans) and will be available to offer support to Executive Council members and their teams on embedding these plans and actions within their standard operating procedures (and ideally, in their budgeting and planning process). However, to build and maintain momentum for an ongoing culture change towards full accessibility, a holistic and collaborative leadership approach is required.

DISCo provided a model of success by bringing together senior leaders to collectively identify an effective structure for cross-collaborative operational work, impactful strategic initiatives, and to identify overlapping resource needs and duplication of efforts across campus. Each role brought a unique perspective to the planning process for advancing campus accessibility. It is therefore recommended that an ongoing accessibility steering committee be established that includes standing membership of the Associate Provost, Campus Support and Accessibility; the Associate Vice-President, Academic; and a rotating member of Dean's Council, with other members selectively included based on the collaboration needs at that time. The accessibility steering committee would hold a mandate related to the following:

- Planning: Establishing institution-wide, strategic initiatives with executive leaders that sustain an accessibility culture that applies to both the academic units and within academic support units.
- Budgeting: Reviewing time-limited resource requests (e.g., contract staff, external consultants, technology, etc.) related to accessibility to a) identify overlapping resource needs and requests to enable effective and efficient hiring and resource allocation, b) identify opportunities for sharing existing resources in cross-departmental accessibility initiatives, and c) assessing and consolidating resource requests across units to present to the Provost (all permanent and ongoing resource requests would continue to be part of the unit's budget and planning process).
- Interdisciplinary collaboration: Facilitating discussions that support operational activities related to accessibility that cross executive-level portfolios. The committee will offer steering support and advice on transitional and operational activities that require interdisciplinary collaboration where no clear executive sponsorship exists in the current structures.

The steering committee will neither interfere with, nor supersede, the mandate, authority, and responsibility of any Executive Council member.

Recommendation 2: Embed Accessibility Planning into the Budget and Planning Process

For accessibility to become a part of standard practice, and to ensure appropriate compliance with AODA, it is recommended that accessibility planning become an embedded part of the institution's budget and planning process. This will enable units to plan for, and consider, how accessibility can be incorporated within their annual plans (either as a "special project" or by embedding accessibility requirements into standard operating procedure) and to consider how their existing budgets and staffing complements can support this ongoing work. This will enable AODA compliance tracking to be more efficient and effective.

Recommendation 3: Assign Executive Council Members with Ongoing Responsibility for Accessibility

DISCo was successful at establishing executive member oversight of the actions stemming from the 185 recommendations. However, disability inclusion requires ongoing efforts, thus a sustained approach of executive level responsibility for accessibility is required. Therefore, the following is recommended:

- Each Executive Council member be assigned ongoing responsibility for ensuring their unit meets (or exceeds, where possible) statutory obligations related to accessibility.
- AODA compliance becomes a standing agenda item (e.g., annually) at Executive Council, where the Associate Provost, Campus Support and Accessibility will provide an update on AODA compliance status, areas of risk/non-compliance, and notices of amendments.
- That "equity, diversity, inclusion, accessibility and anti-racism" (EDIA-R) become a standing agenda item for discussion at Executive Council (e.g., annually) to ensure awareness and alignment of related initiatives across units. This will be an opportunity for EC members to share best practices and monitor impact of actions/initiatives in achieving our Waterloo at 100 "culture" goals.

Intentionally embedding "accessibility" into each Executive Council member's set of accountabilities will enable accessibility to be a part of the Unit's standard operating procedures, and will support units in meeting Waterloo at 100 goals. Embedding AODA and EDIA-R into the Executive Council agenda will provide a sustainable structure for executive leaders to provide updates on their accessibility planning and initiatives, identify opportunities for collaboration and resource sharing across units, and to identify any potential or existing risks related to meeting AODA compliance. This will be particularly important because most accessibility initiatives, projects, and accountabilities cross executive leadership portfolios. It will also provide a mechanism for Executive Council members to work collaboratively, while embedding their specific accessibility initiatives within their own budget and planning process.

Recommendation 4: Visible Commitment to Accessibility

The University regularly and clearly communicates its values and commitments to the broader community, which serve as a compass to guide everyday actions and decisions. During times of financial challenges and organizational change, it is even more important for the University to reaffirm these commitments and values. While we balance our budget by reducing expenses and finding efficiencies, we are obligated to continue to create an accessible campus. It is therefore recommended that the University's commitment to accessibility be routinely reinforced in all relevant communications, such as strategic reports, town halls, and presentations (e.g., at Senate and Board of Governors).

Recommendation 5: Maintain Accessible Education Project

A key component of creating an accessible campus is having accessible education. Removing systemic barriers to post-secondary education requires dedicated focus, expert knowledge, and collaboration between faculty and academic support units. The Accessible Education Project has made many strides towards this goal over the past two years, and should continue for a minimum of another two to three years to ensure accessible education practices become engrained in the everyday planning and processes of Waterloo instructors and ASUs.

Conclusion

DISCo successfully completed its mandate by achieving all requirements of the Terms of Reference and in addition, gained insights into how the University can maintain the momentum in implementing AODA requirements. DISCo developed a sustainable infrastructure for achieving AODA compliance and for promoting disability inclusion across the institution, through a collaborative and institution-wide approach to creating a culture of accessibility. The recommendations within this report are intended to enable the University to sustain this approach upon dissolving DISCo.

Appendices

Appendix A: Disability Inclusion Steering Committee Website

Disability Inclusion Steering Committee | Office of the Vice-President, Academic and Provost | University of Waterloo

Appendix B: Multi-Year Accessibility Plan (MYAP)

MYAP Bridge Plan Annual Status Report 2024