



Fanshawe College

2022-23 Accessibility Plan

Summary

This is Fanshawe College's twentieth annual Accessibility Plan under the *Ontarians with Disabilities Act, 2001* (ODA) Section 15, and the tenth annual plan report under the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA) Section 4. This document is in conjunction with the College's Multi-year Accessibility Plan as posted on the College's website.

This Plan describes the measures that Fanshawe College has taken during the past two years based on our 2021 Accessibility Plan and our objectives for 2023-2024, to identify, remove and prevent barriers for people with disabilities.

Plans for accessibility improvements are developed annually through the College's operational and capital planning processes.

The College's Accessibility Plan addresses:

1. Physical Facilities, Maintenance, Signage and Wayfinding
2. Academic Services
3. Student Services and Supports
4. Information and Communication
5. Human Resources and Awareness for Staff
6. Accessibility Planning Objectives
7. Accessibility Plan Communication

Other accessibility improvements are addressed as opportunities arise.

1. Physical Facilities, Maintenance, Signage and Wayfinding

Physical Facilities

Accessibility is a high priority at Fanshawe College, all renovations are reviewed for AODA compliance, current building codes and the College has continued to renovate beyond code by adopting the current CSA Accessible Design standards. In 2015 the OBC along with the Integrated Accessibility Standards Regulations enabled improved accessible/universal design of physical spaces.

Accessibility Improvements Completed – September 2022 to August 2023

The following renovations were completed at Fanshawe facilities over the past year:

- International Office Center Expansion
- Career Center Renovations
- New Mock Court Room Classroom Space
- New Classrooms and Lab LDA Downtown Campus
- New Artificial Intelligence and Machine Learning Lab Spaces
- Annual Student Lounge Spaces with new furniture and access to WiFi and power.
- Annual classroom furniture upgrades.
- Skilled Trades Accelerator (Apprentice HUB)
- D Cafeteria Refresh
- T Building Auto Operators – (Floors 1,2 &3 accessible washrooms)
- M3001 Lab, South Entrance, new auto operator.
- Phase 1b of new Signage and Wayfinding. Additional phases over next few years
- St. Thomas main entrance doors and door operator.
- D2020 Pharmacy Lab and auto door operator.

Maintenance

With over 242 thousand square meters of space, (2.6 million square feet), Fanshawe takes emergency and preventative maintenance seriously. Emergency and temporary maintenance interruptions are carefully planned to minimize the impact on accessibility for our community.

The Facilities Management and Community Safety Department (FMCS) utilizes a preventative maintenance work order system to ensure all our facilities are well maintained. FMCS employs 85 staff to support these units: Maintenance/Operations (35), Security (21), Environment, Health, Safety and Emergency Services (11), and Campus Planning /Administration (18).

FMCS completed 5017 preventative maintenance work orders and 6450 service requests of which 1217 were dispatch response requests (i.e.: spill, 'out of service', broken, etc.). As our control center is notified of services which affect access, we dispatch the repair, we post electronically the issue to both students and employees, place signage at the locations, and

re-direct pedestrian traffic. This is the same for planned maintenance.

Accessibility Improvements Planned – September 2023 to August 2024

All new construction and renovations projects will meet the current Ontario Building Code, AODA, and IASR. Where these standards/regulations are lacking we will follow the CSA-B651-12 Accessible Design for the Built Environment.

The following facility improvements are planned for the reporting year:

- Campus Master Plan Updates (all campuses)
- Innovation Village Completion: a physical and virtual hub where students will discover one-stop supports and exceptional learning. It will include collaborative workspaces, virtual reality and multimedia labs, a makerspace, project rooms, research support and cutting-edge equipment.
- Accessible Building Links Floor 3 (F to L and H, and H to Innovation Village)
- F and G Courtyard Upgrades
- Student Union Building Renovations (Formerly Forwell Hall)
- Simcoe Parking Lot Security Camera Installations
- New Food Production Lab LDB Downtown Campus
- Annual Student Lounge Spaces with new furniture and access to WiFi and power.
- Annual classroom furniture upgrades.
- Phase 2 of new Signage and Wayfinding at Fanshawe College satellite campus's
- Replacement double doors and new auto door operator D1059-V.
- New Ergonomics and Health and Safety Lab
- Community Legal Services Clinic
- High Tech Classroom Enhancements
- Botanical Gardens Washroom Building
- New Nursing Degree Classrooms
- New DSW Simulation Lab

2. Academic Services

Academic Quality and Strategic Integration (AQSI)

AQSI continues to support the College's curricular accessibility plans by ensuring accessibility is addressed through new course and program development, on-going program review and online and blended learning initiatives with the following resources:

- **The Director of Online and Blended Learning** role was created, and is now occupied, to promote a college-wide approach to online, blended and web-enhanced learning, drawing on emerging and promising practices and research in inclusive teaching and Universal Design for Learning (UDL), outcomes-based curriculum design, online and blended pedagogy, and technology-enabled learning (TEL).

- The **AODA Curriculum Advisor** position has been created and is now occupied. Reporting to the Director of Online and Blended Learning, the incumbent works closely with faculty, staff, the Centre for Academic Excellence, the Library Learning Commons, Learning System Services, and Human Resources to evaluate current AODA compliance in curriculum, create training resources for employees, make recommendations for tools and technologies to reach AODA compliance, and acts as a resource for AODA curricular compliance at Fanshawe College.
- **The CODE Book** is a comprehensive, faculty-focused resource for developing a new course or revising an existing one, which includes a chapter that specifically addresses UDL guidelines as well as UDL teaching examples throughout the book.
- **Technology (software) solutions** are currently being researched and reviewed to help expedite the accessibility review of Fanshawe's online and blended courses. Once implemented, the tool will integrate with the College's Learning Management System and will help faculty and the Online and Blended Learning Team to identify and prioritize course components that are not considered accessible and leverage the technology to make the changes needed for accessibility compliance. An RFP is being prepared for technology to be implemented in the Fall of 2024.
- The **FanshaweOnline (FOL) Course Blueprint** is an accessible and structured course content template that aligns with the Quality Matters standards for quality online courses. This research project, *Reaching Through the Screen*, was developed and piloted in 2019, to enhance engagement in online course development and delivery. The FOL Course Blueprint was rolled out extensively across the College in 2020 to provide faculty with a framework for organizing their online content during the pandemic.
- Funding has been provided to establish a **Rapid Design Studio (RDS)** which will provide support to faculty looking to enhance their online and blended courses. The RDS supports faculty in the implementation of the FOL Course Blueprint, with particular emphasis being placed on resources designed to orient students to their FOL course and ensuring Quality Matters Standard 8 – Accessibility and Usability is fully implemented. A soft-launch of the RDS started in the Fall 2023 semester with a planned hard-launch in Winter 2024.
- **Universal Design for Learning (UDL) reference materials** for course development (e.g., overview, hyperlinks, images, tables, accessibility checker and fonts), along with other AODA-related resources for faculty, continue to be available on the College's (RDS) SharePoint Site.

Additionally, in collaboration with Organizational Development and Learning and Learning Systems Services, AQSI delivers faculty training sessions on the use and application of these resources for accessible course, design, development and course delivery (e.g., *How to Build a Week's Worth of Online Content*, *Evaluation Strategies* and *How to Build Them Online*).

Library Learning Commons (LLC)

The Library Learning Commons (LLC) continues to focus on remaining an inclusive space for all. All services are available now in a virtual and in-person format. The digital collection remains the collective focus of the LLC, as it is the most accessible medium for students to find research materials. We are currently exploring a controlled digitally lending project that has large accessibility implications and benefits for our students as well.

In terms of our website, our video tutorials and social media materials offer closed captioning and alt-text features. LLC staff are always willing to provide website content and important information in alternative formats upon request. The LLC website was recently internally audited for accessibility and many improvements were made to improve it overall: it was redesigned for mobile use, made easier to read, and made keyboard focusable. We also improved labels and the homepage heading structure. We continue to check the accessibility of the website regularly and are committed to ongoing updates.

Our OER Design Studio creates Open Education Resources that meet current AODA standards and requirements. The individuals working in the Studio have had the opportunity to further educate faculty on AODA requirements as well. We are now partnered with the College's new AODA Curriculum Compliance Officer to complete this important work.

The OCLS LEAP (Library eResources Accessibility Project) is an accessibility assessment tool that was designed to help Ontario colleges be compliant with legislative requirements regarding accessibility and improve access to electronic resources. This is a CLO and OCLS initiative that college libraries have been working on since 2019. With 134 assessments currently complemented, more databases will be added as the colleges complete the fourth round of assessments (2023/2024). These assessments can be viewed by anyone and are used to help with decision making and advocacy efforts for more accessible eResources. To review the assessments for the databases completed so far, you can visit: <https://leap.ocls.ca/assessments>. Each assessment includes four modules that focus on aspects such as database interface (e.g., images and colours used), navigating the database using keyboard functions, text-to-speech and more. Fanshawe College actively participates in the project, and the LLC has completed many assessments thus far.

ACE (Accessible Content ePortal) continues to be an option for students with print disabilities as a way to access resources in alternative formats.

As the new space grows and opens in January 2024, we will continue to adjust our physical space to ensure that it is accessible for all. For example, when purchasing stand-alone study pods for students, we selected two layout options to ensure maximum accessibility for our student populace. We will collect student and community feedback on accessibility and use this information to inform future purchasing.

Moving forward, in 2024, we are looking to merge our Inclusive Technology Centre (ITC) with the LLC to create a more inclusive and accessible campus for all.

3. Student Services and Supports

Counselling and Accessibility Services

Fanshawe College's 2022-23 report includes highlights of our activities and statistical information related to Accessibility Services. This year Accessibility Services provided support to 3573 registered students with disabilities from April 1, 2022 to March 31, 2023. Keeping in trend with the last several years, the number of students registered with a mental health diagnosis continues to represent the largest disability category registered with Accessibility Services. An increase in students presenting with complex issues that include mental health diagnoses and concurrent disorders also continues.

This reporting period reflects the supports and services provided to students following the Covid-19 pandemic as students and staff transitioned back to campus. Accessibility Services offered both remote and in-person services to students during this time and strived to be innovative, flexible, and compassionate in our service provision to help support learners through these challenging times. The number of days each week that counsellors provided in person support to students on campus increased gradually during this reporting period. At the end of this reporting period, counsellors were offering in person services 4 days per week.

Mental Health

Students with a psychiatric diagnosis continued to represent the largest population of students seeking accommodations representing 937 students this year. In addition, 630 students did not disclose a diagnosis but presented with documented functional limitations and symptoms consistent with a mental health issue.

Accessibility Services continues to work with other areas of the college to support Fanshawe's overarching Mental Health Strategy. Presentations on accommodating students with mental health continues to be a focus and numerous learning opportunities continued to be provided to divisional areas in a variety of formats. For example, faculty training, departmental meetings, and presentations at various events were provided both in person and virtually.

Counseling and Accessibility Services continues to provide Mental Health First Aid training and individually designed faculty training around mental health awareness, the duty to accommodate, and to offer support and collaboration in developing complex accommodation plans. Individual faculty consultations are welcomed and encouraged.

The successful partnership between Fanshawe and CMHA (Canadian Mental Health Association) continued this year and after-hours crisis support was offered in person for the first time since the Covid-19 pandemic in both the fall and winter terms. This service also incorporated the support of peers from the department's Peer Support Program.

A host of student wellness programming was offered both in person and virtually in an attempt to engage and connect with students. Specialized psycho-educational and support groups for students with Autism Spectrum Disorder and for students diagnosed with ADHD was offered and well attended on a weekly basis. A series of individualized learning strategies and

specialized tutorials geared to student need were available to students with Learning Disabilities and memory issues.

Social media campaigns and Peer supports focused on stigma reduction, awareness regarding accessibility services, and mental wellbeing were utilized to engage students. Other groups and presentations that were offered include: Test and Presentation Anxiety, Be Well: Skills for Emotional Well-Being, High Definition Group for Student with ADHD, and the Accessibility Peer Support Group.

Groups were well attended and were especially important this year to support students' wellness in a proactive manner while engaging them at a time when many felt disconnected from their peers following the Covid-19 pandemic.

In addition, during this reporting period as well as currently, Counselling & Accessibility Services has had Canine Assisted Intervention available as a service for students. Heartly is a facility dog working in Fanshawe's Counselling and Accessibility Services department and is the result of a partnership with National Service Dogs (NSD). Heartly has been an asset to our team and is popular with students at events and in counselling appointments.

Services for Apprentices with Disabilities

Accessibility Counsellors and adaptive technologists continue to support individuals in apprenticeship programs with identified learning challenges and disabilities to support their success. 158 apprentices were supported by Counselling & Accessibility Services during this reporting period. Learning Strategies and specialized tutoring continued to be offered virtually to apprentices with learning challenges. The Sponsored Students Facilitator position works to enhance delivery of orientation sessions for apprentices and other sponsored students, and to refer to counsellors and other services as needed.

Diagnostic Psychological Assessments

During the Covid-19 pandemic, students were not referred directly to community psychologists for psychoeducational assessments. Rather, comprehensive interim accommodations and supports were provided based on screeners that were completed with Counsellors. Students had the option of pursuing assessments privately with psychologists who were functioning in person with safety protocols in place. Local psychologists were not providing full psycho-educational assessments virtually due to validity concerns. Our process ensured that students' academic accommodation needs were met in a timely manner.

Following the Covid-19 pandemic, the provision of in person psychoeducational assessments for students resumed. This includes students who required an updated assessment, students who have never had an assessment, but our screening indicates a disability is highly

probable, and students who have a documented disability but require an assessment to clarify another possible disability (LD, ADHD, ASD) and appropriate accommodations.

During this reporting period (2022-23) there were 70 psychological-educational assessments completed with Fanshawe students. There were another 5 assessments completed privately

and independently with Fanshawe students, in which we provided referral information only. This is about 50% of the number of assessments arranged during previous non-pandemic years.

Transitions

During this reporting period, transitions workshops were offered virtually and in hybrid formats throughout the year and additional summer transitions programs were provided virtually and in person in August and September.

Incoming (formerly Stepping into Fanshawe), a transition program for students with mental health concerns, specialized transition programming for students with ASD, and programming supporting mature students with disabilities were offered in addition to our regular transition programming. Core elements of all programs included navigating and accessing campus services, student panels or mentoring opportunities, information on managing stress and coping strategies, and connecting with the Accessibility team. Discovering Your Potential (a transitions program for Grade 11 students) as well as Fast Forward to Fanshawe (a transition program for new students with disabilities) were both offered virtually during this reporting period.

The Transitions Team continued to work with regional agencies and school boards offering in person and virtual activities and presentations for high schools and the community to engage those with disabilities who are considering post-secondary education.

In 2022-23, our AS Transition Counsellors provided preadmission information and counseling appointments to 104 prospective students with disabilities and their families. Additional transition support was offered in the fall and winter terms through group programs, high school visits, case management services, and peer mentoring support.

Transition and Support for Students on the Spectrum

Last year 145 students with ASD registered with Accessibility Services. Programming to meet the unique social and learning needs of this population continues to be developed and were offered in in-person and virtual formats. Transition programming was offered to both students with ASD and their parents through pre-admission appointments. Collaboration and partnership continue with the Autism and Behavioral Sciences academic program at Fanshawe College to foster new and innovative ways to help enhance the student experience for these students. The ASD support and social group continued to run the full year and was well attended despite the challenges of an online

format. Transition programming continues through liaising with local school boards to develop and offer early specialized transition programming for students with ASD.

Services for Deaf and Hard of Hearing Students

Fanshawe supports Deaf and Hard of Hearing students with a range of services including professional note takers and ASL interpreters. We continue to actively recruit and interview interpreters to ensure the needs of Deaf students can be met despite the regional shortage of

interpreters. Our interpreters met the students' need with great flexibility this year by providing interpretation virtually or in person when required.

Specialized orientation sessions are offered to this student group. Faculty are also provided with additional education and awareness materials on accommodating students who are Deaf in the classroom. Resources pertaining to Deaf culture and appropriate communication strategies are also available to faculty.

Note-Taking Support

This year the emphasis continued matching students with note taking needs through the transcription service, Note Taking Express, whenever possible. The majority of note taking needs were met this way but peer note taking was offered as an alternative when required, Note taking requests and accommodations totaled 772 from 161 unique students. This number continues to drop, as many requests for a peer note takers are now successfully filled with increased collaboration from professors, and the development of recorded lectures that has been a result of the online format of many classes.

Enhanced Service Provision

Enhanced services, including professional note takers, specialized tutors, educational aides, and academic strategists were offered to students with complex disability related academic needs. When specialized or enhanced services are required for academic support, Fanshawe College recruits external contractors and matches them to students requiring these services. In most cases these specialized services are funded by the Bursary for Students with Disabilities.

Our Education Aides offered support virtually and on campus when required by the student/program.

Bursaries for Students with Disabilities (BSWD)

In 2022-23, 520 unique Bursary applications were approved. The database system continued to be extremely helpful in tracking and communicating information in a timely and efficient manner. We received approval for \$835, 514 in service funding and \$548,168 for equipment and software for a total of \$1,431,154 in approved bursary funding.

Universal Availability of Assistive Software

Fanshawe College continued with site license purchases for Kurzweil and Read&Write Gold. Both software licenses included a 'take home' feature, allowing any Fanshawe student at any of our campus locations to download the software onto their personal laptop or desktop

computer. Assistive Technologists continued to support students at all campuses to provide virtual accessible technology services and training.

Building capacity across the College in UDL (Universal Design for Learning) continues to be a focus. This year 100 requests for alternate format textbooks were processed.

Area Campuses

Fanshawe College is committed to supporting students with disabilities studying at our regional campuses in Simcoe, St. Thomas, Woodstock, London South, and the London Downtown Campus. Additional supports were also offered to satellite program sites in Clinton, Goderich, and Kincardine. An Accessibility Counsellor is assigned to each regional campus to work with students with disabilities in supporting their accommodation needs. Students at regional campuses can also access virtual and in-person personal counseling and virtual urgent same day service appointments as needed.

Staff Recognition

Counselling and Accessibility Services continues to recognize groups and individuals for demonstrated leadership in advancing the spirit of inclusion and full participation for all students but especially those with disabilities. Certificates of appreciation are awarded to those being recognized as going above and beyond, to encourage the participation of students with disabilities at the College.

4. Information and Communication

The College's website (fanshawec.ca) continues to meet all accessibility requirements. During the re-launch of the website in Fall 2023, the site was fully reviewed for compliance with WCAG 2.0 standards AA. Fanshawe's external website partner, Northern Commerce, is engaged annually to provide an accessibility report, highlighting our compliance level and any areas of improvement.

In terms of content, photos and links are properly set up for screen readers and PDF upload are limited, providing alternate solutions more suited for screen reader technology. During new page design, content development and basic web updates, an AODA compliance review process is implemented to ensure accessibility is top of mind and in compliance. Additionally, Fanshawe will be implementing new software in 2023-24 to increase the frequency of accessibility checks and build capacity in house. This will be supported by ongoing training of content editors via a Community of Practice model within the College.

Fanshawe's Accessibility Commitment is featured on the website under our Corporate Information section. The page includes links to current and multi-year accessibility plans, policies, accommodations for students and employees, AODA legislation and training, as well as a request for feedback and alternate formats, directing users to our Counselling & Accessibility Office for more information.

5. Human Resources and Awareness for Staff

EDI Framework

In September 2023, Fanshawe College launched its first equity, diversity and inclusion (EDI) strategy via *A College Where We Belong* – a strategic framework that came as a result of the tireless efforts of the EDI and Anti-Oppression Task Force. This document is the result of many formal and informal consultations with equity-deserving groups over the last few years.

This framework identifies themes and priorities for EDI work at the College, hopes to inspire conversations about the future of EDI work and presents a vision for belonging at Fanshawe. It aims to move community members to:

- Acknowledge the truth and reality of inequity and oppression for equity-deserving communities at Fanshawe and in our society;
- Recognize that fostering inclusive spaces at Fanshawe is a shared responsibility for all of us;
- Recognize that we are a College community that cares and are ready to act with a sense of urgency in identifying and dismantling barriers to inclusion;
- Recognize that, as a diversifying College, fostering a sense of belonging is not just beneficial but absolutely foundational to our future success.

Where the document highlights accessibility and anti-ableism initiatives, the goal identified is to *ensure compliance with required accessibility legislation and move beyond the legislation to create an authentically held culture of anti-ableism.*

Equity, Diversity, Inclusion, and Anti-Oppression Task Force

In November of 2021, the College onboarded its first Director of Equity, Diversity and Inclusion and in Summer of 2022 onboarded its first Anti-Racism and Inclusion Specialist. The EDI team has launched an EDI and Anti-Oppression Task Force to bring a comprehensive lens to systems of oppression at Fanshawe, including ableism. The Task Force Terms of Reference create an Accessible Environments Working Group, which comprises AODA compliance work but also broader anti-ableism initiatives at Fanshawe. The Task Force serves as an advisory body to the President and Executive Leadership Team and regularly reports on its progress to the College's most senior leaders.

Oversight of all EDI and anti-oppression activities, including accessibility, is thus built in through this structure through the cyclical reporting to senior leaders. This cyclical reporting relationship has largely replaced the AODA Steering Committee although the ASC's work is continually referenced by the Task Force. The Task Force and associated working groups are intentionally diverse. Members were asked to voluntarily self-identity during the selection process and the groups are representative of all equity-deserving groups, including persons with disabilities across the disability spectrum.

The Accessible Environments Working Group (AEWG)

The AEWG (formerly called Accessibility Steering Committee, ASC) is comprised of senior leaders who are responsible for championing accessibility and providing oversight of activities relating to the implementation of the Accessibility for Ontarians with Disabilities Act (AODA) and its Standards and Regulations, planning and compliance.

The Accessibility Advisory Committee (AAC)

The AAC is comprised of College stakeholders including students, staff and community representation. This committee makes recommendations to the Executive Leadership Team (ELT) via the AEWG on the identification and removal of barriers relating to the goods, services and facilities of the College and provides input to the College's Accessibility Plans. This group reports to the Accessible Environments Working Group as part of the EDI Task Force.

Organizational Development and Learning

Organizational Development and Learning has continued to maintain many of the initiatives brought on by the pandemic can Fanshawe College pivoted to online learning and blended learning. Organizational Development and Learning played a key role in this transition by creating a learning HUB with resources for faculty that includes a variety of topics to assist them teach online and provide the necessary resources for their students.

Courses on accessibility and online teaching were added to *Fanshawelearns* to aid with the transition in addition to the courses listed below:

- FOL: UDL and Accessibility Tips, Tricks and FAQs: In this session we will review available FOL functions for accessibility and universal design and then share and compare your experiences and best practices, ask questions, and learn from others.
- Universal Design in Education (Introduction) and Universal Design for Learning (Advanced): Address issues of accessibility in the learning environment and incorporate Universal Design for Learning principles into the curriculum.
- Accessibility and Accommodations: Leveling the Playing Field: provides information on how to effectively support students facing barriers to learning by covering topics such as student disabilities, mental health, and campus resources for supporting students with accessibility needs.
- Diversity and Inclusion: Provides information on current diversity initiatives and best practices.
- Mental Health First Aid: Participants learn skills for providing initial help to people experiencing mental health problems such as depression, anxiety disorders, psychosis, and substance abuse. These sessions help to minimize fear and participants are able to identify and develop simple and effective intervention strategies.

The department continues to add curated online content to *Fanshawelearns* that follows accessibility guidelines.

For in house design, OD&L uses authoring software that supports many screen readers like JAWS, NVDA, VoiceOver, and TalkBack. This allows visually impaired learners to experience our eLearning courses in the way they're intended.

All training includes closed captioning or a full transcript, or both, readily available within the training. High colour contrast is used to ensure the readability of any text within the training. We use high contrast colours, most often the Fanshawe College branded colours, in all of our training. Font, weight, spacing, and alignment are considered to allow for legibility. Any Interactions within the training we create are accessible.

Additionally, we also ensure all AODA and WCAG guidelines are met with eLearning modules created by the team – this includes providing voice overs for all content paired with closed captioning and developing modules following the WCAG POUR principles (perceivable, operable, understandable, and robust). Modules also use responsive design to adapt to different types of devices (desktop, laptop, and mobile) for a more flexible learner experience.

The College continues to train new employees, volunteers, those who participate in the development of College policy, and all others who provide goods or services on behalf of the College on the Integrated Accessibility Standards Regulation and the Ontario Human Rights Code.

All Academic staff are required to complete a module on accessible education principles and universal instructional design.

The Teaching and Learning site, a faculty teaching tool and guide, continues to be available. This site provides accessibility tips, tools, and resources to support accessibility and accommodations for students in the classroom. Additional resources are continuously added to this site.

The College continues to subscribe to LinkedIn Learning that provides expert led courses on a variety of topics including how to create accessible documents.

Most webinars facilitated by the department are being recorded and available with closed captioning on the department's YouTube channel.

6. Accessibility Planning Objectives for 2023-24

To build on our progress over the past year, we have established the following Accessibility Planning Objectives for the coming year, in conjunction with the College's AODA Multi-Year Plan. While these objectives will be our priorities for the next year, other accessibility improvements are addressed as opportunities arise.

Innovation Village

Innovation Village (IV) will be a physical and virtual hub within the heart of Fanshawe College, where students will discover one-stop supports and exceptional learning. IV will include collaborative workspaces, extended reality and multimedia labs, a maker space, project rooms, event zones, research support and cutting-edge equipment. Every student will be provided with learning experience and job skills for the future, so they gain the technical and human skills required for a changing world of work. Imagine a place where community partners are invited to access the expert resources of students and professors through project work, with a view to fueling economic growth and social benefits.

Initial planning for this exceptional space began in 2018 and the design work with our architects started in the summer of 2019. Construction for Innovation Village commenced in January 2020. Phase one, the Library Learning Commons including the **Kalihwiyo Circle**, a beautiful Indigenous Spirit gathering space opened in November 2020. The remaining construction is on track to be completed in December 2023. We look forward to celebrating the launch of Innovation Village in January 2024!

7. Accessibility Plan Communication

This Accessibility Plan and the College's AODA Multi-year Accessibility Plan are available to students, staff and members of the public on the College's website <https://www.fanshawec.ca/accessibilityplan>.

Both plans are available in an accessible format upon request.