

St. Lawrence College
Accessibility Annual Report
April 1, 2020 – March 31, 2021

Submitted by:
AODA Steering Committee

This document is available in alternate formats upon request.
Please contact: aoda@sl.on.ca

Contents

- St. Lawrence College’s Commitment to Accessibility 3
 - Our Vision..... 3
 - Our Mission 3
 - Our Values 3
- Summary 4
- AODA Steering Committee 4
- Student Wellness & Accessibility..... 5
- School of Contemporary Teaching and Learning (SCTL) 8
- Facilities Management Services..... 11
 - Ongoing and Completed Initiatives During the Reporting Period (2020-2021) 11
 - Category: Physical..... 11
 - Category: Practice 12
 - Category: Technical..... 13
 - Category: Part II: Information and Communication Standards 13
- Planned* Initiatives for upcoming reporting period (April 1, 2021 – March 31, 2022)..... 14
- Legislation and AODA Obligations: 16
 - Accessible website and Web content 16
 - Accessible Documents 16
 - Accessible Library Services and Resources..... 16
 - Performance Management 19
 - Recruitment and Selection Process 19
 - Universal Design for Learning (UDL) 19
- Closing Summary..... 19

St. Lawrence College's Commitment to Accessibility

St. Lawrence College (SLC) is committed to creating an open, inclusive, and accountable community for all people, regardless of difference. Guided by SLC Values, the College commits to providing a barrier-free learning and working environment to ensure equal access for everyone. We strive to accommodate persons with a disability, whether temporary or ongoing, by removing and preventing accessibility barriers to ensure participation, inclusion, and access to benefits for all SLC community members. SLC works to meet or exceed the accessibility requirements outlined under the Accessibility for Ontarians with Disabilities Act (AODA), 2005. The College continues to move forward with its accessibility-related work within the parameters of the SLC AODA Steering Committee.

- **Our Vision**

- Rooted in our communities, we will be a globally recognized College delivering innovative learning opportunities and preparing career-ready graduates to be leaders in their fields.

- **Our Mission**

- We are dedicated to student success, academic excellence, and leadership in our communities.

- **Our Values**

- **Students First** – Part of our core mandate as an educational institution is to put our **students first**. Our staff is committed to providing our students with the programs, services, and personal support to ensure their success. Simply put, we are here because of our students.
- **Teamwork** – Our College succeeds because of our **teamwork**. Our dedicated and talented staff works together to achieve our collective mission. We are committed to fostering the skills, knowledge, and passion of our team to deliver excellence in all that we do – for our students, our colleagues, and our communities.
- **Innovation** – Providing educational opportunities that deliver value to our students requires us to be resourceful and creative. This will ensure our College thrives as an institution and is resilient to external pressures. We believe building upon our achievements and focusing on **innovation** will advance the College and allow us to meet the evolving needs of our students now and in the future.

- **Integrity** – As we work toward our vision and mission, we strive to continually build trust with our students, staff, and community partners. We exemplify **integrity**; it governs our actions and decision-making processes.
- **Belonging** – We believe honesty, inclusivity and accountability are the pathways to success. As our communities evolve, we look to create a sense of belonging for our students, team, and partners. We celebrate diversity, respect our differences, value contributions, and foster an environment where everyone feels they can participate without discrimination in our College community.

Summary

This document reflects the Annual Status Report for the College for the period from April 1, 2020, to March 31, 2021. The report describes the measures that St. Lawrence College has taken in 2020/2021 and measures St. Lawrence College intends to take in 2021/2022 to identify and address barriers for people with disabilities who access and/or utilize our facilities and services. **Additional initiatives are identified through feedback throughout fiscal year.*

For a more in-depth look at St. Lawrence College’s Multi-Year Accessibility Plan, please access the following website: [Multi-Year Accessibility Plan](#).

St. Lawrence College acknowledges its legal and ethical obligations as outlined in the AODA, 2005, and continues to strive towards a fully accessible environment by 2025.

The College is committed to making our resources fully accessible to all persons.

AODA Steering Committee

The AODA Steering Committee consists of inter-professional administrative representatives from diverse SLC departments, including tri-campus site representation. The Committee membership includes key areas accountable for the successful implementation of accessibility initiatives as they relate to AODA, as well as staff and students who are accessibility champions.

The Vice-President Human Resources & Organizational Development served as the Executive Sponsor for the committee during the reporting period. Committee Co-Chairs for this time are the Director, Human Resources and the Director of Wellness, Accessibility & Student Success. The Committee’s overarching aim is to implement AODA requirements and ensure St. Lawrence College remains in compliance with the AODA Integrated Standards for the period of 2012-2025. The Committee supports the multi-departmental collaboration required for successful development and implementation of a College Multi-Year Accessibility Plan. This responsibility includes:

1. Considering and making recommendations regarding the prevention, identification,

and removal of barriers for people with disabilities who use the College including all staff, students, volunteers, and members of the public, and responding to emerging accessibility concerns;

2. Creating an annual work plan in support of the College's Multi-Year Accessibility Plan, identifying measures that the College will endeavour to implement during the 12-month period as priority actions;
3. Providing recommendations to the Executive Sponsor as required to support the annual work plan, including budget proposals and/or submissions for the College's decision-making process;
4. Ensuring that accountability mechanisms are put in place to monitor the annual work plan;
5. Promoting an organizational culture of access and inclusion that is considered throughout the entire organization;
6. Providing mechanisms for communication to all levels of the organization about our AODA obligations and progress in meeting the legislated standards;
7. Monitoring changes to the legislation and adjusting the work of the committee appropriately as standards are developed or amended;
8. Overseeing and ensuring that requisite training is completed.

Student Wellness & Accessibility

Student Wellness & Accessibility aims to increase both profile and access to service, language, and marketing focused on destigmatizing mental health. The department offers a "Stepped Care Model" to provide appropriate services and support based on individual requirements of each person. Under this model, students can access new and expanded health services on the College's Kingston, Brockville, and Cornwall campuses. The department continues to evolve its identity and services program to incorporate the College's value of Belonging. The new operational model has improved access to services, reduced wait times and diversified the types of services available to our students. The overarching goal of the model is to continue to reduce stigma associated with mental health and disability, while improving student well-being and creating a safe, welcoming, barrier-free environment.

The department continually works to ensure students with functional impairments related to disability have equitable access to educational opportunities through the provision of appropriate academic accommodations and advocacy. In addition to the day-to-day services offered to students, Student Wellness & Accessibility has undertaken several initiatives to work to reduce barriers for students with disabilities. Some examples of these include:

- **Ongoing continued support of students with Academic Accommodations -** Supported by relevant documentation and outlined in an Accommodation Letter provided to primary instructors, these educational practices and support services are individually designed to equalize the opportunity of a person with a disability in achieving the documented learning outcomes of a course or program. Accommodation needs may also be supported by Learning Strategist Services, Alternative Media Technician, as well as Adaptive Technology Services, supporting the provision of relevant specific learning needs and strengths, through provision of relevant adaptive technologies for (e.g., text-to-speech/ speech-to-text software, Smart pens, mind mapping or using accessibility features on computers and devices), relevant alternative media forms and supported learning strategies and coaching.
- **Ongoing support and access to the Accessible Test Centre -** Equipped to provide test related accommodations, these test centres are available on all three campuses.
- **Annual updates and continued access to a Faculty Reference Guide -** Supporting Students with Accommodations, provide faculty and staff with general guidelines about the legal and ethical responsibilities of the College to accommodate students with disabilities and practical information on how to implement accommodations to students with dignity and respect.
- **A Student Accommodation Reference Guide -** was designed to provide practical information to students regarding their rights and responsibilities in the accommodation process as well as more detailed information regarding supports and resources available to those with disabilities.
- **Continued expansion of online accommodation renewal process -** supporting students by reducing barriers and increasing access to accessibility services.
- **Continued access -** to online intake processes and documentation for accommodation planning.
- **Ongoing implementation of accommodation procedures under the Service Animal Policy -** to support students and staff who require a service animal accommodation for functional limitations relating to a disability.
- **Student Wellness & Accessibility regular website updates –** to continue to comply with AODA and IASR requirements.
- **Continued offering of workshops/presentations -** for faculty and staff throughout the year to increase knowledge and awareness of Student Wellness & Accessibility Services and the duty to accommodate students with functional impairments related to disability as well as how to respond to students in distress and direct them to appropriate mental health resources and supports. Ongoing collaborative discussions between Student Wellness & Accessibility

and academic faculty related to accommodating students through our recurrent meetings and collaborative processes within the Liaison Program.

COVID-19 Pandemic Impact:

- **Rapid transition to on-line tele-therapy and consultation processes** for wellness and accessibility services as COVID Pandemic necessitated the rapid shift in service delivery approach for students. Last March, the Student Wellness & Accessibility team rapidly shifted the service delivery modality to ensure continuity of care in support of students, requiring extensive planning and training. The Student Wellness & Accessibility team engaged in development of evidence-based protocols and documentation, professional training related to psychotherapy in video and tele-therapy modalities, including practice changes associated with privacy, safety, and documentation practices. The role of Spiritual Care Facilitator was also added to the Student Wellness team this year, and those remote service offerings have been a valuable resource for our students in these challenging times.
- **Flexibility and willingness to support faculty and students** was demonstrated by the Test Centre teams. Although operations were paused during the pandemic, the Test Centre teams rapidly pivoting to assist with new and diverse assignments. Operational planning for opening of a new integrated test centre at Kingston campus has also been underway, including transition to a tri-campus, centralized digital intake, and registration process. Accessibility Services and the School of Contemporary Teaching and Learning consulted to support diverse opportunities for accommodation planning in digital assessment and remote contexts.
- **A Mandatory Mask Policy** was developed to ensure consistent prevention practices are adhered to for minimizing the transmission of COVID-19 to all members of the SLC community, including its employees, students, volunteers, contractors, and visitors. Student Wellness & Accessibility contributed to policy and procedure development as it relates to students requiring accommodations or exemption from wearing a face covering. Any students who felt they were exempt from the mask protocols were required to engage Student Wellness & Accessibility to support individual needs.
- **Unique accommodation planning** transpired for students this year under the Mandatory Mask Policy, including procurement and planning for students with hearing impairment and the availability of clear masks for their communication partners, both in class and in placements.
- **New and existing individual and group programming** will continue to be offered focusing on promotion of mental health and well-being and reducing stigma associated with mental health. In the remote learning context, multiple group interventions and psychoeducational group sessions were offered to students via Teams. Some of the accessible benefits to Teams included closed

captioning, recording functionality and real-time access to key information from home.

- **LivingWorks Start Suicide Prevention Training** was offered to staff and faculty, particularly in these times of heightened isolation and anxiety, where people's thoughts of suicide can increase. Now more than ever, it is essential that we have effective skills to keep each other safe, even if it is from afar. LivingWorks Start teaches participants to recognize when someone is thinking about suicide and connect them to necessary support. The College has purchased individual licenses for this training and is committed to ensuring all faculty and staff who work directly with students are trained to assist in these challenging discussions.
- **Other Accessibility initiatives** as related to COVID:
 - AODA/JHSC Safety tours pre-campus return
 - Development of Staff and Student accessible On-Campus Orientation
 - Student Services - Students have been supported digitally by staff at St. Lawrence College across a variety of platforms, intersecting multiple departments. A live chat is now available for students to text and receive communication from a Student Services Representative to help solve problems they are facing. The team has worked collaboratively to support students on other campuses in tight timelines by getting students their ID cards for placements, financial aid support, and various other time-sensitive matters. Text-specific modalities supports student in accessing iPhone accessibility features to text or speak with a representative.
 - Student Services has revamped their financial hardship forms, which now have a built-in feature for text-to-speech through MS Forms.

School of Contemporary Teaching and Learning (SCTL)

The increase in virtual learning environments due to the pandemic required the SCTL to redesign all its training resources so that the school could continue support teaching/learning remotely from home. The group created various synchronous sessions using MS Teams (e.g., workshops + 1on1 consultations) and used a combination of MS Teams/Panopto to continue creating asynchronous training videos. These resources and associated initiatives included partnerships with various departments, some of which are summarized below:

- **SCTL Programs (CEP)** – the school continued to embed UDL principles within multiple modules of the larger Contemporary Educator Program (CEP) curriculum (e.g., CEP101/102 included a focus on inclusive teaching strategies in year one and CEP202/203 included self-directed teaching/learning research

projects that include inclusive teaching elements). In 2020-21, there were 13 faculty who completed their two-year journey with CEP and 2 new faculty who completed year one.

- **SCTL Programs (Inclusion Matters)** – the school partnered with Student Wellness & Accessibility to offer “Module 2 – Accessibility and Accommodation” to 29 employees.
- **Part-Time Faculty Onboarding** - Integrated discussions on UDL within onboarding training sessions relating to authentic assessments and diverse learners for new Part-Time Faculty in semester-start-up sessions (Fall/Winter/Spring). The SCTL also continues to design a “Teaching Fundamentals Program” to train new/current part-time or partial-load faculty. The program will be similar to CEP and will outline specific elements of UDL/AODA as part of an inclusive teaching framework.
- **LCC 2021** - The SCTL and HROD partnered as co-leads to design a virtual Learning Connections Conference with the larger LCC Planning Committee this year. The event took place over five days and focused on UNESCO’s Sustainability Goals, Belonging, and EDI. The theme provided assorted opportunities to discuss the role UDL, inclusive teaching, and EDI plays in promoting accessible/open learning environments for all. See below for a list of associated workshops:
 - Our Global Classroom + Global Sustainable Goals = Local Impact. How Projects create Global Citizens (33 participants)
 - Bridging Global and Local thought Intercultural Dialogue (38 participants)
 - COVID-19 and impacts on Student Mental Health (60 participants)
 - An Interactive Session: Humanizing the Online Classroom (35 participants)
 - Exploring the Relationship between Emotion and Critical Thinking: Supporting Equity Diversity Inclusion (EDI) in the Workplace (53 applicants)
 - Using a Person-Centered Approach to Providing Feedback (45 participants)
- **New Training Resources** - The SCTL combined resources on teaching and UDL to create a new webpage on “Inclusive Teaching Strategies” on their SCTL website.
- **Digital Learning Technology (updates)** – the College continued to leverage emerging technologies or enhancements to current College approved technologies to support teaching/learning.
 - **Blackboard** - released a software update in May 2021 which enabled some

enhancements to the current “Content Editor”. This tool now includes a more robust accessibility checker so that users may “test” their content against WCAG requirements. The SCTL created a new resource on this item and hosted numerous sessions with 121 participants.

- **MS Teams** – the auto-closed caption option was added to all existing videos created through MS Teams (note: more updates are scheduled to take place in August 2021)
- **Panopto** – users continued to use closed captioning service in Panopto
- **MS Office 365** – accessibility tool received a few enhancements for cloud-based applications such as MS Sway.
- **LinkedIn Learning** – the College experienced an increase in usage of LinkedIn Learning resources which is ideal as these resources come in accessible formats. The SCTL will continue its efforts in promoting this resource once the College confirms its license agreement.
- **Workshops** - The school partnered with various departments on several open learning workshops during Semester Start-Up, Professional Learning Weeks, and Semester Wrap-Up. The topics for each workshop were clustered around larger categories (Professional Learning, Digital Learning, and Other). Each category contained discussions that promoted inclusive learning environments whether it be using UDL in assessments strategies, reviewing accessibility requirements in creating digital assets, or promoting accessibility tools/practices in classroom recordings. Some of this data is shared below:
 - Approximately 110 individual teaching and learning workshops
 - 57% focus on digital learning technologies (e.g., blackboard, MS Teams, Stream, LinkedIn Learning, etc.)
 - 30% focus on professional learning (e.g., teaching, inclusive strategies, assessments, student engagement, etc.)
 - 13% focus on “other” topic associated to supporting students – e.g., student success, SLC Libraries, new policies, etc.)
 - 1,758 individual participant registrations for teaching/learning workshops in 2020-21
 - 87% faculty
 - 11% support staff

- 2% administration
- Highlights of Workshops that contributed exclusively on “inclusive teaching”:
 - Culturally Inclusive Teaching (20 participants) – overview of strategies aimed at teaching diverse learner populations
 - Learning Experience Policy (18 participants) – information session on the new policy that addresses accommodation requests that include video recording. An associated handout was also created for asynchronous training
 - Language of the Discipline: Authentic Assessments (13 participants) – a session + video resource focused on diverse assessment strategies
 - Language of the Discipline: Cognitive Load Theory (21 participants) – a session + video resource focused on chunking learning material to create more accessible learning environments
- **1-on-1 Consultations & Workshops (Ongoing)** – the SCTL continues to promote inclusive teaching practices, including Universal Design Learning, using a series of just-in-time training strategies (i.e., workshops) and 1on1 consultations.

Facilities Management Services

Facilities Management continues to initiate and address the physical assets of the College’s aging infrastructure to address the requirements of the AODA, the Ontario Human Rights Commission (OHRC) and the Ontario Building Code. Projects identified and completed in the Physical built environment during the reporting period are included below.

Ongoing and Completed Initiatives During the Reporting Period (2020-2021)

- **Category: Physical**

Activity/Project	Date of Completion
Create a sub-committee to gather data and information on Wayfinding System with goal of ensuring system meets requirements of AODA and individuals with disabilities.	Deferred
Replace 2 nd floor landing off the residences wing for Cornwall campus to allow access for those with mobility issues	Complete - June 2020

Activity/Project	Date of Completion
Realign walkway from Grey Wing to Residences at Kingston Campus to make accessible. Previous asphalt walkway too steep and replaced with wider concrete sidewalk including tactile strips at crossings.	Complete - July 2020

- **Category: Practice**

Activity	Date Completed
The AODA Steering Committee continues to hold bi-monthly meetings.	Ongoing
New hires continue to complete the required AODA training i.e., Customer Service training and AODA Integrated Accessibility Standards Regulation (IASR) Training and Training on the Human Rights Code (OHRC) through HR Downloads.	Ongoing
Accessibility template continues to be updated to log all accessibility issues and requests that are brought forward to the AODA Steering Committee.	Ongoing
New students and staff are asked to complete an Employee Emergency Needs Survey form if they require assistance in an emergency and to safely evacuate the building. Individuals with temporary or ongoing workplace accommodation plans are also asked to complete a form.	Ongoing
Representation of AODA committee to be reviewed and updated as required	Complete - 2021
Multi-Year Accessibility Plan for the period of 2016 – 2025 to be reviewed by AODA Steering Committee and updated as required.	March 2020 – deferred
Organizational Development offered a variety of online workshops for employees in managing mental health and resilience during the pandemic.	Complete – throughout period
The pandemic necessitated adapting to a work environment from home. As a result, assessment of furniture requirements to meet accommodation needs took place during the pandemic and the College provided accommodation of furniture where	Complete - June 2020

Activity	Date Completed
appropriate.	
Face mask policy developed, ensuring that medical accommodation would be adhered to and recognized. Clear masks identified as a reasonable solution for hearing challenges between employees and others.	Complete

- **Category: Technical**

Activity	Date Completed
The SCTL has created new services and updated its portfolio to distribute the responsibilities of promoting accessibility training to multiple team members.	Ongoing
The multimedia and hybrid/online service continue to ensure all teaching and learning digital assets that are produced are AODA compliant.	Ongoing
Upon request, closed captioning can now be added to video content created within the College's Enterprise Video Management solution, Panopto.	Ongoing
Universal Design for Learning (UDL) for all new full-time faculty.	Ongoing
New Policy Development: <ul style="list-style-type: none"> • Recording of Learning Experiences • LMS Administrative Standards 	September - 2020

- **Category: Part II: Information and Communication Standards**

Activity	Date Completed
New staff and faculty required to take online training on the following: <ul style="list-style-type: none"> • AODA Customer Service Training (Comprehensive) • AODA Integrated Accessibility Regulation Standards (IASR) 	Ongoing

Activity	Date Completed
Training and Training on Ontario Human Rights Code (OHRC) <ul style="list-style-type: none"> • Policy review of AODA Integrated Accessibility Standards Regulation (IASR) HR703 	
New Facility staff required to take the Design of Public Spaces Standard training offered through HR Downloads.	Ongoing
All printed educational and training resources available in accessible formats. Supplementary learning resources (e.g., course packs) available in accessible or conversion-ready versions upon request.	Complete - January 2020
The College adopted TEAMS for business communications platform to ensure instant closed captioning and recording is available for all College group communications.	Complete – July 2020
Redesign of SLC public facing website to improve functionality, access, and increased resources for students and staff. Website redesign to comply with new WCGA 2.0 AA principles, AODA, and IASR requirements. WAI-ARIA (Accessible Rich Internet Application Suite) was used whereas developers can make advanced Web applications accessible and usable to people with disabilities. SLC has a platform internally called Siteimprove that can also flag accessibility issues.	Complete - December 2020

Planned* Initiatives for upcoming reporting period (April 1, 2021 – March 31, 2022)

**Additional initiatives are identified through feedback throughout fiscal year.*

The impact of the COVID-19 pandemic required the College to quickly adapt and shift its operations to support staff and students with remote working and learning. As the College continues its response and recovery plans related to COVID-19, it remains focused on meeting or exceeding the requirements of AODA. Information specific to the SLC’s response to ensuring people with disabilities are not negatively impacted during the pandemic will be shared in the next report period (2021/2022)

Activity/Project Proposed	Expected Date of Completion
Policy Reviews: <ul style="list-style-type: none"> • Accessibility for Persons with Disabilities • AODA Integrated Accessibility Standards Regulation • Workplace Harassment, Discrimination & Bullying • Academic Accommodations for Students with Disabilities 	September 2021
Replace the walkway to parking lot P1 in Cornwall to make it wider and more level. Currently the walkway is a narrow asphalt walk which is not level across its width.	July 2021
Replace Tri-Campus signage with new video/media boards with designs which will meet the appropriate sections and requirements laid out in CNIB Guideline “Clearing Our Path” such as Illumination of Signs, Colour Contrast, and Electronic Signs.	November 2021
Replace elevator in Kingston Residences with modern, accessible elevator including voice communicating system, accessible height/larger controls.	July 2021
Create new integrated Health & Wellness Centre in Brockville Campus with accessible washroom, power door operators throughout and includes accessibility and Counseling Offices.	October 2021
Replace loading dock surface in Cornwall, Aultsville Hall and add tactile strips for visually impaired at stairs and loading area.	August 2021
Renew the Test Centre in Kingston to combine the accessible test centre and larger test centre into one space. Create 6 accessible (individual test rooms, include an accessible washroom in the space, add power door operators on main doors and new barrier free washroom.)	March 2022
Create a new Universal washroom on each of the three campuses (Kingston, Brockville, and Cornwall). The Brockville Universal washroom will also include an accessible shower and change area for access/use of the gym facilities.	January 2022 – July 2022

Activity/Project Proposed	Expected Date of Completion
Complete renovate seven washroom spaces on the Kingston campus with a focus on aesthetic and accessibility considerations. This includes the renovation of a Universal washroom to ensure compliance t with code and SLC accessibility design requirements.	January 2022
Ensure entrance to Cornwall gym is accessible. Operator and wider door added to the main entrance of the gym.	September 2021

Legislation and AODA Obligations:

The College is committed to continuing to meet its ongoing obligations provided in Accessibility for Ontarians with Disabilities Act (AODA) and Integrated Accessibility Standards Regulations (IASR).

Accessible website and Web content

The College’s internet website was redesigned and meets the new WCAG 2.0 Level AA as of December 2020. Some web content (pdf documents or forms still need to be redesigned to be accessibility compliant).

- **Accessible Documents**

Upon request, the College will consult with employees who request accessible formats or communication supports, or other workplace accommodations.

- **Accessible Library Services and Resources:**

- **Library Services and Resources Overview** - SLC Libraries participates in several provincial collaborative initiatives to meet ongoing obligations to the Accessibility for Ontarians with Disabilities Act (AODA), including:

- The [Library eResources Accessibility Project \(LEAP\)](#) is a College Libraries Ontario (CLO)-directed initiative developed in 2019 which provides regular assessment of licensed e-resources subscriptions on behalf of College libraries. The LEAP service was developed to assist College libraries in upholding accessibility best practices and becoming compliant with the requirements of the Accessibility for Ontarians with Disabilities Act (AODA)’s January 1, 2020, deadline for ensuring the accessibility of electronic resources (IASR, 2011, s. 18(3)).
- The [Accessible Content e-Portal \(ACE\)](#) is a collaborative project that supports users with print and perceptual disabilities at

participating Ontario Colleges and universities by making library collections accessible through an online platform. The ACE Portal is available and promoted on the SLC Libraries website, with a dedicated staff library technician monitoring the program. This collaborative portal allows libraries in Ontario to leverage a shared bank of accessible digitized library materials.

- Additionally, the library supports on-demand requests from library patrons for collections and resources in alternate formats, e-book, audio book, and text-to-speech functionality and formats are available from multiple vendors. Major library vendors continue to update features and functionalities of software, e-resources, and search platforms. Accessibility information from vendors is provided on the [SLC Libraries website](#).
- Library spaces were renovated in 2018-2019 and feature accessible facilities including automatic doors, wheelchair accessible workstations, accessible service desks, visual and audio fire alarms, and a variety of quiet and collaborative study space.
- Library services are available in the following modes:
 - In-person, including facilitation and assistance locating library materials from the shelves
 - Telephone, email, letter mail
 - Text message and online chat assistance
 - Online virtual appointments via MS Teams, with chat, video, recording, and transcription functions
 - Instructional workshops via MS Teams, with chat, video, recording, and transcription functions
- The library website features video and online tutorials with transcription available.
- **Library Initiatives** - During the 2020-2021 year and in large part due to the COVID-19 pandemic, the library team engaged in many digital initiatives to support students and the online delivery of courses including:

- Launching interactive social media including Instagram and YouTube channel. YouTube videos are created with downloadable transcripts.
- Conducted more than 20 in-class live online workshops for students on library research, information literacy and digital fluencies. Additionally, a de-stress event, the weekly virtual “Coffee Break in the library” allowed for student engagement in an informal drop-in basis.
- Library and all tutoring services maximized and introduced new virtual and online services including Chat/text message service for library, and live “e-appointments” via MS Teams.
- Fall 2020 saw the centralization of all Peer Tutoring services to an online tri-campus model, with the hiring of the first full-time Peer Tutor Coordinator at the College. All SLC students may now request free peer tutoring through a one-step online request form available in the UR SLC app or online. The centralized intake model ensures student success and efficiency in referrals to the most appropriate College service for each student.
- All professional tutoring services moved to a centralized intake model tri-campus to support all students’ tri-campus. An online booking system hosts requests and online tutoring appointments through asynchronous feedback and live online appointments as a free service for all SLC students. For the first time, professional tutors across all three campuses have been working together daily to support all students and enhance skillsets and operational practices as a tri-campus team.
- SLC Libraries successfully migrated all print subscriptions to digital content to support online and tri-campus course delivery, as well as accessibility. The library launched new content platforms to host Flipster digital magazines, Criterion, ACF and Kanopy films, and Audio Books for the first time, adding to the more than 1+ million online resources available 24/7 to all students, faculty, and staff. To mitigate the impact of the library’s closure, requests for print resources were successfully filled by purchasing digital copies on demand.
- Added resources were selected and implemented including an on-demand self-serve request services for eBook and streaming video platforms, a new platform for on-demand purchase of scholarly articles, and new mobile apps for library products. New and enhanced student resources were produced to support APA

Style 7th edition, Indigenous Style, Indigenous book club, Anti-Racism and Anti-Discrimination resources, ESL students, Online Learners, and Alumni.

- The library, along with 17 other College library partners conducted an RFP in 2020 and received \$1.9m in provincial funding to migrate to a next-generation library services platform, Ex Libris, which will ensure both user-facing and staff interfaces are accessible. This project has a scheduled go-live date in July 2022.

- **Performance Management**

In administering the College's Performance Management processes, the College will continue to consider the accessibility needs and individual accommodation plans of employees with disabilities throughout the process. In addition, the accessibility needs of employees with disabilities are considered when the College is providing career development, advancement, and redeployment to employees.

- **Recruitment and Selection Process**

The College recruitment process continues to adapt to accessibility needs through all stages of the hiring. Candidates invited for interviews continue to be notified of accommodation during the recruitment process, and consultation occurs with applicants and employees to arrange and provide accommodations. Workplace information, including information needed to perform a job and general information available to all employees at work, is provided in an accessible form upon request. Newly hired employees continue to receive information related to the College's accessibility policies and current employees continue to be advised if changes to accessibility policies occur.

- **Universal Design for Learning (UDL)**

SCTL continues to promote UDL practice in course design and course delivery by integrating UDL modules in the New Faculty PD program. Plans to increase awareness for faculty will be on an ongoing basis.

Closing Summary

In accordance with the Accessibility for Ontarians with Disabilities Act, St. Lawrence College has prepared this Annual Accessibility Report.

Approved by: The AODA Steering Committee on December 7, 2021
St. Lawrence College