TECHNOLOGY ENABLED LEARNING

In the five years since the onset of the COVID-19 pandemic, post-secondary education has undergone significant transformation. As online learning has become a central component of this new educational landscape, students have encountered a range of challenges adapting to digital platforms and remote instruction. Drawing from their experiences, they highlight key issues and offer the following recommendations to enhance the effectiveness of technology-enabled learning.

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Ontario Undergraduate Student Alliance

The Ontario Undergraduate Student Alliance is a non-partisan advocacy organization that represents the interests of over 160,000 undergraduate and professional, full-time and part-time university students at nine student associations across Ontario.

OCTOBER 2025

THE PROBLEM

INSTITUTIONAL INACCESSIBILITY

Students have identified that those with disabilities disproportionally face barriers to equitably accessing digital content and obtaining necessary accommodations. In particular, recorded lectures often lack the necessary quality to ensure legible lecture materials and fully automated closed captions. Furthermore, as educational technology continues to evolve, students are increasingly concerned that many required third-party platforms and tools are not fully accessible for those with disabilities.

In addition to accessibility concerns, students from northern, rural, and Indigenous communities face unique and compounding challenges. These include increased financial barriers for reliable internet access, a lack of grants for internet installation in these areas, high shipping or travel costs to acquire required technology for online learning, and a lack of local access to adequate technology.

More broadly, many students struggle to afford the necessary technology to make online learning a viable option for them. This may be due to the lack of information prior to enrolment about required technology and/or the mandated use of high-cost third-party resources in courses.

POST-SECONDARY UNAFFORDABILITY

In recent years, the cost of technology and software has increased yet students have not seen an increase in financial support. Students have continuously called for more affordable resources to be utilized in classrooms. Post-secondary institutions' campuses and online libraries and bookstores do not offer affordable alternatives to digital resources unlike their physical counterparts.

LACK OF ACCOUNTABILITY

Prospective students should have all available information such as learning outcomes of their degree of choice or student experience data when choosing which post-secondary institution to attend. University data such as research reports, spending reports, and information on students' needs is often unavailable or difficult to access. This creates a barrier for students as this information can be incredibly beneficial in supporting a student's decision in choosing what university they would like to attend. Additionally, this creates a barrier for sector professionals to improve the post-secondary experience.

Currently, there are no provincial standardized requirements for institutions to release their data publicly, which leads to inconsistencies in data quality and availability across the post-secondary sector.

Similarly, there is a lack of standardization and quality control in the data collection process, which compromises the integrity and usefulness of public data. Students believe that Ontario's existing data collection practices are insufficient to meaningfully assess its digital learning objectives.

INADEQUATE PRIVACY, INTELLECTUAL PROPERTY & EMERGING TECHNOLOGY PROVISIONS

Students should have access to course content in a variety of formats. Unfortunately, content is often limited due to instructors' concerns about unauthorized redistribution of their intellectual property influencing their willingness to post course content online. In some cases, student accommodations pertaining to course content may be denied due to instructors' concerns about intellectual property rights infringement recording of their lecture.

Students have identified concerns regarding the current online proctoring software. Several groups of students are disproportionately affected by barriers for online proctoring. This includes racialized students who are often not detected by inequitably developed facial recognition features and individuals with religious headwear who may be pressured to remove their headwear to access their assessment

Additionally, online proctoring software often restricts movement and the use of accommodation aids which is discriminatory towards students with disabilities. Furthermore, there is a lack of protections for students against harassment or other privacy violations enacted by proctoring staff due to third party employees falling outside of university's jurisdiction. Many instructors do not offer alternatives to proctoring software and/or make applying for alternative assessments intentionally unreasonable to dissuade students from accessing them. Despite there being known methods of discouraging academic dishonesty in online courses that are much less invasive and protect students' dignity yet, instructors and institutions continue to use proctoring software.

Students have raised concerns about artificial-intelligence (AI) use in the classroom. There is a distrust amongst educators regarding the implications of AI on learning outcomes in post-secondary education, leading to a resistance in deepening understanding. This leads to many institutions lacking enforceable guidelines for the integration of AI in the classroom.

Due to a lack of involvement from public institutions to design and develop their own educational tools, there is an increased reliance on external organizations who may prioritize profit and marketability to institutions/instructors over student learning and experience.

There is a growing risk that educational tools that use AI may undermine educational equity principles which unintentionally reinforce biases and create inequitable learning experiences, making it difficult for students and instructors to critically engage with these tools.

ONLINE COURSES INEFFICIENCIES

All students should be equally supported in achieving the same learning outcomes in an online course as they would in a traditionally-delivered or hybrid course. However, barriers to learning arise for online courses. Students may experience difficulties engaging with online courses due to a course's technological requirements. Current quality assurance criteria for changing a course's mode of delivery to online does not require appropriate consideration of instructional support needs or student accessibility needs.

Since the initial emergency transition to online learning resulting from the COVID-19 pandemic, there is a greater prevalence of virtual courses without in-person alternatives which can serve as a barrier to success for students who do not have the means to fully participate in online learning. Additionally, despite the growth of literature on the pedagogy of online learning, gaps persist in instructors' ability to effectively facilitate online courses. Similarly, online course formats and pedagogy lag behind the pace of rapid technological change.

Universities may lack the resources to effectively support the design, development, and delivery of online courses. The current Strategic Mandate Agreement and performance-based funding framework is not conducive to pedagogical innovation.

In recent years, unexpected disruptions have highlighted vulnerabilities in higher education systems, particularly in how institutions handle sudden shifts in instructional delivery. Students have raised concerns about emergency transitions to online learning for post-secondary institutions. Emergency transitions to remote learning generally do not allow for adequate preparation time to shift an otherwise in-person course online, affecting the quality of education students receive. They also may present financial challenges/barriers to providing adequate logistical and technological support for instructors. Furthermore, a course's technological requirements may cause unexpected barriers to student's full participation, which are likely to be exacerbated in circumstances where emergency transitions to online learning have occurred. While all students may be harmed by an emergency transition to online, students in programs that require an in-person format to build certain skills may be disproportionately affected.

THE PROBLEM

UNDERUTILIZATION OF NON-DEGREE CREDENTIALS

Non-degree credentials such as micro-credentials present unique opportunities for students to further their education. However, micro-credentials remain underrecognized by employers and scarcely offered for undergraduates by many post-secondary institutions, due to a perceived lack of rigour and quality associated with them, limiting their usefulness to students. Students have raised concerns about the lack of regulation around micro-credentials which leaves them vulnerable to exploitative programs that are of low quality or fraudulent. Also, there is a lack of adequate research on the effectiveness of micro-credentials which disincentivizes both students and employers from engaging with them.

UNDERUTILIZATION OF OPEN EDUCATIONAL RESOURCES

The rising cost of educational materials, such as textbooks, imposes significant financial barriers for students, particularly low-income students, when pursuing post-secondary education. This leads to students often dropping courses, choosing not to enroll, or changing their course selection.

Open educational resources (OERs) have proven to be an effective approach to address student concerns on the affordability of textbooks and other forms of courseware. However, instructors at post-secondary institutions are uninformed about the effectiveness of OERs, and unaware of their availability through the eCampusOntario Open Library platform, leading to underutilization. This is due to the lack of sufficient incentives from the provincial government to post-secondary institutions or faculty to support the wide use and adoption of OERs.

Post-secondary institutions do not adequately incentivize faculty to commit to the development and implementation of OERs at their institutions. Students have identified that teaching instructors are more likely to require textbooks they have authored as course materials in order to maximize their personal profits, becoming less inclined to adopt OERs. Additionally, there is a perception and associated stigma that OERs are of lower quality than traditional educational resources, which acts as a barrier to OER adoption, development, and adaptation.

When it comes to OER data collection, there is currently no standardized reporting structure for institutions to measure the usage, concerns, and success rates (e.g., financial impact) of OERs. As all OER adoption reporting is voluntary for institutions and there is no centralized database, there are gaps in eCampus' ability to effectively collect and publish data to improve the efficacy of OERs.

UNDERUTILIZATION OF ONLINE LEARNING MATERIALS

Online learning tools are a valuable part of post-secondary education, offering the potential to improve both accessibility and quality when used consistently and effectively. They allow for greater flexibility, can be more cost-effective, and support personalized learning experiences for students. However, despite these advantages, they also come with several challenges and concerns. Online learning tools are often not developed or appraised to meet the same standards of quality as traditional, physical learning tools. Inconsistencies in the development and use of online learning tools reduce educational quality and create accessibility barriers for students. They are also not always compatible with common assistive technologies and devices, creating accessibility barriers for students. Similarly, accessibility features associated with online learning tools are often not communicated to students in a clear and timely fashion.

Learning management systems (LMS) are software applications generally used to administer courses and typically have integrated components that track, document, report, and/or automate various aspects of course or program delivery. Although LMS are intended to serve as dynamic and immersive learning environments, they are often used primarily as basic content delivery platforms.

This limited use is frequently due to faculty and instructors lacking the technical skills and institutional support necessary to fully leverage LMS capabilities, which ultimately diminishes their potential to enhance the quality of postsecondary education. Additionally, LMS are implemented to varying degrees and in inconsistent ways within institutions, leading to confusion and barriers for students that negatively affect learning experiences. In Ontario, proprietary LMS represent a large portion of LMS usage, introducing an added financial burden for students and further complicating equitable access to education.

LACK OF TEACHING SKILLS & INSTRUCTOR SUPPORT

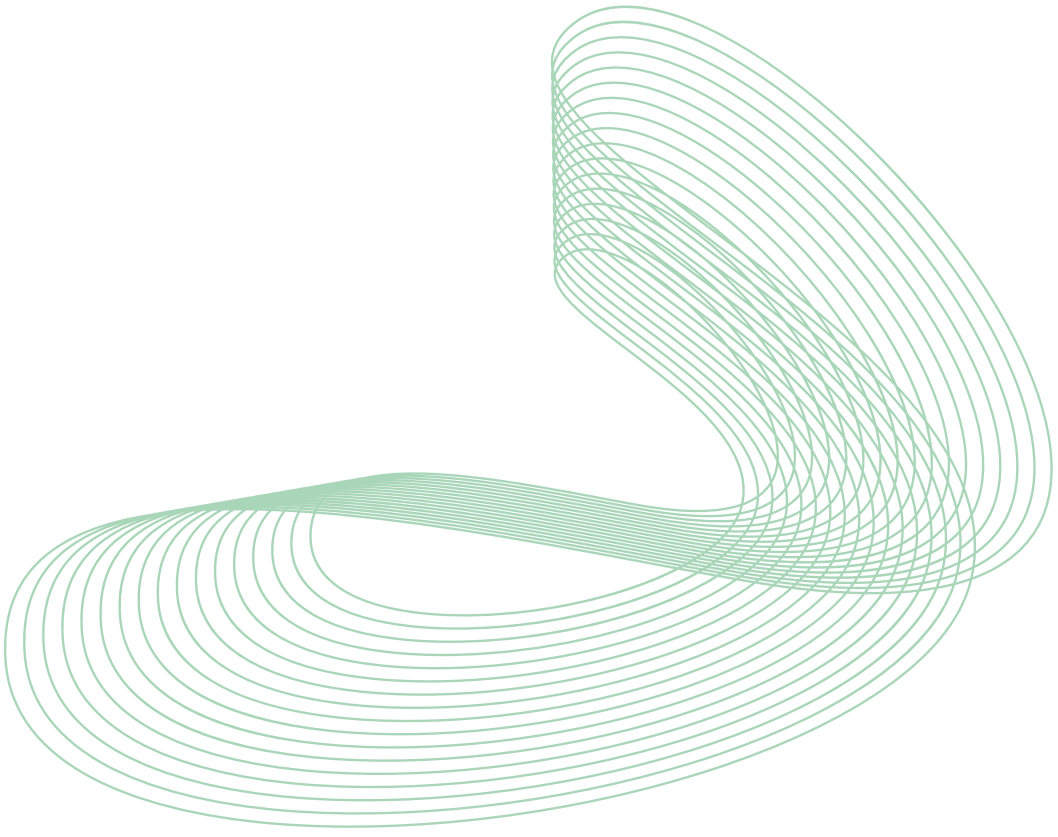
All instructors and faculty should be confident in their ability to effectively and consistently use technology-enabled learning systems, tools, and resources to help deliver high-quality, accessible education and ensure equitable learning experiences for all post-secondary students. Unfortunately, instructors and faculty often lack the technical skills and support needed to effectively use technology-enabled learning systems, creating barriers to accessible and equitable education. Additionally, instructors and faculty are unfairly expected to develop and implement technology-enabled learning systems, without sufficient institutional support.

THE PROBLEM

Students have identified that educators who lack education on emerging technology are often more distrustful and punitive towards students due to fear regarding their capacity. Similarly, many instructors and faculty lack adequate training from their institutions on how to address the ethical concerns associated with AI or how to effectively use artificial intelligence in course design and teaching.

INADEQUATE INFRASTRUCTURE

Students have raised concerns about not all classrooms in post-secondary institutions being equipped with the necessary digital infrastructure and accessible technology to support the diverse needs and/or disabilities of students. As a result of the deferred maintenance backlog in Ontario's post-secondary sector, institutions lack the capital funding to prioritize technological integration. Post-secondary institutions are also not incentivized to create or expand curriculum that integrates technology-based learning, digital resources, and technology labs, leading to a diminished quality of education compared to fully in-person formats. Consequently, institutions have been unable to adequately support instructors and students with the technology and in-person assistance needed to facilitate hybrid learning options.



THE SOLUTION

ACCESS TO CONTENT

In response to the concerns about equitable access to content, the provincial government should provide post-secondary institutions with envelope funding to hire or train staff in accessible pedagogies to provide more accessible course delivery technology. Similarly, the provincial government should provide institutions with envelope funding for the purpose of acquiring or making more widely available accessible technology. Students with disabilities face unique challenges in accessing course content. Students recommend that the Ministry of Colleges, Universities, Research Excellence and Security (MCURES) mandate training on accessibility requirements in the online classroom environment for faculty and supporting employees to ensure each student has equitable access to learning materials.

In 2022, the Postsecondary Education Standards Development Committee released their report outlining recommendations that should be made within the post-secondary sector to improve accessibility for all students. Of note, we believe the Government of Ontario should implement recommendation 68 "each postsecondary institution must develop and make publicly available a plan to seamlessly include accessibility in the digital learning and technology used throughout the academic journey of all students with disabilities."

In addition, the Government of Ontario should implement recommendation 69 "the Digital Learning and Technology plan must be created in consultation with a diverse body of stakeholders that includes students with disabilities." To complement these 2 recommendations, MCURES should enact regulation which requires institutions to ensure that classroom documents and third-party resources employed in course delivery meet the Accessibility for Ontarians with Disabilities Act (AODA) standards for web content.

Many rural and northern students face financial barriers to securing reliable internet access. To support these students, the provincial government should expand the Ontario Student Assistance Program (OSAP) technology grant to incorporate the cost of internet coverage for the duration of the academic year. Students further urge the provincial government to continue the funding and expansion of independent Contact North Online Learning Centres supporting greater online and remote access for students in northern and rural areas.

To address students' concerns about access to reliable technology, MCURES should provide grant funding to post-secondary financial aid offices earmarked to support students who lack the resources to purchase appropriate technology.

THE SOLUTION

In addition, MCURES should create best practices for implementation of policies in accordance with Bill 166's provision for transparency with associated post-secondary costs.

Furthermore, the provincial government should implement provisions within OSAP funding calculations that take into account the unique technological requirements of specific programs. Similarly, the provincial government should amend the computer allowance within OSAP to provide students with a grant of up to $1500 to use during their degree.

IMPROVING POST-SECONDARY AFFORDABILITY

To improve the affordability of post-secondary education and resources, the provincial government should implement research and development grants for post-secondary institutions to develop and integrate innovative hardware, software, or OERs. This investment will enhance the quality of education and contribute to reducing course fees for students. In addition, the provincial government should continue to support institutions through the Virtual Learning Strategy for Post-Secondary Education, providing additional funding through needs-based institutional grants to offset the costs of technology associated with program content.

The Ministry of Colleges and Universities should revise the Tuition Fee Framework and Ancillary Fees Guidelines to establish clear limitations on student costs related to third-party technologies. Furthermore, the government should task the Higher Education Quality Control of Ontario (HEQCO) with researching the rising cost of technology associated with post-secondary education as well as the impacts and successes of government loans and research and development grants (such as the Virtual Learning Strategy grant) effectiveness in reducing financial barriers.

IMPROVING ACCOUNTABILITY

Prospective students should have access to relevant information such as, learning outcomes, enrolment data, institutional performance metrics, to inform their post-secondary institution decision. To achieve this, the provincial government should enhance its data collection procedures to track and evaluate the impact of online learning on student outcomes, such as graduation rates, skills acquisition, and postgraduate employment.

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Similarly, MCURES should mandate that all post-secondary institutions annually disclose online course completion rates, student satisfaction scores, and accessibility metrics via HEQCO's Open Data Inventory to improve public access and accountability.

Students further recommend that the provincial government task HEQCO to expand their Open University database to generate and maintain consistent measures of data across post-secondary institutions. In addition to the provincial government working in collaboration with the Council of Ontario Universities (COU) to develop a publicly available uniform data collection system for learning outcomes and student experience.

In response to concerns around data collection, MCURES should establish clear guidelines for data collection to ensure the integrity of publicly available data. As well as, MCURES to create a taskforce that will establish a standardized data collection framework to be employed across all post-secondary institutions provincially.

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IMPROVING INTELLECTUAL PROPERTY RIGHTS & OWNERSHIP OF MATERIALS

Students should have access to lecture material for the duration of the course in a manner that does not compromise instructor ownership of material. To achieve this, MCURES should commission the Ontario Universities Council on Quality Assurance (OUCQA) with surveying institutions to produce a comprehensive framework for an intellectual property amendment to the Ministry of Training, Colleges and Universities Act.

THE SOLUTION

Additionally, the provincial government should commission HEQCO in consultation with faculty and instructors to create a best practice guide to avoiding/mitigating concerns related to intellectual property theft.

In response to students' concerns with proctoring software, MCURES should mandate that universities commit to using the most minimally invasive software practices for ensuring academic integrity during assessments, wherever possible. To address accessibility concerns, MCURES should mandate policies pertaining to permitted uses of accommodation aids during online-proctored exams for students with disabilities. Additionally, MCURES should mandate that institutions ensure that online proctoring standards mirror in person proctoring exam regulations for typical student behaviour and environmental interferences. To protect all students, MCURES should require institutions to educate instructors of the risks and possible harms of proctoring software, and alternative assessment methods that do not require proctoring software. Along with MCURES mandating that all post-secondary institutions establish clear and accessible policies regarding alternative assessment methods for students who cannot use proctoring software.

Tech-enabled learning has the potential to improve the accessibility, affordability, and quality of education for all Ontario students. Students believe that with emerging technologies, post-secondary education can be reimagined to be more inclusive, innovative, and equitable. To support this, MCURES in consultation with organizations such as eCampusOntario, should develop a task force of students, faculty experts and (innovators) to create provincial guidelines for ethical integration of generative AI in post-secondary education. In addition, MCURES should mandate that each post-secondary institution must develop and publish a strategy to improve the accessibility of digital learning tools and technology to meet AODA standards to be updated on a five year cycle basis.

To further enhance digital inclusion, the provincial government should contribute more funding to the virtual learning strategy to support institutions in implementing and maintaining accessible digital learning environments for students with disabilities. The provincial government should also provide grant funding for institutions developing and expanding inter-institutional access to digital learning tools and platforms, improving collaboration and reducing duplication of costs across the sector.

THE SOLUTION

To ensure responsible implementation of new technologies, MCURES should mandate that any AI-powered educational tools used in post-secondary institutions must be independently audited by a panel including student representatives to assess their fairness, transparency, data security, IP protection, and alignment with educational equity principles. Furthermore, the provincial government should expand grant funding for public institutions design and development of educational tools, reinforcing Ontario's leadership in ethical, accessible, and student-centered digital learning.

IMPROVING ONLINE COURSE EXPERIENCES

All students should expect support in achieving the same learning outcomes in an online course as they would in an in-person or hybrid course. To achieve this, OUCQA should amend the Protocol for Major Modifications to require assessment of existing criteria for changing a course from in-person to online. Furthermore, the provincial government should provide envelope funding to institutions to support institutional strategies that enhance students' ability to engage with online courses, such as technology loan programs.

To advance pedagogy at Ontario's post-secondary institutions, the provincial government should task HEQCO with the establishment and continual review of best-practice recommendations for the design, development, and delivery of online courses.

To complement this, the provincial government should provide envelope funding to post-secondary institutions to financially assist with innovation and experimentation for online learning in post-secondary environments. Similarly, the provincial government should allocate grant funding for institutional bodies supporting the design, development and delivery of online courses. Lastly, students recommend that, in consultation with institutions, MCURES alter Strategic Mandate Agreements, including performance-based funding frameworks, to include specified metrics for assessing pedagogical innovation within online and technology integrated learning.

In preparing for any future emergency transitions to online learning, the provincial government should create reserve grant funding for institutions to facilitate an effective shift to remote course delivery in the case of future emergency transitions to online learning. Students also recommend that the provincial government task HEQCO with creating a proactive best practice list for institutions to reference in times of emergency transitions to online learning. Furthermore, MCURES should mandate that institutions create and regularly review proactive planning that addresses protocol for emergency transitions to online learning.

THE SOLUTION

IMPROVING NON-DEGREE CREDENTIALS

To support students' learning beyond traditional post-secondary degrees, MCURES should work with institutions to improve the promotion of the eCampus Micro-credential library and student awareness of micro-credentials and their effectiveness. To inform students' on the validity of micro-credentials, MCURES should commission eCampus to undertake a continuous data collection process to measure their effectiveness in improving employment outcomes. To complement this, the provincial government should enforce an accreditation and quality control system for micro-credentials using the eCampusOntario and Postsecondary Education Quality Assessment Board (PEQAB) frameworks to ensure consistency, transparency, and credibility.

PROMOTING OPEN EDUCATIONAL RESOURCES

To support the sustainable adoption of OERs, the provincial government should incentivize institutions through OER adaptation and development grants that encourage the creation of OERs, and replace expensive course materials with free and low-cost alternatives. The provincial government should also develop predictable funding for eCampusOntario to expand its OER library, prioritizing high-enrolment courses.

In partnership with eCampusOntario, the provincial government should hold institutional forums with administrators and instructors across faculties to raise awareness of OERs, highlight their benefits, and answer outstanding questions. To further encourage adoption, the provincial government should mandate that institutions report the number of courses using OERs and their enrolment to eCampusOntario, on an annual basis, and offer monetary incentives when institutions reach a certain threshold. Additionally, envelope funding for post-secondary institutions should be expanded to help offset the high costs associated with the initial development of OERs, ensuring long-term savings and broader access for students.

To ensure the effective development and adoption of OERs across Ontario's post-secondary institutions, the provincial government must take a more active leadership role. First, it should develop quality assurance guidelines for OERs to aid in consistent standards for the development of resources. In addition, collaboration with key faculty stakeholders, such as the COU and the Ontario Confederation of University Faculty Associations (OCUFA), will be essential to gather and distribute qualitative and quantitative data on OER quality to institutions. Furthermore, the provincial government should increase funding to the eCampusOntario Open Library platform so as to improve upon its OER peer-review and adoption process.

THE SOLUTION

To address concerns around OER metrics and data collection, the provincial government should provide funding for institutions that report data regarding both students' and faculty members' experiences with OERs to eCampusOntario in a standardized and measurable format in order to improve upon OER quality. To complement this, the provincial government should provide eCampusOntario with additional funding for the continued collection, analysis, and publication of institutional user satisfaction data as well as with distributing the findings to post-secondary institutions.

To support the creation and widespread adoption of OERs, the provincial government should provide post-secondary institutions with funding for OER adoption, adaptation and creation grants awarded to faculty who integrate or develop OERs, thereby facilitating OER uptake. In partnership with the OCUFA and the COU, the government should also develop meaningful incentives geared towards faculty for OER development. Further, the provincial government should work with COU to establish a best practice framework for incentivizing and recognizing OER contributions as a core element of academic innovation.

To strengthen institutional commitment, the creation and promotion of OERs should be embedded in Ontario's Strategic Mandate Agreements as a key metric of effective pedagogy and faculty innovation, linking performance-based funding to efforts that improve financial access to education.

Finally, the provincial government should increase funding to eCampusOntario's Open library to improve upon its OER review process, digital resource editing capacity, and its diversity of texts.

ENHANCING ACCESSIBILITY OF ONLINE LEARNING MATERIALS

With the growing reliance on online learning tools in post-secondary education, it is essential to ensure that these tools are accessible, effective, and consistently implemented across institutions. To address the concerns around the accessibility of online learning materials, the OUCQA, in partnership with eCampusOntario and Contact North, should develop best practices for the development, implementation, and quality appraisal of online learning tools with a focus on accessibility, effectiveness, and consistency within and across institutions. OUCQA should also integrate best practices and Universal Design Learning (UDL) standards concerning online learning tools into the Quality Assurance Framework used for Institutional Quality Assurance Processes.

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Similarly, MCURES should create and publish best practices, based on consultations with students and post-secondary institutions, on how post-secondary institutions should identify in advance and clearly communicate to students the accessibility features of the online learning tools needed to meet provincial AODA requirements. Furthermore, MCURES should fund and work with eCampusOntario and Contact North to publish accessible and effective digital literacy education programs for instructors and students in Ontario post-secondary institutions.

Open-source LMS are more cost-effective and adaptable than licensed, proprietary systems. Students recommend that, in partnership with eCampusOntario, Contact North, and the OUCQA, MCURES should enhance institutional capacity and knowledge on effective LMS use while developing quality standards and best practices for their selection and implementation. OUCQA should also integrate quality standards and best practices around LMS into the Quality Assurance Framework to ensure consistent application across Ontario post-secondary institutions. Lastly, MCURES, in collaboration with eCampusOntario and Contact North, should encourage and provide technical support for the use of open-source LMS in post-secondary education.

IMPROVING TEACHING SKILLS & INSTRUCTOR SUPPORT

Post-secondary institutions should be equipped with the necessary infrastructure and support systems to deliver comprehensive, high-quality training for faculty and instructors using technology-enhanced learning tools and platforms. To achieve this, the provincial government should provide special purpose grant funding to post-secondary institutions' teaching and learning departments to enhance the quality, effectiveness, and use of resources, tools, coaching, and training around technology-enabled learning offered to faculty, instructors, and staff. The provincial government should also provide institutions with funding for professional development programs focused on AI literacy, including its integration into course creation and ethical use, to empower instructors and address existing knowledge gaps. To further support these efforts, and following consultation with OCUFA and COU, MCURES should provide grants to post-secondary institutions for successful and widespread completion of the aforementioned dedicated and comprehensive certificate program by faculty and instructors.

Similarly, MCURES should provide eCampusOntario and Contact North with funding to work with post-secondary institutions and stakeholders to launch an online and blended learning program for faculty and instructors.

BUILD SYSTEM DATA & INFORMATION

To improve transparency, OUSA recommend that the provincial government make students aware of the data being collected throughout their education and continuously ask for consent throughout the data collection process. Further, the provincial government should convene a multi-stakeholder expert panel to examine and make recommendations regarding the collection, availability, accessibility, and publication of post-secondary data in Ontario. The expert panel referred to in the previous recommendation should be tasked with creating a framework for a common university reporting standard for demographic data on student applications, offers, acceptances, retention, and success. Additionally, the provincial government should collect self-identified data regarding access to post-secondary education on all relevant protected grounds under the Ontario Human Rights Code and adopt data privacy principles stated in the Data Standards for the Identification and Monitoring of Systemic Racism.

Students recommend that the provincial government, upon the advice of the expert panel, should establish robust metrics for access that should be tracked on both a recurring and longitudinal basis at both the institutional and provincial levels.

IMPROVING DIGITAL AND PHYSICAL INFRASTRUCTURE

To better support students' use of technology within classrooms, the provincial government should increase funding to post-secondary institutions to improve classroom technology to align with recommendations from the Postsecondary Education Standards Development Committee AODA. Specifically, MCURES should establish a dedicated infrastructure grant for upgrading AV equipment and hybrid tech in aging classrooms, and prioritize institutions with pre-2000 buildings, as recommended in OUSA's 2021 Infrastructure Report and the AODA Postsecondary Education Standards. In addition, the provincial government should provide envelope funding to post-secondary institutions to cover the additional costs associated with offering accessible technological upgrades, platforms/software, and support staff personnel. The provincial government should also provide development grants to post-secondary institutions seeking to upgrade their technological infrastructure within technology and research labs.