

COORDINATED ACCESSIBILITY STRATEGY

Annual Report 2020-2021

Presented to the Board of Governors

Prepared by Research, Education, Accessibility and Design (READ)
Initiative: April 29, 2021



READ Initiative
Research Education Accessibility & Design
CARLETON UNIVERSITY

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From the desk of...

No doubt there have been significant events in society over the past year, and we continue to find ourselves in the face of various adversities. From a global pandemic to racial reckoning, the spotlight has begun to illuminate structural and system inequities and inequalities. We are moving from inclusion as a concept to being a verb, an action. Those working as part of Carleton's Coordinated Accessibility Strategy recognize their privilege of supporting a movement towards social good. We are humbled to work at an institution that has committed resources to a more equitable and inclusive campus, namely with four guideposts to lead us and keep us accountable: Strategic Integrated Plan; Coordinated Accessibility Strategy; Kinàmagawin; and Equity, Diversity and Inclusion Action Plan.

In the eight months since the launch of the Coordinated Accessibility Strategy (CAS), most implementation efforts have focused on capacity building, primarily outside of the student services portfolio and building a common set of values among stakeholders. Establishing common language and footing is an essential and purposeful step to expand our thinking beyond portfolios to encompass Carleton as one community. In the following pages, we share the highlights for each of the focus areas outlined in CAS with recognition of the working groups' dedicated efforts to reaching out and across organizational units. It is important to review this report through the lens of interlocking components, where the highlights reported in one portfolio ripple across the continuum of the strategy.

As someone who identifies as having both visible and non-visible disabilities, this is more than a work assignment for me. It is a chance to become more integrated in and supported by Carleton. It also provides a platform for me to channel my dual passions of design and social good in a manner that gives back to a community from which I have benefited greatly.

On behalf of the implementation team and the working groups, thank you for your continued advocacy and leadership for a more accessible world.

To our continued success,



Cathy Malcolm Edwards
CAS Implementation Lead

Executive Summary

In October 2018, a collaborative process to develop Carleton's Coordinated Accessibility Strategy (CAS) began. Consultations with faculty, staff, and students took place over 18 months, which included individual interviews, meetings with key stakeholder groups, open feedback sessions, and online feedback that included email and anonymous form submissions. A cross-representational Steering Committee under the guidance of the four Vice-Presidents led the development of the strategy. The consultations with the Carleton community resulted in identifying seven areas of focus – the foundation of the CAS. The CAS is intended to not only coordinate the many accessibility services, programs, and initiatives that already exist but also continue to inspire a strong campus culture of accessibility and inclusion. The CAS was launched in 2020 after being presented to the Board of Governors at its meeting on June 2, 2020. Although the implementation of the CAS over the past year has been focused on capacity building and establishing the governance structure and various working groups, we have had several highlights for each of the areas of focus outlined in CAS. This annual report is respectfully presented to the Board of Governors as the CAS's ongoing commitment of transparency to the Carleton community.

Context

Carleton University is a place where we live, work, and play. Our community and the Board of Governors have identified accessibility as critical to our success at the University. The following guiding principles have been our focus:

1. We collectively support accessibility for those with visible and non-visible disabilities, including cognitive, developmental, intellectual, medical, mental, physical, and sensory disabilities.
2. We commit to being flexible to support each individual's fullest participation in activities and society in any place, space, item or service, whether physical or virtual.
3. We recognize and work to address attitudinal and systemic barriers to inclusion.

In 2018, Carleton undertook a collaborative process for the development of its first Coordinated Accessibility Strategy (CAS) to further strengthen our commitment to accessibility and build on our culture of accessibility while working towards a more accessible and inclusive world. After extensive consultations with the community, where an emphasis was placed on listening to and reflecting on experiences, seven areas of focus emerged (see [Governance for more details](#)), each with a set of objectives and recommendations. Collectively, these serve as pathways to a more accessible campus for all.

*"If we are to decrease stigma, we must increase and improve our service."
(Member of the Carleton Community)*

Continuing with a human-centric approach for the implementation of the CAS, the first step of the process was to understand the context in which the strategy exists and in which it would be implemented. Over the course of the Fall 2020 term, and with the help of a talented co-op student, comprehensive stakeholder maps were generated for each of the areas of focus. This was a necessary step to help map the complexity and extent of stakeholders involved in campus, thus, to ensure a breadth of voices would be reflected in actions taken. Parallel to that, a governance plan with suggested membership was drafted, and subsequently approved by Senior Leadership (see [Governance](#) for more details).

While the CAS provides a comprehensive set of recommendations, it is purposely left broad enough to remain flexible and agile to the needs of the community through the implementation phase. In lieu of a specific roadmap, the CAS Implementation Lead embraced the ‘listening and reflecting’ approach used in the development phase to understand better the concerns and needs of Carleton community members. From there, an implementation plan emerged. It was anchored in a co-creation approach, and at its foundation, would involve intensive burst of larger group activity as we co-designed and iteratively created action plans.

The COVID-19 pandemic has proved to be a significant challenge as the needs and resources of the community are more immediately focused on the response to the pandemic. The implementation team (a partnership between READ and the Office of Quality Initiatives – see [Coordination and Leadership](#) for more information) adjusted and combed through all existing data sources to create a data set reflective of the Carleton community and sorted for each area. The data, along with the stakeholder maps, provides a snapshot of accessibility needs within Carleton’s landscape and directly informs the work now being done. Each small working group is being led by a facilitator/coach who can tailor support based on the direction the team wants to move in while guiding them towards a unified purpose of action plans that will raise the standard of accessibility at Carleton within the next 12-18 months. The CAS Council will have its first meeting in April 2021. Its initial focus is on the 3–5-year horizon, envisioning what accessibility looks like down the road. This is an important exercise, particularly, in recognizing that accessibility is not a static state, but instead a progressive mindset reflected in both our actions and our culture.

Governance

The Coordinated Accessibility Strategy (CAS) is anchored within the Research, Education, Accessibility and Design (READ) Initiative and accountable to the four Vice-Presidents of Student and Enrolment, Research and International, Academic, and Finance and Administration. It has an established yet flexible governance structure that supports advancement in each of the seven areas of focus in the CAS. Executive Champions, Action Plan Leaders, other leaders at Carleton (including students), and community members make up the CAS Council. The CAS Council supports the continued strategic implementation and development of accessibility as part of Carleton's overall culture and will primarily focus on the next 3-5 years of implementation. They will also work to ensure policies, guidelines, and best

practices are in place and well communicated. Each member of the CAS Council is committed as a champion and advocates accessibility at Carleton and beyond.

Executive Champions and Action Plan Leaders make up working groups in each of the areas of focus that create recommendations for action plans to be implemented over the next 12-18 months. The working groups are developing plans that reflect the diversity of voices and initiatives on campus, including outside the individual, organizational divisions (where appropriate). The groups are as follows:

1. Coordination and leadership
 - ⇒ Adrian Chan (Professor, Systems and Engineering)
 - ⇒ Mandi Crespo (Senior Quality Advisor, Office Quality Initiatives)
 - ⇒ Jessie Gunnell (Research and Development Officer, READ)
 - ⇒ Cathy Malcolm Edwards (CAS Implementation Lead, READ)
 - ⇒ Kaylee Mask (Senior Quality Advisor, Office of Quality Initiatives)
 - ⇒ Boris Vukovic (Director, READ)
2. Education and training
 - ⇒ Dwight Deugo (Vice-Provost and AVP, Academic)
 - ⇒ Jessie Gunnell (Research and Development Officer, READ)
 - ⇒ Elspeth McCulloch (Assistant Director, Digital Learning, Teaching and Learning Services)
3. Information and communication
 - ⇒ Marc Dabros (Chief Information Officer, AVP, Information Technology Services)
 - ⇒ Cameron Metcalf (Head, Library Technology Services, Library)
 - ⇒ Ben Schmidt (Manager, IT Strategic Initiatives, Information Technology Services)
4. Physical Campus
 - ⇒ Gary Nower (AVP, Facilities, Management, and Planning)
 - ⇒ Matthew Cole (Executive Director, Carleton University/Algonquin College Attendant Services)
 - ⇒ Dean Mellway (Special Advisor, READ and Facilities Management and Planning)
5. Employment and employee support
 - ⇒ Cindy Taylor (AVP, Human Resources)
 - ⇒ William Onate (Manager, Total Rewards, Human Resources)
 - ⇒ Norah Vollmer (Manager, Faculty Affairs)
6. Student support services
 - ⇒ Larry McCloskey (Director, Paul Menton Centre for Students with Disabilities)
 - ⇒ Paul Keen (Associate Dean, Student & Postdoctoral Affairs, Faculty of Graduate and Postdoctoral Affairs)

- ⇒ Somei Tam (Senior Disabilities Advisor, Paul Menton Centre for Students with Disabilities)

7. Research and development

- ⇒ Rafik Goubran (Vice-President, Research and International)
- ⇒ Tara Connolly (Assistant Director, Research, READ)
- ⇒ Andrea Lawrance (Director, Carleton Office for Research Initiatives and Services)

Reporting Back - Highlights of Progress in the Areas of Focus

Over the past year, there is renewed attention on equity, diversity, and inclusion in our society. Our campus community, including people with disabilities, are facing new challenges but also opportunities. Once again, we are reminded of the importance of the work we are doing to grow Carleton's culture of accessibility. Even with the pivot to a digital environment and remote work, the implementation of the Coordinated Accessibility Strategy (CAS) continues to make progress. The following section provides an overview of the exceptional work led by 25 individuals on campus as well as those supporting them during what has been (and continues to be) exceptional times. Note that each highlight and next step is mapped to a recommendation from the CAS. Please see [Appendix 1](#), which contains a table of all of the objectives and recommendations as outlined in the CAS per area, for more details.

1. Coordination and Leadership

Carleton University's commitment to creating an accessible campus can be traced back to its earliest years. Since then, the evolution of programs such as Attendant Services and the Paul Menton Centre for Students with Disabilities (PMC) have elevated Carleton's reputation as an accessible campus. In 2012, the Research, Education, Accessibility and Design (READ) Initiative was launched out of the Paul Menton Centre for Students with Disabilities - a campus-wide leadership initiative dedicated to accessibility and inclusion of persons with disabilities at Carleton and in the local, national, and global community. The initiative is just one way that Carleton continues to promote an increased emphasis on areas of disability, design, accessibility, and inclusion.

Highlights:

Building on the establishment of READ as a formal unit within the Students and Enrolment division and in collaboration with all Vice-Presidents, Senior management has continued to support capacity building within READ and its efforts by fiscally funding seven positions. The investment has allowed READ to lead various research and training projects on and off campus that keep the unit's leadership in local to national communities and dialogues. More details on funding received is available in the Research and Development section. ([Recommendation B](#))

The CAS Council has representation from across the Carleton community. Its focus is on stewardship of the accessibility mandate at Carleton over a longer term (3-5 years horizon). An

[executive champion](#) leads each implementation group, with two additional leaders and a facilitator from READ or Office of Quality Initiatives. ([Recommendation C](#))

Carleton created and launched the Canadian Accessibility Network (CAN), with READ as the National Office. Suzanne Blanchard, Vice-President (Students and Enrolment) is Chair of the Governing Council and Rafik Goubran is Chair of the Research, Design & Innovation working group. Carleton continues to lead CAN and in just over one year, the membership represents more than 60 individuals from across the country recruited from various sectors, geographical locations, disciplines and lived experiences of disability. ([Recommendation F](#))

READ hired a full-time position to lead the implementation of the strategy and created intra-institutional partnerships with Facilities, Management and Planning and the Office of Quality Initiatives to provide additional supports to achieve this undertaking. READ is also in communication with the leads of companion strategies, including the Student Mental Health Framework 2.0; Equity, Diversity, and Inclusion Action Plan; and Kinàmàgawin to highlight areas of synergy, particularly as it pertains to the continuing development of the Carleton culture. ([Recommendation G](#))

2. Education and Training

Over the years, Carleton has committed to better practices as well as mobilizing knowledge, skills and attitudes. In both formal academic programs and professional development training environments, the goal remains to educate instructors and the student population on how to make campus and campus life accessible academically and physically. This working group builds on established practices on campus (e.g., Accessibility for Ontarians with Disabilities Act (AODA) training, Universal Design for Learning, web accessibility workshops).

Highlights:

The education and training working group has tabled a recommendation that would require academic units need to assess and discuss equity, diversity, inclusion and accessibility as part of the cyclical program review (every seven years). ([Recommendation F](#))

READ has been actively pursuing opportunities to increase awareness, including the launch of a pilot initiative in partnership with [Healthy Workplace](#) focused on non-visible disabilities (e.g., neurodiversity). ([Recommendation B](#))

Teaching and Learning Services and READ have partnered with the NSERC CREATE Research, Education, Accessibility, Design and Innovation (READi) project and has a team of student researchers exploring accessible teaching and learning experiences with the new Learning Management System – Brightspace. ([Recommendations B and D](#))

3. Information and Communications

For many, the COVID-19 pandemic illuminates the realization that Carleton operates in two environments, one which is physical and one that is virtual. Never before has there been such collective recognition for the role technologies of all types have in providing access to information via websites, social media, services and events. This is reflected in Information and Technology Services' (ITS) leadership in the creation of Carleton's first digital strategy. Not only will the digital strategy help inform the direction of this working group upon its completion but will support Carleton's Strategic Integrated Plan and its companion strategies, including the CAS.

Highlights:

The working group is exploring a possible mentorship opportunity with leaders in workplace accessible technologies such as AACT (Accessibility, Accommodations, Adaptive Computing Technology) in Federal Service to learn from them and inform the next steps at Carleton.

(Informs [Recommendation B](#))

This focus area also branches out into communications and event support, and as such, there is a subgroup forming to examine those topics more closely. ([Recommendation D](#))

4. Physical Campus

For most people, we do not really notice the built environment until it gets in our way. Carleton is fortunate to have a team of dedicated professionals working towards making campus as accessible as possible. By adopting the Rick Hansen Foundation's Accessibility Standard, Carleton has created its new standard of excellence that far exceeds compliance with codes and regulations.

Highlights:

Carleton adopted the Rick Hansen Foundation's Accessibility Standard. All new buildings will need to achieve the equivalent of Gold status, and older buildings must achieve Rick Hansen Certified level with areas requiring improvement identified and cost. ([Recommendation A](#))

The team successfully accessed [four funded audits](#) through the Rick Hansen Foundation for the Canal Building, Richcraft Hall, and the Nicol Building and the campus's newest residence, which is in the design phase. Additionally, they have started a full accessibility audit of approximately 50 buildings across campus and the tunnels, outdoor pathways, and parking lots. Student life elements (i.e., parking lots, athletics facilities, and academic and residence buildings) are the priority. Preliminary audits are scheduled to be completed by the end of 2021.

([Recommendation B](#))

Contactless Access, a small module and app, has been added to the elevators and accessible doors in Patterson Hall, Richcraft Hall and the Canal Building to improve accessibility and support the need for reduced contact of high touch surfaces. This provides a new way to call an

elevator without touching its panel buttons, offering a safe, sanitary and accessible option to move around buildings. Carleton is now supporting the installation of Contactless Access modules at Toronto's Pearson Airport, including providing messaging and the development of an outbound media campaign. ([Recommendation C](#))

Facilities Management and Planning is engaging in necessary processes and resources to determine requests for and allocating funding to respond and address deficits in accessibility, including necessary retrofitting. ([Recommendations C and E](#))

5. Employment and Employee Support

Carleton prides itself on being a student-centred campus. Over the past two years, a significant effort has gone into the identification and creation of resources that support accessible employment opportunities for students. Although students with disabilities graduate on par with their non-disabled counterparts, their employment success is substantially lower. Carleton's ACT (Accessible Career Transitions) to Employ program supports paid experiential learning opportunities for students that align with their academic and career goals. The [AbleTo](#) awareness campaign evolved out of the [David C. Onley Initiative for Employment and Enterprise Development](#) to help bridge the gap between students with disabilities and employers by building pathways to meaningful employment.

The level of care and support students receive is a direct reflection of the wellness of its community, particularly staff and faculty. Carleton became the first post-secondary institution to reach Gold Level certification in Mental Health at Work. The Students and Enrolment division earned Bronze Level certification in Excellence, Innovation and Wellness.

More needs to be done though to particularly address structural inequities that may exist inherently in our practices and processes. Under the guidance of the AVP, Human Resources, the working group has accepted the challenge.

Highlights:

An Accessible Workplace Benchmarking Project is under development. It will identify models and best practices that Carleton can implement and incorporate to create a more accessible workplace for persons with disabilities. ([Recommendations A, B, D, and E](#))

6. Student Support Services

From the Paul Menton Centre (PMC) to From Intention to Action (FITA) to on-campus services like the Centre for Student Academic Support (CSAS) and Health and Counseling Services, Carleton's student support services have been the leader for accessibility on campus for decades. Over the past two years, significant strides have been made to develop tools and resources around non-visible disabilities like mental health. In response to COVID-19, the University pulled together on-campus and community resources and continued to promote

mental health support through a variety of communication channels. One initiative, in particular, was the creation of digital wellness packages that could be sent and shared with people broadly and point them to resources. Social media messaging, campaigns, and chat sessions became the norm to break down barriers for student engagement. New counsellors were hired to support racialized, indigenous and graduate students.

The Student Mental Health Advisory Committee and the CAS Council support their mandates while collaborating on the vital work in their respective portfolios with mutual goals of a culture of inclusion, acceptance, and wellness.

Highlights:

Year 1 has been about expanding beyond the student services portfolio and creating collaboration on campus, looking at the multiple identities of what it means to be a student at Carleton, including the level of study and using a lens of inclusivity. An initial [website](#) has been set up to provide a central resource for accessibility initiatives.

The working groups are gathering best practices happening on campus that will inform services portfolios. This activity includes identifying accessibility champions in each group and exploring a service-oriented training series on accessibility. ([Recommendations A, B, C, D](#))

During the Fall 2020 term, the Paul Menton Centre for Students with Disabilities (PMC) launched the Meta-cognition, Outcomes, Resilience, and Education (MORE) Program, a novel pilot program designed to complement the accommodation services currently offered by PMC. New students to PMC will receive a curated selection of supports that focus on student engagement, self-development, and resilience. The program is being assessed over eight months, with student academic and mental health outcomes helping to determine the efficacy of these additional supports. ([Recommendation A](#))

The Student Accessibility Champions is being launched and is inspired by the opportunity to build engagement within the Carleton community. Through mentorship, these student leaders play a critical role in supporting the Accessibility Action Plans associated with the CAS, both on campus and within our communities in Ottawa and around the world. ([Recommendation E](#))

7. Research and Development

Research has a vital role in Carleton's vision of a society of full accessibility and inclusion. The NSERC CREATE Research, Education, Accessibility, Design and Innovation (READi), launched in 2017, launched the first interdisciplinary post-secondary accessibility-training program offered in Canada. [Transforming Disability Knowledge, Research and Activism – TDKRA](#), funded by SSHRC in 2016, focuses on engaging women and girls with disabilities in three disadvantaged communities in Hanoi, Thua Thien Hue, and Can Tho, Vietnam in participatory research as a way of building local knowledge and developing activism in support of their inclusion. These projects represent many ongoing initiatives that illustrate how research challenges the current

state while envisioning a future state that is more equitable. Carleton's research reputation continues to grow in parallel to its ongoing commitment to the community.

Highlights:

READ, in partnership with a working group of faculty members (Adrian Chan, Kelly Fritsch, Vincent Kazmierski, Boris Vukovic), are developing a Collaborative Masters in Accessibility. Collaborative approaches to training develop specific expertise through the lens of interdisciplinary dialogue. This approach has proven success at Carleton, including the Collaborative Master's in Data Science and the minor in Disability Studies offered through the Pauline Jewett Institute of Women's and Gender Studies. The program also is part of the sustainability plan for the NSERC CREATE READi, led by Adrian Chan. ([Recommendation E](#))

Over the past two years, READ and its partners, with unwavering support from the Office of the Vice-President (Students and Enrolment) and the Office of the Vice-President (Research and International), are implementing \$12.5M in employment, training, and infrastructure proposals. READ also leads the National Office for CAN, which currently has more than 60 individuals participating from across the country. READ is now increasing its focus on building up capacity in accessibility research more broadly. ([Recommendations B and C](#))

Additionally, through initial funding as part of the Multidisciplinary Research Catalyst Fund through the Vice-President (Research and International), work has begun on the creation of a [researchers in accessibility](#) community, to continue to build in breadth and depth, research excellence in this burgeoning field. ([Recommendation B](#))

READ and McGill's International Institute of Education are collaborating on the next stage of a project for the development of local expertise in special education in Tanzania. The partnership includes Tanzania's University of Dar es Salaam, Patandi Teacher's College, and St. Francis School for children with disabilities, and has received support from Academics Without Borders and private sponsorship, as well as generating interest from UNESCO to investigate avenues for collaboration. In partnership with Tanzania's Patandi Teacher's College and the Mkwawa University College of Education, READ and McGill University have also begun work on co-designing educational development workshops for special education teachers in Tanzania. ([Recommendation C](#))

What's next?

The CAS implementation working groups are rolling up their sleeves, each taking on significant projects that will be the cornerstone of the strategy's action plans over the next two years and beyond. As part of the continued success of our accessibility initiatives on campus is the willingness to listen and value the living experiences of our community, proposed action plans and planned activities will be posted on Carleton's [accessibility](#) website for community feedback in Fall 2021.

“Keeping it real, towards getting it done.” (Larry McCloskey)

By December 2021, an updated accessibility website will be unveiled that includes the result of an extensive environmental scan at Carleton and will act as the ‘front door’ for accessibility at Carleton. Guided by the four Vice-Presidents, the CAS Council will continue to realize a longer-term vision and strategy for accessibility, anchored on the objectives and recommendations of CAS. Building on the intersections of the action-focused work and strategic vision, the Coordination and Leadership group will work with the READ Initiative to develop a creative celebration of accessibility stories that engage the larger community and provide an opportunity to listen and learn from each other.

Appendix 1

1. Coordination and Leadership

Objectives: Accessibility as a priority at all levels of leadership, with a commitment to continuous improvement. Dedicated University resources for coordination, leadership, and expertise in accessibility. Increased awareness and internalized culture of accessibility among the entire Carleton community, where accessibility is a consideration in everything we do. Recognition as a leader in accessibility internally by faculty, staff, and students, as well as the external community.

A. Conduct a thorough environmental scan and create a living document of all accessibility initiatives at Carleton.

B. Establish an interdisciplinary Centre of Excellence in Accessibility that provides leadership, coordination, best practices, research, support, training, and knowledge mobilization.

C. Formalize the senior leadership responsibility for accessibility across the University's portfolios.

D. Increase depth of accessibility training of people in leadership positions.

E. Expand University-wide and community events and campaigns to increase awareness and foster a culture of accessibility.

F. Develop membership and contributions to accessibility partnerships, organizations, and consortium, partnering at the local, provincial, national, and global level.

G. Establish a central resource to disseminate and receive information on accessibility.

2. Education and Training

Objective: Greater awareness and understanding of accessibility and disabilities, and increased capacity to respond to accessibility needs. Accessible teaching and learning environments with relevant supports and resources. Comprehensive academic, educational, and professional development programming in accessibility. Academic culture, faculty, and leadership that support accessibility and disability-informed postsecondary education.

A. Increase the number of in-depth training opportunities in accessibility on campus that are relevant to different settings and exceed minimum requirements.

B. Increase the number of community activities that build greater awareness and understanding of accessibility and disabilities, barriers and exclusion, as well as opportunities for change.

C. Provide educators on campus with incentives, skills, and resources to consider accessibility in the design of academic activities and experiential learning, including the principles of universal design.

D. Include persons with disabilities and value their lived experiences as a source of knowledge in the design of teaching and learning.

E. Expand interdisciplinary academic programming and professional development in accessibility and disabilities for members of the internal and external community.

F. Address issues of accessibility and disabilities within the Faculties and Departments and encourage faculty to utilize relevant teaching and learning services.

3. Information and Communications

Objectives: Compliance that exceeds minimum accessibility standards for all University information and communications systems. Accessibility and accommodation resources for information and communications needs on campus that are built-in or readily available. Increased knowledge, skills, and attitudes in all Carleton faculty and staff in accessibility in information and communications technologies.

A. Perform system audits for accessibility, driven by individual units.

B. Establish process for support for providing accommodations, and adaptive and assistive devices for Carleton events.

C. Establish a reporting protocol to identify information and communication related accessibility barriers and areas for improvement.

D. Establish best practices for accessibility in all knowledge creation and sharing (e.g., documents, presentation, websites, social media, conferences), which are shared internally and externally.

E. Provide guidelines and training opportunities on accessibility in knowledge creation and sharing for faculty and staff.

F. Ensure accessibility to be part of the procurement requirements.

4. Physical Campus

Objectives: Standards for accessibility of the physical campus that go beyond the minimum requirements. Continual commitment to the elimination of existing accessibility barriers of Carleton University's physical campus. University policies and practices regarding the use of space, which supports the accessibility of the physical campus.

A. Create a Carleton University standard for accessibility of physical spaces based on best practice guidelines and certifications that surpass minimum requirements.

B. Perform a full accessibility audit of the physical campus with input from the campus community, particularly persons with disabilities.

C. Undertake systematic retrofitting to address current problems and meet the new standards for the physical campus.

D. Establish a reporting protocol to identify accessibility barriers and areas for improvement.

E. Establish a permanent University budget and related supporting resources for accessibility of physical spaces.

F. Review University policies and practices to consider accessibility where relevant to the physical campus.

5. Employment and Employee Support

Objectives: Greater representation of persons with disabilities at all levels among Carleton employees. Inclusive and accessible hiring policies and practices and working environments. Coordinated and effective mechanisms for workplace accommodations.

A. Institute effective processes and go-to resources on campus for disability-related accommodations and supports for employees across all levels and stages of employment.

B. Review and identify gaps in employment-related policies, practices, and training that support accessibility, accommodations, and disability-competent inclusion.

C. Provide targeted opportunities across campus that promote career development and training for Carleton employees with disabilities.

D. Include employees with disabilities for input and participation to improve accessibility in employment for persons with disabilities.

E. Review Carleton's rates of employment of persons with disabilities and address gaps in representation where they exist.

6. Student Support Services

Objectives: Excellence in services for students with disabilities across all student service units. Ongoing capacity for services to fully support students with disabilities to achieve academic success. Supports for students with disabilities and accessibility expertise across all student services and the broader campus community.

A. Optimize resources through accessibility lens to be responsive to the growing needs for accommodation and support of students with disabilities.

B. Review and identify gaps in student services programming and delivery with consideration of both undergraduate and graduate students with disabilities.

C. Provide accessibility and disability-related training specific to different student services programs.

D. Build knowledge, awareness, and attitudes in accessibility and accommodations across all student facing services and points of contact on campus.

E. Establish formal student feedback and program evaluation protocols for disability-related student services for continuous quality improvement.

7. Research and Development

Objectives: Increased activity in accessibility and disability research; particularly interdisciplinary, participatory research, including those that address systemic and attitudinal barriers. Community of world-class accessibility and disability researchers, particularly researchers with disabilities. Increased awareness, recognition, and coordination of research activities in accessibility and disability both internally and externally. Significant contribution and leadership of Carleton University researchers to building a published knowledge base in accessibility and disability.

A. Develop a strategic plan for accessibility and disability research and knowledge mobilization (e.g., research informed campus initiatives).
B. Create a University-wide network of researchers in accessibility and disability.
C. Grow the research capacity in accessibility and disability, including increasing the number and retention of researchers, research funding, research infrastructure, and community partnerships.
D. Pursue research chair(s) in accessibility and disability.
E. Establish academic programming to support research in accessibility and disability.