Office of the
Vice-President
Students and Enrolment
CARLETON UNIVERSITY

Report on Coordinated Accessibility Strategy Draft Feedback

Consultation Meetings, Feedback Sessions, Presentations, Online Feedback

Date: June 2, 2020

Overview

The following report is a summary of the feedback received related to the draft of the Coordinated Accessibility Strategy.

Consultation Meetings

Throughout the drafting phase of the consultation process, Boris Vukovic (Director, READ Initiative) and/or Adrian Chan (Professor and Director of READi Initiative) met with key stakeholder groups on campus. Meetings occurred with:

- CUASA
- CUPE 2424
- CUPE 910
- Faculty of Arts and Social Sciences
- Faculty of Engineering and Design
- Faculty of Graduate and Postdoctoral Affairs

- Faculty of Public Affairs
- Faculty of Science
- Individual consultation meetings
- President's Advisory Group
- Senate
- Student Government Lunch
- Vice-President Academic and Research Council

Feedback Sessions

A total of 4 feedback sessions took place for members of the Carleton community, which were open to students, faculty and staff and facilitated by the Office of Quality Initiatives.

Online Feedback

At the end of this report, the online feedback is presented as it was submitted. However, please note that any information that was deemed to be identifying in nature was redacted.

Areas of Focus

Throughout the drafting phase of the consultation process, we sought feedback on the entirety of the Strategy. Objectives and recommendations are organized into seven broad areas of focus:

- o Coordination and Leadership
- o Education and Training
- o Information and Communication
- o Physical Campus
- o Employment and Employee Support
- o Student Support Services
- o Research and Development

This report has been organized by these areas of focus and has the aggregated feedback of the drafting phase. The submitted feedback received online is also included at the end of the report. This feedback has been examined and considered in the finalization of the Coordinated Accessibility Strategy.

Coordination and Leadership

This area of focus refers to the need to better coordinate the various accessibility initiatives at Carleton. Strategic and coordinated activities can enhance effectiveness and impact of efforts to promote accessibility. An accessibility lens should be given to many activities, including building, renovations, research, pedagogical development, student services, and information technology. Policies, guidelines, and best practices related to accessibility need to be shared and well communicated. Increased awareness and promotion of accessibility should be done both within Carleton and beyond. The goals of the Coordinated Accessibility Strategy should be supported and sustained long term.

The following feedback was received regarding the Coordination and Leadership area of focus:

- It would be great if the accessibility leadership mentioned on page 9 could provide resources and supports to faculty to help make their experiential opportunities more inclusive while also offering supports to the faculty who will likely have questions
- Coordination and leadership objectives are good - distinct
- Coordination and leadership recommendations
  - Concrete enough
  - But some people might have questions about what this means
  - Difference between policy and plan
- With large organizations, it sometimes happens that everyone talks about how great it is, but no one wants to take responsibility for it. Glad to see the formalization of senior leadership in recommendations
- Probably wouldn't change the recommendations
- A culture of accessibility at Carleton - really important and positive. This whole idea is great, and is a priority in the Strategy
- A culture of accessibility looks like a specific commitment to working with that and actually doing that
- Accessibility makes a difference - students will come here for that
- It is part of Carleton's mission to promote accessibility - can notice a difference between Carleton and other universities. Other universities have a culture of accessibility, but limited to their accessibility services. Carleton seems more wide spread
- The perception of culture - welcoming and feeling supported - encourages students to come to Carleton. We'll do what it takes to get you through; it doesn't have to be our way or not at all. Part of the culture of accessibility is asking what works for you, how can we best accommodate you, what supports do you need?
- Feeling of belonging. You belong here. You won't be left out.
- Departments willing to make space.
- Not being asked to adapt to the setting, the setting adapting to the students. Not just square peg into a round hole sort of scenario.

- In the draft plan there is a lack of specificity about what leadership will look like. I've heard rumors that there will be an office overseeing this, but then it wasn't in the draft.
    - What does leadership actually mean? Or what does training actually mean?
- The idea of having a centralized 'go to' place really appeals
- Hoping to see something in the leadership section about more training on how to address accommodations. How to set up from the onset, not retro fit after there are issues.
    - Something about the onboarding process, particularly with the people most directly involved with the hiring and onboarding of new employees
    - More commonly what we see is accessibility in the hiring process, but then it is missing at onboarding. This needs to properly go into the hands of leadership, and setting up resources at the onset of employment.
    - Maybe speak to HR about where this conversation needs to happen. There are funds for this, and there are accommodation scenarios that are being successfully accommodated, but tends to be more for visible disabilities.
- How do you anticipate that the person seeking accommodation is actually being accommodated through the Strategy to have a real say? Like to see the investment for the plan and the funding to go in, but get concerned when a person needs to approach on the issue of accessibility that it becomes a one-way discussion. We need to keep this a two-way conversation between the person and Carleton. In the Strategy there isn't enough focus and emphasis on this. Perhaps this is something that should be expressed for coordination and leadership? That the approach is actually to take a dialogue approach, as opposed to someone just showing up and saying this is what you get
- We need to be wide open to all sorts of possibilities and be open to changing the university policies to accommodate for this
- Culture needs to be addressed – stiff upper lip, suck it up, etc.
- Leading in the wellness of our employees and students. We should promote this. Want to be leaders, let's be leaders.
- Walk the talk though.
- If you perceive an institution as having a high degree of wellness, it can be a positive recruitment tool.
- Carleton has been notorious for being easy to get into and hard to stay
- Some of the efforts we make here are ahead of others.
- Some see these things (like promoting accessibility) as an extra, this should be baked right in. This shouldn't be above and beyond, it should be part of operations.
- There needs to be recognition that these things we want to do will cost money, and we need to be ready to commit those funds.
- This is all great, but it is going to cost money.
- Need to make the case to upper administration, have to show them the benefits of doing these things and have the funding reflect that.
- If there is more engagement and we start shifting the culture it will cost less and less.
- We have the educational tools, it can be more of a joint effort

- Make sure we are keeping external partners in mind.
- There used to be an e-mail where you could send accessibility challenges? Does that still exist
- There isn't even a standard procedure for some of these things
  - o For example, if someone presses an alarm in a bathroom, what happens?
  - o Not all alarm buttons in the elevators let people know. Some are just local alarms. This is problematic.
  - o Security doesn't even get alerted. If you are here at night and you press the button it only sounds locally. No one might help you. Can we get safety to be alerted so the person can get assistance? There isn't even a sign - the person may think help is on the way, but they aren't. Other people in the area might not be able to get into the locked room, or might not think they are supposed to help
- Need people on the committee that are actually going to know what exists
- Need representation from people with disabilities on these committees to have their lived experience represented. They would likely know more than others based on experience.
- Inclusion week, why is disability excluded from inclusion week?
  - o There is an article about this.
  - o Accessibility should have been included - this was an oversight.
- Is this being integrated with other projects?
  - o Coordination between retrofits, campus master plan, etc.
- Practical questions, some instructors making the point that some doors close automatically. They told the Chair, but then what happens? What is the current state of accessibility? What happens in practice? Gets submitted to FMP, but there is a lag to resolve.
- Reporting mechanisms need to be clear and in place.
- Hard not to be concerned about who is going to fix that, when are we going to have accessible washrooms? Diffusion of responsibility.
- The distribution of responsibility results in lag in things getting resolved. Something as simple as snow clearing or leaves being cleared, takes 4 weeks to fix. Could it make it worse to distribute the responsibility?
- Some processes need to be improved and centralized
- The section on Coordination and Leadership could recommend in Objective 2: Dedicated University resources for coordination, leadership, and expertise in accessibility AND DISABILITY STUDIES. And Objective 4: Recognition as a leader in accessibility AND DISABILITY STUDIES internally by faculty, staff, and students, as well as the external community.

The Coordinated Accessibility Strategy states the following objectives and recommendations in the Coordination and Leadership area of focus:

Objectives:

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

Recommendations:

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.

Education and Training

This area of focus refers to best practices in accessibility for teaching and learning (e.g., Universal Design for Learning) as well as developing relevant policies, knowledge, skills, and attitudes within Carleton's academic programs. This area of focus also refers to skills-focused certification training and professional programs.

The following feedback was received regarding the Education and Training area of focus:

- Have the professors submit their lecture notes to the PMC - when a note taker isn't available.
- Think there are gaps in relation to accessibility with experiential learning opportunities that are offered at the departmental level off campus - this could include internships, practicum, capstone courses, placements - still so much focus on the in class and exam part of accessibility and accommodation
  - As these courses fall within the departments – there is varying level of preparation for learning opportunity and supports for all students (as well as those with disabilities) – this depends on the resources in the department, the course instructors etc.
  - There seems to be a bit of a "no-man's land" when it comes to official accommodation of these courses – PMC does support when they are asked to do so – however guidelines are not as clear as they are for academic accommodations in the classroom/exams – no clear picture of who is responsible for what, who has the duty to accommodate - is it the off campus partner? While staff are trained in academic supports, not as much familiarity with off campus workplace supports; how can faculty support these students off campus as well? Could the placement partners do an accessibility audit so at the very least students would have a better understanding if their placement was accessible to them?
- Who will conduct this training? We need to ensure that people with disabilities are given these leadership opportunities and that any training and education that takes place is directly led by people with disabilities. Currently, the Strategy suggests that training will be conducted by non-disabled people who will be 'incorporating' people with disabilities as 'resources'. I believe this approach carries a number of risks that ought to be addressed. Some of these risks include the use of unpaid student labour. Recruiting (marginalized) students with disabilities as volunteers within initiatives that are managed by non-disabled employees is not a practice this Strategy should condone.
- Writing services
  - Still bits and pieces of training that are needed. When a student comes in with accessibility needs, finding some way to point the student to the resources they need to go to. Mechanisms for referrals between services
- Does experiential learning fit into Education and Training? If not, where? It gets complicated because it involves employers as well.
- Experiential learning creates difficulties from the perspective of accommodations. Is there a difference between practicum versus experiential learning?

- Student Mental Health Framework - one of the last standing recommendations is for students to experience wellness in the classroom through universal design for learning.
  - Does this match with Recommendation C?
- There is definitely a link between the Coordinated Accessibility Strategy and the Mental Health Framework.
  - Mental Health is the largest category of disability being documented.
  - Anything we do that benefits those with mental health disabilities, benefits everyone in the classroom
- New standards coming out for psychological health and safety for post-secondary students in the classroom
  - There are guidelines in this standard that will talk about the learning environments
  - Universal design for learning models were more so created with sensory and physical disabilities in mind, not necessarily mental health.
  - It would be great to build accessible learning environments for mental health
  - The psychological health and safety for post-secondary students' standards are still in draft form.
- This is a really interesting opportunity to collaborate – mental health and accessibility
- Promising practices that Carleton faculty members are using in their classrooms to promote things that are happening - need it to be easy to use this approach
- Recognize the political environment of how this document was drafted, but think we can aspire to be better in our courses. Would like to see in aspirational language, us reaching higher in terms of how accessible our courses and course delivery are. Set targets for assessing how accessible our courses are. Inventory of course design barriers and an aspirational goal to reduce those by 50% in 5 years.
- Do we need to consider an incentive structure? Carrots will work better than sticks with professors.
- We need to reach higher for accessibility in course design. The bar is already so low.
- Why don't we have language about exceeding accessibility standards for education? What's here is good, but want it to push us more. Let's walk our talk. If we are the most accessible campus, let's do it in our classrooms as well.
- We bump up against academic freedom. We can't tell people to make their materials accessible.
  - But if we are truly going to advance accessibility, we need to push a bit
  - We need to incentivize people to incorporate accessibility
  - It can depend whose voice is telling instructors to incorporate. Is it the Dean or the President?
  - The contract instructors don't have the same time allotments and ability to invest in making their materials accessible.
  - The instructors who are doing it for 10-15 years want to just keep doing it the way they've always done it.
  - We need to allocate time to instructors to change their materials.

- o We also need supports in place to help instructors do this.
  - o Some of these ideas need to come from a high source, setting the tone of "this is how it is".
  - o New instructors will adapt if we tell them this is how Carleton does things from the beginning
- Accessibility shouldn't be an afterthought for instructors, need to think about it in advance
  - o There is only a small number of professors asking for support in making the materials more accessible.
- We have AODA training, would like to know how that can be revamped or expanded.
  - o When looked at the section on Education and Training, wondered how does the HR training fit into growing awareness?
  - o Worry a little bit that AODA gives people a false sense of knowledge – "I did AODA Training and I'm accessible now and I don't have to do anything else"
- Experiential learning is hugely important.
  - o Academic accommodations in class are pretty clear, but when it comes to off campus, it becomes more difficult. Whose role is it, how can the faculty be supported to do that.
  - o How can we create more inclusive practicums and placements for students with disabilities?
  - o Our students with disabilities have difficulty accessing different practicums and internships.
  - o Asked faculty if students have ever had the practicum inaccessible to them, and they said yes.
    - ▪ This is tricky because it can depend on the Dean at the time, the funding available. Practicums are housed in the Faculties, so it gets tricky
  - o Students hesitate to even look into these courses because they are worried there isn't a placement that is accessible to them; they are worried they won't be able to meet requirements.
- What is frustrating is that we offer the service to support accessibility in courses, but the uptake is very small. How do we get people? How do we raise awareness?
- What is the most efficient way to reach everyone?
- There needs to be better training. More specific. More targeted. More comprehensive.
- Wouldn't it be great if there was an accessibility component in practicum courses? Thinking about identifying needs. Not just for students with disabilities, but embedding this into practicum course so that students understand the way that they work. Universally, not just for students with disabilities.
- Funding – is practicum considered part of their education? Is it optional? Nice to have, but not required to graduate? Who pays for that?
- If we are both accessible and experiential, we need to think about how these things cross roads.
  - o We need to think about who is legally responsible for this?
  - o And funding!

- We know how to accommodate students at school. But how do we accommodate students at work. Less of a known, since it is outside of school.
- When we have a focus on online learning, what does that mean for students with disabilities?
  - Instructors can use any tech they want, which aren't necessarily accessible.
  - The technologies Carleton supports can be used in an accessible way.
- Thesis work
  - Not sure what kind of accommodations we give for graduate students who are doing thesis work
  - Not necessarily in the course - how do we approach accommodation for thesis work? Not just about course work for graduate students, thesis also.
- Can there be a Disabilities studies Masters at Carleton? Or an Accessibility Masters? Academic programs at Carleton in accessibility.
- How the courses are taught has to change. The PMC is great, but run into many problems with faculty. Confidentiality can be an issue. Faculty sometimes disclose students' disabilities.
- Certain departments have different problems associated with accessibility. In chemistry, a person in a wheel chair who can't use their hands creates challenging situations to manage. How do we accommodate? How do we address those challenges?
- Student Mental Health
  - One of the most important things that faculty can do is make sure that there are concrete learning outcomes. Then PMC uses those to inform accommodations, which is helpful.
- Some people might need additional training to ensure everyone is aligned.
- There are many different types of learners at Carleton University and there are many different physical and cognitive and intellectual barriers to their learning. Rather than trying to adapt to each individual an alternate Strategy might be to acknowledge those differences and embrace a universal design (e.g. Preiser & Smith, 2011) or Universal Design for Learning approach (CAST, 2008). In the same way that Carleton has attempted to implement barrier-free physical environments perhaps might we start to do the same for the learning environment in our classrooms? One characteristic of online courses is that they afford the ability to experiment more broadly than in traditional face-to-face classes.
- The Paul Menton Centre accommodations substantially underestimate the proportion of students who might benefit from some kind of accommodation. These would include those students who are embarrassed or reluctant to seek help as well as those for whom English is not their first or strongest language. Many if not all students would benefit from close-captioned lectures (Gass, Winke, Isbell, & Ahn, 2019); video playback control of lectures; written lecture transcripts; and facilities that transform information into alternate media (Mayer, 2014). There also appear to be students who might benefit from a more customizable physical learning environment since our classrooms are not suitable for all. These ideas point to a dramatic, transformational change where instead of adapting content for individual students, content is purpose-built for all. Is this an idea that Carleton might adopt as part of its Draft Coordinated Accessibility Strategy (Carleton University, 2019)? Have we seriously considered a true

Universal Design for Learning approach? This brief document (note: this document was considered in full as part of the feedback process, but sections are only shared in part here to maintain anonymity) represents a partial response to the Draft Coordinated Accessibility Strategy that I hope the committee responsible will take into consideration as part of its deliberations.

- In the Section on Education and Training, Objective 1: Greater awareness and understanding of accessibility and disabilities, AS INFORMED BY DISABILITY STUDIES and increased capacity to respond to accessibility needs. Again, Objective 4: Academic culture that supports accessibility AND DISABILITY STUDIES

- The Education and Training section may also want to make use of the language of "exclusion" and "oppression" when making recommendations. For example, recommendation B could read something like: "Increase the number of community activities that build greater awareness and understanding of accessibility and disabilities AND FORMS OF EXCLUSION AND OPPRESSION EXPERIENCED BY DISABLED PEOPLE"

- Recommendation E could also include Disability Studies: Expand interdisciplinary academic programming and professional development in accessibility AND DISABILITY STUDIES for members of the internal and external community.

- Recommendation F could gesture to disability studies as a resource. "Address issues of disabilities and accessibility within the Faculties and Departments and encourage faculty to utilize relevant teaching and learning services, INCLUDING DISABILITY STUDIES"

- My workshop suggestion would be on the topic of creating better understanding for better communication with people who are part of the autism spectrum (including Asperger's). The idea would be to promote more effective strategies for two-way communication in situations of escalation, or perceived panic. I realize this is a tall order and certainly not subdivided into a single method that would fit every scenario but it may be helpful.

The Coordinated Accessibility Strategy states the following objectives and recommendations in the Education and Training area of focus:

Objectives:

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

Recommendations:

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.

Information and Communication

This area of focus refers to the accessibility of all information and communication content and technologies at Carleton, including websites, documents, and events.

The following feedback was received regarding the Information and Communication area of focus:

- Should the AODA be mentioned when you talk about 'compliance with accessibility standards'?
- AODA compliance, do we need to be referencing this specifically?
- Web accessibility standards – should be included
- Recommendation E, use of the word 'information' here might be confusing because it is being used in different ways in this section. Consider changing 'information' in recommendation to knowledge. Or some other word.
- Virtual spaces are increasingly important to be accessible. We are all content and knowledge creators.
- Lots of focus on university social media being exclusive in some way. Something to think about for the future.
- Technologically, accessibility is a big issue.
  - Yes, PowerPoint is accessible, but only if you do the things you need to make it accessible.
  - Worried that people with accessibility needs are going to get lost in the technological shift.
- A bunch of sites that exist for accessibility – we all need to be moving together. Coordinated.
- Campus room booking portal
  - There is not a clear identification for the person booking, unless you're inside a department and have used the classroom before, whether a room is accessible.
  - When you are trying to find a room that is accessible, there isn't an easy way to figure out whether classroom A, B and C is really accessible.
  - Recommendation – on those rooms and the room listing, it should be identified right away. It should say the room is wheel chair accessible. They should say the room is on the accessible path.
    - Is the room on the accessibility path?
    - Use visual icons or something
    - Nothing worse than having someone walk into a room, find out it isn't accessible and have to leave saying they wish they had known.
    - There should be signage or something indicating the accessibility of the room.
    - Perhaps the person needs to know in advance that the room is low lighting and no windows.
    - Not just classrooms but any space on campus.
    - This is where technology can help.
  - This could be as easy as on the directories for booking, to add an accessibility indicator.

- o Are the rooms along the accessibility path accessible rooms?
- o Adding something that describes the features of a room
- o At restaurants, there are labels to indicate whether something is gluten free, etc. There should also be labels on the room, to let the person know this room doesn't have audio, etc.
- o The technology is there, the capabilities are there, let's just use it and get it done.
- My focus is with digital accessibility. Because accessibility challenges with atoms & bits are so very different, I do think that this should be more fully separated from this report. There is complexity in getting the built environment right, but the bulk of the tunnel infrastructure is going to be sufficient for the lifetime of the buildings the network serves. The same cannot be said for the digital assets that the university produces.
- Procurement
  - o I know that this is a high-level Strategy document, but digital accessibility really needs to have a process for procurement. I think the best model for this currently is: https://private.disabilityin.org/procurementtoolkit/
  - o If we don't stop buying inaccessible technology we'll never be able to afford to provide the accommodations that students and staff need. Engagement with vendors could fit into the Research and Development section. Ultimately there should be a partnership where Carleton's expertise and student body could be leveraged to help improve the products that the university uses.
  - o There is also a bullet point on this, but it is so critical to addressing this problem. Will Carleton allow purchasing ICT that fails basic accessibility requirements? What would need to happen so that all software purchased by Carleton were accessible by default?
- Soliciting Improvements
  - o I'm a big fan of Accessibility Statements. Carleton has one on its main site, but it needs to be improved. This may seem like a tactical rather than strategic issue but I see it as part of how Carleton will be able to continue to improve its accessibility. I would like to see accessibility statements that clearly state what targets you are trying to meet, what you have done to try to achieve it and where to post problems when they arise. There will always be challenges with browsers & assistive technology not meshing with new (or old) content that is added to the site. Users can be encouraged to be part of the solution by actively asking for their input.
  - o Digital accessibility is a journey. Let's make that explicit as part of the Strategy document. This might be what is meant by "Establish a reporting protocol to identify information and communication related accessibility barriers and areas for improvement." I think there is an opportunity to be less bureaucratic and more inspirational here. That's what vision documents are supposed to be, right?
- Targets
  - o I would recommend stating that you will be wanting to meet or exceed the best practices defined in the Accessible Canada Act. At this point that seems like the ACA will be deferring to the European Accessibility Act, which is presently essentially using WCAG

2.1AA. Alternatively one could simply state that Carleton will be adopting the latest release of WCAG 2.x. You might want to allow six months or a year to allow for time for patterns to be established to make this easier for your institution.

- o In the Information & Communications section you say "Compliance that exceeds accessibility standards for all University information and communications systems.", but that is too vague. What standards?
- o I would also make it very clear that any institution that cares about accessibility must prioritize the authoring environment. ATAG 2.0 AA is something that can actually save institutions money because it helps make accessibility easier for everyone. So many accessibility regulations are assumed to only be public facing. It is worthwhile being explicit that everyone in the university has the right to accessibility and that any publication tool should do everything that it can to make it easier for authors to produce accessible content.

- Open Source
  - o The university is a learning institution. There is no better way to learn about accessibility, usability or software development for that matter than actually becoming involved in it. If the university is going to be a leader in digital accessibility then the institution, its staff and student body should find some way to contribute back. This decision to take a leadership role in accessibility in the libraries that the university leverages is key. Open source is actively used by the research community, yet most tools are not built to support PwD. Carleton can't change Sharepoint, but they sure can support enhancements to R, WordPress or D3.
  - o Work in this area could definitely fit within the Research and Development section.
  - o Blogging about "Establish best practices for accessibility in all knowledge creation and sharing (e.g., documents, presentation, websites, conferences), which are shared internally and externally" is a great way to actually change the culture within the university. UK's GDS has some great examples of how they are working on accessibility in the open. Lots to learn from & share. It isn't code, but it is part of the same remix spirit.
  - o It would take a strategic incentive to do this as right now I am not aware of any accessibility work that is being contributed back under an open source license.

- Digital Campus
  - o I think it is worth adding a section about the Digital Campus. The Information and Communication section could be a base, but it is so broad. Digital is different. This section should include everything from the common look/feel templates to policies on PDFs. How much of the education experience is online? Registration used to be on the phone, I'm sure that's all online now. I remember the ITV courses that many students took, is there a commitment to captioning & transcriptions? What about accessible events like commencements? I can't remember off hand if there was CART or ASL at graduation ceremonies. The digital world can bleed into the physical as there is always digital messaging going on as people walk through the campus. This will only increase with AR.

- o https://gds.blog.gov.uk/2018/07/16/why-gov-uk-content-should-be-published-in-html-and-not-pdf/
- o https://openconcept.ca/blog/mike/why-use-cart-services-your-next-event
- o I am not sure what "Perform system audits for accessibility, driven by individual units" means. Is this getting a remediation report or audit for systems used by the university? Is it build in automated accessibility testing into all ICT projects?
- o Would be great if Carleton could commit to provide academic courses on digital accessibility. Would fit nicely with "Provide information and training opportunities on accessibility in knowledge creation and sharing for faculty and staff." Would be great to see some education opportunities provided by the university
- Accessibility Testing & QA
  - o I'd love to see something on automated testing vs manual testing vs user testing. It's just wrong to expect PwD to have to run into barriers that an automated tool can catch easily. I'm not clear that Carleton has built automated testing into the process for building common templates or tools. Tools like the WAVE Toolbar & Microsoft's Accessibility Insights are useful for providing a baseline for digital accessibility. There should be no reason for the Coordinated Accessibility Strategy to have a single error that an automated tool can pick out, rather than 16.
  - o A site that passes these automated tools isn't necessarily accessible, but it is incredibly rare that a site fails these automated accessibility evaluations and also meets WCAG 2.0 AA. What we've seen with Drupal is that if Core is very accessible it is much easier for the plugins & themes to find and fix accessibility problems that they are adding. If the central templates and CMS's are filled with accessibility errors, it takes a lot more effort to reach your target.
- There's just so much potential for any institution that wants to take this on seriously. Waterloo & Berkely are doing some interesting work in digital accessibility. I do think that Carleton could win this though, especially if we start leveraging the work of this Carleton prof: https://www.youtube.com/watch?v=d7GdDp19AfQ
- This might be a bit tactical, but I do hope that there are some pieces of this that can flow into the Coordinated Accessibility Strategy. Digital is huge and getting bigger, just throwing it in with communications isn't sufficient. For most students it is probably as big a part of the education experience as the campus itself.
- Would like to see online services accessible to people with varying disabilities

The Coordinated Accessibility Strategy states the following objectives and recommendations in the Information and Communication area of focus:

Objectives:

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

Recommendations:

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.

Physical Campus

This area of focus refers to the reduction and elimination of accessibility barriers of Carleton University's physical campus, consideration of accessibility in future development of spaces and buildings on campus, as well as parking, washrooms, signage, and wayfinding.

The following feedback was received regarding the Physical Campus area of focus:

- Richcraft Hall
    - The south elevator is often out of service and is the only door with automatic openers.
    - The two north side elevators have a complex entry system from the garage that is very difficult to manage with wheelchairs, etc. As this would be the main entrance from the Parking Garage to the 2nd floor Auditorium it is not user-friendly to guests, nor employees.
- These comments are based primarily on experiences relating to accessibility improvements additional to wheelchair access. These are less visible than needing a wheelchair, but may be more common. These include hearing, balance, sight/light, mobility. Accessibility requires more than wheelchair access. The campus always has had its challenges - changes of level plus predominantly hard surfaces inside and out. Someone experiencing a loss of sense of balance, for example, exacerbates already typical mobility shortcomings on campus.
- Stairs inside are often slippery with ice and outside sidewalks are typically beside roadways - often with speeding cars, noisy buses, icy slushy surfaces, etc. Better, more frequent maintenance and cleaning are needed as part of accessibility.
- More pathways and pedestrian/wheelchair routes which are not roads.
- A clear design attitude that sees the campus as a pedestrian/wheelchair place first, with vehicles able to access. Not a place of roads with pedestrians secondary to vehicles.
- One has the impression that because there are tunnels, the outdoors can be ignored. Some people never use the tunnels. While the need to welcome wheelchairs is first priority, a large number of people - students and staff - have other types of "mobility issues". Walking or moving about the campus with other students and staff is an important pleasure and essential part of the learning experience.
- Noise
    - The campus public spaces are very noisy. I am often not able to understand speech in places like hallways, the big hall where Campus Cards is located, along with Roosters, Starbucks, for example, anybody with hearing difficulties finds these spaces - the spaces of shared student life - unpleasant acoustically. I am told that noise sensitivity also becomes very common for older individuals - an important demographic among students and staff (60 years plus for many)
    - Bad acoustics is a form of Ageism, as well as reducing accessibility for the hearing impaired.

- o Sound absorbent materials are easy to add. Professional advice is needed on retrofits, as well as essential for new projects. Even teaching spaces are often difficult acoustically.
- Almost universally ceramic tiled floors are slippery as well as noisy. The older quarry tiles work much better - the new large very smooth porcelain tiles are much more slippery. Slippage is problematic for canes/poles needed to walk. They are affected more even than shoes. Materials like linoleum, even cheap floor tiles are less slippery.
- Handrails
  - o Loss of sense of balance is common for example, among people who have had concussions - like athletes. Moving about requires availability of hand holds.
  - o This is not about grab bars in toilets. But does require continuity/availability in public spaces at points of transition.
  - o There are many, many, stairs on campus both outside and in, due to the hill it straddles. A person walking who has limited balance is not seeking elevators, but rather to walk safely. An example, which almost works, the small stairs at the south of Dunton Tower from the car drop off up to the courtyard lack handrails - fine top and bottom but not in the middle. Entering Robertson Hall to then travel to the Hall by Roosters etc. is an obstacle course. Not all doors have openers, and not all openers (generally) are convenient - placement, proximity, visibility, direction of door swing - there are routes which are better than others, but one wishes to be able to walk with friends. The first time I tried to find Campus Cards beginning at the quad - I felt unwelcome, and I had heard much claimed about accessibility.
  - o Even spaces/stairs like the big stair in the Unicentre could have much better handrail design - extensions top and bottom should exceed code if possible.
  - o Handrail details are important, being able to slide one's hand continuously past brackets is essential. The material should assist grip and not be too slippery.
- Perfection is impossible but a thorough audit by a consultant in a wheelchair would be very worthwhile if the advice is implemented. Bear in mind that a person with a cane or canes (walking poles) does not easily have free hands, and needs a level space to pause to operate, as do wheel chair users, some of whom have limited use of hands.
- There is a whole set of problems related to accessibility for walkers. Walkers are becoming more prevalent, and not just for older people. Partly because of the shortfalls of most places, somewhere in the course of a day there is always a real obstacle to assistive devices - take a greater risk hoping for a welcoming environment with places to hold on to, rest etc.
- The point is: it is not a duality of fully able people or people in a wheelchair but a big spectrum of agility in between. The same continuum of abilities applies with senses such as sight and hearing.
- Continuity is very helpful - for example crosswalks which cross over roads at the level of the sidewalk, not painted on the road asphalt. As well as helping the pedestrian, such sidewalks serve to slow cars much more effectively than speed bumps.

- No trip hazards through changes of material as well as curbs is vital. Many have much to concentrate on when moving, and edges are often invisible. Falling can be catastrophic, to bones and cause sprains.
- Speed bumps and poor roads are extremely hard on individuals in wheelchairs or have other physical weaknesses who are riding in vehicles driving through the campus. Wheelchairs are often strapped down over the axle amplifying bumps and sways. While a pedestrian/ wheelchair-oriented campus needs further development - convenient drop off places and vehicular access points must be provided. The road system is part of accessibility and an excellent smooth surface is very important (for example, anybody who rides in vehicles or plays sports could have whiplash or other strain which makes rough roads very difficult.)
- Light
  - For reasons of apparent economy, LED lighting is becoming the norm. As much as energy, it is being used because of low maintenance. LED is improving, but even more than other sources must be professionally designed. LED light lacks a significant part of the light spectrum, and while showing high levels on a light meter, can leave surfaces badly illuminated for the eye.
  - Some individuals who have weakened eye function - for example due to albinism - cannot see effectively or comfortably. I have seen individuals need to exit certain spaces instantly due to discomfort caused by overly bright LED sources.
  - The LED source is extraordinarily bright - and when in the field of vision - causes 'Disability Glare' which makes seeing inside difficult and activities such as walking or driving dangerous due to blind areas created by the reaction of the eye to extreme brightness.
- All of these points can be addressed in the design of new facilities. These qualities of universal accessibility and comfort for many common but less visible conditions need to be part of the design briefs. Including adequate fees for consultants specialized in areas such as acoustics and lighting, and adequate budgets to include the materials and details needed.
- For the campus as a whole, and its existing common spaces, a project with a significant budget is needed to address the university environment we all share.
- In regards to Physical Space the PMC should be moved to a more accessible location. The office is located on an upper floor with narrow hallways. It should be somewhere on ground level so elevators are not required and is safer in the event of an emergency
- If you are making the campus accessible for students with disabilities, this may seem like a small issue, but if doors have pull handles you would expect to pull the door open and not push the door open. Doors should have pull handles to pull open and push plates to push open and not the reverse. If you are leaving the main door at 300 Tory, you tend to want to pull the door open rather than push it open.
- Parking is getting extremely scarce on campus, and you keep planning to remove spaces in favour of narrower roads and new buildings. In the near future, only people with disabled parking tags would be able to find closer spots to their destinations. Many people don't necessarily have a disabled parking tag but still have considerable difficulties walking, and

you're planning a future where most people will end up having to park at the other end of campus, hundreds of meters away from anywhere. You will be making life miserable for people who work and generally come every day. Your plans of making individuals walk or bike are just not practical/realistic for most of the year, and you have a fantasy where people will adopt those methods in favour of driving. Most people have to go to appointments as well, having the need for their own transportation during the day. You need to consider adding parking spots through campus and stop removing them.

- Should the AODA be mentioned when you talk about 'compliance with accessibility standards'?
- Like that the Strategy says go 'beyond the minimum'.
- Physical and virtual spaces - gets mentioned in the beginning.
- Physical accessibility is one of the strongest areas - very actionable.
- A full accessibility audit is a big thing, but a really important thing. Glad to see the strong and unambiguous commitment.
- Under physical campus, point D.
  - Love establishing a reporting protocol, but part of this should be repair
  - Accessible doors go down and sometimes it is a month before they get fixed
  - When repairs lead to barriers, they need to be able to be reported and fixed more promptly.
- Can we finally get all the doors working?
- The new door bars are snazzy, but still don't work
- We're hoping that sometime soon the doors of Carleton university will actually be open
  - Having things operational 100% of the time is challenging, but responsiveness to those challenges needs to be there.
- The new tunnel signage is great (used to get asked a lot for directions)
  - Still noticing that for signage we aren't helping the visually impaired
  - We aren't using brail, it's dark
  - Unless you know the ins and outs of where to find the elevator, it's problematic.
  - There shouldn't be this many obstacles
  - Winter is coming which makes it even more difficult
- The task of the Strategy is simple - put in the work order. There is maintenance staff that are available and can do this, and these things can be done while the bigger pieces are being moved in.
- Accessible pathways. People are trying to get from their accessible parking space to their location in bad weather and those pathways haven't been prioritized for clearing. If we have accessible pathways, we need to ensure that they receive priority clearing.
- The law says to put the accessible parking there, but doesn't talk about how to get inside once they are there.
- Wayfinding system was introduced in the tunnels to do a very basic program so that it can be built upon later.
  - There is an app in the works for this.

- - Need something that isn't based on satellites because they are in the tunnels.
  - Don't want these systems broadcasting personal information, needs to be secure.
  - The app will try to accommodate everyone.
  - Why don't you put brail on the sign, but how would a visually impaired person know where the brail is. One solution doesn't work for everyone.
- One of the big problems for us and accessibility is our weather. For example, accessibility from point A to point B when there is snow.
- The bars need to work on doors.
- Physical campus - doing the barrier free stuff across campus.
- Work in conjunction with PMC to do updates
- When people are on light duty, it isn't really talked about.
- Think we're doing a good job. Could be better, but also could be worse
- Tunnels are an asset.
- But put in an elevator to accommodate someone to come to the second level of a building, but then no automatic door openers.
- Accessible pathways should be marked.
- Should be barrier free doors on the accessible pathways.
- There should be directive signage all over campus and how to get on the campus, with accessible points.
- When there is a special permit parking space, there should be a sign to say where you can enter the tunnels, what are your accessible access paths.
- Maybe even heated paths along this way to help with the snow in the winter.
- Now with doing this we have a bit more foresight.
- Some doorways aren't wide enough to accommodate wheelchairs.
- The university has the money to accommodate these changes (the AODA ones), but other places might not.
- Mackenzie got all these operators on the doors, but you have all these doors without operators.
- Why spend the money on classrooms, if there isn't even an accessible pathway to the classroom.
- The newer buildings are compliant to a certain degree.
- Sometimes choices are made to do something that isn't accessible (against recommendations)
- Resources wise - understaffed. The locksmiths didn't use to do the operators, but now they are.
- Get more done using in-house people than external contracts.
- People have to come in on weekends to do that.
- Great if there could be one person who was dedicated to this.
- Who funds these things? Money is needed
- Unicentre elevator is horrible. Architecture elevator doesn't go up to the fifth floor, athletics elevator is too small

- More we can do for the physical campus.
- Focus on physical campus
  - How are you collaborating with the campus master plan?
  - Is there an existing accessibility audit?
- Is there someone in facilities who is responsible for accessibility?
  - Not yet. When we have committee's that look at new builds, could we have someone who could represent accessibility?
- We need a new library - there is NEVER enough space. The renovated first floor is not enough
- Suggestion: to add an elevator to the tunnels in Renfrew House to increase accessibility for people of all abilities.

The Coordinated Accessibility Strategy states the following objectives and recommendations in the Physical Campus area of focus:

Objectives:

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

Recommendations:

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.

Employment and Employee Support

This area of focus refers to inclusive hiring of persons with disabilities and employment initiatives at Carleton University to ensure an accessible and inclusive work environment.

The following feedback was received regarding the Employment and Employee Support area of focus:

- There is a recommendation, "Improve processes on campus for disability-related accommodations and supports for employees," (p. 16) that is less clear than the other recommendations. Could this be re-phrased to be more specific, e.g. "Institute formal and equal processes for disability-related accommodations and supports for all employees"? This would follow nicely from the second recommendation.
- The recommendation on p. 13 to "improve processes on campus for disability-related accommodations and supports for employees" is frustratingly vague. It must be made more specific as to what would constitute an improvement. In my view, the major issues that need improving are the absence of processes for hiring, the inequity between different types of employees and the insufficiency of formal processes in general. I therefore suggest this recommendation be re-written as "Create formal and equitable processes for disability-related accommodations and supports across all stages and levels of employment."
- Provide training to departmental management regarding best practices for providing accommodations at work, human rights implications as well as sensitivity/confidentiality around this topic. Would be helpful to have a centralized "go to" person to provide management with ongoing support if issues arise
- Review interview procedures/policies – provide incumbents with ideas of what supports they could ask for (ex. pen and paper at interview etc.). Better still have a universally designed approach to the interviewing
- I would like to see the Strategy to place greater emphasis on supporting employment equity in the area of disability. Specifically, the Strategy ought to articulate the need to increase the number of faculty members with disabilities to a set target. If students with disabilities see their own identities represented at the faculty level, they are more likely to have an inclusive learning experience. Increasing the number of faculty with disabilities to a proportionate level will also support the broader culture change required to achieve other parts of this Strategy. Given Carleton's investment in the Onley initiative, we ought to be modelling equitable employment through a targeted hiring campaign (affirmative action). I recommend beginning at the faculty level given the direct impact this will have on the student experience. This aspect of the Strategy (employment equity or recruitment) requires much more detail and can constitute its own section.
- Similar to the above, "employee supports" requires significant elaboration and ought to constitute its own section of the Strategy. Workplace supports and accommodations target retention and can be separated from recruitment (affirmative action strategies). There ought to

be some commitment in this Strategy to consulting with employees with disabilities and shaping policies that respond directly to their needs. Ideally, people with disabilities will be put in charge of this work. There are also well-known barriers to employment for people with disabilities that can be addressed in this section, which is quite vague.

- Should 'inclusive hiring practices' be explicitly mentioned?
- Workplaces that employ a lot of students can think about adopting the psychological health and safety for post-secondary students' standards
- Carleton could be an employer that reflects the community outside of it, including folks with intellectual disabilities.
  - o Provide targeted opportunities for employment for persons with intellectual disabilities.
  - o There are places where youth and adults with intellectual disabilities could work on campus, but we don't see that.
  - o Expand what we are thinking of in terms of accessibility.
- Employment and employee support is shorter than the others.
  - o This doesn't seem to do it justice
  - o There is a lot of advice out there for employers for how to make things accessible, could we go into more detail.
- Employment and employee support recommendation B, starts with review. What a low bar. Can we do better? Should be easy to check off.
- Provide targeted opportunities for folks with a various disability
- For managers, a lot of times, not sure how to make their workplace universally accessible.
  - o Could be an HR Process - onboarding
  - o Then the manager needs a go-to person who has expertise who they can go to for support
  - o Onboard for accessibility
- At the PMC, they are supporting employees to use assistive technology, but that isn't really their role. Wouldn't it be great to have a body to 'go to' to ask questions?
  - o People are scared to ask, so having someone designated would help
  - o Having an office for this would help to develop a culture where accessibility is important
- We have people who work at the university that aren't fully supported. It would be great to have those supports in place from the beginning. How can we support you to be the best at your job?
- Thrilled about the employee and employee support. This is cool, make accessibility less stigmatizing
- What does accessibility look like for employees? How do we support employees?
  - o Can't teach using certain tool because it isn't accessible for screen reader
  - o We have some instructors teaching accessibly, and then the EDC has to try and figure this all out. The technology isn't there yet for all things. The tech doesn't read Math well, for example.
- Graduate students aren't just students, they are employees as well. They are often left off of employees and employee support. For TA and research assistants, some people need

accommodations, and sometimes it just gets forgotten, not included as if employees. They will come to the faculty for support.

- If the TA needs an attendant and they can't make it to the tutorial because there aren't enough attendants, that is a problem.
- Concern remains to be that it seems that the emphasis is from the student perspective
- Happy to see some of the recommendations that were made on page 13
- A lot of the recommendations for student success equally apply to the employee side of things. Don't see it as just students and employees, it can apply equally across
- People get accommodated through the hiring process, but then there is a sweet spot at the beginning of hiring where you need to set up accommodations to ensure equal participation.
- Identifying right at the onset what the accessibility needs are is still being stigmatized
- When we get into non-visible disabilities, and the solutions aren't overtly obvious, that becomes tricky.
- We need to get those resources set up from the onset. Don't just focus on the environment.
- Expansion into a step that incorporates onboarding/training for accessibility needs for new hires.
- Don't have as much knowledge about non-visible disabilities
- Objectives and recommendations for the students are similar to what employees need. The disability itself doesn't discriminate between whether you are a student or a faculty member, but it may dictate what you need to be an active participant. Look at the recommendations for the student support services (such as C), if I was to take that and just apply it into the employment theme. It could very well be that we need to look at better awareness for our hiring committee, so if they are presented with someone with a disability that they are made aware in advance of appropriate communication techniques, so the struggle doesn't happen in the interview. The need doesn't necessarily change because of your category of existence (student versus staff), it's just what you're exposed to. Many of the student recommendations can apply to employees as well. We don't want to see them be successful as a student because they have access to higher level of service, then be seen as a staff member and not be able to be successful because they no longer have access to the same resources. Basically, do we need them to be separate? People should be accommodated regardless of their category.
- Communication protocols on the matter need to be established
- Part of this is just confidence building. When faculty are hired, there needs to be confidence that the person receiving their employ is working with them, not just on behalf of Carleton University. This needs to be addressed (through training). It needs to be a two-way dialogue.
- The person with the disability has preferences and desires that need to be considered. Confident that the people guiding this would have this spirit in their approach. But does it come through on paper? People reading the Strategy need to get this from the document.
- At the onset, the perception shouldn't be that you anticipate a struggle. The perception should be that we've got this, and we're going to work with you. Be proactive.
- Are staff empowered to ask for accommodations? Usually no. They are met with resistance

- There are gaps in the education at the departmental level, it can be incredibly challenging to get the accommodations staff need.
- Some people might ask for everything they can think of, but other people who are struggling aren't asking for anything
- Maybe the mangers and department heads have to go through training, you don't want to have them guessing
- Sometimes people with disabilities feel like they are imposing to need more to be able to do their jobs
- Maybe the management and the university itself needs to be leading by advertising these systems are available to everyone and promoting them within each department. Provide a menu of options for accommodation. Here are the people you could talk to in confidence if you need. No hiding and sneaking around and talking to your friends about how to get what you need.
- Maybe we need an abilities rep, someone in each area?
- Sometimes you don't want to go to the manger and say you are having a mental health crisis.
- Could there be a designated person that employees could talk to saying that I'm having these challenges.
- Campus ambassadors - they could help you talk through options. Not necessarily though your manager, but on your own through someone who is able to listen and know what might be available.
- Sometimes go to union to talk about accommodations.
- Could we identify folks who are able to help in a crisis (mental health first aid trained folks)?
- There are instances where people are being accommodated and others see that as unfair treatment or favouritism.
- There is stigma that gets attached because there are people who use the accommodation because it is needed, and there are people who abuse it, and those people stick out. Creates stigma for the people that do need it. Afraid to come forward and having people talk about them. Especially for non-visible disabilities.
- Cornerstone of student support is having that one person (disability coordinator) who the student can go to for support. Perhaps we need something similar for staff?
- Use the knowledge and history that we have in student supports to inform our thinking in employee support
- It would be very nice for all staff and faculty to have a centralized place to go for their needs.
- We need something like PMC for faculty and staff.
- Could PMC be a one stop shop for accommodations and accessibility?
- A bit of an inequity, we do what we can to support the students, you're giving, giving, giving, and then the staff feel like they are fighting for what they need.
- Something employees don't have to fight for, that is there for them, when they burn out, hurt themselves etc.
- There is a huge discrepancy across departments - aren't being followed through university wide.

- Training the people in charge to actually implement it. If you talk to the managers, they say they are doing it, but if you talk to the employee, they don't think it is happening.
- Employees don't feel like they can talk to their manger about not having a great culture. We need a safe place to talk about that.
- We need a place outside the individual departments that is university wide. Independent, third party.
- Culture of unfairness towards men with disabilities. Certainly, discouraged in terms of mental health disabilities.
- Who is participating in the healthy work place stuff? Mostly women.
    - This is systemic globally.
- If we can start to shift it here, all our employees and graduates are taking this out the door with them. Can change the world.
- Employment barriers
    - No central funding for any kind of accommodations
    - If someone has a disability the perception is they probably won't be hired because it will be more work
    - Got to change the culture
    - So many barriers already set up that makes it hard
    - The majority of things that people need to accommodate them are usually pretty minimal. But it is perceived as work, and people don't want to do that so they won't hire.
    - Can we have a central fund? Can we remove the financial burden being on the unit to accommodate?
- Employee and employee support have the fewest recommendations.
- Employee and employee support
    - This has to have a budget behind it or it goes nowhere.
    - The senior leadership were all in the room making decisions - was looking for base funding for a support person, and had a heck of a time getting it. Wanted to make a based interpreter position and got push back.
    - People are all going to have shared responsibilities for this.
    - When we hire faculty members with disabilities, we need to put money on the table to support these initiatives. These faculty members need to have fiscal support up front to be offered the accommodations they need.
    - Need to write a cheque to demonstrate the attitudinal shift.
- Ask the unions about the grievance load related to accessibility. Up-front investment always pays off bigger than back door
- According to the university, you're entitled to only 4 off campus visits with EAP, these processes also need to be considered.
- Compared to the other Sections, the section on employees comes across as if the drafters do not know much about the experiences and barriers faced by disabled employees as the recommendations seem very vague: "evolve supports" "improve processes". There should be more direct language that is based on the barriers people have faced. Is there currently an

office or a point person employees can go to for accommodations? If not, that should be a recommendation. How much medical documentation is required and is that an invasive process? How do faculty or staff access accommodation supports? Is there a clear process or is it ad-hoc? Where does the money come from for supports? Is there a central pool of funding or is it unit-specific? Is it detrimental for a unit to hire a disabled employee because it will cost the unit money for supports? Ryerson has a centralized accommodation centre that this committee may want to look into and talk to them about how it works and incorporate some of those best practices into the objectives and recommendations for this section.

- Appreciate the inclusion of staff and faculty - employees and staff create the culture, which resonates with the students.

The Coordinated Accessibility Strategy states the following objectives and recommendations in the Employment and Employee Support area of focus:

Objectives:

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

Recommendations:

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.

Student Support Services

This area of focus refers to student services across all university portfolios and the entire campus community, and recognizes that all student service can support greater accessibility.

The following feedback was received regarding the Student Support Services area of focus:

- Recommendation B - also include review of service delivery – is the mode of service delivery accessible to all? Things like offering appointments by Skype, in a private space etc.
- Training on Universal Design in service delivery so that all service is accessible to all
- Have access to experts who can answer questions regarding best practices etc.- I think having a centralized go-to is mentioned on page 9
- This page refers to the Career Services. But should ACT and ACT to Employ be specifically mentioned? And the whole department is called 'Careers and Coop Services'.
- Universal design for student services, is this mentioned? That process needs to be universally designed.
    - Do students have enough time, etc. All the accommodations they can get in the classroom would it be applicable at the services across campus.
    - Ultimately comes down to accessibility and the design of systemic practices
- From a student services perspective, to have a 'go to' to consult with would be very helpful
- There is a real lack of understanding that graduate students also need accommodations.
- There is a perception in some grad spaces, that if you are a grad student, then accommodation is not legitimate. Faculty sometimes underline that assumption, that grad students shouldn't have access to accommodations
- Speak to the graduate student experience in accessing accommodations.
- Student support services need to enhanced for graduate students
- In practice, people who are supporting undergraduates tend to be more active. If there could be some way for people in the PMC to specifically reach out to graduate faculty and make it obvious this is just a normal part of the experience.
- Students need to jump through some hoops to register with PMC
- There is a discrepancy between number of students who say they have a disability and those who get accommodations through PMC.
- Why don't students go to PMC? Is it too much work? Is it self-stigma? We need to look into why people are registering for accommodations.
- RRRA recently launched an accessibility advisory committee.
- Make sure everyone knows how to connect students with disabilities to services
- Excellence in services for students with disabilities.
    - This seems very broad - what goes under that?
    - Move this objective to the beginning, because it should be a given.
    - Connected to the recommendation of evaluation

The Coordinated Accessibility Strategy states the following objectives and recommendations in the Student Support Services area of focus:

Objectives:

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

Recommendations:

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.

Research and Development

This area of focus refers to research in accessibility and disability, and the application of research to campus and community development in accessibility.

The following feedback was received regarding the Research and Development area of focus:

- While I think this initiative is very important, I think it would be worth focusing not only on accessibility but also on critical disability studies. For example, on page 15 there is a recommendation to pursue research chairs in accessibility. This should be changed to add disability studies. Having two chairs, one in accessibility and one in critical disability studies, would ensure that any of Carleton's work on accessibility is always in conversation with the cutting edge, critical work taking place within disability studies.
- A recommendation that could be added is to host an Accessibility Research Conference (with Carleton presenters – to raise awareness internally of what is going on, and then perhaps with external presenters in the future).
- Struck by the absence of disability studies as an approach.
    - Should be a way for us to recognize that accessibility as a term is also a political term
    - Like to see some kind of reference to the concept of disabilities studies, or that we have researchers in this field, and should be recognized here. For instance, if we are talking about growing research capacity could one recommendation be a research chair in disability studies
    - We want to publicize our growing research strength in that area as well
    - Research chair in accessibility is there, but maybe accessibility and/or disability studies.
- How do we have our researchers engaged ethically in the research? Studying for accessibility as well as accessibility of the ability to do research.
- Is there enough representation of persons with disabilities in our research chairs?
- Critical disability studies as a radical intellectual project on campus - needs attention
- Can we add a budget line for faculty in disability studies? Full time, maybe multiple
- Change D to say pursue research chairs in accessibility and critical disability studies
- Explicitly say something about critical disability studies
- We have a critical disability studies program it should be named. You are not going to get all the other disciplines looking at this, and these people already are, so name it.
- Research and Development should definitely incorporate disability studies into its objectives and recommendations, including a research Chair in Disability Studies.

The Coordinated Accessibility Strategy states the following objectives and recommendations in the Research and Development area of focus:

Objectives:

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

Recommendations

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.

General Feedback

The following feedback was identified as more general feedback related to the Coordinated Accessibility Strategy, which has influenced the holistic development of the Strategy.

- The document looks good to me. Please understand that I am no expert in this field but I do have firsthand knowledge as I have had the pleasure of interacting with people that have challenges due to accessibility. Firstly, in this day and age we have to be very cautious of how we refer to things and or people as terminology does have a large impact on members of this community. "People with disabilities" I feel is not a great term to be used. Perhaps communicating with students and staff that use PMC for a term that better reflects the part of our population would be a very productive step. I like to use the term Accessible challenges but someone else may not like this. Using disability does put a label on a person that they are subpar to other people of the community when this is the furtherst from the truth. Personally, I have mobility issues. I have interacted with community members who have to use a wheel chair and I have learned that you should never expect to open or hold a door for them because they are fully capable to do it on their own. This being said, some people may need help with this. I recall someone was using an electric wheel chair with a joy stick control to operate it. They were having problems opening a door. Someone assumed to contact PMC, initiate the installation of a wheel chair button to open the door. I suggested against this and suggested we ask the student what was needed. The reply was "I have problems opening the door because the spring closing mechanism makes it difficult". To remedy this we disconnected the mechanism and they were extremely happy with this. The stigmatism of putting a door button would have advertised there was a person in a wheel chair in this room. That can be detrimental as it is to some people. To me, this person was and is not disabled but rather challenged in ways that a "normal" person is not. All I am saying is to involve the members of the community who experience these challenges, regardless of severity and to simply ask "what can we do to create a better environment for you". I think this document and Strategy is a great step in this direction as long as the members with the challenges are deeply involved in this process. This has the potential to make the Carleton community even prouder of what we are and what we can accomplish.
- While at Tim Horton's today I noticed a person in a wheelchair trying to navigate the chair to a table while she was holding a hot coffee cup of coffee. She had to alternate hands repeatedly in order to push to get to a table while holding a hot drink. Not sure what the solution would be- this was just an observation.
- What's the percentage of people on this committee who have actual disabilities? I would hope that it is 50%+ in order to actually understand the needs of the disabled. Surveys, info sessions and studies conducted by the able-bodied in this area are a step forward but unless the committee has a high degree of membership of the disabled, then it is more of a study into the disabled than an inclusion of the disabled.
- Page 2

- o Footnote 1; Why cite an in-text reference when the direct reference would be fine, i.e. https://www.un.org/esa/socdev/enable/disacc00.htm
- Page 3
  - o 2nd cell down in table – are the student numbers referred to for the same time span?
- Page 4,
  - o Last paragraph:
    - In addition to the reference to ACT, the following could also be mentioned: CUAEL project (which then merged into ACT to Employ) https://carleton.ca/act/
    - DCOI reference – shouldn't that be phrased as '*transition* into employment'?
- Page 5
  - o I think it would be appropriate to mention the EDC on this page (https://carleton.ca/edc/)
  - o Check for consistent spelling of "universal design" (sometimes it's in capitals, other times it isn't, e.g. page 5)
- Page 9
  - o I personally would include the number in the heading to add clarity (ie. **1.** Coordination and Leadership)
  - o In my experience, objectives start with an action verb (e.g. **Establish** Accessibility as a priority at all levels of leadership, with a commitment to continuous improvement.), and this can also add clarity
  - o In the recommendations – will a website be the central resource (and the living document)?
- Definition of accessibility
  - o Definition of accessibility is long. But like some parts, there are verbs, which is good. Might be tricky to parse for some people.
  - o The length of the statement might be overwhelming - perhaps shorten the definition.
  - o How close is this to the Ontario definition? Moving from disability to accessibility, at the provincial level.
  - o It is complicated and doesn't make sense.
  - o It would be useful to make the definition easier to read
- I have serious reservations about the use of the term "preferences" in your definition for accessibility as it relates to students requesting accommodations. In 2012, Hicks Morley (LLP, an authority on human rights and accommodation at the postsecondary level) presented the following information: diagnosis does not compel accommodations, there is no legal obligation to accommodate preference or recommendations and there is a difference between "need to have" versus "nice to have." Accommodation is based on need. In practice, students are able to obtain medical documentation with recommendations that seriously infringe on academic standards. Examples of these requests include, flexible deadlines, absences from classes, spacing exams out, take-home exams, greater than 100% extra time. These accommodation requests have the potential to burnout staff and faculty and compromise academic standards. In using the word "preference" students will be able to quote the accessible Strategy as a means to argue for accommodations that are not necessarily based in need but rather nice to

have. There needs to be serious consideration about how the word accessibility and preference will be interpreted by the Carleton community in the context of accommodations.

- Liked the accessibility definition
- Like the definition – like that it includes virtual.
- Like the broad themes, not just physical accessibility. Physical accessibility is in the middle.
- Usually things that are closer to the top are perceived as a given, and then the bottom would more be things that are new or going to happen. Consider this perception with the ordering of objectives and recommendations.
- Glad to see the commitment of funds.
- Establishing protocol for X. – might be useful throughout the Strategy. For example, establish protocols for information sharing between services.
- Strategy is clear - makes sense.
- Like that there are recommendations - makes it more actionable.
- Strategy is nice to have, but is there any pressure to bring this into reality? Do different people need to take notice of it and have to action it? How do we make sure that something happens from this document?
- Could host an accessibility conference that was internal where everyone could showcase the work that they've done for accessibility, this would inspire people and make it seem more feasible. This has been done other places.
- Will the action items be incorporated into the Strategy?
- Will there be a timetable for the implementation?
- If you are not going to have an accessibility officer, then you need to have the advisory committee reporting annually and make it public. Public accountability is important.
- How will you prioritize objectives and recommendations? There should be explicit criteria for prioritizing the recommendations and those criteria be made public, as part of an accountability process.
- If it implemented, it will help Carleton to become more accessible and inclusive.
- We won't be 100% accessible and inclusive, but need to move forward – be accountable.
- These documents are often living documents, there will need to be movement in the implementation.
- Liked the identification of objectives and recommendations, however, the qualitative nature of the recommendation shifted from the areas
  - Physical Campus was much more prescriptive, then Education and Training is more aspirational. Physical Campus is more concrete.
- Let's be bold - go even further than we have.
- The other thing I wonder is, we talk a lot about Carleton being the most accessible campus in Canada. Do we have evidence of that? If we don't, we should be gathering evidence to substantiate this claim.
- We need to do a comparative study to ensure that Carleton actually is the most accessible.

- Opportunity – we need an evaluation criterion, or a tool for post-secondary institutions that would help to evaluate the accessibility of the institution. Would be an interesting and profile-increasing exercise
- Comprehensive accessibility audit - there is no such thing.
  - This is an opportunity, especially given the law
  - Maybe like the Excellence Canada Framework
  - We could then certify places of work on accessibility
  - Then we would really be a leader, not just helping ourselves become accessible, but helping others.
- Resources and allocation of resources.
  - When there are no resources attached to it then it will make it a difficult path to implement. To not have resources allocated is a challenge.
  - Resources allocation would make implementation smoother.
  - We need a budget line item for this.
- Need to reference the Student Mental Health Framework 2.0 in the Strategy (currently not mentioned)
- Need to mention the library at some point when referencing accessibility services
- Seems like there is a lack of specificity in the Strategy
  - We can fit what we are already doing under what is there.
  - But if we are going to advance accessibility, maybe we need to be more specific about how we are doing that
  - The Strategy is very wide. How do we make people see the value of accessibility? Document lacks specificity
- The Strategy is at such a high level, and we already do all these things (arguably), so are we just checking boxes? There should be more specificity.
- Covers so many pillars, it isn't narrowly defined. The broadness is a strength and a weakness.
- The risk is always that if we create an accessibility office then the risk is that accessibility will "belong" to them, not to everyone.
- My concern is that if we start using data to improve DFWs, we might not capture the unique experience of persons with disabilities.
- In what ways will this Strategy ensure that Carleton is accessible and inclusive?
  - By virtue of having consultations and talking about what is happening, this is probably already helping to create more of a culture and give it priority status
  - From the strategic plan and hopefully in the next strategic plan.
- Will you find out which departments are doing what? What are the action items that each department will do based on this Strategy?
- Who is going to enforce the implementation of the Strategy? Who will follow up to make sure that all the units in the university have action plans?
- What does the Strategy look like in practice?
- There needs to be accountability in place for follow through to happen.

- Who would hold people accountable? Don't want to have the "accessibility police" coming in. But re-framing this to be proud of what we are doing. Have people working towards something positive as opposed to punitive.
- It needs to be a high-level priority that trickles down. Everyone needs to be on board, needs to be a priority for the University.
- Who decides in each department what is going to be done?
- If it isn't come from the top down, if it is up to the department what the mandate is, then that is really frustrating. Frustration is that nothing will happen unless the buy in is there from the top.
- Accessibility is too big for one department to do everything.
- We need a knowledge hub.
- We are doing so many things, but no one talks to each other. We don't want to miss out on the good stuff.
- More intentional ways that we discuss all these things - breaking down silos.
- In an ideal world, each department would ask who do we serve and what do they need in terms of accessibility.
- Students being more willing to expose themselves to the unknown – for example, I'm not sure if it is accessible so I won't do it.
- More information about the legal requirements for accessibility.
    - For example, for instructors. 3-5 items – your course HAS to have this.
        - Ie accessible syllabus
        - If you have videos, you need transcripts/captions
    - Whose duty to accommodate? Is it the employer that is responsible for paying for assistive technology? Is it undue hardship? It is a bit of a Pandora's box.
    - Where does the Universities legal obligation come in.
    - If you need to have captions in every video, who pays for that?
- Concerns – in some respects you've gotten an idealist approach, want to know the practical.
    - Buildings – Azrielli Pavilion, the electric doors never work
    - Upgrading – the costs to upgrade accessibility is about $10 000 extra
    - It is idealistic, but when it comes to practical application, not sure its financially possible to do these things
- Normally the budget received is for student activities.
    - If 10-20% of the budget goes towards something that never happens (IE fully accessible), then it goes away from other student activities.
    - Am I paying out money that I would then have to pay again because it is dynamic?
- Are mental health issues also covered under this project? What steps/recommendations/policies are being looked at to encourage both faculty, staff and students to come forward and seek help? And when they do, putting systems in place to ensure they get help. Need training and policies for how the mental health piece fits into it.
- Want the focus to be even more on the needs of disabled faculty and staff.
- The big question is: where is the cash?

- Will there be more attendants, will there be more counsellors, will we have a new building, and will PMC move? These things cost money.
- Consultation process quite nice - don't rush on important issues.
- There is understanding on how long it would take realistically to refurbish environments. Know things can't happen overnight
- The only concern with implementation and evaluation is that visible and non-visible disabilities don't go before or after each other. We shouldn't prioritize physical just because it is easier.
- Don't do physical just because it is visible and people will see it getting done. When the final things get moved into place, make sure different disabilities are prioritized equally.
  - Don't just do what is easy first - initiate simultaneously.
  - That's something that will be watched for - looking forward to seeing how it is mapped out. Not necessarily that some things have to happen faster, but how you strategically map it out.
- Disappointed to see that only 6.4% of workforce identify with a disability. Disappointed that we might possibly have enough stigma out there that there are still people who are not identifying. Hidden in the ranks, not identifying, but we know they are there.

- Overall, we like the consultation process.
- We are very action focused for the physical space, but we are softer for the other themes. Why can't we be more concrete for others? Less waffling. It seems like there is a 'maybe' in front of some themes.
- What is the connection between disability studies and accessibility?
- Advisory committee – sometimes doesn't do any work. Maybe don't call it an advisory committee, but something else if you actually want them to do something. Is the expectation that they are doing something, or that they are just advising?
- There should be a student working group, this would be a really cool way for developing voices to get out there and see what is happening on their campus.
  - Don't ask them for a huge involvement, this can be a deterrent for people with disabilities.
  - CCR credits
- Rise in non-visible disabilities. It relies on self-reporting. Tricky to know how many individuals there actually are.
- Visible versus non-visible disabilities
  - There is an education component to the Strategy. There should be a myth busting campaign to break down barriers of what people perceive a disability to be.
  - Temporary disabilities as well
- Issues with making people self-disclose when they have a disability. Instead of saying, if you have a disability, let us know, we need to be working towards more accessible environments so the accommodations aren't needed.
- We need to identify and accommodate as many needs as possible.
- Good accessibility has the ability to accommodate various persons needs and preferences

- Much of what we've done is also helpful to our aging population.
- Takes a long time to convince people that they can ask for accommodations. There is still stigma. Could be afraid to stand out, afraid their professor will find out, or didn't ask for assistance because felt like someone else needed it more.
- It is easy to talk about disability and accessibility in a box, but it is so deeply personal, and it can be hard to acknowledge that in a Strategy.
- People have different preferences. What do you need and want? Needs to be a two-way conversation.
- This Strategy very much reads like a student Accessibility Strategy
  - There is reference to staff, but consistently seems to come back to student accessibility
  - Carleton is also an employer, of a significant number of people.
  - May be worthwhile to revisit the language in the document to make it more inclusive of faculty and staff
  - Students can go to PMC, where do faculty and staff go?
- Accommodations for exams, is this number accurate? Is that a typo for number of accommodated exams? That is a huge number!
- Put the numbers in the snap shot into context. Choose numbers or percentages, make this consistent.
- Implementation
  - Someone should be on the working group of involved
  - But have to keep in perspective that there are only some people qualified to sit on a group like this.
- Strategy is only as good as its implementation plan! Needs commitment.
- Reiterate point about implementation needs to be important
- Accessibility - can inclusive washrooms be part of this? This is another accessibility issue, not related to disability, but still important.
- Accessibility is not just about the ramp, it is about attitudes. It isn't just about coming in, it is about inclusion and full participation
- There is a typo on page 7 of the report in first paragraph, last sentence: "Although we are proud of the progress made towards creating a culture of accessibility on campus, we recognize that there will always be opportunities to continually improve and strive for a more accessibility and inclusion."
- It seems like overall the Strategy is quite divorced from disability studies and critical work engaging disability and this is a lost opportunity to move accessibility away from a 'check-list' approach to more transformative social relations at the university which could actually distinguish Carleton as a leader in accessibility. For example, I wonder if people on this committee are aware of the critiques of the Rick Hanson Foundation Accessibility Certification, a position that is informed by critical work in disability studies? My main feedback is thus that all the areas of focus should integrate a disability studies lens in relation to accessibility so as to be actually cutting-edge in the approach Carleton takes to accessibility.
- This endeavour is worthwhile, and laudable that we are doing this.

- Glad that we are doing this so that other universities can see. Now other universities can see this and possibly model it.
- Importance of plans. Plans matter because over time they become our reality.
  - Strategic plans are particularly important for things that require continuous improvement
  - The world changes and the needs change, so to have plans, forces you to make progress in a specific and intentional way
- Plans only work if you have a way to implement and measure success.

Online Feedback

The following feedback was received through email and the anonymous feedback online form.

Date	Format	Content
19-Sep-19	e-mail	There is a recommendation, "Improve processes on campus for disability-related accommodations and supports for employees," (p. 16) that is less clear than the other recommendations. Could this be re-phrased to be more specific, e.g. "Institute formal and equal processes for disability-related accommodations and supports for all employees"? This would follow nicely from the second recommendation.
19-Sep-19	e-mail	Richcraft Hall The south elevator is often out of service and is the only door with automatic openers. The two north side elevators have a complex entry system from the garage that is very difficult to manage with wheelchairs, etc. As this would be the main entrance from the Parking Garage to the 2nd floor Auditorium it is not user-friendly to guests, nor employees. Thank you, [Redacted]
19-Sep-19	e-mail	The document looks good to me. Please understand that I am no expert in this field but I do have first-hand knowledge as I have had the pleasure of interacting with people that have challenges due to accessibility. Firstly in this day and age we have to be very cautious of how we refer to things and or people as terminology does have a large impact on members of this community. "people with disabilities" I feel is not a great term to be used. Perhaps communicating with students and staff that use PMC for a term that better reflects the part of our population would be a very productive step. I like to use the term Accessible challenges but someone else may not like this. Using disability does put a label on a person that they are sub par to other people of the community when this is the furthers from the truth. Personally, I have mobility issues [redacted]. [Redacted]. I have interacted with community members who have to use a wheel chair and I have learned that you should never expect to open or hold a door for them because they are fully capable to do it on their own. This being said some people may need help with this. I recall not to many years ago there was a [redacted] using an electric wheel chair with a joy stick control to operate it. [redacted] was

		having problems opening a door [redacted]. [Redacted] assumed to contact PMC, initiate the installation of a wheel chair button to open the door [redacted]. I suggested against this and suggested we ask [redacted] what [redacted] needed. [Redacted] reply to me was "I have problems opening the door [redacted] because the spring closing mechanism makes it difficult [redacted]". To remedy this we disconnected the mechanism, asked [redacted] to try it and [redacted] was extremely happy with this. The stigmatism of putting a door button would have advertised there was a person in a wheel chair in this room. That can be detrimental as it is to some people. To me, this [redacted] was and is not disabled but rather challenged in ways that a "normal" person is not. All I am saying is to involve the members of the community who experience these challenges, regardless of severity and to simply ask "what can we do to create a better environment for you". I think this document and strategy is a great step in this direction as long as the members with the challenges are deeply involved in this process. This has the potential to make the Carleton community even prouder of what we are and what we can accomplish.
19-Sep-19	Form	The recommendation on p. 13 to "improve processes on campus for disability-related accommodations and supports for employees" is frustratingly vague. It must be made more specific as to what would constitute an improvement. In my view, the major issues that need improving is the absence of processes for hiring, the inequity between different types of employees and the insufficiency of formal processes in general. I therefore suggest this recommendation be re-written as "Create formal and equitable processes for disability-related accommodations and supports across all stages and levels of employment."
19-Sep-19	e-mail	Some slight adjustments made to the text : These comments are based primarily on experiences relating to accessibility improvements additional to wheelchair access. [Redacted]... these are less visible than needing a wheelchair , but may be more common . [redacted] Hearing . Balance . Sight/ Light . Mobility Accessibility requires more than wheelchair access . [Redacted] - the campus always has had its challenges ...changes of level plus predominantly hard surfaces inside and out . [redacted] loss of sense of balance for example , exacerbates already typical mobility shortcomings on campus . Stairs inside are often slippery with ice ([redacted] unexpected ice on stairs - stairwells are often relatively cold

spaces , there is much winter boot traffic) ...and outside sidewalks are typically beside roadways - often with speeding cars , noisy buses etc ...and icy slushy surfaces .
- better , more frequent maintenance and cleaning are needed as part of accessibility .
- more pathways and pedestrian / wheelchair routes which are not roads .
- a clear design attitude that sees the campus as a pedestrian/ wheelchair place first , with vehicles able to access . Not a place of roads with pedestrians secondary to vehicles .

One has the impression that because there are tunnels , the outdoors can be ignored . I am not alone in never using the tunnels . While the need to welcome wheelchairs is first priority , a large number of people - students and staff - have other types of " mobility issues " . Walking or moving about the campus with other students and staff is an important pleasure and essential part of the learning experience.

More specifically :

Noise
The campus public spaces are very noisy . [redacted] often not able to understand speech in places like hallways , the big hall where Campus Cards is located , along with Roosters , Starbucks , for example .... Anybody with hearing difficulties finds these spaces - the spaces of shared student life - unpleasant acoustically . I am told that noise sensitivity also becomes very common for older individuals - an important demographic among students and staff (60 years plus for many)
Bad acoustics is a form of Agism . As well as reducing accessibility for the hearing impaired .

- sound absorbent materials are easy to add . Professional advice is needed on retrofits , as well as essential for new projects . Even teaching spaces are often difficult acoustically .

Almost universally ceramic tiled floors are slippery as well as noisy . The older quarry tiles work much better - the new large very smooth porcelain tiles are much more slippery . Slippage is problematic for canes / poles needed to walk . They are affected more even than shoes . Materials like linoleum , even cheap floor tiles are less slippery .

Handrails
[Redacted] sense of balance . This is common for example, among people who have had concussions - like athletes . This condition varies in intensity , and duration ...from months ...to permanent .

- Moving about requires availability of hand holds .

This is not about grab bars in toilets . But does require continuity / availability in public spaces at points of transition .

There are many , many , stairs on campus ...both outside and in ...due to the hill it straddles . A person walking who has limited balance is not seeking elevators ...but rather to walk safely . ...An example ...which almost works ....the small stairs at the south of Dunton Tower from the car drop off up to the courtyard ... lack handrails ... fine top and bottom but not in the middle . Entering Robertson Hall ... to then travel to the Hall by Roosters etc ...is an obstacle course . Not all doors have openers , and not all openers (generally) are convenient ...placement , proximity , visibility , direction of door swing ... there are routes which are better than others , but one wishes to be able to walk with friends . The first time i tried to find Campus Cards ... beginning at the quad - I felt unwelcome , and i had heard much claimed about accessibility .

Even spaces / stairs like the big stair in the Uni- Centre could have much better handrail design ... extensions top and bottom should exceed code if possible .
Handrail details are important ...being able to slide ones hand continuously past brackets is essential . The material should assist grip and not be too slippery . [Redacted] having difficulties gripping some rails .

Perfection is impossible ..but... A thorough audit by a consultant in a wheelchair would be very worthwhile if the advice is implemented . Bear in mind that a person with a cane or canes (walking poles) does not easily have free hands , and needs a level space to pause to operate , as do wheel chair users , some of whom have limited use of hands .

There is a whole set of problems related to accessibility for walkers . Walkers are becoming more prevalent , and not just for older people . [Redacted]. Now , partly because of the shortfalls of most places - somewhere in the course of a day there is always a real obstacle to assistive devices - i take a greater risk [redacted], hoping for a welcoming environment with places to hold on to , rest etc .

The point is : it is not a duality of fully able people .. or ...people in a wheelchair ... but a big spectrum of agility in between . The same continuum of abilities applies occurs with senses such as sight and hearing .

Continuity is very helpful - for example crosswalks which cross over roads at the level of the sidewalk , not painted

on the road asphalt . As well as helping the pedestrian , such sidewalks serve to slow cars much more effectively than speed bumps .

No trip hazards through changes of material as well as curbs is vital . Many [redacted] have much to concentrate on when moving , and edges are often invisible . Falling can be catastrophic , to bones and cause sprains .

Speed bumps and poor roads are extremely hard on individuals in wheelchairs or have other physical weaknesses who are riding in vehicles driving through the campus . Wheelchairs are often strapped down over the axle amplifying bumps a nd sways . While a pedestrian / wheelchair oriented campus needs further development - convenient drop off places and vehicular access points must be provided . The road system is part of accessibility ... and an excellent smooth surface is very important (for example [redacted] anybody who rides in vehicles or plays sports could have whiplash or other strain which makes rough roads very difficult .)

Light
For reasons of apparent economy , LED lighting is becoming the norm . As much as energy , it is being used because of low maintenance . LED is improving , but even more than other sources must be professionally designed .
LED light lacks a significant part of the light spectrum , and while showing high levels on a light meter , can leave surfaces badly illuminated for the eye .

Some individuals who have weakened eye function - for example due to albinism - cannot see effectively or comfortably .. i have seen individuals need to exit certain spaces instantly due to discomfort caused by overly bright LED sources .
The LED source is extraordinarily bright - and when in the field of vision - causes ' Disability Glare ' which makes seeing inside difficult and activities such as walking or driving dangerous due to blind areas created by the reaction of the eye to extreme brightness .

All of these points can be addressed in the design of new facilities . These qualities of universal accessability and comfort for many common but less visible conditions need to be part of the design briefs . Including adequate fees for consultants specialized in areas such as acoustics and lighting , and adequate budgets to include the materials and details needed .
For the campus as a whole , and its existing common spaces , a project with a significant budget is needed to

		address the university environment we all share . In this regard , a heartfelt response to an innaccessible art display says it well ...see attachment ... part of an excellent - if sometimes swearing - online discussion . Sincerely , [redacted]
07-Oct-19	e-mail	Hello, Attached please find a brief document that arose from an analysis of [redacted] online courses but that your Accessibility committee might find useful. Regards, [Redacted]
10-Oct-19	Form	In regards to Physical Space the PMC should be moved to a more accessible location. The office is located on an upper floor with narrow hallways. It should be somewhere on ground level so elevators are not required and is safer in the event of an emergency
11-Oct-19	Form	If you are making the campus accessible for students with disabilities, this may seem like a small issue, but if doors have pull handles you would expect to pull the door open and not push the door open. Doors should have pull handles to pull open and push plates to push open and not the reverse. If you are leaving the main door at 300 Tory, you tend to want to pull the door open rather than push it open. Also while at Tim Horton's today I noticed a person in a wheelchair trying to navigate the chair to a table while she was holding a hot coffee cup of coffee. She had to alternate hands repeatedly in order to push to get to a table while holding a hot drink. Not sure what the solution would be- this was just an observation.
11-Oct-19	E-mail	p.10 Education and Training: • Think there are gaps in relation to accessibility with experiential learning opportunities that are offered at the departmental level off campus- this could include internships, practicum, capstone courses, placements- still so much focus on the in class and exam part of accessibility and accommodation • As these courses fall within the departments – there is varying level of preparation for learning opportunity and supports for all students (as well as those with disabilities) – this depends on the resources in the department, the course instructors etc • Would be great if the accessibility leadership mentioned on page 9 could provide resources and supports to faculty to help make their experiential opportunities more inclusive while also offering supports to the faculty who

will likely have questions
• There seems to be a bit of a "no-man's land" when it comes to official accommodation of these courses – PMC does support when they are asked to do so – however guidelines are not as clear as they are for academic accommodations in the classroom/exams – no clear picture of who is responsible for what, who has the duty to accommodate- is it the off campus partner?, while staff is trained in academic supports, not as much familiarity with off campus work-place supports, how can faculty support this students off campus as well? Could the placement partners do an accessibility audit to so in the very least students would have a better understanding if their placement was accessible to them? (so many questions)

p.13- Employment and Employee Support:
• Provide training to departmental management regarding best practices for providing accommodations at work, human rights implications as well as sensitivity/confidentiality around this topic- would be helpful to have a centralized "go to" person to provided management with ongoing support if issues arise
• Review interview procedures/policies – provide incumbents with ideas of what supports they could ask for (example pen an paper at interview etc)- better still have a universally designed approach to the interviewing

p.14-Student support Services
• B- also include review of service delivery – is the mode of service delivery accessible to all? Things like offering appointments by Skype, in a private space etc.
• Training on Universal Design in service delivery so that all service is accessible to all
• Have access to experts who can answer questions re – best practices etc.- I think having a centralized go to is mentioned on page 9

15-Oct-19	Form	To have the professor submit their lecture notes to the PMC - when a note taker isn't available.
17-Oct-19	Form	While I think this initiative is very important, I think it would be worth focusing not only on accessibility but also on critical disability studies. For example, on page 15 there is a recommendation to pursue research chairs in accessibility. This should be changed to add disability studies. Having two chairs, one in accessibility and one in critical disability studies, would ensure that any of Carleton's work on accessibility is always in conversation with the cutting edge, critical work taking place within disability studies.
17-Oct-19	Form	Education and Training: Who will conduct this training? We need to ensure that people with disabilities are given these leadership opportunities and that any training and education that takes place is directly led by people with disabilities. Currently, the Strategy suggests that training will be conducted by non-disabled people who will be

		'incorporating' people with disabilities as 'resources'. I believe this approach carries a number of risks that ought to be addressed. Some of these risks include the use of unpaid student labour. Recruiting (marginalized) students with disabilities as volunteers within initiatives that are managed by non-disabled employees is not a practice this Strategy should condone. Employment and Employee Support: I would like to see the Strategy to place greater emphasis on supporting employment equity in the area of disability. Specifically, the Strategy ought to articulate the need to increase the number of faculty members with disabilities to a set target. If students with disabilities see their own identities represented at the faculty level, they are more likely to have an inclusive learning experience. Increasing the number of faculty with disabilities to a proportionate level will also support the broader culture change required to achieve other parts of this Strategy. Given Carleton's investment in the Onley initiative, we ought to be modelling equitable employment through a targeted hiring campaign (affirmative action). I recommend beginning at the faculty level given the direct impact this will have on the student experience. This aspect of the Strategy (employment equity or recruitment) requires much more detail and can constitute its own section. Employment and Employee Support: Similar to the above, "employee supports" requires significant elaboration and ought to constitute its own section of the Strategy. Workplace supports and accommodations target retention and can be separated from recruitment (affirmative action strategies). There ought to be some commitment in this Strategy to consulting with employees with disabilities and shaping policies that respond directly to their needs. Ideally, people with disabilities will be put in charge of this work. There are also well-known barriers to employment for people with disabilities that can be addressed in this section, which is quite vague.
18-Oct-19	Form	Parking is getting extremely scarce on campus, and you keep planning to remove spaces in favour of narrower roads and new buildings. In the near future, only people with disabled parking tags would be able to find closer spots to their destinations. Many people don't necessarily have a disabled parking tag but still have considerable difficulties walking, and you're planning a future where most people will end up having to park at the other end of campus, hundreds of meters away from anywhere. You will be making life miserable for people who work and generally come every day. Your plans of making individuals walk or bike are just not practical/realistic for most of the year, and you have a fantasy where people will adopt those methods in favour of driving. Most people have to go to appointments as well, having the need for their own transportation during the day. You need to consider adding parking spots through campus and stop removing them.
23-Oct-19	Form	What's the percentage of people on this committee who have actual disabilities? I would hope that it is 50%+ in order to actually understand the needs of the disabled. Surveys, info sessions and studies conducted by the able-

		bodied in this area are a step forward but unless the committee has a high degree of membership of the disabled, then it is more of a study into the disabled than an inclusion of the disabled.
06-Nov-19	Form	I have serious reservations about the use of the term "preferences" in your definition for accessibility as it relates to students requesting accommodations. In 2012, Hicks Morley (LLP, an authority on human rights and accommodation at the postsecondary level) presented the following information: diagnosis does not compel accommodations, there is no legal obligation to accommodate preference or recommendations and there is a difference between "need to have" versus "nice to have." Accommodation is based on need. In practice, students are able to obtain medical documentation with recommendations that seriously infringe on academic standards. Examples of these requests include, flexible deadlines, absences from classes, spacing exams out, take home exams, greater than 100% extra time. These accommodation requests have the potential to burnout staff and faculty and compromise academic standards. In using the word "preference" students will be able to quote the accessible strategy as a means to argue for accommodations that are not necessarily based in need but rather nice to have. There needs to be serious consideration about how the word accessibility and preference will be interpreted by the Carleton community in the context of accommodations.
11-Nov-19	Form	Hi all. Thanks for your work on this. FYI: there is a typo on page 7 of the report in first paragraph, last sentence: "Although we are proud of the progress made towards creating a culture of accessibility on campus, we recognize that there will always be opportunities to continually improve and strive for a more accessibility and inclusion." It seems like overall the strategy is quite divorced from disability studies and critical work engaging disability and this is a lost opportunity to move accessibility away from a 'check-list' approach to more transformative social relations at the university which could actually distinguish Carleton as a leader in accessibility. For example, I wonder if people on this committee are aware of the critiques of the Rick Hanson Foundation Accessibility Certification, a position that is informed by critical work in disability studies? My main feedback is thus that all the areas of focus should integrate a disability studies lens in relation to accessibility so as to be actually cutting-edge in the approach Carleton takes to accessibility. For example: The section on Coordination and Leadership could recommend in Objective 2: Dedicated University resources for coordination, leadership, and expertise in accessibility AND DISABILITY STUDIES. And Objective 4: Recognition as a leader in accessibility AND DISABILITY STUDIES internally by faculty, staff, and students, as well as the

external community.

Similarly, in the Section on Education and Training, Objective 1: Greater awareness and understanding of accessibility and disabilities, AS INFORMED BY DISASBILITY STUDIES and increased capacity to respond to accessibility needs. Again, Objective 4: Academic culture that supports accessibility AND DISABILITY STUDIES

The Education and Training section may also want to make use of the language of "exclusion" and "oppression" when making recommendations. For example recommendation B could read something like: "Increase the number of community activities that build greater awareness and understanding of accessibility and disabilities AND FORMS OF EXCLUSION AND OPPRESSION EXPERIENCED BY DISABLED PEOPLE"

Recommendation E could also include Disability Studies: Expand interdisciplinary academic programming and professional development in accessibility AND DISABILITY STUDIES for members of the internal and external community.

Similarly, recommendation F could gesture to disability studies as a resource. "Address issues of disabilities and accessibility within the Faculties and Departments and encourage faculty to utilize relevant teaching and learning services, INCLUDING DISABILITY STUDIES"

Compared to the other Sections, the section on employees comes across as if the drafters do not know much about the experiences and barriers faced by disabled employees as the recommendations seem very vague: "evolve supports" "improve processes". There should be more direct language that is based on the barriers people have faced. Is there is a currently an office or a point person employees can go to for accommodations? If not, that should be a recommendation. How much medical documentation is required and is that an invasive process? How do faculty or staff access accommodation supports? Is there a clear process or is at ad-hoc? Where does the money come from for supports? Is there a central pool of funding or is it unit-specific? Is it detrimental for a unit to hire a disabled employee because it will cost the unit money for supports? Ryerson has a centralized accommodation centre that this committee may want to look into and talk to them about how it works and incorporate some of those best practices into the objectives and recommendations for this section.

Research and Development should definitely incorporate disability studies into its objectives and recommendations, including a research Chair in Disability Studies.

		Again, thanks for your work on this. I hope the final draft is able to incorporate this feedback.
14-Nov-19	Form	We need a new library - there is NEVER enough space. The renovated first floor is not enough
13-Nov-19	E-mail	My workshop suggestion would be on the topic of creating better understanding for better communication with people who are part of the autism spectrum (including Asperger's). The idea would be to promote more effective strategies for two way communication in situations of escalation, or perceived panic. I realize this is a tall order and certainly not subdivided into a single method that would fit every scenario but it may be helpful.
15-Nov-19	e-mail	Hi, I wanted to provide some high level feedback on the Draft Coordinated Accessibility Strategy. First, it's clear that a lot of work has gone into this. Your team is very well aware of the complexities of accessibility. Thank you! My focus is with digital accessibility. Because accessibility challenges with atoms & bits are so very different, I do think that this should be more fully separated from this report. There is complexity in getting the built environment right, but the bulk of the tunnel infrastructure is going to be sufficient for the lifetime of the buildings the network serves. The same can not be said for the digital assets that the university produces. Procurement I know that this is a high level strategy document, but digital accessibility really needs to have a process for procurement. I think the best model for this currently is: https://private.disabilityin.org/procurementtoolkit/ I have some other examples here: [redacted] If we don't stop buying inaccessible technology we'll never be able to afford to provide the accommodations that students and staff need. Engagement with vendors could fit into the Research and Development section. Ultimately there should be a partnership where Carleton's expertise and student body could be leveraged to help improve the

products that the university uses.

There is also a bullet point on this, but it is so critical to addressing this problem. Will Carleton allow purchasing ICT that fails basic accessibility requirements? What would need to happen so that all software purchased by Carleton were accessible by default?

Soliciting Improvements

I'm a big fan of Accessibility Statements. Carleton has one on it's main site, but it needs to be improved. This may seem like a tactical rather than strategic issue but I see it as part of how Carleton will be able to continue to improve it's accessibility. I would like to see accessibility statements that clearly state what targets you are trying to meet, what you have done to try to achieve it and where to post problems when they arise. There will always be challenges with browsers & assistive technology not meshing with new (or old) content that is added to the site. Users can be encouraged to be part of the solution by actively asking for their input. Some examples I've collected: [redacted]

Digital accessibility is a journey. Let's make that explicit as part of the strategy document. This might be what is meant by "Establish a reporting protocol to identify information and communication related accessibility barriers and areas for improvement." I think there is an opportunity to be less bureaucratic and more inspirational here. That's what vision documents are supposed to be, right?

Targets

I would recommend stating that you will be wanting to meet or exceed the best practices defined in the Accessible Canada Act. At this point that seems like the ACA will be deferring to the European Accessibility Act, which is presently essentially using WCAG 2.1AA. Alternatively one could simply state that Carleton will be adopting the latest release of WCAG 2.x. You might want to allow six months or a year to allow for time for patterns to be established to make this easier for your institution.

In the Information & Communications section you say "Compliance that exceeds accessibility standards for all

University information and communications systems." but that is too vague. What standards?

I would also make it very clear that any institution that cares about accessibility must prioritize the authoring environment. ATAG 2.0 AA is something that can actually save institutions money because it helps make accessibility easier for everyone. So many accessibility regulations are assumed to only be public facing. It is worth while being explicit that everyone in the university has the right to accessibility and that any publication tool should do everything that it can to make it easier for authors to produce accessible content.

Open Source

The university is a learning institution. There is no better way to learn about accessibility, usability or software development for that matter than actually becoming involved in it. If the university is going to be a leader in digital accessibility then the institution, it's staff and student body should find some way to contribute back. This decision to take a leadership role in accessibility in the libraries that the university leverages is key. Open source is actively used by the research community, yet most tools are not built to support PwD. Carleton can't change Sharepoint, but they sure can support enhancements to R, WordPress or D3.

Work in this area could definitely fit within the Research and Development section.

Blogging about "Establish best practices for accessibility in all knowledge creation and sharing (e.g., documents, presentation, websites, conferences), which are shared internally and externally." is a great way to actually change the culture within the university. UK's GDS has some great examples of how they are working on accessibility in the open. Lots to learn from & share. It isn't code, but it is part of the same remix spirit.

It would take a strategic incentive to do this as right now I am not aware of any accessibility work that is being contributed back under an open source license.

Digital Campus

I think it is worth adding a section about the Digital Campus. The Information and Communication section could be

a base, but it is so broad. Digital is different. This section should include everything from the common look/feel templates to policies on PDFs. How much of the education experience is online? [Redacted] registered on the phone, I'm sure that's all online now. [Redacted] the ITV courses that many students took, is there a commitment to captioning & transcriptions? What about accessible events like commencements? I can't remember off hand if there was CART or ASL at [redacted] graduation ceremony [redacted]. The digital world can bleed into the physical as there is always digital messaging going on as people walk through he campus. This will only increase with AR. https://gds.blog.gov.uk/2018/07/16/why-gov-uk-content-should-be-published-in-html-and-not-pdf/ https://openconcept.ca/blog/mike/why-use-cart-services-your-next-event

I am not sure what "Perform system audits for accessibility, driven by individual units." means. Is this getting a remediation report or audit for systems used by the university? Is it build in automated accessibility testing into all ICT projects?

Would be great if Carleton could commit to provide academic courses on digital accessibility. Would fit nicely with "Provide information and training opportunities on accessibility in knowledge creation and sharing for faculty and staff." Would be great to see some education opportunities provided by the university up here:
[redacted]

Accessibility Testing & QA

I'd love to see something on automated testing vs manual testing vs user testing. It's just wrong to expect PwD to have to run into barriers that an automated tool can catch easily. I'm not clear that Carleton has built automated testing into the process for building common templates or tools. Tools like the WAVE Toolbar & Microsoft's Accessibility Insights are useful for providing a baseline for digital accessibility. There should be no reason for the Coordinated Accessibility Strategy to have a single error that an automated tool can pick out, rather than 16 (see attached).

A site that passes these automated tools isn't necessarily accessible, but it is incredibly rare that a site fails these automated accessibility evaluations and also meets WCAG 2.0 AA. What we've seen with Drupal is that if Core is very accessible it is much easier for the plugins & themes to find and fix accessibility problems that they are adding. If the central templates and CMS's are filled with accessibility errors, it takes a lot more effort to reach your

		target.
		Summary

This is a bit of a mind-dump on this topic. There's just so much potential for any institution that wants to take this on seriously. Waterloo & Berkely are doing some interesting work in digital accessibility. I do think that Carleton could won this though, especially if we start leveraging the work of this Carleton prof: https://www.youtube.com/watch?v=d7GdDp19AfQ

This might be a bit tactical, but I do hope that there are some pieces of this that can flow into the Coordinated Accessibility Strategy. Digital is huge and getting bigger, just throwing it in with communications isn't sufficient. For most students it is probably as big a part of the education experience as the campus itself. |
| 05-Dec-19 | Form | Suggestion: to add an elevator to the tunnels in Renfrew House to increase accessibility for people of all abilities. |