Coordinated Accessibility Strategy

Acknowledgements

The Coordinated Accessibility Strategy emerged from the desire to continue building on Carleton's commitment to creating a culture of accessibility. The Coordinated Accessibility Strategy Steering Committee (see Appendix A) was formally established in the fall of 2018 to support and guide the creation of the Coordinated Accessibility Strategy. The committee draws its membership from across the University to ensure that the perspectives of all stakeholders are reflected in the objectives and recommendations of the Strategy. The Coordinated Accessibility Strategy could not have been developed without the support and commitment of the members of this committee.

We would also like to acknowledge the members of the Carleton community for engaging in the creation process, shaping content and providing continuous feedback for the Strategy. Feedback was collected in a variety of formats, including focus groups, online feedback forms, one-on-one meetings, stakeholder group consultations, and e-mail, which provided us with perspectives and ideas for the direction of the Coordinated Accessibility Strategy. The development of this Strategy benefitted immensely from the input and shared knowledge of students, faculty, and staff to create a framework that represents the voices of our diverse community.

Carleton University acknowledges the location of its campus upon the traditional, unceded territory of the Algonquin nation.

Defining Accessibility at Carleton

Disability issues affect a significant minority of Carleton students, with approximately 11% of the undergraduate population being registered at the Paul Menton Centre (PMC). Accessibility-related policies and procedures also impact a large group of staff and faculty members in a variety of departments and services. The term "accessibility" can have different meanings depending on the context. Informed by a definition from the United Nations[1], our understanding of accessibility encompasses:

- flexibility for the fullest participation of each individual in activities and society;

- any place, space, item or service, whether physical or virtual;

- attitudinal and systemic barriers to inclusion; and

- visible and non-visible disabilities, including cognitive, developmental, intellectual, medical, mental, physical, and sensory disabilities.

In addition to a diverse understanding of the term accessibility, there is also a variety of preferred language used in reference to disability. Consistent with the United Nations Convention on the Rights of Persons with Disabilities, we recognize "that disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others"[2]. For the purposes of this document, we have adopted 'persons with disabilities' as our language. However, we acknowledge and respect the many ways in which individuals self-identify, and hope that the chosen language can be understood to represent the variety of experiences and preferences that exist within our diverse community.

Snapshot of Accessibility at Carleton

31 202
Total students enrolled at Carleton
(2018-2019 school year)[3]

3 403
Number of students registered with the
Paul Menton Centre (2018-2019 school year)[4]

10.9%
Percentage of Carleton Students registered with
the Paul Menton Centre (2018-2019 school year)[5]

29 081
Number of accommodated exams
(2018-2019 school year)[6]

3 000
Approximate number of monthly service calls
received by Attendant Services[7]

6.4%
Percentage of Carleton workforce who identified
with a disability in 2018[8]

Carleton's History in Accessibility

Carleton University's commitment to creating an accessible campus can be traced back to its earliest years when the campus comprised a handful of buildings. Originally intended to provide maintenance staff access to electrical and water systems, Carleton's tunnels were expanded and opened for faculty, staff, and student use in the 1960s. The expansion allowed the entire campus community to move more easily from building to building throughout the changing seasons. In the 1970s, residences were constructed that accommodated students with disabilities, and in 1987, the Attendant Services program was introduced to provide 24/7 individual attendant supports to students with significant mobility disabilities. Coupled with the tunnel system, the program allowed full academic participation to students who otherwise would not be able to attend classes on campus, and it remains unique in Canada and around the world.

The establishment of the Paul Menton Centre for Students with Disabilities (PMC) in 1990 provided a central location for the development of programs, services, and awareness on campus and beyond. The PMC focuses on coordinating academic accommodation and learning support services for students with disabilities. It collaborates with student services across the University, such as Scheduling and Exam Services, MacOdrum Library, Teaching and Learning Services, Health and Counselling Services, and academic units. The PMC also works towards improving physical accessibility on Carleton's campus, and towards creating awareness through the provision of educational and communication materials, professional development, and other campus activities.

In 2012, the Research, Education, Accessibility and Design (READ) Initiative was launched - a campus-wide leadership initiative dedicated to accessibility and inclusion of persons with disabilities at Carleton and in the local, national, and global community. READ supports interdisciplinary accessibility collaborations to eliminate

societal barriers for persons with disabilities. The initiative promotes increased program emphasis in all faculties on areas of disability, universal design, accessibility, and inclusion. It is tasked with the capacity building for the development of a Centre of Excellence in Accessibility at Carleton University.

To support student mental health, the Student Mental Health Framework was established in 2009, which focused on supporting students who are in distress. After the successful implementation of this framework, the Student Mental Health Framework 2.0 was launched in 2016 to focus on a more holistic approach to building a thriving community at Carleton. To support a growing population of students with mental health disabilities, the PMC established a research-based program in 2010, From Intention to Action (FITA), as part of Carleton's student services. FITA is designed to support mental health and academic success for students who are experiencing significant stress during their post-secondary education. In 2016, Career Services launched the Accessible Career Transitions program (ACT) with support from READ and the PMC. ACT provides individualized in-depth career planning and professional development, preparation, and skill building for students and graduates with disabilities. In 2018, the Provincial Government committed $5 million

for a project developed by READ and PMC, the David C. Onley Initiative for Employment and Enterprise Development, to support employability of postsecondary students with disabilities.

Carleton students with disabilities are engaged through the Carleton Disability Awareness Centre (CDAC), a student-run hub that brings together students and provides community space and relevant resources. It organizes speaker events and workshops regarding issues surrounding visible and non-visible disabilities, including mental health, sexuality, accessibility, and more. The Centre also runs programs to support students with disabilities on campus, such as wheelchair rentals and campaigns to improve accessibility and disability awareness on campus.

Some of Carleton's recent academic and research highlights in accessibility include the 2014 introduction of a minor in Disability Studies by the Institute of Interdisciplinary Studies. The minor explores disability from historical, cultural, political, economic, and social perspectives, and offers students the choice of 24 elective courses from a variety of disciplines. In 2013, an interdisciplinary team of researchers created the Carleton University Disability Research Group, integrating disability studies, technology, and history. In 2017, Carleton received an NSERC CREATE grant in the amount

of $1.65 million for the Research and Education in Accessibility, Design, and Innovation (READi) training program. READi is a 6 year initiative — an integrated solutions-oriented training program that emphasizes applied and experiential learning, providing accessibility training and skills to students, with a particular emphasis on those studying engineering, information and communications technology (ICT), and design.

Research on attitudes and practices related to issues of accessibility and inclusive teaching shows Carleton faculty to espouse positive attitudes and a high degree of implementation of universal design principles in their course development and teaching. Annual surveys of faculty and instructors related to academic accommodations for students with disabilities demonstrate very positive experiences and high approval rates for our disability and accessibility student services.

While much has been accomplished, we acknowledge that accessibility is a journey of continuous development. There are many areas with opportunities for improvement, including the accessibility of our built environment, awareness of non-visible disabilities, and supports for employees with disabilities. The Coordinated Accessibility Strategy will serve as a framework to guide Carleton's ongoing commitment toward a campus that is accessible and inclusive for its entire community, including students, employees, and visitors.

More information on Carleton's history, initiatives, and programs relating to accessibility can be found on our accessibility website: carleton.ca/accessibility.

The Coordinated Accessibility Strategy will serve as a framework to guide Carleton's ongoing commitment towards a campus that is accessible and inclusive for all students, employees, and visitors.

Purpose, Vision, and Guiding Values of the Coordinated Accessibly Strategy

Purpose

To continue to build Carleton University's culture of accessibility and be a catalyst for creating a more accessible and inclusive society, in particular for persons with disabilities.

Vision

Our vision is to continually strengthen Carleton's commitment to accessibility, and to be a recognized leader, central to accessibility initiatives nationally and globally.

Guiding Values

Inclusivity

We are guided by the value of inclusion; striving to create opportunities for every person to participate in all areas of campus to the fullest extent possible.

Innovation

We will continually strive for transformational change in the area of accessibility. We aim to be acknowledged as leaders and trailblazers of accessibility.

Collaboration

We aim to engage both internal and external community members in collaborations and partnerships to build capacity by facilitating and mobilizing interdisciplinary knowledge, experience, and expertise among students, staff, and faculty.

Commitment

We acknowledge that creating a culture of accessibility is an eternal task. We are guided by our ongoing, genuine, and lasting commitment to this endeavour, and will strive for a campus-wide culture of continuous improvement in all aspects of accessibility. We are committed to putting our words into action.

Community

We recognize that to strive for true inclusion, accessibility must be embedded into all aspects of our campus. It is the collective responsibility of our community to challenge ableism to work towards a more inclusive campus and world.

Coordinated Accessibility Strategy

Carleton University is a dynamic and innovative university with over 31 000 undergraduate and graduate students and approximately 5 000 faculty and staff[9]. 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 more accessibility and inclusion.

Education is considered a crucial component to the holistic development of a person, and "achieving one's education potential affects a person's ability to take part in the labour market, realize their full potential, live independently, and participate meaningfully in society"[10]. As an educational institution, Carleton is committed to continuing to build on its history in accessibility to keep moving towards its vision for a more accessible campus and world.
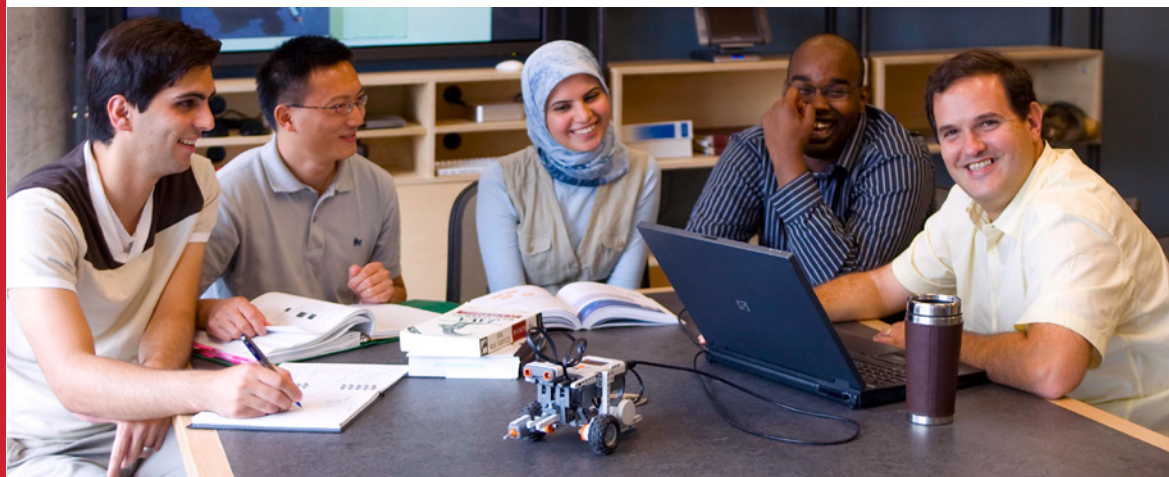
The Coordinated Accessibility Strategy will serve as a framework to guide Carleton's ongoing commitment towards a campus that is accessible and inclusive for all students, employees, and visitors. The Strategy is intended to not only coordinate the many accessibility services, programs, and initiatives that already exist, but also continue to inspire a strong campus culture of accessibility and inclusion.

Areas of Focus: Objectives and Recommendations

Seven areas of focus have been identified for the Coordinated Accessibility Strategy:

1. **Coordination and leadership**

2. **Education and training**

3. **Information and communication**

4. **Physical campus**

5. **Employment and employee support**

6. **Student support services**

7. **Research and development**

Each of these areas of focus is further explored and developed in the sections to follow. For each of the areas, objectives and recommendations have been outlined to help guide Carleton's vision for accessibility.

1

Coordination and Leadership

Description:

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.

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.

We recognize that to strive for true inclusion, accessibility must be embedded into all aspects of our campus. It is the collective responsibility of our community to challenge ableism to work towards a more inclusive campus and world.

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.

2

Education and Training

Description:

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.

Objective:

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.

"achieving one's education potential affects a person's ability to take part in the labour market, realize their full potential, live independently, and participate meaningfully in society"[11].

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.

3

Information and Communication

Description:

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

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.

We will continually strive for transformational change in the area of accessibility. We aim to be acknowledged as leaders and trailblazers of accessibility.

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.

4

Physical Campus

Description:

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.

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.

We acknowledge that creating a culture of accessibility is an eternal task. We are guided by our ongoing, genuine and lasting commitment to this endeavour, and will strive for a campus-wide culture of continuous improvement in all aspects of accessibility.

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.

5

Employment and Employee Support

Description:

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.

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.

We are guided by the value of inclusion; striving to create opportunities for every person to participate in all areas of campus to the fullest extent possible.

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.

6

Student Support Services

Description:

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.

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.

We recognize "that disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others"[12].

7 Research and Development

Description:

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

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.

We aim to engage both internal and external community members in collaborations and partnerships to build capacity by facilitating and mobilizing interdisciplinary knowledge, experience, and expertise among students, staff, and faculty.

Implementation and Evaluation

Carleton University is committed to building on a culture of accessibility by continuing to strive toward a campus that is accessible and inclusive. Carleton's history in accessibility can be traced back to its earliest years, however, there will always be opportunities for growth, improvement, and innovation. This document recognizes the need for a coordinated strategy to serve as a framework to guide Carleton's ongoing commitment to being a leader in accessibility.

Carleton University values the lived experience of disability and, consistent with the principle of nothing about us without us, the implementation of the Coordinated Accessibility Strategy will include representation of Carleton University community members who are living the experience of disability. We acknowledge the spectrum of disabilities, both visible and non-visible, and individual choices in disclosing disability. We also recognize different ways lived experience is manifested and represented as a function of cultural and intersectional factors.

The senior leadership through the Offices of the Vice-Presidents of Carleton University takes ownership and accountability for this Coordinated Accessibility Strategy. As the Coordinated Accessibility Strategy

is implemented, members of the Coordinated Accessibility Strategy Steering Committee will form an Advisory Committee, under the leadership of the READ Initiative, which will meet regularly and complete annual reports with the intent of maintaining sustainability and transparency. Committee members will be invited to renew their position on the Advisory Committee yearly to confirm their ability to continue to participate in the implementation of recommendations or suggest new members to take on new tasks. Under the guidance of the Advisory Committee, the READ Initiative will create a five-year plan with milestones for implementation and ongoing support and will coordinate the development of working groups for each area of focus, with representation of key stakeholders from across the University, including faculty, staff, and students. The working groups will prioritize the recommendations and develop implementation protocols with the approval of the Advisory Committee, and assign ownership to action recommendations.

Additionally, there will be ways for faculty, staff, and students to be involved in the implementation of various recommendations — everything from being aware of Carleton's Coordinated Accessibility Strategy and promoting our continued work to becoming more involved in the development or delivery of specific recommendations. Faculty, staff, and students are all encouraged to think about how they can contribute to an accessible and inclusive campus environment that is consistent with this Strategy.

As the recommendations are prioritized and implemented, evaluation criteria for the Strategy will be established and monitored. The Coordinated Accessibility Strategy Advisory Committee will also aim to develop an evaluation process for individual recommendations to assess their impact and effectiveness, and public reporting. Necessary adjustments will be made where the recommendations do not achieve intended results. New research and emerging best practices will also inform the implementation and evaluation of our framework. Evaluation and research are important for ongoing public accountability of the Strategy and our reputation in accessibility.

It is the hope of the Coordinated Accessibility Strategy Steering Committee that this Strategy will be a living document that evolves to reflect changing accessibility needs and supports all members of the Carleton community — faculty, staff, and students — to work towards an accessible and inclusive environment in which to pursue educational and life goals.

Endnotes

1   United Nations Department of Economic and Social Affairs Division for Social Policy and Development, "Accessibility and Development Mainstreaming disability in the post-2015 development agenda", United Nations, 2013.

2   United Nations, "United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol", December 2006, p. 1.

3   "Facts and Figures", Carleton University, accessed January 21, 2020, carleton.ca/about/facts.

4   Paul Menton Centre for Students with Disabilities, Carleton University.

5   Ibid.

6   Ibid.

7   Paul Menton Centre for Students with Disabilities, Carleton University, "Quick Facts 2017".

8   "Staffing Statistics", Office of Institutional Research and Planning, Carleton University, accessed June 7, 2019, oirp.carleton.ca/databook/index/html/personnel.htm.

9   Supra, note 3.

10 Ontario Human Rights Commission, "Policy on Accessible Education for Students with Disabilities", Government of Ontario, March 2018, p. 7.

11 Ibid.

12 Supra, note 2.

Appendix A: Committee Composition

Coordinated Accessibility Strategy Steering Committee

Co-Chairs:

- **Adrian Chan**, Professor, Faculty of Engineering and Design and Chair, Advisory Board, Research Education, Accessibility, and Design (READ) Initiative
- **Boris Vukovic**, Director, Research, Education, Accessibility and Design (READ) Initiative

Members:

- **Rebecca Andre**, Undergraduate Student Representative
- **Cathy Edwards**, Research Facilitator, Strategic Initiatives, Research Impact and Engagement, Carleton Office for Research Initiatives and Services
- **Kelly Fritsch**, Assistant Professor, Faculty of Arts and Social Science
- **Ikram Jama**, Equity Advisor, Department of Equity and Inclusive Communities
- **Tess Macmillan**, Graduate Student Representative
- **Larry McCloskey**, Director, Paul Menton Centre
- **Elspeth McCulloch**, Manger, eLearning, Educational Development Centre
- **Dean Mellway**, Special Advisor, READ Initiative
- **Gary Nower**, Assistant Vice-President (Facilities Management and Planning)
- **Mary Kathryn Roberts**, Manager, Web Services
- **Amanda St. Dennis**, Undergraduate Student Representative

Support:

- **Greg Aulenback**, Director, Strategic Initiatives, Office of the Vice-President (Students and Enrolment)
- **Lakin Dagg**, Assistant Manager, Office of the Vice-President (Students and Enrolment)

Coordinated Accessibility Strategy Working Group

- **Greg Aulenback**, Director, Strategic Initiatives, Office of the Vice-President (Students and Enrolment)
- **Adrian Chan**, Professor, Faculty of Engineering and Design and Chair, Advisory Board, Research Education, Accessibility, and Design (READ) Initiative
- **Lakin Dagg**, Assistant Manager, Office of the Vice-President (Students and Enrolment)
- **Boris Vukovic**, Director, Research, Education, Accessibility and Design (READ) Initiative

Appendix B: Advisory Committee Terms of Reference

In 2018, a collaborative process to develop Carleton's first Coordinated Accessibility Strategy began. The Strategy was envisioned to strengthen the University's commitment to accessibility, to continue to build on Carleton's culture of accessibility, and be a catalyst for creating a more accessible and inclusive world. To support the realization of the Coordinated Accessibility Strategy, a Steering Committee with membership from across campus, including student, faculty, and staff representatives, was established. As the Coordinated Accessibility Strategy was finalized, there emerged a need for continued guidance and support to implement the Strategy. As a result, in 2020, a Coordinated Accessibility Strategy Advisory Committee was established.

Purpose of the Committee

The Coordinated Accessibility Strategy Advisory Committee will be integral to the successful implementation of the Strategy. The Committee will assist with prioritizing the recommendations, assigning ownership, and creating a five-year plan for implementation and continued support. As the recommendations are prioritized and implemented, key performance indicators for the Strategy will be established and monitored.

Committee members will be invited to renew their participation on the Advisory Committee annually or recommend new members to the committee as needed. The committee will be led by the READ Initiative.

Advisory Committee Membership

Committee membership must be representative of the University community. At minimum, a representative from each group listed below should be identified on the committee.

- Vice-President (Students and Enrolment) (Co-Chair)
- Provost and Vice-President (Academic) (Co-Chair)
- Vice-President (Research and International) (Co-Chair)
- Vice-President (Finance and Administration) (Co-Chair)

- Research, Education, Accessibility and Design (READ) Initiative (Lead)
- Strategic Initiatives, Office of the Vice-President (Students and Enrolment)
- Paul Menton Centre for Students with Disabilities
- Faculty Member(s)
- Graduate Student Representative(s)
- Undergraduate Student Representative(s)
- Facilities Management and Planning
- Teaching and Learning Services
- Carleton Office for Research Initiatives and Services
- MacOdrum Library
- Information and Technology Services
- Human Resources
- Department of Equity and Inclusive Communities

Working Groups

As needed, working groups may be formed to address needs identified by the Advisory Committee. These Working Groups may include members that are not formally on the Advisory Committee. These groups should have an association to one of the Advisory Committee members so that the committee is kept up-to-date.

Frequency of meetings

The Advisory Committee will meet every two months or more frequently if issues arise that require the committee's input.

Reporting

Regular reporting will be made to the Vice-Presidents at Carleton University.

An annual report will be created and shared with the Carleton community that will cover the committee's activities, including a progress update related to Strategy objectives and recommendations. The report will make recommendations on areas of improvement as well as what the priorities should be for the following year.

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