Message from the President

I am pleased to share the Accessibility Plan for Acadia University. Our campus community is committed to achieving the expectations of Accessibility 2030 by operationalizing the Nova Scotia Post-Secondary Accessibility Framework. The Council of Nova Scotia University Presidents (CONSUP) and the President of the Nova Scotia Community College (NSCC) are committed to implementing the framework.

This plan is the culmination of work by a small, dedicated team and crucial external advisors. I extend my appreciation to them as we work together to ensure accessibility is embedded in our culture and infrastructure at Acadia.

As a university community, we trace our roots to 1838, when Baptist leaders reached a breaking point in their ability to access higher education. If they could not become students or teachers at other universities because of their denomination, they would create their own university and remove barriers for themselves and others. It is no coincidence that Acadia was the first university in Nova Scotia and one of the first in Canada to graduate a woman and a Black Nova Scotian. Over time, Acadia has continued to knock down barriers to make our campus more inclusive and welcoming, and to be able to address our accessibility challenges through this paln and the governments accessibility strategy is heartening.

We are excited to continue this tradition with the implementation of this plan.

Sincerely,

Dr. Peter Ricketts
President and Vice-Chancellor
Acadia University

Land Acknowledgement

*Acadia University is located in Mi'kma'ki, the ancestral and unceded territory
of the Mi'kmaw Nation.*

Executive Summary

Accessibility 2030

In 2017, Nova Scotia became the third province in Canada to pass accessibility legislation (the Nova Scotia Accessibility Act), committing to a more equitable and accessible province. The Accessibility Act recognizes accessibility as a human right and sets a goal to make Nova Scotia an accessible province by 2030. The goal of the act is to prevent and remove barriers that restrict people with disabilities from fully participating in society. It enables the government to develop standards for accessibility, and outlines responsibilities for prescribed public sector bodies, including post-secondary institutions.

The Council of Nova Scotia University Presidents (CONSUP) member universities and the Nova Scotia Community College (NSCC) are fully committed to the development of multi-year accessibility plans, the establishment of accessibility advisory committees, and compliance with accessibility standards prescribed for the post-secondary education sector.

A Vision of Accessibility

"Acadia University provides an unparalleled learning experience through a liberal education model based on personalized attention, expanding the boundaries of knowledge, experiential learning, community engagement, environmental stewardship and global citizenship, and engaged research and innovation delivered by a passionate, dedicated, and nurturing community within a beautiful and historic campus environment. Acadia's values help define who we are and guide our aspirations for the future. They provide the foundation of our new strategic plan."
(Acadia 2025 Strategic Plan, 2020)

Acadia University values that connect to our commitment to Accessibility 2030 include:

- Caring for our students
- Passionate community engagement
- Diversity, inclusivity, equity, and respect
- Excellence in academic, research, scholarly, professional, and personal achievement
- Environmental stewardship and sustainability
- Truth and reconciliation with indigenous peoples of Canada
- Social justice, human rights, the common good

"Nova Scotia post-secondary education institutions provide full and equitable access to education, employment, and services within a collaboratively-developed and values-based commitment to accessibility that prioritizes institutional accountability within a human rights framework." (Nova Scotia Post-Secondary Accessibility Framework, 2020)

A History of Accessibility at Acadia

Acadia University has been focused on accessibility for over 50 years. In 1969, the Board of Governors acknowledged the importance of accessibility for the built environment by directing that "all new buildings should have easy access and no architectural barriers to physically disabled people." (Presidential Advisory Committee on Disabled Persons, 1984).

In December 1983, Dr. J.R.C. Perkin, President of Acadia University, established the Presidential Advisory Committee on Disabled Persons with the approval of the Board of Governors. The focus of the Committee was to include "raise the consciousness of the University Community regarding the needs of disabled persons and issues affecting them, function as an advisory resource group to all divisions of the university, doing an inventory of services presently available, and establish a resource centre on campus."

The Committee identified that the Office of the Dean of Students would be responsible "for being a central information centre, responsible for coordinating arrangements and facilitating the settlement of disabled members of this university community." The Committee felt it was important to have centralized responsibility to coordinate resources and ensure a collaborative approach. (Presidential Advisory Committee on Disabled Persons, 1984).

The Presidential Advisory Committee continued its work over the next 20 years, identifying the growth of requests for accommodation in the classroom and the built environment. A formal Review of Services Provided for Students with Disabilities was undertaken in 1997 with a report prepared. The report identified students' essential needs, including the need for comprehensive policy for students with disabilities, support for a formal registration process, access to assistive technology, accessibility for residence housing, improvements in physical spaces, and access to financial support.

In 1999, Acadia University approved the purchase of a portable wheelchair lift to ensure that graduating students requiring physical accommodations would be able to participate in convocation ceremonies fully. The lift has been made available to local secondary schools over the past 20 years to facilitate accessibility to stage areas for their graduands as well. The lift has also ensured that honorary degree recipients have been able to access the Convocation Hall stage, including 2019 Doctor of Humanities, Honorary Degree recipient, Dr. Rick Hansen, Canada's *Man in Motion*.

The coordination of effort has continued to rest within Student Affairs, and through this office, the first Disability Resource Facilitator (DRF) was hired in 2002. The DRF position (now Accessibility Resource Facilitator (ARF)) marked the start of Acadia's 20-

year relationship with the provincial office of Post-Secondary Disability Services (PSDS), now renamed Post-Secondary Accessibility Services (PSAS). Student Affairs and Student Services have continued to provide the operational leadership and staffing to support students requiring accessibility support and accommodation. The number of students requiring support has grown from approximately 20 students in 2000 to over 900 students twenty years later.

The Acadia University Senate established a standing Committee on Disabilities that Affect Learning in 2007. The Committee's duties included developing and monitoring senate policy for students with disabilities that affect learning and conducting an annual review of the policy regarding students with disabilities that affect learning and recommending any necessary amendments. In January 2011, the Acadia Senate established a Policy Regarding Support and Accommodation for Students with Disabilities, and the policy was revised in January 2015. The title of the Committee on Disabilities that Affect Learning was changed to the Disability Policy Committee in May 2015.

In 2006, Acadia University, working with PSDS staff, conducted an Accessibility Audit of the campus facilities. This data was used by numerous offices including Facilities Management and Physical Plant for project and deferred maintenance planning purposes. In 2019, Acadia formed the Built Environment Working Group, and began a thorough and complete facility audit process as the beginning effort to support Accessibility 2030 planning.

Acadia University is recognized as an ex-officio member of the Town of Wolfville, Accessibility Advisory Committee (AAC) and provides regular updates to this AAC.

A Commitment to Accessibility

Acadia University is committed to achieving the expectations of Accessibility 2030 by operationalizing the Nova Scotia Post-Secondary Accessibility Framework and removing barriers to participation in:

- Awareness and capacity building
- Teaching, learning and research
- Information and communication
- Delivery of goods and services
- Employment
- Transportation
- Built environment
- Implementation, monitoring and evaluation

The Acadia University Accessibility 2030 Plan was developed by the Acting Acadia University Accessibility Advisory Committee (AUAAC) consisting of the:

- Executive Director, Student Services
- Executive Director, Facilities
- Manager, Accessible Learning

- Coordinator, Work-Integrated Learning
- Accessible Learning co-operative education and project students (3)

The acting committee achieved the 50% representation requirement (people with disabilities or represent organizations that represent people with disabilities), and the Acting designation was attributable to the challenges posed by the COVID-19 pandemic, as faculty, staff, and student capacity to engage in efforts outside of the required day to day responsibilities were challenging. Moving forward the Terms of Reference for the Acadia University Accessibility Advisory Committee will reflect a broader level of institutional and community representation, as more normal operations resume.

Acadia University Accessibility 2030 Plan

Current Campus Directed Accessibility Efforts

The **Senate Disability Policy Committee** monitors the implementation of the Acadia University Disability Policy, conducts an annual review of the Acadia University Disability Policy and if necessary, recommends Senate amendments to the policy, and deals with any other matters which Senate might refer to the Committee. The Committee also regularly receives reports from Accessible Learning Services on the number of students registered, trends that are emerging, feedback on any policy changes, and development of future and ongoing plans for the department.

The **Senate Equity, Diversity, and Inclusion Committee** is responsible to address (with campus partners), recommendations outlined in the "Senate Ad Hoc Diversity and Inclusion Committee Final Report" (October, 2018), help elevate the voice of under-represented and marginalized communities at Acadia University Senate meetings, to advocate for best practices surrounding equity, diversity and inclusion in an academic setting, to engage in ongoing consultation with groups, programs, departments, committees, and individuals across the campus who have a unique stake in the equity, diversity and inclusiveness of the Acadia University community, collect further recommendations on equity, diversity and inclusion initiatives on campus and oversee their coordination, consider national and international trends in equity, diversity and inclusion policy development, and to support efforts on campus to develop and implement policies that further equity, diversity and inclusion at Acadia University.

The **Acadia Accessibility 2030 Built Environment Working Group,** established in the spring of 2019, seeks to identify, remove, and prevent barriers in the built environment at Acadia University ensuring meaningful access for all intended users. Assessment and recommendations of the built environment at Acadia University are based on the *CSA B651-18 Accessible Design for the Built Environment*, the Rick Hansen Foundation Accessibility Certification™ (RHFAC) national rating system and the Recommendations to the Government of Nova Scotia on Accessibility Standards in the Built Environment*.

The **Acadia Students' Union (ASU) Diversity and Inclusion Committee** is chaired the ASU Diversity and Inclusion Representative position. The Committee develops & implements best-in-class equity, diversity, and human rights tools, programs, and initiatives for students, strengthens the capacity of the ASU & SRC (Student Representative Council) to serve its diverse student population, develop and launch advocacy campaigns on behalf of underrepresented students, serve as the liaison between SRC and Equity, Diversity, & Inclusion related initiatives, share recommendations with the SRC, and bring forward student concerns around Equity, Diversity, & Inclusion, to ensure they are being addressed.

The **Accessible Learning Services** unit is committed to providing a supportive, inclusive, and welcoming on-campus environment for students. The unit's main goal is to facilitate access to supports and resources for students with disabilities that will

maximize opportunities for a successful and meaningful experience at Acadia University. The Accessible Learning Team supports and promotes accessible learning on campus by assisting students applying for provincial and national funding (grants), students connecting to assessors for Psycho-Educational and ADHD assessments, arranging notetakers, tutors, and electronic textbooks, working with faculty to implement student accommodations in the classroom, arranging testing accommodations, offering one-on-one meetings and workshops with students throughout the semester to build academic soft skills, offering students an opportunity to develop employment-related skills and placements through the WIL (Work Integrated Learning) program, and hosting transition workshops for incoming first-year students. The unit is accountable for required updates to the province of Nova Scotia through Post-Secondary Accessibility Services (PSAS).

The **Work Integrated Learning (WIL) Program** was established in Fall semester of 2020. The program provides employment support for students with disabilities registered with Accessible Learning Services, facilitates students building employment readiness skills, and connect students with work placements within their field of study. The WIL Coordinator does outreach work to connect Nova Scotian students with potential employers throughout Nova Scotia. The WIL Program negotiates a wage subsidy component, along with ongoing support from the WIL Coordinator to help both the employer and student. Students from Nova Scotia are eligible for the wage subsidy, however, the WIL Coordinator can assist all students with employment readiness skills and outreach to potential employers.

The **Vaughn Memorial Library (VML)** has designated one of the Academic Librarians as the VML Equity, Diversity and Inclusion Officer. The Officer's focus is on the VML built environment, technology including the library website, and staff training on accessible communication. The VML uses Bookshare, an accessible online text database that can scan books for students to have electronic versions of textbooks. The VML strives to ensure services are accessible and the physical space is inclusive for all.

The **Residence Life** department works closely with students to ensure they have appropriate accommodations in residence and dining hall. The Residence Application Form includes an opportunity for students to identify required accommodations. Residence Life works closely with Accessible Learning Services to assess and support accommodation requests with physical space accommodations, support for visual, auditory, and motion-activated safety equipment, as well as accommodation for service and emotional support animals.

Achievements to Date

Built Environment

The following achievements in the Built Environment have occurred since the Accessibility Act was passed in 2017.

Identifying Barriers

- Inputting results of accessibility assessments into Acadia University's Capital Planning software to inform future renovation projects. 30% of the required accessibility assessments have been completed as of April 1, 2022.
- External consultant was contracted to conduct a high-level accessibility assessment for all campus buildings based on Nova Scotia's Interim Accessibility Guidelines for Indoor and Outdoor spaces. (2021).
- Internal detailed accessibility assessment of one third of campus building and spaces based on the RHFAC national rating system and the Canadian Standards Association (CSA) B651-18 standards (2021).

Removing Barriers

- Two new elevators installed in Crowell Tower Residence conforming to RHFAC standards (2021).
- Installation of a new elevator and ramp and removal of walls in the Kinesiology Department (2021).
- Installation of RHFAC compliant handrails on stairs in the Kinesiology Department (2021).
- Increase of wayfinding signage in Kinesiology Department for clear navigation of space (2021).
- Increase of wayfinding signage in Fountain Commons for clear navigation of space (2021).

Preventing Barriers

- New accessible washroom and shower on ground floor of Horton Hall built to RHFAC and CSA B651-18 standards (2021/2022).
- New accessible washroom adjacent to the Snoezelen room in the Acadia Arena built to RHFAC and CSA B561-18 standards (2021).
- Accessible workstation included in the newly renovated Food Commodities Lab (2020).

Education and Awareness

The following achievements in Education have occurred since the Accessibility Act was passed in 2017.

Identifying Barriers

- President's Anti Racism Task Force (PART) Report prepared (January to August 2021).
- Acadia 2025 Strategic Plan implementation (2020)
- Completion of the Senate Ad Hoc Diversity and Inclusion Committee Final Report (October 2018).

Removing Barriers

- Additional staff hired in Accessible Learning to respond to growth in students registered (2021-22).
- Development of Work Integrated Learning Program (2020-21).

Preventing Barriers

- Continued work and efforts of committees and working groups across campus.
- Workshops and training for faculty, staff and students. (ongoing)
- Promotion of the **Transforming Practice: Learning Equity, Learning Excellence Curriculum** to address an existing gap in professional development opportunities for faculty and student services professionals in higher education in Nova Scotia (2021).
- creating social media posts for Accessible Learning Services' Instagram page (@acadiaaccessiblelearning), focused on awareness dates throughout the academic calendar to recognize and bring awareness to as well as educate on, for example International Day of Persons with Disabilities, (2021).

Areas of Commitment

Acadia University will commit to eight Areas of Priority Focus within the Acadia Accessibility 2030 Plan, consistent with the CONSUP Nova Scotia Post-Secondary Accessibility Framework (2020). These priority areas include (1) Awareness and Capacity Building (2) Teaching, Learning and Research (3) Information and Communications (4) Delivery of Goods and Services (5) Employment (6) Transportation (7) Built Environment (8) Implementation, Monitoring and Evaluation.

Awareness and Capacity Building

Acadia University will foster a culture of accessibility and equity, encourage and facilitate the prevention and removal of barriers to participation, and build capacity in these areas among employees and students.

Deliverables	Compliance Date	Accountability
Develop and implement awareness and training programs for employees and students to increase knowledge and understanding of accessibility, equity, human rights, disability rights, and barriers to participation in post-secondary education.		**Acadia University Accessibility Advisory Committee (AUAAC), Equity Office, Human Resources, Senate Equity, Diversity, and Inclusion Committee**
Encourage and support departments and employees to review and integrate areas of accessibility and disability issues		**AUAAC, Senate Disability Policy Committee, Provost's Council, Deans**

Deliverables	Compliance Date	Accountability
into course curriculum of all relevant academic programs.		
Build capacity and increase awareness about the obligations of Acadia University under the *Accessibility Act*.		**AUAAC, Department Heads, Communications and Marketing staff, Joint Occupational Health and Safety Committee (JOHSC)**

Teaching, Learning, and Research

Acadia University is committed to inclusive and accessible teaching and learning, and collaborative research on accessibility.

Deliverables	Compliance Date	Accountability
Ensure access to and use of accessible technology in teaching and learning.		**AUAAC, Teaching and Learning (Open Acadia), Accessible Learning**
Build capacity and implement supports for faculty and other employees to remove barriers to learning through inclusive practices and equitable assessment, such as principles outlined in universal design for learning and culturally responsive teaching and learning.		**AUAAC, Teaching and Learning (Open Acadia), Accessible Learning, Senate Disability Policy Committee**
Identify and adopt a common standard for ensuring students have access to resources, including accommodations, to support academic success, wellness, and transitions from high school and to employment, the community, or further study.		**AUAAC, Teaching and Learning (Open Acadia), Accessible Learning, Provost's Council, Senate Disability Policy Committee**
Support the growth of research and scholarship on accessibility and disability studies, including collaborative accessibility research initiatives at Acadia University, led by first voice researchers.		**AUAAC, Teaching and Learning (Open Acadia), Accessible Learning, Provost's Council, Senate Disability Policy Committee, Research and Graduate Studies**
Expand and improve access to inclusive post-secondary education options for students with intellectual disabilities.		**AUAAC, Teaching and Learning (Open Acadia), Accessible Learning, Provost's Council, Senate**

		Disability Policy Committee, Axcess Acadia Faculty Director

Information and Communication

Information and communication at Acadia University is accessible.

Deliverables	Compliance Date	Accountability
Ensure the communications policies, procedures, and practices at Acadia University facilitate accessibility.		AUAAC, Communications and Marketing staff, Technology Services, Accessible Learning
Ensure institutional communication is delivered in formats that are accessible.		AUAAC, Communications and Marketing staff, Technology Services, Accessible Learning
Review and adopt a common standard to ensure the accessibility of the Acadia University website.		AUAAC, Communications and Marketing staff, Technology Services, Accessible Learning

Delivery of Goods and Services

Students, employees, and visitors with disabilities or others who experience barriers to accessibility have equitable access to goods and services provided by Acadia University.

Deliverables	Compliance Date	Accountability
Develop and provide accessible customer service training for employees.		AUAAC, Student Services, Human Resources, Equity Office
Provide customer service physical spaces that are conducive to positive accessible customer service experiences.		AUAAC, Student Services, Human Resources, Facilities Management
Embed accessibility into procurement processes, including creating common accessibility language, accessibility requirements and criteria in tenders for goods and services purchased by Acadia University.		AUAAC, Financial Services (Procurement), Human Resources, Facilities Management, Equity Office

Ensure services provided by Acadia University are accessible to persons with disabilities or others who experience barriers to accessibility, including accessible communication, supporting the use of assistive technology, accessible digital content and technologies, and welcoming service animals and support persons.		AUAAC, Financial Services (Procurement), Human Resources, Facilities Management, Equity Office, Technology Services, Safety and Security

Employment

Acadia University is an accessible and equitable employer, supports the careers of employees with disabilities or others who experience barriers to accessibility, and ensure their employees reflect the diversity of Nova Scotians.

Deliverables	Compliance Date	Accountability
Ensure processes, policies and practices facilitate and encourage the recruitment, selection, transition, career growth and advancement of persons with disabilities or others who experience barriers to accessibility.		AUAAC, Human Resources, Accessible Learning
Build capacity among employees and senior leadership to cultivate a culture of inclusion and equity that supports, retains, and provides opportunities for career growth to employees with disabilities or others who experience barriers to accessibility.		AUAAC, President's Executive Committee (PEC), Senate Equity, Diversity, and Inclusion Committee, Senior Leadership Committee (SLC)
Ensure institutional policies and procedures provide inclusive, adaptable accommodations and adaptive tools for employees with disabilities or others who experience barriers to accessibility and appropriate and supportive leave practices and return to work plans.		AUAAC, Human Resources, Accessible Learning (Work Integrated Learning), Equity Office

Transportation

Transportation provided to employees and students is accessible.

Deliverables	Compliance Date	Accountability
Collaborate with the Town of Wolfville, the Nova Scotia Community Transportation Network, and Kings Transit to ensure accessible, affordable public transportation to and from campuses, including bus stop infrastructure, sidewalks, and signage.		**AUAAC, Facilities Management, Safety and Security, Built Environment Working Group, Acadia Students' Union (ASU)**
Ensure accessible parking (that meets a standard such as CSA Group, Rick Hansen Foundation, or provincial built environment standard, when developed) on campus is available to students, employees and visitors with disabilities or others who experience barriers to accessibility.		**AUAAC, Facilities Management, Safety and Security, Built Environment Working Group**

Built Environment

Buildings and outdoor spaces on the Acadia University campus provide meaningful access for intended users.

Deliverables	Compliance Date	Accountability
Adopt common accessibility standards to ensure meaningful access to existing buildings, new construction, and major renovations. At minimum, institutions will comply with the Nova Scotia Building Code, the Town of Wolfville Accessibility Plan building code requirements, and the *Accessibility Act's* built environment standard, aiming to exceed them when feasible. New construction will be considered an opportunity to exceed minimum accessibility standards; for		**AUAAC, Built Environment Working Group, Facilities Management**

example, by meeting the Rick Hansen Foundation Gold Rating.		
Develop recommendations for common priority areas (i.e. building features, phases) in which to identify, prevent and remove barriers to accessibility.		AUAAC, Built Environment Working Group, Facilities Management
Complete an accessibility audit to assess the accessibility of campus buildings and outdoor spaces. Integrate the accessibility audits within facilities management inventory and budgeting processes. Ensure the *Accessibility Act's* built environment standard can be integrated into this tool.		AUAAC, Built Environment Working Group, Facilities Management
Develop a common reporting tool for facilities management employees to track and report progress on improving accessibility as part of the accessibility planning process. Ensure the *Accessibility Act's* built environment standard can be integrated into this tool.		AUAAC, Built Environment Working Group, Facilities Management
Collaborate with the Town of Wolfville to integrate accessibility of municipal and post-secondary infrastructure.		AUAAC, Built Environment Working Group, Facilities Management, Vice President Finance & Administration and CFO
Establish and implement processes to ensure accessibility during temporary disruptions with building infrastructure and outdoor spaces, such as construction or seasonal related elements (e.g. snow removal).		AUAAC, Built Environment Working Group, Facilities Management
Ensure all emergency evacuation systems, policies, procedures, communications and training enable the safe and efficient evacuation of persons with disabilities or others who experience barriers to accessibility during an emergency.		AUAAC, Built Environment Working Group, Facilities Management, Safety and Security, JOHSC
Update and monitor a cost assessment for complying with the		AUAAC, Built Environment Working Group, Facilities

Deliverables	Compliance Date	Accountability
Accessibility Act's built environment standard.		Management, Vice President Finance & Administration and CFO

Implementation, Monitoring and Evaluation

Acadia University will regularly monitor and evaluate progress to remove barriers to accessibility, and the impact on students and employees, and continue to identify opportunities to improve access to education.

Deliverables	Compliance Date	Accountability
Ensure the commitments outlined in this framework are reflected and operationalized in the accessibility plan, as required for public sector bodies under the *Accessibility Act*.		AUAAC, President's Executive Council (PEC)
Develop a common monitoring tool and evaluation framework to regularly assess and report on progress toward meeting the commitments outlined in the plan, and their impact on accessibility at Acadia University.		AUAAC, President's Executive Council (PEC)
Review this plan at least every 3 years and update as required.		AUAAC, Provost & Vice-President Academic and the Vice President Finance & Administration and CFO
Recognizing the significant additional costs of implementing aspects of this framework and meeting the requirements of the *Accessibility Act*, seek adequate funding from the federal and provincial government above the regular operating grants for Acadia University to comply with the legislation and implement the commitments under the plan.		AUAAC, President's Executive Council, Vice President Finance & Administration and CFO, Vice-President Development

Accessibility 2030 Plan Evaluation and Advisory Committee Structure

The Acadia Accessibility 2030 Plan will be formally evaluated every 3 years. This evaluation will include community consultation as well as assessment of the operationalization of the Plan. The formal evaluation process will be approved by the

President's Executive Council and co-led by the Provost & Vice-President Academic and the Vice President Finance & Administration and CFO.

In addition to the Accessibility Advisory Committee, Acadia University will establish working groups to support implementation as the Accessibility Directorate develops the individual standards for:

- The Built Environment
- Education
- Employment
- Delivery and Receipt of Goods and Services
- Information and Communication
- Transportation

The working groups may be uniquely formed or the work with the standards may be assigned to existing working groups or committees that have a concurrent focus with the individual standard. An example would be assigning the Built Environment Standards work to the existing Acadia Built Environment Working Group, which would provide regular updates and reports to the Acadia Accessibility Advisory Committee. The working groups will be led by senior leadership team members who are focused on the standards areas in their normal employment responsibilities. The Acadia Built Environment Working Group will be led by the Executive Director, Facilities.

The Acting Accessibility Advisory Committee will initiate a recruitment process in May 2022 to establish the Acadia University Accessibility Advisory Committee (AUAAC). Membership will consist of:

- Vice-Provost Students, Recruitment and Enrolment Management (President's Executive Council representative)
- Executive Director, Facilities
- Executive Director Student Services
- Chair, Senate Disability Policy Committee
- Chair, Senate Equity, Diversity, and Inclusion Committee
- Axcess Acadia Faculty Director
- Student members
- Faculty members
- Staff members

A minimum of one-half of the AUAAC must be people with disabilities or represent organizations that represent people with disabilities.

Appendix 1 Resources

Accessibility Planning Tools

- Nova Scotia Accessibility Directorate
  https://novascotia.ca/accessibility/
- The Accessibility Planning Toolkit for Prescribed Public Sector Bodies
  https://novascotia.ca/accessibility/Public-Sector-Bodies-Toolkit.pdf
- Nova Scotia Post-Secondary Accessibility Framework
  https://www.nscc.ca/docs/about-nscc/nova-scotia-post-secondary-accessibility-framework.pdf
- Working Toward An Accessible NS
  https://cdn.dal.ca/content/dam/dalhousie/pdf/about/accessibility-plan/working-toward-an-accessible-nova-scotia.pdf
- Recommendations on Accessibility Standards in the Built Environment
  https://novascotia.ca/accessibility/built-environment/Built-Environment-Recommendations-Phase-1.pdf
- Recommendations on Accessibility Standards in Education
  https://novascotia.ca/accessibility/education-committee/Recommendations-Education-Accessibility-Standards-phase-1.PDF

Federal and Provincial Acts

- Nova Scotia Accessibility Act "An Act Respecting Accessibility in Nova Scotia"
  https://nslegislature.ca/sites/default/files/legc/statutes/accessibility.pdf
- Nova Scotia Accessibility Act "An Act Respecting Accessibility in Nova Scotia" - ASL version
  ASL version of Bill 59: An Act Respecting Accessibility in Nova Scotia (ASL)
- Accessible Canada Act
  https://laws-lois.justice.gc.ca/eng/acts/A-0.6/page-1.html#h-1153434
- Accessibility for Ontarians with Disabilities Act
  https://www.ontario.ca/laws/statute/05a11
- Canadian Human Rights Act
  https://laws-lois.justice.gc.ca/eng/acts/h-6/page-1.html#h-256795

Plans

- Government of Nova Scotia Accessibility Plan 2018-21
  https://novascotia.ca/accessibility/plan/government-accessibility-plan.pdf
- Nova Scotia Access By Design 2030
  https://novascotia.ca/accessibility/access-by-design/access-by-design-2030.pdf
- Town of Wolfville: Access by Design 2019-2022
  https://www.wolfville.ca/component/com_docman/Itemid,264/alias,2346-access-by-design-wolfville-accessible/category_slug,operations-plan/view,download

- Acadia 2025 Strategic Plan
  https://issuu.com/acadiacommunications/docs/2020-11-26_acadia_2025_strategic_plan

Appendix 2 Glossary of Terms

Glossary of Terms (from Appendix A in the Nova Scotia Post-Secondary Accessibility Framework Terms of Reference):

Accessibility includes the prevention and removal of barriers (physical, attitudinal, technological, or system) to allow equitable participation for persons with disabilities or others who experience barriers to accessibility.

Accessibility Act refers to the provincial legislation enacted in 2017 to prevent and remove barriers to accessibility for people with disabilities. It has a goal of an accessible Nova Scotia by 2030. The Act outlines some responsibilities for municipalities, universities, and other entities, including developing accessibility plans and establishing an accessibility committee. It allows Government to develop and implement standards (regulations) in education, the built environment, the delivery and receipt of goods and services, transportation, information and communication, and employment.

Accessible Employer refers to reducing and preventing barriers in hiring, retaining, career development and advancement for employees, and addressing employee needs with individualized, flexible accommodations.

Accessible Customer Service refers to ensuring all person have the same opportunity to seek, obtain, use or benefit from the service, Accessible services are easy for all people to use, interact with, and understand.

Barrier includes anything that hinders or challenges the full and effective participation in society. Barriers can be physical, attitudinal, technological, or systemic (policy or practice). Accessibility barriers may be related to areas such as employment, education, the built environment, transportation, the delivery and receipt of goods and services, or information and communications.

Culturally Responsive Pedagogy (CRP) refers to a teaching method that acknowledges the cultural knowledge, prior experiences, and frames of reference of students and uses it to make learning more relevant and effective. It ensures that students from diverse cultures have equitable opportunities and supports for success within school systems and that design is reflected in pedagogy, not just additional targeted services.

Deaf refers to a sociological term referring to those individuals who are medically deaf or hard of hearing who identify with and participate in the culture, society, and language of Deaf people, which is based on Sign language.

Disability includes a physical, mental, intellectual, learning, or sensory impairment – including an episodic disability – that, in interaction with a barrier, hinders an individual's full and effective participation in society.

Employees refer to administration, faculty, and staff employed at a post-secondary institution.

Equity/Equitable includes the fair treatment of individuals, acknowledging and making provisions for their differences by ensuring that employment and educational processes are free from systemic barriers. Equity does not mean ignoring differences and treating everyone the same. Instead, it means recognizing and valuing differences, removing systemic barriers and accommodating individual differences, as needed.

First Voice refers to a perspective of knowledge generated by persons with disabilities and others who experience barriers to accessibility that emerges from lived experience, community connections, knowledge traditions, and scholarly activities that are typically under-valued and under-represented.

Inclusion includes the process of improving the terms of participation in society, particularly for individuals of groups of individuals who are disadvantaged or under-represented, through enhancing opportunities, access to resources, voice and respect for rights. This creates a sense of belonging, promotes trust, fights exclusion and marginalization and offers the opportunity of upward mobility and results in increased social cohesion.

Meaningful access when referring to the built environment, is the intent to meet the needs of all users of a site (a building or outdoor space) regardless of their ability. It means that not only individual features of a site, such as an entrance or washroom, must be accessible, but the entire experience throughout.

Neurodivergent means having a brain that functions in ways that diverge significantly from the dominant societal standards of "normal". It recognizes diverse neurologies and ways of being, as variation of human experience, rather than deficiency in need of remediation or cure. It includes those who identify with autism spectrum disorder, ADHD, Tourette's syndrome, and dyslexia, to name a few.

Universal Design for Learning (UDL) refers to an educational approach to designing instructional goals, assessments, methods and materials, and policies that work for a diversity of learners. It employs flexible approaches that can be customized and adjusted for individual student needs.

Appendix 3 Celebrating Inclusion, Equity, Diversity, and Accessibility

Academic Calendar Awareness Dates	Fall Semester
World Suicide Prevention Day Increase awareness about suicidal behaviour and action on how to prevent suicide	September
International Week of the Deaf Celebrate the various Deaf communities around the world	September
International Day of Sign Languages (2021 theme – We Sign for Human Rights) Increase awareness of the importance of sign language, the use of many sign languages and recognize sign language as a human right	September
National Day of Truth and Reconciliation / Orange Shirt Day Day of remembrance for the victims of the residential school system in Canada, bring awareness and educate on their impact	September 30
Mi'kmaq History Month Promote awareness about the Mi'kmaw culture and heritage in Nova Scotia https://mikmaqhistorymonth.ca **Treaty Day** Marks the beginning of Mi'kmaq History Month in Nova Scotia and recognizes the Mi'kmaq people and culture	October October 1
Learning Disability Awareness Month Raise awareness and reduce stigmas surrounding learning disabilities	October
World Mental Health Day Promote awareness around mental health issues and raise support for mental health	October
World Sight Day Promote awareness towards blindness and vision impairments	October
Invisible Disabilities Week Promote awareness, education, and support for various invisible disabilities	October

Indigenous Disability Awareness Month (Proclaimed in British Columbia - http://www.bcands.bc.ca/indigenous-disability-awareness-month-idam/)) Indigenous peoples in Canada experience disabilities at a higher rate, IDAM raises awareness	November
International Stress Awareness Week Raise awareness about stress prevention and learn techniques to alleviate stress	November
International Stress Awareness Day Increase awareness on the impact stress creates in our lives and how to decrease its negative impact "Be good to yourself" -Canadian Institute of Stress	November
World Usability Day Promote the importance of universal usability and design	November
International Students Day Promote an accessible education for all students	November
International Day of Persons with Disabilities Promote an understanding of disability issues, support, and human rights	December
Human Rights Day Honouring the UN's adoption of the Universal Declaration of Human Rights	December

Academic Calendar Awareness Dates	**Winter Semester**
World Braille Day Raise awareness to barriers people who are blind or visually impaired face. Celebrate the invention of braille which has transformed accessibility for those with visual impairments.	January
African Heritage Month / Black History Month Celebrate and recognize the achievements of African Nova Scotians throughout history.	February
National White Cane Week	February

Raise awareness to the challenges Canadians with visual impairments face	
International Women's Day Celebrating the achievements of women and working towards gender equality.	March
Eating Disorder's Awareness Week (EDAW) Raise awareness about eating disorders and provide resources for those seeking treatment and for education purposes.	February
Sexual & Reproductive Health Day Raise awareness and provide resources to improve overall health in communities.	February
International Day for the Elimination of Racial Discrimination An effort to eliminate all forms of racial discrimination through education	March
World Water Day Celebrates water and raise awareness for the 2.2 billion people living without access to safe and clean water	March
Autism Awareness Day Raise awareness about people with autism spectrum disorders throughout the world	April
World Health Day Focus on health problems or issues throughout the world and promote physical and mental well-being	April
Dog Therapy Appreciation Day Celebrate and educate people on animals' role in assisting in the well-being of humans	April
Earth Day Support the environment's protection by providing education initiatives to protect and restore the earth	April

Academic Calendar Awareness Dates	Intersession (Spring and Summer)
Mental Health Awareness Month Promote an understanding about mental illness and how they affect Canadians in an effort to reduce the stigma around mental health	May

World Day for Cultural Diversity Celebrates cultures around the world and signifies diversity as an agent of inclusion and positive change	May
National Indigenous History Month Educate about the culture, contributions, experiences, and history of Indigenous peoples	June
National Indigenous Peoples Day Celebrate the heritage, cultures, and achievements of First Nations, Inuit, and Métis peoples	June 21
Canadian Multiculturalism Day Celebrate the various cultures existing within Canadian society	June