Dalhousie University Accessibility Plan

DALHOUSIE UNIVERSITY

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Foreward

We are pleased to share the Dalhousie University Accessibility Plan. Nova Scotia's Accessibility Act recognizes accessibility as a human right, and with the goal of an accessible province by 2030, our attached plan seeks to develop standards and initiatives to help Dalhousie and Nova Scotia meet that goal.

As an educational institution which spans multiple campuses and communities, we acknowledge the imperative to making Dalhousie fully accessible by removing barriers to education, employment, and research.

This multi-year Accessibility Plan outlines how we will achieve the 2030 provincial goal by implementing changes to: our built environment; teaching, learning and research; goods and services; information and communication; transportation; and employment.

Dalhousie University is grateful to the Province of Nova Scotia for supporting the Accessibility Act and the goal of an accessible province by 2030. We are committed to the work required to achieve this goal for our community.

Respectively submitted by:

Dr. Frank Harvey,
Provost and Vice-President Academic
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INTRODUCTION:
Dalhousie's Commitment to Accessibility

Creating inclusive, accessible spaces, services and communities for all of Dalhousie students, faculty and staff are core elements of Dalhousie's aspirations as a university. The university's new strategic plan, *Third Century Promise*, explicitly lays out this commitment to inclusive excellence, recognizing that people are fundamental to everything it does and that accessibility planning is essential to achieving Dal's goal of becoming a national leader in equity, diversity, inclusion and accessibility.

Dalhousie will continually strive for a barrier-free institution that demonstrates innovation in how accessibility is addressed. As an institution, we will strive to exceed the core requirements set out by the legislation, guided by the following shared values and beliefs:

- A diverse and inclusive University enhances how we teach, learn, undertake research, work and engage within and outside Dalhousie

- An accessible environment benefits everyone

- Removing barriers is key for equitable access to education, research, employment and services

- Foundational to our plan is a collaboratively developed approach and values-based commitment to accessibility that prioritizes accountability within a human rights framework

Building on a strong foundation

While Dalhousie University's Accessibility Plan identifies a path to a more accessible university, significant work and accomplishments have been made over the previous years, laying much of the groundwork through policies, organizational structures and services/resources for students, faculty and staff.

Dalhousie's ongoing work in the areas of Equity, Diversity and Inclusiveness created an opportune environment for the development of an accessibility plan. The creation of the (dis)Ability Caucus for faculty and staff was also timely and helpful for consultation.

We have worked in considerable collaboration with teams on our campuses who are responsible for accessibility initiatives, notably the Student Accessibility Centre in Student Affairs, and Accessible Employment in Human Resources.

See Appendix 1 for a summary of recent activities and initiatives Dalhousie has undertaken to remove barriers from across the university community (as work continues to progress daily, this will be an evolving list).

Legislative Framework

In 2017, Nova Scotia passed the Accessibility Act, becoming the third Canadian province to adopt accessibility legislation. The Act recognizes accessibility as a human right and outlines how we as a province will improve accessibility by preventing and removing barriers. The legislation sets a goal of an accessible Nova Scotia by 2030.

Designated by the province as a "public-sector body," Dalhousie was required to craft a comprehensive accessibility plan that specifies the removal of barriers to participation in each of the following areas: **built environment; teaching, learning and research; goods and services; information and communication; transportation; and employment.**

The Nova Scotia Post-Secondary Accessibility Framework (June 2020) identifies a shared vision and commitment for accessibility in Nova Scotia's post-secondary sector, serving as a guide for the development of institutional accessibility plans across the province.

The Framework outlines a vision, principles, goals and commitments for accessibility, focusing on six key areas mentioned above. The framework also addresses strategies and approaches for awareness and capacity building and monitoring and evaluation, ensuring that accessibility planning across institutions is integrated, consistent, and compliant with provincial requirements.

Developing our plan

Efforts to develop a Dalhousie Accessibility Plan began in August 2019, building off a Dalhousie accessibility audit, followed by the development of the Dalhousie University Accessibility Advisory Committee (DUAAC).

Our decision-making teams were mostly comprised of members of the Dalhousie community who live with disability and leaders responsible for accessibility work.

Developing an Accessibility Plan for Dalhousie has been a collaborative effort, stewarded through project leads, the Accessibility Advisory Committee, and six working groups that consulted and worked to ensure that our plan addresses the six areas of focus through individual sub-plans that were submitted in July 2021. These sub plans have been reviewed, analyzed and integrated into a single cohesive roadmap of recommendations, to be accompanied by an implementation plan with accountabilities identified across the university community.

Critical to developing a comprehensive and inclusive Accessibility Plan was connecting with and listening to members of our community, through:

• A series of cross-university consultations between October and December 2020, including focus groups and meetings with individuals and groups

• Working group cross-collaboration intended to ensure integration of consultations and sub-plan content to avoid duplication and gaps

• Intentionality around working group membership – each group includes members who have lived experiences with disabilities, as well as those who are responsible for providing service, education or research regarding accessibility at the university

• Consultation with people with disabilities and campus groups and committees representing people with disabilities

- A comprehensive Employment Systems Review conducted in 2021

- Consistent and regular communication across the Dalhousie community was critically important throughout the Plan development process, and included:

  - Dedicated web content on Dalhousie's public site (dal.ca), connecting to current resources and services for students, faculty and staff

  - Regular communications updates to students, faculty and staff

  - Feature stories and updates shared through Dal News and Today@Dal (internal/external audiences)

  - Intentional connection with other projects taking place at Dalhousie that have significant overlap, for example, the employment systems review and development of Dalhousie's Employment Equity Plan, 2022-2025

- A February/March 2021 accessibility survey that was completed by 2,209 respondents (942 students, 346 faculty members, 921 staff)

  - The survey featured customized versions for students, staff and faculty, providing valuable data that was used both to improve and address current issues/gaps in accessibility services, and inform Dalhousie's Accessibility Plan for 2022

  - A survey summary (dashboard) was developed and shared through multiple team and leadership meetings

Moving toward a barrier-free Dalhousie: RECOMMENDATIONS

The following recommendations have emerged through an iterative needs analysis, consultation, review and documentation process, informed by individual reports that focused on six key focus area: **built environment; teaching, learning and research; goods and services; information and communication; transportation; and employment**.

Each of the recommendations listed below will be part of a comprehensive implementation plan with accountabilities across Dalhousie, and an evaluation approach that aligns with the Nova Scotia post-secondary accessibility evaluation tool. Although developed as a compilation of individual plans, Dalhousie's Accessibility Plan will take both an overarching and area-specific approach, as needed, to ensure consistency across commonly identified actions such as budget planning, incorporation into campus master planning or development of training tools.

BUILT ENVIRONMENT

Our commitment: Buildings and outdoor spaces on Dalhousie University's campuses provide meaningful access for intended users.

RECOMMENDATIONS	
Policies, standards and guidelines	
1.1	Adopt Provincial Built Environment Accessibility standards. Where feasible, Facilities Management (FM) will follow CSA B651, in the interim of NS Provincial Built Environment Accessibility Standards
1.2	Organize a study to identify areas across campus for designated quiet spaces
1.3	Integrate the Provincial Built Environment Accessibility Standards into the FM Built Environment Accessibility Audit Tool
1.4	Implement accessibility design and operational guidelines to guide campus development and operational procedures, including the review of Rick Hansen Foundation (RHF) building features. Update documents to capture Provincial Built Environment Accessibility Standards, once released
1.5	Update interior and exterior signage standards and Dalhousie Design Guidelines, ensuring accessible wayfinding is incorporated into the Campus Master Plan and reflects Provincial Built Environment Accessibility Standards
1.6	Develop processes to use and document provincial alternative compliance mechanisms for renovations that are unable to meet Provincial Built Environment Accessibility Standards
1.7	Develop a strategy for Accessibility Plan implementation and funding, including a multi-year budget and annual allocation for built environment initiatives
1.8	Collaborate with government to develop a built environment cost assessment

RECOMMENDATIONS	
Campus planning	
1.9	Develop a process and review requirements to capture accessibility features for all projects throughout inception, design, construction, and project completion phases. If Provincial Built Environment Accessibility Standards cannot be met, then reasons should be documented following processes for alternative compliance mechanisms
1.10	Implement a blended approach strategy to identify, prevent and remove barriers to accessibility through: • Projects to meet accessibility design and operational guidelines where applicable • New projects for building exterior approach, entrance, and washroom to ensure meaningful access (consultative approach used to prioritize teaching, research, mixed teaching and research, student experience and administration) • New capital projects - ensure they hold a higher standard of accessibility, including RHF building features where feasible
1.11	Prioritize renovation to ensure accessibility in residences on the Agricultural Campus (AC) This recommendation is supported in the AC Framework Campus Development Plan (Agriculture Campus Master Plan)
1.12	Increase collaboration with stakeholders when planning, designing, and implementing built environment accessibility features that intersect with university, municipal and/or federal infrastructure
1.13	Review existing planned FM elevator upgrade projects to meet accessibility design and operational guidelines where feasible
1.14	Review and update existing procedures and processes to identify and eliminate accessibility barriers and better support persons with (dis)Abilities in temporary building disruptions and emergency situations during: • Temporary building and weather-related disruptions (procedures for snow removal, communication regarding projects and other unplanned events with accessibility impacts) • Evacuation procedures - including fire alarm upgrade, expansion of accessibility scope and updates to emergency evacuation signage to meet Nova Scotia Provincial Built Environment Accessibility Standards
Documenting, reporting and auditing	
1.15	Implement a process for ongoing built environment audits to assess accessibility improvements
1.16	Develop common reporting and auditing tools, in collaboration with the Post-Secondary Accessibility Working Group (PSAWG)
1.17	Develop a response plan, portal, process, and funding plan for additional accessibility enhancements and requests

TEACHING, LEARNING, AND RESEARCH

Our commitment: Dalhousie University is a leader in inclusive and accessible teaching and learning, and collaborative research on accessibility.

RECOMMENDATIONS	
2.1	Ensure that Dalhousie research centres and institutes working in the area of accessibility consistently demonstrate engagement in accessibility and disabilities studies in their annual reports and strategic plans
2.2	Actively promote and encourage opportunities for faculty and students to engage in accessibility, disabilities studies, and research related to accessibility and disability studies (e.g., Healthy Populations Institute)
2.3	Develop and deliver accessibility education and capacity building for faculty, staff, students, including assistive technology and student learning strategies
2.4	Establish and communicate standards regarding use of ableist language in curriculum, syllabi, policies and processes through department heads/unit directors, in concert with equity, diversity, inclusion and accessibility committees, curriculum committees and the Centre for Learning and Teaching (CLT)
2.5	Create pathways to support post-graduation employment, additional education, and other opportunities for students with disabilities
2.6	Develop and introduce an Accessible Course Design Policy, which includes a commitment to increasing accessibility technology in the online environment and a commitment to universal design for learning (UDL) principles and provision for faculty education. Ensure alignment with and connectivity between this policy and the Course Syllabus Policy
2.7	Support faculty members with disabilities in accessing and being successful in research environments
2.8	Invest in technology to support accessible learning, including technology to support alternative format course material, up-to-date assistive technology, assistive listening systems in classrooms and auditoriums, and training

GOODS AND SERVICES

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

	RECOMMENDATIONS
3.1	Develop and regularly audit comprehensive customer service accessibility standards and associated guidelines that are: • Informed by existing gaps between the standard and the current state of existing customer services spaces • Aligned with CSA B651 and the newly established provincial built environment standards and guidelines for new construction and renovation of customer service spaces • Monitored and evaluated, with appropriate mechanisms, resourcing and staffing in place
3.2	Ensure all customer service spaces meet accessibility standards by identifying short-term and long-term renovations that are required
3.3	Develop a multi-year budget and annual allocation process for accessible goods and services initiatives, identifying potential funding mechanisms for physical space improvements of current customer service spaces to meet the accessibility standard
3.4	Collaborate with government to develop a provincial customer service training module, specific to accessibility and consisting of post-secondary institution representatives and the Nova Scotia Accessibility Directorate
3.5	Complementing the provincial module, develop an accessible customer/client service training module customized for Dalhousie
3.6	Provide training for procurement teams on the relevance of accessibility to their work - map out the stages of the procurement process and identify relevant decision points for accessibility consideration
3.7	Designate a specific unit(s) in Dal governance structure to execute training
3.8	Collect current customer service space accessibility information by mining data from existing assessment surveys and begin collecting other data not previously collected
3.9	Develop a University Accessibility Procurement Guide and regularly audit comprehensive procurement accessibility standards for Dal that are: • Accessible to all users, in addition to Procurement Office staff • Based on best practices that are communicated through the purchase application process (forms) and RFPs • Aligned with the Nova Scotia Accessibility Act and revised to ensure compliance • Managed through Dalhousie staff members who are responsible for updating and overseeing tools for record-keeping, monitoring compliance, and evaluating the progress on accessible procurement practices

INFORMATION AND COMMUNICATION

Our commitment: Ensuring all people can receive, understand and share the information provided by Dalhousie.

RECOMMENDATIONS	
4.1	Generate a culture change about accessibility, focused on promoting accessibility, eliminating stigma, and reframing away from disability to a focus on accessibility
4.2	Widely communicate Dal's commitment to accessibility. This should be evident through key institutional messages and thoughtful and intentional programming including organized events such as speaker series, discussion groups, conferences, and awareness campaigns
4.3	Develop and maintain a central online resource promoting all information around accessibility and accommodations for faculty, staff, and students
4.4	Audit all non-academic educational/training programs currently in use and ensure that their content is accessible to faculty, staff, and students
4.5	Review and create policies and procedures, ensuring that all content, systems, and communications are accessible upon initial development and distribution
4.6	Communicate and develop processes for creating accessible documents and communication material for all employees and students. Activities include: • Informing and supporting employees about how to produce material in accessible formats • Providing guidelines to assist with creating and maintaining accessible websites • Developing clear and simple processes for requesting accessible formats • Ensuring all educational, training resources or materials are provided in accessible formats, upon request • Ensuring feedback processes are accessible to persons with disabilities

INFORMATION AND COMMUNICATION

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4.7	Ensure educational programming regarding safe evacuation during emergencies includes accessible information and is embedded in existing educational campaigns during safety orientations and other initiatives
4.8	Develop an on-campus tour program for students to identify accessible routes in exterior and interior environments
4.9	Increase awareness across Dalhousie about both the experience of disability and the importance of accessibility and inclusion of persons with disabilities
4.10	Develop awards for focused work in accessibility (for faculty, staff and students)
4.11	Ensure new websites, web content and software, in general, conforms to established accessibility guidelines

TRANSPORTATION

Our commitment: Transportation provided to Dalhousie employees and students is accessible.

RECOMMENDATIONS	
5.1	Develop a Landscape Master Plan for Halifax and Truro campuses, addressing accessibility standards and best practices and outlining maps, standards and projects
5.2	Develop a multi-year budget and annual allocation process for accessible transportation initiatives. This would include: • Development of a funding plan • Development of signature joint projects • Allocation of additional funding through existing sources such as facilities renewal (no current funding stream for new accessibility projects), new strategic initiative funding, loan and grant program leveraging in partnership with government entities, or capital campaigns
5.3	Develop and execute a project to ensure accessible signage and wayfinding, specific to transportation on and around campuses
5.4	Expand research project opportunities for students - identified and secured by working with faculty and students through classes, internships and thesis work
5.5	Ensure updates and revision to Dalhousie's Multi-Campus Master Plan address: • Parking lot accessibility improvements • Outdoor lighting upgrades • Pathway upgrades, including slopes, sidewalks, roadways and entrances
5.6	Develop and deliver accessibility education and training for departments and senior leaders responsible for transportation
5.7	Define projects around critical destination routes
5.8	Deliver program and service upgrades such as adaptive bikes in loan program, covered bike parking and others

EMPLOYMENT

Our commitment: Dalhousie University is an accessible and equitable employer, supporting the careers of employees with disabilities or others who experience barriers to accessibility, and ensures their employees reflect the diversity of Nova Scotians.

RECOMMENDATIONS	
6.1	Develop and deliver training sessions and video resource sessions around accessibility for Dalhousie employees. Programming to include the Accommodation policy, Accessibility Principles, and the role and services provided by the Accessible Employment unit
6.2	Promote accessibility as a part of Dalhousie's Strategic Plan, Third Century Promise
6.3	Increase awareness of the existence of the (dis)Abilities Caucus, through letters of employment, new employee orientation, leadership training, onboarding modules and labour relationships
6.4	Create awareness around the role accessible employment plays in formal accommodations, in accordance with the Employee Accommodation Policy. This will be done through new employee orientation, leadership training, onboarding modules, labour relationships
6.5	Promote Employee and Family Assistance Program through letters of employment, new employee orientation, leadership training, onboarding modules, labour relationships and the benefits newsletter
6.6	Develop a policy and process for accessibility requests that promotes various mechanisms for employees to reach out when experiencing accessibility barriers (email, website, suggestion box, verbal) or when desired to provide any feedback
6.7	Recognize accessibility-focused work and contributions made by Dalhousie members throughout formal and informal channels, through workload adjustments, overload payments, formal and informal expressions of gratitude, Legacy Awards, Dal News, etc.
6.8	Incorporate language about accessibility in institutional communications to all employees, including student employees. This would include letters of employment, handbooks and information about services available through Accessible Employment
6.9	Invest in technology to support accessible employment
6.10	Establish a process between Dalhousie Environmental Health and Safety Office and Accessible Employment to require self-identified staff and faculty to enroll or deny participation in the Shelter-in-Place Program

Evaluation: Measuring and reporting on progress

Listening to and acting on feedback across the university community and beyond is a critically important element of Dalhousie's Accessibility Plan. Recognizing the iterative nature of Dalhousie's Accessibility Plan, we will continue to review and revise the Plan on an annual basis, expanding engagement and consultation strategies across campus and with the broader community, and especially with persons with disabilities.

Additional evaluation and reporting efforts will include, but are not limited to:

- Working with the Provincial Advisory Committee to develop a reporting framework to track progress across Dalhousie and other provincial post-secondary institutions

- An annual review of the plan, incorporating updates

- Compliance reporting, as required

- Opportunities to collect feedback and mechanisms to address

Next steps

Now that Dalhousie has a finalized Accessibility Plan, our focus will shift to implementation, reporting on annual progress and evaluation.

An implementation and reporting plan will outline in practical terms, how Dalhousie will work to achieve the recommendations outlined above and the measures that will be used to monitor and share annual progress.

Acknowledgements

Individuals and groups from all parts of the university played a crucial role in the development of an Accessibility Plan for Dalhousie. Through the various phases of consultation and development, students, faculty, staff, internal offices and departments and external organizations took the time to share their insights and perspectives.

Thank you to everyone who took the time to engage in the planning process. Special recognition and thanks are due to the following individuals and units:

- The Dalhousie (dis)Ability Caucus

- Dalhousie Accessibility Advisory Committee Chairs
    - Jasmine Walsh (former AVP Human Resources)
    - Susan Spence (former Vice-Provost Planning and Analytics)
    - Quenta Adams (Director, Student Academic Success, Student Affairs)
    - Laura Neals (Co-AVP Human Resources, acting)

- Dalhousie Accessibility Advisory Working Group Leads

    Built Environment
    - Siobhan Evans, Accessibility Planning Specialist, Facilities Management
    - Tareq Abdullah, Director, Campus Planning, Facilities Management

    Goods & Services
    - Dr. Mikiko Terashima, Associate Professor, School of Planning

    Transportation
    - Rochelle Owen, Executive Director, Office of Sustainability

    Employment
    - Orla McDevitt, Director, Accessible Employment, Human Resources
    - Ivonne Paez, Accessibility Advisor, Human Resources

Education (Teaching, Learning and Research)

- Brad Wuetherick, now Associate Provost, Academic Programs, Teaching and Learning, UBC, Okanagan Campus

- Tereigh Ewert, Senior Educational Developer, EDI Team, Centre for Teaching and Learning

Information and Communication

- Lisa Delong, Director, Human Rights and Equity Services

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- Brenda Beagan (Professor, School of Occupational Therapy, Faculty of Health)

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- Michelle Mahoney (Reception and Career Development Office Assistant, Schulich School of Law)

- Eli Manning (Student Accommodations Officer and Professor)

- Leanne French-Munn (Assistant Vice-Provost Planning and Strategy)

- Brenda MacPhee (Senior Institutional Planner and Project Manager)

- Michelle O'Neill (Project Coordinator and Executive Assistant, Planning and Strategy and Dalhousie Analytics)

- Claudia Rangel (Assistant Vice-Provost Data and Analytics)

- Erica Gagnon (Project Manager, Office of Planning and Analytics)

APPENDICES

Appendix 1: Summary of Recent Activities and Initiatives Intended to Remove Barriers across Dalhousie University

OUR PEOPLE

1.   Updated Employee Accommodation Policy under Accessible Employment

2.   Dedicated Accessible Employment Unit within Human Resources and the creation of a dedicated Accessible Advisor position

3.   Formation of the Disability Staff and Faculty Caucus

4.   Changes to degree structure to facilitate part time study

5.   Assistive Technology Lending Library for students

6.   Partnerships with fieldwork and co-op coordinators to ensure accommodation in the field

7.   Security Services, Accessible Employment and the Student Accessibility Centre developed an application process for accessible parking permits for students, staff and faculty.

8.   Enhancement of Mental Health treatment benefits

9.   Increased Awareness of the Employee and Family Assistance Program

10.   Educational sessions involving departments regarding the duty to Accommodate, Accessibility principles and the role of the Accessible Employment unit

11.   Introduction of alternate formats to communicate with employees with Accessibility needs (for example, in-person, by phone, virtual follow ups with close captions, emails, and interpreters).

12.   Newly developed remote/flexible work policy

13.   Introduction of additional questions in our "Be Counted" Survey that relates to Equity, Disability, Inclusivity and Accessibility

14.   Introduction of Accessibility door and doorbell for people with hearing impairments for Human Resources main office, located on the 2nd floor of the Henry Hicks (room 150).

15.   Partnership with the School of OT to provide ergonomic services during the winter semester each year

16. Creation of a fund of money in Accessible Employment to help offset treatment or assessment costs for employees in extenuating circumstances including functional assessments, IMEs, cognitive assessments, workplace referrals, and diagnostic testing.

17. Creation of an EHIT committee (employee health integration team) within the HR team to help bring benefits, Employee Health and Wellness, Accessible Employment, Employee Relations together once a month to discuss initiatives

18. Creation of a Healthy Workplace Committee for the purpose of promoting and encouraging employee health and wellness across the institution.

19. Creation of a website focused on employee health and wellness as a response to the COVID-19 pandemic – highlighting internal and external services focused on assisting people through the pandemic.

TRANSPORTATION

1. Completed parking lot and accessibility audit

2. Review of active transportation corridors highlighting deficiencies for future municipal and campus projects
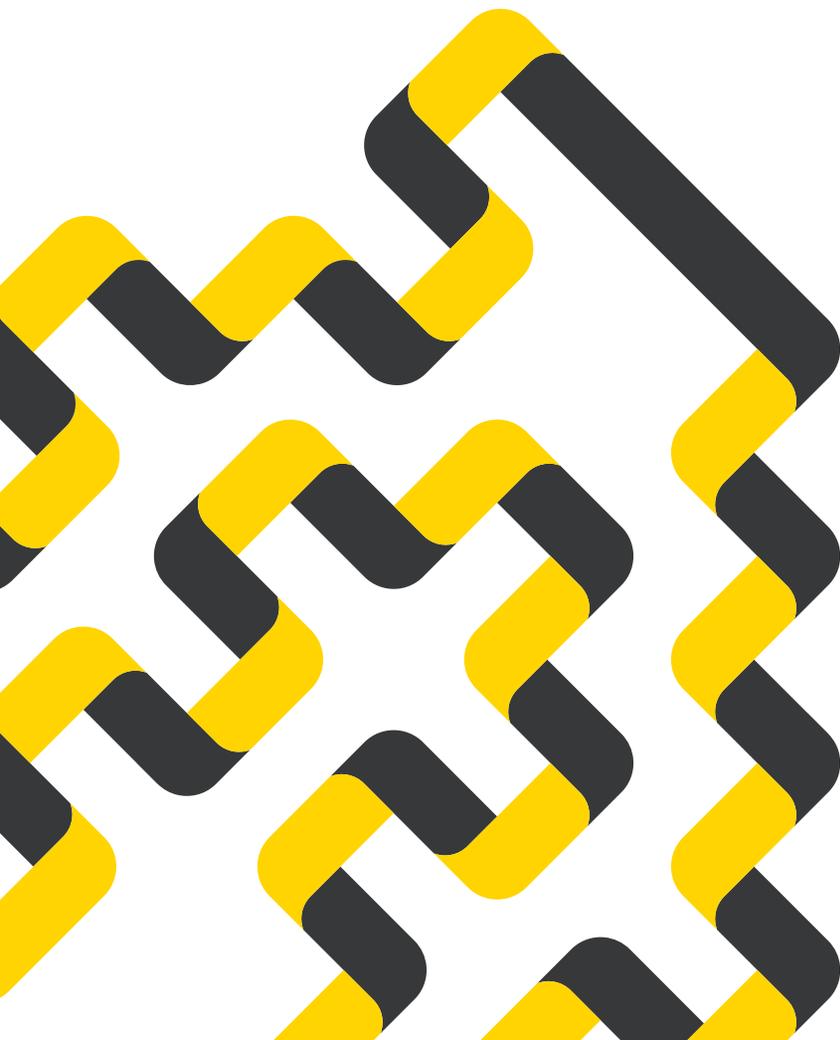
BUILT ENVIRONMENT

1. Installed green building signage that speaks to all of the green building features and follows accessibility standards including Braille, colour, height and text considerations.

2. Installed Braille Signage in Risley Hall, including the cafeteria, a laundry room and kitchenette, and key destination wall signage.

3. The first in Atlantic Canada, Dalhousie's Collaborative Health Education Building was awarded the Rick Hansen Foundation Accessibility Certification Rating in November 2018, exemplifying the commitment to accessible building design.

4. Facilities Management has a Rick Hansen Foundation Accessibility Certified, Accessibility Planning Specialist on their team who provides support and recommendations at various schematic, design, and implementation phases of projects to identify where accessibility features can be improved. This implemented process supports the prevention of barriers.

5. Where feasible Facilities Management implements a higher standard of accessibility including CSA B651 Accessible design for the built environment and the Rick Hansen Foundation Accessibility Certification building features. Facilities Management works to prevent barriers by adopting the CSA B651 standard for classroom and envelope projects to existing buildings.

6. When identifying accessibility features for built environment projects, meaningful access is central to the planning process and will continue to be during Accessibility Plan implementation.

7. Facilities Management is currently developing a process to track progress of barrier removal using a variety of Maintenance and Asset Management Systems. This is being developed as a continuation of the existing Facilities Management Built Environment Accessibility Audit Tool.

8. Facilities Management Signage Standards were recently updated to meet current accessibility standards.

9. Snow clearing across campuses is prioritized by shoveling and salting accessible ramps, accessible doors and entrances, and parking spaces before non-accessible entrances to a building. This is a key priority for the Facilities Management Grounds Crew.

10. Snow removal contractors and Facilities Management Grounds Crew participated in a (dis) Ability simulation organized by Facilities Management's Accessibility Planning Specialist. The simulation took place on Studley campus where Staff and Contractors used a variety of as sistive mobility devices, eye coverings and vision support canes to navigate the exterior environment during the winter season. The purpose of the simulation was to provide a better understanding of the importance for accessible snow clearing priorities for all users.

11. Recent built environment projects identified in Table 1 demonstrate, but are not limited to, accessibility improvements across Dalhousie Campuses. The projects listed below are examples of proactive steps taken to improve accessibility where the capacity within existing funding models allowed. The University has yet to determine its funding model for Plan implementation. The University is aware that existing funding streams will not support the entirety of barrier removal and are actively working on models so that accessibility projects can be addressed in the years to come.

Campus	Building & Location	Project Description	Accessibility Features
Table 1: Recent Facilities Management projects that removed barriers and improved campus accessibility			
Studley	Student Union Building Basement Level	Bookstore service desk upgrade	Accessible service desk with knee clearance, colour contrast, and updated signage.
Studley	Henry Hicks Level 1	Universal washroom and female accessible washroom	Accessible stall, sinks, toilets, grab bars, colour contrasting, lighting, and power operated doors on universal individual washroom.
Studley	Fitness Centre	Capital project, new building	Accessible parking, automatic door entrances, service desk, elevators, universal washrooms and change rooms, adult sized change table, visual fire alarms, signage with braille, and multi-height water fountains.
Studley	LSC Psychology	Classroom renewal	Options for accessible entrance into room, variety of accessible barrier free seating, accessible approach to lectern, height adjustable tables, colour contrasting features, upgraded lighting.
Agriculture	East Cox Institute	New building	New building built beyond NS Building Code accessibility requirements. Accessibility features include upgraded elevators, power operated entrances, interior signage with tactile and braille, adjustable lighting in meeting rooms and offices, barrier free classrooms, screen wall entry accessible washrooms and showers, visual fire alarms, accessible laboratory counters, logical building layout, sound dampening wall features, and tactile attention indicators at tops of stairs and ramps.
Agriculture	MacRae Library Level 2	Entire floor renovation	Accessible washrooms, power operated entrances, visual fire alarms, upgraded signage, accessible service desk, wide corridors, and various types of furniture.
Agriculture	Trueman Residence Main entrance	North entrance exterior ramp installation	Accessible ramp, stairs and updated lighting installed to allow accessible entry into residence building.
Sexton	Exterior	Wayfinding maps	Wayfinding maps at main entry points on Sexton campus were installed. Maps have tactile markings, large text size, and strong colour contrast.
Sexton	B Building Level 3	Universal washroom and female accessible washroom	Power operated doors, accessible sinks, toilet stalls, limited mobility stall, upgraded grab bars, emergency call button, accessible lock/unlock mechanisms, and updated accessible signage.
Halifax	Multiple buildings	Elevator upgrades	Elevator upgrades included accessible handrails, lighting, accessible controls, colour contrasting features, rear cab mirror to aid in exit and entry.

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