

# Multi-Year Accessibility Plan (MYAP)

2026-2031

Human Rights and Equity Office



The University's previous Multi-Year Accessibility Plan (2016–2025) focused on increasing awareness and understanding of disability, strengthening accessibility practices, and embedding accessibility considerations into institutional processes.

The new Multi-Year Accessibility Plan (2026-2031) builds on that foundation, reflecting evolving understandings of disability, emerging accessibility needs, and the University's continued commitment to systemic, proactive, and sustainable accessibility practices over the next five years.

## The Garden of Accessibility Framework (Brothers, 2025)

The Garden of Accessibility is a systems-based framework used in this Multi-Year Accessibility Plan to show how accessibility is created, sustained, and strengthened across the University as a whole. Instead of treating accessibility as a set of isolated initiatives or compliance tasks, the Garden framework understands accessibility as an interconnected ecosystem that requires care, coordination, and shared responsibility over time.

# Priority Commitments – Multi-Year Accessibility Plan (2026-2031)

- **Institutional Culture of Accessibility**
- **Accessible Services, Systems, Policies and Processes**
- **Information and Communications**
- **Accessible Physical Environments**
- **People and Inclusion**
- **Teaching, Learning, and the Academic Experience**

# Priority Commitments & The Garden of Accessibility (Brothers, 2025)

- **Institutional Culture of Accessibility**

The soil – values, leadership, and shared responsibility

- **Accessible Services, Systems, Policies and Processes**

The roots – how access is built into the institution's infrastructure

- **Information and Communications**

The sunlight – access to knowledge, communication, and participation

- **Accessible Physical Environments**

The garden beds and pathways - where access is physically made possible

- **People and Inclusion**

The gardeners – the workforce, leadership, and students are all co-cultivators and agents of change

- **Teaching, Learning, and the Academic Experience**

The growing plants – learning, assessment, and academic participation

# **PRIORITY COMMITMENT: Institutional Culture of Accessibility (soil)**

The University is committed to cultivating a shared institutional culture where accessibility is understood as foundational to equity, inclusion, and excellence. An institutional culture of accessibility requires leadership commitment, shared collaborative accountability, meaningful engagement with disabled community members, and ongoing education.

## **Goals**

- Execute data-informed decision-making to better understand accessibility needs, trends, and outcomes across the institution.
- Develop governance and advisory structures, such as the Accessibility, Community and Equity (ACE) Committee, that provide strategic guidance, lived-experience perspectives, and cross-campus coordination. Reporting to ACE will be a comprehensive framework comprised of working groups and institutional initiatives that support and bolster accessibility across Queen's.

# **PRIORITY COMMITMENT: Accessible Services, Systems, Policies and Processes (roots)**

Foundational to an institutional culture of accessibility are systems, services, and operational policies and processes that shape the daily experiences for students, employees, and visitors. The focus in this priority commitment is on reducing systemic barriers and strengthening consistency, transparency, and responsiveness.

## **Goals**

- Build a digital accessibility infrastructure, including the development and implementation of a Digital Accessibility Plan through the Digital Accessibility Working Group (DAWG), with attention to governance, accountability, and continuous improvement.
- Communicate resources to employees and students around the accommodation processes, with an emphasis on clarity, timeliness, and equitable access to support.
- Revise the Accessibility Policy in consultation with disabled staff, students, and faculty.

# **PRIORITY COMMITMENT: Information and Communications (sunlight)**

A commitment to ensuring that information shared by the University is accessible, usable, and inclusive across formats, platforms, and audiences.

## **Goals**

- Deliver education and training on accessibility in various modalities, including institution-wide offerings coordinated through the Human Rights and Equity Office (HREO), with ongoing review of participation, reach, and impact.
- Provide centralized accessibility information, including the ongoing redevelopment and maintenance of the Accessibility Hub as a key institutional resource for students, employees, and community members.
- Maintain accessible communications practices, supporting plain language, alternative formats, and inclusive design principles across institutional communications.

# **PRIORITY COMMITMENT: Accessible Physical Environments (garden beds and pathways)**

Addresses the accessibility of the built environment and physical campus spaces, recognizing their central role in enabling full participation in academic and campus life.

## **Goals**

- Continue working with the Built Environment Accessibility Working Group (BEWG) and related advisory bodies in supporting planning, prioritization, and oversight of physical accessibility initiatives.
- Provide updates on campus facilities planning and upgrades, including barrier identification, remediation, and long-term accessibility considerations in capital planning.
- Enhance communication channels, supporting independence and safety for all community members via numerous mechanisms (including the dynamic campus map)

# PRIORITY COMMITMENT: People and Inclusion (gardeners)

A focus on accessibility and inclusion across the employment lifecycle, from recruitment to retention and advancement including onboarding, accommodation processes, professional development, leadership opportunities, and the everyday work environments.

## Goals

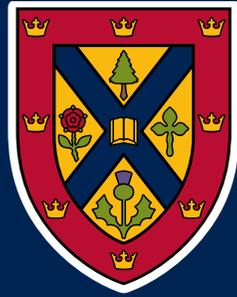
- Confer and collaborate with disabled students on programming, policy development, and other initiatives, including the Accessibility Queen's Advisory Committee comprised of students and a staff representative.
- Continue to foster informed Human Resources processes, including accommodations, policies, and service delivery models, with attention to consistency, transparency, and employee experience.
- Maintain equitable hiring practices, including ongoing review and enhancement of the employment equity process and procedure to better support disabled applicants and employees.
- Identify and work on closing employment-related gaps for persons with disabilities in key employment groups across the University.

# PRIORITY COMMITMENT: Teaching, Learning, and the Academic Experience (growing plants)

A focus on accessibility within teaching, learning, and academic programs, recognizing accessibility as integral to student success. This includes curriculum design, course delivery, assessment, experiential learning, academic policies, and the lived classroom experience of students.

## Goals

- Foster faculty and instructor development, including supports provided through the Centre for Teaching and Learning (CTL).
- Support the delivery of equity-focused academic research initiatives, such as the Dimensions program, that intersect with accessibility and inclusive excellence.
- Support the facilitation of departmental and faculty-level accessibility plans supporting alignment between institutional priorities and local academic contexts (utilization of DEAP).
- Supporting advancing students with disabilities as active co-cultivators of accessible academic environments through consultation, feedback, and collaborative efforts.



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