Centre for Human
Rights, Equity
and Inclusion

Centre des droits de
la personne, de l'équité
et de l'inclusion

THE SNAPSHOT

Inclusion Lens Report

YORK U
UNIVERSITÉ
UNIVERSITY

Executive Summary

"Inclusion is a core value of York University – we are committed to proactively celebrating our differences and reflecting the value of inclusion in the ways we teach, govern ourselves, interact as a community and research solutions to the world's most pressing challenges." – Rhonda Lenton, President and Vice Chancellor

The *Centre for Human Rights, Equity and Inclusion (REI)* and the *Lassonde School of Engineering* joined together in the summer of 2016 to establish a project that would support their shared vision of inclusion and respect of diversity. The Inclusion Lens is an easy to use online event management tool to help students ensure that their events are inclusive and engage all members of the York University community. Created according to the Web Content Accessibility Guidelines (WCAG) 2.0, the Inclusion Lens is unlike other event organization resources, being a university wide, dynamic and interactive tool.

The project's consultation phase engaged diversity and inclusion leaders at York University between early January to late June 2017 circulating an online confidential survey to gather feedback on the utility, content, functionality and resource options part of the Inclusion Lens.

The Inclusion Lens was also in the media spotlight, featured in York University's YFile and The Excalibur, as well as being named one of Best Moments of 2017 on the University's Twitter page.

We received great feedback on how to improve the resources offered to users as well as the overall design of the website and look forward to continuing to enhance the Inclusion Lens to ensure its scope grows as our community grows. From integrating a map of York University that shows all the gender neutral washrooms on campus to confirming the tool's online platform is compatible with a screen reader, the team will continue to solicit feedback and develop the Inclusion Lens to best serve the York community and beyond.

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History of the Project

The development of the Inclusion Lens was initiated in the summer of 2016 as a collaborative partnership between the *Centre for Human Rights, Equity and Inclusion (REI)* and the *Lassonde School of Engineering*. The goal was to bring a project to the York University community that supported a shared vision of inclusion and respect of diversity. In acknowledgment of the University's Academic Plan 2015 -2020 and strategic priorities, REI had expanded its mandate to give institution-wide form and content to those values, assisting York to proactively cultivate a culture of respect of difference. Simultaneously, Lassonde had launched their (#-(# Challenge as a commitment to becoming the first engineering school in Canada to achieve a 50/50 gender balance.

While the Inclusion Lens is intended for use by York University community members and beyond, REI and Lassonde team members focused the pilot development of the tool to be used by student leaders for their activities and event planning. In creating the tool, the team drew on the successful work of other Canadian institutions, such as the OPS Inclusion Lens that was created by the Ontario Public Service to encourage the understanding and integration of diversity in program and policy development processes.

Project Partners

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Project Information

What is the Inclusion Lens?

In January of 2017, at the annual Inclusion Day conference, the Inclusion Lens was launched by project partners. The tool is an easy to use, online event management resource, geared to helping students and student leaders ensure their events are inclusive. In addition, the tool guides users through the main stages of event organization; *Planning, Advertising, Implementing and Evaluating*. At every stage, a series of questions are available with corresponding resources encouraging the event planner to keep inclusion in mind. For example, in the section on *Advertising,* under question 4- "Is your event advertisement easy to read?" there is a list of related resources about advertisement accessibility, including what fonts or colours are best to use so that everyone can read the event promotional material.

The focal point of the Inclusion Lens is captured with a unique camera lens with connected coloured dots and grey dots in the background. The grey dots represent people who are connected but still disconnected due to a lack of mutual understanding. This disconnection is what results in an inability to see the fullest potential in everyone. Comparatively, the connected coloured dots figuratively highlights that through a perspective focused on inclusion, everyone is connected and is encouraged to flourish.

Created with Inclusion in Mind

The tool was created in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0, with special attention to the colours, fonts, and overall usability.

COLOUR
The background colours for the main buttons were chosen carefully to provide sufficient contrast with the black text. Also, when hovering over the main buttons, the background colours darken and the text changes to white.

FONT
The font type used is Arial, as it is a sans serif font that supports easy readability. Furthermore, the sizes of the various fonts adjust based on the assistive device being used.

USABILITY

The Inclusion Lens was designed to be navigated with a keyboard by simply using the TAB and ENTER keys. All links open in a new tab which allows the user to stay on the main page instead of being redirected. In addition, alternative text is available for all images to ensure accessibility. Multiple options are provided to close pop-ups including clicking anywhere on the screen, clicking the red X in the top right hand corner, or pressing the ENTER or ESC key on a keyboard.

What makes the Lens unique?

In a broader effort to further the conversation of inclusion, the tool was created with the primary intention of increasing access to enable a fuller engagement of ideas. Unlike other event organization resources and initiatives that are static, this university wide tool is interactive and dynamic, thus allowing for better usability.

Limitations

We acknowledge that there are further actions required to resolve the limitations of the Inclusion Lens and welcome the challenge to get it right. Some limitations include that the inability to track in real time the usage of tool, integrating a feedback mechanism along with improving the overall design and content. With this in mind, we are taking the opportunity to complete additional field tests and elicit feedback, therefore refining the tool to be accessible to all at York University in every way possible.

Tool Development Feedback

Between early January and late June 2017, the *Centre for Human Rights, Equity and Inclusion (REI)* and the *Lassonde School of Engineering* previewed the Inclusion Lens to various units at York University before making it available to the wider York community. The project team circulated a confidential survey to gather feedback on the utility, content, functionality and resource options after clicking through the tool.

Goals

The consultation phase of the project collected input from various units, intending to be a general review of community demand. Furthermore, consulted groups are acknowledged to play a key role in creating inclusive spaces for students at York University. Through the consultation phase, REI and Lassonde gained additional insight into the many concepts that appear throughout the tool and on the glossary page.

Consulted Groups

The following is a list of units on campus where diversity and inclusion leaders were contacted for feedback:

- Lassonde School of Engineering
- Faculty of Physics and Astronomy
- Centre for Human Rights, Equity and Inclusion
- President's Advisory Council on Human Rights
- Race, Inclusion and Supportive Environments Committee
- Enable York
- Sex Gen York Committee
- Community Safety Department
- Faculty Relations
- CUPE 3903
- Student Community Development & Leadership
- Glendon College
- York University Graduate Students' Association
- Faculty of Liberal Arts and Professional Studies
- Sexual Assault Survivor's Support Line and Leadership
- Vice Provost, Students
- University Information Technology Services
- Human Resources

The total number of individuals contacted to review the Inclusion Lens was 139, of which 56 participated in the review. Below is a breakdown:

- Students: 25 participants
- Staff/Management: 22 participants
- Faculty: 7 participants
- Constituency Not Identified: 2 participants

How was the consultation conducted?

OCT - NOV 2016   JAN 2017   FEB - MAR 2017   APR - JUN 2017   Beg. JAN 2018

Oct - Nov 2016: Project partners connected with units to create the Inclusion Lens and to seek permission to circulate tool to those units for review.

January 2017: The *Centre for Human Rights, Equity and Inclusion (REI)* and the *Lassonde School of Engineering* first introduced the Inclusion Lens at the annual Inclusion Day conference and informed the York University community of the upcoming consultation phase.

February - March 2017: Development of the feedback survey through Survey Monkey platform.

April - June 2017: Community consultation/feedback phase conducted through Survey Monkey.

January 2018 - present: Field testing of Inclusion Lens for further refinement. York University community members are encouraged to use the Inclusion Lens and submit their feedback to REI.

Survey

The confidential survey was accessed by participants after receiving an email from Survey Monkey which then directed participants to complete 20 questions (as seen in Appendix A) once they reviewed the Inclusion Lens. The question types included multiple choice, scale questions, and open ended comments. Moreover, the questions were divided up into the following categories:

- CATEGORY 1: UTILITY (questions 1-8)
- CATEGORY 2: CONTENT (question 9-16)
- CATEGORY 3: FUNCTIONALITY (questions 17-20)

Media Coverage

"The Inclusion Lens is an important new tool to help us continue this legacy of leadership and innovation, ensuring a truly welcoming and inclusive campus environment for all"

" What's helpful about it for orientation is that it augments a lot of the good work being done on making the experience an inclusive one."

In the Fall of 2017, the Inclusion Lens was featured in York University media, namely in *YFile* and *The Excalibur* respectively as well as being named one of the Best moments of 2017 on the University's website and *Twitter* page.

YFile Article Highlights
http://yfile.news.yorku.ca/2017/09/05/york-u-creates-and-uses-new-online-inclusion-tool-for-orientation-week/

York U creates and uses a new online inclusion tool for Orientation Week – September 5th, 2017
- Rhonda Lenton, President of York University noted that "the Inclusion Lens is an important new tool to help us continue this legacy of leadership and innovation, ensuring a truly welcoming and inclusive campus environment for all."

Excalibur Article Highlights
http://excal.on.ca/new-event-planning-tool-strives-to-make-you-feel-included-at-york/

New event-planning tool strives to make you to feel included at York - September 13th, 2017
- Due to event planning information being communicated in fragmented ways, the Inclusion Lens was noted to be "an easily accessible 'one-stop shop' resource that offers suggestions at each step of planning an event".
- Ross McMillan, Director of Student Engagement & First Year Experience with the *Student Success Centre* remarked that "what's helpful about it for orientation is that it augments a lot of the good work being done on making the experience an inclusive one."

#Best of 2017 on York University Twitter Page Highlights http://bestof2017.yorku.ca/inclusion-lens/

York U Inclusion Lens Zooms in on Event Planning – December 11th, 2017
To highlight the many achievements of York University community members, the Best of 2017 was created as an online Twitter and website that describes each initiative with a brief article.

Refining and Testing the Inclusion Lens: Next Steps

From April to June 2017, feedback was received from diversity and inclusion leaders at York with the goal of improving the Inclusion Lens. Great suggestions were given that will inform the way forward in refining the tool to be accessible for all at York.

Improve and Broaden Resources

The following is a list of ideas to improve the resources offered to users as they click through the tool:

- Create a template of an "evaluation sheet" that can be used for event participants to provide feedback.
- Provide information on how to book spaces on campus for events and a list of available spaces on campus along with their "accessibility features", for example does the event room have a flat entrance .
- Present an example of an event budget with rough numbers of the required allocation for various components, for example cost of real-time captioning services etc.
- Generate a list of sources of funding, for example a fund to pay for an accessibility service.
- Create a "Frequently Asked Questions" page that answers questions about event organization, such as common accommodation requests.
- Provide information about food and catering services offered by York University vendors.
- Give examples of inclusive language that can be used for promotional event materials.
- Have resources in both English and French languages.
- Provide a map with all gender neutral washrooms and accessible parking spaces available on Keele and Glendon campuses.

Enhance the Design and Navigation of the Website

The following is a list of ideas to improve the design and navigation of the tool:

- Add an icon to show where pop-ups are associated with the questions for each stage of event organization.
- Ensure that the tool is compatible with a screen reader.
- Adjust the gradient of the red underline for links to improve visibility.

Further Testing

The Inclusion Lens is scheduled to undergo two more field tests with groups at York University. This includes testing by nursing placing students supervised by the *Centre for Human Rights, Equity and Inclusion* and students groups at the Glendon College. In addition, feedback will be gathered from York University community members who are asked to complete the survey at the following link https://www.surveymonkey.com/r/GDZTG7H.

APPENDIX A

General Question*: Please indicate your affiliation to York University.*

UTILITY

1. What do you think the Inclusion Lens was developed to do?

2. After reading through the website, I have a better understanding of what is required to hold an inclusive event?

3. This tool can help make York University more inclusive?

4. How likely is it that you will use this tool?

5. How likely is it that you will use this tool for each stage of your next event?

6. How likely are you to share this tool with peers, colleagues and friends etc.?

7. How can students be encouraged to share the Inclusion Lens?

8. Would it be a good idea to make the Inclusion Lens a mandatory resource to refer to when hosting an event?

CONTENT

9. Overall the information provided is?

10. The content is communicated well?

11. The language is user-friendly?

12. The language is appropriate for the content?

13. The glossary is useful?

14. The homepage and/or subpages provide the right information to navigate the website?

15. There was too much content/were too many questions?

16. Was anything missed?

FUNCTIONALITY

17. The tool is easy to navigate?

19. The links to resource documents and websites were functional?

19. The layout/design kept my attention?

20. The website design/layout is accessible?

FURTHER RESOURCES

General Question: *The website is divided in to four main sections: Planning, Advertising, Implementing and Evaluating and where appropriate, there are links or pop-up boxes that provide relevant resources. Under the appropriate section heading, please take a moment to identify further York resources that would be useful for users or comment on the ones if applicable.*

APPENDIX B

Participant Composition *[based on Question 1- Please indicate your affiliation to York University (mark all the apply)]*
-Total number of participants: 52/136
* 34/96 participants from Lassonde School of Engineering
* 19/43 Participants from the Centre for Human Rights, Equity and Inclusion
* STUDENT: 25/52 = 48.0% representation
* STAFF/MANAGEMENT: 22/52= 44.2% representation
* FACULTY: 7/52= 15.3% representation
* OTHER: 2/52= 3.8% representation

Question 2- What do you think the Inclusion Lens was developed to do? *[Combined paraphrased feedback given from Lassonde Collection and REI collections into themes]*
-**THEME 1-EMPOWER EVENT ORGANIZERS**: The Inclusion Lens was developed to be a source of knowledge and advice for event organizers to proactively ensure inclusivity for all event participants at every stage of event planning.
* *Be a one-stop source or checklist for event organizers to allow equitable enjoyment or event accessibility for all participants for an event.*
* *Ensure diversity at all stages of planning an event.*
* *Empower event organizers to proactively ensure inclusivity.*
-**THEME 2-PROMOTE INSTITUTIONAL ACCOUNTABILITY:** The Inclusion Lens was developed to reinforce institutional standards obligations of York University to provide inclusive opportunities and experiences to all.
* *Abide with university standards regarding diversity and inclusivity as well as fulfill obligations to provide inclusive opportunities to all.*
-**THEME 3- INITIATE SOCIAL CHANGE:** The Inclusion Lens was developed to foster a critical conversation about inclusivity at York University through the events held on campus which bring together and value the voices of different groups.
* *Begin a conversation about inclusivity at York University.*
* *Increase the number of events held on campus that address inclusion.*
* *Foster an inclusive environment and diverse participation for events.*
* *An inclusive event allows for all voices/different voices and people to be acknowledged.*

Question 3-After reading through the website, I have a better understanding of what is required to hold an inclusive event? Strongly Disagree- Disagree- Not Sure- Agree- Strongly
-TOTAL # OF RESPONDENTS: 38
-STRONGLY DISAGREE: 0/38 = 0%
-DISAGREE: 2/38= 5.2%
-NOT SURE: 2/38= 5.2%
* Combining the results from STRONGLY DISAGREE and DISAGREE= 10.5% of respondents still have the doubt that website clearly communicated what is required to hold an inclusive event.
-AGREE: 23/38= 60.5%
-STRONGLY AGREE: 11/38= 28.9%
* Combining the results from AGREE and STRONGLY AGREE= 89.4 % of respondents who agree that the Inclusion Lens website gave them a better understanding of what is required to hold an inclusive event.

Question 4-This tool can help make York University events more inclusive.
-TOTAL NUMBER OF RESPONDENTS: 40
-STRONGLY DISAGREE: 0/40= 0%
-DISAGREE: 1/40= 2.5%
-NOT SURE: 7/40=17.5%
- Combining the results from STRONGLY DISAGREE, DISAGREE and NOT SURE = 20% of respondents still have the doubt that this tool can help make York University events more inclusive.

-AGREE: 25/40= 62.5%
-STRONGLY AGREE: 5/40= 12.5%
- Combining the results from AGREE and STRONGLY AGREE= 75% of respondents agree that the Inclusions Lens can help make York University events more inclusive (thus people see the potential of the Inclusion Lens).

Question 5- How likely is it that you will use this tool?
-TOTAL NUMBER OF RESPONDENTS: 40
-NOT LIKELY: 2/40= 5%
-SOMEWHAT LIKELY: 3/40= 7.5%
- Combining the results from NOT LIKELY and SOMEWHAT LIKELY = 12.5% of respondents still have the doubt that they will use the Inclusion Lens.

-NOT SURE: 13/40= 32.5%
-LIKELY: 14/40= 35%
-VERY LIKELY: 6/40= 15%
- Combining the results from LIKELY and VERY LIKELY= 50% of respondents will use the tool (thus supports the good potential of the Inclusion Lens).

Question 6-How likely is it that you will use this tool for each stage of your next event? *[Rank which stage is most important based on percentage of VERY LIKELY +LIKELY responses]*
-TOTAL NUMBER OF RESPONDENTS: 37
A) PLANNING STAGE= ***RANK #1- 70%***
- VERY LIKEY: 13/37= 35.1%
- LIKELY: 13/37= 35.1%
- NOT SURE: 5/37= 13.5%
- SOMEWHAT LIKELY: 5/37=13.5%
- NOT LIKELY: 1/37= 2.7%
- WILL NOT USE: 0/37= 0%

B) ADVERTISING STAGE = ***RANK #2- 64.8%***
- VERY LIKELY: 9/37= 24.3%
- LIKELY: 15/37= 40.5%
- NOT SURE: 10/37= 27%
- SOMEWHAT LIKELY:3/37= 8.1%
- NOT LIKELY: 0/37= 0%
- WILL NOT USE: 0/37= 0%

C) IMPLEMENTING STAGE = ***RANK #3- 56.7%***
- VERY LIKELY: 8/37= 21.6%
- LIKELY: 13/37= 35.1%
- NOT SURE: 10/37= 27%
- SOMEWHAT LIKELY: 5/37= 13.5%

- NOT LIKELY: 0/37=0%
- WILL NOT USE: 1/37= 2.7%

D) EVALUATING STAGE = *RANK #4- 51.3%*

- VERY LIKEY: 6/37= 16.2%
- LIKELY: 13/37= 35.1%
- NOT SURE: 9/37= 24.3%
- SOMEWHAT LIKELY:4/37= 10.8%
- NOT LIKELY: 0/37= 0%
- WILL NOT USE: 1/37= 2.7%

-Only half of respondents stated that they would use the Inclusion Lens for the IMPLEMENTING and EVALUATING stages and as the results show the EVALUATING stages ranked the lowest.

-Important to note that the Inclusion Lens would only be used by student groups who chose to execute their events on campus.

Question 7-How likely are you to share this tool with peers, colleagues, friends etc.?
-TOTAL NUMBER OF RESPONDENTS: 37
-NOT LIKELY: 0/37= 0%
-SOMEWHAT LIKELY: 4/37= 10.8%
-NOT SURE: 5/37= 13.5%
-LIKELY: 22/37= 59.4%
-VERY LIKELY: 6/37= 16.2%

- Combining the results from LIKELY and VERY LIKELY= 75.6% of respondents will share the tool with peers, colleagues, friends etc.

-One reason for why the tool might not be shared is the concern that is not a needed resource for club leaders.

Question 8-How can students be encouraged to share the Inclusion Lens? (select all that apply)
[Rank most popular to least popular method, combined paraphrased feedback given from Lassonde Collection and REI collections into themes]
-TOTAL NUMBER OF RESPONDENTS: 33
-THROUGH A SOCIAL MEDIA CAMPAIGN: 22/33= 66.6% *-RANK # 2*
-BY HANGING PROMOTION POSTERS AROUND CAMPUS: 8/33= 24.2% *-RANK #6*
-BY PROMOTING THE LENS ON THE CAMPUS TV SCREENS: 14/33= 42.4% *-RANK #3*
-BY EMAILING STUDENT CLUBS ABOUT THE LENS: 24/33= 72.7% *-RANK #1*
-BY SENDING OUT FLLYERS TO STUDENTS CLUBS ABOUT THE LENS: 14/33= 42.4%- *RANK #3*
-OTHER: 9/33= 27.2% *-RANK #5*

- **THEME 1: TECHNOLOGY OUTREACH-** Put the link/information on the Moodle platform or broadcast on computer screens in classrooms.
- **THEME 2: HUMAN OUTREACH -**Share the Inclusion Lens during important points of the academic year like Orientation Week, reading week, summer break etc., share the Inclusion Lens in various ways to staff, host information sessions on the Inclusion Lens in student club spaces.
- Make a requirement for funding or to obtain space for an event.
- Be part of a "certificate" that validates "inclusive event status".

Question 9-Would it be a good idea to make the Inclusion Lens a mandatory resource to refer to when hosting an event (chose the best answer) [Combined paraphrased feedback given from Lassonde Collection and REI collections into themes]

-TOTAL NUMBER OF RESPONDENTS: 33
-NO BECAUSE PEOPLE WOULD NOT WANT ANOTHER STEP ADDED TO THE EVENT PLANNING PROCESS: 4/33= 12.1%
-NO BECAUSE PEOPLE WOULD NOT UNDERSTAND THE TOOL'S SIGNIGICANCE/PURPOSE: 3/33= 9%

- Combining both NO responses gives you a 21.2% of people who do not want the Inclusion Lens to be a mandatory resource.

-YES BECAUSE PEOPLE WILL WANT TO ENSURE THEIR EVENTS ARE INCLUSIVE: 6/33= 18.1%
-YES BECAUSE PEOPLE WANT OT ENSURE THEY WILL HAVE MORE PUBLIC SUPPORT FOR THEIR EVENT FROM STUDENTS, STAFF AND FACULTY: 6/33= 18.1%

- Combining both YES responses gives you a 36.3% of people who want the Inclusion Lens to be a mandatory resource.

-OTHER: 14/33= 42.4%

- **THEME 1- YES:** The Inclusion Lens is a good resource for student clubs in being a good starting point when planning events at York University, as well as benefitting student clubs in obtaining other inclusion-related resources for their event.
- **THEME 2-NO:** The Inclusion Lens may not be right all events as depending on subjective factors such as budget, inclusion-related resources may be unaffordable.
- **THEME 3-NO:** The Inclusion Lens will complicate the event planning process at York University as an unwanted resource for student clubs.
- **THEME 4- NO:** The Inclusion Lens itself must be improved as it is not accessible and does not clearly communicate why it is a needed resource.
- **THEME 5- YES:** The Inclusion Lens is a great support for students/people who are already looking to make their events inclusive and start a conversation about diversity.

Question 10- Overall, the information provided is…?
-TOTAL NUMBER OF RESPONDENTS: 36
-NOT USEFUL: 0/36= 0%
-SOMEWHAT USEFUL: 2/36= 5.5%
-NOT SURE: 9/36= 25%
-USEFUL: 24/36= 66.6%
-VERY USEFUL: 8/36= 22.2%
-Overall the information provided by the Inclusion Lens was deemed useful.

Question 11- The content is communicated well?
-TOTAL NUMBER OF RESPONDENTS: 36
-STRONGLY DISAGREE: 0/36= 0%
-DISAGREE: 1/36= 2.7%

- Combining the results from STRONGLY DISAGREE and DISAGREE= 2.7% of respondents still have the doubt that the content was communicated well.

-NOT SURE: 8/36= 22.2%
-AGREE: 23/36= 63.8%
-STRONGLLY AGREE: 4/36= 11.1%

- Combining the results from STRONGLY AGREE and AGREE= 75% of respondents feel the content was communicated well.

-Overall the content was communicated well but a need to still be aware of other perceptions of the language used.
-However, consistent information throughout the Inclusion Lens about the issue of gender neutral washrooms is needed.

Question 12- The language is user-friendly?
-TOTAL NUMBER OF RESPONDENTS: 36
-STRONGLY DISAGREE: 0/36= 0%
-DISAGREE: 0/36= 0%
-NOT SURE: 3/36= 8.3%
-AGREE: 27/36= 75%
-STRONGLY AGREE: 6/36= 16.6%
- Combining the results from STRONGLY AGREE and AGREE= 91.6% of respondents feel that the language was user-friendly.
-Language is communicated in a user-friendly way, with just some doubt. However the information and resources must be made in the French language (bilingual).

Question 13- The language is appropriate for the content?
-TOTAL NUMBER OF RESPONDENTS: 36
-STRONGLY DISAGREE: 0/36= 0%
-DISAGREE: 0/36= 0%
-NOT SURE: 4/36= 11.1%
-AGREE: 28/36= 77.7%
-STRONLY AGREE: 5/36= 13.8%
- Combining the results from STRONGLY AGREE and AGREE= 91.6% of respondents feel that the language was appropriate for the content.
-Language is appropriate for the content; however there should be more use of pictograms/images.

Question 14- The glossary is useful?
-TOTAL NUMBER OF RESPONDENTS: 32
-STRONGLY DISAGREE: 0/32= 0%
-DISAGREE: 0/32= 0%
-NOT SURE: 5/32= 15.6%
-AGREE: 20/32= 62.5%
-STRONGLY AGREE: 6/32= 18.7%
- Combining the results from STRONGLY AGREE and AGREE= 81.2% of respondents feel that the glossary is useful.
-Overall the glossary is useful but needs to be organized better to find information in a quicker manner.

Question 15- The homepage and/or subpages provide the right information to navigate the website.
-TOTAL NUMBER OF RESPONDENTS: 36
-STRONGY DISAGRE: 0/36= 0%
-DISAGREE: 1/36= 2.7%
-NOT SURE: 5/36= 13.8%
-AGREE: 23/36= 63.8%
-STRONGLY AGREE: 7/36= 19.4%

- Combining the results from STRONGLY AGREE and AGREE= 83.3% of respondents feel that they were given the right information to navigate the website (from the home and sub-pages).

-Overall the right information was given, but there is some confusion if the camera lens on the home page is something to click on (when it is just there for cosmetic quality). Also, messaging that this is a "great resource to all those involved in planning events, such as conferences, workshops, training sessions etc."

Questions 16- There was too much content/ were too many questions…? *[Combined paraphrased feedback given from Lassonde Collection and REI collections into themes]*
-TOTAL NUMBER OF RESPONDENTS: 36
-STRONGLY DISAGREE: 0/36= 0%
-DISAGREE: 15/36= 41.6%
- Combining the results from STRONGLY DISAGREE and DISAGREE= 41.6% of respondents feel that the language was user-friendly.
-NOT SURE: 9/36= 25%
-AGREE: 8/36= 22.2%
-STRONGLY AGREE: 4/36=11.1%
- Combining the results from STRONGLY AGREE and AGREE= 33.3% of respondents feel that the language was user-friendly.
-Good but not great in terms of how much content and questions as it might be too much to go through in a planning meeting.
-THEME-CHANGE TO WAY THE INFORMATION IS COMMUNICATED
- **OPTION 1-**Each stage of planning an event could be combined to allow more content on inclusion.
- **OPTION 2-**Create of short and long-form checklists- the short form checklist would have more focused content. The long-form checklist would be an option for people to view more information and have the purpose of eliminating systemic barriers.
  - ✓ The creation of these checklists should keep in mind helping people to begin thinking about inclusion.

Question 17- Was anything missed? *[Combined paraphrased feedback given from Lassonde Collection and REI collections into themes]*
-TOTAL NUMBER OF RESPONDENTS: 33
-THEME 1- CAMPUS RESOURCES= An up to date resource from York Transportation Services about how construction impacts campus. A resource from York Printing Services with information on their accessible printing services. A list of event locations that is accessible.
-THEME 2- INCLUSION LENS RECORD= A downloadable and printable checklist for all stages of event planning. An online checklist that can be saved and updated as you go through the stages. A grading scheme to correlate to how much of the tool's questions/inclusion resources you used and link to a level of inclusiveness for your event or student group.
-THEME 3-STAGE/QUESTION SPECIFIC RESOURCES= Language to include on promotional posters about accepting accommodation requests. Examples of questionnaires/evaluation templates for event attendees. A "Frequently Asked Questions" page with example situations and how to address them. More information on gender identity and expression.

Question 18- The tool is easy to navigate?
-TOTAL NUMBER OF RESPONDENTS: 36
-STRONGLY DISAGREE: 0/36= 0%
-DISAGREE: 1/36= 2.7%
-NOT SURE: 1/36= 2.7%
-AGREE: 28/36= 77.7%
-STRONGLY AGREE: 6/36= 16.6%
- Combining the results from STRONGLY AGREE and AGREE= 91.6% of respondents feel that the tool was easy to navigate.
-Overall the tool is easy to navigate but there could be a link to Adobe Flash.

Question 19- The links to resource documents and websites were functional?
-TOTAL NUMBER OF RESPONDENTS: 36
-STRONGLY DISAGREE: 0/36= 0%
-DISAGREE: 0/36= 0%
-NOT SURE: 6/36= 16.6%
-AGREE: 22/36= 61.1%
-STRONGLY AGREE: 8/36= 22.2%
- Combining the results from STRONGLY AGREE and AGREE= 83.3% of respondents stated that the links to resources documents and websites were functional.
-However, some of the pop-up boxes in the Planning Stage do not disappear after clicking.

Question 20- The layout/design kept my attention? *[Combined paraphrased feedback given from Lassonde Collection and REI collections into themes]*
-TOTAL NUMBER OF RESPONDENTS: 36
-STRONGLY DISAGREE: 2/36= 5.5%
-DISAGREE: 2/36= 5.5%
- Combining the results from STRONGLY DISAGREE and DISAGREE= 11.1% of respondents stated that the layout/design kept their attention.
-NOT SURE: 6/36= 16.6%
-AGREE: 22/36= 61.1%
-STRONGLY AGREE: 4/36= 11.1%
- Combining the results from STRONGLY AGREE and AGREE= 72.2% of respondents stated that the layout/design kept their attention.
-THEME 1-INFORMATION IMPROVEMENTS= Very busy and slow to get through and some of the lists for the stages were too long.
-THEME 2-DESIGN CHANGES= There is a doubt as to whether the hover shadows on the main grey descriptions for the questions are appropriate.

Question 21- The website design/layout is accessible?
-TOTAL NUMBER OF RESPONDENTS: 36
-STRONGLY DISAGREE: 0/36= 0%
-DISAGREE: 3/36= 8.3%
- Combining the results from STRONGLY DISAGREE and DISAGREE= 8.3% of respondents stated that the website design/layout was accessible.
-DON'T KNOW HOW TO ASSESS: 10/36= 27.7%
-AGREE: 12/36= 33.3%
-STRONGLY AGREE: 11/36= 30.5%

Combined Data and Analysis from REI and Lassonde Survey Monkey Collection

- Combining the results from STRONGLY AGREE and AGREE= 63.8 % of respondents stated that the website design/layout is accessible.

-Need icons to indicate that a pop-up or hyperlink is attached to a question.
-Images should have alternative text.
-Improve contrast ratio.
-Purpose of each link needs to be communicated from the link text.
-Elements on the webpage obscure one another.

Question 22-Identify further York resources that would be useful for user or comment on the ones used if applicable?
-TOTAL NUMBER OF RESPONDENTS=8
- PLANNING: 7
  - ✓ RESOURCES: free speech laws from the Ontario Human Rights Act, menus from food suppliers at York University, list of accessible rooms/gender-neutral washrooms, maps of rooms on campus, information on how books rooms/events spaces on campus.
- ADVERTISING: 5
  - ✓ RESOURCES: audit tools for accessibility. Microsoft Office and other accessibility checkers, costs for advertising.
- IMPLEMENTING: 4
  - ✓ RESOURCES: link to caterers on campus.
- EVALUATING: 4
  - ✓ RESOURCES: examples of evaluation forms for event attendees.

-List of Student Groups on campus.
-List of accessible parking spaces on campus.