Royal Roads
UNIVERSITY

Accessibility Plan

2024 · 2025

1.0
Accessibility Statement

We recognize that access needs vary widely and that no single document can be completely accessible to everyone. This Accessibility report includes the following accessibility practices:

- Font- Auto is an accessibility friendly sans-serif, suitable for long pieces of text.
- Font size-Type is 12pt font to improve readability
- Digital delivery- designed in a way that the user can easily increase the text size to their own liking
- Navigation-can be done with either a keyboard or a mouse
- Organization-Includes numbered and bullet point lists
- Design-Dark text on white background or white text on dark backgrounds to ensure proper contrast

If you would like this document in an alternative format or if you have any suggestions for include more options for navigation and readability please contact: *alejandro.camposgarcia@royalroads.ca*

Introduction

About The Royal Roads University

Royal Roads University was established in 1995 with a mandate to focus on applied and professional programs and research delivered in a blended format on campus and online. For over 25 years, the University has established a strong reputation as an institution that delivers high-quality, life-changing education and research.

Through the Royal Roads University Act, RRU was created with a unique mandate and governance structure to:

- offer certificate, diploma and degree programs at the undergraduate and graduate levels in the applied and professional fields;
- provide continuing education in response to the needs of the local community;
- deliver an educational experience through an online learning model that blends on-campus and distance learning to allow people to pursue education from anywhere on the globe and
- maintain teaching excellence and research activities that support the university's programs in response to the labour market needs of British Columbia.

3.0
Our Accessibility Story

Since its inception, Royal Roads University has worked to create accessible, flexible learning opportunities. Our Flexible Assessment Policy creates access for qualified candidates who otherwise may not meet traditional admission requirements. Our delivery methods, including face-to-face and online instruction, provide increased access to a diverse student population. Our Learning, Teaching and Research Model identifies inclusivity as a core element.

Ongoing efforts to inform knowledge and practice include Royal Roads' participation in the Intermunicipal Advisory Committee on Disability Issues, which draws membership from the municipal councils of the West Shore, including Colwood, Langford and Metchosin, and active membership within the BC Disability Service Providers Articulation Group.

In 2018, RRU invited the Rick Hansen Foundation (RHF) to complete an accessibility assessment of garden spaces and all buildings on campus (except for two that were under construction) and evaluate the areas based on RHF certifications [1]. Notwithstanding the age of the University's infrastructure and that interior and exterior spaces were not constructed initially with barrier-free access in mind, several buildings were successfully certified. One of the benefits of this evaluation has been the development of a comprehensive and prioritized plan to address accessibility challenges on the Colwood campus. RRU has committed that all significant renovations and new construction will be designed to achieve RHF gold certification; recent examples of this commitment in action include the Dogwood auditorium, upgrades to Rose Garden Cottage and construction of the West Shore Initiative Phase I building on the new campus in Langford. The University continues to explore all funding opportunities to accelerate its infrastructure investments in keeping with accessibility objectives.

In 2019, RRU hosted the Pan Canadian Conference on Universal Design for Learning, bringing together students, service providers, instructional designers and educators for a multi-day conference on Universal Design for Learning principles. Royal Roads Centre for Teaching and Educational Technologies co-hosted the conference for Teaching and Educational Technologies. This Centre's instructional designers and learning technologists continually review ways to make learning more accessible. RRU Office of Research recently developed the Accessibility in Research Toolkit.pdf (royalroads.ca) as a resource for students and faculty. Royal Roads University's Academic Strategic Plan (2022-2025) identifies a commitment to enhance the inclusion and engagement of people of diverse backgrounds and ideas in all aspects of university life.

DEFINITIONS

Ableism: the system of oppression that disadvantages people with disabilities and advantages people who do not currently have disabilities. Ableism may be conscious or unconscious and may be embedded in institutions, systems, or the broader culture of a society. Like other forms of oppression, it functions on individual, institutional, and cultural levels.

Accessibility: the proactive identification, prevention, and removal of barriers (environmental/physical, attitudinal, technological, informational, or systemic) to allow equitable participation for persons with disabilities or others who experience barriers to accessibility. This is the ongoing responsibility of the entire community.

Accommodation of a disability: any modification to the learning, working or physical environment made to provide individuals with disabilities similar opportunities or access to those available to people without disabilities. Accommodation intends to ameliorate barriers specific individuals with disabilities may face to accomplishing bona fide requirements in learning and employment.

Barrier: anything that hinders the full and equal participation in society of a person with a disability. Barriers can be caused by environments, attitudes, practices, policies, information, communications, or technologies and can also be affected by intersecting forms of discrimination.

Disability: a complex phenomenon reflecting an interaction between features of a person's body and mind and features of the society in which they live. It entails a physical, mental or sensory characteristic, including episodic ones, that, in interaction with a barrier, hinders an individual's full and effective participation in services, opportunities and society in general. According to the Federal Government, disability can occur at any time in a person's life; some people experience disability from birth, while others face a disability later in life. It can be permanent, situational or episodic.

Duty to Accommodate: the actions that should be taken to treat all people equally regarding their accessibility needs. It requires an organization to take all reasonable actions so that its spaces, activities and services are accessible to the University Community.

Intersectionality: the complex, cumulative way in which the effects of multiple forms of discrimination, such as racism, sexism and classism, combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups.

Social Model: a view of disability as a difference. It considers ableism and a general lack of accessibility as the cause of disability. In other words, the social model views disability as a "condition created by bad design.'

Systemic Barriers: organizational or systemic barriers are policies, procedures, or practices that unfairly discriminate against individuals and can prevent them from participating fully in an environment.

University Community: students and employees of the University and persons officially associated with the University, including associate faculty, former students, and alums.

Universal Design: the intentional design and composition of a space or environment to be accessed, understood, and used to the greatest extent possible by all people regardless of their age, size, ability, or disability. When universal design principles are applied, the results will benefit all users.

Universal Design for Learning (UDL): an educational approach to the design of instruction, learning materials, assessments, and policies that work for diverse learners. UDL promotes flexible approaches that can be customized and adapted for individual student needs.

4.0

Frameworks Guiding Our Work

Development of the Royal Roads Accessibility Plan has aligned with the expectations of the Accessible British Columbia Act and Accessible British Columbia Regulation.

The Royal Roads Accessibility Plan is supported by the University's core values of caring, courageous and creative and the University's critical commitment to enhance the inclusion and engagement of people of diverse backgrounds and ideas in all aspects of university life.

Royal Roads stated commitment to diversity and inclusion includes engaging in shared leadership with open, inclusive, accountable, respectful and equitable conditions where ideas and people can flourish.

To achieve this, we are guided by the principles of Universal Design, Universal Design for Learning and the framework of Social Disability Theory. Social Disability Theory suggests an individual's limitations are not the cause of a disability but society's failure to facilitate appropriate services and environments to meet the needs of people with different abilities

Related Royal Roads Documents and Policies:

- Academic Strategic Plan (2022-2025)
- Bullying, Harassment and Discrimination Policy
- Accessibility for Students with a Disability Policy
- Diversity Policy
- Flexible Assessment Policy
- Learning, Teaching and Research Model
- Student Rights and Responsibilities | Royal Roads University

Related Legislation:

- Accessible BC Act
- Accessible Canada Act
- BC Human Rights Code
- Canadian Charter of Rights and Freedoms
- UN Declaration on the Rights of Persons with Disabilities

5.0
About Our Committee

Authentic representation matters. RRU acknowledges lived experience as expertise and recognizes everyone is unique. We understand one individual cannot speak on behalf of an entire group or community.

The Accessibility Committee is composed of 13 members. Six members are RRU employees appointed by the RRU Executive and are in positions at the University with work plans that include meeting accessibility objectives. One member is a student representative appointed by Accessibility Services.

The remaining non-appointed members were recruited through an open community call. In the application form associated with the expressions of interest, applicants were asked if they self-identified as having a disability and/or with an equity-deserving group (e.g., Indigenous, visible minorities, 2SLGBTQI+, religious minorities, marital status, family status).

The purpose of the Accessibility Committee is to identify ways in which accessibility can be improved at the University and to ensure that Royal Roads continues to be compliant with the Accessible BC Act.

The Accessibility Committee provides guidance, recommendations, and advice to Royal Roads University about accessibility. The Committee also recommends to the RRU Executive the approval of the University's Accessibility Plan and the Committee's Terms of Reference.

Accessibility Committee meetings will be scheduled on a quarterly basis (i.e., four meetings per fiscal year). The meeting schedule will be set by the Chairs in advance for the upcoming fiscal year. The Accessibility Committee may assemble working groups or special subcommittees to receive feedback, conduct research into a specific topic, undertake a particular piece of work, or provide specific guidance to the University or expertise in decision-making for the University.

Accessibility Committee Membership

The Accessibility Committee is composed of 13 members from the university community. Seven were appointed by the university; the additional six members were selected from an expression of interest.

Meet the committee members

Alejandro Camposgarcia

Co-Chair

Accessibility Committee

Diane Bergeron

Co-Chair

Accessibility Committee

Walter Alvarez Baradales

Member

Accessibility Committee

Sarah Burrough

Memeber

Accessibility Committee

Kate Chandler

Memeber

Accessibility Committee

Marla Chow

Memeber

Accessibility Committee

Lisa Cook

Member

Accessibility Committee

Angela deBeaudrap

Member

Accessibility Committee

Catherine Etmanski

Member

Accessibility Committee

Scott Funk

Member

Accessibility Committee

Cindy Goodman

Member

Accessibility Committee

Alesksandra Kovic-Bodiroza

Member

Accessibility Committee

Keith Webster

Member

Accessibility Committee

Gwen Hill

Member

Accessibility Committee

6.0
Consultation Conducted

A variety of consultation methods were employed to gather input for this plan. Two information sessions were hosted for the RRU Community to learn about the legislation and development of the plan. A survey was then distributed to all Royal Roads University community members. Respondents were asked to identify any barriers they experienced or observed others experience. Specifically, they were asked about physical or architectural barriers, technology-related barriers, information and communication barriers, systemic barriers, and attitudinal barriers. Survey respondents were invited to share additional information via email or individual interviews. Finally, a focus group was facilitated to gain a deeper understanding of the experiences of RRU community members.

Consultation timeline:

July 17, 2023 Information Session (Online)

July 18, 2023 Information Session (In-Person)

July 19 – 30, 2023 Survey Open* (Digital and Print)

*Respondent follow-up conducted as requested

July 25, 2023 Focus Group

Over 120 individuals participated in the information sessions, and 162 surveys were completed. Approximately 30% of survey participants self-identified as having a disability.

Survey and Focus Group results were reviewed and themed in August 2023 as preparation for submission to the Accessibility Committee.

7.0

Barriers Identified

The barriers respondents identified in the survey and focus group show that RRU is early in its accessibility-fostering journey. The key takeaways of the consultation conducted are the following:

i. There is a low literacy level on disability and accessibility principles and standards across the organization.

ii. Accessibility principles and standards are not sufficiently embedded in communicational/ informational and technological practices and platforms.

iii. Institutional policies, procedures, practices, and systems/support mechanisms are not yet fully aligned with accessibility principles and standards.

iv. The built and natural environment still needs significant interventions to become fully accessible.

A more granular description of the findings is presented next:

A. Attitudinal Barriers

i. Widespread misconceptions about disabilities and organizational accessibility duties across all university areas.

- Perception of accommodation and accessibility as management's prerogatives rather than organizational duties (e.g., perception of accommodations and accessibility initiatives as acts of kindness that can be granted, withheld, or cancelled at the university's discretion)

- Perception of accommodation and accessibility as an institutional burden to meet personal preferences rather than an institutional duty to address necessities.

- Prevalent understanding of consultation with people with disabilities as a decision that depends on management's discretion rather than a fundamental accessibility principle.

- Prevalence of the medical model in accommodation processes, in both learning and working: (the University addresses accessibility in a reactive way, focalizes on individualized accommodation requests and requires user self-identification as a precondition to facilitating accessibility).

- Widespread belief that accommodation and accessibility are difficult and/or expensive.

ii. Widespread implicit biases against people with disabilities across all university areas.

- Prevalent ableist understanding of merit and performance in learning and employment.
- Stereotypical understanding of disability as weakness, lack of capacity and resilience, and insufficient commitment to the University.

iii. Low levels of literacy on accessibility principles, standards and duties across all areas of the university.

- Insufficient competencies in accessibility principles and standards;
- Low level of literacy on the complexity and diversity of disability and the organizational duties to ensure accessibility;
- Low level of literacy on inclusive language principles that apply to disability.

B. Communicational and Informational Barriers

v. Insufficient embeddedness of communicational/informational accessibility principles and standards in printed materials, information shared in online platforms, and internal and external communications.

- Text-heavy culture in internal and external communications.
- Font size in printed forms and online platforms is inadequate for diverse readers.
- Institutional forms are not available in multiple formats.
- Information, in general, is not delivered in multiple formats.
- Colour schemes in diagrams used in classes and communications generally are not legible for people with colour blindness.
- Captioning is not consistently embedded in virtual platforms.
- ASL is not consistently used in virtual and face-to-face events.

ii. Insufficient consideration of accessibility in campus signage.

- Print on signage around campus is not adequate for diverse potential readers.
- Minimal, misleading and no readable signage on campus makes it challenging to locate buildings and services.

C. Technological Barriers

i. Lack of consistent embeddedness of technological accessibility principles and standards in website design, the use of mainstream virtual platforms (e.g., Moodle), and software and hardware available for people with disabilities.

- RRU public website is text heavy and is not consistently designed with an intuitive user experience.
- RRU public website colours and diagrams are not accessible for users with colour blindness.
- Moodle presents several limitations to accessibility. Instructors are not always aware of how to overcome these limitations.
- Insufficient availability of, knowledge of, or information about how to access assistive technology tools.

D. Systemic Barriers

i. Need to increase accessibility considerations in all institutional systems, processes, and policies.

- Information on accessibility/accommodation institutional policies and procedures, support mechanisms, and systems of governance needs to be amplified and accessible.
- Predominance of complex and multi-step processes to manage routine procedures (application, registration, access to documents and forms, etc.).
- Prevalence of the medical model in accommodation procedures and practices.
- Current systems and practices appear more reactive than proactive.
- A need for training on disability disclosure management.
- Lack of information on mechanisms to present complaints about ableism.
- Insufficient accessibility considerations in pedagogy, curriculum and course materials, requirements, and delivery.
- Lack of an institutional culture of consultation with people with disabilities.

ii. Accessibility considerations in event planning related to learning, working and every dimension of university life.

- Closed captioning is not embedded in events.
- Short notice on campus events.
- Events are organized in venues not fully accessible for people with physical disabilities.

iii. Accessibility considerations in alert/emergency systems.

- Emergency and alert systems are not aligned with the diverse needs associated with different forms of disability (sensory, mobility, mental/intellectual, neurodiverse)

E. Physical/Architectonical Barriers

i. Insufficient incorporation of physical accessibility principles and standards in classroom settings.

- Not all classrooms are not equipped with hybrid technology so that online participants can hear the room participants and the conversations.
- The podiums are designed for standing people and are not accessible by people in wheelchairs.
- Not enough sit-stand desks with electrical outlets for computer devices; ideally, these would be easily accessible and set up in each classroom.

ii. Heritage buildings have not been modified to be fully accessible.

- Cedar (rooms), Millward (meeting rooms), Castle (doors, stairs and pathways, elevators), Grant (elevators, Neptune stairs, Access to Habitat Café, Library).

iii. Insufficient actions taken to make campus terrains fully accessible.

- Vegetation overgrowth on trails, sidewalks, and curbs.
- Lack of proper transportation that allows navigating an inaccessible terrain.

iv. Insufficient incorporation of physical accessibility principles and standards in buildings in general (e.g., doors, washrooms, stairs, elevators).

- Barriers to access presented by keyed entries and heavy doors.
- Narrow hallways and tight corners present challenges for people with mobility disabilities.
- General pathways in poor weather conditions are inaccessible.
- Accessible parking is often not accessible.

8.0
Courses Of Action Suggested

The actions suggested to address the barriers identified in the consultation are the following:

a. Development and implementation of a comprehensive capacity-building strategy directed to

i. Remove implicit bias and misconceptions about disabilities,

ii. build competencies on accessibility principles, standards, and duties,

iii. enhance literacy on available accessibility resources and mechanisms at RRU.

This strategy should be tailored to the specificities of different areas (learning, employment, and university life in general).

b. Comprehensive audit of RRU communicational/informational practices, processes, and systems to identify gaps and barriers to accessibility. Development and implementation of a communication/information accessibility plan based on the review's findings.

c. Comprehensive audit of RRU website, software, and assistive technology provision policies/practices to identify gaps and barriers to accessibility. Development and implementation of a technology accessibility plan based on the review findings.

d. Comprehensive review of policies, processes, practices, and systems to identify strengths, gaps and barriers to accessibility. Identifying accessibility champions within the institution who can help guide and amplify the work. Development and activation of new policies, processes, practices, and systems to address identified barriers and gaps and embed accessibility in the organization's culture.

i. Learning/teaching/student services: academic plans, student-focused accommodation policies and procedures; recruitment, admissions, and orientation policies/practices; curriculum design, course materials, requirements, and delivery; and data collection mechanisms.

ii. Employment: Human Resources Plans; accommodation related policies/procedures; recruitment, hiring, onboarding and performance assessment policies/procedures; and data collection mechanisms.

iii. University in general: Capital Plan, alarm/emergency management policies and procedures, event planning policies and practices, procurement policies and procedures, and transportation.

e. Comprehensive audit of the built environment and campus terrain to identify barriers to accessibility and gaps and develop and implement a cost-effective plan to address those obstacles.

f. Comprehensive review of the current system of governance of accessibility/accommodation and development of a system of governance tailored to our current accessibility needs and nurtures a culture of consultation and active participation of people with disabilities in decision-making processes.

g. Development of data collection mechanisms that gather information on demographic representation and systematically scan the experiences of people with disabilities at RRU.

A complete description of the concrete actions, responsible units and timelines for the implementation is presented in the section below.

9.0

Our 3-Year Plan

Goal	Area	Actions		Timeline	Responsi- bility
Build accessibility competen- cies across the university.	Learning/ teaching/ student life	Develop a training program for faculty members.	Assessment of needs.	TBD	VPAP Office and ADHREDI Office
			Design of the program.	TBD	
			Consultation with stakeholders	TBD	
			Delivery of the program.	TBD	
		Develop a training program for students.	Assessment of needs	TBD	
			Design of the program	TBD	
			Consultation with stakeholders	TBD	
			Delivery of the program	TBD	
	Employment	Develop a training program for Management.	Assessment of needs	TBD	VPFO Office, VPAP Office, VPCA Office and ADHREDI Office.
			Design of program	TBD	
			Consultation with stakeholders	TBD	
			Delivery of program.	TBD	
		Develop a training program for employees.	Assessment of needs	TBD	
			Design of program	TBD	
			Consultation with stakeholders	TBD	
			Delivery of program.	TBD	

Goal	Area	Actions		Timeline	Responsi-bility
Embed accessibility principles and standards in communicational/informational practices and platforms.	Learning/ teaching/ student life	A comprehensive audit of RRU communicational/ informational practices, processes and systems related to providing academic services.	Review of forms.	TBD	VPAP Office and ADHREDI Office
			Review of information shared in virtual platforms and how is shared.	TBD	
			Audit of information shared in internal communications.	TBD	
		Development and implementation of a communication/ information accessibility plan based on the audit findings.	Create and disseminate accessible guidelines for institutional forms related to academic affairs.	TBD	
			Create and disseminate guidelines for accessible content related to academic affairs in virtual platforms.	TBD	
			Create and disseminate accessibility guidelines and policies for information shared in internal communications.	TBD	
	Employment	A comprehensive audit of RRU communicational/ informational practices, processes and systems related to employ-	Review of forms.	TBD	The Human Resources Office, VPCA Office (Communications) and ADHREDI Office.
			Review of information shared in virtual platforms.	TBD	

			Audit of information shared in internal communications.	TBD	
		Development and implementation of a communication/information accessibility plan based on the audit findings.	Create and disseminate accessible guidelines for institutional forms related to employment.	TBD	
			Create and disseminate guidelines for accessible content related to employment in virtual platforms.	TBD	
			Create and disseminate accessibility guidelines and policies for information shared in internal communications.	TBD	
			Adopt and activate monitoring mechanisms to ensure compliance.		
	University in General	A comprehensive audit of RRU general communicational/informational practices, processes and systems.	Audit of campus signage	TBD	VPFO Office (Operations and Resilience, VPCA Office (Communications) and HREDI Office.
			Create and disseminate accessible guidelines for signage.		
			Adopt and activate monitoring mechanisms to ensure compliance.		

Goal	Area	Actions		Timeline	Responsi-bility
Embed accessibility principles and standards in tech-nological practices and platforms.	Learning/ teaching/ student life	A comprehensive audit of RRU tech-nological practices, processes and systems related to providing academic services.	Audit of RRU digital learning infrastructure to ensure the removal of technological barriers (e.g., Moodle, Microsoft Office and, Teams, and Zoom).	TBD	VPAP Office, VPFO Office (IT and HREDI Office.
			Audit of the Library to check for ac-cessible features, including assistive technology work-stations, accessible options for retriev-al and delivery of material, and multiple delivery modes forResearch Help services.	TBD	
			Audit of the Li-brary's catalogue to identify invest-ment needs in elec-tronic resources, including e-books, streaming media, and databases with accessible content	TBD	
		Development and implementation of a communication/ information acces-sibility plan based on the audit findings.	Create and dis-seminate accessi-ble guidelines for institutional forms related to academic affairs.	TBD	

			Create and disseminate guidelines for accessible content related to academic affairs in virtual platforms.	TBD	
			Adopt and activate monitoring mechanisms to ensure compliance.	TBD	
		A comprehensive audit of RRU technological practices, processes and systems related to employment.	Audit of digital infrastructure used to manage employment-related affairs to ensure the removal of technological barriers.	February-March 2024	VPFO Office (The Human Resources Office, IT) and ADHREDI Office.
		Development and implementation of a technological accessibility plan based on the audit findings.	Create and disseminate accessible guidelines for the digital infrastructure used to manage employment-related affairs.	TBD	
			Create and disseminate guidelines for accessible content related to employment in virtual platforms.	TBD	
			Create and disseminate accessibility guidelines and policies for information shared in internal communications.	TBD	

			Adopt and activate monitoring mechanisms to ensure compliance.	TBD	
	University in General	A comprehensive audit of the RRU website, web applications, platforms and Intranet to identify accessibility barriers or opportunities.	Audit of website, web applications, all social media accounts and Intranet (e.g. test compliance with Web Content Accessibility Guidelines (WCAG))	February-March 2024	VPFO Office (The Human Resources Office, IT) and ADHREDI Office.
			Audit virtual platforms (Moodle, Zoom and MS Teams).	February-March 2024	
		Development of a plan to stay compliant with evolving web content accessibility guidelines.	Develop and distribute web and social media content accessibility guidelines.	February-March 2024	
			Develop and distribute web and social media content accessibility guidelines.	TBD	
			Develop and distribute platform features accessibility guidelines.	TBD	
			Adopt and activate monitoring mechanisms to ensure compliance.	TBD	

			Build the university's website, social media and virtual platforms accessibility evaluation framework and include a channel for providing feedback from users. E.g. launch an annual web, social media and platforms accessibility survey.		

Goal	Area	Actions		Timeline	Responsibility
Embed accessibility principles and standards in policies, procedures and systems.	Learning/ teaching/ student life	A comprehensive audit of RRU academic policies and procedures to assess the integration of accessibility standards.	Review of academic accommodation policies.	April–June 2024	VPAP Office, VPCA Office (Communications) and HREDI Office.
			Audit of the curriculum of all academic programs.	TBD	
			Review of existing academic policies and regulations related to course design (outlines, delivery, materials, requirements).	TBD	
			Audit of library policies and regulations.	TBD	
			Audit of current system of governance of academic accessibility to assess gaps and limitations.	April-June 2024	

		Development and implementation of a technological accessibility plan based on the audit findings.	Creation of a mechanism (e.g. standing Committee on Academic Accessibility) to identify and recommend methods to remove accessibility barriers throughout the units that support teaching, learning, and research.	TBD
			Align academic accommodation policies and procedures with best practices in accessibility in the post-secondary sector.	TBD
			Create and disseminate accessible guidelines for the drafting of academic policies and procedures.	TBD
			Integrate accessibility standards in academic policies and procedures.	TBD
			Create and disseminate guidelines for curriculum design.	TBD
			Integrate accessibility standards into the curriculum of all relevant academic programs.	

			Create and disseminate instructional design guides.	TBD	
			Integrate accessibility standards into course design policies and regulations.	TBD	
			Adopt and activate monitoring mechanisms to ensure compliance.	TBD	
	Employment	Comprehensive audit of RRU employment related accommodation policies and procedures	Review of current policies and procedures of accommodation.	April-June 2024	The Human Resources Office, and ADHREDI Office.
			Review of existing practices of accommodation across all stages of the employment life cycle – including recruitment, onboarding, performance management, promotion, and departure.	April-June 2024	
			Review of current system of governance of accommodation.	April-June 2024	

		Development and implementation of an accessibility plan based on the findings of the audit.	Update policies and procedures following accessibility best practices in the post-secondary sector and develop and implement a centralized and standardized process for managing accommodation requests.	July-December 2024	
			Creation and dissemination of accessibility guidelines for all processes related to the employment life cycle.	TBD	
			Integrate accessibility standards into regular workplace processes.	TBD	
			Adopt and activate a monitoring mechanisms to ensure compliance.	TBD	
			Create an Employee Resource Group (ERG) or caucus for employees with disabilities to identify and recommend methods to remove accessibility barriers.	TBD	

	University in General	Comprehensive review of the alert/emergency approach.	Audit existing approaches, and procedures related to emergency management. (effective communication of fire alarm procedures, evacuation procedures, building and weather disruptions, procedures for debris and snow removal and other unplanned events that affect campus accessibility).	TBD	VPFO Office (Operation and resilience).
		Develop and implement accessible standards in alert/emergency management.	Develop and implement accessible guidelines for alert/emergency management.		
			Adopt and activate monitoring mechanisms to ensure compliance.		
		Build accessibility competencies on alert/emergency management.	Design a training program on accessibility for staff in charge of emergency evacuation systems, policies, procedures, and communications.		

			Provide training on accessible emergency management to staff in charge of emergency evacuation systems, policies, procedures, and communications.		
		Comprehensive audit of RRU procurement model.	Conduct a thorough procurement policy/procedures review to assess the existence of accessibility considerations.	TBD	
			Assess areas where assistive technology is needed to enhance deliverability and availability of service.	TBD	
		Develop and implement accessible standards in procurement policies and standards.	Develop and implement procurement guidelines and processes that embed and address accessibility considerations, requirements, and criteria for all goods and services purchased or otherwise retained by the University.	TBD	
			Adopt and activate monitoring mechanisms to ensure compliance.	TBD	

		Comprehensive audit of good and services delivery.	Conduct an internal environmental scan to identify all areas of the university responsible for goods and service delivery.	TBD	
			Conduct a thorough internal goods and services delivery review to assess accessibility barriers. (Identify of resources required to grow and support knowledge capacities around accessibility for goods and services.)	TBD	
		Develop and implement accessible service delivery standards.	Creation and dissemination of accessible guidelines for institutional forms related to employment.	TBD	
		Build accessibility competencies on customer service.	Design a training program on accessibility in goods and services for employees in charge of service and goods provision.	TBD	
			Deliver training.	TBD	

		Develop consultation strategy to monitor outcomes of implementation.	Design of the data collection strategy (tools, timelines, responsible units, targets).	TBD	
			Implementation of data collection strategy.	TBD	
			Design and activation of the mechanism to report to stakeholders.	TBD	
		Comprehensive review of event planning approaches.	Audit of current event planning approach.	TBD	
			Develop and distribute accessibility guidelines to staff who coordinate events and meetings	TBD	
			Adopt and activate monitoring mechanisms to ensure compliance.	TBD	
			Develop and circulate an inventory of resources, services, and adaptive technologies available on campus to accommodate needs identified by event participants.	TBD	

		Comprehensive audit of general policies, procedures, and guidelines.	Create an inventory of existing policies, procedures, guidelines and resources	April-June 2024	
			Update current policies, procedures and guidelines to ensure alignment with accessibility standards and principles	July-December 2024	
			Identify gaps and limitations in the current policies, procedures and guidelines.	April-June 2024	
			Draft new policies procedures and guidelines to fill identified gaps.	July-December 2024	
		Build the system of community consultation for the review of policies, procedures and systems.	Design of the data collection strategy (tools, timelines, responsible units, targets).	TBD	
			Implementation of data collection strategy.	TBD	
			Design and activation of the mechanism to report to stakeholders.	TBD	

Goal	Area	Actions		Timeline	Responsibility
	University in General	Comprehensive accessibility audit of built environment.	Audit of heritage buildings (doors, stairs and pathways, elevators, halls, rooms. etc.).	TBD	VPFO Office (Operation and resilience) and HREDI Office.
			Audit of infrastructure needs related to assistive devices, and emergency systems.	TBD	
			Audit parking, access to transit locations, and drop off locations on campus.	TBD	
			Audit of campus terrains to identify and create a detail inventory of accessible barriers.	TBD	
		Comprehensive review of Capital Plan to assess incorporation of accessibility standards and principles.	Audit current Capital Plan.	TBD	

		Develop and implement a physical/architectonic accessibility plan based on the findings of the audit.	Develop and disseminate an Accessibility Design Guidelines that apply to capital improvements, including adding more door operators, accessible washrooms, better signage, classroom accessibility features, and other accessibility features.	TBD
			Develop and disseminate an Accessibility Design Guidelines that apply to all newly-constructed and/or renovated spaces, and include these requirements in Requests for Proposals, tender documents, and construction contracts.	TBD
			integrate accessibility standards in Capital Plan.	TBD
			Adopt a mechanism to track progress on the operationalization of physical/architectonic accessibility initiatives.	TBD

		Build a consultation mechanism for the identification of physical and architectonic barriers.	Design of the data collection strategy (tools, timelines, responsible units, targets).	TBD	
			Implementation of data collection strategy.	TBD	
			Design and activation of the mechanism to report to stakeholders.	TBD	

10.0

Monitoring And Evaluation

A scheduled annual review of this plan will align with the fiscal year, so that you can adjust any budget-related requests.

FEEDBACK MECHANISM

Royal Roads University is committed to achieving barrier-free access for persons with a disability who are working, learning or visiting the university. With that in mind, a feedback mechanism has been developed to help us understand disability-related barriers that community members and visitors experience. Feedback will be gathered through multiple channels, including an online form, dedicated email address, phone, and mail.

Through the online form, individuals are asked to identify their relationship to the institution (as student, staff/faculty, alum, or visitor) and guided through a series of questions, including:

- What were you trying to access? (Response required)
- What was the barrier that you experienced? (Response required)
- What (if any) recommendations do you have on how to remove the barrier (response optional)

Information about these feedback channels is made available through the RRU website. It will also be included in orientation information for new students, staff and faculty and general information for visitors. This webpage also provides information about why we are gathering feedback, what happens to the feedback once it is submitted, and how feedback will be addressed. It also includes a Frequently Asked Questions section. This web presence will also include a section that summarizes action that has been taken in response to feedback that has been shared.

How To Give Us Feedback

Community members can provide feedback on accessibility barriers through a new grey box on the university *accessibility page* and the *EDI page*, which is submitted to *Accessibility.Feedback@royalroads.ca*

Who can provide feedback?

Royal Roads University welcomes feedback from any RRU community member who:

- Experiences a barrier
- Witnesses someone experiencing a barrier

What kind of feedback can community members provide?

Royal Roads University wants to know the specific attitudinal, communicational, technological, systemic and physical barriers people face when they are trying to:

- Access a program, location, or information we offer
- Receive a service or support

Royal Roads University is seeking:

- Descriptions of experiences and the impact of identified barriers; and
- Recommendations for how those barriers can be removed

What will be done with the feedback community members provide?

Their feedback may influence:

- Improvements to accessibility
- Future university accessibility plans
- What Royal Roads will do to prevent barriers in the future

How will community members' privacy be protected?

The questions in the feedback form are optional. They are there to help community members provide the university with information about barriers. Community members can share as much or as little as they want. If individuals share their name and contact information, their identity will be known by the people who read their submission. What community members share will never be held against them.

Any personal details individuals share will be kept safe as required under section 26(c) of the *Freedom of Information and Protection of Privacy Act.*