



UNIVERSITY OF
KING'S
COLLEGE • HALIFAX

Accessibility Plan
March 31, 2022

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Message from the President

On behalf of the university and the whole King's College community, I am pleased to present our first comprehensive accessibility plan. It has been developed to fulfill the obligations we share with all Nova Scotia universities and public institutions to have an accessibility plan in fulfilment of the requirements of Nova Scotia's Accessibility Act. But more fundamentally, it has been developed to fulfill our aspiration and determination to be a robustly accessible place and community, one that builds accessibility objectives and values into everything we do. To fulfill those aspirations and that determination, we must now ensure not only that this plan is kept progressively current but that we translate it into decisive action. I have every confidence that this is what we will do, together.

I want to thank both of our accessibility working groups and our central Accessibility Advisory Committee, and everyone who contributed to their deliberations, for all the dedicated and inspired work that made this plan possible. I also want to acknowledge and express our collective gratitude to the King's Students' Union, the King's Disabled Students Collective, and the many members of our community who live with disability (and their allies) for the years of advocacy for more concerted action on accessibility. This plan is an important step on the way to responding to that advocacy and to its vision of King's as a university that truly embraces the values, priorities, and actions on which inclusive accessibility depends. The leadership of the Province of Nova Scotia, both in adopting the Accessibility Act and in supporting the development of our plan, as well as the leadership of our own processes of governance at both the Board of Governors and at the faculty level, also need to be acknowledged.

Finally, I ask us all to keep in mind that the success of this plan will depend on its place within the broader goals of King's to be a safer, and more diverse, equitable and inclusive community. In that regard, we must always remember that this plan and its strong implementation, like our broader EDI efforts and our work on reconciliation and our growing relationships with the Black and other underrepresented communities, will be stronger if it is for us all and the generations to come.

Yours truly,
Bill

William Lahey
President and Vice-Chancellor and Professor of Law
University of King's College

Multi-Year Accessibility Plan Requirement

In 2017, Nova Scotia became the third province in Canada to pass accessibility legislation. The Nova Scotia Accessibility Act commits all public sector bodies in the province to their own, multi-year accessibility plan, in which each institution outlines how it plans to improve accessibility by preventing and removing barriers that restrict persons with disabilities from fully participating in society. The Accessibility Act sets a goal of an accessible Nova Scotia by 2030, and institutional planning should reflect—to whatever degree possible—this timeline. The University of King’s College is committed to submitting its Accessibility Plan by the due date of April 1, 2022, with the understanding that the King’s Accessibility Plan is a living document that will be subject to repeated ‘course correction,’ based on new findings, new initiatives, and the provincial standards for all “Areas of Commitment” (see below).

Accessibility is core to the King’s mission and the success of the King’s Accessibility Plan requires strong and focused leadership, the enduring commitment of individuals and of King’s programs and offices, and robust processes of accountability, consultation, and collaboration.

Purpose

Nova Scotia post-secondary education institutions must provide full and equitable access to education, programs, and services within a collaboratively developed commitment to accessibility that prioritizes institutional accountability within a human rights framework.

Introduction: General Remarks

The University of King’s College (UKC) is committed to creating a campus community that is safe and accessible for all members and guests. Successful learning, living, and employment are the result of a shared responsibility and commitment on the part of students, employees, faculty, and senior administrators. As UKC continues to enhance its culture of inclusiveness, it will require the support of everyone on campus to ensure the removal of barriers to accessibility.

This document describes the University of King’s College’s compliance requirements as per the Nova Scotia Accessibility Act, 2017, and the measures UKC will take to identify, remove, and prevent barriers to persons with disabilities so that our faculty, staff, students, parents, alumnae, and members of the broader community can access the university’s goods and services, facilities, and premises in a way that ensures inclusion, dignity and independence. The goal is therefore both to advance our understanding of what makes a truly accessible organization, and to transform that knowledge into **a culture that builds accessibility into everything that we do.**

The following introductory sections outline the set of principles in accordance with which the King’s Accessibility Plan was crafted, the membership of the two Working Groups and the Accessibility Advisory Committee that developed the plan, the processes of consultation and drafting, and the working assumptions about existing or required resources the Working Groups felt it necessary to make.

The Accessibility Advisory Committee would like to thank the many members of the University community for their hard work and collaborative efforts as we continue to foster positive attitudes and make progress towards a barrier-free campus. Accessibility is everyone's responsibility; we welcome input from all members of the King's community - students, faculty, staff, alumni, and friends - as we work together to create an environment that ensures that everyone has a full and enriching King's experience.

Introduction: Basic Principles and King's Context

1. Accessibility issues at King's have been neglected and must become visible and explicitly addressed on campus.
2. While an Accommodations process is a **reactive** process driven by an individual community member's need, King's Accessibility plan should be **proactive**, identifying and removing barriers—in advance of an individual's request to remove them.
3. Accommodations processes through the Dalhousie Accessibility Centre should continue to remain in place for individualized supports, but they should supplement—not substitute for— a robustly accessible campus and culture.
4. Accessibility issues must be addressed using an intersectional approach, meaning that disability and access cannot be divorced from an individual's socio-economic status, gender, race, age, or any other aspects of their self-identity.
5. The King's Accessibility Plan must privilege the experiences of individuals living with disabilities, while taking care to avoid labels and stereotypes (such as framing individuals as either heroes or victims).
6. To prevent the plan from becoming an exercise in 'box-ticking,' the Accessibility Advisory Committee and the two Working Groups (see below for Membership) envision the approach as being cumulative in nature; that is, the achievements, set-backs, and initiatives of earlier phases of the roll-out will be areas of continued engagement in the later ones.

Accessibility Advisory Committee (AAC) Members

In accordance with section 44(2) of the Accessibility Act of 2017 “at least one half of the members of an accessibility advisory committee must be persons with disabilities or representatives from organizations representing persons with disabilities.” **The King's AAC meets this requirement.**

AAC Membership

Sarah Clift (Vice-President), Co-Chair

Katie Merwin (Dean of Students), Co-Chair

Pamela Hazel (Assistant to the President), Member

Mélanie Frappier (Professor, History of Science and Technology), Member

Tim Currie (Director, School of Journalism), Member

Meredith Bullock (King's Student; President, Disabled Students Collective), Member

Nick Harris (Outgoing President, King's Students' Union), Member

Victoria Gibbs (Incoming President, King's Students' Union), Member

Daniel Konopelski (King's Student), Member

Accessibility Working Group I (Education)

Stephen Boos (Faculty, FYP), Co-Chair
Tracy Lenfesty (University Librarian), Co-Chair
David Shuman (King's Student), Member
Tessa Hill (King's Student), Member
Sara MacCallum (King's Student), Member
Tim Currie (Faculty, Journalism), Member
Dorota Glowacka (Faculty, Upper Year Programs), Member
Elisabeth Stones (FYP Administrative Staff Member), Member

Accessibility Working Group II (Non-Academic)

Tim Ross (Ancillary Services), Chair
Ian Wagschal (Facilities Management), Member
Rory MacLellan (Advancement), Member
Neil Hooper (Athletics), Member
Dolly McIntyre (Bursar's Office/HR), Member
Sharlene Salter (Bursar's Office), Member
Peter Bullerwell (Chapel), Member
Aideen Reynolds (KSU), Member
Zia Shirtliffe (King's Student), Member
Allison Watt (Library), Member
Tara Wigglesworth Hines (Registrar's Office), Member
Ashley Nixon (Residence), Member

Introduction: Consultation and Drafting

The Accessibility Advisory Committee (AAC) was struck in Fall 2021/22 by way of the King's Faculty Nominating Committee, the King's Students' Union Executive and a community email to staff members.

The King's AAC is a Presidential Advisory Committee, meaning that it advises and updates the President on the progress of the planning process, and offers advice and feedback to both Working Groups on the drafts of their subplans. Various members of the AAC and Working Groups are also participating in two Work Groups constituted by the NS Accessibility Directorate. Those Work Groups focus on 1. PSE Accessibility Awareness and 2. Accountability and Monitoring.

Introduction: Working Assumptions and Resources

1. To develop the King's Accessibility Plan, the King's AAC and the two Working Groups have relied upon the Accessibility Act, the PSE Framework for Accessibility, anecdotal

evidence, *some* ‘first voice’ expertise and, to a lesser extent, the data generated by Dalhousie University’s Accessibility Survey. **The AAC strongly recommends that conducting a King’s Accessibility Survey as a top priority of the Accessibility Plan, as a more systematic and context-bound approach to listening to and learning from those in our community who live with disabilities.**

2. All committees, programs, and units require timely information about available funding and resources that will be made available to them by the institution, the provincial government, and/or additional sources.
3. The Accessibility Advisory Committee assumes the hiring of an Accessibility Officer in July 2022.
4. The Accessibility Advisory Committee assumes the continued (and, if possible, augmented) presence of an IT/AV Officer on campus, who will likely require accessibility training.

Areas of Commitment

Consistent with the [Nova Scotia Post-Secondary Framework 2020](#), the UKC Accessibility Plan commits the University to improving accessibility in the following 6 areas:

- Teaching, Learning and Research (Education Subplan, below)
- Information and Communications (Non-Academic Subplan [NAS], below)
- Delivery of Goods and Services (NAS, below)
- Employment (NAS, below)
- Transportation (NAS, below)
- Built Environment (NAS, below)

Each area of commitment includes processes regarding implementation, monitoring, and evaluation.

Education Subplan

Focus Areas

The Focus Areas within education that the Education Working Group (EWG) has identified are the following:¹

1. **Climate of ableism** and a relative neglect of accessibility issues – gather information on disability and accessibility issues on campus; initiate campus-wide conversations; promote awareness
2. **Agency and Capacity-Building** – create opportunities for students, staff, and faculty to learn about accessibility issues
3. **Teaching and Learning** – remove barriers to accessing an education at King’s
4. **Accessibility Services and Resources** – provide services and assistive technologies (formats, training, assistive technology licences, etc.)
5. **Research/Scholarship and Expertise** – a) the university must support faculty as they develop expertise about accessibility practices (related to 2. above) and b) the university must ensure that it actively generates information with respect to accessibility issues specific to King’s through surveys and through special inquiries if surveys reveal especially problematic issues. This includes College-wide issues as well as program-specific ones (e.g., journalism professional practice in accessibility).
6. **Accountability** – develop robust reporting structures and oversight and building-in regular community assessment by means of a yearly survey, a scorecard, etc.

What is a Disability?

According to the Nova Scotia Accessibility Act, “a disability includes a physical, mental, intellectual, learning or sensory impairment, including an episodic disability, that, in interaction with a barrier, hinders an individual’s full and effective participation in society.”

The EWG understands this definition in the following, holistic way: Barriers to accessibility must be recognised as systemic and historical in nature rather than regarded in isolation as individual problems to be eliminated one by one. We understand “disability” not as a characteristic that belongs to an individual or an individual’s body, but as a function of social relations and attitudes that

¹ The EWG’s Areas of Focus draw on the Dalhousie Accessibility Survey (2020). They are also adapted from and mirror the language of the Foundational Commitments of the Accessibility Advisory Board’s Recommendations to the Government of Nova Scotia in August 2020 (cf. 11ff.) and the Nova Scotia Post-Secondary Education Accessibility Framework developed by the Council of Nova Scotia University Presidents (CONSUP) in June 2020.

impact them in a negative way. As barriers will change, so too will accessibility needs. In light of the historical contingency of barriers, the EWG understands the removal of barriers to be an ongoing task, and not one to be completed once and for all.

The EWG’s task was to isolate and address the accessibility standard of “education, teaching, and research” from other standards in the Accessibility Act (the built environment; communication and information; transportation; goods and services and employment). However, the EWG wishes to recognize the impact of navigating multiple barriers which, when compounded, can have a significant impact on an individual’s experience of the academic work (of teaching, learning, and researching) at King’s. Further to this, no student, staff, or faculty member’s lived experiences can—or should—be reduced to their disability(ies): many other factors contribute to their personal, individual, and social situations and general well-being, such as their culture and heritage, gender identity(ies), or socio-economic status. Each of these aspects contribute to how individuals with disabilities navigate space, access resources, and experience barriers to accessibility. For this reason, the EWG recognizes that a commitment to accessibility at King’s must involve a continual process of addressing barriers as they arise, and providing the resources needed to eliminate or minimize them.

Types of Barriers

A barrier is anything that hinders or challenges the full and effective participation in society of persons with disabilities, including (those in bold type are the barriers the EWG is addressing):

1. **a physical barrier** (Non-academic working group)
2. **an architectural barrier** (Non-academic working group)
3. **an information or communications barrier** (Both working groups)
4. **an attitudinal barrier** (Education working group)
5. **a technological barrier** (Both working groups)
6. **a policy or a practice** (Both working groups)
7. **a socio-economic barrier**² (Both working groups)

²The cost of an accessible education is often higher for students with disabilities in terms of course materials, access to up-to-date assistive technologies, and accommodations assessments.

Phase One (2022-2024)

Phase One: 2022-2024 (years 1-3)

Phase Two: 2025-2026 (years 4-5)

Phase Three: 2027-2030 (years 6-9)

Phase One will be devoted largely to Focus Areas 1 and 2, addressing the **Climate of Ableism**, information gathering about accessibility and disability on the King's campus, and **Agency and Capacity-Building**.

| Date | Action | Focus Areas | Accountability | Monitoring | Challenges | Resources Required |
|------------------|--|--|--|---|---|---|
| August 2022 – 23 | Enhance accessibility information on Accommodations page on the King’s website with built-in accessibility features. The webpage would include existing resources at King’s and Dalhousie, and serve as a ‘hub’ for Accessibility Office and planning. | Accessibility Services | Advancement Office (Comms) | Director of Advancement, Accessibility Officer, Equity Officer | Ensure that the accessibility page is fully accessible. | Hire a qualified student to develop the page in coordination with the King’s site admin. |
| 2022/23 (ASAP) | Environmental scan of text-to-voice software and other assistive technologies (such as C-pens, headphones, tablets); inventory of Dalhousie resources (quality assessment and ease of availability). | Accessibility Services | Dalhousie Accessibility Centre, King’s IT/AV Officer in consultation with King’s Accessibility Officer | King’s Accessibility Officer to report to Accessibility Advisory Committee with support from King’s IT/AV Officer | None foreseen | Budget for the purchase of any needed updated equipment (in collaboration with Dalhousie) |
| Fall 2022/23 | General Information Workshop on Accessibility planning and implementation (led by Accessibility specialist from the Nova Scotia Accessibility Directorate): Open to all members of the King’s community (incl. Board members) | Climate of Ableism Agency and Capacity-Building | AAC Co-Chairs organize, in consultation with the NS Accessibility Directorate | Accessibility Officer | Ensuring full and interested participation (rather than mandating participation). | IT/AV Officer support for hybrid session |

| Date | Action | Focus Areas | Accountability | Monitoring | Challenges | Resources Required |
|-------------------|---|---|--|--|---|---|
| Fall 2022/23 | Conduct Accessibility Survey of all members of the King's community | Climate of Ableism Agency and Capacity-Building | Accessibility Officer; Co-Chairs of the AAC; KSU president (with support from Dal's Health and Wellness) | Accessibility Committee; IT support for data aggregation | Achieving a high participation rate | Identify resources in-house and at Dalhousie to design the survey, gather and analyse data. |
| Late Fall 2022/23 | KSU Workshop on Student Self-Advocacy | Climate of Ableism Agency and Capacity-Building | KSU President (with support from Accessibility Officer, Co-Chairs of the AAC) | | KSU capacity | |
| Winter 2022/23 | Community Town Hall to release the survey data (including context and interpretation) | Climate of Ableism Agency and Capacity-Building Accessibility Resources and Services | Accessibility Officer; Co-Chairs of AAC; Survey designers | Feedback (on-site feedback cards & accessibility email) | Ensure emphasis is on problem-solving, and not just on presentation of data | |
| Winter 2022/23 | Accessibility Plan Course Correction (based on Accessibility Survey results and Community Town Hall feedback) | Climate of Ableism Agency and Capacity-Building Accessibility Resources and Services | AAC and Working Groups | Co-Chairs of AAC and Accessibility Officer | None foreseen | |

| Date | Action | Focus Areas | Accountability | Monitoring | Challenges | Resources Required |
|----------------|--|---|--|---|----------------------|-------------------------------------|
| Winter 2022/23 | Initiate discussions for a series of lunchtime events over the early period of Phase Two (see Phase Two, Action #2, 2024/25 for more details) | Climate of Ableism Accessibility Resources and Services | Program Directors with support from Accessibility Office, AAC, and Advancement Office. | Feedback by way of on-site feedback cards | Sustained attendance | Funding for travel, honoraria, etc. |
| March 2022/23 | MacLellan Visiting Scholar: Dr. Erika Dyck (Canada Research Chair in the History of Medicine, USask), with expertise in Canada's history of eugenics (One public lecture; sessions in classes and a lunchtime seminar with students) | Climate of Ableism Research/ Scholarship and Expertise Teaching and Learning | HOST Faculty Advancement Office | | None anticipated | Funds already secured |
| Fall 2023/24 | King's Research Project into the Legacy of Samuel Prince | Climate of Ableism Research/ Scholarship and Expertise | University president, with support from Accessibility Officer, interested faculty, AAC, Advancement Office | Set date for posting on King's website | None anticipated. | Financial support |

| Date | Action | Focus Areas | Accountability | Monitoring | Challenges | Resources Required |
|----------------------------|---|-------------------------------------|---|------------|------------|--------------------|
| Fall/ Winter 2023/24 | Initiate discussions about dedicating upper-level programs' flagship Lecture Series to accessibility (a component of the LS is a 3-credit class, which will ensure student participation. The LS could later be converted into a regular inter-program class offering). | Agency and Capacity-Building | Chair of Faculty and Vice-President with support and input from Equity Officer, Accessibility Officer, President of KSU Lecture Series: CTMP, HOST, and EMSP Directors | | | |

Phase Two (2025-2027)

Phase One: 2022-2024 (years 1-3)

Phase Two: 2024-2026 (years 4-5)

Phase Three: 2027-2030 (years 6-9)

Phase Two will be devoted largely to Focus Areas 3 and 4, **Teaching and Learning** and **Accessibility Services and Resources**, while the intention is to continue building on and developing the actions of Phase One.

The main goals of Phase Two are:

- I. The implementation of Universal Design in Learning in King's programs (this will require education for faculty & academic staff, ongoing support and resources, time for faculty to both learn about and integrate UDL into their class materials).
- II. In conjunction with Dalhousie's Centre for Learning and Teaching and FASS, the implementation of an "Accessible Course Design Policy." The development and implementation of a course design policy outlining both required and desirable accessibility considerations will give the guidance and support that faculty will need to integrate accessibility practices into their syllabi, the delivery of their course material, and the assessment process.

Accessible Teaching and Learning Practices

Informed teaching practices (philosophies, attitudes, and practices) can significantly improve the learning environment for students with disabilities. In concert with Focus Area 1 (**Climate of Ableism**), providing faculty with opportunities, supports, and resources for learning about and implementing Universal Design for Learning (UDL) in their classes can remove significant barriers for many students.

As was mentioned earlier, the implementation of UDL *does not* preclude the College's responsibility to provide accommodations, but a widespread use of UDL can eliminate many barriers, empowering King's students and reducing demands placed on Dalhousie's Student Accessibility Centre. Faculty members who have participated in the Actions in **Phase One** will be more confident and better able to remove presently existing barriers, anticipate future ones, and provide necessary accommodations with a less burdened and therefore more effective institutional accommodations process.

Accessibility Services: Assistive Technologies, Tools, Formats

Assistive technologies, alternative formats, and various accommodations are integral to removing barriers. Dalhousie survey data indicated that alternative material formats are generally viewed as satisfactory, but these can be improved upon. Outdated and difficult-to-access assistive technologies, however, remain significant barriers. We await survey data specific to King's. Notwithstanding, it is vital that assistive technologies remain up to date (such technologies are changing and improving at a very fast pace) and that the King's Accessibility Office works closely with the Accessibility Centre's Assistive Technology Library to establish clear

processes for lending to students, staff, and faculty. If such lending processes prove difficult to coordinate, King's Accessibility should consider establishing its own lending library.

| Date | Action | Focus Areas | Accountability | Monitoring | Challenges | Resources Required |
|----------------------------|--|--|--|---|--|--------------------|
| Fall/ Winter 2024/25 | Three workshops to build on late Phase One learning opportunities: Two sessions for Faculty & academic staff on Pedagogy, UDL, and accessible syllabi-writing (one in Fall; one in Winter); one for Faculty on accessible classrooms | Agency and Capacity-Building Teaching and Learning Accessibility Resources and Services | Accessibility officer, Equity Officer, Vice-President, Accessibility Advisory Committee. | | Faculty workload; participation levels among Faculty members | |
| Fall/ Winter 2024/5 | Accessibility Lecture Series (min. 1 event/semester = min. 2 events over the academic year) | Climate of Ableism Accessibility Resources and Services Research/ Scholarship and Expertise | Program Directors with support from Accessibility Officer, AAC, Advancement Office | Possible collaboration with Dalhousie (and/or specific Dalhousie depts) | Financial support from King's and Dalhousie (Accessibility Funds; individual program contributions), the Board, or other sponsorship bodies. | |
| Winter 2024/25 | Development of Accessible Course Design Policy | Teaching and Learning | Planning and Priorities Committee; Vice-President; Program Directors (responsible for approving syllabi) | Formal Faculty adoption | To ensure a high degree of faculty member investment in the Policy, broad consultation and knowledge of best practices are necessary to mitigate concerns based on misinformation. | |

| Date | Action | Focus Areas | Accountability | Monitoring | Challenges | Resources Required |
|--------------|--|-----------------------|----------------|------------|---------------|---------------------------------|
| Fall 2025/26 | Conduct a mid-point “How are we doing?” Accessibility Survey” to ascertain current levels of awareness about a) accessibility planning and Implementation and b) disability, ableism, and existing supports on the King’s/Dalhousie campuses. and create c) a score-card/measuring system for all aspects of accessibility on campus | Accountability | AAC | AAC | None foreseen | See above, Action #5, Phase One |

Phase Three

Phase One: 2022-2024 (years 1-3)

Phase Two: 2025-2027 (years 4-5)

Phase Three: 2027-2030 (years 6-9)

The three goals of Phase Three will be to build on and develop the practices and achievements of the first two phases, and will emphasize reporting, assessment, and monitoring:

1. Establish sustainable metrics/measuring standards for gauging success/feedback mechanisms
2. Establish standards and methods to ensure that messaging in recruitment and admissions policies and practices reflects and is reflected in the lived experience of King's students. Success in this regard will be measured using student survey data and opportunities for narrative feedback.
3. Prepare new King's graduates for workforce, or post-graduation life. Students leaving an institution that has successfully integrated accessibility into its practices need to be prepared for entering workforce and other environments wherein they may encounter more barriers.

| Date | Action | Focus Areas | Accountability | Monitoring | Challenges | Resource Re-quired |
|----------------|--|--|---|----------------------------------|---|--------------------|
| Fall 2026/27 | Establish processes for identifying ableist language, policies, and procedures in academic programs and the King's library. | Climate of Ableism Accountability | Reporting on NS Outcome Agreement; revisions facilitated by program and library staff by Program Directors, University Librarian. | Co-Chairs, AAC | None foreseen. | |
| Winter 2026/27 | Establish a standing practice that academic programs and the King's library submit a biannual "Progress Report" to the Accessibility Officer and the Vice-President including the following areas: -Ways the programs are identifying ableist language, policies, and practices in their programming -Staffing -Course offerings/Library acquisitions -Special events and innovations -Program staff research/scholarship | Teaching and Learning Research and Scholarship Accountability) | Program Directors, and Accessibility Officer | Consultation with Vice-President | | |
| Fall 2026/27 | Outreach to graduating students with disabilities (one-to-one supports re. housing/transition to off-campus/employment | Climate of Ableism Agency and Capacity-Building | Dean of Students; Accessibility Officer; Equity Officer | | Establish processes for students to self-identify | |

| Date | Action | Focus Areas | Accountability | Monitoring | Challenges | Resource Re-quired |
|------|---|---|----------------|------------|------------|--------------------|
| | opportunities/graduate school applications) | Accessibility Resources and Services | | | | |

Non-Academic Accessibility Subplan

Accessibility Planning: Milestone #1 – First Iteration of Accessibility Plans

This planning document intends to guide King’s College non-academic departments to write their first accessibility plans. This subplan gives a starting point to make immediate progress. More detailed plans will be built on top of this foundation. A single university-wide framework for guiding the work of earlier departments will be developed and approved by the President in 2022-2023. This framework will include a centralized process of support for departments and an accountability process.

The following subplan has a list of barriers to be removed, including the department accountable for removing the barrier. Each department completed the following steps to create this subplan:

1. **Past Barriers Removed:** Each department documented their history of removing barriers and categorized these barriers according to the typology of the Act. This history was analyzed to determine what processes were already in place to remove barriers, both formal and informal. **Included as Appendix A.**

2. **Operational Process to Systematically Remove Barriers (for internal use):** Based on the lessons learned from Step 1, each department created an operational plan to systematically remove barriers including:
 - a. Create a systematic identification process of barriers.
 - b. Create a regular planning process to remove barriers.
 - c. Create an operational plan to implement removal of barriers.

3. **Accountability:** Based on the operational process developed from Step 2, each department created an accountability framework to ensure barriers were removed. Departments were encouraged to create a metric that would demonstrate that all three parts of process were functioning well (identification, planning, implementation).

¹The President’s Lodge was not included in this process. This will be addressed in 2022-2023. In addition, issues that are common across departments or beyond the capacity of any one department to address will be itemized in 2022-2023. Among these issues are the barriers that affect members of the King’s community in terms of the association and physical connections between King’s and Dalhousie.

Phase One: Barriers to be Removed (2022-2024)

Barriers to the Built Environment

| Barrier | Accountible Department | Deadline |
|--|-------------------------------|-------------------|
| Organize the furniture in the common spaces within residence in a way that it is wheelchair accessible. | Residence | August 31, 2022 |
| Alex Hall Accessibility Renovation - Major renovation to create the first accessible living space on campus. | Facilities Management | September 1, 2022 |
| Based on the request of students, install grab-bars and shower doors in residence showers. | Facilities Management | September 1, 2022 |
| Re-arrange office furniture in RO | Registrar | October 1, 2022 |
| KSU - Based on the KSU accessibility audit and consultation with students, identify the next step in the student accessibility needs. This is a continuation of the accessible wayfinding initiative with the KSU from the previous year. | Facilities Management | April 1, 2023 |
| Sandwich board sign for campus tour guests outside of building - building signage (internal and external) would be part of a larger project for the university. | Registrar | April 1, 2023 |
| Implement clearer directional signage within residence buildings. | Residence | May 30, 2023 |
| Gymnasium - Based on space study with Athletics and Accessibility Audit Results, apply for the NS Tourism Grant to make the first floor of the Gym as accessible as funding permits. | Facilities Management | September 1, 2023 |
| Administrative / Teaching Areas - Continue the project to replace knobs with lever handles. | Facilities Management | September 1, 2023 |
| We are all aware that accessibility for mobility impaired people on our campus is challenging. Mobility impairment can be described as those who have a physical disability or those who have temporary mobility issues where getting into the gym on the quad side could be made easier by a ramped entrance/exit. Because of its proximity, this would make it a lot easier get to another part of campus or into cars while attending public events in the gym. This would require some construction but would go a long way to making the gym physically accessible on three of the four main exits in the gym. Because there is additional exit on to Lord Dalhousie Drive from the glass doors that open onto this street, this would give us a fourth exit. Given the scope of a project like this and the planning needed, an estimate of at least two years would be best. *I realize that this is ambitious and a more costly but not having access on this end of campus and the parking lot is long overdue. | Gym | TBD |
| Clear signage of the accessible routes, such as the elevator in lobby of the A&A and of the ramp to the library | Student Advice | TBD |
| Improving lighting/visibility in the book stacks on the lower level, for individuals with low vision or visual disabilities. | Library | TBD |

Barriers to Communication and Information

| Barrier | Accountable Department | Deadline |
|--|------------------------|-------------------|
| Provide awareness and sensitivity training to our staff. | Ancillary | May 1, 2022 |
| Purchasing large-print and, if possible, braille* versions of the Book of Common Prayer (BCP) will remove a barrier preventing visually impaired community members from participating in Chapel worship services as fully as they might. *Note. There is a braille BCP in print, and I'm currently looking into 1) which version it is, and 2) whether it is close enough to the Canadian 1968 BCP, used in the Chapel, to be useful. | Chapel | May 1, 2022 |
| We will launch an accessibility page on the website, with available resources | Advancement | June 1, 2022 |
| Making all required forms accessible online | Bursar's Office | August 31, 2022 |
| Together, with other stakeholders in the community, we will develop a web form for that page, that allows community members to identify accessibility issues on campus | Advancement | September 1, 2022 |
| We will research and adopt accessibility guidelines for social media, web/email and print materials | Advancement | September 1, 2022 |
| For many years locating the gym, finding the right exit when you get there, and knowing where to go once inside is not easy to navigate. In this case we refer to new students, members of the college community who are new users, rental groups, and people attending events. Using a small committee of facility user groups, the exact needs for signs will be identified and a list of mandatory signs will be sent on to Facilities. Consult on design of signs would be mandatory as we would want it to be consistent with designs of other signs on campus. | Gym | September 1, 2022 |
| Clearer directions on how to pay an application fee if no credit card, cheque, or cash not available, and who to contact (consult with Student Accounts). | Registrar | October 1, 2022 |
| The Website Manager will complete the Web Accessibility Initiative Intro to Web Accessibility course: https://www.w3.org/WAI/fundamentals/foundations-course/ . Other website editors and comms members will be encouraged to do so as well. | Advancement | December 1, 2022 |
| Continuing to work with King's IT team and external providers to make our services more accessible online. | Ancillary | April 1, 2023 |
| We will perform an accessibility audit on the website to identify existing barriers and begin removing them | Advancement | May 1, 2023 |
| Audio on King's website (Student Accounts) in relation to written text, perhaps? (Note: we have already taken our online student account financial aid information and hosted online webinars that were recorded live and then posted online). | Bursar's Office | August 31, 2023 |
| Academic forms – physical copies are available in office, and digital copies on website. Make sure all forms are easily accessible and easy to find on website. Larger project – audit of RO part of the website to make sure information is easily accessible. | Registrar | October 1, 2023 |

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|---|----------------|---------------|
| Accessible forms. Allow all staff to have access to forms regardless of any type of disability and whether they have access electronically or not. | HR | April 1, 2024 |
| Add/Update audio/video resources for some of our print materials or procedures (ie. How to guides for online application, next steps, What's Next Guide, etc...). Using different formats allows for other accessibility technologies to work better (ie. new calendar...). | Registrar | April 1, 2024 |
| Better communication of scent-free spaces on campus | Student Advice | TBD |
| Better communication that masking is required in the library | Student Advice | TBD |
| Using clear and plain language on signage in the library and on the library's digital content (subject guides, social media, library's page on King's website) to benefit all users. | Library | TBD |

Barriers to Employment

| Barrier | Accountable Department | Deadline |
|--|-------------------------------|-----------------|
| Flexible working hours for staff- (actual workday hours for those with health reasons, for example) | Bursar's Office | April 1, 2022 |
| Complete Orientation Process for new onboarding staff members. This will properly give all staff the information they require when starting at King's. | HR | April 1, 2023 |

Barriers to Goods and Services

| Barrier | Accountable Department | Deadline |
|--|------------------------|-------------------|
| The Chapel could make it a policy to include the question, “Do you have any access needs?” on sign up forms for Chapel events. This removes the barrier that prevents the identification of other barriers. | Chapel | April 1, 2022 |
| In the past Chapel retreat fees have been waived for participants who have been unable to pay them. Going forward, we can make it a policy to make this possibility known (via the website, email, and/or poster) before people sign up. This would be more effective in removing a financial barrier for those who encounter it. | Chapel | April 1, 2022 |
| Sometimes Chapel services are crowded and incorporate strong smells and loud and/or sudden sounds (especially during Holy Week), which can act as triggers for neurodiverse congregants. A message can be included in the service bulletin indicating the presences of such triggers and reminding congregants that they are allowed to leave the service at any time if they are feeling overwhelmed. This would be a positive step toward removing a barrier preventing some members from the King’s community from attending Chapel worship. | Chapel | April 13, 2022 |
| Awareness training for the office staff (for this exact topic) | Bursar's Office | April 28, 2022 |
| We will include an accessibility segment in our client surveys. This in the hope to gain more accurate feed back from clients. | Ancillary | May 1, 2022 |
| Add an accessibility question to campus tour form and follow-up survey (including clear directions for those with access needs on how to get to our office prior to arriving on campus) | Registrar | July 1, 2022 |
| Create a Special Permissions List (a list of family members, personal care workers, off campus guests etc.) added by a student with a disability that impacts their mobility. These guests would be authorized to gain access into a residence floor, facilitated by a staff person, where they access the students room door. This would reduce how often the student would need to get ready to leave their room to let their guests into the building. | Residence | August 31, 2022 |
| During the pandemic to control numbers and minimize contact King’s Athletics implemented a booking system called Pick Time, which was used extensively, mostly by students but also by some faculty and staff. This has worked out very well, for the most part, as students who would normally just drop in and may arrive to find that there are no spots available. All areas of the gym cannot currently be booked but a system like this, which is designed to provide equal and easy access to all members of the college community, will go a long way to provide vital access to physical activity and contribute to overall mental health. Into the near future, we will make sure that this system continues to provide ease of operation and access and to look at some other systems that might serve us better. During a period of five months we will test the system and make sure it does all the things we want it to do. | Gym | September 1, 2022 |
| When booking advising appts, make it standard practice to ask if there any accessibility needs, and add them to the booking notes. This might help determine if another room has to be booked in advance, etc... | Registrar | October 1, 2022 |
| When planning events (ie. Matriculation, open house) always consider accessibility needs. | Registrar | April 1, 2023 |

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| Increase awareness of accessible library services and resources for users with disabilities by creating a subject guide for accessibility at the library. | Library | TBD |
|---|---------|-----|

Phase Two: Barriers to be Removed (2025-2026)

Barriers to the Built Environment

| Barrier | Accountable Department | Deadline |
|---|-------------------------------|-----------------|
| Add automatic doors for the floor and common room doors in Alex Hall so that these spaces can be easily accessed by all students. | Residence | May 30, 2025 |

Barriers to Employment

| Barrier | Accountable Department | Deadline |
|---|-------------------------------|-----------------|
| Recruitment Strategies - which would allow all job postings to be available to all. This will include posting on disability-oriented job boards, formats are accessible, providing reasonable accommodations, and educating all hiring managers about working with those with disabilities. | HR | April 1, 2025 |

Information

Accessibility Feedback

We recognize that feedback is critical to the process of identifying and removing barriers to participation as well as improving how we deliver our services to persons with disabilities.

To provide your feedback, or for more information on this Accessibility Plan, please contact:

Ian Wagschal (Interim Accessibility Officer)

Ian.wagschal@ukings.ca | 902.422.1271 (ext. 262)

Glossary of Terms related to Accessibility (incomplete)

AAC: Accessibility Advisory Committee

Ableism: Ableism is the discrimination of people with disabilities based on the belief that typical abilities are superior. At the most basic level, ableism is grounded in the assumption that disabled people require ‘fixing’ and defines people by their disability. Like racism and sexism, [ableism classifies entire groups of people as ‘less than,’](#) and includes harmful stereotypes, misconceptions, and generalizations of people with disabilities.

Accommodation: Where it is impossible to remove barriers without undue hardship, special arrangements must be made so that persons with disabilities can fully participate.

ASL: American Sign Language.

Assistive Technology: Technologies (software or hardware) that increase, maintain, or improve the functional capabilities of individuals with disabilities when interacting with computers or computer-based systems.

Audio browsers: Web browsers that provide a text-to-speech capability for the blind and visually impaired.

Auditory: Related to hearing or sensing sound.

Barrier: Something that makes it harder for some people to participate. As stated in the Education Subplan (page 9). Nova Scotia’s Accessibility Act defines a barrier as “anything that hinders or challenges the full and effective participation in society of persons with disabilities, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice.”

Braille: A reading and writing system for people who are visually impaired.

Captions: A textual representation of sounds—usually associated with television programming or movies; captions are meant to display in real time and to capture speech sounds and sounds beyond speech in some cases.

CART: Communication Access Realtime Translation.

CSA: Canadian Standards Association.

Disability: A condition that, in conjunction with a barrier, makes it harder for a person to participate. The condition may always interfere, or only sometimes. Nova Scotia’s Accessibility Act defines disability as “a physical, mental, intellectual, learning or sensory impairment, including an episodic disability, that, in interaction with a barrier, hinders an individual’s full and effective participation in society.”

Equitable/equity: A commitment to fairness. Equitable access is different from equal access. Equality means everybody is treated the same; equity means everybody is treated fairly, based on their needs and abilities.

Pedestrian: A person walking outside or using an assistive device outside to travel at a walking speed.

Plain language: Language a reader or listener can understand easily and completely.

Retrofit: To add features that were not included in the original design.

Tactile: Related to the sense of touch.

Universal Design: Accessibility in a broader sense. Implies designing for accessibility as the base of the design process to provide the greatest benefit to the greatest number of people possible instead of as additional steps in the process only for those with disabilities. Also referred to as inclusive design, barrier-free design, human-centered design, design-first, person-first design, and universal access.

WCAG: Web Content Accessibility Guidelines. (Learn more at www.w3.org/WAI/standards-guidelines/wcag.)

Working List of Resources

Websites

[CAST: About Universal Design for Learning](#)

[Duke Accessible Syllabus Project](#)

Guide to Planning Accessible Meetings and Events:

In-person events: https://novascotia.ca/accessibility/Accessible_Events_Guide.pdf

Online events: <https://novascotia.ca/accessibility/docs/online-Accessible-Events-Guide.pdf>

[Nova Scotia Post-Secondary Accessibility Framework](#)

The Nova Scotia Accessibility Act (2017):

<https://nslegislature.ca/sites/default/files/legc/statutes/accessibility.pdf>

Universal Design for Learning (UDL) for Inclusivity, Diversity, Equity, and Accessibility (IDEA):

<https://ecampusontario.pressbooks.pub/universaldesign/>

- The resource (containing six modules) references Ontario legislation, but is broadly applicable.

Readings:

Fries, Kenny. *The History of my Shoes and the Evolution of Darwin's Theory*. New York: Da Capo Press, 2007.

George, Anju Sosan *et al.*, eds. *Disability Studies: A Bibliography*. Accessible [here](#).

Mingus, Mia. *Leaving Evidence* <https://leavingevidence.wordpress.com>

Powley, Jen. *Just Jen: Thriving through Multiple Sclerosis*. Halifax: Fernwood, 2017

Videos:

Butler, Judith and Sunaura Taylor: Youtube: [Examined Life - Judith Butler & Sunaura Taylor 720p.avi - YouTube](#)

Mingus, Mia. Youtube: <https://www.youtube.com/watch?v=3cJkUazW-jw>

Appendix A: Past Barriers Removed by Type

| i) Goods and Services | | | | |
|-----------------------|-------------------------------|---|---|---|
| Department | Barrier | Identification | Plan | Implementation |
| | | (who and how) | (who and how) | (who and how) |
| Ancillary Services | Access to Residence Buildings | Conference Services Team | Communicate to clients what options are available. Work with Facilities to find solutions | Facilities working on installing an elevator and create wheel chair accessible residence rooms. |
| Ancillary Services | Access to Classrooms | Conference Services Team | Communicate to clients what options are available. Work with Facilities to find solutions | Facilities |
| Ancillary Services | Client Bookings | Conference Services Team | Create better marketing plans to communicate with clients. | We work with partners (Chartwells, Expedia, booking.com) to open communication with Clients. Also, created surveys for clients to get feedback. |
| Bursar's Office | Office Door | No glass, can't see into office if assistance is required | Reached out to facilities and asked if they could input glass in to the door. | Door now has glass so we can see if someone needs assistance |
| Bursar's Office | Office Door | Cannot open door due to a knob handle that may be hard to grasp | Reached out to facilities and asked if they could make office entrance more assessable. | Lever handle now, which helps those in need be able to open door |

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|--------------------|---|--|---|---|
| Bursar's Office | Office Desk | Main office desk was too high for those in a wheelchair | Reached out to bursar and asked if new desk being ordered could also have a lower level to serve those in wheel chair | Lower desk added so those in a wheel chair can be served |
| Chapel | Gluten in communion hosts | This is a barrier that virtually all priests are aware of. It was likely anticipated before anyone identified it at a particular time at King's. | The chaplain, knowing that gluten free hosts are available for this reason, asks the chapel admin to order some to have on hand. | Chapel admin orders GF hosts and ensures that we always have some on hand. |
| Chapel | Food that is incompatible with dietary needs. | Students who sign up for chapel events, asked about the food being served, explaining that they have a dietary restriction. | The chapel admin altered the event organizers that there is a dietary need. Event organizers cook something else that meets this need. We also planed to inquire about dietary needs on the application form in future. | An extra dish is cooked which the participant is able to eat. We ask about dietary needs on all future application forms for chapel events. |
| Registrar's Office | Challenge with fully taking in or participating in an online or broadcasted live academic event due to format and single, live-only broadcast | Student with ADHD/learning disability identifies challenge and concern with reciting and learning oath in Zoom matriculation event. | The Academic Services Team approaches the Matriculation planning committee about this concern and discusses how to provide this build an approach into the plan that removes or reduces the barrier. | Inclusion of oath text (in latin and english) in the invitation that is emailed so they have it in advance, subtitles/slides that display the text of oath alongside public orator. |

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|--------------------|--|--|---|---|
| Registrar's Office | In-person/on-campus only recruitment events | University closed due to COVID and still had to provide the services and information to prospective students. | Recruitment/comms/RO brainstormed to determine what options were available for virtual programming. Consult with Dalhousie and looked at what other institutions were doing as well. | RO team pivoted quickly to offer alternate options and advertise to prospective students. A complete line of virtual programming was created during COVID restrictions and a hybrid of in-person/virtual programming will be standard in the future. |
| Registrar's Office | Virtual advising/recruitment appointments | University closed due to COVID and still had to provide the services and information to students (ie. support, answering questions, degree advising...). | Advising/comms/RO brainstormed to determine available options for virtual meetings/programming. Consult with Dalhousie to determine available virtual services and align when it was necessary. | Advising team pivoted quickly to offer alternate options and reach out to students. Virtual appointments/programming was implemented during COVID restrictions and a hybrid of in-person/virtual appointments/programming will be standard in the future. |
| Gym | Ice for student treatment of injuries was in short supply and access to ice was far away. We had to go to Prince Hall to get ice but it was not always open when we needed ice. Injured athletes were without ice for a long period of time. | Coaches approached Athletic Administration about the possibility of an ice machine for the gym. Student-athletes had been asking for this for a long time. | Athletics and facilities worked together along with Advancement and a donor was found for the purchase of an ice machine. | The ice machine was ordered and installed in the gym which meant convenient and easy access for students, athletic therapists, and visiting rental groups that had injuries onsite. |

| ii) Communication and Information | | | | |
|--|--|---|--|---|
| Department | Barrier | Identification | Plan | Implementation |
| | | (who and how) | (who and how) | (who and how) |
| Facilities Management | Signage – Most Accessible Path of Travel | KSU audit and meetings with FM Director. | FM and KSU worked together to direct an accessibility signage expert to create a solution. FM utilized internal funding. | FM + KSU with a signage accessibility expert and a contractor. |
| Ancillary Services | Food Requirements for Clients | Conference Servies Team | Create a menu and communicate that it can be amended to suite specific needs | Chartwells policy to be accommodating improves each year. |
| Advancement | Images were missing alternative description text and/or captions | This was identified on the website during the RFP process for a new website, and on social by user comments | The communications team agreed to begin captioning social images. The web manager created a sharepoint site with image metadata to be able to craft descriptive text at the time of upload rather than on a per-case basis | The communications team added images appropriately on web and social, and contracted extra help to add images to the sharepoint site and add retroactive descriptions for previously added photos |
| Advancement | Site was not responsive: text stuck in non-fluid layout and text could not be resized | The impact of non-responsive design on text accessibility was identified during the RFP process for a new website | An outside developer was selected for a new website by the website committee. They committed the developer to building a responsive site | The outside developer built the site. |
| Advancement | Tap targets (links) were too small / inconsistent. Users could not predict where buttons would take them | This was identified during the website redesign process, through screen recordings testing users ability to find/predict where site elements would take them. | The outside developer redesigned the information architecture to be more intuitive and re-styled clickable elements | The outside developer implemented these changes on the website and the web manager maintains the integrity of the |

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| | | | | information architecture |
| Advancement | Site was too text-heavy and densely packed with information | This was identified as an area for improvement by the website committee prior to the RFP process. | An outside developer was brought in to redesign the site and provide content for key pages. The communications team evaluated which pages needed further content changes. The communications team organized a series of photoshoots to acquire more image assets. | Outside photographers supplied us with more photos. Editors were hired to pare down text. The communications team writes all new content according to an editorial style guide |
| Advancement | Videos did not have captions | Identified internally by the Registrar's communications officer, following best practices for social media | A group email notified content creators of their responsibility for adding captions on all videos | The person who created the video adds captions. |
| Advancement | The website loaded slowly | Identified by Registrar and Advancement Communications | Specific causes of slow-loading were determined | Outside developers addressed loading speed by optimizing images and code |
| Bursar's Office | Office signs | Not assessable for all unless a student comes into the office | Teamed up with the RO and Dal to get communications out to students monthly. | Emails/Website/webinars and other forms of communications implemented to get important student account information out to all students |
| Bursar's Office | Financial- King's awards | Full award posted in the fall | Asked for scholarship meeting & recommended all King's awards be posted half in each term. | Awards are now posted per term so if a student leaves they no longer have to pay their award back |

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|----------------|---|---|---|---|
| Chapel | Poor audio quality on zoom meetings | The barrier was identified by the person who encountered it. She did not report it until after the plan was implemented. | In this case the plan was made by the community member who encountered the barrier. | The community member used a headset during the weekly zoom meeting. |
| HR | Payroll Stubs/T4s being lost | Payroll Officer - reissue/printing of documents consistently each month and annually | Discussed with Bursar regarding electronic options | Purchased software to work with current accounting program |
| HR | Staff were unaware of benefits and premiums | HR/Payroll | Annual benefits statement and newsletter created to go over benefits available to staff | With the help of ISI, a template was created and is sent out annually in March/April |
| Student Advice | "Scent-free" unclear and not mentioned | | | |
| Student Advice | Rooms aren't well labelled | | | |
| Student Advice | Unclear access to spaces, not clear where you can be on campus | | | |
| Student Advice | Poor maps | | | |
| Library | Small font sizes, non-descriptive page titles, and inconsistent navigation on library's subject guides. | Identified by the Library Assistant after attending a webinar about accessible subject guides. | The Library Assistant decided to revise each guide to ensure they were accessible for all users. | Each subject guide was revised by following the accessibility guidelines provided by the webinar. |
| Library | Images posted to the library's social media and subject guides did not have alternative text. | The Serials and Acquisitions Coordinator reviewed a resource about accessible content on social media. | Library staff decided to include alternative text for all future images that are posted to social media and subject guides. | Any images added to social media or to the subject guides now have alternative text included. |
| Library | Limited number of eBooks available for patrons to borrow. | Adding more eBooks to the library's collection was initially done as a response to the library's closure in 2020 due to Covid-19. | The Serials and Acquisitions Coordinator and University Librarian had a meeting to discuss adding more | The Serials and Acquisitions Coordinator added more eBooks to the library's collection. Library users who have difficulty |

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|--------------------|--|---|---|--|
| | | The library wanted to have more electronic resources available to students studying remotely. | eBooks to the library's collection. | visiting the library in-person due to mobility issues now have the option of accessing more library material electronically. |
| Library | Signs on library's front door were placed too high. | Library staff noticed that signs posted on the front doors were not at a height readable for someone in a wheelchair. | Library staff decided to reposition signs. | Library staff repositioned signs to be at eye-level for someone using a wheelchair. |
| Residence | eRezLife defaulted to student's deadnames when system uses profile information for correspondence. | Students whose deadnames were used spoke to university supports and KSU in search of a solution. | KSU and students highlighted this as a key mental health and wellbeing issue with administrators. Administrators agreed to work with DAL Banner & eRezLife. | Administrators worked with DAL Banner & eRezLife to create a system for students to apply in a separate system that would not default to using a student's deadname. |
| Residence | Lack of awareness/education on using people's pronouns. | Student raised this a concern within the King's community | RLS team members wanted to create inclusive environment for pronouns. | RLS Team members created pronoun inclusive door tags for all floors in Residence. |
| Residence | Power Dynamics Barrier | Administrator with knowledge on how power dynamics can impact an individual's confidence to come forward with concerns. | Residence Admin & Residence Life Staff work together, with student input to identify how we can improve and market approachability. | Improve Residence Admin Team visibility within the community and ensuring that these opportunities highlight approachability. |
| Registrar's Office | Navigating the ukings.ca website or other digital recruitment resources (i.e., viewbook, student life content, webinars) | Parent says that their student can't access recruitment resources or the programs page on the ukings.ca website because of a visual disability. | The recruitment communications coordinator works with the AO to establish what accessibility standards can be incorporated on the website, so | The web manager and the recruitment communications coordinator go through recruitment web pages to ensure that accessibility |

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| | | | those with visual disabilities can have access to these online resources. | standards are implemented. Web manager and recruitment communications coordinator perform testing to see if standards are effective and adjust standards as needed. |
| Gym | Students, varsity athletes, faculty and staff couldn't not gain access due to a locked gymnasium. | The problem was communicated to the Athletic Director by students, faculty and staff. | Athletic Administration approached facilities and after a period of time the university was moving to a Smart Card access system . | Facilities contracted a company to instal the smart card system campus wide. This alleviated the entry problem for students and student-athletes |
| Gym | Injured student athletes needed quality assistance for their injuries and a place to go to get treated | Student Athletes and coaches approached Athletic Administration about getting better athletic therapy coverage onsite. | Athletic Administration approached Accel Physiotherapy about providing a service of free treatment onsite and dedicated student athletic therapists with certified therapists treating more serious cases. | Athletic Administration approached university senior administration about providing funds and after approval, the program was put in place. |

| iii) Transportation and Infrastructure | | | | |
|---|------------------------------------|--|--|---|
| Department | Barrier | Identification | Plan | Implementation |
| | | (who and how) | (who and how) | (who and how) |
| Chapel | Lack of street parking near King's | The bride anticipated that this would be a barrier for her mother, and raised the issue with the chapel admin. | The chapel admin approached facilities asking if wedding guests could use the King's parking lot during the time of the wedding, and reported back to the bride. | Facilities refrained from ticking cars during the wedding, and the closest spot to the chapel was saved by the chapel admin for the bride's mother. |

| iv) Employment | | | | |
|-----------------------|---|--|--|--|
| Department | Barrier | Identification | Plan | Implementation |
| | | (who and how) | (who and how) | (who and how) |
| HR | Depts doing their own recruiting/hiring | Payroll Officer found there was inconsistent info being offered to new staff | Discussed with Bursar (at the time) that there are legal risks with inconsistent offers | Bursar and Vice President at the time notified all depts that HR would start to be centralized |
| HR | Affirmative Action Statement | Equity Committee and Payroll Officer at the time | Equity Committee along with the Equity Officer at the time worked to create one | Payroll Officer began using the statement on all job postings |
| HR | CRA requires use of Legal Names | HR/Payroll | HR Officer research the payroll system to see if there was a way to enter both the legal name and preferred name | Started using the new method when setting up student staff employees on campus |
| HR | Standardization of staff letters of offer | Payroll processing letters for salary and benefits | HR/Payroll discussed with Bursar. Obtained legal advice on what should be included | The letters are created by HR to ensure consistency. |

| v) Built Environment | | | | |
|-----------------------------|--|---|---|--------------------------------------|
| Department | Barrier | Identification | Plan | Implementation |
| | | (who and how) | (who and how) | (who and how) |
| Facilities Management | Library Glass Entry Door - Accessible Operator | Patrons and students noticed that the door was hard to open. | FM Director obtained special grant funding. | FM with a contractor. |
| Facilities Management | Prince Hall Accessible Washroom Upgrades | Accessibility Audits from accessibility experts, KSU, and FM staff. | FM added to summer project list utilizing internal funding. | FM with own forces. |
| Facilities Management | Pit - Accessible Lift Installation | Disabled students petitioned senior management. | FM obtained funding from Labour and Advanced Education. | FM with a contractor and own forces. |
| Facilities Management | A&A Building - Lever Handles to Student Resource Spaces | Audit from FM staff. | FM added to summer project list utilizing internal funding. | FM with own forces. |
| Facilities Management | A&A Entry Handrail Accessibility Upgrades | Observation of a disabled student by senior management. | FM added to renewal project list and utilized internal funding. | FM with an architect and contractor. |
| Facilities Management | Door closure replacements to meet Accessibility Requirements | Audit from FM staff. | FM remedied from maintenance funding. | FM with a contractor. |
| Facilities Management | Accessible Door Operators (NAB, A&A, Alex Hall) | Accessibility Audits from accessibility experts, KSU, and FM staff. | FM added to multiple summer project lists utilizing internal funding. | FM with own forces. |
| Facilities Management | Tri-Bay Renewal | Accessibility Audits from accessibility experts, KSU, and FM staff. | FM obtained special funding from Board of Governors for capital construction project. | FM with an architect and contractor. |
| Facilities Management | Alexandra Hall Accessibility Phase 1 | Accessibility Audits from accessibility experts, KSU, and FM staff. | FM obtained special funding from Board of Governors for capital construction project. | FM with an architect and contractor. |
| Chapel | Chapel stairs plus walk home | The barrier was identified by the | The student had a conversation with | The plan was carried out by the |

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| | | person who encountered it. They told the chaplain. | the chaplain during which it was decided that he could manage the stairs if someone could drive him home afterward. | chaplain each week as he drove the student home after the service. |
| Student Advice | Time between classes is not enough to travel | | | |
| Student Advice | Pit only had stairs leading to it | Community members brought it up? | KSU | Facilities had to find the funding |
| Student Advice | Lack of seating | | | |
| Library | The library's glass entry doors did not have an automatic opener. | The barrier was identified by library staff as well as by patrons with mobility issues. Patrons had made it known to library staff that the door was not accessible. | The University Librarian notified Facilities to install an automatic door opener. Special grant funding was obtained by FM Director. | Facilities installed an automatic door opener, placed at eye level for someone in a wheelchair and with appropriate signage. |
| Library | Inclusive spaces needed for library users with neurosensitivity or sensory processing needs. | Students have asked library staff if there were any private, quiet spaces for them to use due to their sensory processing needs. | Library staff recognized three different areas in the building that could be offered to students who require a distraction-free environment. | Library staff can direct students to the downstairs computer rooms, the library Committee Room, and the Rare Book Consulting Room for sensory-friendly room options with controlled sound (to an extent) and lighting. |
| Residence | No where to sit or hold on to in the bathroom/shower, 1st floor Alex Hall. | Student with mobility disability let administrator know their accommodation needs. | Administrator notified Facilities Management. | Facilities management ordered materials needed to add a bench and bar in the shower the student uses. |
| Residence | Door key set up for CH 624 made it difficult for student to get into room. | Student with mobility disability let administrator know their accommodation needs. | Administrator notified Facilities Management. | Facilities Management acquired materials needed to swap over the key system for that |

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| | | | | door to a Key FOB swipe system. |
| Residence | Door to Alex Hall (front desk access) required a manual open. | COVID-19 safety measure that also improved accessibility to Alex Hall. | Facilities Management was looking to reduce high-touch areas amid the COVID-19 pandemic. | Facilities Management swapped door over to an automatic system to reduce high touch surfaces. |
| Residence | Common Kitchen and bathroom lights remain off until turned on via switch. | COVID-19 safety measure that also improved visibility in these areas. . | Facilities Management was looking to reduce high-touch areas amid the COVID-19 pandemic. | Facilities Management swapped lights over to an automatic system to reduce high touch surfaces. |
| Registrar's Office | Inability to access advising desk areas for advising appointment if in a wheelchair, another supporting device or has limited mobility due to lack of clearance | A student with a physical disability and mobility challenges had trouble navigating past the counter and bookshelf to get to the desk and had trouble opening and closing the door. | The Advising Team plans to approach the department head (Registrar) with the problem in a consult meeting and to explore how space can be re-arranged (while still allowing for separation of advising desks for what privacy we have) and if an accessible door opener can be installed or door left/propped open. | Perhaps accessibility and office set-up consultant. Space re-arranged and auto door opener installed. *NOTE: this is an example I have yet to have a chance to implement. |
| Gym | Mobility impaired and others unsure od where to go when they arrived at the gym | The barrier was identified by several students who approached the administrator. | The administrators approached facilities departmental director and after a period of time the idea was presented and one main entrance was proposed. | One main accessible entrance was created for everyone as main point of entry. This was a safe and accessible drop off point on Lord Dalhousie Drive. |
| Gym | Weight Room was located downstairs impacting supervision and | This was flagged by Athletic Administration as unsafe and | Athletics and facilities worked together along with Advancement and | A combination of facilities staff labour and contracted work |

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| | safety. Equipment was old and unsafe for campus users. | approached and the idea of relocation. | a donor was found for construction and equipment costs. | produced a brand new, safe weight room for students that could be monitored by Athletics and student staff. |
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| vi) Education | | | | |
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| Department | Barrier | Identification | Plan | Implementation |
| | | (who and how) | (who and how) | (who and how) |
| Registrar's Office | Financial | Students' perception that the cost of post-secondary education makes it unattainable, determined during the recruitment process, through discussions with individual faculty and staff during academic year, KSU, a lot of anecdotal evidence, direct contact with awards office and student accounts, survey results | Changed awards and bursary regulations to streamline process (eased student loan requirement for bursaries, increased scholarship minimum awards, removed application deadlines for bursaries to allow for just-in-time response) Worked more closely with Student Accounts to ensure that funds are more quickly distributed | Created on-line bursary form and application process; applications can be downloaded, completed, and emailed to the office Student Accounts has converted to an electronic fund transfer process for students who are eligible to receive the funds (i.e., their account is paid up) Information regarding awards (bursaries in particular) is communicated to current students on a regular basis in the bi-weekly newsletters, and to incoming students in other award letters. |