



# **Accessibility Plan Memorial University**

**December 2023**

**This document can be made available in alternative formats  
upon request at [ocro@mun.ca](mailto:ocro@mun.ca)**

## **Territory Acknowledgement**

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province. \*

\*The Territory Acknowledgements can be found on the Office of Indigenous Affairs Website (2023).

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## **Introduction**

Members of the Memorial University community, including both internal and external stakeholders, contributed to Memorial's Accessibility Plan. Throughout the process of developing the plan, we committed to listening to the voices of the Memorial University community and emphasized the need to include stakeholders with lived experience. Memorial University thanks the students, faculty and staff as well as external stakeholder groups for providing guidance and feedback throughout the development of this plan. Many people who participated shared their lived experiences, which have been impactful in terms of the creation and eventual implementation of Memorial's Accessibility Plan.

In creating the Memorial University Accessibility Plan, we followed the [Accessibility Plan Guide](#) provided by the Disability Policy Office (DPO), Government of Newfoundland and Labrador (2023).

The context of Memorial University's Accessibility Plan includes both legislative requirements and existing university plans and policies related, in part or in full, to accessibility. This context is described in more detail below.

## **Legislative Requirements**

### **The Accessibility Act of Newfoundland and Labrador**

received royal assent on Nov. 4, 2021 (Government of Newfoundland and Labrador, 2021). This legislation allows the Government of Newfoundland and Labrador to outline the principles and goals for an accessible province. The Act will also improve accessibility by mandating that organizations identify, prevent and remove barriers that prevent persons with disabilities from full participation in society. These accessibility standards will also help organizations formally set out measures, policies,

practices, and other requirements for identifying, removing and preventing barriers. The Act requires public bodies be accountable for accessibility with full oversight by the Government of Newfoundland and Labrador. Memorial University is named as a public body under the Accessibility Act (Government of Newfoundland and Labrador, 2021).

### **The Newfoundland and Labrador Human Rights**

**Act** prohibits discrimination on the basis of 'race, colour, nationality, ethnic origin, social origin, religious creed, religion, age, disability, disfigurement, sex, sexual orientation, gender identity, gender expression, marital status, family status, source of income and political opinion' (House of Assembly, Government of Newfoundland and Labrador, Human Rights Act, 2010, section 9 (1), 2014).

### **Relevant Existing and Upcoming Plans and Policies**

The following are existing plans and policies at Memorial University that in part or in full relate to Memorial's existing commitments towards accessibility, including Memorial's Transforming our Horizons Strategic Plan, the Equity, Diversity, Inclusion and Anti-Racism (EDI-AR) Strategic Plan (in process), the Strategic Framework for Indigenization 2021-2026, the Teaching and Learning Framework (TLF) 2023, Memorial's Research Strategy, and several existing policies, some of which are currently under review. Where applicable the hyperlink to the full content of the relevant plan or policy is also included in the electronic version of this plan.

## **Relevant Plans**

**Transforming our Horizons Strategic Plan:** One of the strategic priorities within the university's strategic plan includes "Enabling Cultures," and within this priority area is a strategic area of focus described as "A Culture of Inclusion and Equity." While the strategic plan is much broader than Memorial's Accessibility Plan, it is a guiding document that helps inform the work of accessibility (Memorial University Strategic Planning, 2021). Please see [Memorial University Strategic Plan](#) (2021).

**Equity Diversity Inclusion and Anti-Racism (EDI-AR) Strategic Plan:** This document is currently being prepared by the Office of the Vice-Provost EDI-AR after substantial consultation sessions with internal and external stakeholders. Accessibility will be one of the themes within the EDI-AR Strategic Plan. As we continue with Memorial University's Accessibility Plan and once the EDI-AR Strategic Plan is complete, further discussions will take place on how the Accessibility Plan fits within, or alongside, the EDI-AR Strategic Plan. Please see [EDI-AR Office Website, Memorial University](#) (2023).

**Strategic Framework for Indigenization 2021-2026:** This framework and its priorities discuss areas relevant to the focus areas of the Memorial's Accessibility Plan. In particular, the framework includes detailed discussion of teaching and learning and research. Please see [Strategic Framework for Indigenization 2021-2026](#) (2022).

**Teaching and Learning Framework (TLF) 2023.** This framework guides teaching and learning initiatives for all Memorial University's campuses. Please see [Teaching and Learning Framework \(TLF\) 2023](#) (2021).

**Research Strategy.** This plan "sets the vision, mission and core principles for research at Memorial." Please see [Research Strategy](#) (2023).

## Relevant Policies

- [Accessibility for Students with Disabilities](#) (2022).
- [Compensation](#) (2022).
- [Employment Equity at Memorial](#) (2022).
- [Health and Safety Policy](#) (2022).
- [Kullik Lighting and Smudging](#) (2022).
- [Recruitment and Selection of Non-academic Employees](#) (2022).
- [Research Impacting Indigenous Groups](#) (2022).
- [Respectful Workplace](#) (2023).
- [Sexual Harassment and Sexual Assault](#) (2022).
- [Student Employment](#) (2022).
- [Supporting and Accommodating Breastfeeding](#) (2022).
- [Privacy](#) (2023).
- [Workplace Accommodation](#) (2021).



## **Achievements to Date**

Since the Accessibility Act of Newfoundland and Labrador became law in 2021, Memorial has continued to undertake significant work around accessibility. Throughout consultations various barriers to accessibility were identified by both internal and external stakeholders. These barriers are in areas related to: 1. the built environment and maintenance of the built environment, 2. education, training and skills development, 3. policy and practice, and 4. resources. We requested all units across all campuses of Memorial University report on accessibility achievements to date. As a result of this request, we summarized [Memorial's achievements](#) that show progress in many of our focus areas. We will continue to update these achievements as we progress further in all areas of accessibility.

## **Accessibility Goals**

### **Existing Goals**

As noted in the Transforming Our Horizons Strategic Plan:

“Memorial’s future lies in a culture where equity, inclusion and accessibility are embedded into the very fabric and physical structures of all we offer. We are intentional and deliberate in our commitment towards equity, inclusion, anti-racism, Indigenization, decolonization and reconciliation. We must continuously act against discrimination in all its forms, including racial discrimination, anti-Black racism, gender identity discrimination, sexual orientation discrimination and disability discrimination. We stand for the acceptance of all people.”

([Transforming our Horizons 2021-2026](#), 2021, p.34).

## **New Goals**

Memorial University's new accessibility goals within each of our identified focus areas were established by various stakeholders through consultations. We will require further and ongoing collaborative work with these key stakeholders to monitor, assess and continuously improve Memorial University's Accessibility Plan. For a complete summary of our new goals in each of our focus areas please refer to page 19 of this document. In addition, as per the legislative requirement, we will revise our plan to include any new standards created and set out in the Accessibility Act of Newfoundland and Labrador.

## **Promoting Accessibility Awareness**

When the requirements of the Accessibility Act of Newfoundland and Labrador, were announced Memorial University established an ad hoc accessibility committee made up of various unit leads to build awareness of the new legislation and to promote general accessibility awareness among the group. These meetings inspired the development of a draft of the various focus areas that Memorial University's campuses could consider in meeting our obligations under the legislation. These meetings also helped the committee determine how accessibility could be embedded into existing functions, and what new activities Memorial University may need to prioritize.

Following these initial meetings, Memorial University established a formal Accessibility Steering Committee and then engaged the broader university community as well as external stakeholders through more than 20 meetings. The internal and external stakeholder groups included members of the: Accessibility Steering Committee, President's Executive Council (PEC), Senior Leadership Council (SLC), Academic Leadership Council (ALC),

Provost Team, Senate Committee on Planning and Budget, MUNFA, Marine Institute's Faculty Association (NAPE), LUMUN, TAUMUN, MUNSU's Board of Directors, GSU, MISU, GCSU, Neurodiversity and Disability Alliance, School of Graduate Studies Equity, Diversity, Inclusion and Anti-Racism Committee, Graduate Officers Group, Disability Policy Office (DPO), Canadian Hard of Hearing Association NL, Autism Society NL, and the Coalition for Persons with Disabilities (COD-NL).

During these meetings with internal and external stakeholders, we shared information about the Accessibility Act as well as a draft of potential focus areas for Memorial University's Accessibility Plan. Key to these meetings was a final ask to those consulted to invite people within their units or organizations to get involved with a focus group event and/or with phase 2 consultations in 2024. We asked all groups to prioritize asking people with: lived experience, with experience conducting research in the area of accessibility, and/or those able to apply an accessibility lens in the context of Memorial University.

The focus group event that followed the meetings noted above took place virtually on Wednesday, Dec. 6, 2023 and brought together more than 75 people. Each attendee was assigned to one of the focus area groups. For this event, three of the focus areas were broken in to two groups to allow more focused discussion and more manageable group size. Participants received accessibility awareness building at the beginning of the session through a keynote speech provided by Kelly Picco from the CNIB. Following the keynote speaker, the assigned groups were asked to delve into discussions related to their assigned focus area. They were asked to identify: accessibility barriers, how to overcome accessibility barriers, their vision/commitment,

stakeholders, and existing relevant policy. Each group was also asked to create goals for their focus area.

In 2024, we plan to consult again with stakeholders with a continued focus on getting feedback from people with lived experience. This will involve asking stakeholders to provide feedback on the current Accessibility Plan to continuously improve Memorial University's efforts in the area of accessibility. Part of the work of the focus area groups was to identify key stakeholders, and these lists will also help inform phase two consultations in 2024.

## **Glossary of Terms**

This glossary is adapted from Words with Dignity, Disability Policy Office, Government of Newfoundland and Labrador (2023) and [Definitions](#), Accessibility Services Canada (2023).

**Accessible:** a general term used to describe something that can be easily accessed or used.

**Accessibility:** accessibility refers to the design of products, devices, services, or environments for people who experience disabilities.

**Accessibility Plan:** a plan developed to address the prevention, identification, and removal of barriers in the policies, programs, practices, and services of a public body.

**Accessibility Standards:** established clear, specific, and achievable goals to identify, prevent and remove barriers. Each standard will be introduced in stages with a timeframe for implementation. The standards and timelines would consider all sectors such as government, business, municipalities, and community organizations.

**Accommodation (or disability related support):** any technical aid or device, personal support or disability-related support or other accommodation a person may require. This can include but is not limited to: accessible meeting rooms; accessible formats such as Braille and plain language; mobility supports to attend a meeting; and, sign language interpreters, captioning or ensuring space has sensory sensitive features.

**Barrier(s):** anything that prevents a person with a disability from fully participating in society, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, or a barrier

established or perpetuated by an Act, regulations, a policy or a practice.

**Built Environment:** includes facilities, buildings, structures, premises, and public transportation and transportation infrastructure.

**Disability:** includes a physical, mental, intellectual, cognitive, learning, communication or sensory impairment or a functional limitation that is permanent, temporary or episodic in nature that, in interaction with a barrier, prevents a person from fully participating 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.

**Inclusion:** meaningful participation in all aspects of society with access to services and opportunities for persons with disabilities equal to that of people without disabilities; this requires active removal of barriers and provision of disability related supports.

**Public Body:** government entities such as boards, agencies, commissions, foundations, panels, councils, tribunals, etc.

**Universal Design (UD):** the design of products and environments to be usable by all people, to the greatest extent possible, without adaptation or specialized design. Universal design principles can be applied to any product, environment, or communication, including built environment, web pages, and education curricula.

## **Statement of Commitment**

Memorial University aims to have all campuses accessible to all who study, work, enjoy recreation, visit or live at the university. To achieve continuous improvement around accessibility, and to meet our obligations under the Accessibility Act of Newfoundland and Labrador, we seek to apply an accessibility lens throughout all university operations and across all campuses for those it serves. In addition, we aim to prioritize accessibility advancement based on feedback related to the lived experiences of our internal and external stakeholders. We especially aim to prioritize the perspectives of those people with intersectional identities.

Memorial University's Accessibility Plan is our starting point in terms of meeting our responsibilities under the new Accessibility Act of Newfoundland and Labrador. This is a living document and will continue to be responsive to the needs of Memorial University's stakeholders. We will continue to include any new standards added to the Accessibility Act of Newfoundland and Labrador.

## Focus Areas and Related Goals



The image of the black and white flower above depicts Memorial University's focus areas for our Accessibility Plan. The focus areas include: communications, policies and procedures; design of spaces; employment; teaching, learning and research; and customer service, goods and services. It is important to acknowledge many of these areas overlap both in terms of barriers and goals. Further, much of the accessibility work to be completed under this plan will include multiple units within the university across all campuses. To make meaningful change, we will continue to use a collaborative approach to accessibility and ensure we involve the entire university community and relevant external stakeholders. That is why focus areas were examined by a focus group with members who were a combination of students, faculty, staff, and members of various external disability



advocacy groups. The majority of information from each focus group in relation to the barriers and goals they identified is provided below. In some instances, we require further clarification of items identified by the focus area groups and to that end we will seek additional feedback in phase 2 of consultations in 2024.

## **Barriers**

In general accessibility barriers identified by each of the focus groups fell into one of the following categories: 1. built environment and maintenance of built environment, 2. education, training and skills development, 3. policy and practice, and 4. resources. The barriers were identified in the consultations with internal and external stakeholders. A summary of the barriers identified within each category follows:

### **Built Environment and Maintenance of Built Environment**

- Not all physical space is considered accessible based on the age of design and the current principles of universal design (including labs, classrooms, other).
- Lack of availability of specialized accessible equipment (e.g. in labs and classrooms).
- Issues with current accessibility equipment (e.g. automated door openers in terms the number, placement, and functionality).
- Washroom facilities with accessibility issues given the age of design and different standards required when built.
- Lighting issues.
- Elevator operational issues and challenges arranging parts and maintenance.
- Furniture accessibility issues (including inaccessible and inflexible seating, and arrangement of spaces).

- Timeliness and effectiveness of snow clearing that impacts accessibility on campuses.
- Wayfinding issues (including availability of Braille on signage, placement of signage, tactile strips).
- Challenges of access to certain buildings on various campuses that do not have underground or overhead connections to other parts of those campuses.
- Parking accessibility issues in terms of availability and proximity to accessible entry to buildings.
- Emergency communications buttons not in consistent locations, or in areas like accessible washrooms.
- External transportation network for persons with disabilities has reliability issues and there are some related barriers with the layout of campuses (e.g. when there are barriers to access a building from main roadway due to no left turns).
- Restrictions due to some campuses with buildings in heritage areas (particularly relevant to Harlow campus).

### **Education, Training and Skills Development**

- The need for more education, training and skills development in the areas of accessibility and universal design principles creates barriers due to lack of awareness of accessibility. Education, training and skills development was seen as necessary for Memorial University faculty, staff, as well as external people who provide services to Memorial University.

### **Policy and Practice**

- Lack of Employee Resource Guide (ERG) for persons with disabilities.
- Limited recruitment/hiring stream targeted at persons with disabilities.

- Lack of awareness of the availability of accommodations during all stages of the student and employee lifecycle.
- Limited data, including from employee responses to internal equity surveys (currently voluntary).
- Previous policy was not necessarily developed with a focus on the accessibility lens.
- Challenges in communication as to whether reported issues have been resolved.
- Timing of classes and the size of the campus footprint (e.g. not enough time for students with disabilities to commute quickly and easily especially during winter months).
- Lack of consistent knowledge and practice of universal design principles being used in courses.

## **Resources**

- Focus groups noted the need for additional resources to help reduce or prevent the barriers to accessibility at Memorial University, or a plan for allocation of resources.

## **Goals for Each Focus Area**

### **Communications, Policies and Procedures**

- Engage external expertise to conduct a benchmark accessibility audit of [Memorial University's Website](#) (2023) and work in collaboration with internal partners to prioritize activities within multi-year action plan to meet and exceed international accessibility standards.
- Meet Accessibility Act standards for marketing and communications centrally and standard document guidelines to ensure institutional documents are accessible.
- Update the communications plan template to include an Accessibility Considerations section (created in collaboration with partners), and share template, lead session on how to

use it with marketing and communications professionals across the institution. Determine if other shared procedures or guidelines need to be developed or updated to assist in these efforts.

- Document accessibility standards/guidelines for use across all institutional social media channels and share standards/guidelines and how to use them with the Social Media Working Group and other Memorial University social media administrators.
- Examine the visual identity policy, including brand standards, and the institutional website policy to identify any areas for improvement to be incorporated into next policy review cycle, including standards to come from Government of Newfoundland and Labrador and incorporate into the review processes when due (note: these are several years out in the current policy cycle).
- Strive for all policies to be developed with accessibility in mind and consult with people with disabilities.
- Strive for any new or updated policy to go through accessibility consultation/review.
- Develop guidelines or definitions around what is an accessible policy to provide guidance on how to create an accessible policy.
- Create and update a repository of definitions related to accessibility.

### **Design of Spaces**

- Strive to achieve more than the minimum building accessibility standards set out in the Accessibility Act.
- Include an accessibility lens in the design phase of any work.
- Gain a better understanding of accessible lighting and consider it when designing, or renovating spaces.

- Provide further education, training and skills development for staff who are within portfolios responsible for the built environment.
- Collect feedback from the Occupational Health and Safety Committees across all campuses in areas related to accessibility.
- Include accessibility and the identification of barriers when completing workplace health and safety inspections.

## **Employment**

- Continue to engage with stakeholder groups (internal and external) in the areas of accessibility and employment.
- Establish a meeting space, or forum for employees to come together at Memorial University and exchange information about accessibility and inclusion.
- Create an information hub on Memorial University's website about how to request accommodation(s) and type of accommodations available.
- Provide EDI-AR, Disability Awareness, and Human Rights training opportunities to employees.
- Increase employment opportunities at Memorial University for persons with disabilities.
- Incorporate anti-discrimination frameworks into employment policies and procedures at Memorial University.
- Continue to engage with representatives from community groups (e.g. InclusionNL, COD-NL, Autism Society, Canadian Mental Health Association, Student Unions, etc.).
- Work toward creating a policy to identify hiring targets for equity deserving candidates.
- Develop "Documents Accessibility Guide" for employees on how to create accessible documents, presentations, etc.

- Assess the possibility of centralizing the accommodation request management process and promote the process to employees.
- Further assess equitable flexible work arrangements for faculty and staff.
- Assess and identify the possibility of increased centralized funding for built environment accessibility across all units and campuses.

### **Teaching, Learning and Research**

- Define accessibility and inclusion for Memorial University and develop a collective understanding across campuses of what it means for something to be accessible.
- Build awareness of the power differential between and among various groups on campuses to ensure those with lived experience have their voice heard.
- Continue to engage university stakeholders in areas related to accessibility.
- Develop guidelines for accessibility standards for all dimensions of teaching and learning.
- Re-evaluate teaching and research space with accessibility/universal design lens.
- Cultivate a culture of safety for all members of Memorial University community.
- Repair equipment/accessible tools as needed.
- Build awareness on availability of accessibility resources and how to use them.
- Utilize those who have lived and academic experience in this area to assist with related policy and procedure development.

## **Customer Service and Goods and Services**

- Identify best practices and points of contact for accessibility related issues and concerns.
- Set a schedule for policy review in this area and review/create with an accessibility lens.
- Aim to better understand the accessibility needs of customers to improve customer service.
- Ensure consistent wayfinding signage is located across campuses.
- Strive to ensure accessibility education, training and skills development is provided to all internal stakeholders and any members of external organizations who provide services to Memorial University stakeholders.
- Offer orientation sessions for individuals with accessibility needs to better ensure they have the right supports in place.
- Continue to review building exteriors and parking services to ensure barrier free parking spaces, which are located in areas that make sense to the function of a building or space, and that entrances are accessible.
- Undertake an awareness campaign around the role that MUN Safe can play in accessibility, including through reporting issues and communicating impacts to services.

## **Actions/Outcomes**

### **Summary**

- One of the first formal actions related to the development of Memorial University's Accessibility Plan was to establish an Accessibility Steering Committee, which was approved by PEC.

The Accessibility Steering Committee was established under the authority of the Office of Provost and Vice-President (Academic) and the Office of the Vice-President (Administration, Finance and Advancement) to provide a forum for consultation and collaboration on university-wide initiatives relative to improving the accessibility of the university. To view the complete terms of reference for the Accessibility Steering Committee please see Appendix A.

- As we began to prepare Memorial University's Accessibility Plan and after consultations with the Accessibility Steering Committee, we drafted our focus areas.
- We presented our draft focus areas as well as requirements of the Accessibility Act of Newfoundland and Labrador to more than 20 internal and external stakeholder groups. Our focus areas were modified as we moved through these consultations. We also asked those who we met during this process to consider asking members of their organizations to be involved in the focus area event that took place in December 2023 and/or the phase 2 consultations in 2024.



- Through consulting with the Accessibility Steering Committee as well as students, faculty and staff, facilitators from these various internal stakeholder groups were identified to facilitate one of the focus area group discussions that would take place in December 2023.
- All units across all campuses were asked to provide at least one representative to be a part of one of the focus area groups. We emphasized the need to prioritize those participants with lived experience. We also invited external stakeholders from various disability advocacy groups to participate. The event was held virtually on Dec. 6, 2023, from 1-3:30 pm. As a result, each group included 8-10 members of the internal and external university community for a total of more than 75 stakeholders. The outcome of this work identified existing barriers as well as goals for each of the focus areas. In addition, other information compiled by each focus area group will be used to help inform further consultations in 2024.
- Throughout this process Memorial University has continued to move forward with its ongoing accessibility improvements across all units and campuses. As a result, we have [accomplished various improvements](#).

## Roles and Responsibilities

The governance structure for the oversight of Memorial University's Accessibility Plan is below as well as a detailed listing of the Roles and Responsibilities.

### Accessibility Plan Governance Structure

Sponsor Office of the Vice-President (Administration, Finance and Advancement)	Sponsor Office of the Provost and Vice- President (Academic)
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### Dedicated Accessibility Roles

Chief Risk Officer	Director, Environmental Health and Safety	Associate Vice- President (Facilities)	Associate Vice- President (Academic) and Dean of Students	Associate Vice- President (Academic) and Dean of Graduate Studies
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### Accessibility Steering Committee

Office of the Provost and Vice-President (Academic)	Grenfell Campus	Marine Institute	Labrador Campus
Blundon Centre	Office of the Chief Risk Officer	Faculty Relations	Human Resources
Facilities Management	Memorial University Student Union	Graduate Student Union	Centre for Innovation in Teaching and Learning
Marketing and Communications			

**Image Description:** Organizational chart for oversight of the Accessibility Plan.

### **President**

Ensures that promoting accessibility and accessible campuses are embedded into the actions of the university. Will ensure that the university complies with applicable legislation, and that the university uses audits and receives reports on how the university is achieving the targets of the Accessibility Plan.

### **Vice-Presidents and Senior Leadership (AVPs, Deans, Chiefs, Directors)**

Provide leadership to the university to ensure that the objectives established in Memorial University's Accessibility Plan are incorporated into their services and delivery of academic programming. Establish expectations around accessibility and promote a culture of inclusion such that all students, faculty and staff promote accessibility and any available related initiatives/programs.

### **Office of the Chief Risk Officer**

The administrative lead for the creation of the Memorial University's Accessibility Plan. The OCRO includes St. John's Campus Enforcement and Patrol, Parking, and pan-university programs of Environmental Health and Safety and Enterprise Risk and Insurance.

### **Chair of the Accessibility Committee**

The academic lead for the creation of Memorial's Accessibility Plan. Provides leadership as Chair of the Accessibility Steering Committee. Leads and analyzes results from consultations with stakeholder groups and ensures updates to the plan are made according to mandated timelines.

## **Supervisors**

Support their staff, students, and volunteers with accessibility on campuses. Supervisors address accessibility needs by ensuring individuals can report, request, and receive accommodations and support for the removal of barriers. Supervisors should have an understanding of available policies, procedures and supports.

## **Employees (Faculty and Staff)**

Ensure and support a culture of accessibility. Ensure meetings, presentations, materials produced, and events are accessible. Help promote a culture of inclusion for all. Ensure that barriers and deficiencies are reported to the university, and/or supervisors to ensure they are addressed.

## **Campus Community (everyone on campuses including visitors)**

Together and individually the campus community of Memorial University contributes to the accessibility of Memorial University's campuses. Accessibility is everyone's responsibility and Memorial University's Accessibility Plan aims to provide information on how the campus community can help move toward more accessible campuses.

## **Timeline**

The Accessibility Act of Newfoundland and Labrador requires accessibility plans to be updated every three years. Memorial University and the Accessibility Steering Committee will review and update the plan as required every three years. During 2024, Memorial University will also conduct phase 2 of consultations and provide updates to the plan when necessary.

Each year we will also: conduct yearly assurance and inspections, record achievements, and provide annual reports to internal stakeholders. For more information, please see details on these planned yearly activities in the next section, Monitoring and Evaluating.

## **Monitoring and Evaluating**

Monitoring and evaluating are critical components of measuring the success of Memorial University's Accessibility Plan. Any updates to the plan including achievements related to the focus area goals will continue to be made public. Some of the ways Memorial University will formally monitor and evaluate the success of the Accessibility Plan include:

- **Yearly assurance and inspections:** Auditing and ensuring compliance with legislation, and Memorial University's Accessibility Plan focus area goals through workplace inspections (health and safety) and standardized department audits and checklists.
- **Achievements:** Having units report to the Accessibility Committee once a year on activities that are in alignment with the focus area goals outlined in Memorial's Accessibility Plan. This will be displayed online.

- **Annual reporting:** Annual reporting surrounding the Accessibility Plan focus areas goals will also be shared through various established committees of the university including:
  - University Health and Safety Committee (UHSC),
  - Accessibility Steering Committee,
  - President’s Executive Council (PEC), and
  - Audit and Finance Committee of the Board of Regents.
  
- **Plan updating:** This table includes any revisions to the plan, description of the change, author and effective date. See table 1 below for the first entry.

**Table 1: Plan Updates**

<b>Revision #</b>	<b>Description of Change</b>	<b>Author</b>	<b>Effective Date</b>
1	Phase 1: Draft Accessibility Plan	Memorial University	Dec. 31, 2023

## Questions and Complaints Related to Accessibility

### Request Assistance

For immediate assistance if you or someone you know encounters accessibility challenges or concerns contact:

- **St. John's campus:** Campus Enforcement and Patrol (CEP) at 709-864-8561.
- **Grenfell Campus:** CEP at 709-637-6210 or email [CEP@grenfell.mun.ca](mailto:CEP@grenfell.mun.ca).
- **Labrador Campus:** Contact the facilities team at 709-899-2572.
- **Marine Institute:** MI Security at 709-330-7179.
- **Harlow Campus:** reception/security at 01279455900 or the emergency number at 01279455999.

### Report in MUN Safe

If you encounter an issue that could present an accessibility challenge on one of our campuses, we encourage you to report the issue(s). Use the report feature in the MUN Safe app and provide as many details as possible to ensure easy identification of the location and nature of the issue. Some examples of accessibility issues to report include: broken or improperly functioning conditions (e.g. door operators, elevators, blocked ramps, insufficient snow clearing, etc.).

### Follow MUN Safe Accessibility Channels

An accessibility notification channel is available in the MUN Safe App for St. John's and Labrador campuses to alert users of campus outages, closures etc. that may impact accessibility of buildings, elevators, walkways, etc. Users must subscribe to the channel and enable push notifications. Email notifications are also available by [signing up online](#) (Memorial University, 2023).

## References

Accessibility Services Canada. (2023). Definitions. Retrieved from <https://accessibilitycanada.ca/get-help/definitions/> on September 30, 2023.

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## **Appendix A: Accessibility Steering Committee Terms of Reference**

### **AUTHORITY**

The Accessibility Steering Committee (ASC) is established under the authority of the Office of Provost and Vice-President (Academic) and the Office of the Vice-President (Administration, Finance and Advancement) to provide a forum for consultation and collaboration on campus-wide initiatives relative to improving the accessibility of the university. Compliance with the Accessibility Act of Newfoundland and Labrador is a foundational focus for the ASC and where possible, members will consider inclusive practices that extend beyond a state of Act compliance.

### **MANDATE**

The ASC's mandate includes the following:

- Develop the university's Multi-Year Accessibility Plan (MYAP), including goals, targets, and priorities for implementation of the Act requirements and its Accessibility Standards. (*Note: this has become a legislative requirement for 2023 under the Accessibility Act*).
- Make recommendations to the Office of Provost and Vice-President (Academic) and the Office of the Vice-President (Administration, Finance and Advancement) regarding policies, institutional change, and suggested members of working groups.
- Monitor the progress towards achievement of the Act's Accessibility Standards implementation across the university, through regular updates from working groups.

- Prepare annual reports for the Office of Provost and Vice-President (Academic) and the Office of the Vice-President (Administration, Finance and Advancement) documenting the university's progress towards accessibility in the preceding year and form the basis for the university's upcoming MYAP.
- Receive concerns from the university community or Memorial's Incident Management System (MIMS), relating to accessibility for persons, taking action as appropriate.
- Be a champion for accessibility and serve as a resource to the university on issues related to accessibility.
- Work in collaboration with and build upon the work done in various other related university committees and initiatives.

## **COMPOSITION**

The ASC consists of at least one representative from each of the faculty, staff, undergraduate and graduate student unions. The following university departments have been selected for membership on the ASC based on their involvement with and influence over campus accessibility issues:

The committee is comprised of:

1. Blundon Center – one member
2. Human Resources – one member
3. Office of the Chief Risk Officer – two members
4. Office of the Provost and Vice-President (Academic)– one member
5. Facilities Management – two members
6. Marcomm – one member

7. CITL – one member
8. Faculty relations – one member
9. Grenfell -one member
10. Marine Institute (MI)- one member
11. GSU – one member
12. MUNSU – one member
13. Labrador Campus – one member

Members are appointed by the Office of Provost and Vice-President (Academic) and the Office of the Vice-President (Administration, Finance and Advancement) to serve a period of three years, which may be renewable.

The inaugural chair will be the associate vice-president (academic) and dean of graduate studies.

## **FREQUENCY**

The committee shall meet a minimum of four times per year. Working groups will meet as often as necessary to carry out its mandate.

Minutes will be signed by the chair and made available to all committee members.

Committee members shall participate in discussion on issues and make recommendations to the Office of the Office of Provost and Vice-President Academic and the Office of the Vice-President (Administration, Finance and Advancement) annually.

Administrative support is provided by Office of Provost and Vice-President (Academic) and the Office of the Vice-President (Administration, Finance and Advancement).