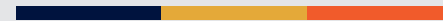




ST. FRANCIS XAVIER
UNIVERSITY

Accessibility Plan

Accountability Framework



This document is available in alternate formats, upon request.
Please contact us by email at AccessibilityPlan@stfx.ca

1. TEACHING, LEARNING AND RESEARCH

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | Alignment |
|---|--------------------------------------|-----------|---|---|---|-----------|
| <p>1.1 Develop, implement and resource a sustainable operations model for the StFX Centre for Teaching and Learning (TLC). Ensure that the Teaching and Learning Centre has the capacity to support the development of resources, supports, and professional development for faculty and instructors related to equity and accessibility.</p> | Vice-President, Academic and Provost | 1-3 years | <ul style="list-style-type: none"> Establish sustainable operations model for TLC, including funding, staffing and supervision. Provide resources and professional development programs aimed at equity and accessible education. | <ul style="list-style-type: none"> Number of accessibility resources developed Number of faculty/instructors accessing resources Number of individual consultations per year | <p>IN PROGRESS</p> <ul style="list-style-type: none"> Interim TLC Coordinator is in place to coordinate some activities | |
| <p>1.2 Identify the improvements to teaching, learning, and research that have been caused by the COVID-19 pandemic. Evaluate the impacts of these changes through an accessibility lens. Use this information to help determine priority initiatives that will remove barriers and improve accessibility in teaching, learning, and research (i.e., online and hybrid learning formats).</p> | Vice-President, Academic and Provost | 1-3 years | <ul style="list-style-type: none"> Collect best practices in accessible program design, development and delivery. Create a database of solutions and evidence-informed pedagogical practices that improve accessibility. | | <p>TO BE DEVELOPED</p> | |

1. TEACHING, LEARNING AND RESEARCH

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | Alignment |
|--|--|--|--|--|---|---|
| <p>1.3 Build capacity through expanded resources, supports, and professional development for faculty, staff, and instructors related to accessible program and course delivery and instruction. Training and professional development should:</p> <ul style="list-style-type: none"> Recognize accessibility as a critical aspect of StFX's commitment to equity. Include inclusive education principles and practices, such as universal design for learning and culturally responsive pedagogy. Be relevant to different roles, departments, and settings. Occur on an ongoing basis to incorporate changes to policies, practices, and procedures at the provincial and institutional levels. | Teaching and Learning Centre | <p>1-3 years: Foundational resources and training developed and delivered</p> <p>4-7 years: Scaffolded professional development for different departments and settings</p> | <ul style="list-style-type: none"> Create an online training module for faculty onboarding Provide existing faculty, deans, chairs and coordinators with ongoing professional development. Records of the training are kept. | <ul style="list-style-type: none"> Number of training sessions delivered per year Number of faculty and instructors participating per year Assessment of participant growth and learning | <p>IN PROGRESS</p> <ul style="list-style-type: none"> TLC provides professional development workshops, including culturally responsive pedagogy Additional supports and resources are available on the TLC website, including captioning and accessible course design. | <i>Aligned with PACAR Action Plan (Initiative #1.1)</i> |
| <p>1.4 Develop resources and regularized professional development to assist faculty and instructors in better understanding the academic accommodations process and how to liaise with the appropriate services to support their students, including students involved in research activities and programs.</p> | Teaching and Learning Centre, Tramble Centre for Accessible Learning | 1-3 years | <ul style="list-style-type: none"> Training is provided to all faculty and instructors. Professional development occurs on an ongoing basis to incorporate changes to policies, practices and procedures. Records of the training are kept. | <ul style="list-style-type: none"> Number of training sessions delivered per year Number of faculty and instructors participating per year Track completed assessment of participant learning | TO BE DEVELOPED | |

1. TEACHING, LEARNING AND RESEARCH

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | Alignment |
|---|--|---|---|---|------------------------|--|
| <p>1.5 Request Senate review existing course approval processes to ensure accessibility principles are reflected in the design, development and delivery of all courses and programs. Also request Senate develop a process that can be used for the review of all courses. This should include:</p> <ul style="list-style-type: none"> • The use of inclusive education principles such as universal design for learning, and culturally responsive pedagogies. • Integrate diverse experiences and perspectives, including persons with disabilities. • Integrate concepts related to accessibility, disability rights, and barriers to participation that prioritize first voice. | Vice-President, Academic and Provost, StFX University Senate | <p>1 year: Initiate planning with University Senate</p> <p>2-3 years: Implement revised course approval process</p> | <p>Review existing course approval processes</p> <ul style="list-style-type: none"> • Establish a process for integrated accessibility principles into the review of all courses and programs. • Develop an accessibility toolkit to be used when reviewing all courses and programs. | <ul style="list-style-type: none"> • Number of courses reviewed and revised. • Measures of student satisfaction, focusing on accessibility • Regular meetings and focus groups, including first voice perspectives | TO BE DEVELOPED | <i>Aligned with PACAR Action Plan (Initiative #1.2)</i> |
| <p>1.6 Establish a policy and procedures with respect to ensuring timely access to interim academic accommodations while waiting for further medical or psychological documentation before confirming the accommodations and accessibility services.</p> | Vice-President, Academic and Provost | 1-2 years | <ul style="list-style-type: none"> • Develop and implement interim academic accommodations policy and procedures in consultation with first-voice perspectives. | <ul style="list-style-type: none"> • Number of approved interim academic accommodations • Average wait time between time of request and approval | TO BE DEVELOPED | <ul style="list-style-type: none"> • Registrar and Deans have initiated this process. |

1. TEACHING, LEARNING AND RESEARCH

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | Alignment |
|---|----------------|-----------|---|------|--|-----------|
| <p>1.7 Develop an institutional Digital Strategy to support the development of an accessible digital teaching and learning experience for all faculty, staff and students. Our systems must be digitally accessible, interconnected, and aligned with user needs and tasks. This process should include:</p> <ul style="list-style-type: none"> • Evaluating existing digital teaching and learning platforms and activities, including learning management systems, both synchronous and asynchronous • Ensuring compatibility with effective and appropriate assistive technology. • Providing training to faculty, staff and students on the application of accessibility features • Considering the accessibility impacts on students requiring the use of multiple digital platforms within a course or program. | IT Services | 1-3 years | <ul style="list-style-type: none"> • Complete the StFX Digital Strategy, and accompanying action plans, incorporating accessibility principles and evidence-informed practices. This will include identifying, preventing, remove accessibility barriers across learning management, registration, scholarship, room booking, and reporting systems (Banner, Qualtrics, KX, Website, MesAmis, etc) • Provide professional development and training on the use of digital teaching and learning platforms and activities, including learning management systems, to ensure they are proficient in their use of accessibility features and functions. | | <p>IN PROGRESS</p> <ul style="list-style-type: none"> • StFX University contracted Barrington Consulting to lead the development of the StFX Digital Strategy. Accessibility has been identified as an area to be addressed. The StFX Digital Strategy will articulate high-level goals, with accompanying IT Strategy and Information Systems Plan that operationalize improvements to accessibility. | |

1. TEACHING, LEARNING AND RESEARCH

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | Alignment |
|---|--|--|--|--|---|--|
| <p>1.8 Invest in technology to support accessible learning, including technology to support alternative format course material, up-to-date assistive technology, assistive listening systems in classrooms and auditoriums.</p> <ul style="list-style-type: none"> Communicate the resources and services currently available to students, faculty and staff in classrooms and auditoriums | IT Services | <p>1-3 years: Communications</p> <p>4-7 years: Additional investment in accessibility technology</p> | <ul style="list-style-type: none"> Conduct a needs assessment and recommendations to enhance accessible classroom learning experiences, including assistive listening systems Prioritize accessibility needs, in consultation with first-voice perspectives A report of the cost analyses of the recommendations, and an accompanying plan to fund these improvements, is commissioned. | <ul style="list-style-type: none"> Number of accessibility improvements identified Total dollars (\$) spent on accessibility improvements Ongoing evaluation of accessibility improvements, including regular meetings and focus groups including first-voice perspectives | TO BE DEVELOPED | |
| <p>1.9 Support instructors and faculty members with disabilities in accessing and being successful in research environments. This should include:</p> <ul style="list-style-type: none"> Identifying, addressing and/or removing internal barriers to accessibility in academic research-related hiring, promotion and career progression at StFX. Strengthening professional development and training to enhance awareness, sensitivity and cultural competencies related to equity and accessibility in the StFX academic research environment. | Associate Vice-President (Research), Human Resources | 1-3 years | <ul style="list-style-type: none"> Identify barriers to accessibility in academic research-related hiring and career progression processes. Develop and implement strategies for identifying, preventing and removing barriers. Identify, create and implement training and professional development to enhance accessibility awareness and practices within the academic research environment. Records of training are kept. | <ul style="list-style-type: none"> Number of faculty/researchers with disabilities at StFX (self-identified) Retention of faculty/researchers with disabilities (self-identified) Number of training sessions offered per year Number of faculty/researchers who participate per year Track completed assessment of participant learning and growth | <p>IN PROGRESS</p> <ul style="list-style-type: none"> A comprehensive HR policy review using an intersectional lens is being conducted by Rainbow Diversity Institute which employs Black, queer individuals and persons with disabilities. The process is being co-led by Human Resources, Equity and Human Rights and informed by the University's Equity Advisory Committee. | <i>Aligned with PACAR Action Plan (Initiative #1.13)</i> |

1. TEACHING, LEARNING AND RESEARCH

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | Alignment |
|---|---|------------------|--|---|--|-----------|
| <p>1.10 Expand StFX University's membership and contributions to accessibility partnerships, organizations, and consortium that extend teaching, learning and research into community outreach initiatives that benefit persons with disabilities, Deaf and neurodivergent persons. This should include expanding StFX's work in local community (ex. service learning, community-based research), as well as collaborative research and community engagement activities as a member of the Canadian Accessibility Network (CAN).</p> | <p>Associate Vice-President, Research</p> | <p>1-3 years</p> | <ul style="list-style-type: none"> • Support and maintain current research-based partnerships that benefit persons with disabilities (ex. MAX Lab) • Identify opportunities to expand membership in research-based initiatives that benefit persons with disabilities. | <ul style="list-style-type: none"> • Number of research-based memberships • Number of researchers participating in partnerships that benefit persons with disabilities • Number of students participating in research partnerships that benefit persons with disabilities. | <p>IN PROGRESS</p> <ul style="list-style-type: none"> • StFX is a member of the Canadian Accessibility Network (CAN) and Wabanaki Accessible Canada Partnerships Project. • Academic departments (ex. HKIN) and research labs (ex. MAX Lab, Spacializing Care Lab demonstrate broader community outreach: https://www.mystfx.ca/human-kinetics/motor-activities-x-max | |

1. TEACHING, LEARNING AND RESEARCH

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | Alignment |
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| <p>1.11 Enhance ongoing and collaborative partnerships with the Government of Nova Scotia, donors, research funding agencies, and other post-secondary institutions to support the growth of research and scholarship on accessibility and disability issues, especially the work of first-voice researchers. This should include support for:</p> <ul style="list-style-type: none"> • Embedding accessibility as a criterion for evaluation in provincial and institutional research grants and funding opportunities. • Stimulating funding for research and scholarship on accessibility and disability studies. • Creating scholarships for students to support research on accessibility and disability issues. | Associate Vice-President, Research | 1-3 years | | <ul style="list-style-type: none"> • Number of research partnerships benefiting persons with disabilities • Funding (\$) awarded to support research and scholarship on accessibility and disability issues, including the work of first-voice researchers. • Scholarships (\$) awarded to students to support research on accessibility and disability issues. | IN PROGRESS | |

1. TEACHING, LEARNING AND RESEARCH

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | Alignment |
|---|------------------------------|-----------|--|------|------------------|---|
| <p>1.12 Ensure students with disabilities have timely, accessible, and culturally relevant ways to demonstrate their learning. Learning assessment options used by faculty and instructors should:</p> <ul style="list-style-type: none"> • Be designed using inclusive education principles, such as universal design for learning and culturally and linguistically responsive pedagogy. • Be available in multiple accessible formats. • Identify how each assessment option within courses and programs connects to essential academic requirements. When possible, provide examples of alternate ways of demonstrating learning to provide students with clarity around expectations. | Teaching and Learning Centre | 2-5 years | <ul style="list-style-type: none"> • Identify barriers in the use of existing invigilation software (ex, ProtorTrack) and alternative accessible assessment methods • Develop a toolkit of accessible assessment practices | | TO BE DEVELOPED | <i>Aligned with PACAR Action Plan (Initiative #1.3)</i> |

1. TEACHING, LEARNING AND RESEARCH

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | Alignment |
|--|------------------------------------|-----------|---|--|------------------|-----------|
| <p>1.13 Create an accessibility policy/guidelines for the provision of instructional materials in accessible or conversion-ready formats. This policy/guidelines should address materials such as textbooks and course materials. Support faculty members and instructors to use instructional materials that:</p> <ul style="list-style-type: none"> • Are designed using inclusive education principles, such as universal design for learning and culturally and linguistically responsive pedagogy. • Integrate diverse perspectives and experiences, including persons with disabilities. • Are available in multiple accessible or conversion-ready formats. Where accessible formats are not available, alternate means to representing the information, are provided. | Teaching and Learning Centre | 4-7 years | <ul style="list-style-type: none"> • Develop, implement, and maintain practices related to how StFX will provide instructional materials in accessible or conversion-ready formats. • Develop resources and training to all academic employees, deans, department chairs with training on the application of accessible practices in their courses. | <ul style="list-style-type: none"> • Number of accessible instructional materials developed • Number of accessible instructional materials used • Ongoing evaluation of accessibility improvements, including assessment of course materials and focus groups with first voice perspectives | TO BE DEVELOPED | |
| <p>1.14 Ensure StFX research centres and institutes consistently demonstrate engagement in accessibility and disability studies in their annual reports and strategic plans. Provide information and professional development to help researchers demonstrate attention to accessibility in their research funding proposals and programs.</p> | Associate Vice-President, Research | 4-7 years | <ul style="list-style-type: none"> • Implement expectations regarding the demonstration of engagement in accessibility and disability studies. • Develop and deliver professional development focused on demonstrating attention to accessibility in funding proposals and programs. | | TO BE DEVELOPED | |

2. INFORMATION AND COMMUNICATIONS

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|---|--|-----------|--|---|---|
| <p>2.1 Develop a multi-year Accessibility Plan and Annual Status Report.</p> <ul style="list-style-type: none"> Develop a communications plan to share assessment data and progress on accessibility planning and improvements with key university and community partners, including faculty, staff, and students. | Governance and Strategic Initiatives, Marketing and Communications | 1-3 years | <ul style="list-style-type: none"> Establish and implement a multi-year accessibility plan. Post multi-year plan on website, in accessible formats. Review and update plan every three (3) years. Complete annual report of progress towards achieving the initiatives identified in the Accessibility Plan. Make the annual reports available online. Provide alternate accessible formats, upon request. | <ul style="list-style-type: none"> Number of unique users accessing website Number of unique users accessing collateral communications content (website, social media, etc.) Ongoing evaluation of accessibility improvements, including focus groups with persons with disabilities and individuals who experience barriers to accessibility. | <p>IN PROGRESS</p> <ul style="list-style-type: none"> Campus-wide consultation from November 2021 to March 2022 to inform the development of the StFX Accessibility Plan. Ongoing engagement with the StFX Accessibility Advisory Committee and StFX Student Accessibility Advisory Committee supporting the development and implementation of the Plan. Launched StFX Accessibility Plan website www.mystfx.ca/accessibility-plan, including information about our planning process and summary of accessibility initiatives at StFX |

2. INFORMATION AND COMMUNICATIONS

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|---|------------------------------|-----------|---|--|--|
| <p>2.2 Develop an institutional accessibility communications strategy, in consultation with persons with disabilities, Deaf and neurodivergent communities, to communicate StFX's commitment to accessibility. Our commitment should be evident through key institutional messages and intentionally planned programming including university events, such as speakers' series, conferences, and awareness campaigns.</p> | Marketing and Communications | 1-3 years | <ul style="list-style-type: none"> Post the Statement of Commitment on the Accessibility Plan website, in accessible formats. Develop a communications strategy, in consultation with first-voice perspectives. | <ul style="list-style-type: none"> Number of first-voices perspectives engaged in the process Number of unique users accessing Accessibility Plan website. Number of communications materials developed and distributed. Number of users accessing collateral communications content (website, social media) | <p>IN PROGRESS</p> <ul style="list-style-type: none"> A draft Statement of Commitment has been developed by StFX Accessibility Advisory Committee and StFX Student Accessibility Advisory Committee, as part of the development and implementation of the StFX Accessibility Plan. |
| <p>2.3 Consult with the disability, Deaf, and neurodivergent communities to develop an educational campaign to raise awareness about diverse experiences of disability and the importance of accessibility to human rights and equity. Communications should be delivered in accessible formats and focus on promoting accessibility, eliminating stigma, and building understanding of disability-related issues.</p> | Marketing and Communications | 1-3 years | <ul style="list-style-type: none"> Develop campaign content and communications strategy, in collaboration with first-voice perspectives Release campaign content, including updates relating to how the University has and will continue to achieve accessibility | <ul style="list-style-type: none"> Number of first-voices perspectives engaged in the process Number of campaign materials developed and distributed Number of unique users engaging with content and materials | <p>TO BE DEVELOPED</p> |

2. INFORMATION AND COMMUNICATIONS

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
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| <p>2.4 Develop and implement websites, web content and software to reflect with the WWW Consortium Web Content Accessibility Guidelines (WCAG) 2.0., Level AA Standards.</p> <ul style="list-style-type: none"> Evaluate the StFX University website to ensure plain language and general access Integrate the use of screen reader technology into the website Provide training to ensure that cessibility of website content and materials is maintained by people who upload information to the website. Evaluate the experiences of users navigating the new StFX University website, through an accessibility lens. Collect feedback from first-voice perspectives throughout the process. | Marketing and Communications | 1-3 years | <ul style="list-style-type: none"> StFX's new website is WCAG 2.0/2.1 compliant and validated against regulations of Americans with Disabilities (ADA) and Authoring Tool Accessibility Guidelines (ATAG) frameworks. New website content published after January 1, 2024 will be developed in accordance with WCAG 2.0, AA. | | <p>IN PROGRESS</p> <ul style="list-style-type: none"> Website redesign project launched in Fall 2021 Website Advisory Group formed, including first-voice perspectives. Marketing and Communications is currently reviewing existing website content to ensure plain language and general access. The Website Advisory Group will continue its progress, to launch new websites in Spring 2023. |
| <p>2.5 Establish a process for persons with disabilities, Deaf and neurodivergent persons to identify accessibility barriers and areas for improvement. Feedback may be provided in person, by telephone, in writing or electronically. The Office of Equity and Human Rights will be responsible for receiving the feedback and directing the issue to the appropriate department for action and follow-up.</p> | Marketing and Communications, Equity and Human Rights | 1-3 years | <ul style="list-style-type: none"> Establish a process for receiving and responding to feedback related to accessibility barriers and areas of improvement. This may include feedback on specific policies, procedures, governance or compliance issues as well as experiences interacting with areas of the university. Information about this process is available to students, faculty, staff and community members. | <ul style="list-style-type: none"> Number of reports received Number of reports addressed Ongoing evaluation of accessibility improvements, including focus groups with persons with disabilities and individuals who experience barriers to accessibility. | TO BE DEVELOPED |

2. INFORMATION AND COMMUNICATIONS

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|---|---|--|--|---|---|
| <p>2.6 Create a campus-wide communications strategy to streamline communications and transition for new and incoming students and employees. This must include.</p> <ul style="list-style-type: none"> Proactively providing information to all potential students and employees about the availability of accessibility services and supports, and how to access them Ensuring this information is accessible and easy to find on StFX websites. Developing clear processes for requesting information, services and/or supports in accessible formats. | <p>For Students: Marketing and Communications</p> <p>For Employees: Human Resources</p> | <p>1-3 years: Create a centralized accessibility webpage</p> <p>4-7 years: Develop streamlined communications strategy for new and incoming students and employees</p> | <ul style="list-style-type: none"> Integrate information about accessibility services and supports into the StFX University website redesign project Assemble Accessible Communications Working Group to examine the communications flows for incoming StFX students and employees. Streamline communications to new and incoming students and employees. | <ul style="list-style-type: none"> Number of communications materials sent to students/employees Number of webpage views related to accessibility services Percentage of StFX faculty, staff and students aware of what accessibility supports/services exist and where to access them | <p>IN PROGRESS</p> <ul style="list-style-type: none"> Website redesign project launched in Fall 2021 Marketing and Communications is currently reviewing existing website content to ensure plain language and general access. |
| <p>2.7 Audit social media accounts for accessibility and create accessibility guidelines. These guidelines should be informed by evidence-based practices and the Accessibility Standards on Communications, once developed.</p> <ul style="list-style-type: none"> Provide training to ensure that accessibility of website content and materials is maintained by people who share information via StFX social media channels. | Marketing and Communications | 4-7 years | <ul style="list-style-type: none"> Develop and make available StFX Social Media Accessibility Guidelines for content creation. These guidelines should reflect provincial accessibility standards, once developed. Coordinate annual accessibility guideline review/meeting with social media content producers | <ul style="list-style-type: none"> Number of downloads to access Social Media Guidelines Number of training sessions delivered per year Number of faculty and instructors participating per year | TO BE DEVELOPED |

2. INFORMATION AND COMMUNICATIONS

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|---|------------------------------|-----------|--|--|--|
| <p>2.8 Provide or arrange for the provision of multiple, accessible formats and communications supports so that people with disabilities, Deaf and neurodivergent people can equitably access the information presented. When accessible formats are not available, alternate means of representing the information that ensures equitable access should be provided.</p> | Marketing and Communications | 4-7 years | <ul style="list-style-type: none"> Establish a process for StFX provide information in accessible formats or with other communications supports. Ensure this process reflects provincial Accessibility Standards on Communications, once developed. Establish a Working Group to help advise this process. | <ul style="list-style-type: none"> Number of first-voice perspectives engaged in the process Number of resources available in accessible formats Number of users accessing information in accessible formats Ongoing evaluation of accessibility improvements, including focus groups with persons with disabilities and individuals who experience barriers to accessibility. | TO BE DEVELOPED |
| <p>2.9 Create communications guidelines for accessibility in all knowledge creation and sharing (e.g., documents, presentations, websites, social media, meetings, events, conferences, wayfinding), which are shared internally and externally. These guidelines should be informed by evidence-based practices and the Accessibility Standards on Communications, once developed.</p> | Marketing and Communications | 4-7 years | <ul style="list-style-type: none"> Communicate to StFX community progress on implementing the Provincial Accessibility Standards, once developed Implement procedures regarding provision of clear, accessible and timely information and communication to members of the StFX community. | | <p>IN PROGRESS</p> <ul style="list-style-type: none"> StFX will monitor progress of the Standard and will participate in its development through the Province of Nova Scotia Accessibility Directorate |

3. Goods and Services

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|---|--|---|--|--|---|
| <p>3.1 Develop and deliver customer service training specially to support the provision and delivery of accessible services at StFX. This training should be developed in collaboration with the Government of Nova Scotia and other post-secondary institutions, and include customized customer service training specific to StFX.</p> | <p>Development: Human Resources, Equity and Human Rights</p> <p>Implementation: Ancillary Services</p> | <p>1-3 years: Foundational training developed and delivered</p> <p>4-7 years: Training is further specialized and scaffolded for groups and departments</p> | <ul style="list-style-type: none"> • Create an online training module for new staff and volunteers • Provide existing staff and volunteers with ongoing professional development. • Records of the training are kept. | <ul style="list-style-type: none"> • Number of training sessions delivered • Number of staff/volunteers who participate per year • Track completed assessment of participant learning | <p>IN PROGRESS</p> <ul style="list-style-type: none"> • Human Resources is developing foundational training on EDIA to be delivered to all professional staff, in collaboration with the Office of Equity and Human Rights. |
| <p>3.2 Implement various assessment tools to evaluate the accessibility of existing customer service spaces on campus. The assessment should include identifying physical space improvements required to meet the provincial built environment standards and guidelines, once completed. Ensure services are accessible and welcoming to service animals and support persons.</p> | <p>Ancillary Services</p> | <p>1-3 years: Assessment of existing customer service spaces</p> <p>4-7 years: Funding strategy to implement improvements</p> | <ul style="list-style-type: none"> • Conduct a needs assessment and recommendations to enhance accessible customer service spaces • Prioritize accessibility needs, in consultation with first-voice perspectives • A report of the cost analyses of the recommendations, and an accompanying plan to fund these improvements, is commissioned. | <ul style="list-style-type: none"> • Feedback received per stakeholder group • Evaluation of the feedback received • Number of priority projects identified • Projected costs required to complete the priority projects | <p>TO BE DEVELOPED</p> |

3. Goods and Services

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
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| <p>3.3 Establish procedures for including persons with disabilities in the design, development, review and implementation of policies, practices, and services impacting faculty, staff and students with disabilities, Deaf and neurodivergent persons. These policies, practices and procedures must ensure:</p> <ul style="list-style-type: none"> • Persons with disabilities and individuals who experience barriers to accessibility are consulted about these decisions. • The implications of these policies, programs and services on persons with disabilities, and Deaf and neurodivergent persons are prioritized. • These decisions are informed by a broad base on evidence-informed practices that prioritize first voice experience and expertise. | Governance and Strategic Initiatives | 1-3 years | <ul style="list-style-type: none"> • A list of resources or when and how to effectively engage and consult with persons with disabilities is collated and published. | | TO BE DEVELOPED |

3. Goods and Services

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
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| <p>3.4 Review and revise the StFX Procurement Policy, integrating accessibility when updating procurement practices. Promote the new Procurement policy, along with associated checklists for implementation as they are developed. The new policy should:</p> <ul style="list-style-type: none"> • Reflect StFX University's commitment to accessibility • Incorporate accessibility designs, criteria and features when procuring or acquiring both high-cost and low-cost goods or services. • Be reviewed annually and revised to reflect the Nova Scotia Accessibility Act and Accessibility Standards for Goods and Services, once developed. | Procurement | 1-3 years | <ul style="list-style-type: none"> • Incorporate accessibility requirements when acquiring or purchasing goods or services. RPFs to include language with respect to accessibility as required. | | TO BE DEVELOPED |
| <ul style="list-style-type: none"> • 3.5 Provide professional development and training to university finance and procurement teams on the relevance of accessibility to their work. Training should align with professional development delivered by StFX Human Resources and include additional training specific to finance and procurement. | <p>Development: Human Resources</p> <p>Implementation: Finance, Procurement</p> | <p>1-3 years: Foundational training developed and delivered</p> <p>4-7 years: Training is further specialized and scaffolded for groups and departments</p> | <ul style="list-style-type: none"> • Develop and provide training to finance and procurement employees regarding the relevance of accessibility to their work. Records to be maintained on training provided. | <ul style="list-style-type: none"> • Number of professional development sessions delivered • Number of staff who participate per year • Track completed assessment of participant learning | <p>IN PROGRESS</p> <ul style="list-style-type: none"> • HR is developing foundational training on EDIA to be delivered to all professional staff. |

3. Goods and Services

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | |
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| 3.6 Maintain the ongoing coordination of the StFX Student Accessibility Advisory Committee to provide leadership opportunities for students with disabilities and ensure their voices and lived experiences are reflected in program and service design, development, and delivery. | Student Services: Governance and Strategic Initiatives | 1-3 years | <ul style="list-style-type: none"> Ensure processes to continue the coordination of the StFX Student Accessibility Advisory Committee are in place | <ul style="list-style-type: none"> Number of student members Number of committee meetings held per year | IN PROGRESS <ul style="list-style-type: none"> StFX Student Accessibility Advisory Committee and Terms of Reference developed to inform the development and implementation of the StFX Accessibility Plan. | <i>Aligned with Student Experience and Opportunity Plan (Initiative #3.11)</i> |
| 3.7 Complete a needs assessment and recommendations for accessibility supports and services at StFX University, including services and supports available for students with temporary or episodic disabilities. Planning should include assessing staffing needs, funding structures, supervision, and accountability in relation to the goals outlined in the Accessibility Plan, new provincial accessibility standards, and the vision of 'all students flourishing' outlined in the StFX Student Experience and Opportunity Plan. | Student Services | 1-3 years: Tramble Centre for Accessible Learning | <ul style="list-style-type: none"> Complete needs assessment and recommendations | <ul style="list-style-type: none"> Number of students using accessibility supports and services Number of first-voice perspectives engaged in the process Ongoing evaluation of accessibility improvements, including feedback from employees with disabilities and individuals who experience barriers to accessibility. | TO BE DEVELOPED | <i>Aligned with Student Experience and Opportunity Plan (Initiative #2.9)</i> |

3. Goods and Services

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | |
|--|------------------|-----------|--|--|---|--|
| 3.8 Embed equity and accessibility in the development and execution of special student-facing events and programming, such as Orientation Week, Homecoming, etc. | Student Services | 1-3 years | <ul style="list-style-type: none"> Assemble First-Year Experience Working Group to coordinate incoming student orientation and transitions, including first voice perspectives. Evaluate existing orientation events and programs, through an accessibility lens. Consider the addition of new programming designed to support transition for students with disabilities. | <ul style="list-style-type: none"> Number of students with disabilities participating in orientation/transitions programs (ex. ISS survey results) Number of first-voice perspectives engaged in the process Assessment of student growth and learning. | <p>IN PROGRESS</p> <ul style="list-style-type: none"> Student Services has assembled a First Year Experience Working Group to review and develop transitions programming, including first-voice perspectives Population-specific transitions programming offered during Orientation Week 2022, including opportunities to connect with representatives from accessibility supports and services at StFX. | <i>Aligned with Student Experience and Opportunity Plan (Initiative #1.3)</i> |
| 3.9 Create and promote group mentoring networks for students from historically-excluded groups to come together in community, share experiences, explore, and access academic, personal, and career opportunities and pathways. This includes Indigenous, Black, minoritized, 2SLGBTQ+, international students, first-generation students, and students with disabilities. | Student Services | 1-3 years | <ul style="list-style-type: none"> Identify opportunities to integrate mentorship opportunities into the suite of transitions programming available to students with disabilities. Promote opportunities for students to participate in existing mentorship programs, including X Connects | <ul style="list-style-type: none"> Number of mentors participating in the program Number of mentees participating in the program Assessment of participant learning and satisfaction | <p>IN PROGRESS</p> <ul style="list-style-type: none"> In 2021, launched Alumni Mentorship Program (X-Connects) to connect students with personal and career mentors. In 2022, launched Diversity Engagement Centre (DEC) mentorship program for students from historically-excluded groups, including Indigenous, Black and 2SLGBTQIA+ | <i>Aligned with Student Experience and Opportunity Plan (Initiative #1.12)</i> |

3. Goods and Services

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | |
|---|------------------|------------------|--|---|--|---|
| 3.10 Review existing co-curricular programs, services and supports through an EDIA lens to meet the needs of both specific and broad intersectional student identities, including Indigenous, Black, minoritized, 2SLGBTQIA+, international students, graduate students, mature students, and students with disabilities. | Student Services | 1-3 years | <ul style="list-style-type: none"> Develop and implement multiple assessment strategies to better understand diverse student experience in co-curricular programs and services offered by StFX. Use assessment to identify gaps in existing programs, and opportunities to improvement | <ul style="list-style-type: none"> Number of co-curricular programs and services reviewed Number of students with first-voice perspectives engaged in the review process | TO BE DEVELOPED | <i>Aligned with Student Experience and Opportunity Plan (Initiative #3.2)</i> |
| 3.11 Integrate targeted co-curricular programming and engagement opportunities for students with disabilities, with a focus on enhancing the first-year experience and experiential learning. | Student Services | 4-7 years | <ul style="list-style-type: none"> Assemble First-Year Experience Working Group and Experiential Learning Working Groups to inform and advance the initiatives identified in the StFX Student Experience and Opportunity Plan, including first voice perspectives. | <ul style="list-style-type: none"> Number of specific opportunities tailored to meet the needs of students with disabilities Number of students with disabilities participating in programming Completed assessment of participant learning and growth | IN PROGRESS <ul style="list-style-type: none"> StFX launched self-paced learning modules to provide all first-year students with transitional knowledge and skills. StFX hired EDGE Coordinator to provide career support for students with disabilities. | Aligned with Student Experience and Opportunity Plan (Initiative #3.5) |

3. Goods and Services

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | |
|--|------------------|-----------|--|--|------------------|---|
| 3.12 Expand programming options for students with intellectual disabilities. | Student Services | 4-7 years | <ul style="list-style-type: none"> Identify gaps in current support model for students with intellectual disabilities. This can take place as part of the external review of accessibility supports and services (Initiative 3.7). Engage campus and community partners in the needs assessment process, including first-voice perspectives. Identify funding and resourcing requirements to implement desired models | <ul style="list-style-type: none"> Completed needs assessment and resourcing plan | TO BE DEVELOPED | <i>Aligned with Student Experience and Opportunity Plan (Initiative #3.6)</i> |
| 3.13 Map the stages of the procurement process and identify relevant decision-points where accessibility should be considered. Evaluate and improve processes for procuring and contracting accessibility services, to ensure timely completion and compensation for these services. | Procurement | 4-7 years | <ul style="list-style-type: none"> Identify the stages of the procurement process to identify where barriers to accessibility can be prevented and removed. Engage persons with disabilities in the review process | <ul style="list-style-type: none"> Number of first-voice perspectives participating in the review process Number of accessibility services contracted to provide goods and service | TO BE DEVELOPED | |

3. Goods and Services

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | |
|---|----------------|-----------|--------------|------|------------------|--|
| <p>3.14 To support the Procurement Policy, develop accessibility checklists for those purchasing media, videos, marketing materials, software, hardware, web apps, general goods and services. The checklists should be:</p> <ul style="list-style-type: none"> • Accessible to all users, in addition to Procurement Office staff. • Based on evidence-informed practices that are communicated through the purchase application process and RFPs. • Aligned with the Nova Scotia Accessibility Act and Accessibility Standards for Goods and Services, once developed. | Procurement | 4-7 years | | | | |

4. Employment

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|--|---|---|--|--|--|
| <p>4.1 Design, develop and implement regular and ongoing professional development programs in accessibility for StFX faculty, staff and instructors. Training should:</p> <ul style="list-style-type: none"> • Include disability rights, inclusive education, ableism, barriers to participation, accessibility policies and resources provided by StFX. • Be provided as part of mandatory orientation requirements for new staff, faculty and instructors, as well as ongoing professional development. • Be updated regularly and informed by evidence that prioritizes first voice. • Complement equity and anti-racism training to align with recommendations identified by the President's Action Committee on Anti-Racism (PACAR). | <p>Development: Human Resources, Equity and Human Rights</p> <p>Implementation: Human Resources</p> | <p>1-3 years: Foundational training developed and delivered</p> <p>4-7 years: Training is further specialised and scaffolded for groups and departments</p> | <ul style="list-style-type: none"> • All new employees are provided with EDIA training as part of their onboarding. • Training will occur on an ongoing basis to incorporate changes to policies, practices and procedures. • Ongoing professional development will be scaffolded to meet the needs of different groups and departments. • Records of the training are kept. | <ul style="list-style-type: none"> • Number of training sessions delivered/year • Number of faculty/staff who participate per year • Track completed assessment of participant learning | <p>IN PROGRESS</p> <ul style="list-style-type: none"> • StFX Human Resources and Office of Equity and Human Rights are in the process of reviewing and revising the current faculty and staff onboarding and training process, including the development of new EDIA training. |

4. Employment

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|--|--|-----------|---|--|------------------|
| 4.2 Build capacity among senior leadership to cultivate a culture of equity and accessibility at StFX by ensuring all employee learning involves clear processes to support proactive accommodation and accessibility planning and implementation. | Human Resources, Equity and Human Rights | 1-3 years | <ul style="list-style-type: none"> • Build EDIA competencies into the review of applications for senior leadership positions. • All new employees, including senior leaders, are provided with EDIA training as part of their onboarding. • Training will occur on an ongoing basis to incorporate changes to policies, practices and procedures. • Ongoing professional development will be scaffolded to meet the needs of senior leaders. • Records of the training are kept. | <ul style="list-style-type: none"> • Number of training sessions delivered/year • Number of faculty/staff who participate per year • Track completed assessment of participant learning | TO BE DEVELOPED |

4. Employment

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | |
|---|---|-----------|---|--|---|--|
| <p>4.3 Review and identify gaps in employment-related policies, processes and practices that support equity, accessibility, and accommodation. When developing, reviewing and implementing employment-related policies and procedures, StFX will ensure that:</p> <ul style="list-style-type: none"> • Persons with disabilities are consulted about these decisions. • These decisions are informed by a broad base of evidence-informed practice that prioritizes first voice experience and expertise. | Human Resources, Office of Equity and Human Rights | 1-3 years | <ul style="list-style-type: none"> • Review and revise employment-related policies, practices and procedures developed to support equity, accessibility and accommodation. Make revised policies available to new and current StFX employees. | <ul style="list-style-type: none"> • Number of policies reviewed, revised, and created • Number of persons with disabilities engaged in the review process | <p>IN PROGRESS</p> <ul style="list-style-type: none"> • A comprehensive HR policy review using an intersectional lens is being conducted by Rainbow Diversity Institute which employs Black, queer individuals and persons with disabilities. The process is being led by Human Resources & the Office of Equity and Human Rights and informed by StFX's Equity Advisory Committee. | Aligned with PACAR Action Plan (Initiative #2.6) |
| <p>4.4 Create a standardized mechanism for StFX University to collect and share disaggregated data on accessibility barriers and their impacts on student, staff and faculty with disabilities, and individuals who are Deaf and neurodivergent. Data should include:</p> <ul style="list-style-type: none"> • The well-being and achievement of students with disabilities, and Deaf and neurodivergent students. • Identified institutional barriers to accessibility and human rights complaints. | <p>Faculty/Staff: Human Resources, Equity and Human Rights</p> <p>Students: Registrar, Student Services</p> | 1-3 years | <ul style="list-style-type: none"> • Evaluate existing data sources for information on barriers to accessibility, well-being and achievement • Develop additional strategies to collect relevant data, including accessibility barriers to their impact on students, faculty and staff with disabilities. | | <p>IN PROGRESS</p> | |

4. Employment

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|---|-----------------|-----------|---|---|------------------|
| <p>4.5 Ensure institutional policies and procedures provide accommodations and adaptive tools for employees with disabilities and others who experience barriers to accessibility, including appropriate and supportive leave practices, flexible work practices, and return to work plans.</p> <ul style="list-style-type: none"> Develop and introduce an Employee Workplace Accommodations Policy and Return to Work Policy for employees who have been absent from work due to a disability and require accommodation to return to work. | Human Resources | 1-3 years | <ul style="list-style-type: none"> Create and maintain return to work policy and procedures. Ensure existing return to work programs address steps required to access accommodations. Assist departments in facilitating the return to work of employees in accordance with policies and supports. Explore models of flexible work practice, including flexible work models introduced by other post-secondary institutions in response to COVID-19. | <ul style="list-style-type: none"> Number of employment policies Number of employees supported through workplace accommodations | IN PROGRESS |

4. Employment

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | |
|--|-----------------|-----------|--|--|------------------|--|
| <p>4.6 Facilitate accessibility during recruitment, hiring and employee selection processes. This should include:</p> <ul style="list-style-type: none"> • Proactively providing information to all potential applicants about the availability of accessibility services and supports and how to access them. • When arranging specific accommodations, StFX will conduct with the applicant to provide or arrange for the provision of suitable accommodations that meet their specific accessibility needs. • Notifying successful applicants of the university's policies for accommodating employees with disabilities when making offers of employment. | Human Resources | 1-3 years | <ul style="list-style-type: none"> • Integrate information about accessibility services and supports into the staff recruitment, hiring and employee selection process • Streamline communications to incoming employees (see Initiative #2.6) | <ul style="list-style-type: none"> • Number of employees with disabilities hired per year • Number of employees requesting accommodations through the recruitment, hiring and selection process • Assessment of employee feedback | IN PROGRESS | <p><i>Aligned with PACAR Action Plan (Initiative #2.7)</i></p> |

4. Employment

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | |
|--|------------------|-----------|---|---|--|---|
| <p>4.7 Create and maintain practices and procedures to support new employees with disabilities, and individuals who are Deaf or neurodivergent. This should include:</p> <ul style="list-style-type: none"> • Providing the information to new employees as soon as practicable after they begin and provide updates when changes to policies and procedures occur • Consulting with the employee to provide suitable accommodation in a manner that recognizes the employees accessibility needs. | Human Resources | 1-3 years | <ul style="list-style-type: none"> • Orientation for all new employees regarding policies of employment equity and accommodation. • Provide a Letter of Offer to employees that informs them of StFX's Policies and Procedures relating to accessibility • Hiring managers are aware of the processes and notify employees of the resources available. | <ul style="list-style-type: none"> • Number of employees with disabilities hired per year • Number of employees requesting accommodations through the recruitment, hiring and selection process • Assessment of employee feedback | IN PROGRESS | |
| <p>4.8 Maintain ongoing partnerships between StFX Career Services and Tramble Centre for Accessible Learning to provide students with disabilities with access to career mentorship, workplace connections and employability. Increase student engagement in the Engage, Develop, Grow Your Employability (EDGE) Program, and assess the impacts of the program on students with disabilities.</p> | Student Services | 1-3 years | <ul style="list-style-type: none"> • Maintain wage subsidy program for students with disabilities • Develop engaging career programming for students with disabilities (ex. workshops, panel discussions, etc.), including targeted programs for different faculties and groups. • Expand promotions for EDGE programming • Develop assessment strategy | <ul style="list-style-type: none"> • Number of student appointments per year • Number of unique student appointments per year • Students accessing EDGE Services per academic program • Number of placements • Students accessing EDGE Services per year of study • Average number of appointments per student • Assessment of participant learning and growth | <p>IN PROGRESS</p> <ul style="list-style-type: none"> • Funding for EDGE has been added to the Province's MOU to StFX. (haven't heard how much as of today). The MOU is for four years. Within the last year, developed new employers based on students looking for a work experience that relate to student's degree. Also developed new partnerships with businesses outside of Antigonish | <p><i>Aligned with Student Experience and Opportunity Plan (Initiative #3.12)</i></p> |

4. Employment

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|---|-----------------|-----------|--|--|------------------|
| <p>4.9 Provide staff, faculty and instructors with disabilities, and individuals who are Deaf and neurodivergent with timely access to effective accessibility services and supportive assistive technology that meet their work-related needs. This means ensuring:</p> <ul style="list-style-type: none"> • Access to accessibility services and appropriate assistive technology that is proactive, flexible and responsive. • Accessibility barriers that impact a staff person's ability to fully participate in the workplace and to do their job it not impacted or delayed due to a delay or lack of access to these services and appropriate assistive technology. | Human Resources | 1-3 years | <ul style="list-style-type: none"> • Ensure process to provide supports are in place • Educate managers and University offices about these processes | <ul style="list-style-type: none"> • Number of employees with disabilities hired per year • Number of employees requesting accommodations through the recruitment, hiring and selection process • Ongoing evaluation of accessibility improvements, including feedback from employees with disabilities and individuals who experience barriers to accessibility. | IN PROGRESS |

4. Employment

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | |
|--|------------------|-----------|---|--|---|--|
| <p>4.10 Increase the number of co-curricular engagement and paid employment opportunities available on campus, with a particular focus on expanding employment opportunities for students from historically-excluded students, including Indigenous, Black, minoritized, international, first-generation students, and students with disabilities.</p> <ul style="list-style-type: none"> Identifying, preventing and removing barriers to access current paid employment opportunities for students with disabilities, including paid internship and co-op placements. | Student Services | 4-7 years | <ul style="list-style-type: none"> Identify barriers in existing paid employment, co-op and internship experiences for students with disabilities. Identify partnership opportunities to expand paid employment opportunities for students with disabilities available on-campus Identify and acquire funding to expand and diversify paid employment opportunities for students with disabilities | <ul style="list-style-type: none"> Number of students with disabilities participating in paid employment opportunities on campus, internships and co-op placements. Number of campus and community partners providing paid employment opportunities for students with disabilities Assessment of student learning and satisfaction. | <p>IN PROGRESS</p> <p>Funding for EDGE has been added to the Province's MOU to StFX. (haven't heard how much as of today). The MOU is for four years. Within the last year, developed new employers based on students looking for a work experience that relate to student's degree. Also developed new partnerships with businesses outside of Antigonish</p> | <p><i>Aligned with PACAR Action Plan (Initiative #2.12)</i></p> <p><i>Aligned with Student Experience and Opportunity Plan (Initiative #3.8)</i></p> |

4. Employment

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date | |
|---|--|-----------|---|---|---|--|
| 4.11 Develop a guide to support managers' capacity to implement accessible employment practices, in collaboration with first-voice perspectives. | Human Resources | 4-7 years | <ul style="list-style-type: none"> Training in the form of a guide/toolkit on accessible employment practices is provided to managers/directors, developed in collaboration with first-voice perspectives. | <ul style="list-style-type: none"> Number of first-voice perspectives engaged in the process Number of downloads to access the guidelines Proportion of managers aware of the accessibility supports and services available at StFX. | TO BE DEVELOPED | <i>Aligned with PACAR Action Plan (Initiative #2.13)</i> |
| 4.12 Communicate the process of the development of the Province of Nova Scotia Accessible Employment Standard and its future application to the University community. | Vice President, Finance and Administration | TBD | | | <ul style="list-style-type: none"> StFX University will monitor progress of the Standard and will participate in its development through the Province of Nova Scotia Accessibility Directorate | |

5. Transportation

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|---|---|--|---|---|---|
| <p>5.1 Develop and deliver accessibility training and professional development for departments responsible for transportation. Training should align with professional development delivered by Human Resources, and include additional training specific to transportation.</p> | <p>Development: Human Resources, Equity and Human Rights</p> <p>Implementation: Facilities Management</p> | <p>1-3 years: Foundational training developed and delivered</p> <p>4-7 years: Training is further specialised and scaffolded for individuals and departments</p> | <ul style="list-style-type: none"> • Create an online training module for new staff • Provide existing staff and volunteers with ongoing professional development. • Records of the training are kept. | <ul style="list-style-type: none"> • Number of training sessions delivered/ year • Number of faculty/staff who participate per year • Track completed assessment of participant learning | <p>IN PROGRESS</p> <ul style="list-style-type: none"> • Human Resources and the Office of Equity and Human Rights is developing foundational training on EDIA to be delivered to all staff. |
| <p>5.2 Develop a Campus Master Plan, including accessibility standards. Ensure updates and revision to the StFX Campus Master Plan include:</p> <ul style="list-style-type: none"> • Comprehensive landscape planning, incorporating accessibility. • Increase to the number of trash cans in high traffic pathways. • Upgrades to outdoor lighting. • Updates to pathways, including spaces, sidewalks, roadways, and entrances. | <p>Vice-President, Finance and Administration</p> | <p>1-3 years</p> | <ul style="list-style-type: none"> • StFX to develop a Campus Master Plan, including accessibility standards • Campus Master Plan will be posted on the StFX website. | | <p>IN PROGRESS</p> <ul style="list-style-type: none"> • In 2017, StFX contracted William Nycum and Associates Limited and SmithGroupJJR to develop a Campus Framework Plan. • The Framework will be revised and developed further to align with the new StFX Strategic Plan and StFX Accessibility Plan. |

5. Transportation

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|--|---|-----------|--|--|------------------|
| <p>5.3 Review and update existing processes and procedures from an accessibility lens and better support persons with disabilities during temporary access disruptions. This should include temporary building and weather-related disruptions (procedures for snow removal, communication regarding signage and other unplanned events with accessibility impacts).</p> | Facilities Management | 1-3 years | <ul style="list-style-type: none"> • Create online service disruption tool. Identified administrators will have access to post on this site and notify StFX community of service disruptions. • Notice of service disruptions will include information about the reason for the disruption, how long the disruption will last, and a description of any alternative facilities or services available. | <ul style="list-style-type: none"> • Number of temporary access disruptions per year • Number of communications posted on website. • Number of communications circulated to campus community. | TO BE DEVELOPED |
| <p>5.4 Develop and execute a project to ensure accessible signage and wayfinding, specific to transportation on StFX campus.</p> <ul style="list-style-type: none"> • Ensure accessible wayfinding is incorporated into the Campus Master Plan and reflects the Transportation Accessibility Standards, once completed. | Facilities Management, Marketing & Communications | 4-7 years | <ul style="list-style-type: none"> • Establish joint working group, including first-voice perspectives and members of Facilities Management, Marketing and Communications. • Establish a comprehensive evaluation process to better understand users experiences navigating campus through an accessibility lens. • Ensure accessible wayfinding is incorporated into the Campus Master Plan and reflects the Built Environment Accessibility Standards, once developed | | TO BE DEVELOPED |

5. Transportation

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|--|--|-----------|--|--|------------------|
| <p>5.5 Collaborate with the Town and County of Antigonish and community transit service providers to ensure accessible, affordable public transportation to and from campus.</p> | Facilities Management | 4-7 years | <ul style="list-style-type: none"> Establish ongoing partnership with Town and County of Antigonish to provide accessible transportation services for employees and students. StFX to provide accessible transportation services for employees and students. | <ul style="list-style-type: none"> Number of accessibility projects in partnership with Town and County of Antigonish Number of first-voice perspectives engaged in the process Ongoing evaluation of accessibility improvements, including feedback from persons with disabilities and individuals who experience barriers to accessibility. | TO BE DEVELOPED |
| <p>5.6 Develop a multi-year budget and annual allocation process for continuing to advance and improve accessible transportation initiatives on campus. This should include:</p> <ul style="list-style-type: none"> Development of a funding program Development of signature joint projects Allocation of additional funding through existing sources such as facilities renewal, new strategic initiative funding, load and grant programs, or capital campaigns. | Vice-President, Finance and Administration | 4-7 years | <ul style="list-style-type: none"> A report on the cost analyses of the recommendations, and an accompanying plan to fund the initiatives and improvements, is commissioned. | <ul style="list-style-type: none"> Total dollars (\$) required for accessibility improvements Total dollars (\$) secured for accessibility improvements Ongoing evaluation of accessibility improvements, including feedback from persons with disabilities and individuals who experience barriers to accessibility. | TO BE DEVELOPED |

6. Built Environment

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|--|---|-----------|---|--|--|
| 6.1 Develop a comprehensive consultation process and evidence-informed best practices for engaging persons with disabilities in decision-making related to the planning, design, and implementation of new construction and major renovations. | Governance and Strategic Initiatives, Facilities Management | 1-3 years | <ul style="list-style-type: none"> A list of resources and process on how to effectively engage and consult with persons with disabilities is collated and published. | <ul style="list-style-type: none"> Number of first-voice perspectives engaged in the process. | TO BE DEVELOPED |
| 6.2 Establish a Working Group to review the StFX Accessibility Audit and establish a process for phasing improvements to the built environment. <ul style="list-style-type: none"> Membership should include persons with lived experiences of disabilities and individuals who experience barriers to accessibility on campus, as well as the relevant service providers. Members will advise the StFX Accessibility Advisory Committee on progress where decisions are required. | Facilities Management | 1-3 years | <ul style="list-style-type: none"> Convene series of meetings to engage participants in review of Audit and Built Environment and priority-setting, including first-voice perspectives. Propose priority projects to Vice-President, Finance and Administration for action in 1-3 years | <ul style="list-style-type: none"> Number of participants engaged in Working Group Number of meetings held per year Number of projects identified through assessment Total projected project costs | IN PROGRESS <ul style="list-style-type: none"> Anne Sinclair Architects was contracted to conduct a high-level accessibility assessment for all campus buildings based on Nova Scotia's Interim Accessibility Guidelines for Indoor and Outdoor Spaces The full audit report has been reviewed and synthesized by Facilities Management |
| 6.3 Develop a strategy for Accessibility Plan implementation and funding, including a multi-year budget and annual allocation for built environment initiatives. | Human Resources | 1-3 years | <ul style="list-style-type: none"> Develop funding strategy to support improvements to the built environment, priorities identified by the Built Environment Working Group and recommendations outlined in Accessibility Plan | <ul style="list-style-type: none"> Total dollars (\$) required for accessibility improvements Total dollars (\$) secured for accessibility improvements | TO BE DEVELOPED |

6. Built Environment

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|--|-----------------------|-----------|---|---|---|
| <p>6.4 Develop a common reporting tool, in collaboration with other post-secondary institutions, for facilities management employees to track and report progress on improving accessibility as part of StFX's accessibility planning process. Integrate the Provincial Built Environment Accessibility Standard into this tool, when developed.</p> | Facilities Management | 1-3 years | <ul style="list-style-type: none"> Develop a common reporting tool, in collaboration with other post-secondary institutions | <ul style="list-style-type: none"> Number of accessibility improvements initiated Number of accessibility improvements completed Ongoing evaluation of accessibility improvements, including feedback from persons with disabilities and individuals who experience barriers to accessibility. | TO BE DEVELOPED |
| <p>6.5 Ensure all emergency evacuation systems, policies, procedures, communications and training enable the safe and efficient evacuation of persons with disabilities and others who experience barriers to accessibility during an emergency. Documents must be created and made available in accessible formats.</p> | Risk Management | 1-3 years | <ul style="list-style-type: none"> Update emergency procedures and ensure information is made available in accessible formats. | <ul style="list-style-type: none"> Number of downloads to access emergency evacuation systems, policies, procedures, communications Number of training sessions offered per year Number of participants completing training per year Proportion of faculty, staff and students who are familiar with our emergency evacuation process and how to access the information | <p>IN PROGRESS</p> <ul style="list-style-type: none"> Risk Management is in the process of revising the emergency response plans, including particular our fire safety plans. A third-party company has been contracted to ensure emergency mapping follows current accessibility standards. |

6. Built Environment

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|--|-----------------------|----------|--|------|---|
| 6.6 Adopt Provincial Built Environment Accessibility Standards to ensure meaningful access to existing buildings, new construction and major renovations, aiming to exceed them when feasible. New construction will be considered an opportunity to exceed minimum accessibility standards. | Facilities Management | TBD | <ul style="list-style-type: none"> StFX to consider all accessibility standards when planning new construction and major renovation to existing buildings | | <ul style="list-style-type: none"> StFX University will monitor progress of the Standard and will participate in its development through the Province of Nova Scotia Accessibility Directorate |
| 6.7 Develop and utilize a common accessibility auditing tool to assess the accessibility of campus buildings and outdoor spaces. The tool should be developed in collaboration with the Built Environment Working Group, including first-voice perspectives. Integrate the Provincial Built Environment Accessibility Standard into this tool, when developed. | Facilities Management | TBD | <ul style="list-style-type: none"> StFX to consider all accessibility standards when assessing the accessibility of on-campus buildings and outdoor spaces. | | <ul style="list-style-type: none"> StFX University will monitor progress of the Standard and will participate in its development through the Province of Nova Scotia Accessibility Directorate |

6. Built Environment

| Action | Accountability | Timeline | Deliverables | KPIs | Progress to Date |
|--|--|-----------|--|--|--|
| 6.8 Implement a process for ongoing built environment audits to assess accessibility improvements, in consultation with first-voice perspectives. Continue carrying out building and campus-wide accessibility audits through the Facilities Management team to understand the accessibility improvements that should be made to each site. Use the results to identify, prevent and remove barriers to accessibility for common priority areas. | Facilities Management | 4-7 years | <ul style="list-style-type: none"> Establish a process for implementing ongoing audits to assess accessibility improvements to the built environment, in consultation with first voice perspectives | <ul style="list-style-type: none"> Number of first-voice perspectives engaged in the process Number of audits completed Number/cost(\$) of accessibility improvements identified Ongoing evaluation of accessibility improvements, including feedback from employees with disabilities and individuals who experience barriers to accessibility. | <p>IN PROGRESS</p> <ul style="list-style-type: none"> Anne Sinclair Architects was contracted to conduct a high-level accessibility audit for all campus buildings based on Nova Scotia's Interim Accessibility Guidelines for Indoor and Outdoor Spaces The full audit report has been reviewed and synthesized by Facilities Management |
| 6.10 Develop a response plan, process, and funding plan for additional accessibility enhancements and requests. | Vice-President, Finance and Administration | 4-7 years | <ul style="list-style-type: none"> A report on the cost analyses of the recommendations, and an accompanying plan to fund the initiatives and improvements, is commissioned. | | <p>TO BE DEVELOPED</p> |