

UNIVERSITY OF REGINA ACCESSIBILITY PLAN

2025 - 2028



University
of Regina

Go far, together.



Land Acknowledgement

This Land Acknowledgment is part of an ongoing conversation as we work toward reconciliation.

The University of Regina and its federated colleges are on Treaty 4 and Treaty 6, the territories of the nêhiyawak, Anihşināpēk, Dakota, Lakota, and Nakoda peoples, and the homeland of the Michif/Métis nation.

We recognize that, as an institution founded by settlers, we benefit from being on this land. We are grateful for the privilege to learn, teach, and work here. We demonstrate our commitment to reconciliation by incorporating Indigenous knowledge and world views in our research, teaching, and studies to ensure that there are increased economic, social, and creative opportunities for current and future generations. It is our responsibility to strengthen relationships with Indigenous communities and build a more inclusive future.

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Acknowledgements

This University of Regina Accessibility Plan is the result of an organized and cooperative effort from internal and external University of Regina community members, including students, staff, faculty, alumni and many partnering organizations. We would like to thank all those who participated and shared their time, lived experiences and perspectives to help form this Accessibility Plan.

Partnering Organizations:

- The Big Sky Centre for Learning and Being Astonished Inc.
- Canadian National Institute for the Blind (CNIB)
- Creative Options Regina (COR)
- Inclusion SK
- Saskatchewan Deaf and Hard of Hearing Society (SDDAHH)
- Social Work Student Society

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At a Glance

Objective & Commitment

Our objective is to create a campus where everyone can participate fully, equitably, and with dignity.

The University of Regina is committed to building an inclusive and accessible campus for all students, staff, faculty, and visitors. This Accessibility Plan (2025–2028) is a living document that aligns with The Accessible Saskatchewan Act and the University's strategic priorities to remove barriers and promote equity across all aspects of campus life. The University of Regina will monitor progress, update actions as needed, and remain accountable to the campus community.

Accessibility Achievements to Date

The University of Regina has already undertaken numerous accessibility initiatives that:

- Support accommodations and advocacy.
- Encourage hybrid and flexible learning options.
- Improve the physical environment.
- Increase the use of captions and transcripts in online learning.
- Build partnerships and programs to enhance practices.
- Create safe spaces to support diverse needs and transform campus culture.

Community Engagement

This Accessibility Plan was thoughtfully informed by engagement with University of Regina students, staff, faculty, leadership, alumni and external partners.

University of Regina community members, living with and without disabilities, provided hundreds of comments on six barriers: Physical, Attitudinal, Information & Communication, Systemic, Technological, and Other (Community and Cultural).

Barriers & Objectives

A total of six barriers, six objectives and thirty goals have been created to guide University of Regina actions from 2025 to 2028 to remove accessibility barriers across our campus community and align with our commitments.

Barriers	OBJECTIVES
Physical	Ensure all physical spaces are safe, accessible, and inclusive.
Attitudinal	Build a culture of inclusion and respect by eliminating stigma and discrimination
Information & Communication	Guarantee all information and communications are accessible to every community member.
Systemic	Reform policies and processes to embed accessibility and remove inequities.
Technological	Create a digitally accessible campus supported by inclusive tools and training.
Other	Ensure all campus programs and events integrate accessibility and inclusive practices.

A complete list of barriers, objectives and goals can be found in Table 1.

Introduction

Accessibility Plan

The University of Regina is committed to building a campus that is inclusive, welcoming, and accessible to all. This Accessibility Plan reflects our dedication to removing and preventing barriers so that students, faculty, staff, and visitors of all abilities can fully participate in university life.

The Plan recognizes that accessibility is not only about physical spaces, but also about attitudes, system, technologies, and communication. We aim to create a campus environment that is meaningful, impactful, and equitable for everyone.

This Accessibility Plan aligns with The Accessible Saskatchewan Act and the University's strategic priorities to remove barriers and promote equity across all aspects of campus life.

This Accessibility Plan identifies barriers, highlights achievements, and outlines six objectives and thirty goals that will guide actions to be taken from 2025 to 2028 to remove accessibility barriers across our campus community and align with our commitments.

University of Regina's Commitments

The University of Regina seeks to reflect the world we want to live in — a world that values empowered citizens, generates high-impact scholarship, and embraces Canada's diversity.

This Accessibility Plan and the actions it will produce positively align with the University of Regina's vision, mission and values by creating a campus where everyone can participate fully, equitably, and with dignity.

Our Engagement Process

The development of the Accessibility Plan was informed by a comprehensive engagement process designed to capture diverse voices and experiences across our campuses. This process included multiple phases and activities.

Environmental Scan and Policy Review

A review was conducted of existing data, legislation, and university policies to better understand the current accessibility context at the University of Regina. This process involved examining relevant provincial legislation, institutional frameworks, and previous accessibility-related initiatives to identify strengths, gaps, and opportunities for improvement. The findings from this review established a foundation for the Accessibility Plan by situating the University's efforts within both the provincial policy landscape and broader best practices in accessibility and inclusion.

External Stakeholder Mapping

As part of the engagement process, we reached out to community stakeholders and organizations connected to the University and involved in supporting people with disabilities. These stakeholders provided valuable feedback that helped inform the Accessibility Plan. Organizations consulted include:

- Canadian National Institute for the Blind (CNIB)
- Saskatchewan Deaf and Hard of Hearing Services (SDHHS)
- Social Work Student Society
- Creative Options Regina (COR)
- The Big Sky Centre for Learning and Being Astonished Inc.
- Inclusion Saskatchewan (Inclusion SK)

Engagement Sessions

Facilitated engagement sessions were a key part of the consultation process, creating opportunities for participants to share experiences, identify barriers, and suggest solutions.

One session was held with core members of The Big Sky Centre for Learning and Being Astonished Inc., who provided valuable insights on accessibility challenges in physical spaces, communication, and attitudes, while also sharing practical recommendations.

A second open session, attended by 13 students and 9 staff members from a range of campus staff, gathered feedback on barriers across classrooms, services, and digital platforms. Participants also proposed actions such as enhanced training and greater awareness initiatives. These sessions combined lived experience with diverse campus perspectives, ensuring that the Accessibility Plan is informed by both depth and breadth of community input.

Consultations

A series of consultations were also held with campus units, students and community organizations to identify priority barriers and opportunities for action. Participants were invited to share lived-experience expertise, with their time and knowledge recognized as central to the process.

Survey

A plain-language, anonymous digital survey was distributed across the university to target students, staff, faculty and alumni to collect broad feedback on accessibility barriers and challenges in accessing spaces, services, and programs.

The survey results provided a valuable, campus-wide perspective that complemented the more detailed feedback gathered through interviews, consultations, and engagement sessions. These insights helped identify recurring themes, confirm priority areas for action, and highlight opportunities for improvement in the Accessibility Plan.

A total of 594 survey results were returned, some complete and some incomplete. University of Regina community members, living with and without disabilities, provided hundreds of comments on six barriers: Physical, Attitudinal, Information & Communication, Systemic, Technological, and Other (Community and Cultural).

From all 594 respondents, the following barriers were experienced in the past year:	From the 230 respondents who self-identified as being a person with a disability, the following barriers were experienced in the past year:
1. Physical (22.3%) 2. Attitudinal (20.0%) 3. Systemic (19.9%) 4. Technological (19.4%) 5. Information & Communication (18.9%) 6. Other (13.8%)	1. Physical (33.0%) 2. Attitudinal (31.7%) 3. Systemic (29.1%) 4. Information & Communication (26.5%) 5. Technological (24.3%) 6. Other (17.4%)

Survey demographics can be found in Table 2.

Accessibility Achievements

The University of Regina has already undertaken numerous accessibility initiatives, including, but not limited to:

- Student Accessibility Services supports accommodations and advocacy.
- Campus for All - inclusive post-secondary program for adults with developmental disabilities.
- Hybrid and flexible learning options expanded across faculties.
- Accessible washrooms by building code, three fully accessible washrooms, classrooms, and building connections added.
- Participatory auditing opportunities for students with developmental disabilities integrated into regular classes.
- Expansion of automatic door installations and upgrades across key campus buildings.
- Improved connectivity of main campus buildings to support mobility during winter months.
- Increased use of closed captions and transcripts in online learning environments.
- Some accessible seating areas integrated into auditoriums and classrooms.
- Partnerships with community organizations (e.g. The Big Sky Centre for Learning and Being Astonished Inc. and Creative Options) to enhance inclusive practices.
- Adaptive recreation and wellness activities, including accessible fitness programming.
- Introduction of alternative exam formats in select programs to support diverse learning needs.
- Equity, Diversity and Inclusion and Student Wellness Offices offer safe spaces to support diverse needs and transform campus culture.
- Inclusion of staff accommodations through Human Resources.
- Newly designed website incorporating accessibility features.
- The Brad Hornung Accommodations Test Centre is a state-of-the-art facility that provides a centralized, equitable environment for students requiring exam accommodations. It offers tailored supports such as readers, scribes, assistive technology, and adaptive tools. The Centre ensures that all students can demonstrate their knowledge under fair, equitable and inclusive conditions.

Objectives & Goals

Physical Barriers

Definition: Physical barriers prevent people with disabilities from accessing buildings, facilities, and services due to design, layout, or environmental conditions.

Survey Data: Of 484 survey respondents, 22.3% have had Physical Barriers impact their use of University of Regina’s facilities, programs and services in the past year.

105 people specified that they experienced physical barriers relating to entrances & passageways (41.0%), elevators (39.0%), outdoor spaces (36.2%), transportation & parking (30.5%), furniture & outlets (28.6%), washrooms (27.6%), indoor spaces (19%), lighting (16.2%), food & drink (10.5%), recreation (10.5%) and other physical barriers (3.8%).

Of the 230 survey respondents who self-identified as a person with a disability, 33% have had Physical Barriers impact their use of University of Regina’s facilities, programs and services in the past year. And 65.8% of these people said they experience Physical barriers Often or Always.

Some of what we heard:

Theme	Concerns	Suggested Solution
Inaccessible washrooms and dorms	Accessible rooms in Kisik building have beds too high for wheelchair users.	Renovate dorms and washrooms to meet accessibility standards.
Snow/ice maintenance issues	Snow makes moving around difficult.	Improve snow removal and add textured/grippy surfaces.
Elevator outages	When the Classroom building elevator is down, there is no access to upper rooms.	Upgrade and maintain elevators with real-time outage communication.

Objective: Ensure all physical spaces at the University of Regina are accessible, safe, and inclusive for everyone.

2025-28 Goals:

- Create a campus-wide plan for all University of Regina campuses for upgrading entrances, passageways, elevators, washrooms, doors, and lighting that are not fully accessible.
- Enhance snow and ice removal and improve outdoor pathways and spaces for safety.
- Expand accessible parking and transit stop access.
- Enhance efforts to bring forward concerns raised by members of the campus community regarding transportation to Regina Public Transit and other relevant transportation services.
- Ensure accessibility (Universal Design) is integrated during the planning stages of new construction, renovations and upgrades. This should include consultations with persons with disabilities and the Accessibility Office.
- Monitor existing accessibility features such as push bars and washroom lifts.
- Include a designated, accessible lactation station that is always available to students, including those attending evening classes.

Attitudinal Barriers

Definition: Attitudinal barriers arise from stereotypes, stigma, ableism, and lack of understanding about visible and invisible disabilities.

Survey Data: Of 434 survey respondents, 20.0% have had Attitudinal Barriers impact their use of University of Regina’s facilities, programs and services in the past year.

86 people specified that they experienced attitudinal barriers relating to invisible disabilities not recognized (66.3%), lack of understanding about disability and the needs of the person with the disability (65.1%), negative attitude toward accommodation (57.0%), inconsiderate behaviour (54.7%), time & energy to seek & receive assistance (44.2%), negative attitude toward disability (39.5%), and other attitudinal barriers (5.8%).

Of the 230 survey respondents who self-identified as a person with a disability, 31.7% have had Attitudinal Barriers impact their use of University of Regina’s facilities, programs and services in the past year. And 39.7% of these people said they experience Attitudinal barriers Often or Always.

Some of what we heard:

Theme	Concerns	Suggested Solution
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Stigma around invisible disabilities	Failing to recognize invisible disabilities leads to ineffective accommodations.	Mandatory anti-ableism and inclusion training.
Resistance to accommodations	Memory sheet accommodations are not allowed by all professors.	Enforce accommodation policies and accountability.
Ableist assumptions	Some people assume that others abuse accommodations.	Awareness campaigns and universal design approaches.

Objective: Build a culture of inclusion and respect by eliminating stigma and discrimination related to disability and diversity.

2025-28 Goals:

- Develop, promote and implement anti-ableism and accessibility training for all members of the University of Regina community.
- Encourage faculties and units to develop Accessibility Action Plans that embed accessibility into the fabric of the campus.
- Launch awareness campaigns to reduce stigma around invisible disabilities.
- Integrate accessibility into onboarding education for staff, faculty and students.

Information & Communication Barriers

Definition: Information and communication barriers occur when information is not presented in formats that are accessible to all (e.g., Braille, captioning, plain language).

Survey Data: Of 403 survey respondents, 18.9% have had Information & Communication Barriers impact their use of University of Regina’s facilities, programs and services in the past year.

76 people specified that they experienced information & communication barriers relating to signs & maps (47.4%), noise (34.2%), email (32.9%), textbooks & other materials (31.6%), language (18.4%), other information & communication barriers (18.4%) and lack of interpretive support (14.5%).

Of the 230 survey respondents who self-identified as a person with a disability, 26.5% have had Information & Communication Barriers impact their use of University of Regina’s facilities, programs and services in the past year. And 52.5% of these people said they experience Information & Communication barriers Often or Always.

Some of what we heard:

Theme	Concerns	Suggested Solution
Non-accessible course materials	Documents incompatible with screen readers or transcripts missing.	Standardize accessible formatting and captions.
Poor signage/maps	Building maps are small JPGs and blurry when zoomed in.	Provide high-resolution, tactile, and Braille maps.
Lack of interpreters	Need to bring ASL/CART interpreters from off campus.	Create central interpreter request system and fund services.

Objective: Guarantee that all information and communication at the University is accessible, clear, and inclusive of all community members.

2025-28 Goals:

- Ensure updates to websites and social media platforms include accessibility considerations.
- Optimize search functions for accessibility.
- Encourage bilingual communication in campus messaging and materials and translate into other languages where needed.
- Provide training for instructors on accessible teaching methods and inclusive communication.
- Provide guidance and monitor accessibility standards (Universal Design for Learning) in course design, materials and documents.
- Ensure consistent communication about available accommodation supports.
- Introduce Braille signage and tactile maps across campus.
- Create a centralized accessibility communication platform (outages, detours, updates).
- Provide accommodation for interpreting services and captioning for deaf and hard-of-hearing students.

Systemic Barriers

Definition: Systemic barriers are policies, practices, or procedures that unfairly restrict access or create inequities for people with disabilities.

Survey Data: Of 391 survey respondents, 19.9% have had Systemic Barriers impact their use of University of Regina's facilities, programs and services in the past year.

77 people specified that they experienced systemic barriers relating to requirements to receive accommodation & flexibility afterward (46.8%), rigid structures, policies & schedules (46.8%), employment (35.1%), resources (32.5%), access to inclusive education/training/design (19.5%) and other systemic barriers (9.1%).

Of the 230 survey respondents who self-identified as a person with a disability, 29.1% have had Systemic Barriers impact their use of University of Regina's facilities, programs and services in the past year. And 49.3% of these people said they experience Systemic barriers Often or Always.

Some of what we heard:

Theme	Concerns	Suggested Solution
Cost of accommodations	Documentation for accommodations is expensive and time-consuming.	Reimburse or subsidize medical documentation.
Rigid policies	There are not options to take courses at a decelerated pace.	Introduce flexible learning schedules and policies.
Complex processes	Forms for exam deferrals are difficult to locate.	Centralize accommodation forms and simplify procedures.

Objective: Reform policies, procedures, and systems to remove inequities and ensure accessibility is embedded institutionally.

2025-28 Goals:

- Provide an online feedback mechanism for the University of Regina community and the public to voice accessibility needs and concerns.
- Create an accessibility checklist for events, new technologies, and facilities.
- Develop a policy for compliance with accessibility accommodations, supported by accountability measures.
- Review and simplify accommodation processes to reduce administrative burden and improve flexibility.

Technological Barriers

Definition: Technological barriers occur when digital tools, systems, or platforms are not designed or supported to meet diverse accessibility needs.

Survey Data: Of 387 survey respondents, 19.4% have had Technological Barriers impact their use of University of Regina’s facilities, programs and services in the past year.

74 people specified that they experienced technological barriers relating to availability of tools (40.5%), time (40.5%), quality of tech (37.8%), rigidity of accommodations (32.4%), access to technology (25.7%) and other technological barriers (14.9%).

Of the 230 survey respondents who self-identified as a person with a disability, 24.3% have had Technological Barriers impact their use of University of Regina’s facilities, programs and services in the past year. And 42.9% of these people said they experience Technological barriers Often or Always.

Some of what we heard:

Theme	Concerns	Suggested Solution
Inaccessible digital platforms	UR Courses and Self Service are difficult to navigate.	Redesign digital systems with accessibility-first principles.
Limited assistive tech	Students lack access to text-to-speech and Zoom Pro accounts.	Fund and expand assistive technology availability.
Poor Wi-Fi access	Connectivity issues across campus impact online learning.	Upgrade Wi-Fi infrastructure campus wide.

Objective: Create a digitally accessible campus through technology, tools, and training that empower all users.

2025-28 Goals:

- Ensure all university websites, UR Courses, and online platforms meet accessibility standards, such a WCAG compliance and use of ALT text.
- Improve campus-wide Wi-Fi reliability and digital support for accessibility needs.
- Expand access to assistive technologies (e.g., text-to-speech, Zoom Pro) and provide training.

Other (Community & Cultural) Barriers

Definition: Other (Community and cultural) barriers arise when people with disabilities are excluded from social, cultural, or community life due to lack of inclusive design or awareness.

Survey Data: Of 385 survey respondents, 13.8% have had Other Barriers impact their use of University of Regina’s facilities, programs and services in the past year.

Of the 230 survey respondents who self-identified as a person with a disability, 17.4% have had Other Barriers impact their use of University of Regina’s facilities, programs and services in the past year.

Some of what we heard:

Theme	Concerns	Suggested Solution
Exclusion from events	Students with disabilities are excluded from events or social spaces.	Accessibility built into all event planning.
Lack of inclusive sports	Concerns with recreational activities and spaces not being accessible.	Expand adaptive sports programs and recreation facilities.
General lack of awareness	Lack of awareness of accessibility and accessibility responsibilities.	Train student leaders and event organizers.

Objective: Foster a campus culture where accessibility and inclusion are integral to all programs, events, and community activities.

2025-28 Goals:

- Ensure all campus meetings, events, and programs are designed with accessibility and inclusive, meaningful participation in mind.
- Expand accessible recreation and sports programs.
- Launch navigation app and guide to support participation in community spaces.

Conclusion

The University of Regina is committed to continuous improvement in accessibility and inclusion through community care and inclusive design.

This plan represents a living document that will guide efforts from 2024 to 2028, with the goal that all members of the campus community, students, staff, faculty, leadership, partners and visitors, are able to participate fully, equitably, and with dignity in all aspects of university life.

Provide Feedback

We value ongoing feedback regarding the University of Regina's Accessibility Plan.

Please use the following online feedback form to leave your comments and suggestions to help address barriers and inform further development of the Accessibility Plan moving forward.

<https://redcap.link/vyase0bg>

Thank-you.

Glossary of Terms

Ableism: Discrimination, prejudice, or assumptions that treat people with disabilities as less capable, or “less normal,” than people without disabilities.

Example: Assuming a student with a mobility aid cannot participate in a field course.

Source: Ontario Human Rights Commission – Policy on Ableism and Discrimination Based on Disability (OHRC)

Accessibility: Making sure everyone, including people with disabilities, can take part fully in university life.

Canadian context: Defined in the *Accessible Canada Act* as giving persons with disabilities “the opportunity to participate fully and equally in society.”

Source: Accessible Canada Act

Accommodation: A change or support that helps someone access learning or work equally.

Examples: Extra exam time, course notes in large print, flexible deadlines, accessible lab equipment.

Source: Canadian Human Rights Commission – Duty to Accommodate

Alt-Text (Alternative Text): A short, written description of an image or diagram that allows screen readers to describe visuals for students with vision impairments.

Example: A biology diagram with alt-text describing the parts of a cell.

Source: McGill University – Alternative Text for Images and Diagrams (McGill)

Anti-Ableism: Intentional actions and policies that challenge ableist attitudes and create inclusive environments.

Example: Training faculty on inclusive language, ensuring accessibility is built into all course design. Training and signage that stop others from sleeping on beds in fully accessible washrooms.

Source: Accessibility Standards Canada – Draft Employment Standard, Annex D: Anti-Ableism Policies (Accessible Canada)

Assistive Technology (AT): Tools that help students with disabilities succeed.

Examples: Screen readers, voice-to-text software, FM hearing systems.

Source: NEADS – Assistive Technology for Students with Disabilities

Barrier: Anything that gets in the way of a student, staff, or visitor being able to participate.

Examples: A lecture hall without ramps (physical), course material without captions (communication), negative assumptions about students with disabilities (attitudinal).

Source: Accessible Canada Act, s.2

Attitudinal Barriers: Biases, stereotypes, or stigma that assume students with disabilities can't succeed.

Example: A professor assuming a student with hearing loss can't participate in discussions.

Source: Universities Canada – Accessibility in Universities

Information & Communication Barriers: When course content, websites, or messages aren't available in accessible formats.

Examples: PDFs that can't be read by screen readers, videos without captions, unclear signage.

Source: Government of Canada ICT Accessibility Glossary

Systemic Barriers: Rules, policies, or practices that exclude people unintentionally.

Examples: Requiring doctor's notes for minor accommodations, or inflexible attendance rules.

Source: Accessible Canada Act

Technological Barriers: When tech doesn't work with assistive devices.

Examples: Online exams that don't work with screen readers, learning management systems (LMS) without keyboard navigation.

Source: Canada ICT Glossary

Braille: A tactile writing system using raised dots that people who are blind or have low vision can read by touch.

Example: Elevator buttons, classroom signage, or course materials available in braille.

Source: Braille Literacy Canada – Accessible Signage Guidelines (2024)
(Braille Literacy Canada)

Disability: Any condition, physical, mental, sensory, cognitive, or episodic, that combined with a barrier, makes full participation harder.

Note: Includes temporary injuries (e.g., broken leg) and episodic conditions (e.g., MS, migraines).

Source: Accessible Canada Act

Equity vs. Equality: *Equality* = treating everyone the same. *Equity* = giving people the support they need to have fair access.

Example: Equality would mean all students get the same exam time. Equity means a student with ADHD might get extra time.

Source: Universities Canada – Equity, Diversity and Inclusion

Invisible Disability: A disability that is not immediately noticeable, such as chronic pain, mental health conditions, learning disabilities, or fatigue disorders.

Example: A student with ADHD or anxiety who needs flexible deadlines, but whose disability isn't visible to others.

Source: Centre for Innovation in Campus Mental Health – Accessibility and Accommodations Toolkit (2023) (CICMH)

Neurodivergence: Neurodiversity refers to the natural variations in how we think, learn, process, and communicate information. Some individuals identify as neurodivergent because their ways of thinking, learning, or processing differ from societal standards.

Examples: Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD)

Source: University of Calgary, Taylor Institute for Teaching and Learning

Universal Design (UD): Creating built environments that are usable by all people, regardless of their ability, in a way that promotes social inclusion and barrier-free access.

Example: Automatic doors and wide pathways that accommodate mobility devices.

Source: Government of Canada Publications (CMHC Guide)

Universal Design for Learning (UDL): Designing courses and materials from the start so they work for as many students as possible, without needing individual accommodations.

Example: Providing lecture notes in multiple formats (audio, text, slides).
Source: CAST UDL Guidelines – adopted widely in Canadian higher ed.

Web Content Accessibility Guidelines (WCAG): Global best practice and technical rules for perceivable, operable, understandable, robust digital content.

Example: Guidelines requiring simple, clear language.

Table 1 – Accessibility Objectives & Goals

	OBJECTIVES	2025-28 GOALS
Physical	Ensure all physical spaces are safe, accessible, and inclusive.	• Create a campus-wide plan for all University of Regina campuses for upgrading entrances, passageways, elevators, washrooms, doors, and lighting that are not fully accessible. • Enhance snow and ice removal and improve outdoor pathways and spaces for safety. • Expand accessible parking and transit stop access. • The University will make efforts to bring forward concerns raised by members of the campus community regarding transportation to Regina Public Transit and other relevant transportation services. • Ensure accessibility (Universal Design) is integrated during the planning stages of new construction, renovations and upgrades. This should include consultations with persons with disabilities and the Accessibility Office. • Monitor existing accessibility features such as push bars and washroom lifts. • Include a designated, accessible lactation station that is always available to students, including those attending evening classes.
Attitudinal	Build a culture of inclusion and respect by eliminating stigma and discrimination	• Develop, promote and implement anti-ableism and accessibility training for all members of the University of Regina community. • Encourage faculties and units to develop Accessibility Action Plans that embed accessibility into the fabric of the campus. • Launch awareness campaigns to reduce stigma around invisible disabilities. • Integrate accessibility into onboarding education for staff, faculty and students.

Information & Communication	Guarantee all information and communications are accessible to every community member.	• Ensure updates to websites and social media platforms include accessibility considerations. • Optimize search functions for accessibility. • Encourage bilingual communication in campus messaging and materials and translate into other languages where needed. • Provide training for instructors on accessible teaching methods and inclusive communication. • Provide guidance and monitor accessibility standards (Universal Design for Learning) in course design, materials and documents. • Ensure consistent communication about available accommodation supports. • Introduce Braille signage and tactile maps across campus. • Create a centralized accessibility communication platform (outages, detours, updates). • Provide accommodation for interpreting services and captioning for deaf and hard-of-hearing students.
Systemic	Reform policies and processes to embed accessibility and remove inequities.	• Provide an online feedback mechanism for the University of Regina community and the public to voice accessibility needs and concerns. • Create an accessibility checklist for events, new technologies, and facilities. • Develop a policy for compliance with accessibility accommodations, supported by accountability measures. • Review and simplify accommodation processes to reduce administrative burden and improve flexibility.

Technological	Create a digitally accessible campus supported by inclusive tools and training.	• Ensure all university websites, UR Courses, and online platforms meet accessibility standards, such a WCAG compliance and use of ALT text. • Improve campus-wide Wi-Fi reliability and digital support for accessibility needs. • Expand access to assistive technologies (e.g., text-to-speech, Zoom Pro) and provide training.
Other	Ensure all campus programs and events integrate accessibility and inclusive practices.	• Ensure all campus meetings, events, and programs are designed with accessibility and inclusive, meaningful participation in mind. • Expand accessible recreation and sports programs. • Launch navigation app and guide to support participation in community spaces.

Table 2 – Survey Demographics

The demographic section of the survey was completed by 371 respondents and can be summarized as follows:

Survey Respondents by University Role

Role	Percentage
Student	46.6%
Staff	29.1%
Faculty	16.4%
Leadership	1.1%
Alumni	1.1%
Community	0.3%
Prefer not to disclose	5.4%

Survey Respondents by Gender Identity

Gender Identity	Percentage
Cis woman	58.0%
Cis man	21.0%
Non-binary	3.8%
Self-identify as __	2.2%
Gender fluid	1.3%
Two spirit	0.8%
Prefer not to disclose	12.9%

Survey Respondents by Age Range

Age Range	Percentage
16–24 years old	29.1%
25–34 years old	13.7%
35–44 years old	15.9%
45–54 years old	19.7%
55–64 years old	10.5%
65 years or older	3.0%
Prefer not to disclose	8.1%

Survey Respondents by Disability Status

Disability Status	Percentage
No disability	41.0%
Person with a disability	31.8%
Friend/family member of person with a disability	21.8%
Other	2.4%
Prefer not to disclose	11.6%

Disability Type among Respondents with Lived Experience (n=230)

Disability Related to	Percentage
Mental health	29.6%
Learning	23.0%
Memory	15.7%
Pain	15.2%
Mobility	14.8%
Vision	9.1%
Hearing	8.3%
Dexterity	7.8%
Development	6.5%
Other	13.9%
Prefer not to disclose	35.7%

Table 3 – Environmental Scan

An environmental scan of the following organizations and legislations was completed in May of 2025.

ORGANIZATION
Brandon University
Canadian Mennonite University (CMU)
County of Brant
Dalhousie University
Government of Saskatchewan
McGill University
McMaster University
RRC Polytech (Red River College Polytechnic)
SaskPower
Sasktel
Simon Fraser University (SFU)
University of Alberta
University of Ottawa
University of Toronto (tri-campus)
University of Waterloo
University of Winnipeg
Viterra Canada Inc.

Acronym	What it Mandates	Who It Applies To
AODA	Multi-year accessibility plans, standards for customer service, information/communication, employment, transportation, design of public spaces	Ontario-based public & private orgs ≥ 50 employees
AMA	Similar five standards (Manitoba)	Manitoba public sector & larger employers
ACA	Organization wide plans, annual progress reports, barrier removal by 2040	Federally regulated employers