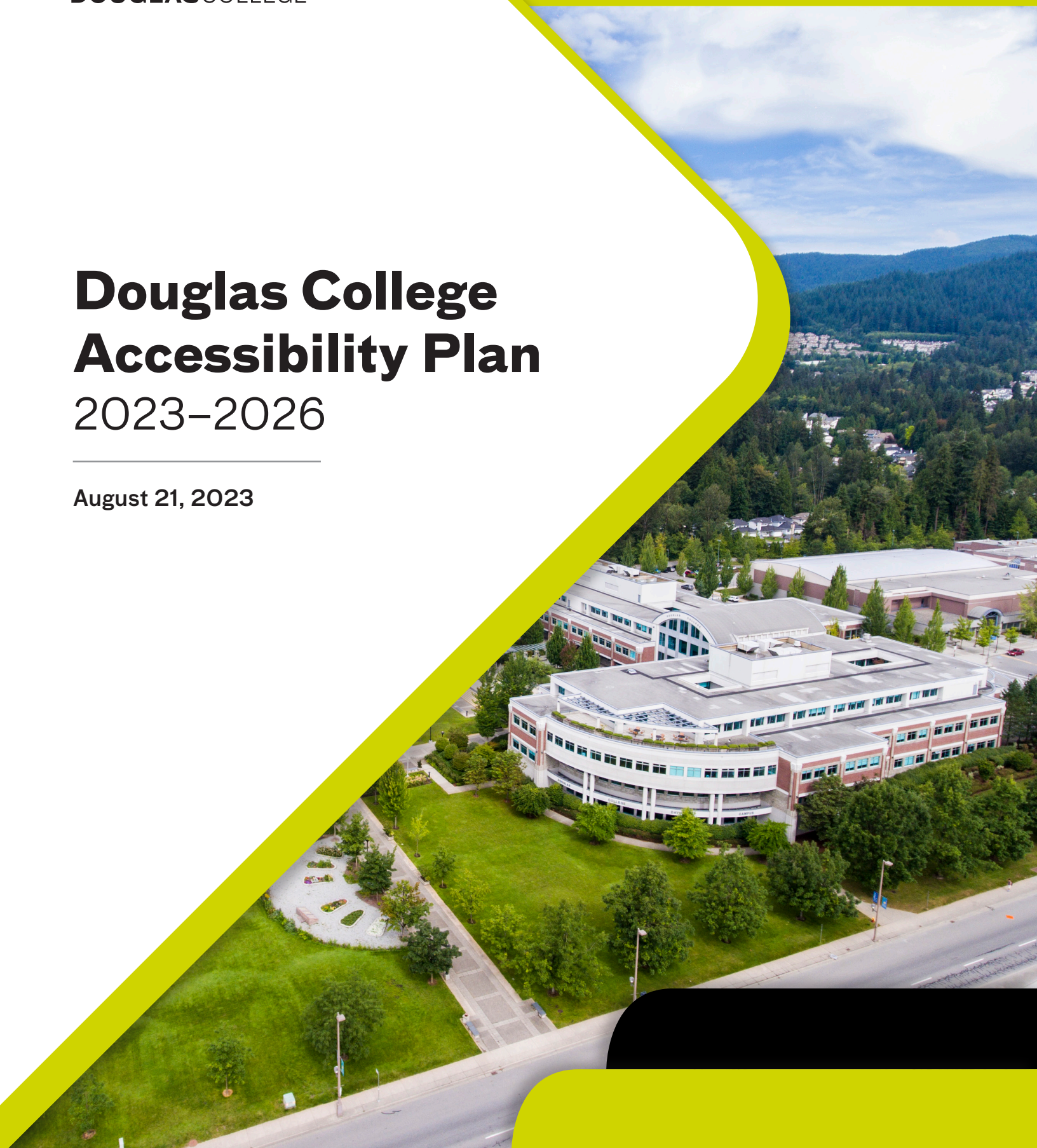
DOUGLAS COLLEGE

Douglas College Accessibility Plan 2023–2026

August 21, 2023



Preamble

As expressed in the *Strategic Plan 2020 – 2025*, one of Douglas College's core values is Diversity and Inclusion: we take seriously our commitment to "embrace uniqueness", and to recognize, celebrate and support the cultural, ethnic, religious, physical and individual diversity of our students and employees."[1] So when the Province of BC proclaimed the *Accessible BC Act*[2] in 2021, charging public-sector entities with responsibility for developing Accessibility Plans to identify, remove and prevent barriers to access experienced by people with impairments, the College was able to engage swiftly with this process.

Douglas College has a long history of promoting accessibility. This *Accessibility Plan, 2023 – 2026* is a first, high-level iteration of the College's efforts to date – taking stock of the many accessibility initiatives and supports already in place – and a catalogue of barriers that persist. The Plan's dual aims are first, to establish the baseline from which we are striking out with a renewed commitment on our journey to improve accessibility to our campuses, programs and services; and second, to outline a roadmap for where this journey will take us – over the next three years and beyond.

This is a living, evolving Plan. As the Province publishes Standards for each of the eight operational domains governed by the Act, the clarity of remediation measures and initiatives will increase and the Accessibility Plan will be updated.

[1] See https://www.douglascollege.ca/about-douglas/learn-about-douglas/core-purpose-vision-values
[2] See https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/21019#section11

Abbreviations Used

ABCA	*Accessible BC Act*
AVP	Associate Vice President
CCDI	Canadian Centre for Diversity and Inclusion
CEO	Chief Executive Officer
CO_2	Carbon dioxide
DC	Douglas College
EDI	Equity, diversity and inclusion
HR	Human resources
HVAC	Heating, ventilation and air conditioning
NWC	New Westminster campus of Douglas College
SMT	Senior Management Team
TRC	Truth and Reconciliation Commission
TTG	The Training Group at Douglas College
UD	Universal design
UDL	Universal design in learning
VP	Vice President

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Foreword

I am pleased to share Douglas College's first Accessibility Plan, 2023 - 2026. Responding to the Province's Accessible BC Act, this Plan provides high-level goals that will ensure the College contributes to making BC the most accessible province in Canada.

As you'll see, the Plan summarizes many of the services and initiatives already in place to remove barriers for students, employees and members of the public when accessing our campuses, services or programs. The Plan also identifies further work to be done – but what strikes me when I review it is our strong foundation, our history as an accessible, inclusive place to work and learn. I am heartened also to recognize how well our efforts to remove barriers to inclusion for persons with disabilities complement our wider social responsibility initiatives, as laid out in our 2020 – 2025 Strategic Plan.

The Accessibility Plan outlines Douglas College's commitments over the next three years, as we continue to improve accessibility for persons with disabilities. We will target each of the eight domains identified by the Act: employment, delivery of service, the built environment, information and communication, transportation, health, education and procurement. As we renew the Plan, approximately every three years, we will refine and update these commitments.

The work that has gone into developing the Plan has, appropriately, also been inclusive. I want to thank all the members of the College community who have contributed to identifying the barriers that those with disabilities face in their daily efforts to participate in the life of the College.

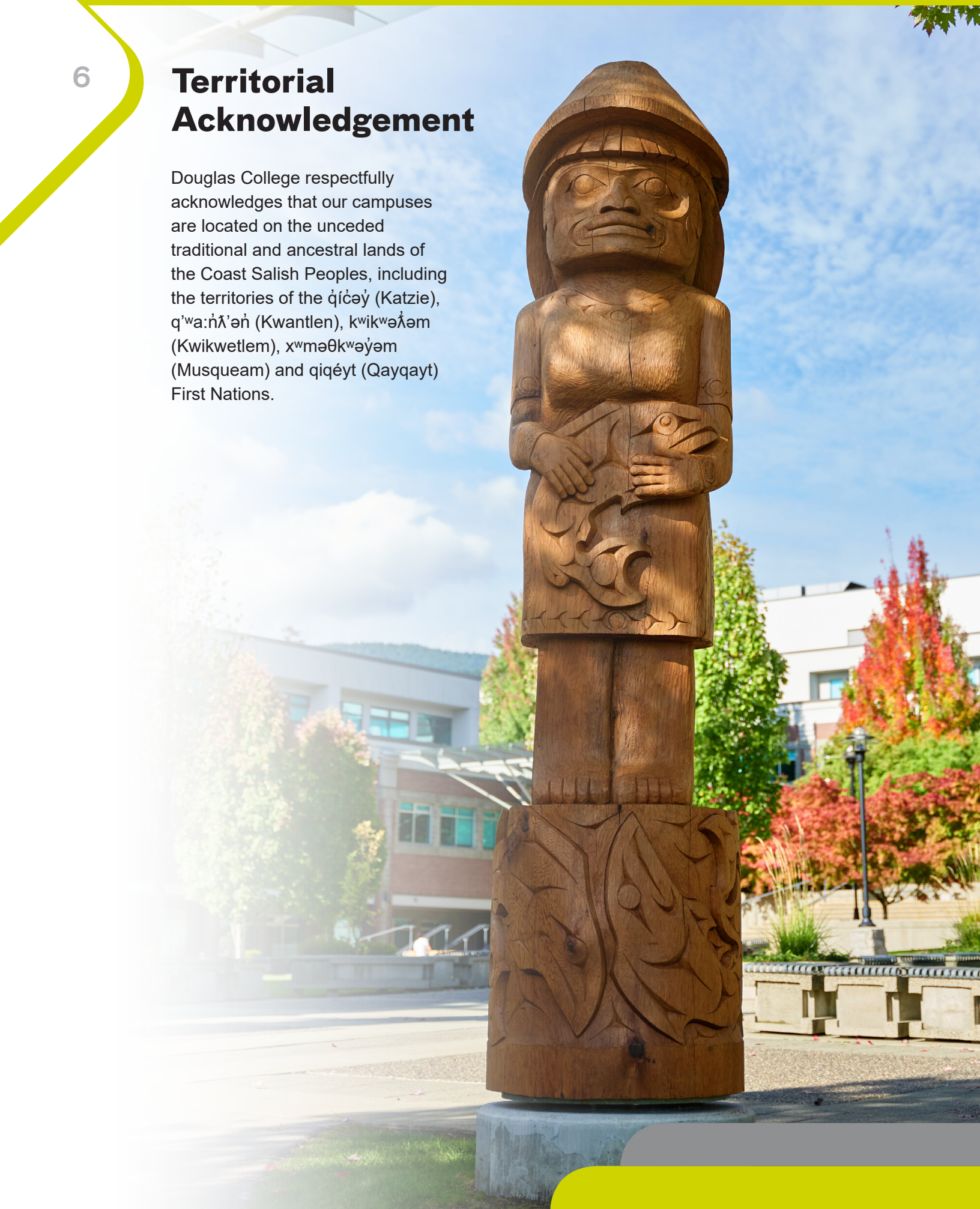
And I invite everyone to join in this important initiative. If you encounter or are aware of any barriers experienced by persons with disabilities, and do not see recommendations for addressing those barriers in these pages, please use one of the mechanisms provided to send in your feedback and suggestions.

Sincerely,

Dr. Kathy Denton
President and CEO
Douglas College

Territorial Acknowledgement

Douglas College respectfully acknowledges that our campuses are located on the unceded traditional and ancestral lands of the Coast Salish Peoples, including the territories of the q̓íc̓əy̓ (Katzie), qʼʷaːn̓ƛʼən̓ (Kwantlen), kʷikʷəƛ̓əm (Kwikwetlem), xʷməθkʷəy̓əm (Musqueam) and qiqéyt (Qayqayt) First Nations.



PART ONE: CONTEXT AND BACKGROUND

Introduction

In 2021, the Province of BC passed the Accessible BC Act. This law builds on commitments made at every level of government to pursue the goal of making communities and societies fully accessible to people with disabilities. It is modeled on laws in other jurisdictions, including the following:

- the Canadian Charter of Rights and Freedoms (1981)
- the United Nation's Convention on the Rights of Persons with Disabilities (2006) and Declaration on the Rights of Indigenous Peoples (2007)
- BC's Declaration of the Rights of Indigenous Peoples Act (2019)
- the Accessible Canada Act (2019)

The provincial Act requires BC's public service and public sector organizations to develop Accessibility Plans. Each Plan will show how an organization will work toward the goal of identifying, eliminating and preventing the barriers that limit accessibility for persons with disabilities who interact with the organization. The Province's goal is to make BC the most accessible province in the country by 2024.

Although the immediate spark for developing our first Accessibility Plan comes from this recent law, Douglas College is always seeking to improve accessibility to its facilities, programs and services. The College itself was founded as part of BC's earlier efforts to bring access to post-secondary education to all British Columbians, so that, from the beginning, the College has valued and worked to improve accessibility. Here are some examples of recent initiatives that also support accessibility and inclusion:

- The College began partnering with the Canadian Centre for Inclusion and Diversity in 2014: with the help of the CCDI, the College undertook an extensive employee survey in 2020 – 2021; the results provide a baseline for assessing employees' experience of inclusion, support and belonging at the College.
- In 2019, Douglas developed its first Indigenization Strategic Plan, which became integrated into the 2020 – 2025 Strategic Plan under the theme of Social Responsibility. Work is underway on a number of related initiatives: a new Indigenous Certificate in Academic Foundations was launched in 2022, and a new Indigenization Professional Development Framework will be launched soon, to support employees, whatever their role at the College, who are looking for ways to respond meaningfully to the Calls to Action of the TRC.
- In 2021, Douglas College engaged an external panel of academic experts to audit its policies through the lens of anti-racism, inclusion and the removal of systemic barriers, and has since been implementing many of the panel's recommendations through policy changes.
- In 2021, the College created the position of Manager, Respect, Diversity and Inclusion, with responsibility for leading the College's efforts to embed EDI in its institutional culture, structures, policies and practices, and has developed a statement of its EDI commitment – a commitment "to fostering an equitable, accessible, diverse and inclusive campus where all people feel a sense of belonging."

Developing the Accessibility Plan

The process for developing Douglas College's first Accessibility Plan was led by Sarah Dench, VP, Student Affairs and Sherry Chin-Shue, AVP, Human Resources, with support from Meg Stainsby, Special Projects Officer.

Members of the College's Senior Management Team, chaired by Dr. Kathy Denton, President and CEO, served as Steering Committee and approved the Plan itself.

Each member of SMT convened a Working Group to contribute to the identification of barriers for people with impairments within, or interacting with, the College, and made recommendations for eliminating and preventing these barriers.

Under the direction of the Steering Committee, and in compliance with the Act, the College also established a new cross-College Accessibility Committee, an advisory committee with membership that includes diverse representatives from all employee groups as well as students. Co-chaired by the VP, Student Affairs and AVP, Human Resources, this advisory committee contributed significantly to the initial identification of barriers to persons with disabilities, and made recommendations on the removal and prevention of such barriers, as well as on the draft Accessibility Plan, 2023 – 2026. (See Appendix B for the Accessibility Committee Terms of Reference and Appendix C for committee membership.)

Finally, the draft Plan was made available to all College employees, who were invited to ask questions or to contribute additional insights into existing barriers and/or suggestions for strategies to remove or ameliorate them.

The College wishes to express its gratitude to the many members of its community who contributed to this project so far, by sharing their experience and their expertise through a committee or working group.

Providing Feedback on the Plan

Comments and questions about this Accessibility Plan continue to be more than welcome – they are critical to our efforts to ensure that the College is responsive to the needs of our community.

If you're aware of a barrier that restricts or prevents access to College facilities, programs or services by any persons with one or more impairment-related disability, or you have other suggestions regarding the elimination of such barriers, we want to hear from you!

Please email your comments or feedback to **accessibilityplan@douglascollege.ca**

Feedback can also be provided anonymously through our voice-to-text mailbox:

Please call **+1 844 516 4352.**

PART TWO: OUR STARTING POINT

Where We Are

Douglas College is well known already as an institution that provides robust, comprehensive supports for students with disabilities. We work hard to prevent and eliminate barriers so that all students can access the learning opportunities and services they need to pursue their educational dreams. The College also has in place extensive accommodation practices that support employees with disabilities; and it is continually reviewing the accessibility of its physical campus spaces, using every opportunity to improve legacy buildings over time while raising the bar through universal design (UD) and other accessibility principles when new construction allows.

The following summaries highlight just a sample of the College's recent and ongoing efforts to become barrier-free and fully accessible. Taken all together, these provisions and supports create the baseline the College will use to measure its progress toward improving accessibility, beginning with high-level initiatives contained in **Part Three** of this Plan.

EMPLOYMENT

- The College has an Accommodation Policy for Employees, a designated budget and clear process for supporting accommodation needs, including through the Disability Management Specialist office, the provision of adaptive equipment, office layout and/or furnishings, and return-to-work support committees
- Administrators have discretionary budgets, from which they can provide additional ergonomic equipment or supplies needed to prevent injury or aggravation of physical/ medical conditions
- Information posted to the Careers Site applicant portal advises interview candidates of floor plans, campus layout and location of elevators, and invites them to request in-person alternatives to online application and testing systems if required
- Recruitment, onboarding and off-boarding processes provide some accessibility features (e.g., DocuSign, which supports blind and visually impaired users to sign legal documents via assistive or adaptive technologies, and the College's Employment Portal, including two online modules almost entirely comprising text elements that can be read by assistive technology)
- UD principles are increasingly applied when renovations or new builds provide opportunities to improve workstations and other employee spaces
- Employee benefits include income-replacement for persons on medical leave

DELIVERY OF SERVICES

- Registrants to events (e.g., workshops, celebrations, interviews, appointments) are increasingly being invited to identify accommodation and accessibility needs at time of registration
- Learning Centre and Accessibility Services faculty collaborate to develop learning plans tailored to accommodate students' learning needs
- Learning Centre training for peer tutors includes modules on universal design in learning (UDL) and accessibility
- The library lends specialized equipment to students with disabilities, to address barriers
- The provision of many services online, first piloted during the pandemic, is being extended as part of routine operations (e.g., advising drop-ins, counselling appointments), eliminating many physical mobility and health barriers to access
- A wellness room within the Student Services area on the NWC provides a space for students to go when experiencing sensory stimuli overload or mental health crises
- Students applying for Training Group (TTG) programs have options for completing forms online, on paper or with staff assistance

BUILT ENVIRONMENT

- Power-operated doors at main campus entrances improve ease of access for all campus visitors
- Exterior ramps, footpaths and stairs are of ample width, well marked and well lit
- Accessible washrooms, some with adult change tables, are available on all campuses
- Emergency phones and designated refuge areas are available on all floors, and Floor Wardens are trained in communicating with and supporting persons sheltering in place during alarms and evacuations
- Some strobe lights have been installed during upgrades, to support fire alarm notification for persons hard of hearing
- The NWC gym has accessible ramps for ingress/egress of persons with wheelchairs or other mobility devices
- The layout of the C.J. Fitness Centre (NWC) and movement studio accommodates wheelchairs
- The NWC boardroom is looped for sound enhancement for persons hard of hearing
- UD principles are being applied to classroom furnishings and layout as these are updated (e.g., lab equipment such as non-breakable flasks and easy-grasp materials)
- UD principles are being incorporated in the planning process for the new academic and student housing building at 808 Royal, for which Rick Hansen certification is a goal

- The College meets or exceeds current WorkSafe BC and industry guidelines for air quality for buildings of our size and use, introducing as much fresh air into campus buildings as possible through efforts such as maximizing the opening of air dampers, use and replacement of filters, and the running of air-handling units for at least two hours before and after business hours
- The College has also installed CO_2 sensors on the return air ducts for HVAC air-handling equipment and, as renovations permit, is installing additional CO_2 sensors in areas such as classrooms, libraries and offices spaces to improve controls of air quality

INFORMATION AND COMMUNICATION

- Videos, images and other content posted to the College website by the Marketing and Communications Office are vetted for accessibility by persons with visual and hearing impairments
- Digital advertising complies with accessibility standards in terms of visual clarity and contrast, and text is kept clear, concise and free of jargon, to ensure accessibility by readers with a range of cognitive abilities, language skills and educational backgrounds
- Many committees and departments distribute digital meeting packages, which improves accessibility for those with visual impairments
- New student recruitment events, campus tours and information sessions all have accessibility measures built-in to delivery (e.g., registrants are invited to indicate need for sign language interpretation, wheelchair access, closed captioning for slides)

TRANSPORTATION

- Accessible parking stalls are conveniently located in close proximity to parkade entries and elevators
- Accessible drop-off areas are available at both campuses for those using HandyDart services
- Campus Safer Walk programs offer Security accompaniment to parkade and nearby transit

HEALTH

- Mental Health First Aid training is available to employees
- Self-Defense training is available to employees
- Scent-sensitivity awareness posters educate campus users about the need to accommodate others with environmental allergies or sensitivities
- Partnerships have been established with local governments and health authorities to offer accessible annual vaccine clinics, and accessible cooling centres as needed

EDUCATION

- UDL principles are increasingly being adopted across many Faculties and programs
- Many required course materials are provided in digital and other accessible formats
- An increasing number of instructors are proficient in delivering courses and materials via online/hybrid delivery
- Through Accessibility Services, students with disabilities are supported to receive appropriate accommodations to address impairment-related barriers to learning
- Instructors requiring accommodations in their teaching are supported with appropriate technologies, and/or are accommodated in scheduling and location of their classes
- The College offers programming for students with cognitive and developmental disabilities (i.e., VEST) and for students intending to work with people with diverse needs and those facing barriers (i.e., in educational assistance, therapeutic recreation)
- Blackboard Learning Management System is committed to delivering experiences that meet global accessibility standards
- Videos uploaded to Blackboard are automatically captioned by Kaltura
- The College is participating in the implementation of the BC Digital Learning Strategy, which holds digital accessibility as a core value and is intended to support the post-secondary system to implement accessibility standards in digital and technological spaces

PROCUREMENT

- Employees submitting purchasing requests have flexible options for contacting the procurement department, via telephone, email or web requisition
- Building service workers deliver and install adaptive furnishings or accessible office equipment for employees with impairments
- The College provides for the purchase of furniture and educational materials for use by students with disabilities
- In a recent revision to its Procurement Policy (2021), the College committed to tying its own procurement practices to its values – including social responsibility and inclusion – and to evaluating potential vendors for evidence of compatible values, policies and practices

Determining Standards and Assessing Progress

The final section of this Plan, **Part Three: Recommendations,** sets out the College's first-phase plan for addressing the barriers that continue to limit full accessibility to persons with disabilities within, or interacting with, the College. The College recognizes that to address these barriers effectively, it will need clear standards for setting goals and measuring progress in each of the domains addressed.

Although the College has taken stock of its starting place, as outlined above, the standards are the domain of the Province of BC; as of the time of release of this Plan, these standards are under development. Once in possession of provincial standards, the College commits to incorporating them into its accountability measures and will release further information on the metrics for assessing progress in due course.

This Plan, as required by the Act, will be revisited and updated at least every three years. We are reminded that inclusion and accessibility are not simply goals that an organization meets once and then moves on from – they require ongoing care and commitment.

PART THREE: RECOMMENDATIONS

With our first Accessibility Plan, the College will be identifying high-level categories or areas where we can improve accessibility to our campuses, programs and services. Behind each of these broad statements is a list of specific initiatives proposed, through the consultation and development phases of the Plan, as examples of ways to remove existing barriers. As provincial standards are published, and as the Accessibility Plan becomes part of ongoing strategic planning processes, priorities and budgets for these efforts will have to be determined. Members of the College and the broader public will be updated as the Plan evolves and specific initiatives are undertaken each year.

1.0 Employment

Objective	As an employer, Douglas College not only ensures its workplaces are accessible to people with disabilities, it promotes a culture in which employees feel ready, safe and confident in identifying their accommodation needs.
Recommendations	
1.01	Support employees to complete accessibility and universal design (UD) training appropriate to their roles/functions across the College (e.g., offer targeted training for Selection Committees; supervisors; front-line service providers; student ambassadors; MCO staff re: website and content designers)
1.02	Develop and promote a workplace culture in which employees routinely consider accessibility in all they do, such as organizing events and/or interacting with others, and participants are readily and supportively invited to identify any accessibility needs

2.0 Delivery of Services

Objective	Douglas College ensures that students, employees and visitors to campus have equitable access to our services
Recommendations	
2.01	Increase awareness about Accessibility Services among employees and students, particularly new students; for new students with disabilities, improve continuity of support/transition from high school
2.02	Review student-facing services for accessibility barriers (e.g., application, admission and registration processes; advising and counselling services; learning centre/library services)
2.03	Develop accessibility guidelines and training in UD for the provision of all events and services (e.g., use of plain language in documents/presentations; use of mic by speakers; use of captioning in online platforms and visibility features on slides; availability of ASL interpreters for events and meetings/appointments)
2.04	Streamline/simplify points of contact for service delivery areas where multiple phone numbers, names or criteria may present barriers to users (e.g., Payroll, Accounts Payable, TTG programs)

3.0 The Built Environment

Objective	Douglas College campuses and properties provide for barrier-free access to persons with disabilities.
Recommendations	
3.01	Implement an "accessibility and inclusion lens" approach to integrating UD principles routinely when planning renovations and upgrades to campus facilities, furnishings and equipment
3.02	Assess existing physical spaces for accessibility and inclusion appropriate to space use (e.g., wheelchair navigability throughout campuses; noise-sensitive study spaces in libraries and labs; handrails in lengthy corridors, change rooms and washroom stalls; power-assist doors), and determine priorities for improving functionality and accessibility as required
3.03	Assess existing campus furnishings, equipment and layout for accessibility and inclusion appropriate to use (e.g., designated accessible seating in public spaces, including lecture halls and theatres; "rest-stop" seating in open spaces (concourses, lengthy hallways); wheelchair-approachable counters in service areas (including kitchens and washrooms); mics on Plexiglas barriers; accessible workstations in areas such as libraries, Learning Centres, Advising and testing spaces), and determine priorities for improving functionality and accessibility as required
3.04	Assess and give priority to improving health and safety-related accessibility features, including emergency and evacuation features on all campuses (e.g., evacuation chairs in emergency exit stairwells/refuges; number and location of emergency procedures signage, especially in stairwells/refuges; emergency call buttons in accessible washrooms; strobe lights to support fire alarm notifications; tie-in between Omnivex screens and DC Alerts)
3.05	Adopt procedures for giving priority to maintenance of accessibility-related features at all campuses (e.g., power-assist doors, elevators) and an alert system to notify users of service disruptions (especially for elevators)
3.06	Increase number and improve accessibility of wayfaring signs, campus maps and informational signs on site (e.g., health and safety notices, menstrual product information in washrooms), providing alternatives to standard print (e.g., large print, Braille, interactive/audio)
3.07	Pursue Rick Hansen Accessibility Certification for all campuses, and develop implementation plans, with priorities and timelines, to respond to recommendations as audits are completed (e.g., TTG)

4.0 Information and Communications

Objective	Douglas College ensures that information and communications are shared with students, employees and the public in a variety of accessible ways.
Recommendations	
4.01	Create accessibility standards and implement training (e.g., principles of plain language, accessible document design) for employees who create print and digital materials of all kinds (e.g., webpages, forms, DC Connect content, promotional material, public health and safety-related notices, SOPs and policies)

4.02	Review routine College communications with students, prospective students and members of the public (e.g., digital/social media, online content, paper forms) for accessibility, and determine priorities for improvements as required
4.03	Review internal communications systems and documentation (e.g., forms, portals, SOPs) for accessibility, and determine priorities as required
4.04	Ensure that College publications communicate the College's commitment to accessibility, and that accessibility information is visible/audible/available to users in diverse ways and locations (e.g., variable font/text readers online, and physical signage in spaces)
4.05	Include more people with visible impairments in stock and College-created images/videos
4.06	Encourage departments/teams/units to audit internal meeting, communication and workflow practices for accessibility (e.g., distribution of meeting materials in advance and in various formats; use of transcription/captioning for online meetings, accessibility of furniture/equipment in meeting spaces)

5.0 Transportation

Objective	Any transportation and related facilities Douglas College provides to students and employees are accessible.
Recommendations	
5.01	Ensure that transportation provided for off-campus activities is accessible
5.02	Provide feedback to parking ticket machine vendors that they should improve accessibility through machine and software enhancements (e.g., larger screens/ print, use of apps)

6.0 Health

Objective	Douglas College provides equitable access to health and safety services and programs, and accommodates persons facing health-related barriers in their work or studies.
Recommendations	
6.01	Improve awareness about scent sensitivities and environmental allergies, and communicate about the areas of campus where these are considerations
6.02	Complete the development and implementation of the Mental Health and Wellness strategy

7.0 Education

Objective	Douglas College supports students with disabilities in their educational journeys; promotes universal design principles in all components of teaching; and ensures that faculty with disabilities have equitable access to opportunities for pedagogical, scholarly and creative activity.
Recommendations	
7.01	Provide additional faculty professional development in UDL to promote broader adoption across all educational activities, including enrichment opportunities; ensure PD offerings support faculty to distinguish between bona fide course requirements and enrichment opportunities (e.g., field trips)
7.02	Improve training in and awareness about the process of accommodating students with disabilities (e.g., documentation processes; providing alternative or make-up assignments), across the Academic Division (faculty, lab instructors, administrators)
7.03	Review communication processes and review mechanisms for providing "just-in-time" support to faculty working with students with accommodation needs, and improve as required
7.04	Provide guidelines and standards for optimizing visual accessibility of course material
7.05	Promote accessibility practices with all online classes, including CE and TTG (e.g., recording online lectures, adding closed-captioning to online class recordings), to remove cognitive and time pressures for students with cognitive, processing or language barriers
7.06	Review PD opportunities on pedagogical and instructional skills for accessibility content

8.0 Procurement

Objective	Douglas College applies an equity lens and our inclusive values to all aspects of the procurement process.
Recommendations	
8.01	Adopt a procurement software platform that provides accessibility features for users
8.02	Embed accessibility as an evaluative criteria for assessing bids for College projects put to tender, to ensure the College and successful vendor/contractor are aligned in these values
8.03	Embed accessibility as an evaluative criteria for routine purchasing (e.g., lab equipment, software/platforms, furnishings)

APPENDICES

A. The Accessible BC Act (2021)

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/21019

B. The Accessibility Committee for Douglas College – Terms of Reference

TOR NAME Accessibility Committee	**Responsible Owner(s)** VP, Student Affairs AVP, Human Resources	**Effective date** 2023 Feb
TOR number	**Approval Body** SMT	**Review dates** 3-year cycle
Category College-wide	**Replaces** NEW	**Prior Revisions** N/A

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1. PURPOSE

In accordance with the requirements of the Accessible BC Act (2021), Douglas College (the College) has the duty to establish an Accessibility Plan (AP), which will lay out the College's commitments, priorities and processes for identifying, removing and preventing barriers to individuals in, or interacting with, the College.

The Accessibility Committee for Douglas College (ACDC) is an advisory committee responsible for

a. assisting the College in identifying barriers to individuals in, or interacting with, the College;

b. advising the College on how to remove and prevent barriers to individuals in, or interacting with, it; and

c. providing input to the College on the development of, and updates to, its AP.

2. COMPOSITION

A. The ACDC will align with the requirements listed in the Accessible BC Act, and as such the size and composition of the committee may be adjusted from time to time.

B. Members will be appointed by the President and CEO.

C. Members will serve a 1-year term, which may be renewable for additional terms.
D. After its initial composition, and to the extent possible, ACDC membership will be staggered to provide continuity.
E. To the extent possible, members will be appointed in accordance with the following, as per the Accessible BC Act:
   1. At least half of the members will be
      (i) persons with disabilities, or
      (ii) individuals who support, or are from organizations that support, persons with disabilities;
   2. The members described in E.1 will reflect the diversity of persons with disabilities in the province of BC;
   3. At least one of the members will be an Indigenous person; and
   4. The committee membership will reflect the diversity of persons in the province of BC.
F. The ACDC will be co-Chaired by the VP, Student Affairs and the AVP, Human Resources.

3. MEETINGS

A. The ACDC will meet at least monthly during the development phase of the initial AP, and at the discretion of the co-Chairs between and during subsequent AP review cycles.

B. A meeting schedule will be determined by the co-Chairs, in consultation with committee members, and communicated to members at least two weeks in advance of the initial meeting.

C. Meetings may be held in person, virtually, or a combination of both, to facilitate accessibility of meetings for members.

4. DUTIES AND RESPONSIBILITIES

A. The ACDC operates as an advisory committee to the College. Its primary functions are to support the College's accessibility objectives by
   1. Assisting with the identification of barriers to individuals in, or interacting with, the College;
   2. Advising the College on how to remove and prevent barriers to individuals in, or interacting with, the College;
   3. Providing input to the College on the development of the College's AP; and
   4. Providing input to the College on the review and updating of the AP three (3) years after implementation.

B. In providing its input to the AP, the ACDC will consider the following principles[3]:
   1. Inclusion;
   2. Adaptability;
   3. Diversity;

[3] From the Accessible BC Act, s. 11.3

4. Collaboration;
5. Self-determination; and
6. Universal design.

C. In providing its input to the College, the ACDC will be invited by the College to consider some or all of the following domains[4]:
   1. Employment;
   2. Delivery of services;
   3. The built environment;
   4. Information and communications;
   5. Transportation;
   6. Health;
   7. Education; and
   8. Procurement.

5. ACCOUNTABILITY

As an advisory body, the ACDC serves as a resource to the College and is not a decision-making body. For this reason, its work at meetings may or may not lend itself to formal protocols such as the making and seconding of motions and voting. For instance, it may choose to operate by consensus, and it may opt to include non-majority views among its reports or advice. However, when providing advice in the fulfilment of its duties as laid out in 4.1, above, the committee is asked to rank or otherwise convey the relative urgency or priority it assigns to that advice.

The ACDC reports through its co-Chairs to the College's Senior Management Team, which acts as a Steering Committee regarding the development and implementation of the AP and accessibility matters.

6. RESOURCES (if applicable)

The work of the ACDC is supported by an Executive Assistant of one of the co-Chairs, or designate.

The College's Special Projects Officer will attend as a resource person, to inform and support the work of designing the Accessibility Plan.

The Chairs may consult with others from the College as required.

At the request of the Steering Committee, the College will strike working groups as required, to address domain-specific accessibility issues.

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[4] From the Accessible BC Act, Part 4 (s. 13), re: the domains for which Standards may be forthcoming.

C. The Accessibility Committee for Douglas College – Membership

As established February 2023:

Co-chairs

Sarah Dench	VP, Student Affairs
Sherry Chin-Shue	AVP, Human Resources

Committee Members

Pam Cawley	Dean, Faculty of Health Sciences
Justine Charrier	Coordinator, Accessibility Services
Bailey Cove	Student (domestic)
Chris Gardner	AVP, Facilities and Sustainability
Maria Janicki	Instructor, Psychology department
Aaron Johannes	Instructor, Disability and Community Studies department
Regan Lal	Director, Marketing and Communications Office
Vanessa Leo	Human Resources Associate, Benefits
Mohamed Rafiei	Advisor, Enrolment Services
Deepa Singh	Douglas Students' Union
Lynette Sigola	Instructor, Biology department
Tim Paul	Manager, Academic Technology Services
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Meg Stainsby	Special Projects Officer