



## **Accessibility Plan**

Luther College at the University of Regina (LCUR)

December 2025 – December 2028

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*Please be advised that the University of Regina handles all student (including Luther registered students) accessibility accommodations that are required for classes and exams. These accommodations are facilitated through the University of Regina's Student Accessibility Office (<https://www.uregina.ca/accessibility/student/index.html>).*

*Current and future students navigating disability-related challenges or seeking assistance with accommodations and advocacy while at studying at the University are encouraged to register with the Student Accessibility Office. If you wish to book an appointment or speak with an accessibility officer at the University of Regina, please email [accessibility@uregina.ca](mailto:accessibility@uregina.ca).*

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## LAND ACKNOWLEDGMENT

Luther College at the University of Regina is located on Treaty 4 territory, the original homeland of the nêhiyawak, Anihšīnāpēk, Dakota, Lakota, Nakoda peoples, and 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 respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of Reconciliation and collaboration.

## INTRODUCTION

Luther College began in 1913 as a school of “higher learning” with roots in the Lutheran church and has played a role in Saskatchewan’s educational landscape since. Incorporated under provincial legislation over the decades, and most recently in the *Luther Act of 2018*, Luther College continues to evolve while staying true to its purpose of educating students. Luther’s commitment to academic excellence and education of the whole person—intellectual, spiritual, social, emotional, and physical—is central to its mission.

As a federated college of the University of Regina since 1971, Luther College’s university campus (LCUR) maintains administrative and financial independence while ensuring that students receive academic excellence in arts, sciences, fine arts,

and pre-professional programs. Luther strives to offer a personal atmosphere with individual attention and sense of community.

In alignment with the College's Vision, Mission, and Values, LCUR recognizes the importance of accessibility for all people and is committed to both identifying and removing barriers for all those we serve and hope to serve in the future.

## PURPOSE

The purpose of this plan is to establish a three-year Accessibility Plan for LCUR, beginning **December 2025**, in compliance with *The Accessible Saskatchewan Act* and *Accessible Saskatchewan Regulations*. This plan sets out a roadmap for creating an inclusive, barrier-free environment for students, staff, faculty, and visitors, with a phased approach emphasizing **awareness first, followed by systemic implementation**.

## GUIDING PRINCIPLES

- **Dignity and Independence** – Persons with disabilities should be able to access services and participate fully.
- **Equal Opportunity** – No individual shall be excluded based on disability.
- **Integration** – Accessibility will be built into LCUR practices, programs, and facilities.

- **Collaboration** – Progress will be guided by consultation with students, faculty, staff, and the broader community.
- **Continuous Improvement** – Accessibility will be regularly reviewed, updated, and improved.

## SCOPE

The scope of the plan applies to all areas of LCUR operations, including:

- Academic programs and teaching.
- Student services and supports.
- Physical spaces and facilities.
- Information and communications (digital and print).
- Employment practices.
- Procurement of goods, services and technology.

## RESPONSIBILITIES

- **President and College Leadership Group (CLG)** – Ensure integration into strategic priorities and budget.
- **Human Resources** – Oversight and accountability for the Accessibility Plan as part of policy and procedure work.
- **Accessibility Committee Chair (designated staff role)** – Lead implementation, monitor progress, and report annually.

- **Faculty, Staff, and Students** – Participate in training, consultations, and barrier-identification.

## ACCESSIBILITY BARRIERS

A barrier means anything physical, architectural, technological, or attitudinal, that is based on information or communications, or that is the result of a policy or a practice, that hinders the full and equal participation in society of people with a disability.

Examples of possible barriers are as follows:

**Physical** - The built environment (physical building, offices, classrooms, library, washrooms, residence, outdoor walkways, exterior doors, cafeteria, etc.).

**Attitudinal** – Attitudes, mindsets, beliefs, biases, behaviours, stereotypes, discrimination, ableism, elitism, assumptions, etc.

**Information and Communication** – Signage, website or social media that is inaccessible or incompatible with assistive devices.

**Systemic** – Policy and procedural practices.

**Technology** - Website, social media, classroom and learning systems, electronic forms, etc.

## ENGAGEMENT

In February 2025, LCUR formed an Accessibility Committee, consisting of eight staff and faculty representatives from various units of the College. The Committee began researching accessibility barriers, consulting experts and those with lived experiences, and seeking out learning opportunities to better understand the work needed to address accessibility needs within our spaces and services. Feedback was gathered through one-on-one consultation, group consultation, participation in the accessibility survey, and direct submissions of feedback to the committee.

A public survey was conducted between September 15 and October 15, 2025, to further seek feedback from individuals, including persons with disabilities, about the accessibility barriers they have experienced while visiting LCUR facilities, using the Luther College website and social media platforms, participating in Luther taught classes, living in the Student Village Residence, and/or engaging with other events, services, and programs offered by the College.

Based on the feedback and suggestions received during consultation periods and through our own research, the LCUR Accessibility Plan outlines the steps intended over the next three years as we work to improve accessibility and opportunities for persons with disabilities accessing LCUR.

## SURVEY RESULTS

The survey was completed by 117 members of the Luther College community. Of those, 53% were residents of the Student Village Residence, 17% were staff members, 14% were faculty members, 8% were alumni, 3% were Board members, and 6% were other.

Of those that participated, 28% self-identified as a person with a disability, 68% did not self-identify as a person with a disability, and 4% preferred not to say.

Over 53% of respondents have daily contact with the LCUR campus, with 73% attending campus at least weekly. Over 54% of respondents access the College's website at least weekly.

When asked "Have you encountered or witnessed any accessibility barriers when visiting our space and/or interacting with us?", 44% indicated they had found a barrier and 56% indicated they had not.

## RECOMMENDATIONS: ACCESSIBILITY GOALS AND ACTIONS

### **Year 1 (2026): Awareness and Assessment**

**Goal:** Build institutional awareness, identify attitudinal barriers, and prepare the LCUR community for change.

#### **Actions:**

- Expand the Accessibility Committee membership. Invite representation and participation from the student body.

- Conduct an expanded College-wide accessibility audit and create internal and external guidelines.
- Deliver accessibility awareness training for staff and faculty.
- Begin phased improvement for communication and signage.
- Launch accessibility feedback mechanism.
- Research and apply for grant/funding and donor appeal opportunities.
- Publish the first annual Accessibility Progress Report.

## **Year 2 (2027): Implementation – Foundational Improvements**

**Goal:** Begin to address priority barriers identified during the engagement period and Year 1 (2026) audits. Begin institutionalizing accessible practices.

### **Actions:**

- Begin remediation of physical spaces as budget allows.
- Implement digital accessibility standards.
- Update procurement policies to require accessibility criteria for goods, services, and technology.
- Establish/expand internal accommodation protocols.



- Introduce accessible course design supports and/or pilot inclusive teaching and learning initiatives.
- Continue annual reporting and community consultation.

### **Year 3 (2028): Implementation – Integration and Sustainability**

**Goal:** Expand and embed accessibility practices across all operations, ensuring long-term sustainability.

**Actions:**

- Continue remediation of physical spaces as budget allows.
- Integrate universal design for learning.
- Focus attention on accessible student services.
- Formalize Accessible employment practices.
- Establish ongoing training modules for accessibility (onboarding for new employees, and refresher workshops for existing employees).
- Expand partnerships with disability advocacy organizations for continuous improvement.
- Publish a comprehensive review of the 3-year Accessibility Plan and develop the next 3-year plan (2029-2032).

## **ACCESSIBILITY ACHIEVEMENTS**

During the research and audit phase from February to October 2025, the LCUR Accessibility Committee identified areas that could be addressed to offer immediate improvements to existing barriers. Examples include a lighting upgrade to provide better illumination in a high-traffic low-light stairwell, testing of new high-contrast directional signage for access to the third floor, the adoption of high-contrast Power Point Presentation templates at the Luther College Annual General Meeting (AGM), and the addition of accessibility requests on the event registration. Decals for identifying accessible seating were also purchased in preparation for upcoming adjustments to common areas including the Luther Cafeteria and common areas.

A key past achievement that LCUR hopes to build on as it continues to work towards accessibility goals is the infrastructure improvements completed in 2017 to convert existing semi-accessible washrooms into a fully accessible gender-neutral washrooms located on the main floor of the building. This work was able to be completed with the generous support of the Rick Hansen Foundation's Access4All Program and Government Funding.

## **MONITORING AND EVALUATION**

The LCUR Accessibility Committee is committed to meeting quarterly to review progress, address and respond to feedback,

and adjust the plan as necessary. The Accessibility Chair will produce annual progress reports, which will be shared publicly on the LCUR website. Alternative formats of all reporting may be requested. Please refer to the *Contact Us* section at the end of this document for information on how to reach out.

## CONCLUSION

As a community, Luther College recognizes that we are a stronger community when everyone can contribute, and that means engaging in meaningful work that supports the values of inclusion and accessibility so that everyone may feel free to participate.

As illustrated in Luther College's Mission, Vision, and Values, LCUR is committed to transformational change, equity for all employees and students, and working to remove barriers through an ongoing pledge of care, compassion, and stewardship.

### ***Mission:***

Luther College prepares students to be compassionate, creative, and critical thinkers, through academic excellence and a community of care that is rooted in our call to love and serve our neighbours.

### ***Vision:***

Luther College makes transformative change for a more grace-filled, just, and joyful world.

## Values:

Luther College has developed a set of **values** which inform and inspire all that we do. These include:

- **Rooted and Open:** Rooted in the Lutheran intellectual tradition and open to insights from other religious, spiritual, and secular traditions. In our Canadian context, we feel especially called to recognize and value Indigenous worldviews, knowledge, and perspectives.
- **Excellence:** Innovation, creativity, exploration, and critical thinking and the desire to do our best in everything that we do.
- **Compassion, Care and Stewardship:** Care for all entrusted to us — students, one another, our resources, and the world we live in.
- **Equity, Diversity, and Inclusion:** Safety, acceptance, respect for all while valuing differences in individuals and among people(s).

The Accessibility Committee would like to take this opportunity to extend sincere thanks and gratitude to all those who have helped and continue to help shape this plan through one-on-one consultation, group consultation, participation in our accessibility survey, submitting feedback to the committee and/or volunteering to serve on the LCUR Accessibility Committee.

## CONTACT US

Knowing that accessibility is an ongoing evolution, we value your feedback and welcome members of the community to submit comments about our accessibility plan using the contact information below.

**Phone:** 306-206-2088

**Email:** [accessibilityfeedback@luthercollege.edu](mailto:accessibilityfeedback@luthercollege.edu)

**Website:** [www.luthercollege.edu/university/accessibility-plan](http://www.luthercollege.edu/university/accessibility-plan)

**Address:** Luther College at the University of Regina  
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