

Queen's University

Accessibility Plan

2016 - 2025

This document is available in alternate formats, upon request. Please contact us at 613-533-2563 or by email at equity@queensu.ca

Public Communication of the Accessibility Plans

Queen's current and past Accessibility Plans are available:

- Online at the Equity Office website at: [Reports and Plans](#)
- On written request to the Equity Office, Queen's University, Mackintosh-Corry Hall, Room B513, Kingston, ON, K7L 3N6
- By telephoning the Equity Office at (613)533-2563
- By email at equity@queensu.ca
- In alternate format as requested

Accessibility Feedback

Queen's recognizes that feedback is critical to the process of identifying and removing barriers to participation as well as improving how we deliver our services to persons with disabilities. The [Accessibility Feedback Online Form](#) can be used to submit feedback about accessibility to the Equity Office.

Feedback may also be given by emailing the Equity Office at equity@queensu.ca, by telephone at (613) 533-2563, or by fax at (613) 533-2031. You may also send feedback via regular mail:

Equity Office

Queen's University

Mackintosh-Corry Hall, Room B511

99 University Avenue

Kingston, ON, K7L 3N6

Message from the Office of the Provost & Vice-Principal (Academic)

Queen's University is committed to creating a campus community that is safe and inclusive for all individuals. Successful learning, living, and employment outcomes are the result of a shared responsibility and commitment on the part of students, employees, faculty, and senior administrators. As Queen's continues to enhance its culture of inclusiveness, it will require the recognition and support of everyone on campus to ensure the removal of barriers to accessibility.

The aim of this document is to describe the measures that Queen's University took during 2013/2016 and the measures it will take moving forward to identify, remove, and prevent barriers to persons with disabilities so that our faculty, staff, students, parents, alumnae, and members of the broader community can access the university's goods and services, facilities, and premises in a way that ensures dignity and independence. Our goal is to advance our understanding of what makes a truly accessible organization, and to transform that knowledge into a culture that builds accessibility into everything that we do.

As we look towards future goals, and Queen's shifts from compliance to competency with the Accessibility for Ontarians with Disabilities Act (AODA), I look forward to building on what we have achieved to date. I would like to thank the many members of the university community for their hard work and collaborative efforts as we continue to foster positive attitudes and make progress towards a barrier-free campus. Accessibility is everyone's responsibility; I welcome input from all members of the Queen's and broader community - students, faculty, staff, alumnae, and friends - as we work together towards creating an environment that ensures that everyone has a full and enriching Queen's experience.

Sincerely,

Benoit-Antoine Bacon
Provost & Vice-Principal (Academic)

QUEEN'S UNIVERSITY ACCESSIBILITY PLAN

Table of Contents

Introduction and Background	1
Section 1: Vision & Commitment to Accessibility	2
Informed & Committed Leadership	2
Evaluation	3
Alignment and Coordination	3
Queen's University's Comprehensive Strategic Framework for Accessibility	3
Phase One - Compliance	4
Phase Two - Competency	5
Barrier Identification	6
Section 2: Accessibility at Queen's University	7
Achievements for 2013/2016.....	7
Consulting Persons with Disabilities and the Broader Community	7
Accessibility Hub	8
Accessibility Services Self-Study Report	8
Diversity and Equity Self-Assessment and Planning (DEAP) Tool.....	9
Student Wellness Services	9
Academic Accommodation Policy	10
Customer Service	10
Information & Communications.....	11
Employment.....	11
Built Environment	11
Education, Training, & Awareness.....	12
Section 3: Moving Forwards to 2025	13
Campus Mobility Project	13
Consulting Persons with Disabilities and the Broader Community	13

Design of Public Space and the Built Environment	14
Queen’s Facility Accessibility Design Standard (QFADS)	14
Queen’s Libraries	14
Information & Communications – WCAG 2.0 Level AA Compliance (2021)	14
Where Next?.....	15
AODA Review – Recommends Creating New AODA Standards	15
Canadians with Disabilities Act.....	15
Queen’s University’s Comprehensive Strategic Framework for Accessibility	15
Queen’s Strategic Roadmap for Achieving Accessibility	16
Appendix	18

Introduction and Background

Situated on traditional Anishinabe and Haudenosaunee territories, Queen's University is a community with 175 years of tradition, academic excellence, research, and a beautiful waterfront campus made of limestone buildings and modern facilities. But more than anything Queen's is people. We are researchers, scholars, artists, professors and students with an ambitious spirit who want to develop ideas that can make a difference in the world; people who imagine together what the future could be and work together to realize it.

Queen's is one of Canada's oldest degree-granting institutions, and has influenced Canadian higher education since 1841 when it was established by Royal Charter of Queen Victoria. Located in Kingston, Ontario, Canada, it is a mid-sized university with several [faculties, colleges and professional schools](#), as well as the [Bader International Study Centre](#) located in Herstmonceux, East Sussex, United Kingdom. Queen's balances excellence in undergraduate studies with well-established and innovative graduate programs, all within a dynamic learning environment.

To learn more about Queen's University please go to [Quick Facts](#) or [Queen's Encyclopedia](#).

Students, Staff & Faculty

With over 22,000 students, Queen's student body represents 109 different countries, along with every Canadian province and territory. Over 8,000 committed staff and faculty work to provide a scholarly and welcoming environment for our students. During the 2015-2016 academic year the Queen's Student Accessibility Services (QSAS) registered nearly 1325 students with disabilities requiring accommodations. Accessibility initiatives clearly align with the work of this Office in that there is a shared purpose to provide inclusive services, supports, and facilities and promote educational equity for students with disabilities.

Below is a table that indicates our current representation of faculty and staff who have voluntarily self-identified as having a disability in 2015.

Who	Percentage
Faculty	3.5%
Staff	5.8%

Under the Accessibility for Ontarians with Disabilities Act, 2005 ("AODA") Queen's University is considered a large designated public sector organization. As such Queen's is required to

establish, implement, maintain and document a multi- year accessibility plan. This document constitutes Queen's University's Accessibility Plan ("the Plan") for the period 2016 to 2025.

The purpose of this required activity is to outline the university's strategy to prevent and remove barriers and meet our requirements under the AODA and its Regulations.

In preparing accessibility plans, the following shall be addressed:

- The Plan shall report on the measures the university has taken to identify, remove, and prevent barriers to persons with disabilities;
- The Plan shall describe the measures in place to ensure that the university assesses its policies, practices, programs, and services to determine their effect on accessibility for persons with disabilities;
- The Plan shall describe the measures the university intends to take in the coming years to identify, remove, and prevent barriers to persons with disabilities;
- The university shall make the Plan and its status reports available to the public and in an alternative format upon request.

The Plan's progress will be reviewed and reported annually, and additional identified initiatives will be added.

Section 1: Vision & Commitment to Accessibility

Queen's vision is to improve opportunities for persons with disabilities and to provide for their involvement in the strategic identification, removal, and prevention of barriers to their full participation. Accessibility planning provides the university with the opportunity to take a comprehensive look at its services, policies, procedures, practices and programs to determine which aspects of its operations require action towards advancing accessibility. In order to support progress and meaningful implementation of the Plan, a strong foundation built upon the following principles is necessary.

Informed & Committed Leadership

- All Departments are asked to provide input into the Plan
- The Vice-Principals' Operations Committee (VPOC) approves the Plan as well as receives annual progress reports for information
- Accountability is demonstrated through the Plan and its related accessibility documentation is made publicly available and in alternative formats upon request
- Mandatory accessibility and human rights training is offered for all staff, faculty, and students acting on behalf of the university

- Engaged and aware employees incorporate accessibility into daily practices at all levels of the organization and are encouraged to use an inclusionary lens when preparing policy and procedural documents or developing programs and services

Evaluation

Queen's is meeting legislated timelines for implementation. Listening to and acting upon feedback is an integral part of the evaluation process. Queen's will continue to review and expand engagement and consultation strategies across campus and with the broader community, and especially with persons with disabilities.

Additional evaluation and reporting efforts include:

- Annual review of the Plan and preparation of progress reports; posted online and available in alternate formats upon request
- Compliance reports submitted to the Accessibility Directorate of Ontario, which regulates compliance for all Ontario organizations
- Feedback logged for internal performance assessment; data from feedback is used to better prioritize and identify issues and barriers

Alignment and Coordination

In order for the Plan to be successful with its implementation objectives, it is necessary for it to be aligned with other Queen's strategic and guiding documents, policies, and procedures.

One example of how the university ensures alignment is the Policy Advisory Subcommittee that reports to the Vice-Principals' Operations Committee. Its purpose is to ensure consistency and coordination in the development, approval, and administration of all policies that have university-wide implications. Policies, procedures, and/or guidelines are recommended for approval only when the committee is satisfied that there are no adverse implications for accessibility, equity, and human rights.

Queen's recognizes that accessibility plays a large role in realizing its vision of being a research-intensive university with a transformative student learning experience. Accessibility is an integral part of our strategic planning and operational processes.

Queen's University's Comprehensive Strategic Framework for Accessibility

Since its inception, the [Comprehensive Strategic Framework for Accessibility](#) ("Accessibility Framework") was conceived to be comprised of two phases:

1. **Phase One** - Compliance
2. **Phase Two** – Competency

During the Fall of 2015, some Working Groups in the Accessibility Framework were placed on hiatus as their identified priorities achieved compliance of AODA requirements.

Phase One - Compliance

The [Comprehensive Strategic Framework for Accessibility](#) (“Accessibility Framework”) enables the development and implementation of an Accessibility Plan that serves the university in the following ways:

- To develop plans to address accessibility in five priority areas
- To establish shared accountability and responsibility for accessibility for persons with disabilities at Queen's, including funding accessibility-related expenses through standard operating budgets and identifying other sources of revenue streams
- To provide educational opportunities about accessibility to improve understanding of accessibility issues and the university obligations in accessibility compliance
- To continue efforts to incorporate accessibility issues in university diversity initiatives

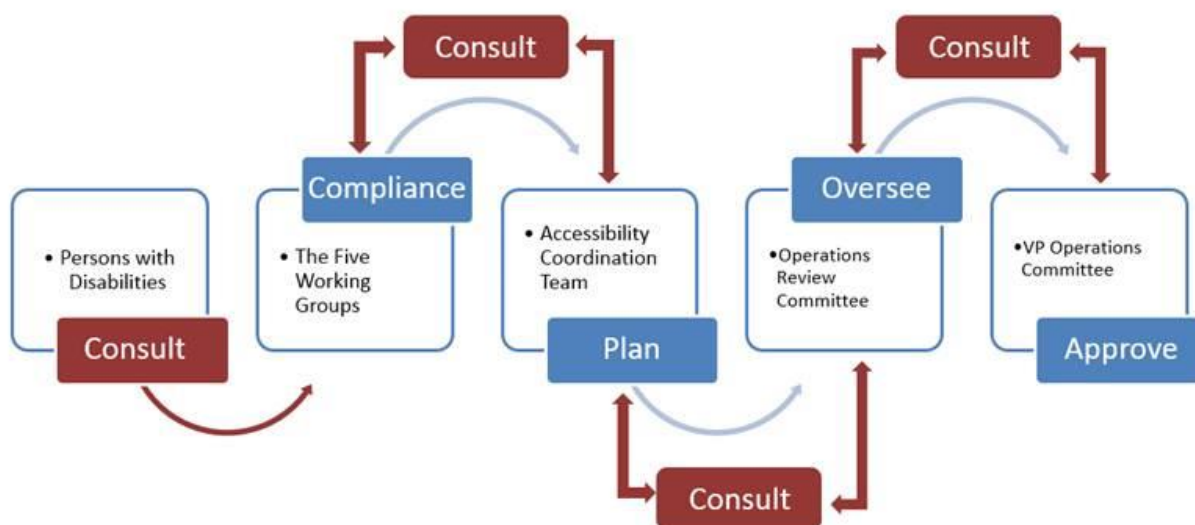


Figure 1- Phase One Reporting Structure of Accessibility Framework

The five Working Groups are comprised of members with direct responsibility and expertise as it pertains to accessibility requirements and identified priorities. Each Group also has a member that self-identifies as living with a disability and holds a particular interest in the Group’s area of focus.

1. [Policy Advisory Working Group](#)
2. [Information and Communications Working Group](#)

3. [Employment Working Group](#)
4. [Built Environment Working Group](#)
5. [Education, Training, and Awareness Working Group](#)

The [Accessibility Coordination Team](#) comprised of the Leads of each working group, provides a harmonized effort and is responsible for the development of comprehensive and integrated Accessibility Plans. The [Operational Review Committee](#) reviews all accessibility initiatives at the request of the Vice-Principals' Operations Committee, thus ensuring institutional-wide considerations are discussed. Ultimate approval of Accessibility Plans and initiatives rests with the Vice-Principals' Operations Group (VPOC).

Phase Two - Competency

Through 2015, some original working groups were either placed on hiatus (because AODA obligations were met) or collapsed. The remaining working groups continued work towards compliance or competency of the university's obligations under the AODA in the following manner:

1. Consult with Persons with Disabilities whose input is shared with the five working groups and throughout the cycle;
2. The process of each working group and committee are as follows:
 - a. **Information and Communication Working Group:** will continue to monitor Queen's websites and departmental compliance efforts (with WCAG 2.0 Level A) every six months and make recommendations.
 - b. **Built Environment Working Group:** continuing its work to meet obligations of the Design of Public Space requirements coming into force in 2016.
 - c. **Community of Practice** (*formerly the Education, Training, and Awareness Working Group has been put on hiatus*): comprises of input from the Centre for Teaching and Learning, ITS Services, and the Equity Office.
 - d. **The Policy Advisory Subcommittee (PSAC) of VPOC** (*formerly the Policy Advisory Working Group which has collapsed*): has agreed to expand its Terms of Reference to include providing feedback on Accessibility policies, procedures, and guidelines and submit them directly to VPOC for approval.
 - e. **Employment Working Group:** has been put on hiatus. The AODA requirements have been met operationally by the Human Resources department through the development of the [Accommodation of Disabilities in the Workplace Policy](#), [Individualized Accommodation Procedures](#), [Disability Accommodation Guidelines](#), [Return to Work Policy](#), and [Return to Work Procedure](#).
3. Any initiative from each active Working Group or Committee (with the exception of PSAC) is given to the Operational Review Committee (ORC) who provides feedback and endorsement ensuring institutional-wide considerations are discussed;
4. The VP Operations Committee, Principal or Vice Principal's Group consults with ORC and provides final approval.

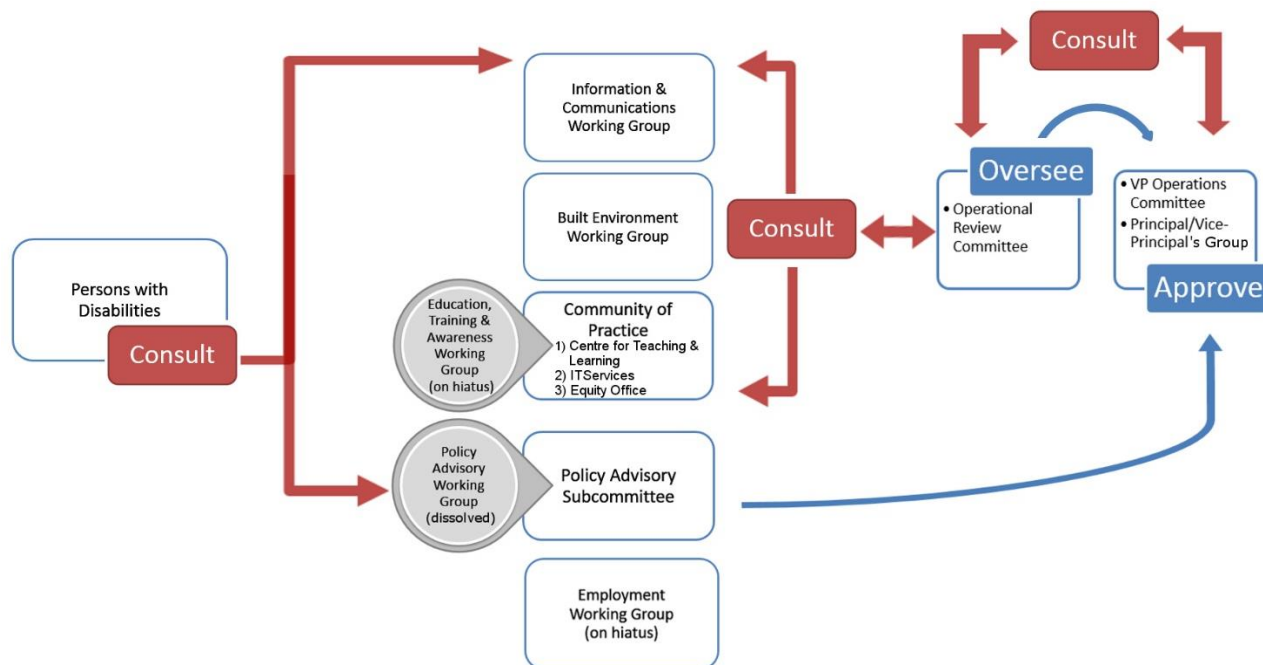


Figure 2- Phase Two – Proposed Reporting Structure of the Framework for Accessibility

Barrier Identification

The intent of the Accessibility Plan is to prevent, identify, and remove barriers. Barriers to accessibility are obstacles that make it difficult – sometimes impossible – for persons with disabilities to do the things most of us take for granted, things like working, learning, and participating in recreational activities. When we think of barriers to accessibility, most of us think of physical barriers, like a person who uses a wheelchair not being able to enter a building because there is no ramp. The fact is that there are many kinds of barriers; some are visible, many are not.

Information or Communications Barriers: Obstacles with processing, transmitting, or interpreting information. For example, print on a brochure that is too small to read, websites that cannot be accessed by people who are not able to use a mouse, or signs that are not clear or easily understood.

Attitudinal Barriers: Prejudgments or assumptions that directly or indirectly discriminate. For example, thinking that persons with disabilities are inferior, or assuming that a person who has a speech impairment cannot understand you.

Technological Barriers: When technology cannot be or is not modified to support various assistive devices and/or software. For example, a website that does not support screen-reading software.

Organizational Barriers: Barriers within an organization's policies, procedures, or practices that do not consider accessibility. For example, a hiring process that is not open to persons with disabilities. For example, inaccessible interview locations, or setting criteria that are not necessary to perform the job requirements.

Architectural and Physical Barriers: Features of buildings or spaces that restrict or impede physical access. For example, a doorway that is too narrow to accommodate entry by a person with a motorized scooter, doorknobs that are difficult for persons with arthritis to grasp or poor lighting for persons with low vision.

Section 2: Accessibility at Queen's University

Achievements for 2013/2016

In its role to guide the Queen's accessibility mandate and put plans into action, the Accessibility Framework continued the process toward compliance with the AODA and building an accessible and inclusive environment.

Consulting Persons with Disabilities and the Broader Community

Queen's strives to improve its ability to consult, engage, listen, and reframe accessibility issues so that the results of our work better meet the expectations and needs of persons with disabilities.

In addition to having persons with disabilities participating on all of our Working Groups, the university has undertaken several key initiatives towards improving engagement with persons who are affected by or interested in accessibility matters at Queen's. Offering an accessible public engagement process helps the university make more informed decisions. It also helps members of the Queen's community better understand the complexities of accessibility planning and thereby builds support for the university's efforts.

Accessibility Café Series

Accessibility Cafés are a chance for the Queen's community to get together to discuss building an inclusive and accessible Queen's community that follows the requirements of the AODA. Each Café has a unique topic and all participants are encouraged to share their perspectives and generate ideas related to the question "how can we improve upon what Queen's is doing already towards imagining and then building an even stronger inclusive and accessible Queen's community?"

- This initiative was relaunched in January 2016;
- The first Café of 2016 was held on January 22 featuring keynote speaker David Lepofsky titled "*Ramping Up Stalled Action in Ontario on Disability Accessibility*";

- The second Café was held on April 25 with titled “*Queen’s Facilities Accessibility Design Standards (QFADS)*”;
- The Equity Office has been conversing with ASUS and the AMS group Accessibility Queen’s (AQ) around forming a collaborative effort going forward to organize the Cafes.

Accessibility Hub

- Since its launch, the Accessibility Hub has assisted **120** Queen’s Departments and Community Services with accessibility issues.
- Through the Accessibility Hub website, the Accessibility Coordinator has responded to:
 - Over **600** specific requests since the website launched (Oct. 2013).
 - Requests range from the simple to very complex. Including; built environment, video captioning, workplace accommodations, audio transcripts, website and document accessibility, physical access, accessible transportation, and accessible parking.
- Since Google Analytics was added to the Hub (Nov. 22, 2013) there have been over **60,000 Visitors** to the website, viewing over **100,000 pages**.

Accessibility Services Self-Study Report

In the Fall of 2014, a working group consisting of the Deputy Provost, the Vice-Provost & Dean of Student Affairs and the University Librarian conducted an accessibility services self-study. This working group provided recommendations for information and feedback to the Operations Review Committee and Vice-Principals’ Operation Committee.

In this reporting year the following recommendations of the Self-Study have been implemented.

- Establish the full-time position of the Accessibility Hub Coordinator, reporting to the Director of Human Rights and Equity Offices, and physically located at the Adaptive Technology Centre;
- Change the reporting structure of the Adaptive Technology Centre, to a service under Library administration with a broadened mandate to support information accessibility for all individuals with disabilities at Queen’s;
- Queen’s Student Accessibility Services (formerly the Disability Services Office) is to retain a student focus in the Disability Services Office, reporting within the portfolio of the Vice-Provost and Dean of Student Affairs.

Diversity and Equity Self-Assessment and Planning (DEAP) Tool

The DEAP Tool has been developed by the Queen's University Equity Office to assist Units to better understand the environments and climate relating to equity and diversity in their Units. Implementation of the DEAP Tool across units will be an additional method towards ensuring that the university not only meets, but in some cases, exceeds the AODA requirements.

The DEAP Tool is a self-audit tool for internal use for Units to:

- Understand the demographic profile of their staff, faculty, and students;
- Assess how inclusive the Unit is;
- Provide an opportunity to reflect on areas in need of improvement using the Diversity Score Card assessment template;
- Support requests for resources or modifications to further commitments to equity and diversity;
- Develop an action plan and timeline to enhance inclusion.

The Tool is also designed to complement other administrative responsibilities such as:

- Strategic Planning;
- Cyclical Program Review Process (CPR) and Queen's University Quality Assurance Process (QUQAP's);
- Hiring and Appointments Processes;
- Implementation of the Academic Plan.

Student Wellness Services

Health, Counselling, and Disability Services (HCDS) was renamed the [Student Wellness Services](#) (SWS). It is the university's central health care and related service provider comprising four streams of service:

- Health Promotion;
- Student Health Services;
- Counselling Services;
- Queen's Student Accessibility Services (formerly Disability Services Office).

SWS is committed to supporting the health and wellness of our students.

Mental Health

Student Affairs offers a number of programs designed to help students, faculty and staff support those experiencing mental health issues. These programs aim to:

- help provide timely, professional, compassionate care to students in distress

- raise awareness about the personal and developmental impact of mental health problems
- help reduce the stigma associated with mental illness
- provide information and support to members of our community who are supporting individuals experiencing mental health challenges
- encourage people to talk and help create more openness about mental health

Mental Health Training

- Identifying and Responding to Students in Distress (IRSD)
- Mental Health: Awareness, Anti-Stigma, Response
- Mental Health First Aid (MHFA) Canada

Academic Accommodation Policy

The university is building on its 1996 [policy concerning students with disabilities](#) to detail the responsibilities of all areas of the university regarding academic accommodations for students with disabilities, as well as to reflect the Ontario Human Rights Commission's June 2014 policy document related to mental health disabilities. The updated policy and related procedures have been developed through the university's Advisory Committee on Academic Accommodations. The policy is expected to go to Senate early this fall.

Customer Service

Queen's is committed to ensuring that persons with disabilities receive an equitable and effective customer experience that accommodates their needs.

We are required to have 100% compliance; currently we are at 80.8% which remained relatively unchanged from May 2015 rate of 80.6%.

- The University must ensure that everyone who acts on behalf of the institution and who communicates and interacts with persons with disabilities has completed the Accessible Customer Service Training.
- Accessibility feedback mechanisms continue to remain in place. The Equity Office is responsible for receiving the feedback, then directing the issue to the appropriate department for action and follow-up. In addition, such feedback is brought to the appropriate Working Group's attention for both monitoring purposes and consideration for future planning.
- An over-arching AODA policy and statement of organizational commitment is being developed.

Information & Communications

Communicating and providing information in ways that work for all is another cornerstone of building an accessible organization.

- Educational or training resources or materials are provided in accessible formats upon request;
- Ensuring our feedback processes are accessible to persons with disabilities. [Accessibility Feedback Online Form](#) ;
- Ensuring new internet websites and web content conform to established WWW Consortium Web Content Accessibility Guidelines (WCAG) 2.0., initially at Level A;
 - ITServices has again purchased a one-year subscription to Site Improve.
 - The Information and Communications Working Group created an inventory and gathered some basic data on all Queen's websites from colleagues across campus so that its members could better understand Queen's current rate of compliance.
 - The University reported to the ADO that new internet websites and their content conform to the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0 Level A (IASR s. 14).
 - The Information and Communications Working Group will continue to monitor Queen's websites and departmental compliance efforts every six months.
- Upon request Queen's will provide or arrange for the provision of accessible formats and communication supports for persons with disabilities in a timely manner and at a cost no greater than the regular cost charged to other persons;
- Upon request Queen's libraries will provide, procure, or acquire by other means an accessible or conversion ready format of print materials for a person with a disability;
- Ensure that E-reserve materials are scanned for basic accessibility and will be transcribed into alternate formats upon request, if a student has a perceptual disability.

Employment

The process of finding, getting and keeping a job must be inclusive and accessible in order to build an engaged and effective workforce at Queen's.

- Queen's has put in place an on-going process to develop, implement, and monitor individual workplace emergency response plans for employees with disabilities, as required.
- Queen's has developed a(n) [Accommodation of Disabilities in the Workplace Policy](#), [Individualized Accommodation Procedures](#), [Disability Accommodation Guidelines](#), [Return to Work Policy](#), and [Return to Work Procedure](#) .

Built Environment

Queen's is committed to greater accessibility into, out of, and around our facilities.

- Newly constructed and redeveloped outdoor public use eating areas shall adhere to accessibility requirements;
- Newly constructed and redeveloped exterior paths of travel shall adhere to accessibility requirements;
- Newly constructed and redeveloped off-street parking facilities and on-street parking spaces shall adhere to accessibility requirements;
- New service counters (inclusive of replacing existing service counters) shall adhere to accessibility requirements;
- Fixed queuing guides shall adhere to accessibility requirements;
- Newly constructed or redeveloped waiting area where the seating is fixed to the floor shall adhere to accessibility requirements;
- Queen's Accessibility Plan shall include procedures for preventative and emergency maintenance of accessible elements in public spaces and procedures for dealing with temporary disruptions when required accessible elements are not in working order.

Education, Training, & Awareness

Queen's recognizes the importance of collaboration in order to share and gain expertise. We continue to strengthen our capacity to inform, educate, raise awareness, and involve both persons with and without disabilities on and off campus.

AODA Training Suite

Online training was provided on the requirements of the accessibility standards under Ontario Regulations 429/07 and 191/11 and on the Ontario Human Rights Code;

- a. The [Queen's AODA Training Suite](#) can be found on the Equity Office website;
- b. Face to face training was made available upon request;
- c. The Equity Office tracked training completion and kept records for compliance purposes;
- d. Quarterly Compliance Progress Reports were sent to all departments and units;
- e. All employees and volunteers are encouraged and provided opportunities to access all available AODA training. However, for the purposes of tracking compliance of our employees, the Equity Office adheres to the Federal Contractors Program criteria: Employees are defined as those earning a salary and that are employed by the university for more than 12 weeks and/or work more than 14 hours per week. This excludes Adjunct 1's, Affiliates, Associates, Co-op Students, Guests, and Casual employees.

- The ‘*From Diversity to Inclusion in the Workplace*’ Certificate Program co-developed by the Department of Human Resources and the Equity and Human Rights Offices has been successful. This Program includes courses examining accessibility in the workplace, amongst others.
- Established in 2008, The [Steve Cutway Accessibility Award](#) formally recognizes the outstanding contributions of faculty, staff and students towards advancing accessibility for persons with disabilities at Queen's University. During the periods of 2013-2016 the Steve Cutway Accessibility Award recipient were:
 - 2013 - Andrew Ashby, Accessibility Hub Coordinator, for his work in coordinating the university's first “Accessibility Hub,” a central, online resource for accessibility at Queen's;
 - 2014 - Access Champions for its efforts to provide accessibility assistance to anyone or any event on campus.
 - 2015 - James McNutt who initiated the "Video Accessibility Audit Project", in association with the Department of Campus Planning and Development, to demonstrate the challenges that face many persons with disabilities while navigating Queen's University campus.

Section 3: Moving Forwards to 2025

The requirements under the AODA are extensive and will affect all aspects of our operations at Queen's. The aim of the Accessibility Framework is to foster a sense of shared accountability and responsibility for accessibility for persons with disabilities at Queen's. The goal is to clearly identify the roles and responsibilities of our leadership, faculty, staff, and students as they relate to the AODA standards – Customer Service, Employment, Information and Communications, Transportation, and the Design of Public Spaces - so that accessibility is an integral part of our strategic planning and operational processes.

Campus Mobility Project

The goal of this project is to create a permanent, year-round **assistive mobility device rental service** on the Queen's campus. This is in response to requests for Queen's to provide wheelchairs and scooters to students, faculty, and staff who have a temporary disability. Funding for equipment has been identified with storage and service delivery to be finalized.

Consulting Persons with Disabilities and the Broader Community

The Accessibility Café series will continue through 2016-2017 with two per term. The first Café is slated for the end of September 2016.

Design of Public Space and the Built Environment

A 2-year Accessibility Audit of the University's built environment commenced February 2015 and Phase 2 of audits will occur in 2016. Approximately 6 million square feet of interior and exterior space in academic and administration buildings, libraries, student centres and any other buildings expected to undergo capital upgrades, updates or renovations will be audited.

Queen's Facility Accessibility Design Standard (QFADS)

The Alma Mater Society (AMS) provided funds to allow Campus Planning and Development to begin the development of a Queen's Facility Accessibility Design Standard (QFADS), adapting widely accepted FADS from select Ontario municipalities and universities, to the Queen's experience.

While provincial legislation outlines minimum building standards that public institutions must adhere to, Queen's supports campus community members living with disabilities, and believes that a Queen's FADS will ensure that new construction and renovation projects will meet or exceed AODA and Ontario Building Code (OBC) regulations. By informing and directing how the built environment at Queen's will develop, a Queen's FADS will shape the experience that students, staff, faculty, and visitors will have of Queen's University for decades to come.

Queen's Libraries

- The Library formed the Section #18 Project Group. This Project Group is comprised of individuals representing many different units in the Library as well as the Accessibility Coordinator.
- The Group has completed much of its mandate including: an environmental scan of current transcription practices (converting course and print materials into an alternate, accessible format) in Ontario University and Colleges; recommending and changing Library Services for Students with Disabilities to the more inclusive, Library Accessibility Services; creating an online transcription request form, located on the Adaptive Technology Centre website, for students, staff and faculty wanting to request library materials in an alternate format;
- Queen's Library recently received a new, sophisticated high-quality scanner that will improve the quality of scanned items.

Information & Communications – WCAG 2.0 Level AA Compliance (2021)

The Information and Communications Working Group outlined and executed a plan for the University to achieve WCAG 2.0 Level A compliance. The working group will continue to monitor Queen's websites and departmental compliance efforts every six months to ensure Level AA by 2021.

Where Next?

AODA Review – Recommends Creating New AODA Standards

Regular reviews of the AODA are required to make sure the legislation is working as intended and to identify where improvements can be made. Mayo Moran, Dean of the Faculty of Law of the University of Toronto, was mandated to lead the scheduled independent review of the Accessibility for Ontarians with Disabilities Act (AODA). [She tabled her report and recommendations to the Ontario government in November 2014.](#)

The report identified a need for new standards covering the health care and education sectors. If new standards are created they would have an impact on Queen's:

1. Health Care Standard: would impact the School of Medicine on what and how it teaches. Such a standard may include: requiring accessible examination equipment, health information to be provided in alternate formats, and require training for medical practitioners;
2. Education Standard: could require that Learning Management Systems (LMS) and website extranets be within the scope of the website accessibility requirements.

Canadians with Disabilities Act

A federal act has been proposed to ensure that Canada becomes fully accessible to people with disabilities, effectively implementing the equality rights which the Charter of Rights and the Canada Human Rights Act guarantee. After the 2015 election, Prime Minister Justin Trudeau named Carla Qualtrough the Minister of Sport and Persons with Disabilities with the [mandate to enact the Canadians with Disabilities Act.](#)

A Canadians with Disabilities Act could possibly impact Queen's by:

- Ensuring any departments, faculty, researchers who receive federal funds be compliant to any standards outlined by the Act.

Queen's University's Comprehensive Strategic Framework for Accessibility

Accessibility is a priority for this Queen's. Much has been accomplished under the Framework toward ensuring that our services, supports, and spaces are accessible for persons with disabilities. However, the university acknowledges that there is much still to do in meeting our obligations under the AODA.

Through 2015, some original working groups were either placed on hiatus (because AODA obligations were met) or collapsed. The remaining working groups continued work towards compliance or competency of the university's obligations under the AODA. The new phase of the Framework is reflected in Figure 2 on page six (6).

Queen's Strategic Roadmap for Achieving Accessibility

Organizational change is complex and involves many components: policies, procedures, practices; people; technology; infrastructure; communications and awareness. Taken together, these are the levers that will bring about change. The Queen's Strategic Road Map provides an overall view of the approach to and management of organizational change. (See the Queen's Strategic Roadmap on the following page.)

Queen's is committed to creating a campus community that is inclusive of all individuals and ensures equal opportunity among its members to achieve success in their academic and employment endeavours. The university recognizes that successful learning and employment outcomes are the result of a shared responsibility and commitment on the part of students, faculty and staff, and expects that all members of the community will advance and contribute to the ongoing development of an environment that is accessible and inclusive, while actively working to identify, remove and prevent barriers to persons with disabilities.

Queen's Strategic Road Map*

TRANSFORMATIONAL STRATEGY	STRATEGY OUTCOMES	Vision	An Accessible Queen’s University				
		Key Outcomes	<ul style="list-style-type: none">Meaningful consultation with persons with disabilities in formulating solutions and implementing decisionsPersons with disabilities who are Queen’s students or customers, receive quality goods and services in a timely mannerPersons with disabilities who are Queen’s employees participate fully and meaningfully in services and employmentInformation and communications are available in accessible formats to all Queen’s employees and customersQueen’s employees are able to identify barriers to accessibility and actively seek solutions to prevent or remove them on a continuing basis throughout the organizationThere is greater accessibility into, out of, and around Queen’s facilities and public spaces				
	IMPLEMENTATION	Levers	Policies, Procedures, Practices	People	Communications and Awareness	Technology	Infrastructure
		Changes	<p>New/revised directives and policies will reinforce accessibility considerations</p> <p>New and existing tools and guidelines will embed accessibility criteria into day-to-day practices</p>	<p>Staff, Faculty, Student Training</p> <p>Accessible human resources practices</p> <p>Improving employment accommodation practices</p>	<p>Accessibility information is widely available through communications and events</p> <p>Ongoing stakeholder outreach and consultations with persons with disabilities</p> <p>Accessible feedback mechanisms are in place</p>	<p>Accessible internet sites</p> <p>Accessibility features are built into new kiosks</p> <p>Materials available in accessible formats on request</p>	<p>New facilities and all future extensive renovations are completed to meet accessibility standards and Ontario Building Code barrier-free design</p>
		Foundation	Informed and Committed Leadership		Strong Governance and Accountability		
	Alignment and Coordination		Measurement, Evaluation, and Reporting				

*based on a concept from the Ontario Public Service with thanks, any accessibility issues with the above table please contact 32563 for clarification.

Appendix: Guiding Legislation

The [Ontarians with Disabilities Act, 2001](#) (ODA) ensures that public organizations incorporate accessibility planning into their operations and facilities and document such actions within an accessibility plan. In 2005, a second piece of legislation, the [Accessibility for Ontarians with Disabilities Act](#) (AODA) was enacted to further qualify the ODA and serve as a framework for the establishment of accessibility standards in five areas: customer service, information & communications, transportation, employment, and the built environment. The standards support the principles of the AODA to ensure dignity, integration, independence, and equal opportunity and each has specific timelines for implementation.

Compliance with the ODA and AODA is required and are in place for the purpose of ensuring that persons with disabilities are not discriminated against. Implementation is being phased in over time to achieve the Provincial government objective of a fully accessible province by 2025.

The AODA recognizes the interaction between the AODA, the [Ontario Human Rights Code, 1990](#) and the [Ontario Building Code Act, 1992](#).

Nothing in this Act or in the regulations diminishes in any way the legal obligations of the Government of Ontario or of any person or organization with respect to persons with disabilities that are imposed under any other Act or otherwise imposed by law. 2005, c. 11, s. 3.

Therefore, the organizational requirements of the AODA and its Regulations do not replace or change our legal obligations towards persons with disabilities under the *Ontario Human Rights Code, 1990* (e.g., a request to accommodate an individual student or employee with a disability) or any other Act such as the *Ontario Building Code Act, 1992*. Accordingly, if the university only complies with the requirements of the AODA and/or the *Building Code* it may be vulnerable to a human rights complaint to the extent that their premises and practices continue to fall short of the requirements of the *Human Rights Code*. In sum, the *Human Rights Code* prevails over any other Act or regulation.¹

Integrated Accessibility Standards – Ontario Regulation 191/11

This [regulation](#) establishes the accessibility standards for each of information and communications, employment, transportation, the design of public spaces and customer service. The information and communications standards sets out how organizations are required to create, provide, and receive information and communications that are accessible for persons with disabilities. The employment standards set out specific requirements for the recruitment, retention, and accommodation of paid employees with disabilities. The transportation standards are the only set of standards that are sector specific, that is, they relate specifically to modes of transportation that come under the jurisdiction of provincial and municipal governments.

¹ Unless the Act or regulation specifically provides that it is to apply despite the Human Rights Code (section 47).

Customer Service Standard – Ontario Regulation 191/11, Part IV.2

As of July 2016, this [standard](#) are now part of the Integrated Accessibility Standards. It ensures that persons with disabilities can receive goods and services in a manner that takes into account one's disability.

Design of Public Spaces Standards – Ontario Regulation 191/11, Part IV.1

These [standards](#) are part of the Integrated Accessibility Standards which are the accessibility standards for the built environment. These standards focus on removing barriers in two areas; public spaces, and buildings. These standards only apply to new construction and major changes to existing features.



MANAGING NOTIFICATIONS OF TEMPORARY SERVICE DISRUPTIONS PROCEDURE

Contact Officer

Accessibility Coordinator

Purpose

In accordance with the accessible customer service requirements under the Accessibility for Ontarians with Disabilities Act, 2005, Queen's University is required to provide notification of temporary disruptions in those facilities or services (in whole or in part) made available for persons with disabilities so that they may obtain, use or benefit from the University's goods, services, or facilities.

[Ontario Regulation 191/11 of the Accessibility for Ontarians with Disabilities Act, 2005, section 80.48 subsection 1-5 state:](#)

- (1) If, in order to obtain, use or benefit from a provider's goods, services or facilities, persons with disabilities usually use other particular facilities or services of the provider and if there is a temporary disruption in those other facilities or services in whole or in part, the provider shall give notice of the disruption to the public.
- (2) Notice of the disruption must include the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.
- (3) Every provider, other than a small organization, shall prepare a document setting out the steps that the provider will ensure are taken in connection with a temporary disruption and, on request, shall give a copy of the document to any person.
- (4) Every provider, other than a small organization, shall notify persons to whom it provides goods, services or facilities that the document required by subsection (3) is available on request.
- (5) The notices required by subsections (2) and (4) may be given by posting the information at a conspicuous place on premises owned or operated by the provider, by posting it on the provider's website, if any, or by such other method as is reasonable in the circumstances.

Definitions

Accessible element: An *element specified by guidelines and/or standards* (for example, telephone, controls, etc.).¹

Controls are operating mechanisms generally used by staff or public (e.g., light switches and dispenser controls). Exception: Restricted-access controls.²

Element: An architectural or mechanical component of a building, facility, space or site (e.g. telephone, curb ramp, door, drinking fountain, seating or water closet).³

Maintenance of Accessible Elements in Public Spaces

Facilities and Grounds

- Physical Plant Services (PPS) is responsible for facilities (infrastructure and façade) and grounds.

Maintenance requests for these issues should be reported to the FIXIT Desk at ext. 77301. Repairs to keep Queen's University facilities and services in proper working condition are considered maintenance.

Telephone Repair

- For telephone service repair requests, please fill out the form found here: <https://www.queensu.ca/itrack/ITS/telecom/telrepair.html>.

Adaptive Technology Centre (ATC)

- Any maintenance or service requests to accessible elements in the ATC may be communicated directly to the ATC Coordinator: <http://queensu.ca/atc/connect>

Notice of Temporary Service Disruption

Maintenance to any accessible element will require a 'Notice of Temporary Service Disruption' if the element or control is contained within a Facility and Service subject to the procedure outlined below.

¹ As defined by the Facility Accessibility Design Standards for the City of Kingston s. 2.0, Facility Accessibility Design Standards for Brock University s.2.0 and the Americans with Disability Act of 1990 s. 3.5.

² Derived from Facility Accessibility Design Standards for Brock University s.4.4.2 Controls and Operating Mechanisms

³ As defined by the Facility Accessibility Design Standards for the City of Kingston s. 2.0, Facility Accessibility Design Standards for Brock University s.2.0 and the Americans with Disability Act of 1990 s. 3.5.

Facilities and Services Subject to ‘Managing Notifications of Temporary Service Disruptions Procedure’

The University identifies the following facilities and services as being subject to the requirement for notification of temporary disruptions:

- Accessible lift mechanisms
- Accessible parking
- Accessible pathways
- Accessible ramped entrances
- Accessible washrooms
- Adaptive computer and other technology made available through the Adaptive Technology Centre
- Power door openers to public entrances
- Public Elevators

The University recognizes that if additional facilities or services become available in the future for use by persons with disabilities so that they may obtain, use or benefit from its goods or services, this list will be updated accordingly.

Procedure for Temporary Disruptions with Physical Accessibility Facilities and Services: Door openers, Elevators, Lifts, Pathways, Ramps and Washrooms

Responsible Officer/Section	Step	Details
Department Heads or their designates	1	Notify FIXIT in Physical Plant Services so they become aware of any disruptions to these physical accessibility services or facilities within their area. FIXIT may be reached by phone at 613-533-6757 (Campus, 77301) or by email at fixit@queensu.ca . To report issues after 4 pm or on weekends, individuals may contact the Emergency Report Centre at 613-533-6080 (extension 36080 on campus) or email Campus Security at Campus.Security@queensu.ca .
Physical Plant Services (PPS)/FixIt	2	If PPS/FixIt staff report the issue internally, a notification will be issued if the interruption will extend for more than 24 hours.
Faculty, staff, students and visitors, Queen’s University	3	Inform the University about service disruptions in any of the above listed accessibility facilities or services. They may do this by contacting PPS/FixIt or by using

Responsible Officer/Section	Step	Details
		the University's Accessibility Feedback Online Form, available at: https://www.queensu.ca/forms/accessibility/customer-service-accessibility-feedback
Physical Plant Services (PPS)/FixIt	4	Receives notifications concerning disruptions to physical accessibility of facilities or services.
Physical Plant Services (PPS)/FixIt	5	Assign responsibility for assessing the situation and respond accordingly when receiving notifications concerning disruptions to physical accessibility of facilities or services.
Physical Plant Services (PPS)/FixIt	6	Assess each disruption and determine if a Notification of Temporary Disruption is required. Any disruption to these services or facilities expected to last longer than 24 hours will require a Notification of Temporary Disruption .
Physical Plant Services (PPS)/FixIt	7	<p>When a Notice of Temporary Disruption is required it must include:</p> <ul style="list-style-type: none"> • Reason for disruption • Date and Time FIXIT assessed the disruption; • Name of the facility or service; • Alternate accessible facilities or services, if available; • Anticipated duration of disruption. Disruption extending beyond the anticipated duration will be communicated through an updated notification on the date the original notification expires; • Contact Information for more information.
Physical Plant Services (PPS)/FixIt	8	Post any required Notification of Temporary Disruption .
Physical Plant Services (PPS)/FixIt	9	<p>Notifications of Temporary Disruption will be posted as follows:</p> <ul style="list-style-type: none"> • Temporary sign posted in a conspicuous, logical location near the facility or device. Examples include over an elevator button, on the power door opener button, near the entrance of a ramp, near the operating button of a lift. • Temporary signs posted as appropriate throughout the building, elevators, particularly near the building's main entrance and all accessible entrances;

Responsible Officer/Section	Step	Details
		<ul style="list-style-type: none"> • Notifications will be emailed to Queen's Student Accessibility Services, Campus Security, Environmental Health & Safety, the Accessibility Hub, and the Editor of the 'Gazette' or designate; • Notifications will also be issued to the list serve for the affected building, so the information may be circulated to occupants.
The Gazette Editor	10	<p>Ensure notification are posted on the 'Campus Updates' webpage: http://www.queensu.ca/gazette/campusupdates. These notifications will also automatically appear on my.queensu.ca.</p>

Procedure for Temporary Disruptions with Accessible Parking

Responsible Officer/Section	Step	Details
Parking Office	1	Responsible for managing accessible parking on all of its parking lots and any University-owned streets (e.g. Bader Lane, Fifth Field Company Lane, Founders Way, West Campus Lane and Water Tower Lane)
Parking Office	2	Responsible for receiving notifications in disruptions to its accessible parking spots. The Parking Office can be reached by phone at 613-533-6979 or by email at parking@queensu.ca . Give disruptions to accessible parking priority attention.
Faculty, staff, students and visitors, Queen's University	3	Inform the University about accessibility parking concerns at Queen's by using the University's Accessibility Feedback Online Form, available at: https://www.queensu.ca/forms/accessibility/customer-service-accessibility-feedback
Parking Office	4	Retain a listing of University community members holding accessible parking permits.
Parking Office	5	In the event of a disruption in service for an assigned accessible parking spot lasting for more than 24 hours, the Parking Office, where possible, will assign an alternative accessible parking spot to the registered user until the disruption is resolved.
Parking Office	6	In the event of a complete closure of a parking lot, the Parking Office will inform registered users of the disruption and arrange for alternate accessible parking locations. When necessary, alternate arrangements will include reclaiming, and temporarily

Responsible Officer/Section	Step	Details
		designating as accessible, existing spots in other parking lots.
Parking Office	7	In assessing any disruption to accessible parking, the Parking Office will provide notifications of disruption as deemed necessary, following the same procedure as outlined in the Notice of Temporary Disruption procedure above.

Procedure for Temporary Disruptions with Accessible Parking due to Snow and Ice

Responsible Officer/Section	Step	Details
Parking Office	1	Inform contractual snow removal companies that accessible parking spots are a priority in the snow removal plan. Provide each contractual snow removal company with a Campus Map identifying the location of accessible parking spots.
Parking Office	2	Inform contractual snow removal companies that they are not permitted to pile snow in accessible parking spots, even on a temporary basis.
Parking Office	3	Meet with the contractual snow removal companies and Queen's staff, as necessary, immediately after the first snowfall of the year to review the process and correct any issues.

Procedure for Temporary Disruptions to adaptive computers and technology – Adaptive Technology Centre

Responsible Officer/Section	Step	Details
Adaptive Technology Centre Coordinator	1	Temporary sign posted in a conspicuous, logical location (e.g. directly on or adjacent to the equipment)
Adaptive Technology Centre Coordinator	2	Notification on the website of the Adaptive Technology Centre (ATC). This page is linked to the website of Queen's Student Accessibility Service (QSAS) and the Accessibility Hub.
Adaptive Technology Centre Coordinator	3	General message to the Student- listserv, if appropriate
Adaptive Technology Centre Coordinator	4	A complete closure of the ATC must be published on the Queen's Library home page. Notification on the University's home page, as determined and communicated by the Coordinator or designate to the Electronic Communications Manager in Marketing and Communication.

Responsible Officer/Section	Step	Details
Adaptive Technology Centre Coordinator	5	During power outages and/or computer server interruptions, the ATC Coordinator or designate will post a notification on the door to the computer lab.
Adaptive Technology Centre Coordinator	6	The Coordinator or designate will also take steps to alert users as they arrive at the Adaptive Technology Centre of any disruptions to services or facilities.

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Date of Commencement	
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