The Plan is a work in progress and will continue to be updated.

Accessibility Plan
A Response to the
Ontarians with Disabilities Act, 2001

Office of the University Advisor on Equity
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Original version of the Queen’s University Accessibility Plan
was prepared for
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Queen’s University Annual Accessibility Plan
September 30, 2003

1.0 Introduction

In December 2001, the Ontario legislature passed the Ontarians with Disabilities Act (ODA, Appendix 1), designed to improve the participation of people with disabilities in Ontario. This legislation will work in concert with existing elements of the Human Rights Code and other legislation to more specifically address the need for ongoing improvements to accessibility for people with disabilities. The ODA requires all colleges, universities, school boards, hospitals, municipalities and public transportation organizations to develop accessibility plans by September 30, 2003. These plans must document barriers to accessibility that have been removed to date for all disability groups and identify those barriers that will be removed in the coming year. The plans must also identify how the barriers will be removed and present an ongoing implementation plan for removing barriers in the future as well as preventing the development of new barriers. Plans are required to be made public and accessible for input and contributions from the wider community.

2.0 Purpose of the Accessibility Plan

Accessibility issues are varied and wide-ranging, affecting students, staff, faculty, guests and visitors. They range from information provided at initial contact with the university to admission policies and procedures, curriculum construction and evaluation to student aid, housing, sports and events. Employment and benefit policies, departmental funding structures, parking and facilities need to be addressed in order to enhance participation by eliminating barriers for people with disabilities. These diverse needs make cohesive improvements to accessibility an enormous and often elusive task.

2.1 Aim

This Accessibility Plan is intended to bring together the creative, comprehensive thinking required to address all these areas systemically and consistently so initiatives that can support and enhance each other are handled in concert. This Plan aims to increase interdepartmental communication and provides a unified structure to address Queen’s accessibility issues. It comprises of two components – a main plan which highlights the University’s overall, long term objectives and an evolving, action-specific plan with consisting of both long term goals and more immediate, short-term objectives with proposed time frames for the initial steps. Short-term objectives, or action steps, are intended to begin discussion and exploration, to draw a focus to issues and spark initial actions. These will be revised at least annually as they are accomplished and the next steps identified.
2.2 Overall Objectives

The Queen’s Accessibility Plan will:

1) provide a framework for developing cohesive accessibility initiatives which identify, remove and prevent barriers;
2) set goals for specific improvements to accessibility;
3) establish action plans for meeting those goals, initiating accountability at various levels;
4) track progress, and
5) be made public for input and suggestions from the wider Queen’s community.

The Plan, through a review and planning process, will be revised by the Queen’s Accessibility Committee in the first year to harmonize with University budget and planning periods. With the establishment of goals and action plans for various areas of accessibility, the need for accountability becomes more obvious. The University will need to identify appropriate individuals to contribute regularly to the removal and prevention of barriers, reporting to the respective Deans and Vice-Principals regarding annual progress.

2.3 Vision for the Future

Consistent with the numerous confirmations of Queen’s commitment to diversity and equity, the University seeks to create an environment for working and learning that is fully accessible and inclusive, overtly valuing diversity and benefiting from it. The University seeks to develop systems that are both proactive in promoting and developing accessibility for people with disabilities and responsive to the needs that arise for individual members of the University community. Diversity is seen as an integral and essential characteristic of the population in which the unique life experience, insight and inspiration of all community members is solicited and respected. People with disabilities bring their perspective and creativity to every setting and task, shedding new light on what we do, why we do it that way and how we might do it differently and better. The need to change the way we do things and the assumptions we take for granted moves our thinking “outside the box”, enabling us to see the world and the work we do in an expanded context, rich in opportunities for creativity, invention and growth.

Faculty and staff in such a setting reach out to learn about new ways to teach and communicate with students of different learning styles, sensory abilities and pacing requirements. Thoughtful, creative analysis of why we teach what we teach and how we go about it is welcomed as an intellectual challenge, as much as the teaching itself. Accommodation of disability is a natural and integral part of every job, whenever the need arises, for students, clients or colleagues.

Employees and students with disabilities find an enthusiastic and welcoming climate in which to explore and exercise creative problem-solving with colleagues, supervisors and
peers to establish appropriate accommodation that promotes continued participation while working, living and learning with a disability.

Accommodation in education and employment is never viewed as a threat to integrity, an inconvenience or simply too much work. Rather, the opportunity to find a new way, to rethink old assumptions and to forge a new path is welcomed as an interesting opportunity to try something new and different that results in improvement for everyone.

This environment of inclusion is achieved with a confluence of systems that are each and collectively both proactive and responsive, consistently setting goals for annual improvements while providing a mechanism for quick response to arising needs. The institution works systematically from the top down with values, commitments, planning, funding, support and advocacy while simultaneously working with initiatives from the bottom up, responding to concerns of both individuals and groups. Each system promotes enthusiasm for inclusion and learning by people with disabilities and about disabilities among faculty, staff, students and the larger community of volunteers and visitors.

Eventually, with the incorporation of such values and the integration of creative teaching, learning and working strategies, overt accommodation of disability will become less and less apparent as principles of universal instructional and building design become commonplace. Barriers arising from our assumptions about the need for vision and hearing, stress tolerance and endurance or two-footed mobility will fall away as more creative and adaptive means to any given end are discovered.

3.0 Accessibility Working Group

Due to the development of this initial Accessibility Plan during the summer months prior to September 30, 2003, the working group consisted of the University Advisor on Equity, Mary Margaret Dauphinee; a consultant, Barbara Roberts, who developed the original plan; a research assistant, Erin Weir, with administrative support from Diane Bootsma. Suggestions, concerns and contributions to the Plan were requested from each member of the former Accessibility Oversight Committee (AOC). An extensive survey of the community regarding barriers to accessibility was undertaken, eliciting more than 120 replies, many of which resulted in detailed follow-up interviews with respondents. A fully accessible community forum was held in collaboration with the City of Kingston in which further information on barriers was gleaned from participants. This information was used to establish priorities for barriers to be removed first and to contribute to the list of barriers to be addressed in subsequent plans.

The Queen’s Accessibility Committee is made up of members of the pre-existing Accessibility Oversight Committee (AOC), with additional members as suggested by the Accessibility Oversight Committee and includes people with disabilities, faculty, staff and students. (See Appendix 2) The University Advisor on Equity has been appointed by the Principal to Chair this new Accessibility Committee. As recommended by the Report On the Ontarians With Disabilities Act 2001: Compliance and Administration prepared for the
Principal, the Council of Ontario Universities’ recommendations and the Accessibility Directorate of Ontario, responsibility for development and on-going implementation of the Plan has been assigned to a senior management office, the Office of the University Advisor on Equity. Budget, space and staffing allocations dedicated to monitoring, revising and implementing the Plan have been established.

4.0 Categorization of Barriers

An advisory committee has been set up by the Council of Ontario Universities (COU) to support the development of the ODA plan. The Council of Ontario Universities Working Group on the ODA published a comprehensive report and checklist of potential areas to be addressed by university accessibility plans as well as a set of guidelines for university accessibility plans. Their seven areas identified for review and planning were: publications and information resources, equipment and adaptive technology, physical facilities, human resources issues, awareness issues for faculty and staff, academic services and policies for students with disabilities and non-academic student support services. While these categories reflect the comprehensive intent of the legislation and to a greater extent the internal organization of universities, it is felt that a more universal set of terms will ensure that no environmental barriers are overlooked and those which address more than one area (education and employment applications or publications and information, for example) can be better captured under a single heading.

4.1 World Health Organization Categories

The categories used in this report and hopefully in future accessibility endeavours at Queen’s, will be those of the World Health Organization’s (WHO) International Classification of Function, Disability and Health (ICF). The WHO’s ICF recognizes that much of what disables people from participation is the environment or aspects of the environment, external features of society created by people. Disability does not reside as much in the individual person as in how the world is designed based on assumptions about how people must perform tasks such as entering buildings, using text material or obtaining information. In keeping with the idea that there may be many means to any given end, environmental barriers in policies, programs, practices or services as well as physical barriers must be removed and new ones must be prevented. (For further details, see Appendix 4.)

The WHO ICF classification of environmental barriers is quite extensive and includes (compared to COU terms):

- **Attitude and Beliefs** (“awareness issues for faculty and staff”)
- **Natural and Built Environments** (“physical”)
- **Services, Systems and Policies** (“human resource issues, academic and non-academic policies, academic and non-academic services”)

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• **Relationships and Supports** ("human resource issues")

• **Products and Technology** ("equipment and adaptive technology, publications and information resources").

Environmental barriers will be classified according to the factors identified in the WHO ICF and not by disability group, so that barriers are addressed without restriction to diagnostic groups, and more than one group may benefit from any particular initiative. Diagnostic groups indeed disabling conditions themselves, evolve over time to include effects of newly discovered illnesses, multiple conditions, environmental illnesses, etc. The removal of barriers must not be limited to accommodating current diagnoses, but must move the institution toward an inclusive, barrier-free environment regardless of the specific nature of known disabilities.

### 5.0 Commitment to Accessibility: Barriers removed to date

#### 5.1 Current Policies, Position Statements and Equity Bodies

In undertaking this Accessibility Plan, the University is building upon a foundation of established bodies, principles and statements that have already been put in place to address and enhance the quality of equity and accessibility at Queen’s.

In the 1996 Report on Principles and Priorities, the University established a set of recommendations geared towards the achievement of broad objectives relating to institutional excellence. Among the principles outlined in that document, the administration asserted, “Queen’s cherishes the diversity of human experience and background and supports the freedom of individuals to study, teach, work and carry out research without fear of harassment, intimidation or discrimination.” The document goes on to state that “human diversity provides essential elements of strength, resilience and innovation to the University” and that “acknowledgement of the importance of diversity must inform decisions at all levels.”

There are several statements and policies issued by the University condemning discrimination and encouraging the students, staff and faculty of Queen’s to become more equitable in their approach to their work, study and community interaction. The Queen’s Code of Conduct and the Harassment/Discrimination Complaint Policy and Procedure are both explicit in their condemnation of any sort of discrimination on the basis of “race, religion, gender, handicap (disability), ethnicity, national origin or sexual orientation.” The Senate Educational Equity Statement pursues similar ends, asserting, “A culture of educational equity recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the University.” Another significant policy is the Queen’s Policy concerning Students with Disabilities, which commits the University to “…facilitating the integration of students with disabilities into the University community…exercising creativity and flexibility in meeting the needs of students with
disabilities while maintaining academic requirements.” In addition, Articles 9 and 24 of the Collective Agreement between the Faculty Association and the University address the importance of non-discrimination and employment equity, respectively.

In order to ensure that these policies and principles are implemented, Queen’s has established a number of bodies to oversee existing operations and to advocate for change wherever it may be necessary. Equity in human resource practices is the domain of the Council on Employment Equity, in conjunction with the University Advisor on Equity (UAE) and Human Resources. The UAE also works with the Senate Educational Equity Committee (SEEC), Health Counselling and Disability Services and the student-run Accessibility Queen’s (AQ) to promote equity throughout the University’s academic endeavours and to educate the Queen’s community about students with disabilities and broader equity issues. (Appendix 5)

Following is a list of accessibility initiatives and barriers removed to date, over approximately the last ten years, classified according to the World Health Organization’s classification system of environmental factors.

**5.2 Attitudes and Beliefs:**

- Executive Briefings, Open Forum meetings and disability-specific presentations provided to faculty and department heads
- Disability simulation and awareness sessions developed and held for Faculty of Education, Registrar’s Office and Library staff, student orientation leaders and other groups
- Training developed for Teaching Assistants in Sociology and Political Studies, currently being expanded into other departments through Instructional Development Centre
- Integration of teaching strategies for students with disabilities into faculty and instructor training through Instructional Development Centre
- Health Counselling and Disability Services’ own guidebook, the Faculty Handbook on disability and accommodation has been developed, published and mounted on Queen's website.
- Monthly diversity column established in a campus newspaper, The Gazette, addressing diversity issues including disability.
- Web accessibility module included in Information Technology Services Web Certificate Program
• Information Technology Services and Library - Special Readers' Services developed joint training sessions on adaptive technology for use in teaching, learning and research; delivered to Departmental Computing Representatives and faculty through Learning Technologies Unit.

5.3 Natural and Built Environments:

• Grey House/Student Affairs Centre renovated for access with concrete covered ramp, power door and accessible washroom.

• Completion of Stauffer Library with level access, elevators, accessible washrooms, power doors, an assistive technology lab and designated parking spaces adjacent to the building

• Lift installed for the Physical Education Centre pool and modifications made to showers and washrooms in men's and women's locker rooms

• Power door installed at main entrance of Physical Education Centre

• Customer Service desk of Physical Education Centre renovated for access

• Improved signage throughout Physical Education Centre

• Accessible water fountain installed in Physical Education Centre

• Accessible parking, ramp and lift installed at the International Centre for the Advancement of Community-Based Rehabilitation

• Main floor washroom renovation in Harrison-LeCaine Hall

• Planning for renovations and new elevator currently in progress in Richardson Hall

• Renovation/new construction making Dupuis Hall more accessible with level entrance, power doors, ramped interior access between buildings and accessible washrooms (currently under construction)

• Ramp, power doors and accessible washroom added to Old Medical Building

• Renovation/new construction making Earl Hall/Biosciences Complex more accessible with the addition of level entrances, power doors, accessible washrooms, amplification in teaching space, level access to front and rear of lecture theatres, lift and elevators
• Chernoff Hall designed and built with level entrances, power doors, elevators, accessible washrooms, adjustable-height lab benches, accessible eye wash, front and rear access to lecture theatres

• New level entrance, elevator, power doors and accessible washrooms added to Macdonald Hall, Faculty of Law

• Renovation of Victoria School Building into Goodes Hall included newly ramped, level entrance, elevator, accessible washrooms, power doors, accessible drinking fountains

• Elevator added and washroom renovations done, ramp renovated and expanded at University Club

• Railings added to stairs at rear entrance to Chown Hall

• Fourteen power doors added to various buildings in student-university collaborative initiative

• Washrooms renovated, new elevator, lift, power doors and classroom ramp installed in Macintosh-Corry Hall

• Health, Counselling and Disability Services made accessible with elevator, accessible washrooms, power doors, level entrance and accessible off-street parking spot

• Ban Righ dining hall renovated to be more accessible with ramped entrance and power doors; staff assist available upon request for buffet items or carrying trays

• Level access developed between Ban Righ dining facility and Adelaide Hall women’s residence

• New Residence buildings designed and built with level access, elevators, accessible washrooms and laundry facilities with adjoining rooms for attendant care when required

• Gordon Brockington’s entrance renovated for level access with concrete ramp and power security doors

• Dunning Hall renovated for better access to all floors

• New Regional Assessment Centre renovated with accessible ramp and washroom

• Newly constructed Cancer Research Institute designed and built with level entrance, power doors, accessible washrooms and elevators
• Grant Hall stage ramped from the exterior for more access to Convocation and other stage activities

• Agnes Etherington Art Centre renovation included accessible main entrance

• Douglas Library renovated for access with leveled entrance, power doors, accessible washrooms and assistive technology lab

• Improved ramp into Theological Hall

• Ramp, elevator and accessible washroom added to Rideau Building

• Accessible elevator in Harrison-LeCaine Hall (currently in progress)

• Ramp and power door installed in Dupuis Hall at Information Technology Services entrance

5.4 Services, Systems and Policy:

• Department of Disability Services established for advocacy and accommodation planning for students with disabilities; merged into Health, Counselling and Disability Services

• Staff member identified in Human Resources to assist staff with disabilities

• Volunteer note taker and Information/Reference Unit (in Douglas Library) developed for students with disabilities

• Full-time Learning Strategist provided for students with learning disabilities

• Learning Disability Specialist funded to provide psychological assessment of students with learning disabilities and traumatic brain injury

• Full-time reference librarian funded to provide support in library research skills, alternate format and assistive technology for students with disabilities

• Assistive technologists provided for support to students with learning disabilities

• Career counsellor designated to work with students with disabilities on employment and career issues

• Full-time specialist in Information Technology Services funded to support members of the Queen's community who have a print disability
• Senate Policy Regarding Students with Disabilities passed November 1996, highlighting commitment to flexibility and creativity in accommodation of students with disabilities

• Faculties of Education and Law established equity admissions policies, considering the experience of students with disabilities in the admission process

• Queen’s Accessibility Guidelines developed for use in renovation and new construction, combining Ontario Building Code, Americans with Disabilities Act, Canadian Standards Association standards for accessibility

• Residence contract clause developed retaining the option to reallocate Residence rooms to meet accessibility needs

• Apartments and Housing established priority for students with disabilities in housing allocation process

• Information Technology Services assumed responsibility for maintaining and lending assistive listening systems at events

• Exams Office assumed responsibility for accommodation of all December exams, both finals and midyears, in addition to all final exam accommodations in April and summer terms

• Testing Centre approved and in progress for accommodating midterms and tests

• Collaborative procedure developed between Health Counselling and Disability Services and Physical Plant Services to ensure priority snow removal for students with disabilities

• Harassment/Discrimination Policy and Procedure (with respect to people with disabilities as well as other groups)

5.5 Relationships and Supports:

• Peer Mentor program developed for students with learning and other disabilities

• RecPals program initiated to partner fitness volunteers with students with disabilities

• Educational Assistants retained to support individual students with disabilities

• Individual volunteers recruited to assist students with disabilities
5.6 Products and Technology:

- Expansion of assistive technology lab in Douglas Library to include more types of assistive hardware and software (see annual reports to Ministry of Training, Colleagues and Universities re. equipment purchases)
- Laptop computers purchased (by students’ fundraising) for loan to departments accommodating midterm tests for students with disabilities who require computers
- Assistive hardware and software purchased by departments for individual use by faculty and staff with disabilities
- Ergonomic furniture and workstation adaptations made for faculty and staff with disabilities
- “Virtual Tour” of campus buildings and accessible entrances developed by School of Rehabilitation (on-line campus accessibility guide), currently under revision by Physical Plant Services
- Accessible public computer site installed in Mackintosh-Corry Hall student street
- Improved accessibility of exercise equipment in Physical Education Centre

6.0 Goals for the Removal of Barriers

6.1 Attitudes and Beliefs:

1 – Develop regular disability awareness training strategies for faculty and staff (re. students as well as staff/faculty with disabilities)

2 – Incorporate images of people with disabilities in marketing material (using assistive technology, mobility aids, power door buttons, ramps, etc.)

3 – Improve understanding of mental health disabilities

6.2 Natural and Built Environment:

1 – Continue to improve wheelchair access into (i.e. ramps & doors) and around (i.e. elevators, doors, furnishings, etc.) buildings. All new building projects will incorporate plans for appropriate wheelchair access

2 – Increase number of accessible washrooms

3 – Improve snow removal
4 – Clarify changes in elevation with better (high contrast) marking of stairs
5 – Improve clarity of signage on office doors
6– Increase availability of designated parking spaces
7- Improve accessibility in buildings on Campus
8 – Determine the applicability of the Ontarians with Disabilities Act, 2001 to the International Study Centre
9 – Ensure scheduling of elevator maintenance meets the needs of the University and minimizes disruption for accessibility
10 – Monitor the Queen’s Centre Project to ensure maximum accessibility.

6.3 Services, Systems and Policies:
1 – Develop university accessibility standards that will be applied to capital projects
2 – Explore options and costs for accessible on-campus transportation system
3 – Review emerging academic policies that create 100% finals, re-weighted as a default from missing a midterm
4 – Review funding available for departmental use in providing accommodation (Please see Recommendation #8 in the, Report on the ODA, Compliance and Administration, 2002)
5 – Each department at every level will incorporate accommodation costs in their annual budget planning
6 – Review and simplify process to obtain exam accommodation, especially in the Faculty of Law
7 – Increase awareness/advertising of available services
8 – Establish a clear process for dealing with complaints regarding accommodation by the office of Health Counselling and Disability Services through Human Rights Office
9 – Establish an accessible system of collecting ongoing, summarizing (as well as disseminating to appropriate departments for information or action)
6.4 Relationships and Supports:

1 – Establish, train and support staff and faculty advisor/s in Human Resources for both academic and non-academic employees with disabilities

2 – Provide a disability specialist on admissions committees

3 – Provide training on assistive technology for staff in campus computer sites

6.5 Products and Technology:

1 – Make all Queens’ websites accessible according to accessibility standard of Web Content Accessibility Guidelines

2 – Make Health Counselling and Disability Services’ website and all information relating to services and supports for disabilities up-to-date and easier to find

3 – Increase services offered online (i.e. ordering transcripts, registering with disability services, etc.)

4 – Incorporate accessibility features in teaching strategies, course design, and evaluation techniques, including use of assistive technologies

5 – Increase number of electronic door openers

6 – Improve access to printed copies of overheads, blackboard notes, Power Point slides and other course material in print

7 – Improve accessibility of course packs, notes, class materials

8 – Provide assistive technology in all campus computer sites

9 – Need for Visual Alarms in Residence for staff and students who are hard of hearing or Deaf
The Accessibility Plan will be reviewed and progress monitored in a monthly meeting of Queen’s Accessibility Committee. The Plan will be monitored, reviewed and revised annually, according to the following proposed schedule:

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
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<tbody>
<tr>
<td>September</td>
<td>Review progress to date on previous year’s plan; revise short-term objectives for coming year (UAE, Queen’s Accessibility Committee, ODA Program Coordinator)</td>
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</tbody>
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| October         | Report on progress; obtain input to plan and revisions in annual public forum (UAE and ODA Program Coordinator)  
                  | Conduct departmental access audits; seek input from Queen’s community members with disabilities, re-issue survey (ODA Program Coordinator) |
| November        | Consolidate input/information (ODA Program Coordinator)  
                  | Review/revise progress on longer-term goals (UAE, ODA Program Coordinator, Queen’s Accessibility Committee)  
                  | Obtain cost estimates for next round of barriers to be removed |
| December - January | Continue working on cost estimates for budget proposals |
| February        | Submit revised plan for approval (UAE/ODA Program Coordinator, Queen’s Accessibility Committee)  
                  | Submit costs for most immediate improvements to budget processes |
| March           | Review progress to date and actions to be done over summer (UAE, ODA Program Coordinator, Queen’s Accessibility Committee) |
| April – August  | Implementation at various levels (departments and subcommittees) |
8.0 Prevention of New Barriers

The development of new barriers will be prevented through collaborative work, integrating existing equity bodies with departments to coordinate and share reviewing initiatives for impact on people with disabilities.

1. Review of proposed policies, programs, practices and services and renovation/new construction by Queen’s Accessibility Committee, departmental designates, Senate Educational Equity Committee, Employment Equity Council, University Advisor on Equity and ODA Program Coordinator
   a. Divide up according to level of program/policy and assign department heads/designates/existing equity body responsibility for reviewing proposed changes for impact on people with disabilities
   b. Departmental annual reports to include access goals and actions completed, referencing the Accessibility Plan initiatives, submitted to/reviewed by ODA Program Coordinator and the University Advisor on Equity
2. Training of departmental designates in disability awareness and auditing (see Section 6.1, “Attitudes and Beliefs”)
3. Suggestion system to gather information, ideas, etc. (See Section 6.3 Services, Systems and Policies)
4. Annual consumer/community survey for contributions to priorities
APPENDIX 1:

Members of the Queen’s Accessibility Committee (subject to confirmation)

<table>
<thead>
<tr>
<th>Position</th>
<th>Department</th>
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<tbody>
<tr>
<td>Chair- Alma Mater Society - Accessibility Task Force</td>
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<td>University Registrar</td>
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<td>Director, Human Rights Office</td>
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<tr>
<td>Coordinator for the Library - Special Reader’s Service and Adaptive Technology Lab</td>
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<tr>
<td>Information Access Specialist - Information Technology Services</td>
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<tr>
<td>University Advisor on Equity</td>
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<tr>
<td>Associate Vice-Principal (Academic)</td>
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<td>Chair, Council on Employment Equity</td>
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<tr>
<td>Undergraduate Coordinator, School of Physical and Health Education</td>
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<tr>
<td>Director, Campus Planning and Development</td>
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<td>Executive Assistant to the Vice-Principal (Operations and Finance)</td>
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<tr>
<td>Associate Vice-Principal (Operations and Facilities)</td>
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<tr>
<td>Advisor, Health Counselling and Disability Services</td>
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<tr>
<td>Vice-President (University Affairs) Alma Mater Society</td>
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<tr>
<td>Associate Vice-Principal, Human Services, Human Resources</td>
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<tr>
<td>Chair, Senate Educational Equity Committee</td>
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APPENDIX 2:

Legislative Definitions of “Disability” and “Barrier”

Definition of “Disability”
Section 2 of the Ontarians With Disabilities Act defines “disability as,

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury and degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- a condition of mental impairment or a developmental disability,
- a learning disability or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- a mental disorder or
- an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*; (“handicap”).

Definition of a “Barrier”
Section 2 of the Ontarian’s With Disabilities Act defines a “barrier” as,

A “barrier” is anything that stops a person with a disability from fully taking part in a society because of that disability including:

- physical barriers, for example a step at the entrance to a store;
- architectural barriers, for example no elevators in a building of more that one floor;
- information or communications barriers, for example a publication that is not available in large print;
- attitudinal barriers, for example assuming people with a disability can’t perform a certain task when in fact they can;
- technological barriers such as traffic lights that change too quickly before a person with a disability has time to get through the intersection; and
- barriers created by policies or practices, for instance not offering different ways to complete a test as part of job hiring.
APPENDIX 3:
World Health Organization’s (WHO) International Classification of Functioning, Disability and Health, Environmental Factors

Taken from the WHO Website, http://www3.who.int/icf/onlinebrowser/icf.cfm

CHAPTER 1: PRODUCTS AND TECHNOLOGY

This chapter is about natural or human-made products or systems of products, equipment and technology in an individual's immediate environment that are gathered, created, produced or manufactured. The ISO 9999 classification of technical aids defines these as "any product, instrument, equipment or technical system used by a disabled person, especially produced or generally available, preventing, compensating, monitoring, relieving or neutralizing" disability. It is recognized that any product or technology can be assistive. (See ISO 9999: Technical aids for disabled persons - Classification (second version); ISO/TC 173/SC 2; ISO/DIS 9999 (rev.).) For the purposes of this classification of environmental factors, however, assistive products and technology are defined more narrowly as any product, instrument, equipment or technology adapted or specially designed for improving the functioning of a disabled person.

CHAPTER 2: NATURAL ENVIRONMENT AND HUMAN-MADE CHANGES TO ENVIRONMENT

This chapter is about animate and inanimate elements of the natural or physical environment, and components of that environment that have been modified by people, as well as characteristics of human populations within that environment.

CHAPTER 3: SUPPORT AND RELATIONSHIPS

This chapter is about people or animals that provide practical physical or emotional support, nurturing, protection, assistance and relationships to other persons, in their home, place of work, school or at play or in other aspects of their daily activities. The chapter does not encompass the attitudes of the person or people that are providing the support. The environmental factor being described is not the person or animal, but the amount of physical and emotional support the person or animal provides.

CHAPTER 4: ATTITUDES

This chapter is about the attitudes that are the observable consequences of customs, practices, ideologies, values, norms, factual beliefs and religious beliefs. These attitudes influence individual behaviour and social life at all levels, from interpersonal relationships and community associations to political, economic and legal structures; for example, individual or societal attitudes about a person's trustworthiness and value as a human being that may motivate positive, honorific practices or negative and discriminatory practices (e.g. stigmatizing, stereotyping and marginalizing or neglect of the person). The attitudes classified are those of people external to the person whose situation is being described. They are not those of the person themselves. The individual attitudes are categorized according to the kinds of relationships listed in Environmental Factors Chapter 3. Values and beliefs are not coded separately from the attitudes as they are assumed to be the driving forces behind the attitudes.
CHAPTER 5: SERVICES, SYSTEMS AND POLICIES

This chapter is about: 1. Services that provide benefits, structured programmes and operations, in various sectors of society, designed to meet the needs of individuals. (Included in services are the people who provide them.) Services may be public, private or voluntary, and may be established at a local, community, regional, state, provincial, national or international level by individuals, associations, organizations, agencies or governments. The goods provided by these services may be general or adapted and specially designed. 2. Systems that are administrative control and organizational mechanisms and are established by governments at the local, regional, national and international levels or by other recognized authorities. These systems are designed to organize, control and monitor services that provide benefits, structured programmes and operations in various sectors of society. 3. Policies constituted by rules, regulations, conventions and standards established by governments at the local, regional, national, and international levels or by other recognized authorities. Policies govern and regulate the systems that organize, control and monitor services, structured programmes and operations in various sectors of society.
APPENDIX 4:

Policies and Mandates Regarding Commitments to Diversity

Bodies:

• **Office of the University Advisor on Equity**
  
  The mandate of the University Advisor on Equity is to work with Officers of the University, the Senate Education Equity Committee, the Council on Employment Equity and the Queen’s Accessibility Committee to ensure that equity is achieved throughout the University in accordance with the Report on Principles and Priorities adopted by the Queen’s Senate in 1996. The Equity Advisor provides leadership on equity issues and identifies structures, practices and policies that create inequity. The Advisor is also responsible for facilitating the development of new, more equitable policies practices, and programs that remove barriers to equity and ensure greater and equal participation of marginalized groups and individuals in the University.

• **Accessibility Queen’s**
  
  Accessibility Queen’s is a student body, affiliated with the Office of the Alma Mater Society Vice-President of University Affairs. “Accessibility Queen's (AQ) strives to improve accessibility on campus by raising awareness about students with disabilities. Our goal is to fund and support new and continuing initiatives at Queen’s that improve physical, academic and social accessibility for Queen’s students. We offer support to students with disabilities and provide a voice to ALL students concerned with accessibility.”

• **Queen’s Accessibility Committee**
  
  Formerly the Accessibility Oversight Committee, this Committee was initiated by members of Accessibility Queen’s in an effort to create dialogue between student leaders, faculty and staff. It has been recently re-structured to oversee the implementation of the Accessibility Plan as mandated by the Ontarians with Disabilities Act. For more details about the Accessibility Committee, please see section III.
• **Council on Employment Equity**

The Council on Employment Equity is committed to ensuring that Queen’s Policies and programs are consistent with the “Essential Values and Principles” as stated in the Report on Principles and Priorities (see more below). Specifically, the Council on Employment Equity shall endeavor to promote a climate favorable to equity on campus with a focus on human resource matters, which shall include concern for equity in the broader context (educational climate issues as well as employment equity) where these issues impact on human resource matters of equity; review and recommend revision to existing policies or new policies and practices concerning equity in relation to human resource matters of the university; and monitor the University’s effectiveness in the administration and implementation of these policies and practices.

• **The Senate Educational Equity Committee**

The Senate Educational Equity Committee is responsible for academic equity-related policy in all matters pertaining to the academic mission of the University. The responsibilities of the Committee include:

- reviewing and where necessary, recommending revision to existing academic policy or the creation of new policy related to academic equity;
- monitoring and reporting to Senate on the effectiveness of the University in the implementation and administration of academic equity-related policy;
- the initiation and execution of research, as required, to inform the development of or the implementation of recommendations regarding academic equity-related policy;
- setting up subcommittees or task forces and inviting such representatives necessary to ensure the participation of equity interest groups at Queen’s in the work of the Committee;
- receiving representation from and communicating and sharing equity-related information with the Queen’s community;
- coordinating the execution of its responsibilities with other bodies at Queen’s responsible for equity-related policy and with the officers of the University who have responsibility for the implementation of equity-related policy.
• **Human Rights Office**

The Human Rights Office is an independent office whose mandate is to provide advice, support and resources to any community member with concerns in the area of human rights. The Human Rights Office works with an advisory council to ensure that the community's needs are being addressed adequately. The Office reports annually to the Queen's community through an annual report to the Senate of the University. Queen’s Harassment and Discrimination Policy and Procedure gives the Human Rights Office a mandate to promote human rights and to take action where acts of discrimination or harassment occur. The following grounds are specifically named in this document: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age marital status, family status and handicap (disability). The Office is mandated to prevent discrimination on these and similar grounds, as well as to educate the Queen’s community about human rights issues.

**Policies and Policy Statements:**

- **Senate Educational Equity Statement**

  “Queen’s University is committed to developing a climate of educational equity that includes acknowledging and eliminating direct, indirect and systemic discrimination. A culture of educational equity recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the University. Such a culture is created and maintained by developing a university-wide commitment to educational equity, supported by policies, programs, curricula, practices and traditions that facilitate individuals’ free, safe and full participation.”

- **Queen’s University Code of Conduct**

  All students are required to adhere to the University’s Code of Conduct. The Code states that, “discrimination or harassment, based, among other grounds, on race, religion, gender, handicap, ethnicity, national origin or sexual orientation,” as well as “a violation of the rights of any member of the University community” is “unacceptable and constitutes an offence within the University community.”

- **Queen’s Policy Concerning Students with Disabilities**

  “Queen's University is committed to facilitating the integration of students with disabilities into the University community. While all students must satisfy the essential requirements for courses and programs, the administration, faculty, staff, and students at Queen's are expected to provide reasonable accommodation to students with disabilities. Reasonable accommodation may require members of the University community to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic standards.
This policy acknowledges that fundamental to the academic and personal success of students is their responsibility both to demonstrate self reliance and to identify needs requiring accommodation.”

- **Queen’s Accessibility Guidelines (Architectural)**
  The Queen’s Accessibility Guidelines are architectural guidelines in line with the Canadian Standards Association guidelines for Barrier-Free design. These guidelines are meant to guide any and all new construction and renovation at Queen’s, to enhance the overall physical accessibility of the campus.

- **Harassment/Discrimination Complaint Policy and Procedure**
  Queen’s University believes in the necessity of providing safeguards for its members against harassment and discrimination. This includes harassment and discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identification, sexual orientation, age, marital status, family status and handicap (disability). In addition, the University has the duty to do so under Ontario and Federal law. This duty is also met by special programs designed to relieve hardship or economic disadvantage or to assist disadvantaged persons or groups to achieve or attempt to achieve equal opportunity or that are likely to contribute to the elimination of harassment and discrimination. Implicit in the duty not to harass or discriminate is a positive duty to accommodate.

  That duty includes a responsibility on the part of all supervisors, both academic and staff, to strive to create an environment free of harassment and discrimination in their area of responsibility. Included within the ambit of that responsibility is an awareness of what constitutes harassment and discrimination based on human rights grounds, a knowledge of the procedures that are in place for dealing with allegations of harassment and discrimination, and cooperation in the processing of complaints made under this procedure.

  It also means that supervisors will not condone or ignore activities within their areas of responsibility, which violate the rights of students, faculty or staff. It means that they will ensure that all those for whom they have responsibility are aware that any form of harassment and discrimination based on the grounds enumerated above or analogous grounds, in all its manifestations is prohibited. They will ensure that any complaints will be attended to immediately and effectively.