Accessibility Plan 2005-2006

A response to the
Ontarians with Disabilities Act, 2001

Office of the University Advisor on Equity
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http://www.queensu.ca/equity
Questions, comments and feedback on the Queen’s University Accessibility Plan can be directed to:

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As part of ongoing obligations under the Ontarians with Disabilities Act, 2001, Queen’s University prepares and ensures public availability of its annual Accessibility Plan that identifies and plans for the removal of barriers to people with disabilities. While implementation of the requirements under the new legislation, Accessibility for Ontarians with Disabilities Act, 2005 gets underway, the University will continue on its course of action in identifying and removing barriers.

This commitment to increasing accessibility for people with disabilities at Queen’s is reflected in many efforts that the University has made in removing barriers. Some of these include:

• A completely redesigned University website (home page and several other web pages – www.queensu.ca, launched on September 16, 2005) in which accessibility was a key consideration. Staff at Marketing & Communications and Information Technology Services worked closely with other University members and consulted with WATS.CA to ensure accessibility was a top ingredient in the redesign. This redesign helps to ensure improved access, regardless of hardware or software used to navigate the site. This work also resulted in a set of web site creation standards and guidelines that will be promoted for University-wide use and implementation in coming months.

• A peer mentoring program, developed and delivered by staff of Health, Counselling and Disability Services, was highlighted at the Canadian Association of College and University Student Services Conference (June, 2005) as a successful program that teaches students to respond appropriately to peers with mental health concerns. Qualified volunteers are trained in appropriate communication skills and correctly identifying when peers ought to seek the support services of health care professionals. Results from the program indicate an increase of awareness in mental health issues among general student population.

• Disability and accessibility awareness was incorporated in all aspects of training for student staff working within programmes offered through Residences.

• Funding from 2004-2005 Women’s Safety Fund was earmarked to update the Metropolitan Action Committee on Violence Against Women and Children Campus Safety Guide to include accessibility considerations and to audit select sites on Campus in determining how these features might impact on the safety of women with disabilities at Queen’s.

• The lead architect for the Queen’s Centre, Bregman & Hamann, met with people with disabilities at Queen’s in April to discuss accessibility features incorporated into current construction plans for the Centre and to receive additional recommendations for plan improvement. Another initiative for the Queen’s Centre included a site visit of the Canadian National Institute for the Blind in Toronto by Bregman & Hamann to experience first-hand the difference accessibility features can make. Ongoing consultation and discussion keeps accessibility a high priority for this facility.
• A part-time disability specialist was appointed on an interim basis to the University’s Human Resources Department to assist with responding to accommodation requests by staff and faculty with disabilities.

Ongoing projects for this current year include launching an online training course on successfully accommodating students with disabilities for faculty in the School of Medicine, the implementation of construction standards to be used in all capital projects and reviewing admissions policies/procedures in Residences to assess for accessibility considerations. Many other areas of planning are contained in the following Action Plan, which lists accessibility goals the University has set for itself since its first Accessibility Plan in 2003, an update on those goals and action steps, as appropriate, for progressing towards those goals this year.

Since the Ontarians with Disabilities Act was enacted in 2001, accessibility has captured more attention and consideration by many sectors of the Queen’s University community. This is reflected in an increased interest of corporate and private donors in improving accessibility. Accessibility is also beginning to emerge as a consideration in Homecoming plans, training for members of the Senate and Board of Trustees, applications for visitorship funds, security policy and room reservation procedures.

Our efforts in this regard reflect that Queen’s recognizes the important contribution people with disabilities make to the life and work of the University. Queen’s is committed to improving accessibility and achieving equitable representation of people with disabilities in its workforce and student population. The University understands that removing barriers is a foundation to this commitment and is an essential means of ensuring that people with disabilities are given the fullest opportunity to exercise individual potential within the context of maintaining the highest standards in academia, employment and research.
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Use diversity column in The Gazette to expand knowledge of accommodation strategies in teaching | • Health, Counselling Disability Services (HCDS)  
• The Gazette  
• Centre for Teaching and Learning (CTL)                                                                 | • IDC incorporates “7 Principles of Undergraduate Education” in training programs  
• Regularly researches and incorporates universal instruction design (UID), a style of instruction that improves accessibility in the classroom and curriculum, in programming for faculty and teaching assistants | • Upcoming submissions to The Gazette to highlight principles of UID  
• Assess application of UID in improving accessibility  
• CTL to assess mechanisms to make program/information available to all faculty & teaching assistants |
| Explore options for a disability awareness program                     | • Human Rights Office  
• Program Coordinator (PC)  
• Office of the University on Equity (UAE)  
• HCDS                                                                                                      | • PC completed course in WEB CT (online training vehicle) – Summer, 2005  
• Master of Education Candidate – developing curriculum for online training program – Summer/Fall, 2005  
• 1st test module being created (Fall, 2005), focusing on accommodating Students with Disabilities in medical school | • Glean feedback from test module  
• Determine topic/major issues for separate modules  
• Determine resources needed to launch and promote online training program  
• Assess possibilities for mandatory accessibility training – managers and faculty  
• Develop and launch a poster campaign aimed at improving general awareness |
| Incorporate images of people with disabilities in marketing materials  | • Marketing and Communications  
• Recruitment  
• Human Resources                                                                                              | • Queen’s websites assessed for images – 3 images located  
• No additional images added to websites this year  
• Item deferred: 2005-2006 Plan                                                                                   | • Determine resources needed to compile bank of appropriate images  
• Determine processes needed to ensure images are included in appropriate materials, particularly in recruitment materials |

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• Marketing and Communications  
• Recruitment  
• Human Resources  

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Determine resources needed to compile bank of appropriate images  
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## Attitudes & Beliefs

|-------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Improve understanding of mental health issues | • HCDS  
• Alma Mater Society (AMS) (student government)                                       | • Column in *The Gazette*, April 2005                                         | • Assess gaps in awareness                                                                                 |
<p>|                                           |                                                                                            | • Director and Disability Services Advisor, HDCS - training to Queen’s Accessibility Committee | • Determine resources/avenues for incorporating awareness strategies, developing a short term and an ongoing strategy for raising the profile and understanding of mental health issues |
|                                           |                                                                                            | • AMS and HCDS partnered to train student peers in recognizing and responding appropriately to mental health issues – ongoing program |                                                                                                                  |
|                                           |                                                                                            | • Results presented to Canadian Association for College and University Student Services – June 2005 |                                                                                                                  |
|                                           |                                                                                            | • Director, HCDS – delivers training sessions to student volunteers every term |                                                                                                                  |</p>
<table>
<thead>
<tr>
<th>Attitudes &amp; Beliefs</th>
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<tr>
<td><strong>Goal</strong></td>
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| Develop & maintain campus-wide community applicable awareness program aimed at improving understanding about disability/accessibility issues | • Queen’s Accessibility Committee (QAC)  
• UAE  
• HCDS  
• HRO  
• Relevant faculties | • 1st electronic bulletin – Human Rights Office focused on disability and accommodation. Distributed to all senior administration  
• Various awareness training sessions:  
  • Board of Trustees – Fall, 2004  
  • New Department Heads – March 2005  
  • Booth – New Faculty Orientation  
  • Course – Disability Policy in Canada (Master of Public Administration)  
  • Accessibility Week (AMS, Accessibility Queen’s) March 2005  
  • Associate Dean of Student Affairs to incorporate “The Changing Work Environment” and “Respect in the Workplace” into its professional development program  
  • Parents’ newsletter (from Residences) to include article on accessibility  
  • Residence Life Office incorporated disability and accessibility awareness in all aspects of student staff training, including the importance of making information available in alternate formats | • Determine gaps in awareness  
• Determine positions/offices in need of training  
• Determine elements of awareness program needed for Queen’s (QAC)  
• Determine available resources for investment, including partnerships |
### Attitudes & Beliefs

|------|---------------------------|--------------|-------------------------|
| Departments to become more aware of accessibility needs and to make appropriate requests for infrastructure upgrades when invited to do so | **All departments**  
**VP (Operations & Facilities)**  
**QAC** | **New Goal** | **Information accompanying invitation for upgrades/improvements to be assessed for accessibility considerations**  
**Accessibility audit guide to be developed and distributed to trigger recognition of physical barriers (using Campus Safety Guide as model)**  
**Departments encouraged to consult with people with disabilities in determining need for upgrades** |
| Provide awareness training to all Senate members, senior Administration and Board of Trustees | **PC – UAE**  
**Human Rights Office**  
**HCDS**  
**Human Resources** | **New Goal** | **Determine appropriate training approaches and timelines**  
**Develop and deliver training, as needed, especially when new individuals join Queen’s** |
| Ensure Campus tours include accessibility considerations and appropriate accommodation | **Office of the University Registrar**  
**PC – ODA**  
**Human Rights Office** | **New Goal** | **PC, Office of the University Registrar to review current training and service practices, applying accessibility lens as appropriate**  
**Recommendations – Fall 2005, Winter 2006** |
# Natural and Built Environments

|------|-----------------------------|---------------|------------------------|
| Continue to improve wheelchair access into & around buildings | • Physical Plant Services (PPS)  
• Departments (request upgrades) | • Major renovations – Gordon Hall – include accessible main entrance and elevator  
• Richardson Hall renovation plans include an improved accessible entrance and improved elevator | • Improvements to building entrances and interiors to continue as needs/priorities are identified |
| Continue identifying washrooms needing accessibility upgrading, with consultation as appropriate | • Departments (request upgrades)  
• PPS | • Gordon Hall renovations include accessible washrooms on every level  
• Washroom in John Deutsch University Centre – upgraded (student government-funded)  
• Richardson Hall renovation plans include improve access to washrooms | |
| Ensure snow removal practices meets accessibility needs | • (PPS  
• City of Kingston | • Snow removal concerns are regularly evaluated and addressed between Residence Facilities Services, Residence Admissions and PPS  
| | | | • Determine information gaps, if any, about snow removal on and around curb cuts  
| | | | • Consider installing signs around curb cuts to reduce inappropriate use of designated parking in winter |
| Clarify changes in elevation with improved visual markers (e.g., high contrast) and remove trip hazards as identified | • Departments (request upgrades)  
• PPS | • Entrance to Dupuis Hall renovated to remove trip hazards  
• Various walkways/sidewalks around Campus upgraded to remove trip hazards | • Remove trip hazards and install visual markers when identified and funded |
| Improve Campus Signage | • Campus Planning  
• PPS  
• Environmental Health & Safety  
• Associate Vice Principal - Dean of Student Affairs  
• Director, JDUC | • Draft Policy prepared and submitted – Associate Vice Principal (Operations and Facilities) – Winter, 2005 | • Policy to be reviewed by Administration Fall, 2005 |
### Natural and Built Environments

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<tr>
<td>Increase availability of designated parking spaces</td>
<td>• Campus Planning&lt;br&gt;• PPS</td>
<td>• Parking spaces throughout Campus are swiftly designated for employees/students with disabilities as requested, either temporarily or permanent as required, upon approval by the Parking Office</td>
<td>• Snow removal practices to be reviewed to ensure designated parking is kept as clear as possible&lt;br&gt;• Future parking developments to consider the needs of people with disabilities, including students, faculty, staff and visitors to the Campus</td>
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<td>Improve accessibility overall in buildings on Campus</td>
<td>• Human Rights Office&lt;br&gt;• UAE&lt;br&gt;• Relevant departments&lt;br&gt;• Campus Security&lt;br&gt;• Health &amp; Safety&lt;br&gt;• Physical Plant Services</td>
<td>• Benching in several labs modified&lt;br&gt;• Visual fire alarms installed in several locations&lt;br&gt;• Improved lighting in several locations to aid communication accessibility&lt;br&gt;• Women Campus Safety Fund awarded to assess campus for safety for women with disabilities (Winter, 2005)&lt;br&gt;• METRAC Campus Safety Guide being modified to include relevant accessibility considerations (Summer, 2005)&lt;br&gt;• Safety audit completed for select sites – Fall 2005, results available, late Fall 2005</td>
<td>• Consider adopting safety audit mechanism for use in a general accessibility audit&lt;br&gt;• Determine resources needed to complete campus-wide physical accessibility audit&lt;br&gt;• Alternative storage for mobility equipment being reviewed in Leggett and Watts Halls (for security and safety purposes)</td>
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<td>Determine applicability of accessibility to International Study Centre (ISC)</td>
<td>• Human Rights Office&lt;br&gt;• UAE&lt;br&gt;• Vice Principal (Academic)</td>
<td>• A review of European legislation, the Ontario Human Rights Code and the ODA by the Director, Human Rights Office, indicate that accessibility planning is an operational requirement of the International Study Centre</td>
<td>• Director, Human Rights Office to meet with Vice Principal (Academic) to review current accessibility planning practices for the ISC and determine course of action for including the ISC and its environs in the University’s Annual Accessibility Plan</td>
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## Natural and Built Environments

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<tr>
<td>Ensure elevator maintenance addresses accessibility needs</td>
<td>• PPS</td>
<td>• Current elevator maintenance practices meet requirements under The Safety Standards Association.</td>
<td>• Residences to conduct a comprehensive audit of elevators and develop a plan for upgrading all elevators over next 5 years</td>
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<td>• Department (reporting</td>
<td>• Buildings where users with mobility disabilities are identified receive particular attention</td>
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<td></td>
<td>problems, etc.)</td>
<td>• Preventive maintenance program developed and implemented in Residences to assist in avoiding shut-downs</td>
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<td>• Current elevator maintenance practices meet requirements under The Safety Standards Association.</td>
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<td>Monitor planning for Queen’s Centre to ensure optimal accessibility</td>
<td>• PPS</td>
<td>• Lead Architect, Bregman &amp; Hamann met with group of people with disabilities to discuss accessibility features (April 2005)</td>
<td>• Planners for Queen’s Centre to continue consulting with people with disabilities throughout all phrases of the project</td>
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<td></td>
<td>• Executive Committee,</td>
<td>• Current accessibility features in plans – see attached list at end of table&lt;sup&gt;1&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>Queen’s Centre Project</td>
<td>• Various recommendations received</td>
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<td></td>
<td>• Technical Review Committee</td>
<td>• Recommendations to be considered by Planning Committees</td>
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<td>• QAC</td>
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<td>Online classroom inventory (location and accessibility features) &amp;</td>
<td>• PPS</td>
<td>• See note below for website locations&lt;sup&gt;1&lt;/sup&gt;</td>
<td>• Inventory to be updated to include other features (e.g., audio-visual technology)</td>
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<tr>
<td>Campus Accessibility Guide to be updated and linked to appropriate</td>
<td>• UAE</td>
<td>• Classrooms resurveyed – Summer, 2005</td>
<td>• Inventory to be linked to UAE website</td>
</tr>
<tr>
<td>web pages</td>
<td>• University Registrar</td>
<td>• Only wheelchair or other mobility aid access being surveyed</td>
<td>• Inventory to be considered during Room Reservations Review</td>
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<td></td>
<td>• Room Reservations</td>
<td>• Update to website – Summer/Fall 2005</td>
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<td></td>
<td>• IT Services</td>
<td>• Terminology on website to be updated – Summer/Fall 2005</td>
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<sup>1</sup>Classroom Inventory: [http://www.queensu.ca/camplan/class/claslist.html](http://www.queensu.ca/camplan/class/claslist.html), Campus Accessibility Guide: [http://www.queensu.ca/pps/access/](http://www.queensu.ca/pps/access/)
### Natural and Built Environments

|------|-----------------------------|--------------|------------------------|
| Building and placement of podiums along with accompanying communication devices assessed for accessibility | • IT Services  
• Conference & Hospitality Services | • | • Conference & Hospitality Services reviewing room set up for meetings, seminars and conferences, particular use of podium, to ensure accessibility |
| Departments to become more aware of accessibility needs and to make appropriate requests for infrastructure upgrades when invited to do so | • All departments  
• VP (Operations & Facilities)  
• QAC | • New Goal | • Information accompanying invitation for upgrades/improvements to be assessed for accessibility considerations  
• Accessibility audit guide to be developed and distributed to trigger recognition of physical barriers  
• Departments encouraged to consult with people with disabilities in determining need for upgrades |
|----------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop University accessibility standards to be applied to all capital projects | • PPS  
• Campus Planning  
• UAE  
• HCDS | • Committee struck, Fall/Winter 2005  
• QAC to assess application of Accessibility for Ontarians with Disabilities Act, 2005 to standards |
| Explore options/costs for accessible on-campus transportation system | • AMS  
• HCDS  
• PC – UAE | • AMS confirmed that undergraduate students with disabilities can request support from AMS through HCDS for transportation assistance (e.g., taxis, accessible bus) | • Assess whether the Society for Professional and Graduate Students (SPGS) should support graduate students with transportation needs  
• Determine if other constituencies ought to make contributions to on-campus transportation needs (e.g., Human Resources) |
| Review emerging practices that create 100% finals, re-weighted as a default for missing a mid-term | • Senate (Senate Committee on Academic Procedures: SCAP)  
• HCDS  
• UAE | • Memo sent to SCAP – Fall 2004 | • Issue current under review by SCAP  
• Report to Senate – early Fall, 2005 |
| Review funding available for departmental use in providing accommodations (employees and students) | • Human Resources  
• Vice Principals (Academic, Human Resources, Operations/Finance)  
• UAE | • Deferred to 2005-2006 Plan | • QAC to review current policy for responding to requests for accommodations  
• Assess various procedures, including assigning financial responsibility to appropriate office |
| Increase awareness/advertising of available services | • Human Resources  
• HCDS  
• Special Readers Services  
• Adaptive Technology | • Deferred to 2005-2006 Plan | |
|----------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Establish a clear process for dealing with complaints regarding accommodation by HCDS through the Human Rights Office | • Human Rights Office  
• HCDS                                              | • Human Rights Office revising The Harassment/Discrimination Complaint Policy & Procedure (P/P) to include relevant sections on disability and duty to accommodate (Summer/Fall, 2005)  
• Revised P/P to be presented to a review committee on which HCDS represented (Fall, 2005) | • HCDS to rewrite in-house materials to reflect changes in process (commence Fall 2005/continue Winter 2006) |
| Accessible system of collecting, summarizing and disseminating input/comments/complaints/suggestions through website,e-mail, voice mail, snail mail, TTY | • UAE  
• Human Rights Office  
• HCDS                                              | • Website for people with disabilities at Queen’s launched – Summer, 2005²  
• Town Hall Meeting – March 2005                      | • Assess possibility of adding a link to Human Rights Office website for submitting information about barriers, etc.  
• Add link to HCDS for students to submit concerns about barriers/accessibility |
| Evacuation plans for people with disabilities to be developed and maintained | • Environmental Health and Safety (EHS)  
• Security  
• Fire Department  
• Emergency Medical Services                          | • Evacuation Policy in place for students in Residences (see attached)  
• Evacuation procedures for employees – deferred 2005-2006 | • Determine gaps in current evacuation procedures for people with disabilities  
• Determine feasibility of various procedures, considering different accessibility needs |
| Off-campus activity policy to be assessed for impact on students with disabilities | • VP (Academic)  
• EHS  
• UAE  
• Human Rights Office                                   | • Relevant sections reviewed and revised  
• Approved – Winter, 2005                                 |                                                                                         |

|------|---------------------------|--------------|------------------------|
| Examine emerging security policy and recommendations for impact on accessibility | • Campus Security  
• Human Rights Office  
• PC- UAE | • PC & Director, Campus Security met, discussed proposed security measures Winter 2003.  
• No new measures to be implemented without accessibility assessment | • PC to sit on Security working group by invitation from Director, Campus Security  
• Security measures/programs subject to accessibility “lens” prior to adoption/implementation |
| Queen’s and non-Queen’s events held on Campus to be monitored for accessibility | • All offices sponsoring events  
• PC  
• Human Rights Office  
• Senate  
• Conference Services  
• Room Reservations | • Current procedures from Senate Office (re: Dunning and Brockington Visitorships) reviewed  
• Accessible Event Planning Guide – 1st draft, Summer 2005  
• Room Reservations Review – commence, Summer/Fall 2005  
• Queen’s Homecoming reviewed events/plans for accessibility concerns | • PC to discuss accessible event planning with Conference Services  
• PC to sit on Room Reservation Review to raise accessibility planning awareness  
| Senate application procedures to be reviewed for accessibility implications | • Senate Office  
• Human Rights Office  
• PC | • Application materials reviewed and recommendations forwarded to Senate office – Summer 2005 | • PC – follow up on recommendations – Fall, 2005 |
| Review polices and procedures associated with Queen’s students studying abroad for impact on students with disabilities and accessibility | • International Centre  
• Human Rights Office  
• PC | • Guidelines and Information Sheet prepared and made available to all students with disabilities traveling abroad | • Review and assess current processes to determine gaps, if any  
• Ascertain that new policies/procedures are being considered for accessibility needs |
## Services, Systems and Policies

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<tr>
<td>Include accessibility lens in internal academic review process</td>
<td>• VP (Academic)</td>
<td>• New Goal</td>
<td>• Determine appropriate application of accessibility lens in internal academic reviews</td>
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<tr>
<td></td>
<td>• Departments</td>
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<td>• With Human Rights/Equity Offices, incorporate relevant measures to assess presence of</td>
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<td></td>
<td>• QAC</td>
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<td>accessibility planning and development in academic practices</td>
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<td>Residences to review admissions policies/procedures and assess for</td>
<td>• Residences – Admissions</td>
<td>• Residences Staff reviewed application document</td>
<td>• Review of documents/procedures/practices to continue, updating as required</td>
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<tr>
<td>accessibility considerations</td>
<td>Office and Apartments/Housing</td>
<td>and procedures for requesting disability accommodation in housing. Language changes</td>
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<td>Services</td>
<td>discussed and approved with Human Rights Office</td>
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<td>• HCDS</td>
<td>and HCDS</td>
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### Relationships and Supports

|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Establish, train and support staff & faculty advisor/s in Human Resources for both academic and non-academic employees with disabilities | • Human Resources  
• VP Operations/Facilities                                                                 | • Barbara Roberts, Registered Occupational Therapist, contracted for 1 day/week with Human Resources to work with faculty/staff with disabilities | • Assess need for further resources (e.g., part/time or full/time) to address accommodation planning for employees with disabilities  
• Determine appropriate policies/procedures for requesting and responding to accommodation needs, particularly costly accommodations |
| Provide a disability specialist on undergraduate and graduate admissions committees | • Human Rights Office  
• HCDS  
• Admissions  
• University Registrar                                                                 | • Committee struck to review application of essential requirements to accommodating students with disabilities in medical school | • PC to consult with University Registrar and Associate University Registrar to consider the following goal: Determine if changes are needed to the admissions process for students with disabilities  
• Determine if information gaps exist in processing applications for students with disabilities |
| Develop and deliver relevant programs to enhance success for students with learning disabilities at Queen’s | • Queen’s Regional Assessment and Resource Centre                                              | • On-line to Success Program – launched Winter 2005  
• Goal to assist students make successful transition from high school to post-secondary environment | • Monitor and make results available  
• Continue to monitor and enhance accessibility of program, including website accessibility |
## Products and Technology

|------|-----------------------------|---------------|--------------------------|
| Improve accessibility of websites at Queen’s | • Marketing & Communications  
• Individual departments  
• IT Services | • Queen’s University homepage completely redesigned with a key focus on accessibility - launched September 12, 2005  
• University worked with WATS.CA (Website Accessibility Testing and Services)  
• Courses offered at Queen’s (Website Creation) include accessibility component  
• Various departments continue to add links for accessibility and disability issues (e.g., Residences link to HCDS and Queen’s Accessibility Guide) | • Ongoing efforts in refining web creation/maintenance standards  
• Portal/Content Management system to be developed & implemented to leverage new web (including accessibility requirements) approach  
• Ongoing efforts to revise/update standards as advances in technology and techniques continue |
| Make websites relaying information/services for people with disabilities easier to locate | • PC – UAE  
• HCDS  
• Marketing & Communications | • Review of most relevant (if not all) websites completed, Summer 2005  
• Some websites are logically located, others required diligent searching  
• Some websites need to be relocated closer to the University’s Home Page | • Consult with website owners on the results of the search  
• Consult with Marketing and Communications about relocating some websites to increase search success |
|------|---------------------|---------------|------------------------|
| Increase services offered online (e.g., ordering transcripts, registering with disability services) | • HCDS  
• Human Rights Office  
• UAE  
• Human Resources | • Queen’s Computerized Access and Registration Database (Q-Card) provides a wide variety of online services (registration, applying for financial awards, course selections)  
• Some services available to students with disabilities online  
• Students can contact HCDS via e-mail. For various reasons (e.g., privacy) online registration not appropriate  
• Residences reviewing all online services, assessing for improved accessibility | • Information about other available services to be compiled  
• Relevant links among websites to be created/updated as appropriate (ongoing) to minimize searching |
| Incorporate accessibility features in technology strategies, course design and evaluation technologies, including assistive | • IDC  
• Library, Special Readers Services  
• Adaptive Technology  
• IT Services | • Review of current strategies - deferred to Fall/Winter 2005-2006 | • PC – consult with Director, Instructional Development Centre about current strategies and plans for future strategies  
• Determine current efforts to ensure faculty aware of importance of selecting and using accessible technologies  
• Update ODA Plan with information provided to faculty at New Faculty Orientation Day |
| Increase number of door openers | • Relevant department  
• Physical Plant Services  
• Vice-Principal (O & F) | • Door opener installed – Botterell Hall | |

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3 [www.its.queensu.ca/pubs/itsnote/qcard/html](http://www.its.queensu.ca/pubs/itsnote/qcard/html)
## Products and Technology

|------|---------------------------|--------------|--------------------------|
| Improve access to printed copies of overheads, blackboard notes, PP slides and other course materials in print | • HCDS  
• Special Readers’ Services (SRS) | • Access continues to improve with developments in technology and website accessibility  
• Some improvements in lead times to order/prepare alternative-to-print materials | • Further efforts needed to increase awareness among faculty about lead time needed to ensure access |
| Improve accessibility of course packs, notes and class materials | • (SRS)  
• Campus Book Store  
• All faculty  
• Instructional Development Centre  
• HCDS | • Improvements in communication between SRS and Campus Bookstore improves lead time in ordering and preparing alternative-to-print materials | • Coordinator of SRS to speak more regularly at departmental meetings and perhaps present to Instructional Development Centre to increase awareness among faculty  
• Assess other resources/responses needed to improve communication about alternative-to-print class materials |
| Provide assistive technology in Campus computer sites and other locations | • Special Reader’s Services  
• HCDS  
• Other relevant departments | • Purchases made annually to increase availability of technologies or enhance existing technologies  
• Purchases made 2004-2005:  
  • Natural Voices Speech Engine  
  • Closed Circuit Television  
  • Headphones  
  • TTY installed in Leggett Hall and Victoria Hall, front desk | • Technological needs to be assessed regularly and updated as required |
| Visual fire alarms to be installed upon request in residences and other facilities | • Relevant department  
• Physical Plant Services  
• Residences | | |
### Products and Technology

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<tr>
<td>Improve coordination for assistive listening devices (ALD) for events/services at Queen’s</td>
<td>• HCDS</td>
<td>• Clarity achieved around responsibility for ALD’s for Convocations</td>
<td>• Further assessment needed about the use of ALD’s at Queen’s</td>
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<td>• IT Services</td>
<td>• Issue to be considered by Room Reservation Review – Fall, 2005</td>
<td>• Process for ensuring their availability at events needs to be developed and implemented</td>
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<td>• Conference Services</td>
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<td>• Departmental/individuals responsibility needs to be determined</td>
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<td>• Other departments, as appropriate</td>
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1. Accessibility Features Incorporated in Queen’s Centre Plans (April 2005), subject to change pending reviews, updates:

- All new entrances at grade with sidewalks
- All exterior walkways less than 5% slope, with no cross slopes
- Elevators immediately adjacent to public stairs – all vertical circulation clustered in central cores
- Curbside vehicle drop-off to weather-protected entrance provided at Division Street
- All lecture/classrooms that have tiered seating have accessible seating/teaching positions – both upper and lower levels
- Athletic facilities, change rooms and washrooms accessible for wheelchair users
- Improvements to accessibility in heritage portions inside of John Deutsch University Centre