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

Accessibility Plan 2006-2007

A response to the
Accessibility for Ontarians with Disabilities Act, 2005

Office of the University Advisor on Equity
Room 12, Richardson Hall
Questions, comments and feedback on the Queen’s University Accessibility Plan can be directed to:

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List of Acronyms

ALD – Assistive Listening Device
AMS – Alma Mater Society
AMS MHAC – Alma Mater Society Mental Health Awareness Committee
ASL – American Sign Language
AQ – Accessibility Queen’s AV – Audio/Visual
CME – Continuing Medical Education Credit
CTL – Centre for Teaching & Learning
EHS – Environmental Health & Safety
ERC – Emergency Report Centre
HCDS – Health, Counseling Disability Services
HR – Human Resources
HRO – Human Rights Office
IDC – Instructional Development Centre; see CTL
ISC – International Study Centre
ITS – Information Technology Services
JDUC – John Deutch University Centre
LD – Learning Disability
LSSD – Library Services for Students with Disabilities;
see SRS/LSSD
PC – Program Coordinator
P&CC – Publishing and Copy Centre
PD – Professional Development
PEC – Physical Education Centre
P/P – Policy & Procedure
PPS – Physical Plant Services
QAC – Queen’s Accessibility Committee
RARC – Regional Assessment and Resource Centre
RIT – Rochester Institute of Technology
SCAP – Senate Committee on Academic Procedures
SPGS – Society for Professional and Graduate Students
SRS/LSSD – Special Readers Services; see LSSD
TA – Teaching Assistant
TDD – Telephone Device for the Deaf
TTY – Teletype, preferred term for TDD
UAE – Office of the University on Equity
UID – Universal Instructional Design
VP – Vice-Principal
VPA – Vice-Principal Academic
Introduction

The Queen’s Accessibility Committee was pleased to note the complementary vision for accessibility for people with disabilities articulated in Principal Hitchcock’s recently released “Engaging the World” Strategic Plan for Queen’s University. Priorities are identified in supporting students and employees with disabilities. These priorities are consistent with the existing and evolving goals and action steps of the Accessibility Plan for 2006-2007. The Values and Principles section of the Draft Strategic Plan articulates a commitment to a barrier-free environment supporting the contribution of people with disabilities. Issues of accessibility are noted in the Strategic Plan as a “key environmental factor affecting post-secondary education”. Addressing environmental barriers, including attitudes, beliefs and practices, is the raison d’être of the Accessibility Plan, providing a means to the ends identified by Principal Hitchcock.

The first goal of the Draft Strategic Plan, to make Queen's a university of choice for faculty and students and an employer of choice for staff, states the following objectives: “Increase diversity in the faculty complement at Queen’s (from designated groups including… persons with disabilities…) …Ensure a campus and residential environment that is safe, accessible, and supportive... Enhance and integrate the services available to faculty and staff in the area of accommodation for disability. Ensure a centralized coordinated approach to supporting employees with disabilities.” These objectives are addressed throughout the overall goals of the Accessibility Plan and in specific action steps for 2006-2007. In addition, the fourth goal, “To provide a strong and secure foundation of resources… to foster and support a learning environment of excellence” has as an objective to “Ensure renovations and new building projects appropriately address accessibility…” The Natural and Built Environment section of the Accessibility Plan addresses this goal, with action steps complementary to this stated objective.

It is hoped that these two initiatives, the Accessibility Plan and the Draft Strategic Plan, will continue to complement one another and promote successful barrier prevention and removal as Queen’s works toward a more inclusive and accessible environment.

Highlights from the Accessibility Plan of 2005-2006 include improvements in each target area. (Target areas are derived from the World Health Organization International Classification of Function, specifically Environmental Factors.)
Natural and Built Environment  Significant improvements were made to improve accessibility of the offices of the University Registrar, including Admissions, Records and Services (the Exams Office), and Student Awards. These offices, along with the offices of the School of Graduate Studies and Research, were moved into the newly renovated Gordon Hall. Although the building is historically designated, the front entrance and all levels were made fully accessible. Accessible facilities for students with disabilities to write exams on computers were added within the building as well.

Services, Systems and Policies  Application forms for reserving space were revised to highlight accessibility considerations in booking space for conferences, events and classes. This is a key step in enabling event planners to apply the accessibility lens to their event early in the planning stages, and at every level of student, faculty and public event planning. A new facility for students with disabilities, The Adaptive Technology Centre, was opened in September 2006. The Adaptive Technology Centre encompasses Library Services for Students with Disabilities, Adaptive Technology support, a large Adaptive Technology lab, and two study/voice dictation rooms. Library Services for Students with Disabilities is now a partner in the Queen’s Learning Commons. This partnership with the Library, The Writing Centre, IT Services and Learning Strategies and Development will enhance services to library users with disabilities. A pilot project to outsource the scanning of course texts was initiated in August.

Products and Technology  The introduction of Lenya content management system with accessibility guidelines for use with campus websites will enhance website accessibility.

Relationships and Supports  A vacancy in Human Resources in the role of accommodating employees with disabilities was restructured and filled by the Workplace Advisor (Accommodation and Wellness).

Attitudes and Beliefs  Multiple training sessions were provided to a wide range of groups, both on and off campus, and a variety of training modes and opportunities are being developed with the Centre for Teaching and Learning.

Specific initiatives for removing barriers and the next steps for ongoing projects are outlined in the body of the Plan. The Accessibility Committee is revising its mandate to monitor more effectively the evolution of policies and programs to prevent the development of new barriers, and to review progress and plans annual.
## 1. Attitudes & Beliefs

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<th>Goal</th>
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<th>Update from previous year 2005-2006</th>
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</table>
| 1-1  | Use diversity column in *The Gazette* to expand awareness of accessibility and disability issues on campus | Health, Counseling Disability Services (HCDS)  
The Gazette  
Centre for Teaching and Learning (CTL)  
PC - UAE | Two separate columns pertaining to accessibility in education were published in *The Gazette* Diversity column. | Upcoming submissions to *The Gazette* to address issues of accessibility and disability awareness, and accessibility planning  
Collaborate with CTL to utilize *Gazette* column on learning strategies to promote accessible teaching strategies and UID  
Additional column on accessible event planning as both awareness and education |
| 1-2  | All Orientation events, on and off-campus, promote an inclusive and respectful attitude | SOARB  
Faculties and representatives  
ORT  
Student associations  
PC – UAE  
Human Rights Office  
HCDS  
AVP/Dean Student Affairs | New Goal | SOARB will review past and proposed Orientation activities to ensure promotion of inclusive and respectful attitudes  
Faculties, ORT and student associations to contribute to promotion of inclusive, respectful attitudes in activities and events, including training of leaders and relevant administrative participants |
| 1-3  | Incorporate images of people with disabilities in marketing materials | Marketing and Communications  
Recruitment  
Human Resources  
Accessibility Queen’s (AQ)  
PC - UAE | Funding for photography project secured from AQ - $2500  
Communication with Marketing to coordinate project and make library of images available to Recruitment, Human Resources and other departments for use in print materials | Recruit volunteers to appear in photographs and contribute to development of images  
Establish, publicize and encourage use of images by departments |
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| 1-4  | Explore options for a disability awareness program | - First 2 modules of online course uploaded and used in training faculty in School of Medicine re: accommodating students with disabilities in Med. School  
- Obtained feedback from test module; very positive, with interest from other areas of university  
- CME credit granted for modules completed by medical faculty  
- Provided training to campus tour guides to raise awareness of visitors’ needs on tours  
- Training provided to Peer Mentors | - Determine topic/major issues for separate online training modules  
- Determine resources needed to launch and promote online training program  
- Launch parallel online program for staff and faculty outside Medicine  
- Assess possibilities for mandatory accessibility training – managers and faculty  
- Discuss with AQ developing and launching a poster campaign aimed at improving general awareness  
- Continue training with campus tour guides, peer mentors, and other groups  
- Collect ideas from other universities to contribute to new disability awareness sessions |
| 1-5  | Departments to become more aware of accessibility needs and to make appropriate requests for infrastructure upgrades when invited to do so | - Information on building accessibility made available for guests on updated website for Associate Dean of Student Affairs  
- Information on moving into Res. early for students with disabilities included in “A Student’s Guide” and website | - Accessibility audit guide to be further developed and distributed to trigger recognition of physical barriers (combined with Campus Safety Guide)  
- Departments encouraged to consult with people with disabilities in determining need for upgrades  
- Include access inquiry/comment space on new Res. Application form (2007-2008) |
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| 1-6  | 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 |
| 1-7  | Improve understanding of mental health issues | • HCDS: Director, Disability Services Advisor, Health Educator  
• Alma Mater Society (AMS, student government) committees  
• Accessibility Committee  
• Human Resources | • AMS and HCDS partnered to train student peers in recognizing and responding appropriately to mental health issues – ongoing program  
• Director, and Disability Services Advisor, HCDS – deliver training sessions to student volunteers every term  
• Brochure and training materials developed for both students and counseling staff dealing with issues of self-harm  
• Health Educator offered Awareness Week of programs focused on eating disorders (Jan. 2006), and ongoing StressBusters series to reduce and manage stress  
• Article in The Gazette highlighting mental illness issues | • Assess gaps in awareness  
• 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  
• Director and Disability Services Advisor, HCDS – training to Queen’s Accessibility Committee  
• HCDS and PC consult with HR re. enhanced training in awareness of mental illness in the work environment  
• Awareness event focusing on disordered eating  
• Continue StressBusters  
• Collaboration between HCDS, Health Education, AMS MHAC and AQ committees re. enhancing awareness of mental illness |
| 1-8  | Ensure Campus tours include accessibility considerations and appropriate accommodation | • Office of the University Registrar  
• PC – ODA  
• Human Rights Office | • Training provided – April 10  
• Further sessions requested and scheduled for late Sept. 2006  
• Accessible Residence room was available on short notice for showing to tours | • PC, Office of the University Registrar to review current training and service practices after 2006 training period; revise for 2007 as appropriate  
• Find available accessible residence room to be available for all tours to promote accessibility options at Queen’s |
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| 1-9  | Develop & maintain campus-wide community applicable awareness program aimed at improving understanding about disability/accessibility issues | Various awareness training sessions:  
- Recruitment – campus tour guides  
- New Faculty Orientation info booth  
- Accessibility Week (AMS, Accessibility Queen’s) March 2006  
- HR consults on mental illness accommodation; need for increased awareness determined  
- HCDS consulted with Orientation leaders re. Accommodations for incoming students with disabilities  
- Ongoing advocacy for individuals with disabilities, raising awareness 1:1  
- School of Music education session on accommodation and multiple chemical sensitivity  
- Mandatory session for Associate Dean of Student Affairs supervisors provided Nov. 2005  
- New Department Heads were invited to training – March ’06 (limited attendance)  
- Staff training provided at ISC re. students who are Deaf and using ASL there | Determine gaps in awareness  
Determine positions/offices in need of training  
Determine elements of awareness program needed for Queen’s Accessibility Committee (QAC)  
Determine available resources for investment, including partnerships  
Increase number of training sessions for campus tour guides  
Develop online course modules for broad departmental use across campus  
Include disability awareness training in Associate Dean of Student Affairs’ New Staff Orientation  
New Dept. Head training being revised  
Continue collaboration with ISC and RIT to provide access to ISC for RIT students who are Deaf |
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| 1-10 | Determine needs for and develop training for department heads to facilitate accommodation of employees with disabilities | • Human Resources  
• HCDS  
• PC – UAE | • New Goal | • Identify accommodation policies and procedures that require dissemination to department heads, and mechanism for doing so  
• Identify needs for education regarding accommodation responsibilities, strategies, and resources  
• Develop training plan to meet needs |
## 2. Natural & Built Environment

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| 2-1  | Continue to improve wheelchair access into & around buildings | • Physical Plant Services (PPS)  
• Departments (request upgrades) | • Major renovations – Gordon Hall – included accessible main entrance, elevator  
• Improvements to 9 St. Lawrence Ave included lift entrance  
• Gore Building door openers installed  
• EasyOpener installed in Etherington Hall  
• Re-grading and resurfacing of driveway and accessible parking at LaSalle Bldg.  
• Several remote power door openers issued to residents with disabilities for secure powered entrances to Residence buildings  
• Access to Sports Hall, ISC improved | • Improvements to building entrances and interiors to continue as needs/priorities are identified  
• Plans for accessibility upgrades in McNeill House and Morris Hall in progress  
• Accessibility to be considered in each Residence building in the Residences Redevelopment Project  
• Richardson Hall renovation plans include improved accessible entrance and improved elevator access  
• Improve access from Union St. to PEC with curb cut at accessible parking spot  
• Addition to Botterell Hall to meet access specifications |
| 2-2  | Continue identifying washrooms needing accessibility upgrading, with consultation as appropriate | • Departments (request upgrades)  
• PPS | • Gordon Hall renovations included accessible washrooms on every level  
• 9 St. Lawrence Ave. accessible washroom installed  
• Gore Building accessible washroom installed  
• JDUC washroom renovated for access  
• Accessible shower and toilet installed in Sports Hall, ISC | • McNeill House accessible washroom to be installed with renovation project  
• Richardson Hall renovation plans include improved access to washrooms  
• Add accessible washroom to C2, Bader Hall, ISC |
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| 2-3  | Determine applicability of accessibility to International Study Centre (ISC) | - Human Rights Office  
- UAE  
- Vice Principal (Academic) | - Consultations with ISC re. Participating in Accessibility Plan; action steps being developed in concert with UK accessibility requirements  
- Added ISC accessibility initiatives to Queen’s Accessibility Plan | - Accessible faculty residence accommodation in progress |
| 2-4  | Ensure snow removal practices meets accessibility needs | - PPS  
- City of Kingston  
- Residence  
- HCDS  
- Human Resources | - Snow removal concerns are regularly evaluated and addressed between Residence Facilities Services, Residence Admissions and PPS, and HCDS | - 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  
- Residence Facilities Services to consult annually with Chief Groundskeeper at PPS and Residence Admissions to address snow removal practices  
- Human Resource to notify PPS of employee needs for snow removal at accessible entrances  
- Snow removal practices to be reviewed to ensure designated parking is kept as clear as possible |
| 2-5  | Clarify changes in elevation with improved visual markers (e.g., high contrast) and remove trip hazards as identified | - Departments (request upgrades)  
- PPS | - High-contrast stair edging installed in Leonard Cafeteria  
- Various walkways/sidewalks around Campus upgraded to remove trip hazards  
- Paths and walkways improved for wheelchair access at ISC  
- Curbs highlighted for safety of users with vision impairments at ISC | - Remove trip hazards and install visual markers when identified and funded  
- Residence Facility Services to seek assistance from Building Supervisors to ensure buildings are regularly audited, internally and externally, on this issue  
- Residence Life and Facilities Services to address the deep bottom step in south stairwell in Watts Hall |
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<td>2-6</td>
<td>Improve Campus Signage</td>
<td>• Campus Planning&lt;br&gt;• PPS&lt;br&gt;• Environmental Health &amp; Safety&lt;br&gt;• Associate Vice Principal - Dean of Student Affairs&lt;br&gt;• Director, JDUC&lt;br&gt;• PC - UAE</td>
<td>• Current Signage Policy updated with recommendations from working group&lt;br&gt;• Final Draft of Signage Policy to go to Campus Planning Fall, 2006&lt;br&gt;• Consideration of accessibility of safety and caution signs to be addressed specifically</td>
</tr>
<tr>
<td>2-7</td>
<td>Increase availability of designated parking spaces</td>
<td>• Campus Planning&lt;br&gt;• PPS&lt;br&gt;• PC - UAE</td>
<td>• Parking spaces throughout Campus are swiftly designated for employees/ students with disabilities as requested, either temporarily or permanently as required, upon approval by the Parking Office&lt;br&gt;• Several accessible spaces designated to numbered permit holders for consistent access&lt;br&gt;• Accessible parking enlarged at ISC&lt;br&gt;• Future parking developments to consider needs of people with disabilities who are visiting the Campus&lt;br&gt;• Conference and Hospitality Services will approach Parking to consider setting aside spots in summer near residences for short-term guests and visitors with access needs&lt;br&gt;• Accessibility of parking in the new Tindall Field lot to be considered during reconstruction in Mac-Corry lot, and temporary accessible parking established before construction begins</td>
</tr>
<tr>
<td>2-8</td>
<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;• Environmental Health &amp; Safety&lt;br&gt;• Physical Plant Services&lt;br&gt;• ISC</td>
<td>• Considered adopting safety audit mechanism for use in combination with a general accessibility audit – in progress&lt;br&gt;• Alternative storage for mobility equipment reviewed in Leggett and Watts Halls (for security and safety purposes)&lt;br&gt;• Determine resources needed to complete campus-wide physical accessibility audit&lt;br&gt;• Develop audit tool for departmental use</td>
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<tr>
<td>2-9</td>
<td>Ensure elevator maintenance addresses accessibility needs</td>
<td>PPS</td>
<td>Comprehensive audit of elevators and plan for upgrading them has been integrated into Facilities Master Plan. Both short and long-term solutions in place to ensure continuous elevator operation. EHS, HR consultant, PPS, and HRO met to devise plan for communication and coordination of service and accessibility for elevator users with disabilities</td>
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<tr>
<td>2-10</td>
<td>Monitor planning for Queen’s Centre to ensure optimal accessibility</td>
<td>PPS, Executive Committee, Queen’s Centre Project, Technical Review Committee, QAC, PC - UAE</td>
<td>Inventory updated annually in August to include features besides wheelchair access (e.g., audio-visual technology). Updates and revisions made as necessary. Correction made to listing for Watson 217</td>
</tr>
<tr>
<td>2-11</td>
<td>Online classroom inventory (location and accessibility features) &amp; Campus Accessibility Guide to be updated and linked to appropriate web pages</td>
<td>PPS, UAE, University Registrar, Room Reservations, IT Services, HCDS, Campus Planning</td>
<td>Ongoing monitoring of information for accuracy; changes to be made as changes in classrooms occur. Feedback from students through HCDS to be incorporated in revisions. Feedback from facility users to be incorporated in regular revisions as they arise</td>
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<td>Building and placement of podiums along with accompanying communication devices assessed for accessibility</td>
<td>IT Services, Conference &amp; Hospitality Services, PPS</td>
<td>Accessible podiums installed in Mackintosh-Corry Hall B201, E230, D326; Kingston Hall 208, 104; MacDonald Hall 003; Miller Hall 210; Stirling 414; Watson 122; Biosciences 1120. Remote control devices issued to those who use the accessible podiums Conference &amp; Hospitality Services reviewed room set up for accessibility of meetings, seminars and conferences</td>
<td>Improved accessibility of teaching podiums to be incorporated in ongoing classroom renovations</td>
</tr>
<tr>
<td>Departments to become more aware of accessibility needs and to make appropriate requests for infrastructure upgrades when invited to do so</td>
<td>All departments, VP (Operations &amp; Facilities), QAC</td>
<td>New Goal</td>
<td>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 Accessibility issues to be included in management meetings of Sr. Management of Residences; Facilities Services with Building Supervisors; Residence Life, with Residence Life Coordinators; Apartment &amp; Housing Services; Conference and Hospitality Services staff meetings</td>
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## 3. Services, Systems & Policies

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<tr>
<td>3-1</td>
<td>Develop University accessibility standards to be applied to all capital projects</td>
<td>Committee struck, Fall/Winter 2005&lt;br&gt;Recommendations compiled – Associate Vice Principal (Operations and Facilities) – Winter 2005&lt;br&gt;Proposed 10 areas of accessibility standards (over &amp; above OBC) that Queen’s would seek from architects.</td>
<td>Approval by QAC dependent on mandate development&lt;br&gt;QAC to assess application of Accessibility for Ontarians with Disabilities Act, 2005 to standards&lt;br&gt;Define uses for 1997 Accessibility Guidelines&lt;br&gt;Identify consistent mechanism for architects to be advised of standards/expectations</td>
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<td>3-2</td>
<td>Explore options/costs for accessible on-campus transportation system</td>
<td>AMS confirmed that undergraduate students with disabilities can request support from AMS through HCDS for transportation assistance (e.g., taxis, accessible bus)</td>
<td>Assess whether the Society for Professional and Graduate Students (SPGS) should support graduate students with transportation needs&lt;br&gt;Determine if other constituencies ought to make contributions to on-campus transportation needs (e.g., Human Resources)&lt;br&gt;Ensure any on-campus transportation system efficiently coordinates with accessible doors and entrances&lt;br&gt;Explore needs survey with AMS AQ</td>
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<tr>
<td>3-3</td>
<td>Review emerging practices that create 100% finals, re-weighted as a default for missing a mid-term</td>
<td>Memo sent to SCAP – Fall 2004&lt;br&gt;Report to Senate – early Fall, 2005</td>
<td>Issue currently under review by SCAP&lt;br&gt;PC, HCDS, SCAP and VP (Academic) to consult on resolution/direction</td>
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<td>3-4</td>
<td>Include accessibility lens in internal academic review process</td>
<td>Determined appropriate application of accessibility lens in internal academic reviews</td>
<td>Ongoing consultation re. accessibility of curriculum, space, technology</td>
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| 3-5 | 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 -UAE                                             | • Tip sheet for students with disabilities studying abroad at the International Centre website: http://www.queensu.ca/quic/wsa/orientation/guide/SWTA_19.pdf | • PC and Disability Services Advisor to consult with International Centre re. procedures for students registered with HCDS and going abroad |
| 3-6 | Review funding, policy, and institutional support available for departmental use in providing accommodations (employees and students) | • Human Resources  
• Vice Principals (Academic, Human Resources, Operations/Finance)  
• PC – UAE  
• QUFA                                           | • Deferred to 2006-2007 Plan                                                                 | • QAC to review current policy for responding to requests for accommodations  
• Assess various procedures, including assigning financial responsibility to appropriate office  
• Explore central resource for departmental academic accommodations  
• PC to explore if Human Resource policy/procedure works as model for student accommodations  
• Initiate discussion of disability accommodation in the Collective Agreement |
| 3-7 | Increase awareness/advertising of available services | • Human Resources  
• HCDS  
• Special Readers Services  
• Adaptive Technology                                          | • Deferred to 2005-2006 Plan  
• HCDS Information updated and distributed to Dons, students at annual Sidewalk Sale, New Faculty Orientation, and other events  
• Website revised and updated  
• Increased profile for SRS/LSSD with move to Learning Commons | • Coordinate publicity with other related units to promote equity and access services collectively  
• Explore new avenues of publicity for services and resources  

| 3-8 | Establish a clear process for dealing with complaints regarding accommodation by HCDS through the Human Rights Office | Human Rights Office, HCDS, AVP/Dean Student Affairs | Human Rights Office revising The Harassment/Discrimination Complaint Policy & Procedure (P/P) to include relevant sections on disability and duty to accommodate | Human Rights Office Review Committee to address, prior to submission to Senate |
| 3-9 | Accessible system of collecting, summarizing and disseminating input/comments/complaints/suggestions through website, e-mail, voice mail, snail mail, TTY | PC - UAE, Human Rights Office, HCDS, PPS | Added link to HCDS for students to submit concerns about accessibility of spaces or services | Update, revise and increase capacity to receive comments on accessibility |
| 3-10 | Evacuation plans for people with disabilities to be developed and maintained | Environmental Health and Safety (EHS), Security, Fire Department, Emergency Medical Services, Human Resources | Evacuation Policy in place for students in Residences (see attached) | Refine evacuation plans for employees with disabilities |
| 3-11 | 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 and Director, Campus Security to review any changes/developments in security policies for impact on accessibility |
Goal: Individual/Group/Department Update from previous year 2005-2006

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<td>Review information from complaint mechanisms for accessibility issues raised by participants throughout the year.</td>
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<td>Publish information promoting accessibility considerations in event planning (articles, letters to the editor, other)</td>
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<td>PC and Human Rights Officer to meet with SOARB/ORT re accessible, dignified and respectful Orientation activities</td>
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<td>PC and Human Rights Officer to discuss issues with Dean of Student Affairs and make recommendations to SOARB</td>
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4. Relationships & Supports

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<td>Establish, train and support staff &amp; faculty advisor/s in</td>
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<th>Actions for 2006-2007</th>
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<td>Monitor need for further resources to address</td>
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| Human Resources for both academic and non-academic employees with disabilities | Robert Solutions consultant  
VP Human Resources  
PC - UAE | consult to Human Resources and employees with disabilities  
Recommendations provided to VP-HR re. position description  
Human Resources position restructured to increase emphasis on wellness, and accommodation of employees with disabilities  
Discussed “point of entry” for employee accommodation and streamlining strategies  
Filled staff vacancy in accommodation planning | accommodation planning for employees with disabilities  
Determine appropriate policies/procedures for requesting and responding to accommodation needs, particularly costly accommodations  
Consult employees with disabilities and supervisors to determine gaps/needs in accommodation policies and procedures |
| Provide a disability specialist on undergraduate and graduate admissions committees | Human Rights Office  
HCDS  
Admissions  
University Registrar  
Faculties of Applied Science, and Arts & Science | Consulted with Associate Registrar regarding disability-related considerations in admissions; few if any disclosures at this stage suggest advocacy at other stages such as transferring between faculties, appeals committees, readmission, etc. | PC to consult further 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*  
Examine the admissions census for information on decisions to attend Queen’s  
Identify more specifically the need for information/consultation at later stages of programs, such as appeals committees.  
Provide training for admissions and appeal committees in Faculties of Applied Science, and Arts and Science |
|-------|-------------------------------|------------------|-----------------------|
| 4-3   | Develop and deliver relevant programs to enhance success for students with learning disabilities at Queen’s | • Queen’s Regional Assessment and Resource Centre  
• HCDS  
• Library services | • On-line to Success Program ran successfully in Spring 2006  
• Increased number of assistive technology consultations  
• Expanded mandate of RARC to increase counseling capacity for students with learning disabilities  
• Enhanced accessibility of Learning Commons with Assistive Technology Lab move to this area | • Continue to monitor and enhance accessibility of programs and services, including website accessibility, Peer Mentors, Learning Strategies and assistive technology consulting/training  
• Residence Life to review programs for LD considerations |
## 5. Products & Technology

|-------|---------------------------------|------------------------|-----------------------|
| Improve accessibility of websites at Queen's | • Marketing & Communications  
• Individual departments  
• IT Services  
• UAE | • New web protocols launched ‘Lenya’ with enhanced accessibility features  
• New accessibility guidelines reviewed and launched – see: [www.queensu.ca/www/wsguide](http://www.queensu.ca/www/wsguide)  
• Systematic website review initiated: HCDS, UAE and HRO sites revised for improved accessibility | • Ongoing efforts to revise/update standards as advances in technology and techniques continue  
• Continue systematic review of sites, supplying departments with information/suggestions for improving accessibility as they arise  
• Consult with ITS re. policy for promotion/use of accessibility standards |
| Make websites that relay information/services for people with disabilities easier to locate | • UAE  
• HCDS  
• Marketing & Communications  
• Others as needed | • Consulted with website owners on the results of the search and review of accessibility  
• Continue systematic review of these particular sites, in combination with above goal | • See above, re. ongoing systematic review of sites |
| 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 |
| 5-4 | Increase number of door openers | Relevant department, Physical Plant Services, Vice-Principal (O & F) | Multiple power door openers installed in various locations, Goal moved to Natural and Built Environment section | See Natural and Built Environment |
| 5-5 | Increase services offered online (e.g., ordering transcripts, registering with Disability Services) | Relevant departments, HCDS, Human Rights Office, UAE, Human Resources | new websites for both the Admission Services and Student Awards offices (www.queensu.ca/admission/ and www.queensu.ca/registrar/awards/), students can now register online for the March Break Open House and Fall Preview events, more of our PDF application forms are now "print write-able", Students who cannot access online forms etc. can call Admissions or Awards for telephone assistance or an appointment, Volunteer Note takers for students with disabilities can apply online, Accessibility information re. ISC regularly updated | Further information about other available services to be compiled, Relevant links among websites to be created/updated as appropriate (ongoing) to minimize searching, Query to QAC for divisional information re. online services, Registrar's school visit schedule online in fall '06-'07; students can check it to see when Queen's representative will be visiting their high school for a presentation/fair, planning for the implementation of a new Student Information System, including consideration of accessibility features, Add link for Volunteer Note takers to HCDS website |
| 5-6 | Incorporate accessibility features in technology strategies, course design and evaluation technologies, including assistive technology | IDC (now Centre for Teaching and Learning, CTL), Library, Special Readers Services (now Library Services for Students with Disabilities, LSSD), Adaptive Technology, IT Services, Health, Counselling and Disability Services | Centre for Teaching and Learning, together with Information Technology Services and Queen’s Libraries, sponsored a session on UID in which 24 faculty members participated, Consultation with the CTL resulted in training session for teaching assistants scheduled for October, CTL and HCDS to provide TA training in special session (Oct. ‘06), and again as part of TA PD Day (Jan/Sept. ‘07), CTL’s Focus on Diversity program to include panelist on accommodation (Nov. ‘06), CTL and HCDS to develop collection of first-hand stories of people with disabilities for inclusion in library resources and Teachers’ Reading Circle | 24 |
|----------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Improve access to printed copies of overheads, blackboard notes, PP slides and other course materials in print | • HCDS  
• Special Readers’ Services (SRS/LSSD)            | 2006 and Jan/Sept. 2007 with CTL, UAE and HCDS  
• Information brochure on accommodation developed and provided to new faculty at orientation, August, 2006 | • CTL to improve links to online faculty guide to accommodation  
• CTL to collaborate with HCDS to include accessibility considerations in “Focus on Foundations” series for instructional staff and faculty |
| Improve coordination for assistive listening devices (ALD) for events/services at Queen’s | • HCDS  
• IT Services  
• Conference Services  
• Dean of Student Affairs  
• Other departments, as appropriate  
• PC - UAE | • FM loop systems being assessed with pilot project using mobile equipment in various locations; student government funding support  
• Communication with ITS re. adding this mobile capacity to classroom amplification systems, when/where needed  
• Discussion with Dean of Student Affairs re. making events more readily accessible with loaner system through AV support | • Further assessment needed about the use of ALD’s at Queen’s, particularly at mid-size events  
• Process for ensuring their availability at events needs to be developed and implemented  
• Departmental/individuals responsibility needs to be determined  
• Follow up with Dean and ITS re. increasing response capacity for classroom events, through AV support services. |
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<th><strong>Individuals/Groups/Departments</strong></th>
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<td><strong>Visual fire alarms to be installed upon request in residences and other facilities</strong></td>
<td>Relevant department • Physical Plant Services • Residences • ISC</td>
<td>Visual fire alarms installed in Bader Residence, ISC, and Mackintosh-Corry</td>
<td>Visual fire alarm to be installed in Ontario Hall</td>
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<td><strong>Improve accessibility of course packs, notes and class materials</strong></td>
<td>(SRS/LSSD) • Campus Book Store • All faculty • Instructional Development Centre • HCDS</td>
<td>Improvements in communication between SRS/LSSD and Campus Bookstore improves lead time in ordering and preparing alternative-to-print materials • The Campus Bookstore now provides an image only copy of PDF files on CD to Library Services for Students with Disabilities. Course packs available at the P&amp;CC are transferred onto CD in PDF format and sent directly to Library Services for Students with Disabilities via campus mail. • The Coordinator of Library Services for Students with Disabilities spoke at the Instructional Development Centre on universal access and will continue to speak to faculty regarding issues pertaining to access to course materials.</td>
<td>Coordinator of SRS/LSSD to speak more regularly at departmental meetings and continue to work with Centre for Teaching and Learning to increase awareness among faculty • Assess other resources/responses needed to improve communication about alternative-to-print class materials</td>
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<td><strong>Improve accessibility of telecommunications</strong></td>
<td>ISC • HRO • PC - UAE • EHS • ITS</td>
<td>Modified phone and paging system installed at ISC • Explored text-messaging system for communicating with ERC</td>
<td>Finalize text-messaging interface with ERC for Deaf and hard of hearing users who do not use phones</td>
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