2008-2009 ACCESSIBILITY PLAN

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INTRODUCTION

This was a year of transition in advancing accessibility at Queen’s University. While we made considerable effort in pursuing accessibility goals in several key areas, we simultaneously stepped up activities to meet the requirements set out in the Customer Service Standard. Furthermore, we grew increasingly alert to the implications that the proposed standards in other areas will have for the University and in response, have attempted to modify our approaches accordingly.

We have begun reorganizing our accessibility goals and activities to better align them with new and anticipated reporting requirements. For example, we will address goals in previous plans that called for the review and/or improvement of particular policies or procedures as we respond to the Customer Service (CS) Standard. This CS Standard requires the University to establish a process for reviewing new and existing policies, procedures and formal practices from an accessibility perspective and the Customer Service Working Group is moving ahead with plans for proposing a mechanism that will meet this requirement. Examples of other realigned goals include website accessibility, improving access to print materials, improving elevator maintenance to meet accessibility needs, and implementing evacuation plans for persons with disabilities in emergencies.

In spite of challenges associated with pursuing institutionally identified accessibility goals in the midst of a rapidly evolving legislative landscape, the University made considerable progress in a number of key areas. For example, improvements in accessible event planning were realized, dozens of training sessions dealing with disability, accessibility and mental health issues were delivered to audiences all across the Campus, and the University improved on its assessment of accessibility considerations in capital projects. The next section highlights further accessibility achievements realized in 2007-2008.

Attention to accessibility continues to grow in the Queen’s community. Our senior administrators increasingly demonstrated their commitment to advancing accessibility through things like chairing accessibility-related working groups, supporting proposal development and securing government funding for achieving regulatory compliance, calling for the presence of accessibility spokespersons in key discussions and supporting communication efforts about accessibility throughout the University. Greater numbers of groups and individuals are seeking guidance and support with incorporating accessibility considerations in their work and activities, including our IT and marketing & communication representatives, capital project managers, departmental support staff, faculty and student leaders.

With this demonstrated involvement and commitment, Queen’s University moves forward with confidence towards achieving a community that not only welcomes but also actively pursues the participation and contribution of persons with disabilities.

The following pages outline the University’s accessibility plan. It begins with a listing of areas the University has selected for priority attention in 2008-2009. Accessibility highlights for 2007-2008 follow. The main portion of the plan is a listing of goals from the 2007-2008 Accessibility Plan and updates on each of those goals. The newly adopted Terms of Reference for the Queen’s Accessibility Committee as well as the Committee membership listing for 2008-2009 are located in the appendix.
ACCESSIBILITY PRIORITIES FOR 2008-2009

Queen's University sets the following as its accessibility goals for the 2008-2009 planning cycle:

1. Complete training for members of the University’s senior administration team, their direct reports as well as department and unit heads, as required by the Customer Service Standard (Fall, 2009)

2. Create and distribute to members of the Council on Ontario Universities an online application, a tool for use in delivering the training as required by the Customer Service Standard (October 2009)

3. Roll out the online training program to all staff and faculty at Queen’s University (Fall 2009)

4. Secure approval of a mechanism for reviewing existing and new policies, procedures and formal practices from an accessibility perspective (Fall 2009)

5. Adopt and communicate a policy concerning the use of support persons and service animals (Fall 2009)

6. Establish a procedure for communicating about service disruptions (Fall 2009)

7. Establish and communicate a comprehensive, University-wide mechanism for collecting, disseminating and responding to accessibility issues (Summer 2009)

8. Prepare a draft report on the issues concerning physical accessibility, complete with preliminary recommendations (Summer 2009)

9. Complete the “Principles & Procedures” document concerning the accommodation of employees with disabilities, with recommendations (Winter 2009)

10. Complete a report concerning website accessibility with recommendations that takes into account the emerging information & communication standard. (Fall 2009)
ACCESSIBILITY HIGHLIGHTS – 2007-2008

STEVE CUTWAY ACCESSIBILITY AWARD

In 2007, Queen’s University established the Steve Cutway Accessibility Award. Each year, the Award will recognize an individual or group who make extraordinary contributions towards advancing accessibility for persons with disabilities at Queen’s University.

The first recipient of the Award was Steve Cutway, a long serving employee of approximately 36 years.

Mr. Cutway gave generously of his time and attention towards assisting many students with vision disabilities, helping to ensure their access to print materials. Many students conveyed their deep appreciation for Mr. Cutway’s constant championing of their right to access.

CUSTOMER SERVICE STANDARD

On January 1, 2008, the new Customer Service Standard came into force. The standard intends to improve “front-line” services to persons with disabilities. To achieve compliance, the University is required to do the following:

- Train all members of the Queen’s community that “act on behalf of the organization” on how to interact successfully and respectfully with persons with disabilities;
- Assess existing and new policies and formal practices for accessibility implications;
- Adopt and enforce a policy concerning the use of service animals and support persons;
- Adopt and enforce a policy pertaining to the communication about temporary service disruptions;
- Develop and maintain a mechanism for receiving and responding to concerns about accessibility.

The University established a working group, chaired by Vice Principal of Human Resources, Mr. R. Morrison in December 2007. The Working Group has developed a plan for identifying steps the University must take to achieve compliance with these requirements, including the identification of individuals/units with partial or full responsibility for specific requirements as well as prioritizing the action items. The Group will focus initially on the necessary tasks for completing the University’s first report required under the Standard, due on January 1, 2010. The Group is also developing a framework within which to create, deliver and monitor the training of members of the Queen’s community.

ENABLE PROJECT

In June 2008, the Ministry of Community and Social Services announced the availability of $1 million in funding for partnership projects that will develop resources and tools to help Ontario organizations achieve compliance with the Customer Service Standard. Queen’s University collaborated with the Council on Ontario Universities (COU) to submit a proposal to create an online application for delivering some of the training required by the Standard. The Ministry approved the proposal on December 1, 2008. The tool, built by a contractual e-learning firm, will be made available to all COU members. Members of the Customer Service Working Group, the Queen’s Accessibility Committee and COU member representatives will all contribute towards identifying and selecting content and delivery processes that will form the application’s foundation. The application will include capabilities for customizing content and some delivery processes to meet the unique training needs of particular groups throughout the University. The project sets September 2009 as its target for completion.
ACCESSIBLE INFORMATION & COMMUNICATION STANDARD

The COU asked Queen's University to serve as its representative on the provincial committee drafting the first Standard for Accessible Information and Communication. The Committee submitted its proposed Standard to the Ministry of Community and Social Service on October 24, 2008 and the Minister made the Standard available for 60 days of public review on November 17, 2008. The Committee anticipates the new Standard will come into force mid to late 2009.

IMAGES OF PERSONS WITH DISABILITIES AT QUEEN’S

Accessibility Queen’s and the Equity Office jointly hired a professional photographer to capture the images of people with disabilities at Queen’s University. Ten members of the Queen’s community volunteered to participate in the project, including students, staff and faculty. With these images, we created a bank of images to help increase the depiction of persons with disabilities in promotional materials and other University-wide publications. Marketing and Communications has incorporated the images within the University’s searchable image data bank. Working with schools, faculties and units throughout the University in creating publications, Marketing and Communications has committed to encouraging the inclusion of these images as part of the University’s overall commitment to diversity and equity.

ASSISTIVE LISTENING DEVICES

Using the 2006 Technology Fund, the University completed the installation of permanent assistive listening devices in five lecture theatres and classrooms – Grant Hall, Ellis Hall Lecture Theatre, Dunning Hall Lecture Theatre, BioSciences, Room 1101 and Duncan MacArthur Lecture Theatre. In addition, the University purchased two portable assistive listening devices for use at non-academic events. The portable units are available at the Front Desk at Stauffer Library and through the University’s Event Services.

RICHARDSON HALL

In December 2008, the University completed a major renovation of Richardson Hall, the building housing the senior administration offices. The renovation included a new street-level, front facing accessible entrance, elevator access to all levels, accessible washrooms on all levels and improved access to mid-sized meeting rooms.
QUEEN’S STUDENTS CARE ABOUT ACCESSIBILITY

Each undergraduate and graduate student contributes $4 every year towards the enhancement of the non-academic experience of students with disabilities at Queen’s University. These funds have made a remarkable difference in advancing accessibility throughout the Campus and in many ways have made it possible for students with disabilities to participate more fully in the University community. The following is a list of projects towards which Queen’s students made important contributions:

- Financial contribution towards the creation of the Steve Cutway Accessibility Award;
- Financial contribution towards the creation of a bank of images of persons with disabilities at Queen’s;
- Provided an bursary to students with disabilities to help offset transportation and/or adaptive technology costs;
- Financial contribution towards the purchase and installation of five (5) power-assist door openers.
The following pages list barriers identified at Queen’s University and provide an update on progress made in addressing these barriers over the past year.

Like all previous Accessibility Plans prepared for the University, this one will employ the categorization of barriers as contained in the *International Classification of Function, Health and Disability* (ICFHD) published by the World Health Organization. This classification system is based on the principle that 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. This system takes the focus away from people with disabilities and places it on the environment where any barriers that exist prevent participation. The ICFHD provides a mechanism for advancing accessibility by ensuring the institution does not overlook any barriers.

The classification consists of five categories:

1. **Attitudes & Beliefs** - Attitudes are the observable consequences of customs, practices, ideologies, values, etc. These attitudes, which are driven in part by beliefs and values, influence individual behaviour which can motivate positive, honorific practices or negative and discriminatory practices.

2. **Natural and Built Environment** – This refers to elements of the natural and built environment including buildings, access in and around buildings, parking lots, etc.

3. **Services, Systems & Policies** – This section deals with the services that provide benefits, programs or goods designed to meet the needs of individuals. Systems refer to the administrative and organizational mechanisms designed to control and monitor services that provide benefits, programs and/or goods. Policies govern and regulate the systems that organize and control the services, program and provision of goods.

4. **Relations & Supports** - This section refers to the support, protection, assistance and relationships provided by people and animals to people with disabilities. The focus is on the support provided and is not concerned with the person or animal providing the support.

5. **Products & Technology** – This section includes natural or human-made products or systems of products, equipment and technology in a person’s immediate environment that are gathered, created, produced or manufactured.
ATTITUDES & BELIEFS

Attitudes are the observable consequences of customs, practices, ideologies, values, etc. These attitudes, which are driven in part by beliefs and values, influence individual behaviour which can motivate positive, honorific practices or negative and discriminatory practices.

Efforts made to ensure accessibility is considered in all aspects of University planning and decision making are critical to removing and preventing barriers to people with disabilities. Improving awareness through training is one of the more important ways of ensuring members of the University community take responsibility for ensuring accessibility is given the necessary forethought and consideration.

Training that included information about disability and accessibility issues provided in 2007-2008:

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<th>Topic/Theme</th>
<th>Attendees</th>
<th>Month</th>
<th>Facilitator(s)/Office</th>
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<td>Inclusivity, intergroup dialogue, building coalition</td>
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The following areas/issues in this category were identified for priority attention in 2007-2008:

1.1 *Improve accessibility of Orientation week*

The Disability Services Advisor collaborated with Orientation Student leaders to develop and implement a volunteer-buddy service for Orientation 2008. Information about the service was included in the “Frosh” packages distributed to all incoming students. The Disability Services Advisor also let new students know about the service when they registered with Disability Services. The volunteer-buddy system was used for the first time during Orientation 2008 with two students registering and using the service. Orientation Student leaders will continue working with the Disability Services Advisor in refining the service in preparation for Orientation 2009.

1.2 *Increase information and awareness of mental health issues*

The Office of the Associate Vice Principal/Dean of Student Affairs launched a new program called “Mental Health First Aid” in the Fall of 2007. Mental Health First Aid is a program designed to equip support personnel with mental health literacy, knowledge and skills so that they can help provide assistance to persons experiencing a mental health crisis until appropriate treatment is found. Nineteen staff members from various units within the Student Affairs Division completed the two-day course in 2007. Ms. B. Doxsee and Dr. M. Condra have been qualified as trainers in the program and will now offer sessions throughout the academic year. The Associate Vice Principal/Dean of Student Affairs intends that all staff and student staff (Residence dons, peer learning assistants, etc.) will be trained mental health “first aiders”.

1.3 *Improve the number and quality of images of people with disabilities in materials and information about Queen’s University*

The University, working with a professional photographer, captured images of ten members of the Queen’s community who participated in the initiative. This fall, Marketing and Communications (M&C) created a searchable database of Queen’s-specific images for use in the University's publications and incorporated these images into database. Staff in M&C will work with the Queen’s community to use these images when creating University-wide publications.

1.4 *Develop and issue an accessibility award*

The University commissioned metal works artist, Stefan Duerst, to create an artistic sculpture that would become the Queen’s Accessibility Award. *Accessibility Queen’s* and the Queen’s Accessibility Committee established the Award to recognize the extraordinary efforts by groups and individuals in the Queen’s community towards advancing accessibility. Mr. Duerst completed the award in May 2008 and the Queen’s Accessibility Committee voted unanimously that its inaugural presentation would go to Steve Cutway. The Committee also voted to name the award in Mr. Cutway’s honor, recognizing his many years of providing support to students with print or vision disabilities.

1.5 *Continue to use Gazette articles to promote accessibility and disability issues*

The *Queen’s Gazette* published several articles promoting accessibility and disability issues:

- October, 2007 - “Good coffee, accessibility have common grounds”, an article highlighting the ways in which people can behave that will help create a welcoming environment for persons with disabilities;

- October 2008 – an news article informing the Queen’s community about the new *Customer Service Standards* and the implications it has for the University;
NATURAL & BUILT ENVIRONMENT

This section deals with elements of the natural and built environment including buildings, access in and around buildings, parking lots, etc.

Physical improvements completed in 2007-2008:

- University Avenue Revitalization Project completed, significantly improving physical access to many of the buildings along that street. The project included several curb depressions along the street for safer and more accessible road crossings
- Major renovation to Richardson Hall completed that includes a new front, street level entrance, accessible washrooms on each floor and new elevator.
- Tindall Field completed, including two accessible short-term parking stalls adjacent to Macintosh-Corry Hall and a new ramped access to the south side of Macintosh-Corry Hall.
- New underground parking garage built which includes improvements in curb access on Union and Albert Streets, two accessible elevators with power door openers on both elevator vestibules and seven accessible parking stalls.
- Upgrades to 11 Aberdeen Street (Community Centre) includes a ramp entrance and accessible washroom.

Projects in progress or planned:

- Installation of an accessible lift in Carruthers Hall as part of renovations of two levels to accommodate a new Masters of Public Health program within the School of Public Health
- Residences Redevelopment Project
- Queen’s Performing Arts Centre
- Medical Building (new building)

2.1 Re-evaluate policies, practices and procedures with regard to planning for accessibility in upgrades and changes to any physical part of the Campus

This fall, the Queen’s Accessibility Committee took steps towards establishing a working group made up of individuals and unit representatives from across the University to examine a broad range of issues pertaining to physical accessibility. The issues include:

- Assessing for physical accessibility barriers across the Campus (e.g., audit);
- Requiring departments to assume partial responsibility for physical accessibility;
- Developing a process for ensuring the ongoing consideration of accessibility in new construction and major renovations;
- Assessing for accessibility considerations in minor renovations;
- Receiving and responding to concerns about physical accessibility;
- Updating and maintaining an inventory of physically accessible spaces and classrooms;
- Examining the University’s signage policy and procedures.

The Office of the Vice Principal, Operations & Finance agreed to assess this list and work with the Accessibility/Equity Coordinator in determining the best course of action that will prioritize and address these issues over the next few planning cycles. The University’s approach to addressing these issues will necessarily take into account newly enacted and anticipated requirements that make up the AODA standards as well as changes to the Ontario Building Code.
Meanwhile, effort by a variety of units across Campus in addressing some of these issues continues. Campus Planning, for example, began coordinating a more consistent and comprehensive review of plans with respect to accessibility for all major projects. Planners typically coordinate a guided blueprint review session with the Accessibility/Equity Coordinator at critical stages of the drawing development. During these sessions, the Coordinator and Campus Planners compile a list of accessibility issues and the planners arrange for communicating these issues to the project managers and architects. The Accessibility/Equity Coordinator receives responses to the issues for transmittal to the Queen's Accessibility Committee.

The Administrative Support Manager in Physical Plant Services, in collaboration with the Disability Services Advisor and the Accessibility/Equity Coordinator developed a basic online form for receiving and responding to concerns about physical accessibility. When users submit the form, all three offices receive the information with Physical Plant Services coordinating the appropriate responses. The University will review this process in light of the Customer Service Standard that requires the University to develop a comprehensive feedback mechanism that receives and responds to concerns about accessibility in all aspects of the University’s activities.

The University has embarked on the development of a new Master Campus Plan and will build into it requirements for improving physical accessibility throughout the Campus. Among the issues the Campus Plan will consider is the review and updating of the University’s signage policy and procedures.

**2.2 Complete the integration of an accessibility lens into the Campus Safety Audit and 2.3 Train department heads about accessibility needs and how to make requests for upgrades where appropriate**

The Director of Campus Planning is proposing, with support from the Queen’s Accessibility Committee, to contract with an external organization for completing an initial physical audit of the Campus. This will help establish a baseline of accessibility issues as well as inform an action plan to address identified issues over a series of planning cycles. While considering this proposal, the Queen’s Accessibility Committee remains committed to the development of a self-conducted audit process. The Queen’s Accessibility Committee intends that departments will use this self-audit tool with results from the initial physical audit forming the baseline for the self-conducted process, with units completing the audit on a rotating basis and as part of other existing reporting mechanisms (e.g. the Internal Academic Review, etc.)

Related to this issue is the University’s effort is to improve the management of activities associated with the Renovation and Alteration Fund, specifically the Fund’s portion that is targeted towards improving physical accessibility. This year, the Queen’s Accessibility Committee became more involved in the process of soliciting project ideas. Working with personnel in Physical Plant Services, the Committee undertook to sort and make recommendations about priority projects for completion by the 2007-2008 Fund. The Committee will continue working with Physical Plant Services to improve communications about the Fund, in particular providing information to department heads, enabling them to propose projects for improving physical accessibility in their area.

**2.4 Re-examine elevator maintenance practices and procedures to ensure the full consideration of accessibility needs**

The Vice Principal of Human Resources, Associate Vice Principal of Operations & Facilities and the Director of Environmental Health & Safety discussed this issue in late 2007. They agreed that the University needs a better communication approach informing individuals who rely on elevators for accessibility reasons about service
disruptions. Developing a listserv, managed by Human Resources, was one approach considered. The idea was that members of the Queen's community who relied on elevators for accessibility reasons could subscribe to the listserv and Physical Plant Services would coordinate postings concerning planned service disruptions. The database would also allow relevant University units improve its response in the event of an unplanned service interruption to elevators, ensuring that individuals with physical access needs can safely enter and/or leave affected areas. This option will necessarily require a review by the University's Privacy Officer.

The University achieved no further progress on this item. However, we will address this issue as the University works towards compliance with the Customer Service Standard, which stipulates the University must develop and promote a mechanism for communicating about service disruptions.

2.5 Update Classroom Inventory and ensure it is linked appropriately

The Classroom Inventory remains out-of-date. Part of the reason for this is that the amount of construction and improvements currently underway at Campus quickly renders some of the information out-of-date.

Members of the Queen's Accessibility Committee assert that the inventory is a valuable tool and the University should make greater effort to update it. Furthermore, the Committee suggests expanding the inventory to include non-classroom spaces to help departments meet accessibility needs during event planning. The University's plan of action for address the physical accessibility issues listed above will include this issue.

2.6 Continue monitoring accessibility needs and initiatives at the International Study Centre (ISC)

To be updated.
SERVICES, SYSTEMS & POLICIES

This section refers to services that provide benefits, programs or goods designed to meet the needs of individuals. Systems refer to the administrative and organizational mechanisms designed to control and monitor services that provide benefits, programs and/or goods. Policies govern and regulate the systems that organize and control the services, program and provision of goods.

Policies

3.1 Enhance policies and procedures with respect to accommodating employees with disabilities

In the fall of 2007, the Queen’s Accessibility Committee established a working group whose membership includes the Director of Employee Relations, Associate Vice Principal – Academic, Administrator of the Queen’s University Faculty Association (QUFA), Grievance Officer (QUFA), Director of Human Rights, Coordinator of the Post-Secondary Accessibility Consulting Team (PACT) and two faculty members. The Working Group, in examining a range of issues pertaining to accommodating employees with disabilities, drafted a Principles and Procedures document. The Queen’s Accessibility Committee completed a preliminary review of the document in October 2008 and the Working Group met in December to consider the resultant feedback. The Working Group will seek the input of all employee groups before submitting the document for approval to the Vice Principals Human Resources, Academic and Operations & Finance.

3.2 Review and update Policy Statement concerning students with disabilities

The Customer Service Standard requires that the University examine its existing and new policies and formal procedures from an “accessibility” perspective. The Customer Service Working Group, chaired by the Vice Principal of Human Resources is working to establish a protocol for undertaking this examination as well as a procedure for assessing from an accessibility perspective new policies and formal practices as required. The new process will include a review of this policy.

3.3 Ensure the Internal Academic Review (IAR) process includes accessibility considerations

Early in 2008, the Equity Office reviewed the Self-Study; a self-administered questionnaire used as part of the Internal Academic Review process. In this review, the Office suggested to the Vice Principal Academic certain edits to the questionnaire that would improve how the department considered equity and accessibility as part of its preparation for the IAR. Some of the recommended changes were incorporated in the revised questionnaire that was approved in June 2008.

The Equity Office will continue working with the Office of the Vice Principal, Academic, the Senate Educational Equity Committee and the Centre for Teaching and Learning in creating a guide for use by departments as they complete the self-study to help encourage greater consideration of equity and accessibility in the review of existing and new academic programs.

3.4 Develop evacuation plans that consider the accessibility needs of students and employees with disabilities

The Environmental Health and Safety Unit continue to develop, upon request and on a case-by-case basis, evacuation plans for individuals with disabilities. The Unit, working with the individual making the request as
well as pertinent members of his or her department, emergency services personnel and others as required, develops an evacuation plan in the event of an emergency.

Senior administrators have begun exploring various procedures that will give persons with disabilities a mechanism for ensuring the appropriate coordination among relevant units and individuals to address accessibility needs in the event of an emergency. The University's response to the proposed Information & Communication (IC) Standard will address this issue. The IC Standard will require organizations to develop a process for communicating more widely and systematically emergency-related information, including a process for persons with disabilities to have their accessibility needs considered in the event of an emergency.

3.5 Ensure current and emerging security policies and procedures include accessibility considerations

In the summer, Campus Security consulted with the Equity Office and the Disability Services Office in updating the unit's procedure manual to include a new section on “Communications.” The manual now includes instructions and contact information on how to secure the services of interpreters from the Queen’s International Centre for persons whose first language is not English and contact information for the Canadian Hearing Society for securing the services of ASL/English interpreters. The University's current activities towards achieving compliance with the Customer Service Standard that requires organizations to examine all of its policies and procedures from an accessibility perspective will include a further review of our security and related policies and procedures.

Services & Systems

3.6 Develop mechanisms to help ensure events planned at Queen’s University account for accessibility considerations

The University has made a number of improvements to accessible event planning over the year. The Queen’s Gazette agreed to work with units advertising upcoming events to include a statement informing persons with disabilities who and how to contact the unit for requesting individualized accessibility to attend the event. The Equity Office prepared and posted on its website a checklist for accessible event planning, including a list of relevant university and community resources. The Equity Office delivered training to Residence Dons, members of both the Alma Mater Society and the Society of Professional and Graduate Students executive on how to plan and deliver accessible events. Finally, the University purchased several assistive listening devices and furnished Event Services with one for use during non-academic and after-hours events. Efforts that are underway in developing and delivering a training program as required under the Customer Service Standard will further help to improve awareness about the importance of and how to plan accessible events.

3.7 Monitor Residences admissions policies and procedures to ensure needs of students with disabilities are met

Residence and housing staff continues to work collaboratively with the Disability Services Advisor in responding to the accommodation needs of students with disabilities living in Residences.

3.8 Complete an assessment for the need of an accessible on-campus transportation system

The University made no further progress on this goal this year. However, if the Ministry of Community and Social Services enacts the proposed Accessible Transportation Standard, the University will be required to examine the bus service is currently provides between main and West Campus in collaboration with the
Kingston General Hospital. The University may have to plan for upgrading the buses currently in operation with vehicles that are accessible.

3.9 Ensure students and employees with disabilities are clearly informed of their right to access services and support from the Human Rights Office in addressing accessibility concerns

Former Chief Commissioner of the Ontario Human Rights Commission, Mr. Keith Norton, completed a review of the Queen's University Harassment and Discrimination Policy & Procedure in 2007. The University released his report and recommendations in January 2008. The Senate Working Group to Review the Harassment/Discrimination Complaint Policy & Procedure is now considering the report and recommendations. The Working Group will provide a final report and recommendations to the Senate. Part of this review process will consider the need for enhanced communication mechanisms for ensuring the University regularly informs students and employees of their right to access services and supports from the Human Rights Office in addressing accessibility concerns.
RELATIONSHIPS & SUPPORTS

This section refers to the support, protection, assistance and relationships provided by people and animals to people with disabilities. The focus is on the support provided and is not concerned with the person or animal providing the support.

4.1 Continue to develop, deliver and enhance programs for the successful transition of students with learning disabilities to post-secondary education.

Through the ongoing collaborative partnership between Queen's University, Trent University, Fleming College, St. Lawrence College and seven regional school boards, 100 Grade 8 students completed the “OnLine to Success” program. The program equips students with learning disabilities tools and skills that will enable them to manage more effectively their disability within the educational environment. Results of the program are showing that students with learning disabilities completing such programs are more likely to pursue and successfully complete post-secondary education than their peer who does not participate. Teachers and parents also participate in information sessions, aimed to increase their awareness about learning disabilities and ways they can support students with disabilities both in the classroom and at home.

4.2 Develop and test the feasibility of a consulting service to mediate issues pertaining to accommodating students with disabilities in post-secondary education in Ontario

Queen's University, in collaboration with the Regional Assessment and Resource Centre, continues to offer consultant services through the Post-secondary Accessibility Consultant Team (PACT). PACT is a pilot project for developing an information and problem solving resources to offer a range of disability-related consultation services. Services are available to any post-secondary educational institution across the country.

This year, PACT conducted seven regional focus groups and facilitated 60 consultations pertaining to accommodation issues in post-secondary institutions across the country. The Project Coordinator continues her promotional efforts through activities such as delivering sessions at national conferences, developing and maintaining a website and publishing informative articles in university newspapers and University Affairs.
5.1 Develop policies, procedures and supports designed to improve accessibility of websites at Queen's University

In the fall 2007, the Queen's Accessibility Committee established a working group to examine the issue of website accessibility. The Group conducted a preliminary and general assessment of the University's policies, procedures and practices with respect to "website" information and communication. The Group noted the many efforts undertaken by Information Technology Services (ITS) and Marketing & Communications (M&C) in creating a web content management system that, when used as intended, helps to ensure a high level of accessibility for persons with disabilities. This system is developed and made available within a capacity-building framework with most University departments assuming responsibility for the creation and maintenance of their web content, accessing support and input when needed from ITS and/or M&C. The Group noted that a high number of the University's websites did not use the latest international “markup” standards, which is highly correlated with increased accessibility.

As the group prepared to submit its report to the Queen's Accessibility Committee, the Government of Ontario announced a public review of the Proposed Information & Communication Standard. The Standard, anticipated to become regulation in mid-2009, will have significant implications for website accessibility at Queen's University. The Group determined a more prudent approach would be to assess the proposed standard and wait to modify its report and recommendations so that it will more thoroughly address the standard’s requirements as it comes into force.

5.2 Enhance the ease of locating websites that relay information for people with disabilities

Marketing and Communications, during its overhaul of the University's top-tier web pages in 2007-2008 including its homepage, added a footer that included direct links to many accessibility, disability and other important service and information units, making these websites much easier to find. Examples include Disability Services, Library Services for Students with Disabilities, AMS, Residences, etc.

5.3 Improve coordination of assistive listening devices (ALD's) for on-campus services and events

As indicated earlier, the University purchased and installed permanent assistive listening systems in five large lecture theatres and Grant Hall. Events held in these rooms now have automatic access to an ALD, avoiding the need to book a portable system for each event. As well, receivers that work with the systems are available for sign-out at the Front Desk of Stauffer Library, meaning that event planners can easily access the systems for after-hour events, avoiding the incurrence of overtime fees for audio technicians. Finally, the University purchased two portable, individual use systems and furnished both the Front Desk of Stauffer Library and Event Services with these systems for use at events during regular and after hours. These systems are available through regular “sign-out” procedures, meaning that students, staff and faculty can easily offer the use of an assistive listening device at nearly any event.
5.4 Increase services available online

The University has embarked on a significant project to replace its student, financial and human resource data-management systems. The Queen’s University Administrative Systems Replacement (QUASR) project, besides updating several data management processes, will see a significant increase in the capacity for self-administered or automated online services. Examples include the capability for electronically approving financial documents, enabling employees to update their personal information, change benefit and pension enrolment information as well as generate pay advice and T4 statements. Upgrades to the student data system will make access to online services available 24 hours a day, 7 days a week, streamlining applications making them easier to understand and use as well as providing faculty with the option of entering grades electronically.

5.5 Continue providing assistive technology in campus computer sites

The Library Services for Students with Disabilities (LSSD) provides, coordinates and maintains a number of accessible computer stations throughout the Campus. This Unit regularly updates and replaces equipment and software as required, making every effort to keeping abreast of developments and improvements in accessible technologies. This year, LSSD purchased a new high-speed scanner for converting print materials to alternative-to-print formats.

5.6 Incorporate accessible features in instruction technology strategies, evaluation technologies and assistive technology

Staff with the Emerging Technology Centre provides regular demonstrations and support in assessing innovative and emerging technologies in teaching and learning environments. The Centre, a division of the Information & Technology Services, is committed to accessibility for persons with disabilities and has received regular accessibility training over the years. In addition, the LSSD Coordinator has regularly delivered training sessions through the Centre for Teaching and Learning on universal instructional design, including the need to consider accessibility needs when selecting and using teaching-related technologies. As part of its response to requirements in the Customer Service Standard and the proposed Information & Communication Standard, the University will necessarily examine its current practices for evaluating teaching-related technologies from an accessibility perspective, including the need for ensuring the solicitation of input and advice from appropriate units on Campus.

5.7 Improve access to printed copies of overheads, blackboard notes, PowerPoint slides and other course materials (e.g., materials posted on WEB CT, an online instructional platform)

The LSSD Coordinator and the Disability Services Advisor continues to coordinate the support of students and faculty with requesting, arranging for and dissemination of alternative-to-print materials. The LSSD Coordinator continues her work with the Centre for Teaching and Learning in promoting the use of universal instructional design (UID) to help reduce the need for individualized accommodations in this area. Use of UID helps to increase the production and distribution of course materials in formats that are already accessible to most students with disabilities. Furthermore, the Coordinator continues to collaborate with the Campus Bookstore to expedite the delivery of textbooks in alternate formats.

5.8 Improve telecommunications

Queen’s telecommunication systems underwent no changes in 2007-2008.
Terms of Reference

The Queen’s Accessibility Committee brings together community members and representatives of various University groups working to make Queen’s University accessible for people with disabilities. This is done by systematically identifying and removing barriers to participation and by anticipating new barriers so as to prevent their creation in all aspects of the university environment.

The Committee is mandated by the Vice Principals to provide advice on:

a) Priorities of significant initiatives that improve accessibility and enhance accessibility services;
b) The allocation of available resources for these initiatives as part of the University’s budget and planning cycle;
c) The development and implementation of polices, communications and educational initiatives that promote and enhance accessibility on campus; and
d) Meeting the legislated obligations as set out in the Accessibility for Ontarians with Disabilities Act, 2005.

Membership

The Committee will include the Program Coordinator (Office of the University Advisor on Equity) and six (6) ex-officio members with voting privileges: three (3) Vice Principals (Academic, Human Resources and Operations & Finance) or designates, Health, Counselling & Disability Services, Human Rights Office, the Society of Graduate and Professional Students (SGPS) and Accessibility Queen’s. In addition, six (6) to eight (8) members of the Queen’s community including staff, faculty and students and in particular persons with a range of disabilities, will be appointed to the Committee through a nomination process. Except for ex-officio members, committee members will serve for a two-year term, with staggered end dates to ensure continuity of experience on the Committee and may be reappointed for one consecutive term. The Committee Chair will be appointed by the Vice-Principals, on the advice of a nominating committee, from among staff and faculty members with experience on the committee for a two year term.

The Nominating Subcommittee will consist of one ex-officio member, one non ex-officio member and one member from Accessibility Queen’s. The Nominating Subcommittee will convene in March of each year with a call for nomination to close April 15 every year. Appointments will be made in May with terms beginning July 1 and ending two years later on June 30.

Subcommittees and working groups, which may include non-members, may be formed for specific purposes as needed.

Approved:

Roderick C. Morrison
Vice Principal, Human Resources

October 2008
QUEEN'S ACCESSIBILITY COMMITTEE MEMBERSHIP

2007-2008

CHAIR: Kathy Jackson, Coordinator, Undergraduate Studies, School of Kinesiology & Health Studies

COORDINATOR: Jeanette Parsons, Accessibility/Equity Coordinator, Equity Office

COMMITTEE MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
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<th>Department</th>
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<tbody>
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<td>Regional Assessment &amp; Resource Centre</td>
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<tr>
<td>Linda Campbell</td>
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<td>Environmental Studies/Biology</td>
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EX-OFFICIO

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<tr>
<th>Ex-Officio Office</th>
<th>Representative(s)</th>
<th>Department</th>
<th>Title</th>
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<tbody>
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<td>Vice Principal, Human Resources</td>
<td>Shannon Jones</td>
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<td>Workplace Advisor (Accommodation &amp; Wellness)</td>
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<td>John Dixon</td>
<td>Vice Principal, Academic</td>
<td>Associate Vice Principal, Academic</td>
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<td>Accessibility Queen's Society of Graduate and Professional Students (SGPS)</td>
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<td>Human Rights/Equity</td>
<td>Director</td>
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