QUEEN’S UNIVERSITY

2012

ACCESSIBILITY PLAN

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

Queen’s current and past Accessibility Plans are available:

- On written request to the Equity Office, Queen’s University, Mackintosh-Corry Hall, Room B513, Kingston, ON, K7L 3N6
- By telephoning the Equity Office at (613)533-2563
- By email at equity@queensu.ca
- In alternate format as requested
Message from the Office of the Provost & Vice-Principal (Academic)

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

The aim of this document is to describe measures that Queen’s University took during 2011 and will take during 2012 to identify, remove, and prevent barriers to persons with disabilities so that our faculty, staff, students, parents, alumnae, and members of the broader community can access our university’s goods and services, facilities, and premises in a way that respects their dignity and independence.

I would like to thank the many members of the university community - including staff, faculty, and students – for their hard work and collaborative efforts as we continue to foster positive attitudes and make progress towards a barrier-free campus. Accessibility is everyone’s responsibility; I welcome input from all members of the Queen’s and broader community - students, faculty, staff, alumni and friends - as we work together to move closer to our goal of full accessibility for all.

Alan Harrison
Provost & Vice-Principal (Academic)
# QUEEN’S UNIVERSITY 2012 ACCESSIBILITY PLAN

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Section 1  Purpose and Scope of the Queen’s University Accessibility Plan

This document constitutes Queen’s University’s Accessibility Plan (“the Plan”) for the period January 1, 2012 to December 31, 2012. Although the Accessibility for Ontarians with Disabilities Act, 2005 (the “AODA”) is now law, the reporting requirements of its predecessor legislation, the Ontarians with Disabilities Act, 2001 (ODA) continues to remain in effect. This means that public sector organizations are required to prepare annual accessibility plans and make them available to the public. Queen’s University is considered a public sector organization.

The purpose of this required activity is to improve opportunities for persons with disabilities and provide for their involvement in the identification, removal, and prevention of barriers to full participation in all aspects of work, study and services. The Plan is a tool through which Queen’s University monitors its progress in removing or reducing barriers and outlines a strategy for barrier mitigation for the next year.

In preparing annual accessibility plans, the following requirements shall be addressed:

- The Plan shall report on the measures the university has taken to identify, remove, and prevent barriers to persons with disabilities
- The Plan shall describe the measures in place to ensure that the university assesses its policies, practices, programs, and services to determine their effect on accessibility for persons with disabilities
- The Plan shall list the policies, programs, practices, and services that the university will review in the coming year to identify barriers to persons with disabilities
- The Plan shall describe the measures the university intends to take in the coming years to identify, remove, and prevent barriers to persons with disabilities
- The university shall make the Plan available to the public
Section 2  Description of Queen’s University

Queen's is one of Canada's leading universities, with an international reputation for scholarship, research, social purpose, and spirit. Consistently highly ranked, Queen's is known for its incomparable 24-hour learning environment. Great teaching, great students, community and tradition - these are the hallmarks of the Queen's experience.

History
Queen’s was established by Royal Charter of Queen Victoria in 1841 - twenty-six years before Canadian confederation. Classes were first held in 1842. The earliest degree-granting institution in the united Province of Canada, and the first to establish a student government, Queen's has reflected and helped shape Canadian values and policies, educating many of the country's most notable political and cultural figures.

Queen's University is situated on traditional Anishinabe and Haudenosaunee territories. Learn more about the founding and history of Queen's University from Queen's online encyclopedia...

Students, Staff & Faculty
With some 24,000 students Queen's student body represents 83 different countries, along with every Canadian province and territory. Over 4,800 committed staff and faculty work to provide a scholarly and welcoming environment for our students. Our faculty is drawn from some of the most prestigious institutions in the world, and Queen's faculty members regularly receive international recognition and numerous teaching awards for their research and innovative contributions.

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

<table>
<thead>
<tr>
<th>Who</th>
<th>Total Population</th>
<th>Persons with Disabilities</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>2010</td>
<td>82</td>
<td>4.1%</td>
</tr>
<tr>
<td>Staff</td>
<td>2838</td>
<td>150</td>
<td>5.3%</td>
</tr>
<tr>
<td>Students</td>
<td>24029</td>
<td>757</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

1 For further information about Queen’s, please visit: http://www.queensu.ca/about/
Alumni
Graduates of Queen's become part of a living, legendary tradition. Queen's graduates can be found in boardrooms, courtrooms, hospitals, art galleries, laboratories, libraries, and governments around the world.

Community & Kingston
With 96 buildings sitting on 73 hectares, Queen's University is located in Kingston, Ontario, Canada, a quintessential university community big enough to provide all the conveniences of modern life, but small enough for students, staff and faculty to feel instantly comfortable and at home. For more than a century-and-a-half, the stories of Queen's and Kingston have been inextricably entwined. Kingston is Canada's 3rd best "place to live" in Canada according to a 2009 Canadian Business publication survey.

Accountability
As a public institution, Queen's is committed to an operating model of transparency and accountability. For more information on institutional planning and accountability, please visit the Office of Institutional Research and Planning.
Section 3  Queen’s University Comprehensive Strategic Framework for Accessibility

In the Spring of 2011 a working group from the Offices of the Provost & VP (Academic) and VP (Finance and Administration) formed to evaluate all aspects of accessibility at Queen’s to ensure that the University has a comprehensive and functional framework for addressing the provincial government’s requirements under the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA).

The university’s new accessibility framework was approved by the Vice-Principal’s Operations Committee late last Fall. A strong framework will reflect the commitment Queen’s has to the interests and needs of persons with disabilities and will ensure the efficient and effective support to units and departments across our campus in complying with the legislation.

**Reporting Structure**

The framework will serve the university in the following ways:

1. To develop plans to address accessibility in five priority areas
2. To establish shared accountability and responsibility for accessibility for persons with disabilities at Queen’s University, including funding accessibility-related expenses through standard operating budgets and identifying other sources of revenue streams
3. To provide educational opportunities about accessibility to improve understanding of accessibility issues and the university obligations in accessibility compliance
4. To continue efforts to incorporate accessibility issues in university diversity initiatives
5. To include the participation of persons with disabilities in all aspects of accessibility planning, development, implementation, and the monitoring of progress towards the removal of barriers.

The Equity Office will continue to coordinate ongoing communication, consultation, and collaboration with the Queen’s and broader community – especially persons with disabilities – as it supports the implementation of the new framework.

The framework is part of a change process that Queen’s is undertaking towards better meeting the requirements of the AODA regulations and requirements. The aim is to integrate accessibility planning into all departments and units within the university. In the past, the centralization of the expertise in one area of the university has not maximized the potential for incorporating accessibility into the provision of goods and services, programs, facilities, structures, and premises.

Often it is the departmental administrators and front-line staff that are best able to adapt their own policies, practices, and procedures to meet customer needs for accessibility. The focus throughout 2012 will be to not only to support departments and units meet the regulations, but also to encourage incorporating accessibility considerations into the way they do business at a departmental and/or unit level.

For more information on the Framework, please visit Queen’s Accessibility Framework.

Communications about the Framework can be found at:

- Building a Framework for Accessibility
- New Accessibility Framework Approved
Section 4  Year in Review 2011

In 2011 the majority of our focus concerning accessibility at Queen’s was the development of a comprehensive and strategic Framework for Accessibility (as described in the above Section 3). A great deal of time and effort of behalf of personnel from the Offices of the Provost & Vice-Principal (Academic), Vice-Principal (Finance and Administration), Environmental Health and Safety, and Equity was invested in the Framework’s creation. The Framework for Accessibility is a strong model going forward that will enable the university in its goal of an accessible and barrier-free campus.

In addition, Queen’s continued to consider the changing landscape of accessibility compliance in terms of improvement and sustainment of the Accessible Customer Service Standards, as well as addressing the Integrated Accessibility Standards that came into force July 1, 2011 - transportation, employment, and information & communications – and beyond to the anticipated built environment standards.

Accessibility Standards for Customer Service

In January 2008, the Ontario government enacted the customer service regulation under the AODA. To meet regulatory compliance, the University must train everyone who acts on behalf of the institution and who communicates and interacts with persons with disabilities in accessible customer service. Since the launch of the of the online Accessible Customer Service training in December 2009, and including individuals who have received face-to-face training, 9080 people have taken the training. Of those 9080, 62% are current Queen’s employees.

<table>
<thead>
<tr>
<th>Accessible Customer Service Training as of April 2012</th>
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<tbody>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>Academic Positions</td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>Student Contracts</td>
</tr>
<tr>
<td>Non-Queen’s</td>
</tr>
<tr>
<td>Grand Total</td>
</tr>
</tbody>
</table>

We are required to have 100% compliance; currently we are at 44.1%. Recognizing that further work needs to be done in this area to achieve compliance, a Communication Plan was established to reach out to the Queen’s community to remind it of its obligation to complete the training. Once the Framework for Accessibility comes into effect, it is expected that the Communication
Plan will be further developed as we continue to strive for and maintain compliance with this particular standard.

Policies that address accessible customer service can be found at:

Customer Service to Persons who use Service Animals
Customer Service to Persons who use Assistive Devices
Managing Notifications of Temporary Disruptions

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

Feedback may also be given by emailing the Equity Office at equity@queensu.ca, by telephone at (613) 533-2563, or by fax at (613) 533-2031. You may also send feedback via regular mail:
Equity Office
Queen's University
Mackintosh-Corry Hall, Room B511
99 University Avenue
Kingston, ON, K7L 3N6

Integrated Accessibility Standards
A Queen’s Timeline for Compliance document integrating the requirement of the Integrated Accessibility Standards with those of the Accessible Customer Service Standards was created to assist departments and units understand their obligations so as to better incorporate accessibility practices into their regular business process.

Steve Cutway Accessibility Award
Established in 2008, The Steve Cutway Accessibility Award formally recognizes the outstanding contributions of faculty, staff and students towards advancing accessibility for persons with disabilities at Queen's University.

On April 4th, 2011 the Steve Cutway Accessibility Award was awarded to:
Julie Harmgardt, Chair of Queen's InvisAbilities;
Dr. Leela Viswanathan, Assistant Professor in Urban and Regional Planning; and
Jeanette Parsons, Director, Office of the AVP and Dean of Graduate Studies.
Section 5    Looking Ahead to 2012

In 2012, there will be continued focus on the improvement and sustainment of the Accessibility Standards for Customer Service (o. Regulation 429/07) in the day-to-day operations of Queen’s University. Also included in the 2012 Plan are initiatives that will allow the University to comply with the newly enforced Integrated Accessibility Standards (o. Regulation 191/11) and prepare for the fifth and final standard, the built environment.

The requirements under the AODA are extensive and will affect all aspects of our operations at Queen’s. The aim of the newly developed Accessibility Framework is to foster a sense of shared accountability and responsibility for accessibility for persons with disabilities at Queen’s. Environmental scans will have to be conducted; gap analyses prepared, and detailed implementation plans developed. The goal is to clearly identify the roles and responsibilities of our leadership, faculty, staff, and students as they relate to the AODA standards – Customer Service, Employment, Information and Communications, Transportation, and the Built Environment - so that accessibility is an integral part of our strategic planning and operational processes.

Multi-Year Accessibility Plan
A new requirement under the AODA is to establish, implement, maintain, document, and make public a multi-year Accessibility Plan. Yearly status reports must be posted to our website and the Plan must be reviewed and updated at least every 5 years.

GOAL: The development of a 5-year Plan will allow Queen’s to:

- Develop a broader, more university-wide understanding of the AODA legislation and the steps necessary to reach compliance
- Define the ways in which Queen’s will meet AODA requirements
- Describe how the university will integrate existing and new initiatives into one overarching accessibility strategy that aligns with the Academic Plan and other relevant campus-wide plans

This Plan will aim to comply with general AODA requirements that include:

- Development of accessibility policies and plans and a statement of organizational commitment that is available to the public in accessible formats
- Listing the policies, programs, practices, and services that the university will review in the coming year(s) to identify barriers to persons with disabilities
QUEENS UNIVERSITY 2012 ACCESSIBILITY PLAN

- Ensuring that training is provided to faculty, staff, students, and volunteers on the regulations and the Ontario Human Rights Code, as applicable
- Ensuring that accessibility is incorporated into any transactions of purchasing goods or services

Further to these general requirements the Plan will examine the specific requirements of each of the standards through the development of a Queen’s Accessibility Framework Action Plan that will be a working document and will serve to break the requirements down into actions or tasks, assign responsibility, allocate resources where appropriate, and monitor progress.

**Development of an Education, Awareness, & Training Strategy**

**GOAL:** In liaison with Marketing & Communication and other relevant bodies on campus, an Education, Awareness, & Training Strategy will be developed and implemented with the aim to:

- Increase campus-wide accessibility awareness
- Provide for comprehensive and effective educational and training opportunities
- Provide for a more coordinated approach in the delivery and communication of accessibility-related goods and services and in the planning of buildings and premises

Some **new** initiatives that can be expected in 2012 are:

- Accessibility Town Halls and Panels
- Equity Office participation in the development of a From Diversity to Inclusion In the Workplace Certificate Program to be offered through Human Resources that includes courses on accommodation and accessibility
- Launch of Human Rights 101 e-learning tool
- Development of an Accessibility Goods & Services Review and Planning Tool

**Development of a Consultation Strategy**

Queen’s has a duty to consult persons with disabilities in all aspects of accessibility planning, development, implementation, and the monitoring of progress towards the removal of barriers. Not only should Queen’s community members with disabilities be consulted, but we should consider methods for including the broader community (e.g., parents, alumni, visitors, representatives from disability organizations, etc.) as well.

Queen’s strives to improve its ability to consult, engage, listen, and reframe accessibility issues so that the results of our work better meet the expectations and needs of persons with disabilities. This will require a strengthened capacity to inform, educate, and involve both persons with and without disabilities on and off campus. It will also require improvements around how we receive and respond to feedback in regards to how we are doing. It should be noted that none of the above mentioned can be achieved without clear objectives and an understanding of when, where, and how to best utilize the engagement of persons with disabilities.
GOAL: In liaison with Marketing & Communication and other relevant bodies on campus, a Consultation Strategy will be developed and implemented with the aim to increase capacity to acquire and act upon good ideas, whatever their origin, in the following ways:

- Enhance the university’s culture and capacity for community involvement in the planning, designing, implementing, and evaluating of accessibility initiatives
- Provide a structure for engagement, which clarifies expectations and roles
- Facilitate more strategic and coordinated community involvement activities with improved results for all
- Reflect the university’s commitment to improving the way information is shared internally and externally so that our efforts are always conducive to creating and sustaining a learning and working environment that offers the widest range of opportunities for success for every student, staff, and faculty member

Building Partnerships
Queen’s recognizes the importance of collaboration in order to share and gain expertise. Through the Equity Office, Queen’s continues to have representation on the City of Kingston’s Municipal Accessibility Advisory Committee and the Council of Ontario Universities’ AODA Coordinators Subgroup which reports to the COU’s Reference Group on Accessibility.

GOAL: Continued efforts will be made in building partnership capacity to improve the collective capabilities and performance of Queen’s and its partners in meeting accessibility requirements and objectives.

Some new initiatives that can be expected in 2012 are:

- Membership on the Ontario Network of Accessibility Professionals (ONAP is a network of accessibility professional from the broader public sector working towards advancing universal access by sharing information, resources, and best practices)
- Coordinated effort between the Equity Office, the Alma Matter Society, and the Society for Graduate and Professional Students (through its Disability Awareness Month Coordinator) to plan disability/accessibility activities to be held in March of 2012, which is Disability Awareness Month at Queen’s
Section 6 Legislative Authority

Ontarians with Disabilities Act, 2001 (ODA)
Under the ODA all universities have a legal obligation to prepare annual accessibility plans. The ODA specifies that universities must consult persons with disabilities in preparation of the plan.

Even though new legislation in the form of the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) received Royal Assent on June 13, 2005 and is now the law, the provisions of the Ontarians with Disabilities Act remain in force until the act is repealed. This means that public sector organizations are still legally required to prepare annual accessibility plans and to make these plans available to the public.

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

In June 2005, the Ontario government passed a new law called the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). The AODA provides for the development, implementation, and enforcement of accessibility standards with a vision of a fully accessible Ontario by 2025.


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

Therefore, the organizational requirements of the AODA and its Regulations do not replace or change our legal obligations towards persons with disabilities under the Ontario Human Rights Code, 1990 (e.g., a request to accommodate an individual student or employee with a disability) or any other Act such as the Ontario Building Code Act, 1992. Accordingly, if the university only complies with the requirements of the AODA and/or the Building Code it may be vulnerable to a human rights complaint to the extent that their premises and practices continue to fall short of the requirements of the Human Rights Code. In sum, the Human Rights Code prevails over any other Act or regulation.2

2 Unless the Act or regulation specifically provides that it is to apply despite the Human Rights Code (section 47).
For more information, please visit:

Ontario Human Rights Code
Ontario Building Code

The AODA is “standards-driven” (not complaints driven) and covers the public/private/not-for-profit sectors. It has numerous specific accessibility requirements in five areas:

1. Customer Service
2. Information and Communications
3. Employment
4. Transportation
5. Built Environment

Accessibility Standards for Customer Service Regulation
Ontario’s first set of accessibility standards for customer service came into force January 1, 2008. The standards outlines what organizations must do to provide their goods and services in ways that are accessible to persons with disabilities. The public sector deadline for compliance was January 1, 2010. Private and Not-For-Profit sector deadline for compliance is January 1, 2012.

Integrated Accessibility Standards Regulation
This Regulation covers three accessibility standards: Information & Communications, Employment, and Transportation. It became law on June 3, 2011 and the requirements have begun to come into effect as of July 1, 2011, and will continue until 2021.

The information and communications standards sets out how organizations will be required to create, provide, and receive information and communications that are accessible for persons with disabilities. The employment standards set out specific requirements for the recruitment, retention, and accommodation of paid employees with disabilities. The transportation standards are the only set of standards that are sector specific, that is, they relate specifically to modes of transportation that come under the jurisdiction of provincial and municipal governments.

Accessible Built Environment
The final proposed built environment standard was submitted to the government for consideration in July of 2010. The government continues to work on this fifth and final standard. This standard is intended to reduce barriers in buildings and outdoor spaces such as; entrances, doorways and corridors, parking spaces, and recreation areas.

For more information about the legislations and regulations, please visit:

Ontarians with Disabilities Act, 2001
Accessibility for Ontarians with Disabilities Act, 2005
Accessibility Standards for Customer Service

Integrated Accessibility Standards