Queen's University

Accessibility Annual Status Report

May 1, 2017 to April 30, 2018

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 Plans and Annual Reports

Queen's current and past Accessibility Plans and Annual Reports are available:

- Online at the Equity Office website at: Reports and Plans
- 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

Accessibility Feedback

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

QUEEN'S UNIVERSITY ACCESSIBILITY ANNUAL REPORT 2018

Section One: Introduction

Background

Under the Accessibility for Ontarians with Disabilities Act, 2005 ("AODA") Queen's University is considered a large designated public sector organization. As such, Queen's is required to establish, implement, maintain and document a multi- year accessibility plan. That document constitutes Queen's University's Accessibility Plan ("the Plan") for the period 2016 – 2025.

AODA legislation also requires public sector organizations to prepare an Annual Report ("the Report") relative to the multi-year accessibility plan. This Report documents the planning and implementation activities undertaken by Queen's during the second year of the multi-year Plan, from May 1, 2017 to April 30, 2018.

Vision & Commitment

Queen's vision is to improve opportunities for persons with disabilities and to provide for their involvement in the strategic identification, removal, and prevention of barriers to their full participation. Accessibility planning provides the university with the opportunity to take a comprehensive look at its services, policies, procedures, practices and programs to determine which aspects of its operations require action towards advancing accessibility. In order to support progress and meaningful implementation of the Plan, a strong foundation built upon the following principles is necessary.

### Informed & Committed Leadership

- All Departments and Units are asked to provide input into the Plan.
- The Vice-Principals' Operations Committee (VPOC) approves the Plan and receives annual status reports for information and comment.
- Accountability is demonstrated through the Plan and its related accessibility documentation that is made publicly available and in alternative formats upon request.
- Mandatory accessibility and human rights training is offered for all staff, faculty, and students acting on behalf of the university.
- Engaged and aware employees incorporate accessibility into daily practices at all levels of the organization and are encouraged to use an inclusionary lens when preparing policy and procedural documents or developing programs and services.

Queen's University's Comprehensive Strategic Framework for Accessibility

Phase Two - Competency

1. Consult with Persons with Disabilities whose input in shared with the five working groups and throughout the cycle;
2. The process of each working group and committee are as follows:

a. **Information and Communication Working Group**: continue to monitor Queen's websites and departmental compliance efforts (with WCAG 2.0 Level A) and make recommendations through an annual environmental scan report.

b. **Built Environment Working Group:** continue its work to meet obligations of the Design of Public Space requirements coming into force in 2016.

c. **Community of Practice** *(formerly the Education, Training, and Awareness Working Group has been put on hiatus)*: include input from the Centre for Teaching and Learning, ITServices, and the Equity Office.

d. **The Policy Advisory Subcommittee (PSAC) of VPOC** *(formerly the Policy Advisory Working Group which has folded)*: has agreed to expand its Terms of Reference to include providing feedback on Accessibility policies, procedures, and guidelines and submit them directly to VPOC for approval.

e. **Employment Working Group**: has been put on hiatus. The AODA requirements have been met operationally by the Human Resources department through the development of the [Accommodation of Disabilities in the Workplace Policy](#), [Individualized Accommodation Procedures](#), [Disability Accommodation Guidelines](#), [Return to Work Policy](#), and [Return to Work Procedure](#) .

3. Any initiative from each active Working Group or Committee (with the exception of PSAC) is given to the Operational Review Committee (ORC) who provides feedback and endorsement ensuring institutional-wide considerations are discussed;

4. The VP Operations Committee, Principal or Vice Principal's Group consults with ORC and provides final approval.
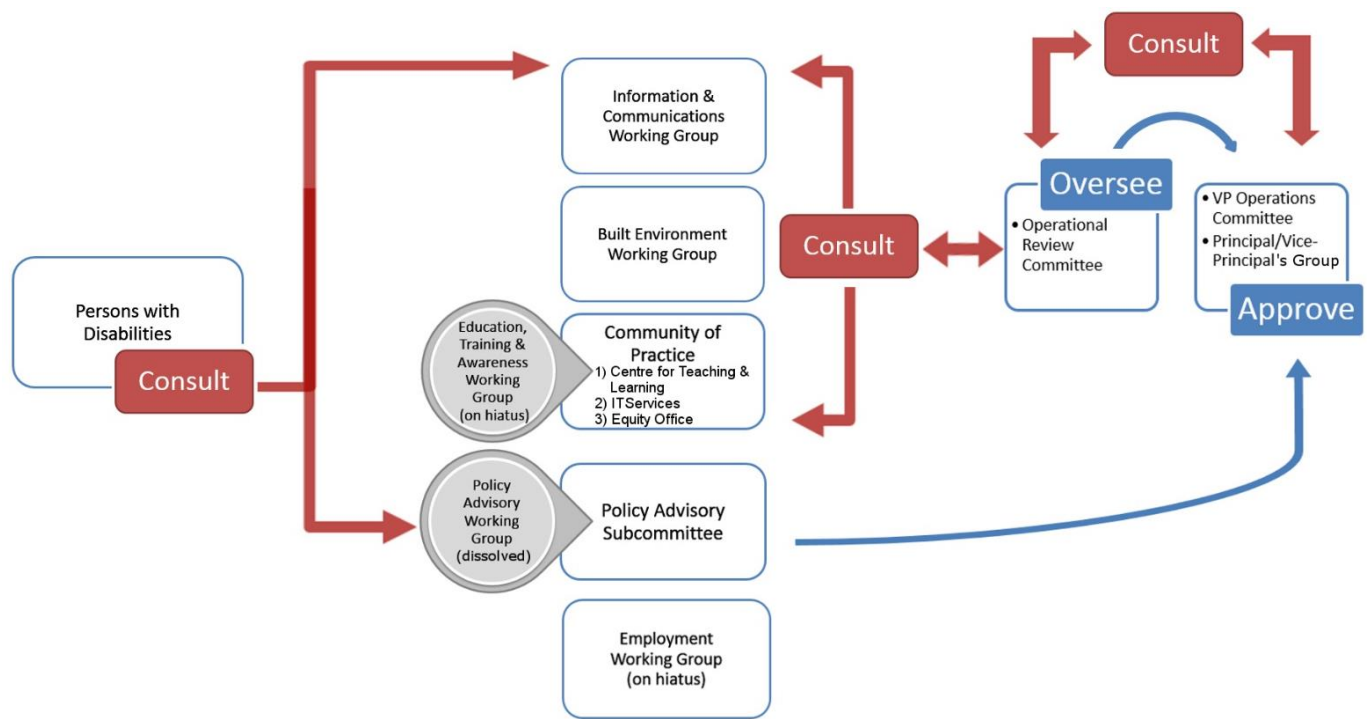
Section Two: Status Update – (2017/2018) – Meeting AODA Requirements

The following is a summary of actions taken to achieve compliance with 2017/2018 applicable requirements under the AODA and the Integrated Accessibility Standards Regulation (IASR 191/11). Compliance deadlines appear in brackets and refer to January 1st of the given year.

Information and Communication Standards

Communicating and providing information in ways that are accessible to all is another cornerstone of building an accessible organization.

The Information and Communications Working Group completed an environmental scan of Queen's University, focusing on the Information and Communication Standards within the Integrated Accessibility Standards.

191/11, section 14 – Websites conform to Web Content Accessibility Guidelines – WCAG 2.0 Level A (2014)

Although the compliance date has passed, work on compliance continued in 2017/18.

- ✓ ITS has again purchased a one-year subscription to Site Improve.
- ✓ The Information and Communications Working Group created an inventory and gathered some basic data on all Queen's websites from colleagues across campus so that its members could better understand Queen's current rate of compliance.
- ✓ The Information and Communications Working Group will continue to monitor Queen's websites and departmental compliance efforts (with WCAG 2.0 Level A) and make recommendations of Queen's compliance with the Standards through an annual environmental scan report.

Design of Public Spaces and the Built Environment

For new and significant construction or renovation projects, Queen's University will:

- ✓ Newly constructed and redeveloped outdoor public use eating areas shall adhere to accessibility requirements.
- ✓ Newly constructed and redeveloped exterior paths of travel shall adhere to accessibility requirements.
- ✓ Newly constructed and redeveloped off-street parking facilities and on-street parking spaces shall adhere to accessibility requirements.
- ✓ New service counters (inclusive of replacing existing service counters) shall adhere to accessibility requirements.
- ✓ Fixed queuing guides shall adhere to accessibility requirements.
- ✓ Newly constructed or redeveloped waiting area where the seating is fixed to the floor shall adhere to accessibility requirements.

✓ Include procedures for preventative and emergency maintenance of accessible elements in public spaces and procedures for dealing with temporary disruptions when required accessible elements are not in working order.

Accessibility Framework

The Built Environment Working Group is currently developing new Terms of Reference to reflect upon the group's purpose and how best serve the Queen's community.

5-year accessibility plan for barrier removal

Facilities – Physical Plant Services has developed a 5-year accessibility plan for barrier removal in existing buildings. The university has approved Facilities funding for 2018 in the amount of $250,000 with the intent to increase funding each year by $25,000 over the 5-year period. The scope of work for 2018 includes adding power door operators to existing interior vestibule, corridor and select washroom doors and some exterior directional signs to accessible entrances on buildings. The scope of work will be proposed annually by Facilities to the Built Environment Advisory Group for their review and endorsement. Accessibility enhancements being proposed in future years include improving exterior emergency light distress buttons to make them accessible, new single-user (gender neutral) accessible washrooms and new accessible entrances to existing buildings that have no accessible entrance.

Mitchell Hall

Mitchell Hall is the university's new innovation and wellness centre at the heart of campus where every aspect of campus life intersects. It will be a place where students from all programs come to access wellness services and learn about entrepreneurship supports on campus, and it will also be a place that supports leading-edge engineering education and research.

The Côté Sharp Student Wellness Centre, funded through philanthropy, will be co-located in the revitalized building to provide Queen's students with comprehensive health-related services in a modern, centralized and accessible space and provides the opportunity to plan and implement new technologies and enhance processes enhance services.

The co-location of innovation and wellness services, a recommendation of the Principal's Commission on Mental Health, will blend academic, recreational and other student life activities, and will emphasize to our students the important relationships that connect mental health, physical well-being, and academic success.

The Four Directions Indigenous Student Centre

The Four Directions Indigenous Student Centre is doubling in size, expanding to the house next door at 144 Barrie Street and featuring extensive renovations to the building and to the Centre's current location at 146 Barrie St. Funded primarily by the Division of Student Affairs, the project was the successful recipient of a federal government grant from the 'Enabling Accessibility Fund'. The government is providing $50,000, with Student Affairs matching $50,000, to make accessibility

improvements to both buildings. Improvements to entrances, single-user (gender neutral) accessible washrooms in both buildings, and an accessible kitchen are included. Construction will be completed in Fall 2018.

Arts & Science Undergraduate Society (ASUS)

✓ In the Fall of 2017, the Equity Commissioner for ASUS reported an accessibility barrier to Queen's Facilities. Students were locking bikes to the sides of the accessible ramp to their building at 183 University Avenue preventing safe access to anyone using a mobility aid. They wondered if a bike rack could be installed in front of the building.

✓ Facilities installed a new concrete sidewalk to the buildings entrance as well as a concrete pad upon which to securely fasten a new bike rack; removing the accessibility barrier.
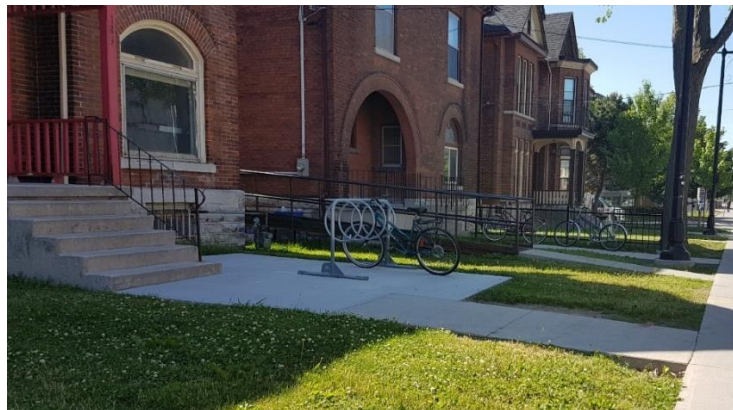
Education, Training, & Awareness

Queen's recognizes the importance of collaboration in order to share and gain expertise. We continue to strengthen our capacity to inform, educate, raise awareness, and involve both persons with and without disabilities on and off campus. AODA training, both face-to-face and online, continues to be undertaken in 2017/18.

191/11, section 7 & Section 16 – Training

✓ Online training continues to be provided on the requirements of the accessibility standards under Ontario Regulations 191/11 and on the Ontario Human Rights Code.
✓ The Queen's AODA Training Suite can be found on the Equity Office website.
✓ Face-to-face training was made available upon request.
✓ The Equity Office tracked training completion and kept records for compliance purposes.
✓ Quarterly Compliance Progress Reports were sent to all departments and units.
✓ All employees and volunteers are encouraged and provided opportunities to access all available AODA training. However, for the purposes of tracking compliance of our employees, the Equity Office adheres to the Federal Contractors Program criteria: Employees are defined as those earning a salary and that are employed by the university for more than 12 weeks and/or work more than 14 hours per week. This excludes Adjunct 1's, Affiliates, Associates, Co-op Students, Guests, and Casual employees.

- ✓ The tables below are a comparison of percentages of completion by active employees between May 2018, July 2017, and May 2016.
- ✓ Although the Human Rights 101, Access Forward, and Accessibility Instruction for Educators training all experienced completion rates increase, the table shows that more work is necessary for compliance.

May 2018				
	Customer Service Training	Human Rights 101	Access Forward	Accessibility Instruction for Educators
Active Faculty and Staff (4679)	84.4%	67.3%	69.0%	48.1%
Students and Casuals (3696)	59.8%	48.7%	48.8%	N/A

July 2017				
	Customer Service Training	Human Rights 101	Access Forward	Accessibility Instruction for Educators
Active Faculty and Staff (4738)	81.6%	52.6%	54.1%	41.9%
Students and Casuals (6002)	58.5%	44.5%	45.5%	N/A

May 2016				
Active Faculty and Staff (4518)	Customer Service Training	Human Rights 101	Access Forward	Accessibility Instruction for Educators
Total	80.8%	41.8%	43.3%	28.3%

Section Three: Status Update – (2017/2018) – Exceeding AODA Requirements

Queen's strives to improve its ability to consult, engage, listen, and reframe accessibility issues so that the results work better to meet the expectations and needs of persons with disabilities. We continually seek new ways to engage with persons with disabilities concerning how Queen's might best ensure everyone's full participation. Below are some accessibility achievements that exceed AODA requirements.

Accessibility Hub

- ✓ Since its launch, the Accessibility Hub has assisted over **120** Queen's Departments and Community Services with accessibility issues.
- ✓ Through the Accessibility Hub website, the Accessibility Coordinator has responded to:
  - ○ Over **850** specific requests since the website launched (Oct. 2013).
  - ○ Requests range from the simple to very complex. Including; built environment, video captioning, workplace accommodations, audio transcripts, website and document accessibility, physical access, accessible transportation, and accessible parking.
- ✓ Since Google Analytics was added to the Hub (Nov. 22, 2013) there have over **125,000 Visitors** to the website, viewing over **230,000 pages.**

Accessibility Policy, Procedures and Guidelines

- ✓ New accessibility procedures and guidelines were approved to serve under the University's Accessibility Policy.
  - ○ [Guidelines for Customer Service to Persons Who Use Support Persons](#)
  - ○ [Guidelines for the Use of Personal Assistive Devices](#)
  - ○ [Guidelines for Customer Service to Persons Who Use Service Animals](#)
  - ○ [Procedures for Persons Who Use Service Animals](#)
  - ○ [Procedure for Managing Notifications of Temporary Service Disruptions](#)

DEAP Tool

The Diversity and Equity Self-Assessment & Planning (DEAP) Tool for both Academic and Administrative Units has been developed by the Queen's University Equity Office to assist Units to better understand their working environment climate as it relates to equity and diversity. Implementation of the DEAP Tool across units will be an additional method towards ensuring that the university not only meets, but also in some cases, exceeds the AODA requirements. The DEAP Tool is a self-audit tool for internal use for Units to:

- ✓ Understand the demographic profile of their staff, faculty, and students;
- ✓ Assess how inclusive the Unit is;
- ✓ Provide an opportunity to reflect on areas in need of improvement using the Diversity Score Card assessment template;
- ✓ Support further commitments to equity and diversity;

✓ Develop an action plan and timeline to enhance inclusion.

The Tool also is designed to complement other administrative responsibilities of units such as:

✓ Departmental Strategic Planning;
✓ Cyclical Review Process (CPR) and Queen's University Quality Assurance Process (QUQAP's);
✓ Hiring and Appointments Processes;
✓ Implementation of the Academic Plan.

Education, Training, & Awareness

Queen's recognizes the importance of collaboration in order to share and gain expertise. We continue to strengthen our capacity to inform, educate, raise awareness, and involve both persons with and without disabilities on and off campus.

✓ The 'From Diversity to Inclusion in the Workplace' Certificate Program co-developed between Human Resources and the Equity and Human Rights Offices continues to realize good enrollment rates.
✓ The Accessibility Coordinator presented at TD Day on creating accessible course content.
✓ The Accessibility Coordinator staffed information booths at SOAR and at the Graduate Students Resource Fair.
✓ The Accessibility Coordinator presented at the new Faculty Orientation.
✓ The Accessibility Coordinator delivered accessibility training to Orientation leaders, Residence staff, AMS, ASUS, and the Engineering Society.
✓ The Accessibility Coordinator sits on the Advisory Committee on Academic Accommodations, The Training Working Group, Transition Resource Guide Advisory Board - Regional Assessment and Resource Centre (RARC) and the Municipal Accessibility Advisory Committee (MAAC), City of Kingston.
✓ Throughout the year, the Accessibility Coordinator has provided numerous training and workshops to numerous Departments and Units regarding website, document, and social media accessibility; including Alumni Relations, Orientation leaders, Homecoming volunteers, ASUS, Facilities, Office of the Associate Vice-Principal (International), and Department of Finance.

Student Wellness Services

Student Wellness Services (SWS) is the university's central health care and related service provider comprising four streams of service: Health Promotion, Student Health Services, Counselling Services, and Queen's Student Accessibility Services (QSAS).

✓ The University Senate approved a new university-wide policy and procedures for *Academic Consideration for Students in Extenuating Circumstances* developed through the Advisory Committee on Academic Accommodations in consultation with faculties and schools. The aim is to provide consistent and fair academic considerations to students for a range of

extenuating personal circumstances that may temporarily affect their ability to fulfill their academic obligations and requirements.

✓ Student Wellness Services added an Occupational Therapist to its staff complement to help identify and articulate students' functional limitations due to disability to support academic accommodations.

✓ Queen's Student Accessibility Services (QSAS) increased capacity by making two part-time accessibility advisor positions full-time.

✓ Staff in QSAS attended a provincial conference to receive AODA training.

✓ QSAS is working with the Centre for Teaching and Learning and Faculties/Schools to integrate Universal Design for Learning principles into academic accommodation planning.

✓ Student Wellness Services, including QSAS, is moving to new facilities in Mitchell Hall in 2018-19. The main level, fully accessible, central and modern space will support the needs of students with disabilities on campus. In addition, the facility will house a new university Examination Centre that will coordinate the scheduling and sitting of all centrally-administered accommodated final exams, and all midterm exams requiring computer-based accommodations. The new centre will also provide space, staff and services to facilitate all accommodated, centrally-administered midterms and tests, not just those requiring the use of a computer, and graduate-level accommodated final exams. The centre has been designed to accommodate a broad range of required environments.

Final Exam Accommodations

QSAS arranges final exam accommodations through the Exams Office. The number of accommodated exams provided by the Exams Office has sharply increased through the years.

Total Exam Accommodations					
Dec-2015	Apr-2016	Dec-2016	Apr-2017	Dec-2017	Apr-2018
3149	3196	3638	3558	4654	4756

Mental Health

Student Affairs offers a number of programs designed to help students, faculty and staff support those experiencing mental health issues. These programs aim to:

✓ Help provide timely, professional, compassionate care to students in distress;

✓ Raise awareness about the personal and developmental impact of mental health problems;

✓ Help reduce the stigma associated with mental illness;

✓ Provide information and support to members of our community who are supporting individuals experiencing mental health challenges;

✓ Encourage people to talk and help create more openness about mental health.

Mental Health Training
- ✓ Identifying and Responding to Students in Distress (IRSD);
- ✓ Mental Health: Awareness, Anti-Stigma, Response;
- ✓ Mental Health First Aid (MHFA) Canada.

Steve Cutway Accessibility Award
- ✓ Established in 2008, this award recognizes students, staff and faculty who demonstrate innovation, enthusiasm and compassion in creating learning and work environments that allow the full participation of persons with disabilities.
- ✓ The Equity Office coordinates the nominating group as well as the event.
- ✓ The 2017 Steve Cutway Accessibility Award was presented to:

Dr. Ian Casson
Through the development and distribution of tools to promote the Health Check Program, Dr. Casson has been able to reduce inequities in health care for adults with intellectual and development disabilities.

Em Osborne and Charlotte Johnston
In planning an innovative Access Art project, Charlotte and Em were instrumental in organizing an event, which successfully examined intersecting facets of identity through artistic mediums.

From left to right: Stephanie Simpson (Executive Director and University Advisor on Equity and Human Rights), Winners Em Osbourne, Charlotte Johnston, Doctor Casson and Benoit-Antoine Bacon (Provost and Vice-Principal Academic)

Section Four: Moving Forward to 2025

AODA Requirements
The following chart indicate future AODA requirements that Queen's University will have to meet. As for all other preceding AODA requirements, failure to meet these requirements could lead to a non-compliance designation and could result in financial implications for the University.

Information and Communications

Timeline	Requirement
January 1, 2020	1. Make available, upon request, accessible or conversion ready versions of printed material that are educational or training supplementary learning resources 2. Where available, our Libraries will be required to provide an accessible or conversion ready format of digital and multimedia resources or materials, upon request (some exceptions)
January 1, 2021	3. Ensure all internet website and web content will conform to established WWW Consortium Web Content Accessibility Guidelines 2.0 Level AA (some exceptions)

Future AODA Standards

Regular reviews of the AODA are required to make sure the legislation is working as intended and to identify where improvements can be made. Mayo Moran, Dean of the Faculty of Law of the University of Toronto, was mandated to lead the scheduled independent review of the Accessibility for Ontarians with Disabilities Act (AODA). She tabled her report and recommendations to the Ontario government in November 2014.

Education Standard

The provincial government has decided to develop two Education Standards. One for K-12 and a second for post-secondary. A Standards Development Committee (SDC) has been formed and will meet periodically, beginning in early 2018, to develop the standard.

The SDC will develop recommendations for a proposed accessibility standard to address barriers in publicly funded post-secondary education provided by colleges and universities, as required by Section 9 of the Accessibility for Ontarians with Disabilities Act (AODA).

Health Care Standard

As part of Ontario's Accessibility Action Plan, the Government of Ontario has committed to identifying and addressing accessibility barriers in the health care sector through the creation of a Health Care Standard. A Standards Development Committee (SDC) has been formed and will meet periodically to develop the standard.

A SDC will develop a new accessible Health Care Standard as required by Section 9 of the AODA.

Canadians with Disabilities Act

A federal act is being developed to ensure that Canada becomes fully accessible to people with disabilities, effectively implementing the equality rights, which the Charter of Rights and the Canada Human Rights Act guarantee.

The Honourable Kirsty Duncan was recently appointed as Canada's third national Minister for People with Disabilities. Sometime during the Spring of 2018, the Federal Government is expected to introduce

its proposed national accessibility law into the House of Commons, for it to be debated and passed into law.

Accessibility is Key for Success in Equity, Diversity, & Inclusion

Over the years and especially of late, a great deal of work has gone into diversity and inclusion efforts. The university has made clear its intention to put these efforts into action to ensure tangible and lasting positive change. As the authors of the Principal's Implementation Committee on Racism, Diversity, and Inclusion [Report](#) rightly point out, goals for equity, diversity, and inclusion fit within a larger framework of institutional cultural norms at Queen's, which are foundational to the mission of the university. However, with so much moving the diversity and inclusion needle, we need to be mindful to continue to include persons with disabilities in this critical work. An intersectional perspective is needed to fully understand the interaction of different social identities, within a context of connected systems and structures of power. The accessibility principles of dignity, independence, integration, and equality of opportunity are key to successful equity, diversity, and inclusion efforts.

Section Five: Conclusion

Queen's University has made great strides toward greater accessibility for our students, staff, faculty, and visitors. With the Integrated Accessibility Standards Regulation acting as a primary driving force, the Accessibility Framework has focused its efforts on achieving legislative compliance through the development and implementation of best practices approaches to accessibility in the post-secondary environment. As awareness of how accessibility contributes to student, staff, and faculty engagement expands, so too will the barrier-identification processes and responses that bring continuous improvement in accessibility for persons with disabilities. We are a community that works together to create an environment where everyone has a full and enriching Queen's experience.