Queen's University

Accessibility Annual Status Report

May 1, 2022, to April 30, 2023

Public Communication of the Accessibility Plans and Annual Reports

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

- Online at the Accessibility Hub on [Reports and Plans page](#)
- By telephoning Equity Services at (613)533-2563
- By sending an email request to equity@queensu.ca
- By mailing a written request to:
    Human Rights and Equity Office
    Queen's University
    Mackintosh-Corry Hall, Room B511
    99 University Avenue
    Kingston, ON, K7L 3N6
- In alternate formats 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 regarding accessibility issues to the Manager, Accessibility Services (HREO) at the Human Rights and Equity Office.

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

This document is available in alternate formats upon request. Please contact us at 613-533-2563 or by email at equity@queensu.ca

QUEEN'S UNIVERSITY ACCESSIBILITY ANNUAL REPORT 2023

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 as part of the multi-year Plan, for the period May 1, 2022, to April 30, 2023.

Vision & Commitment

Queen's vision is to improve opportunities for persons with disabilities and to ensure 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. To support progress and meaningful implementation of the Plan, a strong foundation built upon the following principles and expectations is necessary.

Informed & Committed Leadership

- All Departments and Units are asked to provide input into the Plan.
- Accountability is demonstrated through the Plan and its related accessibility documentation, 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

Consultation with and involvement of persons with disabilities is key to the success of five working groups responsible for actioning and reporting on the Framework throughout each annual cycle.

The names and processes of each working group and committee are as follows:

a. **Site Improve Advisory Group**: a community of practice for e-learning and web content creators. The group continues to monitor Queen's websites and departmental compliance efforts (with WCAG 2.0 Level AA).

b. **Built Environment Advisory Group:** continue its work to meet obligations of the [Design of Public Spaces](#) requirements, which came into force in 2016.

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

d. **The Policy Advisory Subcommittee (PASC)** *(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.

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 various workplace accommodation and return to work policies and procedures.

Section Two: Status Update – (2022/2023) – Meeting AODA Requirements

The following is a summary of actions taken to achieve compliance with 2022/2023 applicable requirements under the AODA and the [Integrated Accessibility Standards Regulation](#) (IASR 191/11).

Employment Standards

During the first quarter of 2022, updated drafts of the Accommodation of Disabilities in the Workplace Policy, Individualized Accommodation Procedures, Disability Accommodation Guidelines, Return to Work Policy, and Return to Work Procedure were completed. Then the drafts were further updated to include accommodation for all protected grounds under OHRC (not just disability) based on initial feedback received. Final approval is expected during the summer 2023.

Customer Service Standards

During the summer months of 2022, the Human Rights and Equity Office (HREO) updated the online asynchronous trainings for Accessible Customer Service, Access Forward, and Accessible Instruction for Educators.

Information and Communication Standards

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

191/11, section 14 – Websites conform to Web Content Accessibility Guidelines

Many processes have been operationalized to assist in achieving web accessibility.

- ✓ ITS has again purchased a one-year subscription to SiteImprove.
- ✓ A new version of WebPublish (WP3) launched in 2020 with increased accessibility features and a new Queen's template design will be released which meets WCAG Level AA.

- ✓ The window of the migration period for existing Queen's sites to WP3 is closing:
  - o a request for an WP3 account must be submitted and reviewed by members of the [WebPublish Governance Committee (WGC)](#). After the brief review period, and if/when all conditions of participation and service are met, a WebPublish account will be created.
  - o When a website is ready to be published, an account owner or administrator can make a request to "go live" via an online form. Before site owners/administrators can submit to go live, they must:
    - ▪ Ensure all accessibility issues identified by the built in Sa11y tool and by SiteImprove are addressed.
  - o All "go live" requests are reviewed by members of the WGC.
- ✓ There is an Academia Service to support active and emeritus Queen's University faculty members who wish to leverage Queen's web hosting and content management system (CMS) to manage a website. The process for site owners/administrators is the same as above.
- ✓ The Site Improve Advisory Group continues to raise awareness of website and learning technology accessibility in their respective departments.

191/11 Section 15 - Educational and training resources and materials, etc.

The Office of the Vice Provost (Teaching and Learning), the Centre for Teaching and Learning (CTL), ITServices and the Human Rights and Equity Office (HREO) continued work ensuring educational materials are accessible for synchronous and asynchronous learning environments and continue to support faculty in these efforts. For example, the CTL, the HREO, and Office of Indigenous Initiatives (OII) have a [variety of resources](#) that are excellent starting points relating Indigenization - Equity, Diversity, Inclusion, Anti-Racism, and Accessibility (I-EDIAA).

Design of Public Spaces and the Built Environment

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

- ✓ 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 areas where the seating is fixed to the floor shall adhere to accessibility requirements.

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

Access Mats

Four accessibility mats were purchased and made available to the Queen's community due to a collaboration between HREO, Event Services, Facilities, and the Orientation Round Table. Two mats were funded through Provost's Office and two were funded through Accessibility Queen's grant.

Access mats can be rolled out and secured providing a firm, safe, cool, and stable surface for a wide range of users, including people with disabilities or mobility challenges, the elderly, those using wheelchairs, mobility scooters or strollers and other groups with special access needs.

2023: 5-year accessibility plan for barrier removal

The Facilities department at Queen's University has developed a 5-year accessibility plan for barrier removal in existing buildings. In 2018, the University approved Facilities funding in the amount of $250,000 with the intent to increase funding each year by $25,000 over the 5-year period. 2022 marked the fifth year of the Plan. With the assistance of the Built Environment Advisory Group, a strategy for barrier remediation for existing buildings was developed which considered the following:

- Existing buildings that are not undergoing major renovations are a legacy of an earlier Ontario Building Code and are not required to be updated.
- Enhancing accessibility and creating inclusive environments on campus is a priority.
- With substantial accessibility components that would benefit from improvements, selecting key barriers for remediation requires a targeted approach.

For 2022/23, $375,000 was approved by senior administration for Facilities to address accessibility issues. This funding was committed to the development of 3 single-user, gender-neutral washrooms in 2023-24.

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Examples of projects undertaken for this report's timeframe include:

355 King Street West:

This recently completed renovation project included a new accessible entrance and ramp at the main entrance of the building, a new accessible elevator in the building, new single-user, gender-neutral washrooms (accessible with power door operators and non-accessible), and new showers in some washrooms throughout the 4 floors of the building. It also included a new accessible ramp on the main street of the building that ties the City of Kingston's accessible transit bus stop nearby with the site to connect with the main building's new accessible main entrance. New accessible signage was also added throughout the building.

Indigenous Outdoor Gathering Space:

This outdoor space's design inspiration was in traditional Anishinaabe wigwams and will become a space for Indigenous learning, ceremony, and community event space and include outdoor ceremonial fires. Scheduled for completion this summer of 2023, the curved, wooden shake roof structure design has accessible entrance openings and will provide accessible seating space within, and around, the structure. The project also included an accessible ramp and entrance that connects the Outdoor Indigenous Gathering Space with the south-west entrance of Mac-Corry Hall, level 200 space that includes an already completed Indigenous [Kanonhweratónhtshera G'di-mikwanim (The Welcoming Room)](#) Event Space and Classroom and to new Indigenous spaces being developed in the Agnes Etherington Art Centre renovation nearby. Completion: this summer.

Botterell Hall:

A power-door operator was added to a 2nd floor hallway door to remove a barrier to an existing door. This provides individuals with the ability to move independently through this hallway space. Completed.

Jeffery Hall:

Two 150-seat active learning classrooms were designed from existing classrooms last summer. The classrooms included accessible entrances into the rooms with power door operator buttons, assisted listening devices in the two rooms, accessible seating spaces at tables with dedicated computer screens for viewing classroom lectures and input, some bariatric seating for students and electric, height-adjustable podiums for the instructor, with 60" diameter turning space behind the podiums and at the accessible seating spaces. Completed.

Kingston Hall:

A renovated classroom 301 was developed into an active learning classroom, with an accessible, electric-height-adjustable podium for the instructor, and flexible, movable furniture in the classroom. A power door operator was added to the entrance door of the classroom. Completed.

Upcoming Projects Being Completed

John Deutsch University Centre:

Undergoing an extensive renovation to include numerous accessibility improvements including improved accessible entrances, a new accessible elevator, an update on the interior cab of an existing elevator, updates on food services spaces and related learning spaces and services within the centre with improved accessibility features. This includes campus stores with accessible change rooms, restaurants, seating areas with additional accessible seating areas, and more connections between open areas with ramp connections. Time frame for completion is 2024.

Fleming Hall – Jemmett Wing:

This renovation will create a new accessible entrance to this building and reduce vehicular traffic out in front of this building and Fleming Hall – Stewart Pollack Wing. An outdated upper floor bridge that connects these two buildings will be removed, and the entrance area stairwell will be removed to add in an accessible elevator to all floors of the building. Single-user, gender-neutral washrooms (both accessible and non-accessible) will be added to a variety of floors in the building as well. Time frame: to be completed in 2023-24.

Numerous Single-User, Gender-Neutral Universal Accessible Washrooms

These washrooms are planned in the following buildings: one in Mac-Corry Hall, one in Robert Sutherland Hall, one in Coastal Lab Building, one in School of Kinesiology and Health Studies, one in Goodes Hall. Completion: 2023-24. Some of these universal washrooms not only will include an adult change table but will also include a baby change table and some will include an accessible urinal with grab bars. Completion: 2023-2024.

West Campus Stadium Pavilion

This project includes new accessible locker rooms for players and coaches, a new single-user, gender-neutral universal public accessible washroom with a power door operator on the door, new public multi-user stall washrooms that include partition dividers with lockable doors around all toilets and urinals, a new food court area and accessible observation area. There are accessible pathways to access the pavilion and new, accessible emergency blue light poles on the grounds to increase accessible safety points around the pavilion. Project completion target is summer of 2023.

West Campus Castle Lab:

This newly built space includes accessible outdoor sidewalks and emergency blue lights outside, accessible entrances, accessible workspaces, accessible kitchen lunchroom and locker space and single-user, gender-neutral washroom space (both accessible and non-accessible). Power door operator buttons will be on entrance doors, accessible universal washroom doors and doors acting as corridor doors between spaces. Completion in 2023-24.

Agnes Etherington Art Centre:

This renovation and expansion of the existing building will include new accessible entrances with power door operators, new single-user, gender-neutral washrooms (accessible and non-accessible), two new accessible elevators, accessible food service vendor café, accessible Indigenous self-determination spaces for the appropriate care, ceremony, and access by Indigenous communities of their ancestors and cultural belongings currently residing at Agnes. The historic Etherington House to become a new live-in artist residency and community space – cultural hub. A new addition of a three-floor space will provide a 200% increase in exhibition and alternative programming space that will all be accessible. Construction is set to begin in 2024 with completion in 2026.

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 persons with and without disabilities on and off campus. AODA training, face-to-face and online, continued to be undertaken in 2022/2023.

> *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 Human Rights and Equity Office website.
> - ✓ A new asynchronous training on Ableism was created and added to the HREO Learning Catalog.
> - ✓ Both synchronous and asynchronous trainings for Creating Accessible Docs and Accessible Event and Meeting Planning have been made available.
> - ✓ The Human Rights and 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 were encouraged and provided opportunities to access all available AODA training. However, for the purposes of tracking compliance of our employees, the Human Rights and Equity Office adheres to the Federal Contractors Program criteria:

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Employees are defined as those earning a salary and who are employed by the university for more than 12 weeks and/or work more than 14 hours per week. This excludes Adjunct 1s, Affiliates, Associates, Co-op Students, Guests, and Casual employees.

✓ The tables below are snapshots of training completion by active employees captured May 2023 and July 2022.

✓ When Working Together and Staff Hiring became mandatory, we noticed many employees were completing trainings within an implausible timeframe (for example 5 minutes). We looked at the 'average completion time' based on employees that had fully engaged with the training and decided to incorporate a mandatory time to complete. This mandatory time to complete is only half of the time expected for full engagement with the training. For example, if the average time of engagement is 1 hour, we have set the minimum time to 30 minutes. Some of our trainings are prerequisites to other trainings and some are part of the Learning Challenges where employees, staff and faculty receive certificates. Also, many TAs are paid to take our trainings. This new system encourages employees to meaningfully engage with training content within at least half the recommended time for completion.

May 16, 2023	Accessible Customer Service Training	Human Rights 101	Access Forward	Accessibility Instruction for Educators
Active Faculty and Staff (5345)	86.9%	81.6%	82.5%	55.1% (1929, total Educators)
Students and Casuals (3693)	65.6%	62.6%	62.7%	N/A

AODA Training Snapshot July 2022				
	Customer Service Training	Human Rights 101	Access Forward	Accessibility Instruction for Educators
Active Faculty and Staff (5202)	81.5%	72.4%	74.0%	47.8% (1950, total Educators)
Students and Casuals (2985)	62.0%	57.9%	58.6%	N/A

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Section Three: Status Update – (2022/2023) – 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 about how Queen's might best ensure everyone's full participation. Below are some accessibility achievements that exceed AODA requirements.

Accessibility Cafés

Accessibility Cafés are a chance for the Queen's community to get together to discuss building an inclusive and accessible Queen's community that meets the requirements of the AODA. Each Café has a unique topic, and all participants are encouraged to share their perspectives and generate ideas around the question: "How can we improve upon what Queen's is doing already towards imagining and then building an even stronger inclusive and accessible Queen's community?"

Cafés were held on:

- ✓ Disability & Indigeneity – Feb 27, 2023.
    - o In this presentation, we will explore how to decolonize our strategies and pathways to a more accessible future. We will learn about shifting our views about disability being an individual problem, to creating interdependent communities of care and the necessary steps to integrate accessibility as individuals, families, workplaces, and communities.
- ✓ Job Search with a Disability – March 20, 2023.
    - o Looking for work is not easy. If you have a disability, you may encounter barriers related to job search, employment, and your disability. Does having a disability affect your job search?
    The short answer is that it depends. There are a lot of factors to consider. Are you going to disclose any information regarding your disability? Are there optimal places to look for jobs? Do your job search tools need to be adjusted? Do you need accommodation?

Each Café was well attended by students, staff, faculty, community members and alumni.

Accessibility Hub

- ✓ Social Media accounts for the Hub continue to be popular within the community with posts for accessibility information, events, and notices of service disruptions at the university.
- ✓ Through the Accessibility Hub website, the Manager, Accessibility Services (HREO) has responded to:

    - o Thousands of specific requests since the website launched (October 2013).

- Requests range from the simple to very complex, and include built environment, video captioning, workplace accommodations, audio transcripts, website and document accessibility, physical access, accessible transportation, and accessible parking.

✓ Between May 1, 2022, and April 30, 2023, there were **17,692** visitors viewing **43,196** web pages.

✓ The Manager, Accessibility Services (HREO) is frequently asked to provide guidance to higher education colleagues, as well as public sector organizations and not for profits, on the creation of accessibility resources. Over the past two years, the Manager was pleased to mentor staff at the University of Calgary who are creating their own "Hub" based on the Queen's model.

DEAP Tool

The Diversity and Equity Self-Assessment & Planning (DEAP) Tool for Academic and Administrative Units was developed in 2015 by the Queen's University Human Rights and Equity Office to help Units 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 to help ensure 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 to allow Units to:

✓ Understand the designated group demographic profile of their staff and faculty, including representation of persons with disabilities in the unit.

✓ 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 persons with and without disabilities on and off campus.

✓ The Manager, Accessibility Services (HREO) participates on the Campus Master Plan Advisory Committee (CMPAC), Advisory Committee on Academic Accommodations, Transition

Resource Guide Advisory Board - Regional Assessment and Resource Centre (RARC), and Municipal Accessibility Advisory Committee (MAAC) for the City of Kingston and is a member of the Technical Committee for Outdoor Spaces Standards for the new Federal legislation, the "Accessible Canada Act".

✓ The 'From Diversity to Inclusion in the Workplace' Certificate Program, co-developed between Human Resources and the Human Rights and Equity Office, offers content on accessibility, accommodation, and continues to achieve strong enrollment rates.

✓ In February 2023, the HREO launched the "Learning Challenge 2023". The challenge is a set of virtual and self-directed learning opportunities designed to build foundational understandings of Indigenization-Equity, Diversity, Inclusion, Anti-Racism, and Accessibility (I-EDIAA). This year's Learning Challenge 2023 combines self-directed and experiential community-based learning.

✓ Throughout the year, the Manager, Accessibility Services (HREO) provided training and workshops to many Departments and Units on a wide range of accessibility issues such as website accessibility, the built environment, accessible events, customer service, accommodations, accessible documents, and social media accessibility.

✓ During the summer months of 2022, the Human Rights and Equity Office (HREO) updated the online asynchronous trainings for Accessible Customer Service, Access Forward, and Accessible Instruction for Educators. The HREO created a new training module on Ableism.

✓ New asynchronous trainings for Creating Accessible Docs and Accessible Event and Meeting Planning were developed and launched.

Human Rights and Equity Office (HREO)

The HREO has chosen to adopt I-EDIAA in response to the expressed needs of equity deserving communities at Queen's. The first "I", for "Indigenization", is separated from EDIAA with a hyphen to foreground responsibilities to honour obligations to Indigenous communities which are separate and distinct from equity and inclusion efforts. Further, the distinct placement of Indigenization in this formulation encourages more careful reflection and accountability around exactly how the unit/equity initiative is, in fact, addressing Indigenization before a decision to adopt the full acronym is made.

The two "A's" toward the end of the acronym stand for "Accessibility and Anti-Racism". The first "A" is meant to address ongoing and longstanding community concerns about the persistent invisibility of disabled people and voices within equity, diversity, and inclusion work. Anti-racism was included in the acronym in acknowledgement of our institution's uniquely stark history of white supremacy and racism, and in recognition of the ongoing contributions campus anti-racism movements have made in positively transforming our institutional culture for the benefit of all.

Student Wellness Services

Student Wellness Services (SWS) is the university's central healthcare, wellness, and accessibility student service provider comprising four streams : Health Promotion, Student Health Services, Counselling Services, and Queen's Student Accessibility Services (QSAS).

Queen's Student Accessibility Services (QSAS) continues to provide services to students with disabilities to ensure equitable access to the academic environment and works closely with faculty members to ensure an individualized response to challenges. In addition to accommodation planning, the QSAS team provides learning strategy support, transition support, education and awareness sessions, and advocacy. QSAS also continues to work with the Centre for Teaching and Learning and Faculties/Schools to integrate Universal Design for Learning principles into academic accommodation planning.

This academic year, QSAS along with the CTL, launched Ventus:

- A management system that allows students, instructors, Queen's Student Accessibility Services (QSAS), and other University stakeholders to communicate easier about accommodations for students with disabilities.
- CTL provides support and training to educators.

Final Exam Accommodations

With an increase of students seeking academic accommodations, the trend correlates to students requesting exam accommodations year over year.

Total Exam Accommodations					
Dec-2020	Apr-2021	Dec-2021	Apr-2022	Dec-2022	Apr-2023
3896*	5118*	5159	6232	6760	7539
* Numbers may not be representative due to COVID measures				(5120 in-person, 1640 online)	(6072 in-person, 1476 online)

Mental Health

Student Affairs offers several 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.

Section Four: Moving Forward to 2025

Future AODA Standards

Post-secondary Education Standards

The final recommendations were completed and delivered to the Ministry for Seniors and Accessibility in April 2022. There still has not been any action or timeframe from the government as to when the Standards will become law. The government may accept them in full, in part, or with modification to become part of the AODA.

The recommendations require a fundamental shift in design, delivery of post-secondary education, and a proactive and systemic level of barrier removal. The wide scope of recommendations addresses: attitudinal barriers; awareness and training; assessment, curriculum, and instruction; digital learning; admission and accommodation processes; and physical and financial barriers, demonstrates an important holistic view of students with disabilities.

Health Care Standards

The Health Care Standards Development Committee seeks to reduce, and preferably eliminate, the variety of barriers faced by persons with disabilities during all stages of their life, including youth and seniors, throughout their patient journey within hospitals and when receiving health care.

The final recommendations of the SDC completed and delivered to the Ministry for Seniors and Accessibility in April 2022. There still has not been any action or timeframe from the government as to when the Standards will become law. The government may accept them in full, in part, or with modification to become part of the AODA.

Accessible Canada Act

The Accessible Canada Act (long title: *An Act to ensure a barrier-free Canada*) builds on the *Canadian Human Rights Act*, focusing on the prohibition of discrimination based on disability. This is a Canada-wide accessibility act that applies to the federal public sector, Crown Corporations, and all federally regulated organizations. The federally regulated organizations include the following industries:

- railways, airplanes, and inter-provincial buses
- banks, mining companies, railways, airlines, and trucking
- television and radio.

Indigenization- Equity, Diversity, Inclusion, Anti-Racism, and Accessibility (I-EDIAA)

Throughout campus, much work has gone into equity, diversity, inclusion, and indigeneity 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. The Equity, Diversity, Inclusion, and Indigeneity (EDII) Annual Report highlights initiatives underway that are designed to create a campus that welcomes and reflects diverse identities, cultures, and perspectives.

However, with this critical work around campus, issues of accessibility and people with disabilities on campus were not fully examined. Thus, the HREO has chosen to adopt I-EDIAA in response to the expressed needs of equity deserving communities at Queen's. and ensure indigenization, anti-racism, and accessibility were forefront in minds and efforts. The new term further encourages an intersectional perspective that considers 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 continues to make great strides toward greater accessibility for our students, staff, faculty, and visitors. Much more proactive accessibility work needs to be done to reduce barriers and address ableism in our campus environment. The proposed Post-secondary Education Standards will require a fundamental shift in education toward a UDL approach to learning and much time and effort will be required from the entire Queen's community to meet new and more comprehensive obligations. As awareness and understanding of how accessibility contributes to student, staff, and faculty engagement expands, it will bring continuous improvement in accessibility for persons with disabilities to our community. We are a community that works together to create an environment where everyone has a full and enriching Queen's experience.