

Queen's University

Accessibility Plan

May 1, 2013- April 30, 2016

Public Communication of the Accessibility Plans

Queen's current and past Accessibility Plans 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

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 2012/2013 and will take moving forward 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 dignity and independence. Our goal is to advance our understanding of what makes a truly accessible organization, and then transform that knowledge into a culture that builds accessibility into everything that we do.

I have great respect for our accomplishments to date. I would like to thank the many members of the university community 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, alumnae, and friends - as we work together towards creating an environment that ensures everyone has a full and enriching Queen's experience.

Sincerely,



Alan Harrison
Provost & Vice-Principal (Academic)

QUEEN'S UNIVERSITY ACCESSIBILITY PLAN

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Section 1: Queen's University Accessibility Plan Overview

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. This document constitutes Queen's University's Accessibility Plan ("the Plan") for the period May 1, 2013 to April 30, 2016.

The purpose of this required activity is to outline the university's strategy to prevent and remove barriers and meet our requirements under the AODA and its Regulations.

In preparing accessibility plans, the following 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 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 and its status reports available to the public and in an alternative format upon request

The Plan's progress will be reviewed and reported annually, and additional identified initiatives will be added.

Section 2: Description of Queen's University

Situated on traditional Anishinabe and Haudenosaunee territories, Queen's University is a community with 170 years of tradition, academic excellence, research, and a beautiful waterfront campus made of limestone buildings and modern facilities. But more than anything Queen's is people. We are researchers, scholars, artists, professors and students with an ambitious spirit who want to develop ideas that can make a difference in the world; people who imagine together what the future could be and work together to realize it.

Queen's is one of Canada's oldest degree-granting institutions, and has influenced Canadian higher education since 1841 when it was established by Royal Charter of Queen Victoria.

Located in Kingston, Ontario, Canada, it is a mid-sized university with several [faculties, colleges and professional schools](#), as well as the [Bader International Study Centre](#) located in Herstmonceux, East Sussex, United Kingdom. Queen's balances excellence in undergraduate studies with well-established and innovative graduate programs, all within a dynamic learning environment.

To learn more about Queen's University please go to [Quick Facts](#) or [Queen's Encyclopedia](#).

Students, Staff & Faculty

With over 24,000 students, Queen's student body represents 120 different countries, along with every Canadian province and territory. Over 5,000 committed staff and faculty work to provide a scholarly and welcoming environment for our students. During the 2012-2013 academic year the Disability Services Office registered nearly 900 students with disabilities requiring accommodations. Accessibility initiatives clearly align with the work of this Office in that there is a shared purpose to provide inclusive services, supports, and facilities and promote educational equity for students with disabilities.

Below is a table that indicates our current representation of faculty and staff who have voluntarily self-identified as having a disability in 2012.

Who	Total Population	Persons with Disabilities	Percentage
Faculty	2015	88	4.4%
Staff	2886	154	5.3%

Section 3: 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 are asked to provide input into the Plan

- The Vice-Principals' Operations Committee (VPOC) approves the Plan as well as receives annual progress reports for information
- Accountability is demonstrated through the Plan and its related accessibility documentation 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

Evaluation

Queen's is meeting legislated timelines for implementation. Listening to and acting upon feedback is an integral part of the evaluation process. Queen's will continue to review and expand engagement and consultation strategies across campus and with the broader community, and especially with persons with disabilities.

Additional evaluation and reporting efforts include:

- Annual review of the Plan and preparation of progress reports; posted online and available in alternate formats upon request
- Compliance reports submitted to the Accessibility Directorate of Ontario, which regulates compliance for all Ontario organizations
- Feedback logged for internal performance assessment; data from feedback is used to better prioritize and identify issues and barriers

Alignment and Coordination

In order for the Plan to be successful with its implementation objectives, it is necessary for it to be aligned with other Queen's strategic and guiding documents, policies, and procedures.

One example of how the university ensures alignment is the Policy Advisory Subcommittee that was recently created by, and advisory to, the Vice-Principals' Operations Committee. Its purpose is to ensure consistency and coordination in the development, approval, and administration of all policies that have university-wide implications. Policies, procedures, and/or guidelines are recommended for approval only when the committee is satisfied that there are no adverse implications for accessibility, equity, and human rights.

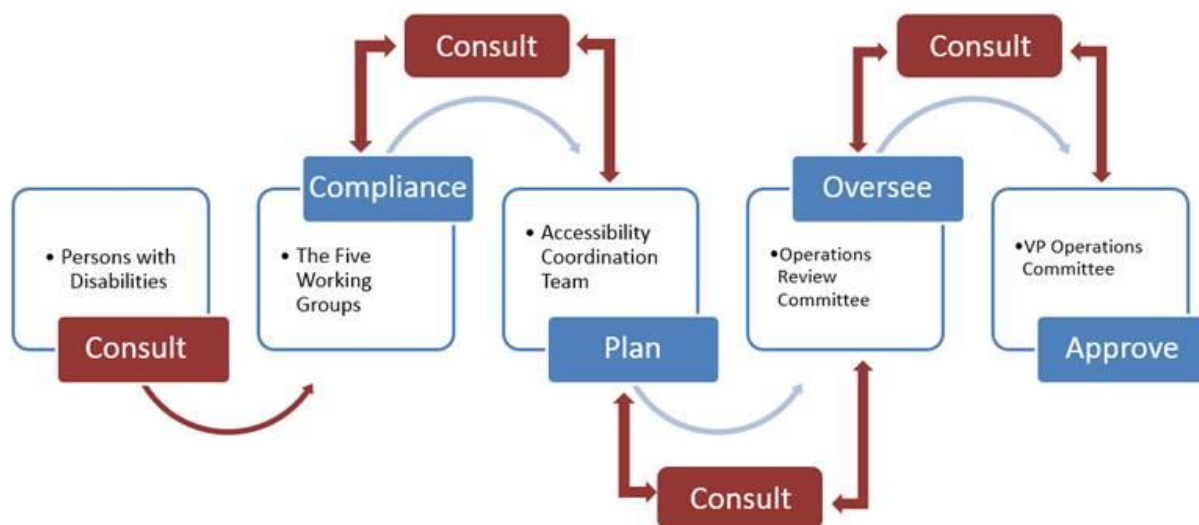
Queen's recognizes that accessibility plays a large role in realizing its vision of being a research-intensive university with a transformative student learning experience. Accessibility is an integral part of our strategic planning and operational processes.

Section 4: Queen's University Comprehensive Strategic Framework for Accessibility

The [Comprehensive Strategic Framework for Accessibility](#) ("Accessibility Framework") enables the development and implementation of an Accessibility Plan that serves the university in the following ways:

- To develop plans to address accessibility in five priority areas
- To establish shared accountability and responsibility for accessibility for persons with disabilities at Queen's, including funding accessibility-related expenses through standard operating budgets and identifying other sources of revenue streams
- To provide educational opportunities about accessibility to improve understanding of accessibility issues and the university obligations in accessibility compliance
- To continue efforts to incorporate accessibility issues in university diversity initiatives

Reporting Structure of Accessibility Framework



The five Working Groups are comprised of members with direct responsibility and expertise as it pertains to accessibility requirements and identified priorities. Each Group also has a member that self-identifies as living with a disability and holds a particular interest in the Group's area of focus.

1. [Customer Service Working Group](#)
2. [Information and Communications Working Group](#)
3. [Employment Working Group](#)

4. [Built Environment Working Group](#)
5. [Education, Training, and Awareness Working Group](#)

The [Accessibility Coordination Team](#), comprised of the Leads of each working group, provides a harmonized effort and is responsible for the development of comprehensive and integrated Accessibility Plans. The [Operational Review Committee](#) reviews all accessibility initiatives at the request of the Vice-Principals' Operations Committee, thus ensuring institutional-wide considerations are discussed. Ultimate approval of Accessibility Plans and initiatives rests with the Vice-Principals' Operations Group (VPOC).

Section 5: Barrier Identification

The intent of the Accessibility Plan is to prevent, identify, and remove barriers. Barriers are obstacles. Barriers to accessibility are obstacles that make it difficult – sometimes impossible – for persons with disabilities to do the things most of us take for granted, things like working, learning, and participating in recreational activities. When we think of barriers to accessibility, most of us think of physical barriers, like a person who uses a wheelchair not being able to enter a building because there is no ramp. The fact is that there are many kinds of barriers; some are visible, many are not.

Information or Communications Barriers: Obstacles with processing, transmitting, or interpreting information. For example, print on a brochure that is too small to read, websites that cannot be accessed by people who are not able to use a mouse, or signs that are not clear or easily understood.

Attitudinal Barriers: Prejudgments or assumptions that directly or indirectly discriminate. For example, thinking that persons with disabilities are inferior, or assuming that a person who has a speech impairment cannot understand you.

Technological Barriers: When technology cannot be or is not modified to support various assistive devices and/or software. For example, a website that does not support screen-reading software.

Organizational Barriers: Barriers within an organization's policies, procedures, or practices that do not consider accessibility. For example, a hiring process that is not open to persons with disabilities. For example, inaccessible interview locations, or setting criteria that are not necessary to perform the job requirements.

Architectural and Physical Barriers: Features of buildings or spaces that restrict or impede physical access. For example, a doorway that is too narrow to accommodate entry by a person

with a motorized scooter, doorknobs that are difficult for persons with arthritis to grasp or poor lighting for persons with low vision.

Section 6: Report of Recent Achievements 2012/2013

In its role to guide the Queen's accessibility mandate and put plans into action, the Accessibility Framework continued the process toward compliance with the AODA and building an accessible and inclusive environment.

Consulting Persons with Disabilities and the Broader Community

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.

In addition to having persons with disabilities participating on all of our Working Groups, the university has undertaken several key initiatives towards improving engagement with persons who are affected by or interested in accessibility matters at Queen's. Offering an accessible public engagement process helps the university make more informed decisions. It also helps members of the Queen's community better understand the complexities of accessibility planning and thereby builds support for the university's efforts.

In March of 2012 the Equity Office facilitated an Accessibility Town Hall with the aim to rally the Queen's community around building an inclusive community with a shared purpose and responsibility in regards to ensuring that all our staff, students, and faculty enjoy an accessible and inclusive environment. The ensuing [report](#) outlines in some detail emergent themes, ideas from the community on increased collaboration and barrier removal and prevention.

The month of October in 2012 marked the launch of a series of Accessibility Cafés, also facilitated by the Equity Office. Grounded in appreciative inquiry¹, the Cafés were thematic with a shared goal of beginning an ongoing and inclusive dialogue. Themes included: envisioning the roadmap to accessibility, accessible instruction for educators, considering accessibility in building residences, and creating an inclusive environment for students.

In collaboration with Queen's Communications, an Accessibility Communications Strategy was developed and is implemented on an on-going basis with the following communication objectives:

¹ Appreciative Inquiry: Discovery (Appreciating "The Best of What Is") → Dream (Envisioning "What Could Be") → Design (Co-Constructing "What Should Be") → Destiny (Sustaining "What Will Be")

- Build awareness about accessibility
- Inform our audiences about accessibility initiatives happening at the university
- Demonstrate and support compliance with AODA legislation as it applies to the university
- Engage the Queen’s community in creating an environment that ensures everyone has a full and enriching Queen’s experience
- Integrate with an accessibility marketing campaign or strategy as it develops and is implemented

Communications about the achievements of the Accessibility Framework can be found at:

- [Sparking a Discussion on Accessibility](#)
- [Accessibility Town Hall Yields Vital Information](#)
- [Working Groups Address Accessibility Issues](#)
- [Toward a More Accessible Physical Campus](#)
- [Groups Focuses on Creating More Inclusive Workplaces](#)
- [Group Seeks to Make Information Accessible to All](#)
- [Accessibility Team Works to Create Positive Change](#)
- [Emergency Response Plans Promote Accessibility](#)
- [Accessibility Café Will Examine Barriers, From Application to Graduation](#)

Customer Service

Queen’s is committed to ensuring that persons with disabilities receive an equitable and effective customer experience that accommodates their needs.

- The University must ensure that everyone who acts on behalf of the institution and who communicates and interacts with persons with disabilities has completed the Accessible Customer Service Training.

Accessible Customer Service Training as of March 2013			
	Total	Completed	Percentage
Academic Positions	3007	1329	44.2%
Staff	2809	2360	84.0%
Student Contracts	2162	1207	55.8%
Grand Total	7978	4896	61.4%

We are required to have 100% compliance; currently we are at 61.4%. While this is an improvement over last year’s completion rate of 44.1%, further work needs to be done in this area to achieve compliance.

- The Policy Advisory Subcommittee that was recently created by, and advisory to, the Vice-Principals’ Operations Committee ensures consistency and coordination in the development, approval, and administration of all policies that have university-wide

implications. Policies, procedures, and/or guidelines are recommended for approval only when the committee is satisfied that there are no adverse implications for accessibility, equity, and human rights.

- Accessibility feedback mechanisms continue to remain in place. The Equity Office is responsible for receiving the feedback, then directing the issue to the appropriate department for action and follow-up. In addition, such feedback is brought to the appropriate Working Group's attention for both monitoring purposes and consideration for future planning.
- An over-arching AODA policy and statement of organizational commitment is being developed.

Procurement

It is important to integrate accessibility into procurement policies, procedures, and practices and that all vendors are aware of the need to provide accessible goods and services.

- Strategic Procurement Services has developed a university-approved procurement policy that describes and sets out procedures for considering the needs of persons with disabilities when procuring or acquiring goods, services, and/or facilities, including but not limited to, self-service kiosks.
- A Learning Development Plan is being developed to ensure compliance and continuous improvement in university-wide procurement practices.

Information & Communications

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

- Environmental Health & Safety and Campus Security have each placed an accessibility statement on their websites alerting the public that information concerning emergency procedures, plans, and public safety, is available in alternate formats or with appropriate communication supports upon request.
- Educational or training resources or materials are provided in accessible formats upon request.
- An accessibility statement has been posted on the Office of the University Registrar website and in its newsletter, Viewbook, and Guide to Registration and Fees that informs both current and prospective students and their families that student records and information on program requirements can be provided in accessible formats upon request.
- An Information & Communications Accessibility Scan & Gap Analysis Report has been completed and received by the Vice-Principals' Operations Committee (VPOC). The report reviews the current Queen's environment pertaining to information and communication

accessibility. It outlines existing Queen's environment and external initiatives that could help meet future demands and identifies service strengths and gaps. The report provides recommendations for addressing these gaps.

Employment

The process of finding, getting and keeping a job must be inclusive and accessible in order to build an engaged and effective workforce at Queen's.

- Queen's has put in place an on-going process to develop, implement, and monitor individual workplace emergency response plans for employees with disabilities, as required.
- An 'Accommodation in the Workplace Policy' is being developed.

Built Environment

Queen's is committed to greater accessibility into, out of, and around our facilities.

- Queen's University was successful in our application for funding from The Government of Canada as part of the Enabling Accessibility Fund – Small Projects. The project is to create a new single-user, accessible washroom near the main student street in Mackintosh-Corry Hall.
- Queen's University is updating its 2002 Campus Plan. The new Campus Master Plan (CMP) will establish a vision and framework to guide how the university will physically change over the next 10 to 15 years. Achieving barrier-free accessibility ensures usability by the broadest possible range of persons. The principles of universal design incorporated into space planning were recommended.
- Launched in May 2012, the Library and Archives Master Plan (LAMP) project is integrated with the Campus Master Plan. When completed, LAMP will provide high-level options and recommendations for the development of the Library's and Archives' facilities. Again, the principles of universal design incorporated into space planning were recommended.

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 following definition of 'educator' was approved by the Executive Accessibility Steering Committee:
 - At Queen's we consider educators to be individuals who participate in the creation, development, delivery or assessment of learning materials to Queen's students. This definition includes all tenure-stream faculty, continuing and term adjuncts, graduate teaching fellows, teaching assistants, librarians, and program/course developers as

well as IT staff who assist in the development of online courses. We also consider professional learning instructors and developers who work with and for staff, faculty, and other Queen's personal to be educators.

- In addition to Accessible Customer Service, there are now three more training requirements. All three are expected to be launched the Fall of 2013.
 - Accessible Instruction for Educators
 - All educators are required to take this training
 - The University of Ontario Institute of Technology has given us permission to use their online tool
 - Marketing and the Equity Office have been coordinating the video-taping of key faculty, staff, and students to develop videos that will be inserted into the online tool
 - Human Rights 101
 - All faculty, staff, students, volunteers, and any other persons who provide goods, services or facilities on behalf of Queen's is required to take this training
 - The Ontario Human Rights Commission has given us permission to use their online tool
 - This [training](#) is up on the Equity Office website in advance of the launch
 - Integrated Accessibility Standards Regulation
 - All faculty, staff, students, volunteers, and any other persons who provide goods, services or facilities on behalf of Queen's is required to take this training
 - Will be accessed through Moodle, courtesy of Access Forward and Curriculum Services Canada who developed the tool
- The *'From Diversity to Inclusion in the Workplace'* Certificate Program co-developed between Human Resources and the Equity and Human Rights Offices was launched. This Program includes courses examining accessibility in the workplace, amongst others.
- 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. The 2012 Steve Cutway Accessibility Award

recipient was Kathy Jackson, Undergraduate Coordinator, School of Kinesiology and Health Studies. She received the award for her dedication to raising awareness of the physical and recreational needs of individuals with disabilities.

Section 7: Moving Forward 2013-2016

The requirements under the AODA are extensive and will affect all aspects of our operations at Queen's. The aim of the Accessibility Framework is to foster a sense of shared accountability and responsibility for accessibility for persons with disabilities at Queen's. 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.

- **Accessibility Hub** – The Vice-Principals' Operations Committee (VPOC) approved immediate execution of the Information & Communications Accessibility Scan & Gap Analysis Report's first recommendation, which is to create an online [Accessibility Hub](#) with a designated Coordinator. The project commenced May 1, 2013 with an anticipated launch date of September 1, 2013. The Hub will provide online resources and information to the Queen's community regarding the AODA, the creation of accessible websites and documents, accessible formats, accessibility, technologies, and event planning. The Hub will have a significant impact in that it will serve to elevate accessibility at Queen's and lead to improved accessibility for everyone on our campus. A consistent method of internal and external communications ensures that our staff, students, faculty, and visitors with and without disabilities are informed of all our new or revised policies, practices, and procedures and how they can support and provide feedback concerning accessibility initiatives. The hub will be an excellent tool in aiding the university to meet its obligations to consult with persons with disabilities and will act as a mechanism for demonstrating compliance with the AODA.
- **Diversity and Equity Self-Assessment and Planning (DEAP) Tool** – Under the Provost's directive, this evaluative tool is being developed by the Equity Office in order to facilitate the assessment required by the [Senate Educational Equity Policy](#) and to assist units in responding comprehensively to the various reports related to equity, diversity, accessibility, and inclusivity at Queen's as well as the most recent [academic](#) and [research](#) plans adopted by Senate. Implementation of the DEAP Tool across units will be an

additional method towards ensuring that the university not only meets, but in some cases, exceeds the AODA requirements.

- **Queen’s University Comprehensive Strategic Framework for Accessibility** – Accessibility is a priority for this institution. Much has been accomplished under the Framework toward ensuring that our services, supports, and spaces are accessible for persons with disabilities. However, the university acknowledges that there is much still to do in meeting our obligations under the AODA. Therefore, the Framework underwent an evaluative process to determine its ongoing efficacy and efficiency. It was determined that collapsing the Executive Accessibility Steering Committee and transferring the work of this group to the Operational Review Committee would be an appropriate amendment to the Framework toward advancing accessibility at Queen’s. This revised Framework signals our continued commitment to building a campus community that is inclusive for all individuals. This revision from the Executive Accessibility Steering Committee to the Operational Review Committee is reflected in the diagram on page four (4) of this document.

AODA Compliance Plan

Compliance Date	Legislative Requirement	Deliverable	Progress to Date
Jan. 1, 2014	Provide training on accessibility requirements of Standards and on the Human Rights Code	Training of all employees, volunteers, others who act on behalf of Queen's Record of training	These two training modules will be ready to launch Fall of 2013.
	Feedback processes	Accessible feedback processes are in place	Review and revise, if necessary, current feedback processes
	Internet sites to conform to WCAG 2.0 Level A	Communication required to inform those outside of ITS Run all sites for compliance	In progress
	Communicate availability of accommodation in recruitment and hiring	Develop workplace accommodation policy and procedures	In progress
	Accessibility becomes part of performance management, career development, and redeployment	Include as part of workplace accommodation policy and procedures	In progress
Jan. 1, 2015	Provide accessible formats and communication supports upon request	Accessibility Statement Communication required to inform Departments	Accessibility Statement approved
	Libraries provide print-based resources or materials in accessible format upon request	Develop processes	In progress
Jan. 1, 2016	Newly constructed and redeveloped outdoor public use eating areas shall adhere to accessibility requirements	Develop processes	Start date to be determined

Compliance Date	Legislative Requirement	Deliverable	Progress to Date
	Newly constructed and redeveloped exterior paths of travel shall adhere to accessibility requirements	Develop processes	Start date to be determined
	Newly constructed and redeveloped off-street parking facilities and on-street parking spaces shall adhere to accessibility requirements	Develop processes	Start date to be determined
	New service counters (inclusive of replacing existing service counters) shall adhere to accessibility requirements	Develop processes	Start date to be determined
	Fixed queuing guides shall adhere to accessibility requirements	Develop processes	Start date to be determined
	Newly constructed or redeveloped waiting area where the seating is fixed to the floor shall adhere to accessibility requirements	Develop processes	Start date to be determined
	Queen's Accessibility Plan shall 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	Develop processes	Start date to be determined

Queen's Strategic Roadmap

Organizational change is complex and involves many components: policies, procedures, practices; people; technology; infrastructure; communications and awareness. Taken together, these are the levers that will bring about change. The Queen's Strategic Road Map provides an overall view of the approach to and management of organizational change. (See the Queen's Strategic Roadmap on the following page.)

Queen's is committed to creating a campus community that is inclusive of all individuals and ensures equal opportunity among its members to achieve success in their academic and employment endeavours. The university recognizes that successful learning and employment outcomes are the result of a shared responsibility and commitment on the part of students, faculty and staff, and expects that all members of the community will advance and contribute to the ongoing development of an environment that is accessible and inclusive, while actively working to identify, remove and prevent barriers to persons with disabilities.

Queen's Strategic Road Map*

STRATEGY OUTCOMES

Vision	An Accessible Queen's University				
Key Outcomes	<ul style="list-style-type: none"> Meaningful consultation with persons with disabilities in formulating solutions and implementing decisions Persons with disabilities who are Queen's customers receive quality goods and services in a timely manner Persons with disabilities who are Queen's employees participate fully and meaningfully in services and employment 		<ul style="list-style-type: none"> Information and communications are available in accessible formats to all Queen's employees and customers Queen's employees are able to identify barriers to accessibility and actively seek solutions to prevent or remove them on a continuing basis throughout the organization There is greater accessibility into, out of, and around Queen's facilities and public spaces 		

TRANSFORMATIONAL STRATEGY

IMPLEMENTATION

Levers	Policies, Procedures, Practices	People	Communications and Awareness	Technology	Infrastructure
Changes	<p>New/revise directives and policies will reinforce accessibility considerations</p> <p>New and existing tools and guidelines will embed accessibility criteria into day-to-day practices</p>	<p>Staff, Faculty, Student Training</p> <p>Accessible human resources practices</p> <p>Improving employment accommodation practices</p>	<p>Accessibility information is widely available through communications and events</p> <p>Ongoing stakeholder outreach and consultations with persons with disabilities</p> <p>Accessible feedback mechanisms are in place</p>	<p>Accessible internet sites</p> <p>Accessibility features are built into new kiosks</p> <p>Materials available in accessible formats on request</p> <p>ITS staff familiar with adaptive technology and can provide client assistance</p>	<p>New facilities and all future extensive renovations are completed to meet accessibility standards and Ontario Building Code barrier-free design</p>
Foundation	Informed and Committed Leadership		Strong Governance and Accountability		
	Alignment and Coordination		Measurement, Evaluation, and Reporting		

*based on a concept from the Ontario Public Service with thanks, any accessibility issues with the above table please contact 32563 for clarification.

Section 8: Guiding Legislation

The [Ontarians with Disabilities Act, 2001](#) (ODA) ensures that public organizations incorporate accessibility planning into their operations and facilities and document such actions within an accessibility plan. In 2005, a second piece of legislation, the [Accessibility for Ontarians with Disabilities Act](#) (AODA) was enacted to further qualify the ODA and serve as a framework for the establishment of accessibility standards in five areas: customer service, information & communications, transportation, employment, and the built environment. The standards support the principles of the AODA to ensure dignity, integration, independence, and equal opportunity and each has specific timelines for implementation.

Compliance with the ODA and AODA is required and are in place for the purpose of ensuring that persons with disabilities are not discriminated against. Implementation is being phased in over time to achieve the Provincial government objective of a fully accessible province by 2025.

The AODA recognizes the interaction between the AODA, the [Ontario Human Rights Code, 1990](#) and the [Ontario Building Code Act, 1992](#).

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

Customer Service – Ontario Regulation 429/07

This [standard](#) was the first under the AODA to become law. It ensures that persons with disabilities can receive goods and services in a manner that takes into account one's disability.

Integrated Accessibility Standards – Ontario Regulation 191/11

These [standards](#) were next to become law under the AODA. They will ensure accessibility in the areas of information & communications, employment, and transportation. 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

² Unless the Act or regulation specifically provides that it is to apply despite the Human Rights Code (section 47).

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.

Design of Public Spaces Standards (Accessibility Standards for the Built Environment) – Ontario Regulation 413/12

These [standards](#) became law in 2012 and focus on removing barriers in two areas; public spaces, and buildings. These standards only apply to new construction and major changes to existing features. Enhancements to accessibility in building will happen at a later date through Ontario's Building Code, which governs new construction and renovations in buildings.