

University

Accessibility Annual Status Report

May 1, 2018 to April 30, 2019

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

Section One: Introduction

Background

Under the Accessibility for Ontarians with Disabilities Act, 2005, considered a large designated public sector organization. As such, is required to establish, implement, maintain, and document a multi- year accessibility plan. That document constitutes

- b. Built Environment Advisory 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, which has been put on hiatus): include input from the Centre for Teaching and Learning, IT Services, and the Equity Office.
- d. The Policy Advisory Subcommittee (PSAC) (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 Accommodation of Disabilities in the Workplace Policy, Individualized

The Information and Communications Working Group completed an environmental scan of with the Information & Communications Standards.

The Information and Communications Working Group welcomed new members in 2019 in order to develop an Action Plan regarding WCAG 2.0/2.1 Level A/AA).

Design of Public Spaces and the Built Environment

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 sera0 612 79i(lacin)-2(g)-22 reW8(p)02 540.94 Tdp

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 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-

The tables below are a comparison of perc3ntages of completion by active employees between May 2018 and May 2019.

Although the completion rates for Human Rights 101, Access Forward, and Accessibility Instruction for Educators training all increased, the table shows that more work is necessary for complianc3.

May 2019				
	Customer Service Training	Human Rights 101	Access Forward	Accessibility Instruction for Educators
Active Faculty and Staff (4679)	84.1%	70.1%	7	

continually seek new ways to engage with persons with disabilities about might best ensure full participation. Below are some accessibility achievements that exceed AODA requirements.

Accessibility Cafés

to discuss building an AODA. Each Café

has a unique topic, and all participants are encouraged to share their perspectives and generate ideas around the question How

A Café was held on October 31, 2018. The event provided:

- o An overview of the 5 year deferred maintenance/accessibility plan for barrier removal
- An overview and opportunity to join the Built Environment Advisory Group (BEAG).

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

Accessibility Hub

Since its launch, the Accessibility Hub has assisted over 120

Community Services with accessibility issues.

Through the Accessibility Hub website, the Accessibility Coordinator has responded to:

- o Over 950 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.

Since Google Analytics was added to the Hub (November 22, 2013) there have over 157,000 visitors to the website, viewing over 280,000 pages.

DFAP Tool

The Diversity and Equity Self-Assessment & Planning (DEAP) Tool for Academic and Administrative Units has been developed by the Queen's University Equity Office to help Units better understand their working environment dimate 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 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 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.

Additional activities in 2018-19 included:

Research and planning for the implementation of new software that better supports workflow and the process of accommodations.

The addition of a full-time term position.

Staff served on the Service Animal committee to develop a process for students registering a service animal.

The Occupational Therapist staff complement in Student Wellness Services increased to provide enhanced supports to students with injuries, illnesses and disabilities.

, fully accessible,

central and modern space will support the needs of students with disabilities on campus. In addition, Mitchell Hall houses a new university Examination Centre that coordinates the scheduling and sitting of all centrally administered accommodated final exams, and all midterm exams requiring computer

Mental Health Training

Identifying and Responding to Students in Distress (IRSD)

Mental Health: Awareness, Anti-Stigma, Response

Mental Health First Aid (MHFA) Canada.792 12 T24@19000140002 C2122007 (.)-0.(t)6.81550.or29015 6

Steve Cutway Accessibility Award

Established in 2008,

independent review of the AODA. <u>The report was tabled with recommendations to the Ontario government in January 2019.</u>

Some recommendations from the Onley AODA Independent Review Report and how they might :

Foster cultural change to instill accessibility into the everyday thinking of Ontarians. Build accessibility into the curriculum at every level of the educational system, from elementary school through college and university. Include accessibility in professional training for architects and other design fields.

If adopted, this would have an impact on facult curricula by requiring them to incorporate accessibility through UDL and specific tr2 re8512 Tf7dsnDd

Enforce the AODA

This would establish a complaint mechanism for students and employees to report AODA violations, possibly exposing discrutiny and risk with respect to compliance.

Education Standard

The provincial government has decided to develop two Education Standards: one for K-12 and a second for post-secondary. 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 AODA.

Health Care Standard

identifying and addressing accessibility barriers in the health-care sector through the creation of a Health Care Standard. An SDC will develop a new accessible Health Care Standard as required by Section 9 of the AODA.

Canadians with Disabilities Act

In June 2018, the Federal Government introduced Bill C

The purpose of this Bill is to ensure that Canada becomes fully accessible to persons with disabilities, effectively implementing the equality rights which the Canadian Charter of Rights and Freedoms and the Canadian Human Rights Act guarantee.

At the time of writing this report the Bill has been 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 t

Diversity, and Inclusion Report rightly point out, goals for equity, diversity, and inclusion fit within a

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 understand fully 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

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 tha