



Queen's University

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

Online at the Equity Services website at [Reports and Plans](#)

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.

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 Accessibility Coordinator 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
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Queen's University's Comprehensive Strategic Framework for Accessibility

Consultation with and involvement of with 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. : continue to monitor Queen's websites and departmental compliance efforts (with WCAG 2.0 Level AA).
- b. continue its work to meet obligations of the Design of Public Space requirements, which came into force in 2016.
- c. (*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. (*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. : 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](#).

The following is a summary of actions taken to achieve compliance with 2021/2022 applicable requirements under the AODA and the Integrated Accessibility Standards Regulation (IASR 191/11).



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.

Facilities – Physical Plant Services 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. 2021 marked the fourth year of the Plan. With the assistance of the Built Environment Advisory Group, a strategy for barrier remediation for existing buildings was developed which took into account the following:

Existing buildings that are not undergoing major renovations are grandfathered under the 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 2021/22, \$350,000 was approved for Facilities to address accessibility issues. Examples of projects undertaken for this report's timeframe include:

With funding assistance from South Frontenac Township, Community Foundation of Kingston and Area, and the TD Friends of the Environment fund, QUBS is renovating a 200 m section of the Red trail to be



A renovation project to improve Leonard Hall's east-side entrance. Previously the wheelchair access was limited to the south-west of the building, so this will allow for a more easily accessible environment.

The university has updated its online campus map to a new interactive 3-D model map that



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: 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-



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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 Accessibility Coordinator 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 and accommodation and continues to achieve strong enrollment rates.

The Accessibility Coordinator presented at the new Faculty Orientation.

In January 2022, the HREO launched the "Learning Challenge 2022". Staff, faculty and student learning challenges cover content on equity, inclusion, sexual and gender diversity, human rights, accessibility, and sexual violence. Learning streams are a mix of both self-paced (online) modules and virtual (live) sessions. The Accessibility Coordinator presented 6 sessions on 'Creating Accessible Documents'.







