



Queen's University

Accessibility Annual Status Report

May 1, 2022, to April 30, 2023



Background

Under the *Accessibility for Ontarians with Disabilities Act, 2005*



The window of the migration period for existing Queen's sites to WP3 is closing:

- 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.
- 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.
 - 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 web site accessibility technology accessibility in their respective departments.

The Office of the Vice Provost (Tea12 62 Tf238.13 4ue



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.

Undergoing an extensive renovation to include numerous accessibility



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.

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-witWe tinu2 Tf284.69 386.71 Td(AOD)-





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



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.

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

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,



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 \(EDI\) 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 612 792 reW

rnssiw 5(i)}2(7(m (o)7f))74(r)9(es,4(h)-4(e)8()-r (o)7en(a)9(h)-(n)-4(r)9(ag)-4(o5)t)-4()JJETQq0 0 612 792 reW*ñBT0 g/TT0 12

