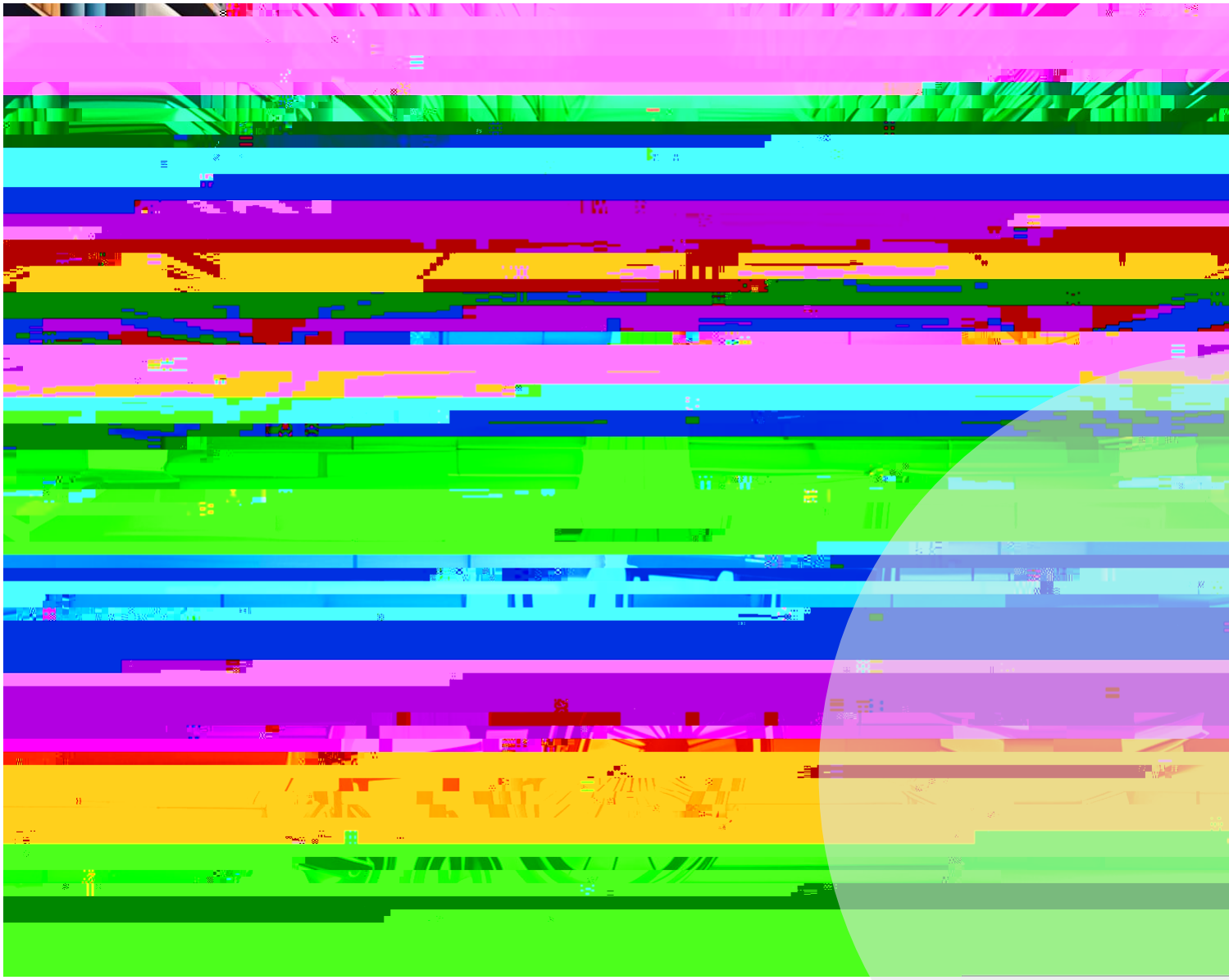

REVIEW OF STUDENT ACADEMIC ACCOMMODATIONS AND CONSIDERATIONS POLICIES AND 352&('85(6 $7 48((1•6 81,

Produced by Patrick Case, Nora Farrell, Tanya Packer & Jeff Preston

Final report, Submitted June 3, 2024

2.1.2 SOCIAL VS MEDICAL MODEL DEFINITIONS OF DISABILITY

It is not the mandate of this review to resolve the continuing debate between supporters of a social model of disability and those placing greater weight on diagnostic, psychoeducational and neuropsychological assessments. However, it is part of this review to identify any differences in philosophical approaches to the benefit of students. The debate regarding what a disability is and how views differ is pertinent.

Within universities and society, there are philosophical and practical differences concerning disability. On the one hand, the medical model sees disability arising from physical, cognitive, or mental impairments. On the other hand, the social paradigm defines disability as a function of barriers, both physical and attitudinal, that are built into society. This social model of disability arose out of a strong desire amongst disabled people to take control of their destiny and to understand ‘disability’ as a function of the physical and attitudinal premises upon which we build

societies. Ableist attitudes and behaviours have resulted in a society navigable only by some and not others[1].

An institutional approach to accessibility must be based on the fundamental understanding that conscious and unconscious choices that disadvantage some members of society have been and continue to be made. At the same time, science has played a role in pathologizing disability

manageable clusters that miss the diversity of disability experiences. UDL can also become entangled in access paradoxes in which efforts to make a space accessible for some, creates barriers for others with no clear answer on how to resolve these contradictions. UDL modalities can sometimes be vague and aspirational, leaving educators unsure of how to implement them practically. There currently exists no consensus on ***how*** to execute UDL effectively, with unanswered questions on how to deploy UDL in a way that enables all students. This is not to say UDL is a failed or hopeless project, but rather to situate UDL not as the "silver bullet" to resolve all inaccessibility, but as one of several important tools in our accessible learning repertoire[3].

2.1.4 DISABILITY TRENDS AND STATISTICS (CANADA, ONTARIO, QUEEN'S)

In Canada, youth are experiencing the largest increases in disability of any age group, placing great pressure and responsibilities on universities. As of 2022, 20% of youth (aged 15 to 24 years) in Canada self-identified as having

[3] Consider: Currie, Sarah. *The Mad Manifesto*. 2023. UWSpace, http://hdl.handle.net/10012/19689.

a disability, an increase of seven percentage points over 2017. Mental health-related (68%), learning (46%) and pain-related (34%) disabilities were the most common types of youth disability in 2022. Mental health-related disabilities among youth and working-age adults each increased by 8 percentage points from 2017, representing the largest increase among all disability types and all age groups[4].

Ontario university statistics from 2019/20 to 2022/23 mirror these trends. Ontario Ministry for Colleges and Universities (MCU) statistics demonstrate that the number of students registered with Offices for Students with Disabilities (OSD) at all universities increased by 32% from 2019/20 to 2022/23. In 2022/2023 there were 66,939 disabled students registered at Ontario universities which demonstrates that approximately 13% of students enrolled in Ontario universities were registered with their respective centres for disabled students in 2022/2023. However, it must be acknowledged that many more disabled students are enrolled at Ontario universities than

---

[4] "The Daily — Canadian Survey on Disability, 2017 to 2022." *Statistics Canada*, 1 Dec. 2023, https://www150.statcan.gc.ca/n1/daily-quotidien/231201/dq231201b-eng.htm.

# Student Registered with QSAS *	2256	2967	3370	6074	6165
Increase Year over Year	-5% (18/19; n=2376)	31%	14%	80%	1.5%
Total Queen's Student Population**	25,260	26,309	27,697	28142	28,333
% of Student Population Registered with QSAS	9%	11%	12%	21%	22%

*QSAS Year-End Reports submitted to Ontario Ministry of College & Universities for 2019/20 – 2023/24.

** Queen's Enrollment Reports, 2019/20 to 2023/24)
Source: Reports | Registrar & Financial Aid Services (queensu.ca)

While the overall number of students registered at Queen’s University has gradually increased by approximately 12% over the last five-year period, the number of students registered with QSAS during the same period increased by 173% (from 2256 to 6165 students). Provincial statistics are available for a four-year period (2019 to 2023) rather than a five-year period, showing a 32% increase in students registered with relevant accommodation services across Ontario universities during that time. The increase at Queen’s for the same four-year period was 169%.

Increases in raw numbers have resulted in corresponding changes in the proportion of the student body registered with QSAS. In 2022/23, 21% of Queen’s students were registered with QSAS, up from 12% the previous year. This is similar to the known prevalence of youth with disabilities

analysis of the number of students requiring academic accommodation, the types of conditions students are managing, the modes of academic accommodation being used, and the challenges faced by students, faculty and staff in organizing high-quality academic accommodation.

HEQCO's findings:

- the demand for accommodation and accessibility support in Ontario is growing and students' primary needs are changing,
- addressing student accommodation and accessibility needs is increasingly complex,
- the current service model for supporting students wg 0 G [(t)

qu04C> 247.5 EMC /Span <</tu % 1D Pñwg

2.1.5 QUEEN'S POINT OF VIEW

Like HEQCO, Queen's University is cognizant of the current and historical context and statistical trends.

Within its charge to the review committee, Queen's University noted "In the last academic year (2021-2022), the number of students with disabilities registered with Queen's Student Accommodation Services (QSAS) increased by 33%, and this upward trend is expected to continue."

Patrick Dean, Principal and Vice-Chancellor, said, "Our goal is to bring clarity and, where necessary, enhancements to our academic accommodations processes and to encourage effective and collegial working relationships among senior administrators, staff, and faculty responsible for supporting our students. We must all work collaboratively and honour our commitment to creating an inclusive space where everyone is welcome, and respected, and students are set up for success."

Stephanie Simpson, now Vice-Principal, Culture, Equity and Inclusion, said "It is critical for us to ensure that everyone involved in academic accommodations feels supported and empowered and that students are able to

3.1.2 INTERVIEWS

The reviewers conducted seventy-seven (77) interviews with students, staff, and faculty over the six months from August 1, 2023, to January 5, 2024. This number included students, people in positions that typically provide support to students and instructors to implement academic accommodation poloSv13(c)-13792 re W* n B512()-13(i)-13(n)-12

Principal, Culture, Equity and Inclusion publicized the opportunity for students, staff and faculty to meet with the reviewers during the three-day on-campus visit. The reviewers independently contacted *The Journal* directly and an article[7] describing the external review along with a detailed schedule of morning, afternoon and evening on-campus meetings.

3.1.4 ON-CAMPUS FACULTY-BASED CONSULTATIONS

To make it as easy as possible for students, staff, and faculty to provide in-person feedback to the reviewers while on campus, three meetings in accessible venues were scheduled for each of the Faculties of Education, Engineering, Health Sciences and Law. Given that the Faculty of Arts and Sciences (FAS) encompasses approximately 70% of the student population and has the largest number of faculty and staff, six meetings were scheduled for FAS to recognize the higher volume of potential participants. Reviewers were also available each evening, on a drop-in basis in a central campus location,

---

[7] Coppolino, Sophia. “Student Input Wanted on Student Accommodations.” 7 K H 4 X H H Q ¶ V 17 R Y. 2023, https://www.queensjournal.ca/student-input-wanted-on-student-accommodations/.

in order to be accessible to those who could not meet during the daytime hours at a Faculty-based location or to attend the meeting set up for QSAS registered students. Finally, the reviewers undertook an extensive tour of the campus with the assistance of personnel from Queen's Facilities.

3.1.5 ONLINE QUESTIONNAIRE

To ensure that all those who wanted to provide feedback had an accessible opportunity to do so, an online questionnaire was made available for input from mid-October 2023 to December 1, 2023. The questionnaire was publicized through a variety of channels, including:

- the online platform, onQ, that provides information to all students and faculty of the University.
- the Office of the Vice-Principal, ECI, also organized the dissemination of information about the confidential online questionnaire via
  - social media accounts
  - electronic signage in high-traffic areas
  - the Gazette
- the list serves managed by the Society of Graduate and Professional Students Association (SGPS) and AMS, the undergraduate student association.

Ultimately, 814 people opened the survey. Of those, 755 people responded to quantitative questions, added text

surveys completed by students who receive services from QSAS was also reviewed.

3.1.8 ENVIRONMENTAL SCAN

A number of community members recommended a wide variety of wellness and disability-related publications and reports that they found instructive; the reviewers studied each recommended report.

All the academic accommodation policies associated with the U-15 Universities were reviewed, along with those from other universities that were either recommended or considered innovative.

All the reviewers have extensive experience in the post-secondary education environment, in a wide variety of disciplines, in conducting research, in teaching and learning, and in administrative roles. The reviewers used their in-depth knowledge of relevant literature to inform their understanding of the institutional and attitudinal barriers that inhibit and contribute to fair and accessible post-secondary education.

3.1.9 FRAMEWORK FOR ANALYSIS OF DATA COLLECTED

A great degree of research and consultation has been done by the Ontario Postsecondary Education Standards

Development Committee to identify the barriers to making post-secondary education more accessible to disabled.[8] As the barriers identified are comparable to the barriers we identified, we used the following six subject matter categories as the framework for analyzing the data collected:

- Attitudes, behaviors, and perceptions
- Awareness and training
- Assessment, curriculum, and instruction
- Digital learning and technology
- Organizational barriers
- Physical and architectural barriers[9]

---

[8] Doyle, Tina. “Development of Proposed Postsecondary Education Standards — Final Recommendations Report 2022.” *Government of Ontario*, 2022, http://www.ontario.ca/page/development-proposed-postsecondary-education-standards-final-recommendations-report-2022.

[9] This barrier is included even though it was not part of the mandate of the external review as we received both written and oral input on this subject.

dedicated to bringing about accommodation and accessibility for disabled students, the reviewers often heard a strong commitment to bringing about equal treatment for disabled students. Reviewers also heard that, to meet the challenge of the increased number of students registered with QSAS and address erroneous myths and misinformation, the University must significantly change its approaches to disability accommodation and accessibility.

However, while many members of the Queen's community are attempting to provide a high level of accessibility, it must be acknowledged that within any institution, there are both systemic and system-wide barriers to achieving the requisite high level of acc

radically different student experiences of accommodation at Queen's. Specifically, the experience of applying for accommodations can vary dramatically from student to student and Faculty to Faculty. Students report distinct cultures of accommodation within different Faculties and, at times, even from department to department. The result is that students receiving accommodations in one class offered by one Faculty are succeeding while simultaneously being denied their accommodation needs in another class offered by a different Faculty. The differing application of accommodations can leave students confused and frustrated, on top of limiting their access to education.

The decentralized nature of Queen's has also contributed

and when they do, they feel that their input is disregarded. It is important to note that quite a few students and faculty members directly acknowledged that QSAS staff may be overworked and under-resourced, but both are left without adequate support when trying to understand or learn how to obtain or implement approved accommodations.

Perhaps most importantly, though, the decentralized nature of Queen's has resulted in a communication vacuum in which information is routinely being lost in transmission and/or translation. Throughout our review, we received different interpretations of how the accommodation process functions and differing accounts of how changes were brought into effect. While communication barriers are common within organizations of Queen's size, the lack of clear and comprehensive information on how the accommodation system functions and what roles/responsibilities each member of the organization plays in this process is a significant organizational challenge. For example, while the Advisory Committee on Academic Accommodations (ACAA)

4.2 IDENTIFIED BARRIERS AND CHALLENGES ORGANIZATIONAL

4.2.1

policy allowing for differential implementation from Faculty to Faculty. University personnel have little option but to follow policies and procedures that have received Senate approval; however, given the difficulties encountered in the implementation ofrom Faculty

academic accommodation for additional time on top of the extensions provided to all students. For disabled students, there is a legitimate concern that universal extra time places them at a distinct disadvantage; if everyone receives additional time, has the field of play really been levelled? Don’t all students use all the time available to them? Further, faculty and students remain confused about implementing the 7-day extension accommodation. Confusion reigns despite a clear description of the use and parameters of the 7-day extension accommodation on

Another policy conflict identified is that for some students, the ability to attend class virtually is a vital accessibility feature when attending in person is simply not possible. While this accommodation is approved by QSAS, the reviewers heard repeatedly that this form of labour was outside the faculty employment agreement and, in some cases, outside the scope of what an individual faculty member can technically achieve. For example, when a classroom, laboratory or teaching environment is not equipped with computer, Internet or a set-up that allows virtual attendance, placing responsibility on individual instructors to find solutions is unreasonable. Without clear compensation for the additional labour, some faculty have refused this accommodation request, leaving students frustrated to lose an accommodation offered without question at the height of the COVID-19 pandemic. Resolving this conflict is a necessary and important step forward on this issue.

The murky boundaries between the constellation of accommodation and academic considerations policies, the inconsistent application of these policies and a significant lack of clear communication have left many feeling that the current accommodation system is rife with abuse. Many faculty members and some students reported serious doubt that all students currently being granted

make it through the process safely. Other respondents noted that they were not provided accommodation for their disability within the process itself. For example,

issue, as it privileges those with the resources and networks to acquire documentation over those who cannot access multiple physicians or afford to see private practitioners, e.g. psychologists. Some were concerned this meant that students with greater means at their disposal were simply able to see doctors until they received the diagnosis needed to access the desired accommodation.

Medical notes also posed a problem for some international students because their documents were not in English or because the professional from their home country was not deemed legitimate. Concerns were also raised about the lack of demographic diversity in Student Wellness and QSAS, with some respondents worried about the continuing impacts of systemic racism on their ability to safely and successfully navigate health systems that are not reflective of their lived experiences.

4.2.3 DIFFERING PERSPECTIVES ON

Advisor once they had cleared the hurdles of the intake process, whether it was communicating via email or meeting (in-person or virtual), while others noted how important their Advisor was when advocating for their accommodation needs with faculty members. It was also noted by several students that professors will often grant accommodation without prying for diagnostic details, which both honours the legitimacy of the request and

possible to implement the accommodations as written. While there were positive reports of QSAS and faculty synergies and collaboration, the relationship between QSAS and faculty was largely described as fractured and hostile. We identify this strained relationship as a key contributor to the difficulties currently experienced by disabled students at Queen’s.

4.2.4 DECISION-MAKING AND APPEAL

worry “…about the power imbalance of working with a

this increase and so chose not to opine or substantiate conjecture on what may be driving this increase.

Unfortunately, the sudden increase in demand gives rise to misconceptions and potentially incorrect conclusions with the following profound impacts: students encountering staff and faculty who were quick to assume that the student's needs for accommodation were invalid or exaggerated; and, students describing the debilitating effect of having to advocate for standard and easy to implement accommodations that could not, in any way, be conceived as undue hardships for instructors or for the institution. To be repeatedly put in this position has sometimes resulted in students concluding that the effort involved in implementing their letters of accommodation is not worth the energy and time required. As a result, some students reported deliberately foregoing accommodations to the detriment of their grades. In some instances, students elected to transfer to a program in a different Faculty where accommodations are implemented as approved. In dire circumstances, students reported abandoning their studies completely. Responses to the

Another example of dramatically different perceptions and beliefs is that some educators state that providing students with the accommodation of ‘extra time’, which is

their typical capacity. It is dangerous to accept their observation that many students receiving accommodation really did not need it is accurate, as the observers would have no means of knowing the nature of other students' conditions and the varying impacts of the disability depending upon the circumstances. The fact that the impact of disabling conditions can be dynamic depends upon the circumstances, while some conditions require the same permanent accommodation, e.g., blindness and visual impairment and some physical disabilities, must always be taken into account. The lack of awareness of the varying nature of how an invisible disability, and in some instances a visible disability, can differ depending on changes in medication, temperature, environmental conditions, and new or changed diagnoses is worrisome. This cynicism is not unique to an academic environment as it is well known that the same lack of awareness of the differing impact of some disabilities, depending on current circumstances, exist2(n)-26( )-13(t)-13(.0912 0 61. 1t)-13(o)-2624s

erroneous stereotype that aid programs are awash with “disability cheats”[16], putting enormous and unfair pressure on disabled students to continually prove the legitimacy of their accommodation requests, to appear “properly” disabled, or risk ostracization as a “fraud”.

There is also a present perception on campus that accommodations are akin to coddling students, preventing them from developing the skills necessary to survive the “real world” of the “neoliberal late-stage capitalism” that awaits graduates. While it is fair to say that the bedrock objective of education is the growth of individual skills and

knowledge, these perceptions also can hinge on the erroneous belief that accommodations are simply “get out of jail free” cards, a privilege or exclusionary benefit, as opposed to an adaptation to resolve an inherent inability or disabling environment. The instinct to fix or resolve a

³When 50% of a fourth-year seminar course have accommodations ² do not call on in class, cannot do presentations, does not need to engage in discussion ² it is impossible to have a seminar course.´

³: L W K V W X G H Q W V L Q W K H F O D V V \ R X *names, nor can you remember or identify which 10 students are ¶not to be called on or asked questions. ¶So you call on no one ´*

Despite these positive reports, there is also consistent agreement that the current system is doing little to build a culture of accessibility and inclusive education at Queen's. The validity of accommodations approved is questioned. Concerns were raised regarding the ability of the system to tailor accommodations to individual students and/ or course/subject content or structure; receipt of accommodations being reliant on the assigned QSAS Advisor; and the evidence behind the rationale for some accommodations. The drop-down menu options available through the Ventus system is seen by students and faculty as evidence that all must conform to a set of predetermined accommodations; unique situations/requirements or those that demand other than

> ³6KH NQRZV WKDW VKH ZLOO EH QHJDWLY*take her more than eight hours to complete the exam given that she has to read the questions and she also has to take time out to eat. She is also confident that all of the students who do not need extra time will use the full eight hours and therefore this scenario is not at all fair.´*

With no clear statement on how accessible and inclusive pedagogy/andragogy is defined, students, staff and educators report confusion related to UDL. Faculty implement UDL believing it levels the playing field, then perceive that accommodations are approved without regard for the structure and nature of the course or existing UDL practices. They report no opportunity to discuss or engage in dialogue to resolve concerns. Students, QSAS Advisors and some senior leaders believe that UDL is being used by faculty to avoid providing approved accommodations, raising the issue as evidence that faculty do not understand their “duty to accommodate” under the law. Principles or guidelines to understand if and what measures might be needed in addition to UDL to accommodate the individual disabled students fully do not seem to be available or discussed.

within courses that have already been planned or are already in progress. Put simply, they are expected to *do* but are not provided with information or resources to enable the *how*. Some Faculties and units have attempted to bridge the resource gap by hiring Faculty-specific staff to assist either or both the accommodation and consideration processes. In other instances, these duties are merged with the responsibilities of academic advisors. While it was almost impossible for reviewers to determine the number of additional staff hired across the university, the cost of providing student accommodation clearly extends far beyond those attributed to Student Affairs. It is also clear that the patchwork of solutions means that processes are implemented differently, and students (and faculty) are required to navigate very different and, at times, contradictory systems depending on the unit offering the course.

The impact on faculty workloads of the increased numbers is hard to quantify. While approximately 20% of the Queen's student body receive accommodations, the number in individual classes varies with reports anywhere from 20-50% of students in typical class. This means that in a class of 85 there could be up to 43 students with an array of accommodations needed to make the course accessible. Faculty workload increases include the labour

associated with all forms of assessment, such as producing multiple versions of exams or quizzes with multiple deadlines, along with the need to organize invigilation and reschedule assignments again when there is a need for additional relief. There is also untracked labour associated with changes in teaching practices, such as adopting UDL principles, which can take significant time and effort to learn and implement. Faculty also report work associated with courses regularly extending beyond the end of term, reducing hours available for future course preparation and teaching. Work extending beyond terms means that TAs and adjuncts are no longer employed, leaving the course instructor or program leadership to find alternative means to assess late submissions. The volume of work associated with the diversity of individualized accommodation needs has overwhelmed many faculty. As one respondent puts it, "…if something isn't done, there will be resignations."

The unfortunate outcome of these differing viewpoints and increased labour is the impact on learning and teaching and, therefore, on students. Faculty describe the changes to their teaching, particularly the assessment components, as leading to less innovation, the implementation of fewer best-practices and reduced quality of pedagogy. Reported changes to assessment include:

- reducing the number of assessments in a course to a midterm and final exam,
- stopping in-class tests and weekly quizzes (time extensions cannot be met and answers cannot be released, compromising student learning),
- limiting or eliminating laddered learning, and
- eliminating group assignments and presentations (accommodations are easier to manage with individual essays, and other students in group assignments are not disadvantaged by extended individual deadlines).

Reported changes to classroom learning include:

- limited discussion of controversial topics/unpublished research to avoid recordings,
- more didactic time: reduced time in discussion, presentations, seminars and tutorials, and
- less available TA support as their time is being used to track and manage the administration of accommodations.

4.4 IDENTIFIED BARRIERS AND CHALLENGES DIGITAL LEARNING AND TECHNOLOGY

Learning and teaching, at all institutions and for all students is now fully or partially supported by digital platforms. Whether learning is synchronous or asynchronous, content management or learning management systems are consistently used. Synchronous

virtual learning is often augmented with additional digital solutions. Ensuring seamless system integration with other university systems, for example, the Registrar’s office and Library system, is integral to student learning and experience.

Digital technologies for disabled students can and do extend beyond those used by all students. For example, screen readers, voice-to-text software, and specific learning applications are used. The ideal is accessible, compatible, and seamless integration of both mainstream and disability specific solutions. In its published plan, Paving the Road to our Digital Future, Queen’s Information Technology Services (IT Services) aspires to this ideal.

In the last few years, Queen’s University has added several administrative and learning software packages to improve services for disabled students. The reviewers consistently heard positive reports regarding the addition of the Ventus system – in fact, for some respondents, it

system means students no longer must send Letters of Accommodation manually by email. Faculty associate it with a decrease in their workload. Critical to some students, the improvements in onQ and compatibility with screen readers has been positive. Reviewers also appreciated the work done by the Accessibility Service and Adaptive Technology Centre housed in the Queen's Library where access to alternative format textbooks and coachin13(o)-12(a)720o26(n)-12(u)3(o)-12(a)-1 0 612 b(.)-13( )]G13

effectiveness is limited based on seating location and instructor use of a microphone. The platform is also dependent on physical attendance, meaning GLEAN is not a solution during illness or absence. Faculty members have substantive concerns with the use of mandatory recording. The “rules” regarding who must obtain and give consent are unclear, with some voicing grave concerns that guest lecturers and student presenters are not to be told that they are being recorded. Current stories of the use and misuse of AI raise concerns about where the recordings are housed and the potential for voice theft and the spread of false information. Finally, while recognizing the importance of accessible learning, faculty voice concerns that mandatory recording can have a negative impact on the learning environment itself, suggesting that discussion on sensitive matters is curtailed.

Many respondents believed the selection and purchase of disability-related software by QSAS to be problematic. They describe how selection and implementation had been done unilaterally, without consultation or notice and independent of an accessibility or university-wide digital strategy. There is little doubt that the frequently reported lack of consultation and integration with the broader strategy has contributed to consistent implementation

best possible academic experience, they often need additional support and resources to do so.

4.5 IDENTIFIED BARRIERS & CHALLENGES PHYSICAL AND ARCHITECTURAL

Like other Ontario universities, Queen's is a campus composed of old buildings that were not constructed with physical accessibility in mind. For many of these buildings, based on their age and configuration, it would be quite costly to renovate to current accessibility standards. For other buildings, they must legally remain inaccessible as they are designated heritage buildings, limiting the types of modifications that can be made to the exterior of the structure. As part of our review, we heard from respondents and witnessed ourselves plenty of spaces that were either partially or wholly inaccessible to mobility devices and would require substantial renovations to be made accessible. We also heard stories of difficulties navigating campus in the winter, particularly on icy or snow-covered sidewalks, that can limit access. These physical barriers, of cour J38] TJ ET Q q 0.0000093( )-13

the exemplary work being completed by the Facilities team at Queen’s through the development of the Queen’s University Facilities Accessibility Design Standard

5 RECOMMENDATIONS IN PRIORITY SEQUENCE

5.1 OVERARCHING RECOMMENDATIONS

H Q J D J H L Q W K H V W X G H Q W H [S H U L H Q F H

compliance with the Accessibility for Ontarians with Disabilities Act (AODA) will report to ACE. The establishment of ACE supersedes the need for the existing Advisory Committee on Academic Accommodations (ACAA).

x

policies in place in comparable Canadian universities that reduce this inequity can be easily sourced for reference.

appointments and dropping in are directed to the correct person or resource,

- arranging for a workplace assessment to be conducted and arranging for team building and

. The issues to be resolved as quickly as possible include, but should not need to be limited to:

- the misunderstanding, confusion and dissatisfaction with the QSAS-designed and mandated 7-day extension accommodation and its use in combination with the Self-Declaration of a Brief Absence. The frequently expressed concern regarding the value of a standardized 7-day extension, in all learning environments and for all forms of evaluation must all be addressed,
- who has the authority to determine the suitability of dropping, delaying or reweighting assignments and/or finding other alternatives to meet course essential requirements,
- who determines if and how retroactive accommodations are granted,

- possible/perceived violations of confidentiality and intellectual property through the use of mandated technology such as GLEAN or NoteQ and approved alternatives, and
- under what circumstances is implementation of accommodations beyond the sole responsibility of a course instructor (for example technology and support to provide virtual or hybrid classes, labs, fieldwork) and the subsequent procedure to provide approved accommodation.

[illegible] -[illegible]
[illegible]
[illegible] -[illegible]
[illegible]
[illegible]
[illegible]

[illegible] 1) [illegible]
[illegible]
[illegible]
[illegible] Ensure that all the staff positions are posted on Faculty, Department, and QSAS websites stating what each position is responsible for and to whom they report in order to increase ease of access to the ‘right’ resource person, staff member, or group in a timely and efficient manner.

- how to maximize the use of existing classroom lecture capture facilities, and the production of digital transcripts,
- accessibility standards for generated transcripts and digital files and their safe storage, e.g. the use of existing note-share platforms (NoteQ) and co-location of paid note-taker notes is recommended,

g (a)-12.7 Tm 0 g 0 G [(l)-13(o)-12(r)-131 0 0 1 107.(f)-13( )-13(r)-13( )-13rc

A time-sensitive Dispute Resolution mechanism must be included in the Academic Accommodations for Students with Disabilities Policy that provides for an arms-length process to objectively review and make enforceable decisions that will support students, faculty and accommodation staff to resolve issues of implementation within the term on a quick-turnaround basis as well as providing for a formal appeal process [17]. It is emphasized that decision-makers must be trained in the principles of natural justice and administrative fairness and be aware that they are not allowed to inquire into a student's diagnoses and may only review the Letter of Accommodation and may not request additional medical documentation.

wide and identify key performance indicators (KPIs) to ensure accountability for and efficacy of these plans.

7) [illegible]

The strategy should ensure that:

- The Chief Information Officer holds key responsibility, while consulting with University Relations, the VPECI and is informed by the AODA framework for:
  - the purchase of all disability-

Information and Communication Technology guidelines, or the University of Washington Universal Design of Information Technology in Postsecondary Education guide.

5.2 ORIENTATION AND ONGOING

- the institutional resources available for increasing accessibility (for example, Library Accessibility Services, Office of the Adaptive Technologist, Office of the Accessibility Coordinator) and the individual responsibility for doing so consistent with the role occupied and
- the role of QSAS intake coordinators and advisors, the use of VENTUS and the most effective means of implementing academic accommodations.

- demonstrate familiarity with standard exam accommodations offered by QSAS,
- follow written procedures consistently to administer and implement all standard exam accommodations and
- when a disagreement on approved accommodations and/or their implementation occurs between the student and the proctor, the proctor consults with an Exams Office Supervisor immediately and takes all necessary steps to ensure disputes are resolved in a timely and amicable manner.

D Q G F L Y L O D F D G H P L F F R P P X Q L W \ D Q G

All students should receive information on:

- the rights disabled students do/don’t have within the academic setting,
- what an academic accommodation is and is not,
- how accommodations function and the types available,
- how disabled students can access QSAS, what types of documentation is required and timelines forumentation is

5.3.1 COMPLETED BY DEEE B BE( )-2R

nndaton 20.00000912 0 612 792 re W* n BT /F1 20 Tf 1 0 0 1 1 Tm

4)

, e.g. required course substitution to meet program requirements.

5.4 PHYSICAL AND ARCHITECTURAL RECOMMENDATIONS

- R O G E X L O G L Q J V 4 X H H Q ¶ V K D V D

S K \ V L F D O H Q Y L U R Q P H Q W 7 K H 4 X H H Q ¶

5.4.1 COMPLETED BY SEPTEMBER 1, 2024

5)

, e.g. immediately unlock doors so that students can attend class; alternatives to malfunctioning accessible doors be offered, and doors immediately repaired.

5.4.2 NO END DATE

W K H L Q Q R Y D W L Y H 4 X H H Q ¶ V 8 Q L Y H U V L W

4 X H H Q ¶ V I D F L O L W L H V L Q F O X G L Q J D O O

6 APPENDICES

6.1 APPENDIXA: DISPUTE RESOLUTION PROCESS

Instructors who have been directed by a Chair/Director to provide an accommodation they believe can not be implemented may also appeal to the Dean (or designate, who has had no previous involvement). The Dean may:

a. Direct the instructor to provide the approved accommodation,
b. Support the instructor's decision that the approved accommodation can not be implemented given the specific circumstances, or
c. Refer the matter to the Academic Accommodations Appeal Committee.

Note: In the case of a graduate student, the Faculty Dean shall consult with the Dean of the School of Graduate Studies and Post-Doctoral Affairs prior to making a decision.

[illegible]

1. If the dispute concerning the approved accommodation is not resolved during the informal review process, the student may appeal to the Academic Accommodations Appeal Committee. Or, students may by-pass the informal appeal process

and proceed to the formal appeal process at any time.

2. The Academic Accommodations Appeal Committee, (the Committee), is a Standing Committee of Senate appointed by Senate. The Appeal Panels will be drawn from the Committee membership and consist of one faculty member, one student, and one

6. Normally, the Panel hearing the appeal will be composed of a minimum of 3 members, i.e., 1 faculty member, 1 student and 1 academic accommodations expert from the Human Rights and Equity Office. A Panel of 5 decision-makers, made up of 2 faculty members, 2 students and 1 academic accommodation expert, can be composed if the subject matter is particularly complex.
7. The Committee will make a decision regarding the case based on the merits of the case, considering the University's legal obligations under the *Ontario Human Rights Code*, the *Accessibility for Ontarians with Disabilities Act* (AODA) and Queen's Academic Accommodations for Students with Disabilities policy. Decisions will be made based on principles of

1. One faculty member and one student from each Faculty and the School of Graduate Studies and Post-Doctoral Affairs, who are knowledgeable about academic accommodation policy and procedure.
2. Two Representatives from Human Rights and Equity Office appointed by the VP of Culture, Equity and Inclusion (CEI).
3. Vice-President (Student Affairs) (Thisd

6.2 APPENDIXB: RESULTS OF ANONYMOUS ONLINE SURVEY

- 814 people opened the survey.
- 59 people did not answer any of the questions, leaving a total of 755 usable surveys.
- Of the 755 usable surveys, 15 people choose not to disclose either their affiliation or disability identity.
- Of the 480 student respondents, 240 indicated they

Faculty of Arts & Science	122	24	215	361	48.78
Faculty of Education	6	3	61	70	9.46
Faculty of Engineering & Applied Science	10	4	47	61	8.24

	administrative processes. Both Ventus and the Exams office provide consistency across campus.
Efficiency and Accessibility	
Process	

	administrative processes. Both Ventus and the Exams office provide consistency across campus.
Efficiency and Accessibility	
Process	