The Accessibility Hub - Building an Inclusive and Accessible Community

Detailed View of the Past Year

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EXECUTIVE SUMMARY

In February 2013 the Information & Communication Working Group completed an “Environmental Scan and Gap Analysis” that recommended the creation of an online "hub" that would consolidate existing information related to issues of accessibility from numerous Queen’s websites. Funding was allocated to hire Andrew Ashby (Adaptive Technologies Specialist, HCDS) as the Accessibility Hub Coordinator to consult across the University community to create and maintain a centralized tool that will inform and guide senior administration, academic and research departments, service units, faculty, staff and students on issues, services, and support related to accessibility. The Library has been allocated funds to sustain the Accessibility Hub through 2014-15, including the salary for the Coordinator.

Development was completed over the summer 2013 and the Accessibility Hub was officially launched at a campus event in October 2013. In preparation of the launch of the Accessibility Hub (October 2013), 9000 blue folders were distributed in to all Queen’s faculty, staff, and targeted distribution to AMS and SGPS.

Since its launch, the Accessibility Hub has assisted 67 Queen’s Departments and Community Services with accessibility issues. By the time of this report, the Accessibility Hub Coordinator has responded to 159 specific requests (34 in July/14 alone) ranging from the simple to very complex. Including; 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 (Nov. 22, 2013) there have been 8918 Visitors to the website, viewing 20,820 pages.

Other post-secondary institutions and organizations have shown interest in the Accessibility Hub, by linking to its content, commenting on the Hub’s positive direction, or by copying the style of the Hub. E.g. Western University, Carleton University, George Brown College, Algonquin College, and the City of Kingston.

In 2014, the Accessibility Hub Coordinator along with the Adaptive Technology Centre Coordinator began giving workshops to various departments and staff groups regarding website, video and document accessibility. The workshops were well attended and these continue to strengthen the capacity to elevate, educate, raise awareness of accessibility, and AODA requirements for everyone on our campus.

During May/June 2014 an “Accessibility Services Self-Study” was performed. See Appendix B for the Terms of Reference.

Accessibility barriers still exist. Some examples:

- According to the Queen’s 2013 Accessibility Plan; only 44% of Faculty and 56% of Student Contracts have completed the mandatory Customer Service Training;
- More educators should implement the principles of Universal Instructional Design. Accessibility shouldn’t be an afterthought. Making a website or document accessible after the fact costs more time, resources, and money;
- Many staff and faculty members lack the time, basic computing skills, and HTML/CSS skills resulting with websites and documents having significant accessibility issues and thus do not comply with the Information and Communication Standards;
• There are attitudinal barriers and stigma for persons with disabilities;
• There are still physical barriers, especially in older buildings on campus. However, once identified they are usually rectified quickly by the appropriate department;
• Through theft and disrepair, there is a lack of manual wheelchairs on campus for use during tours, open houses, convocations, events, or Homecoming. Surprisingly, HCDS does not have a wheelchair. Wheelchair requests, although infrequent, represent a barrier to campus visitors with disabilities.
• On-going, sustainable funding is needed to continue the Accessibility Hub and its Coordinator.

The Accessibility Hub has addressed some of the gaps identified by “Environmental Scan and Gap Analysis” report by centralizing resources, support, elevating awareness of accessibility issues, and the AODA. Having the Hub Coordinator within the Adaptive Technology Centre (ATC) is instrumental because the skills and expertise provided by staff (Hub/ATC) on many accessibility issues has been a valuable resource to the Queen’s community. More could be done going forward. For example:

1. It would be beneficial if the University had a dozen manual wheelchairs available in public spaces on campus like the libraries, the Queen’s Centre, JDUC and HCDS.
2. Target educators at Queen’s with material about the Hub and AODA. In order to provide more specific information to educators perhaps provide official Human Resources certificate training involving Human Resources, CTL, ITServices, and the Equity Office. Perhaps the university could allow lieu time for training and thus greater participation?
3. In order to increase participation opportunities, the workshops on accessible documents and websites co-presented by the Hub and ATC, could be provided during a live, online Moodle course.
4. During 2013, ITServices has out-sourced the captioning of 73 videos. So far in 2014, 58 videos have been out-sourced for captioning signally an increase in this service. Could video captioning by provided in-house as a fee-for-service? The Hub Coordinator is pursuing a purchase of Camtasia software used to caption videos to better answer inquiries, assist with some captioning, and determine the time involved to caption the average video.

One of the long-term recommendations of the “Environmental Scan and Gap Analysis” was to explore the idea of creating an “Accessibility Hub” that provides an actual physical place on campus for faculty and staff to go in person for assistance. A physical Accessibility Hub could provide document, website, closed captioning, and alternate formats as a “for-fee-service” to the Queen’s community which would assist in offsetting costs. This would free faculty and staff from time constraints of DIY, accessibility training, as well as ensuring compliance with the Information and Communication Standard of the AODA. Another opportunity would be to allow other post-secondary institutions to outsource to this for-fee-service to generate more revenue.

The Accessibility Hub continues to have an impact by providing significant guidance and expertise for accessibility issues, AODA compliance, workplace accommodations, website, and document accessibility to the Queen’s community and persons with disabilities.
BACKGROUND

The Information and Communications Working Group (ICWG) of the Queen’s Accessibility Framework completed an accessibility scan and gap analysis relating to information and communications accessibility in February 2013. It was delivered to the Accessibility Coordination Team for presentation to the Executive Accessibility Steering Committee, and to the Operations Review Committee (ORC) for presentation to the Vice-Principals’ Operations Committee (VPOC).

In April 2013 the Accessibility Steering Committee addressed the first recommendation of the report, to create an online accessibility information hub with a designated Coordinator. The proposed purpose of the Accessibility Hub was to provide online resources and information to the Queen’s community regarding: the AODA, creating accessible websites and documents, accessible formats, accessibility, technologies, and event planning. A pilot project was approved with one-time funding for 2013-14. This funding enabled the appointment of a part-time Accessibility Hub Coordinator, an assignment taken by the part-time Adaptive Technologist in the Adaptive Technology Centre. Development was completed over the summer and the Accessibility Hub was officially launched at a campus event in October 2013. The Library has been allocated funds to sustain the Accessibility Hub through 2014-15, including the salary for the Coordinator. During the 2013-14 budget year, the services underlying the hub are being monitored.

- Position details:
  - May – August 2013/2014 1.0 Project Coordinator position
  - September – April 0.25 FTE Project Coordinator position. 0.75 FTE as Adaptive Technologies Specialist.
- Although the position is 0.25 FTE during the academic year, the Coordinator spends approximately between 20-25 hours/week on Hub duties.
- At launch, the Accessibility Hub website contained 82 pages but now has contains 137 pages.
- During May/June 2014 an “Accessibility Services Self-Study” was performed. See Appendix B for the Terms of Reference.

ACHIEVEMENT HIGHLIGHTS

- Assisted 67 Queen’s Departments and Community Services with accessibility issues. (See Appendix A);
- Link to the Accessibility Hub has been placed in the footer of all Queen’s upper web pages;
- The Accessibility Hub now contains the updated Web Standards and Accessibility Development Guide;
- Developed the “Accessibility Tip” style which was added the Queen’s website style sheet. It is available for anyone to use in their websites developed in WebPublish for any accessibility tip or highlight. Sample code: <div class="accessibility-tip"> (see next page);
• City of Kingston intranet site (for city staff) is using accessibility information from the “Hub”; 
• George Brown College is going to model their accessibility information after the “Hub”; 
• “Accessibility at Western University” new website was modelled after the “Hub”; 
• Western University’s eLearning Toolkit lists the “Accessibility Hub – Creating Accessible Documents” as a resource; 
• Listed as a resource by DigitalGov (U.S.) for social media accessibility: Social Media: Accessibility Issues and Solutions; 
• Listed as accessibility resources by OCUL: Accessibility Information Toolkit for Libraries; 
• Listed as a resource by Accessible Campus: Resources on the dissemination of accessible content and Universal Design; 
• Listed as a resource by Algonquin College Social Media Certificate Program for social media accessibility.

Links and Partnerships

• Established good marketing relations with AMS, SGPS, ITServices, HCDS, Queen’s Learning Commons, Queen’s University Library, Equity Office, Marketing & Communications, Student Academic Success Services, Campus Planning and Development, and Human Resources; 
• Arts and Science Online - Continuing and Distance Studies: assisted in developing a method to design more accessible Moodle courses and content; 
• Assisted the Faculty of Engineering and Applied Science to develop accessible online engineering programs. Provided knowledge on making mathematical, scientific equations, and complex images accessible; 
• In May 2013, the Queen’s Image Bank held no photos involving accessibility or persons with disabilities. Worked with Marketing and the university photographer to create hundreds of photos around accessibility and persons with disabilities to address this deficiency. 
• Developed a HTML template for library staff to use for newsletters. The template conforms to WCAG Level AA. See Engineering & Science Library Newsletter May 2014 and Humanities and Social Sciences Newsletter Issue NO. 13, Spring/Summer 2014; 
• In July 2014, the Hub secured an information table at SOAR’s Resource Fair; 
• Provided a licence for a screen reader (JAWS) to the Queen’s School of Computing. With this licence of JAWS, educators can demonstrate and teach how to develop applications and websites that comply with WCAG Level A/AA guidelines. Students may also test their projects for accessibility issues ensuring compliance with the Information and Communication Standards of the AODA.
Throughout July 2014, assisted the School of Graduate Studies blog Gradifying with details of the Accessibility Hub and accessibility initiatives at Queen’s. Stories were written on the blog regarding Accessibility and Universal Design, All about the @AccessHubQU, Physical Accessibility @QueensU.

Assisted Return to Work and Accommodation Services with expertise and guidance regarding several accommodation for staff including adaptive technology, accessible transportation and chair lifts.

Awards

On December 3, 2013, Andrew Ashby received the Francine Arsenault Accessibility Award from the Independent Living Centre Kingston in recognition of applied principles of independent living in their personal and community life.

On March 5, 2014, Andrew Ashby (Accessibility Hub) received the Steve Cutway Accessibility Award that acknowledges the efforts of faculty, staff and students who demonstrate creativity, enthusiasm, innovation and commitment to creating a learning and work environment in which persons with disabilities enjoy full participation.

PROJECT ENGAGEMENT

The Queen’s community is very engaged and have provided excellent and ongoing feedback of the Hub. More individuals and departments are increasingly aware of accessibility and the AODA and their obligations. Faculty remain the most difficult group to reach. As web accessibility standards came into effect in January 2014, all public facing websites and documents on the web needed to comply with WCAG Level A accessibility levels;

Website Audits

In January 2014, ITServices began to carry out accessibility audits (using Site Improve) of all websites under the queensu.ca domain to assist and ensure compliance with Ontario Regulation 191/11, section 14. Inquiries are directed to the Accessibility Hub Coordinator and ITServices on achieving Level A/AA accessibility on Queen’s websites. ITServices is continuing to offer workshops on the use of Site Improve.

<table>
<thead>
<tr>
<th>Number of Inquiries to ITServices and Accessibility Hub for the website audits (Site Improve)</th>
<th>Number of attendees per workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Jan 2014: 2</td>
<td>• No workshops were held.</td>
</tr>
<tr>
<td>• Feb 2014: 30</td>
<td>• 76 attendees spread over 6 workshops offered in February and early March 2014.</td>
</tr>
<tr>
<td>• March 2014: 1</td>
<td></td>
</tr>
<tr>
<td>• April 2014: 9</td>
<td>• April: 1 session held on April 17 (10 people in attendance)</td>
</tr>
<tr>
<td>• May 2014: 17</td>
<td>• 1 session held on May 13 (10 people in attendance)</td>
</tr>
<tr>
<td></td>
<td>• 1 session (Faculty of Education) held on May 26 (9 people in attendance)</td>
</tr>
</tbody>
</table>
Education, Training and Awareness

In 2014, the Accessibility Hub Coordinator along with the Adaptive Technology Centre Coordinator began giving workshops to various departments and staff groups regarding website, video and document accessibility. The workshops were well attended and these continue to strengthen the capacity to elevate, educate, raise awareness of accessibility, and AODA requirements for everyone on our campus.

- **Workshop - Accessible Documents and websites.** February 21, 2014. Follow-up hands-on workshop on March 21, 2014. (20 participants)
- **Guest Lecturer for CISC 288:** Topic - Accessible websites. February 25, 2014 (85 participants)
- **Staff development workshop, “In the QLC and at SASS: Assisting Students with Disabilities”**, February 27, 2014 (10 participants)
- **Workshop – LibGuides and Website Accessibility.** March 20, 2014 (20 participants)
- **Workshop - Accessible Documents and websites.** March 21, 2014. (13 participants)
- **Accessible Information Training Workshop:** Topic - Accessible documents, websites, captioning videos. April 16, 2014 (5 participants)
- **Teaching & Learning Pages and Development of Accessible Online Videos,** June 10, 2014 (30 participants)

Web stats

Please note: stats are from November 22, 2013 to July 24, 2014.

- 8918 Visitors to the website, viewing 20,820 pages

Social Media

- Accessibility Hub on Twitter @AccessHubQU – 1518 Tweets, 266 followers.
- YouTube video - Melissa Vassallo on disability - Queen's Accessibility Hub - 404 views.

Requests Highlights

By the time of this report (July 25, 2014), the Accessibility Hub Coordinator has responded to 159 specific requests (34 in July 2014 alone) ranging from the simple to very complex. Including; built environment, video captioning, workplace accommodations, audio transcripts, website and document accessibility, accessible parking, and transportation.

Workplace Accommodations

It is important to note that a handful of requests came from Return to Work and Accommodation Services. The Coordinator provided expertise and guidance regarding several workplace accommodations for staff.

Request Scenarios

The following scenarios are a snapshot of actual requests that came to the Accessibility Hub Coordinator.

1. **Issue:** Received an email from The Disability Services Office (DSO). A visitor with a visual impairment arrived at their office requesting assistance to get to MacCorry Hall for
a meeting and wanted to connect with others on campus searching for employment. Regrettably, all DSO staff was busy with student appointments but the note-taking coordinator escorted the visitor to MacCorry Hall and referred her to Human Resources. The DSO felt this request fell outside their mandate and does not have the resources to accommodate requests from campus visitors.

**Solution:** At Homecoming 2013, 16 *Accessibility Champions* (volunteers recruited from the Occupational Therapy Program) addressed accessibility issues as they arose at Homecoming. All Homecoming volunteers received training on how to best interact and communicate with persons with disabilities. Once the Accessibility Hub Coordinator was made aware of this situation, he made arrangements for the Accessibility Champions to be available throughout the academic year – not just Homecoming. The DSO will inform the Hub Coordinator when these situations arise in their office. The Hub Coordinator will direct requests to an online form. An Accessibility Champion will now respond to such a request usually within the hour.

2. **Issue:** Received an email from an Alumni member who had difficulty using an accessible washroom in the Queen’s Athletics and Recreation Centre (ARC) during Homecoming 2013.

**Solution:** The Coordinator identified and made the situation aware to the facilities manager, PPS manager responsible for Area 2 and directed the complaint to Maridee Osolinsky, Planner with Campus Planning and Development who assists with any built environment accessibility issues on campus. It was determined that the washroom stall did not meet Ontario Building Code requirements for accessibility and was rectified accordingly.

3. **Issue:** Two Queen’s departments contacted the Coordinator needing Sign Language Interpreters (ASL) for different events but none were available for event dates through the Queen’s Strategic Procurement - Preferred Vendor (ASL) or the Canadian Hearing Society (CHS).

**Solution:** The Coordinator contacted the Ontario Association of Sign Language and the City of Kingston for a list of Kingston independent sign language interpreters (ASL). Through that list, both departments were able to secure interpreters for their respective events.

4. **Issue:** A request from the Return to Work and Accommodation Services regarding a faculty member needing workplace accommodations.

**Solution:** Identified a Canadian vendor that supplies voice amplification systems that work with current FM Systems available in the lecture theatre.

5. **Issue:** The Coordinator was approached by the Counselling Service (CS) of HCDS regarding document accessibility. CS developed a 100 workbook for students “Your Best You: Improving Your Mood” and wondered if the Word file was accessible or not.

**Solution:** Upon checking, the Word document contained hundreds of accessibility errors (no alternative text, no headings, improper tables, text boxes etc.) Given the nature of
this workbook it was easier for the Coordinator to create a new accessible document from scratch. This process took 27 hours to complete. Your Best You: Improving Your Mood document accessible Word file.

BARRIER IDENTIFICATION

“Accessibility isn’t a feature. It is the way an organization thinks about people.”

The mandate of the Accessibility Hub is “to elevate inclusion and improve access for everyone on our campus. The Accessibility Hub will not only provide support and feedback concerning accessibility initiatives, it will also serve as an online community for those seeking information on disability and accessibility issues on campus, and assist the university in meeting its obligations under the Accessibility for Ontarians with Disabilities Act (AODA).”

In order to elevate inclusion and improve access the Accessibility Hub needs to assist with preventing, identifying, and removing barriers persons with disabilities face. Barriers to education come in several forms. Some examples:

- According to the Queen’s 2013 Accessibility Plan; only 44% of Faculty and 56% of Student Contracts have completed the mandatory Customer Service Training;
- More educators should implement the principles of Universal Instructional Design. Accessibility shouldn’t be an afterthought. Making a website or document accessible after completion costs more time, resources, and money;
- Many staff and faculty members lack the time, basic computing skills, and HTML/CSS skills resulting with websites and documents having significant accessibility issues and thus do not comply with the Information and Communication Standards;
- There are attitudinal barriers and stigma for persons with disabilities;
- There are still physical barriers, especially in older buildings on campus. However, once identified they are usually rectified quickly by the appropriate department;
- Through theft and disrepair, there is a lack of manual wheelchairs on campus for use during tours, open houses, convocations, events, or Homecoming. Surprisingly, HCDS does not have a wheelchair. Wheelchair requests, although infrequent, represent a barrier to campus visitors with disabilities.
- On-going funding for the Hub. The Library has been allocated funds to sustain the Accessibility Hub through 2014-15, including the salary for the Coordinator but funding is needed to continue this valuable resource.

OPPORTUNITIES FOR MOVING FORWARD

The Accessibility Hub continues to have an impact by providing significant guidance and expertise for accessibility issues, AODA compliance, workplace accommodations, website, and document accessibility to the Queen’s community and persons with disabilities.

The Accessibility Hub has addressed some of the gaps identified by “Environmental Scan and Gap Analysis” report by centralizing resources, support, elevating awareness of accessibility issues, and the AODA. Having the Hub Coordinator within the Adaptive Technology Centre (ATC) is instrumental because the skills and expertise provided by staff (Hub/ATC) on many
accessibility issues has been a valuable resource to the Queen’s community. More could be done going forward. For example:

1. It would be beneficial if the University had a dozen manual wheelchairs available in public spaces on campus like the libraries, the Queen’s Centre, JDUC and HCDS
2. Target educators at Queen’s with material about the Hub and AODA. In order to provide more specific information to educators perhaps provide official Human Resources certificate training involving Human Resources, CTL, ITServices, and the Equity Office. Perhaps the university could allow lieu time for training and thus greater participation?
3. In order to increase participation opportunities, the workshops on accessible documents and websites co-presented by the Hub and ATC, could be provided during a live, online Moodle course.
4. During 2013, ITServices has outsourced the captioning of 73 videos. So far in 2014, 58 videos have been outsourced for captioning signally an increase in this service. For standard turnaround (up to 4 business days) ITServices charges a flat $15 service fee plus $3.00/minute of video. Assuming on average 5 minute long video:

- For all 2013: ($15 + ($3 * 5)) * 73 = $2190
- For first/second quarter 2014: ($15 + ($3 * 5)) * 58 = $1740

During the last half of the third quarter, the Coordinator received 10 requests for information on video captioning from staff and faculty. As awareness of AODA compliance grows, so will these requests, especially for videos used in LMS like Moodle which contain 1000’s of uncaptioned videos. The Hub Coordinator is pursuing a purchase of Camtasia software used to caption videos to better answer inquiries, assist with some captioning, and determine the time involved to caption the average video.

**Long-term Opportunities**

One of the long-term recommendations of the “Environmental Scan and Gap Analysis” was to explore the idea of creating an “Accessibility Hub” that provides an actual physical place on campus for faculty and staff to go in person for assistance. Use the Queen’s Learning Commons as a model of partnership and funding.

A physical Accessibility Hub could provide document, website, closed captioning, and alternate formats as a “for-fee-service” to the Queen’s community which would assist in offsetting costs. This would free faculty and staff from time constraints of DIY, accessibility training, as well as ensuring compliance with the Information and Communication Standard of the AODA. Another opportunity would be to allow other post-secondary institutions to outsource to this for-fee-service to generate more revenue.
APPENDIX A

Departments and Organizations assisted by the Accessibility Hub

1. Office of the Provost via the Equity Office
2. Faculty of Arts & Science
3. Office of the Dean, Faculty of Arts & Science
4. Disability Services Office
5. Prospective Students (3) – All coming to Queen’s due to information on the Accessibility Hub and discussions with its Coordinator
6. Current Students with Disabilities
7. Visitors to Queen’s with disabilities
8. Queen’s Staff members
9. Arts and Science Online, Continuing and Distance Studies
10. Faculty of Engineering and Applied Science
11. Exams Office
12. Human Resources
13. Centre for Teaching and Learning
14. Queen’s Alumni
15. Queen’s University International Centre (QUIC)
16. Career Services
17. Ban Righ Centre
18. H’art Centre, Kingston
19. School of Graduate Studies
20. Department of History
21. Queen’s Counselling Service
22. School of Music
23. Faculty of Law
24. School of Medicine
25. Agnes Etherington Art Centre
26. Chair of Undergraduate Studies
27. Cancer Research Institute
28. School of Computing
29. Physics Department
30. ITServices
31. Equity Office
32. Human Right Office
33. Queen’s Learning Commons
34. Queen’s Event Services
35. Department of Anesthesiology & Perioperative Medicine
36. Department of Classics
37. Staffing and Student Support, Undergraduate Medical Education
38. Student Academic Success Services
39. Alumni Relations
40. Bracken Health Sciences Library
41. Stauffer Library
42. Education Library
43. Engineering & Science Library (Douglas)
44. Systems
45. School of Graduate Studies
46. Accessibility Queen’s
47. AMS
48. Orientation Roundtable
49. Social Issues Commission
50. Psychology Department
51. Human Rights, University of New Brunswick
52. Bader International Study Centre
53. Office of the Controller
54. University Marketing
55. Able Sail Kingston
56. Accessibility Ontario
57. Queen's-Blyth Worldwide
58. International Programs Office
59. Mental Health Innovation Fund
60. International Centre for the Advancement of Community Based Rehabilitation
61. Learning and Research Services
62. Campus Planning and Development
63. Office of the Vice-Provost and Dean of Student Affairs
64. Queen’s University Residence Life
65. Gradifying
66. University Orientation
67. Ontario Council of University Libraries (OCUL)
APPENDIX B

Accessibility Services Self-Study - Terms of Reference

Accessibility Services Self-Study
Terms of Reference
April 17, 2014

Background
The Information and Communications Working Group (ICWG) of the Queen’s Accessibility Framework completed an accessibility scan and gap analysis relating to information and communications accessibility in February 2013. It was delivered to the Accessibility Coordination Team for presentation to the Executive Accessibility Steering Committee, and to the Operations Review Committee (ORC) for presentation to the Vice-Principals’ Operations Committee (VPOC).

In April 2013 the Accessibility Steering Committee addressed the first recommendation of the report, to create an online accessibility information hub with a designated Coordinator. The proposed purpose of the Accessibility Hub was to provide online resources and information to the Queen’s community regarding: the AODA, creating accessible websites and documents, accessible formats, accessibility, technologies, and event planning. A pilot project was approved with one-time funding for 2013-14. This funding enabled the appointment of a part-time Accessibility Hub Coordinator, an assignment taken by the part-time Adaptive Technologist in the Adaptive Technology Centre. Development was completed over the summer and the Accessibility Hub was officially launched at a campus event in October 2013. The Library has been allocated funds to sustain the Accessibility Hub through 2014-15, including the salary for the Coordinator. During the 2013-14 budget year, the services underlying the hub are being monitored to inform budget planning in the summer of 2014 for the 2015-16 budget cycle.

The Adaptive Technology Centre and Library Services for Students with Disabilities, and Disability Services, serve students registered with a disability. They receive funding through a MTCU disability envelope that is inadequate for existing needs. Equivalent support for other campus community members with disabilities is not formally established or funded.

Purpose
The Accessibility Services Review will address three issues:

1. Should the mandate of the Adaptive Technology Centre (ATC) and Library Services for Students with Disabilities (LSSD), and/or Disability Services (DS), be expanded beyond services for students with disabilities, to address broader requirements of the Accessibility for Ontarians with Disabilities Act (AODA)? If not, how will those broader requirements be met?
2. What is the best organizational placement for the Accessibility Hub, and for the ATC/LSSD and/or DS if their mandates were to expand beyond students with disabilities?
3. What would an expanded ATC/LSSD look like? (staff complement, services such as closed captioning, in-person help, etc) and what are the financial implications (how much of the MTCU disability envelope would it be appropriate to allocate, what other funds would be needed)?
Working Group

The working group will consist of the Deputy Provost, the Vice-Provost & Dean of Student Affairs and the University Librarian; the Director of Health, Counselling & Disability Services will be a resource to the group. The group will consult with representatives of the DS, ATC, LSSD, ITServices, Equity Office, Human Rights Office, Faculty Relations, Human Resources and others determined by initial interviews, and conduct an external scan of selected universities. The group will make recommendations to the Provost and prepare budget information as appropriate for consideration in the 2015-16 budget cycle.

Assumptions

- This is not a comprehensive review of all organizational aspects of accessibility. It focuses on Ontario standards for information and communications, not the standards for customer service, employment, transportation and design of public spaces.
- Aspects of the Accessibility Hub relate to all the standards and as such its relationship to other units, groups and projects will be addressed as appropriate.
- Recommendations will recognize the considerable constraints of the university’s current financial environment.

Timeline

The working group will begin in April 2014 and deliver its report by June 30, 2014.

Reporting/Decision-making

Recommendations will be provided for information and feedback to the ORC and VPOC. Budget plans will be reviewed by the Provost’s Advisory Committee on Budget. Organizational decisions will be made by the Provost.

Communication

- Staff in the Library and Health, Counselling and Disability Services
- Queen’s Accessibility Framework Committees
- Operations Review Committee
- Vice-Principals’ Operations Committee