McMaster Accessibility Council

2016-2017
Annual Report

McMaster Accessibility
Council (MAC)

McMaster
University

McMaster Accessibility Council

2016-2017 Annual Report

DATE: March 2018

SUBJECT: McMaster Accessibility Council – 2016-2017 Annual Report

TO: Patrick Deane, President
                   David Farrar, Provost and Vice President (Academic)
                   Roger Couldrey, Vice-President (Administration)

FROM: Anne Pottier, Associate University Librarian and Chair of McMaster
                   Accessibility Council (MAC)

Please find enclosed, for your review, the eighth annual report from the McMaster Accessibility Council (MAC).

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Message from the MAC Chair

During this last year we continued to see an increased awareness of accessibility across campus. We can now see that the way we do our work is beginning to change and progress is being made across all areas of the university, but there is still much work to be done. Policies and processes are in place, but the need to communicate all of this information is still there. A main focus over this past year was to develop a sophisticated communication plan around AODA and broader accessibility issues. Due to the absence of the Accessibility Specialist this past year not as much progress was made, but plans are in place to launch a communication campaign in the very near future.

While the absence of the Accessibility Specialist was apparent in the work which was able to be completed, much work was still accomplished. The Office of Equity and Inclusion hired two part-time contract positions to work on many of the accessibility related projects which were near completion, most notably the accessible teaching and learning resource, the re-working of the general AODA training modules, the review of the Accessibility Policy and the beginnings of a communication plan.

After several failed searches we were finally able to hire a contract Web Accessibility Specialist in the fall of 2017. The work to undertake a high level audit of the various websites on-campus to identify where these websites are not in compliance and to provide support to moving them into compliance has now begun.

In July 2016, changes were made to the AODA in the area of the Design of Public Spaces (Accessibility Standards for the Built Environment). These changes were incorporated into McMaster's multi-year Accessibility plan and in December we successfully filed our 2017 AODA Compliance Report with the Ontario government.

There continues to be more conversation taking place across campus around accessibility in our everyday work, not just in meetings where accessibility is an agenda item. We are regularly

incorporating accessibility into conversations related to renovations and new physical design work and about how to ensure that we taking into consideration the broad range of individuals who may attend our classes, meetings or other public events on-campus, or attend any of these activities virtually. We can see that communication is key to advancing this work, so one of the major activities planned for the coming year is still the development of a comprehensive, well integrated communication plan. We need to share what work has been done to date with all areas of our campus, in order to further encourage all areas to work together. We hope that this will ensure that work isn't being duplicated, and more importantly, will support the sharing of what is working, what isn't, and why.

While the Council is actively working hard to advance accessibility at McMaster, it is important to acknowledge the staff, students and faculty who are also working to move the accessibility agenda forward. Accessibility is a shared endeavor and is not just the work of the Council. We all need to reflect on how we can integrate accessibility into our everyday work and ensure that accessibility becomes part of the way we do things at McMaster.

I am looking forward to a year filled with conversations around carrying out work more accessibly, and to see outcomes which incorporate this work naturally. I encourage everyone to do the same.

Anne Pottier, Associate University Librarian

Chair, McMaster Accessibility Council

Purpose and Approach

The McMaster Accessibility Council provides a mechanism for planning, reviewing and evaluating the implementation of the Accessibility for Ontarians with Disabilities Act (AODA), 2005. The Council is chaired by a member of McMaster's faculty or staff appointed by the President, upon the recommendation of the Provost & Vice President (Academic) and the Vice-President (Administration). The Council is comprised of senior officers of the University and subject matter experts from the Equity and Inclusion Office, Human Resources and Student Accessibility Services.

The AODA is provincial legislation that aims to make Ontario barrier free by 2025 through a series of accessibility standards under the Integrated Accessibility Standards Regulation (IASR):

- General Requirements
- Customer Service
- Information and Communication
- Employment
- Transportation
- Design of Public Spaces
- Work is underway to develop an Education Standard specific to each of the K-12 and Post-Secondary levels. The expectation is that this standard will be in force as of 2021.

McMaster University is committed to advancing accessibility at all levels of the institution. Accessibility is an exciting opportunity to rethink traditional ways of working and to incorporate innovative methods of working that meet the needs of the majority. Accessibility in the workplace, accessibility in the teaching and learning environment, and accessibility in all of our work across campus necessitates dedicated, proactive, innovative and deliberate strategies to ensure that accessibility becomes part of the way we do things at McMaster.

During the 2016-2017 academic year, MAC has continued to focus on implementing, as well as communicating, the regulations under the IASR, with specific focuses this year on accessible

education, web accessibility compliance strategies, accessible procurement, and more. MAC recognizes that in order for accessibility to be a reality for staff, students and faculty, the focus of its work moving forward needs to be on **implementation**. The establishment of University-wide policies are necessary and appropriate but due attention to implementation is what will make a substantive difference to individuals and communities who have historically been denied access to the University and its services. Additionally, attention to how the implementation of the IASR is being **communicated** to the wider McMaster campus must also be given due attention, so that students, staff and faculty are both aware of and feel supported in understanding what their roles are in taking up accessibility at McMaster.

Accessibility Accomplishments 2016-17

Accessible Teaching and Learning Project (ATLP)

The ATLP is a MAC-funded initiative that was born out of the AODA requirement to provide accessibility training to educators across campus (AODA IASR s.16). The Council recognized that in order for enhanced accessibility in the teaching and learning environment to take place, appropriate and relevant supports and resources needed to be available for all educators at McMaster, including professors, instructors, lab coordinators, instructional designers, and teaching assistants from every discipline. The ATLP is housed in The Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching and Learning and is supported by the McMaster Accessibility Council (MAC) and Equity and Inclusion Office (formerly the Office of Human Rights & Equity Services). The project is taking an integrative and adaptable approach to the creation of tools that can be integrated into any teaching, research or service activity on-campus.

The e-book Accessible Education resource **Forward with FLEXibility: A Teaching and Learning Resource on Accessibility and Inclusion** was completed in the summer of 2017 and has been successfully launched across campus. It has also been successfully integrated into our online system for tracking all regulatory workplace trainings (MOSAIC). Educators across campus are being informed of the resource's availability, and instructed to review it and to complete an

accompanying quiz to confirm completion. To date, approximately 150 employees in educational roles have completed the training quiz. A Certificate of Completion is available to those who successfully complete the quiz. We are encouraging certificate recipients to include this qualification in their teaching portfolios and CVs.

The process of communicating the completion of the FLEX Forward resource has entailed a variety of presentations to faculty units across campus:

- 2 open launches in spring 2017 (approximately 125 people)
- Presentations to the MacPherson Institute, Faculty of Business, sessional instructors in Business, Science, Social Science, Humanities, Continuing Education, Engineering, and Integrated Sciences (Fall 2017 - approximately 125 people)
- Intructional Skills Workshops (ISWs) with an accessibility focus (18 participants)
- Accessibility in Teaching and Learning Workshops (5 participants)
- Universal Design presentation to new Engineering faculty (5 participants)
- Accessibility sessions in EDU 600, 650, 700, 750

Future plans include:

- increasing awareness of the various educational workshops/resources McMaster provides related to accessibility in teaching and learning,
- further tracking the provision of these workshops and attendance numbers, and
- enhancing our strategy for oversight of training completion.

Additionally, a team of researchers at McMaster's MacPherson Institute are preparing to conduct research on the experience and learning of instructional staff engaging with the resource, and other factors that support the integration of (and encouragement to integrate) accessibility principles in teaching and learning.

Web Accessibility Project

Section 14 of the AODA IASR requires that all McMaster websites conform to the World Wide

Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0, initially at Level A and increasing to Level AA (by 2021). In order for university-wide compliance, the Council recognized that a campus-wide strategy was required to ensure that staff responsible for websites and web content have the required tools and resources in order to ensure the standards are met and maintained.

Following the recommendations of the Accessibility Specialist and members of the web community on campus working to advance accessibility, a contract Web Accessibility Specialist was hired in October 2017 to assist with the development of a campus-wide strategy for ensuring compliance with web accessibility standards. An advisory group has been created to support and guide the work of the Web Accessibility Specialist, who now chairs this group.

The Web Accessibility Specialist will work the duration of their contract in several key areas, including:

- Undertaking a high-level audit of campus websites to determine current compliance levels [In Progress]
- Designing and as time permits, implementing campus-wide web accessibility strategy
- Working in partnership with stakeholders to develop a communication plan on AODA web accessibility requirements, as well as tools and resources that are available
- Identifying appropriate training for managers, web designers, developers, and content managers.
- Developing tools and guidelines to enable web administrators to maintain AODA web accessibility requirements.
- Producing a report to help inform further design of training programs for web designers, developers and content managers.

Closed Captioning

Part of the web accessibility standards is to ensure that closed captioning is available for all videos produced and/or shown at McMaster University (O. Reg. 191/11, s. 14 (2)).

The Closed Captioning Working Group (CCWG) was established in 2016 to develop a workable university-wide solution that will:

a) inform all media producers on-campus of this requirement and,

b) provide the necessary tools and resources to ensure compliance with the requirement

The CCWG is a campus-wide group made up of representatives from all Faculties and departments involved in the creation of videos for or on behalf of McMaster. The CCWG has proactively engaged producers of media on-campus to inform them of the requirements for closed captioning and offer assistance to retroactively caption media dating back to January 1, 2014 (compliance date). Most of the large producers of videos are now incorporating closed captioning into their work flow and instructors are regularly asking for assistance on how best to provide captioning for the media they are incorporating into their courses. 130 captioning requests for media being used in courses were processed through the Library Accessibility Services office during the past year; this represents 199 videos with a total of 5,679 minutes being captioned. Many other departments on-campus requested captioning service through Rev.com (approximately 7800 minutes) or created and edited captions in-house as part of the production process for the media they are creating.

The CCWG is proud of its work to date. Providing greater access to videos shown in classrooms, on department websites and across campus eliminates the needs for individual requests for accommodations and is a tangible demonstration of McMaster's commitment to ensuring greater accessibility for all its students, staff and faculty.

AODA Training

AODA training for staff, students and faculty is an ongoing requirement of the AODA. As of 2016, all members of the McMaster community are required to take this training - no longer just those working in customer service roles. The Council recognizes that in order for training to be effective and purposeful, the content and form must be engaging, relevant and practical.

This year, with funding from the President's Advisory Community for Building an Inclusive Community (PACBIC)'s accessibility working groups (ADA/MEDS), McMaster's previous 90 minute AODA training was reconceptualised and rebuilt through the collaborative efforts of the Equity and Inclusion Office and MacPherson Institute staff. This updated training consists of 5 short videos and an accompanying quiz, which are available through MOSAIC / Avenue to Learn, but are also available for "open viewing" on YouTube and through the [Training](#) section of the Accessibility Hub. This abbreviated 30 minute training summarizes key areas of AODA and Ontario Human Rights Code responsibilities for McMaster community members, encompassing such areas as:

- Who are people with disabilities at McMaster?

- What is accessibility at McMaster?

- Summary of Accessibility Requirements at McMaster University

- Be an Accessibility Ambassador

- Ableism

Included in all videos are directions to further resources that will support the community in helping to further understand and implement measures under AODA, in accordance with their work / study responsibilities. Moving forward, a robust communication plan is being developed within which the updated AODA and Human Rights Code Training will be highlighted as the training all McMaster students, staff and faculty must take in order to reach AODA compliance.

Accessibility Policy

The McMaster Policy on Accessibility was created in 2010 as per the initial requirements of the AODA Customer Service Standard. The current Policy outlines McMaster's commitment to the principles of accessibility and further details the processes for certain aspects of accessibility, e.g. service animals on-campus and the creation and tracking of Service Disruptions on-campus.

The AODA has since expanded the Policy requirements and as such, a major review of McMaster's current Accessibility Policy has begun. An Accessibility Policy Review Committee,

comprised of faculty and staff currently engaged in accessibility and policy work, was struck in the fall of 2016. The Review Committee has met regularly, with the meetings being chaired by the Chair of MAC in the absence of the Accessibility Specialist. The current version of the Policy has undergone several draft stages, and has been sent out for feedback from various accessibility-oriented groups and organizations on-campus. These consultative groups include:

- PACBIC Priorities & Planning Group
- PACBIC ADA/MEDS Working Group
- Equity and Inclusion Office
- Employee Accessibility Network
- Ombuds Office

Moving forward, the Review Committee wishes to review the current version of the draft policy with the new AVP Equity and Inclusion when she takes up her position in spring 2018. Further revisions and reviews will then be made before embarking on the final approvals process.

Employee Accessibility Network

Section 4.2 of the AODA requires that an accessibility advisory committee be established and that we consult with this committee when updating policies related to accessibility, reviewing and updating the campus accessibility plan, etc. A new Employee Accessibility Network was established in September 2017, and currently has approximately 25 members. The Network meets monthly and has discussed a range of accessibility and employment equity priorities. A Terms of Reference and outreach material have been developed and are being circulated across campus. There has been very positive feedback around the creation of this committee and we look forward to working with them in a variety of ways over the coming years.

Accessibility Hub

The McMaster Accessibility Hub is the one-stop website for all things accessibility on-campus. It continues as an on-going project and Equity and Inclusion staff have worked with Media Production Services beginning in spring 2017 to redesign and upgrade the Hub regarding

aesthetic, content and content management system. Sections including Background, Training, Tools, Resources and Contacts have been designed to curate McMaster accessibility reports, policies, services, documents, links and contacts into a format with a focus on ease of access to information and overall website usability. The Hub will continue to undergo updating and restructuring, as different audiences and testing groups continue to interact with and provide feedback to the AccessMac program on their experiences using the website. Part of this testing will include a User Testing project funded through the MacPherson Institute and with supervision from Equity and Inclusion staff and the Web Accessibility Specialist, where students with disabilities and expertise using assistive technologies will use a Test Case approach to testing to provide feedback on the technical accessibility of the website in accordance with WCAG 2.0 AA / AODA standards.

MacPherson Institute Student Scholar Partnerships

Staff from the Equity and Inclusion Office were able to apply through the MacPherson Student Partner program to receive funding this year to create several auxiliary projects to enhance the FLEX Forward Accessible Education resource. This year we were able to hire 3 students with disabilities through MacPherson to work on accessibility-related initiatives, including:

- Illustrated Disability History Project
- FLEX Podcast Project

EIO staff look forward to developing further student partner projects to both support and showcase the skills of students with disabilities' skills, while simultaneously contributing to moving accessibility forward at McMaster.

McMaster University Accessibility Plan 2012-2025

McMaster's AODA Implementation Plan was reviewed and updated as part of a five year review cycle, as well as to incorporate the new Design of Public Spaces standard which came into effect January 1, 2016. The updated version of the Plan has been posted on the Accessibility

Hub. The 2017 Accessibility Compliance Report was submitted to the Accessibility Directorate of Ontario in December 2017.

AODA Communication Plan

It was the intent that an AODA Communication Plan be fully developed and executed over the last year, particularly since so many initiatives were completed and moved into the implementation stage. While much discussion has taken place around the development of communication plan, this has yet to be launched. The following work has been completed to date:

- Establishing main messages and identifying stakeholders
- Established several listservs to share information
- Working to create a larger online network of accessibility-related services to establish a mechanism for sharing and distributing relevant information
- Working on a Daily News press release which will feature a video highlighting Patrick Deane discussing the importance of accessibility in all areas of campus work and life
- Packaging sections of McMaster's current Accessibility Plan for different audiences – what the requirement is, the date of compliance, who this applies to, where to go for support/resources/training

Disability Discussions

MAC wishes to acknowledge and thank the Equity and Inclusion Office and the McMaster Student Union (MSU) service, Maccess, for their collaborative coordination of "Disability Discussions" which began in late fall 2017. These themed, bi-monthly events provide space for students with disabilities to connect, network, discuss barriers they encounter at the university, as well as to present recommendations to address these barriers. The discussions have been recorded and will be thematically organized to present to MAC to shed further insight into the gaps in accessibility that still exist at McMaster and to work with the disabled student population to envision creative solutions in removing environmental and social barriers on-campus. Moving forward, we will continue to hold Disability Discussions and will work to

further our outreach to all levels of students with disabilities (Undergraduate – PhD) who may have interest in participating and contributing to accessibility at McMaster.

Raising Awareness of Accessibility Related Issues On-Campus

In collaboration with Facility Services, MAC and the Equity and Inclusion Office have begun their own system of tracking various reports, planned projects, and current upgrades to the accessibility of McMaster's buildings, including creating a section on the Accessibility Hub for any member of the McMaster community to report an accessibility issue on-campus. Moving forward, we will use this form to direct McMaster's community to also alert Facility Services of these accessibility issues via their ticketing system, using their system of accessibility alert tracking to compare to and continue to improve on our own system of tracking.

Additionally, several departments on campus are engaging purposefully in conversations around incorporating accessibility into the day-to-day work of their departments. For example:

- An updated Academic Accommodation of Students with Disabilities policy came into effect in September 2017
- A manager in Social Sciences has provided accessibility awareness training for senior administrators in the Faculty and has just completed the development of a comprehensive training on creating accessible MS Word documents
- In January 2017, the School of Social Work released its Action Plan for Accessibility & Disability Inclusion
- The School of Social Work created the PLACE-ME[A]NT Project whose purpose is to increase the accessibility of social work field placements
- The DeGroote School of Business has subscribed to Siteimprove, a service used to provide high level scans of their websites in terms of web accessibility compliance

Moving Forward: 2017-2018

The 2016-2017 academic year saw many accessibility related initiatives completed, but more work needs to be done communicating this work to the entire campus. A continuing focus will

be the development of a comprehensive AODA and general accessibility communication plan. A well-coordinated communication and marketing plan for the various components of accessibility at McMaster will be a priority for 2017-2018 to ensure that the key messages of accessibility requirements are delivered, received and implemented.

With the completion of the Forward with Flexibility teaching and learning resource on accessibility and inclusion we must now work with all areas on-campus that are engaged in teaching, instruction and/or training to integrate the concepts presented here into the work of their units and into their course design and curriculum. The intent moving forward is to offer in-person presentations and workshops to supplement the online module already available.

The work being done on web accessibility will continue to be a priority over the coming year. In addition to working with the primary web developers in each Faculty, the Web Accessibility Specialist is working closely with MPS to help ensure the work being done here to create a new university web template is fully compliant. One main objective of this work will be to make the Accessibility Hub the premiere accessible site, which will then be used to encourage others to adopt the new template and to work with the MPS web developers if they don't have the appropriate IT support in their units. Once the high level audit is complete, the Web Accessibility Specialist will work with each area to help determine a plan for moving that area towards the pending compliance date of 2021. We are also working with a group of students with and without disabilities funded through the MacPherson Institute to develop a process for usability testing from both accessibility technical compliance (WCAG 2.0 AA) and user experience perspectives. This work will result in a report and recommendations which will be shared with MPS and other web developers on-campus to help inform the work they are doing around accessible web design and incorporating accessibility web testing during the various developmental stage milestones of a website (vs. testing for accessibility at the end of the web development process or not at all).

Working with PACBIC's ADA/MEDS working group, we are launching a McMaster University Accessibility Award. This award will recognize outstanding initiatives and members of the McMaster community who demonstrate exemplary leadership in the advocacy and promotion
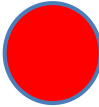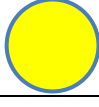
of awareness of accessibility and disability issues. We are in the process of putting out a call to local artists with disabilities who are connected to McMaster to commission a piece of visual art to be awarded in recognition of these accomplishments.
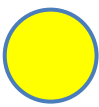
Finalizing the review of the McMaster Accessibility Policy will help set the tone for how the University will address and integrate accessibility into the work of McMaster. Emphasis will be placed on the proactive nature of accessibility with thoughtful consideration of how accessibility can be integrated into our thinking from the outset.

Appendix A: Physical Accessibility Upgrades Projects 2016-2017

1	**ABB** – two doors on 1st floor equipped with automatic door openers
2	**Whidden Hall** - Fire notification installed for individuals who have difficulty hearing bells
3	Installed 12 barrier free drinking water fountains in campus buildings
4	Installed card access readers on several lifts on-campus, replacing the old key system. Working on installing phones and standard signage in all lifts as well.
5	**Mills Library** – added curb cut at southeast entrance where accessible parking spots are located
6	**IWC extension** – added curb cut at the entrance to the Spinal Cord Research Centre
7	**IWC extension** - applied and obtained $50,000 from the Enabling Accessibility Grant offered by the government to build a ramp at the exit for the Spinal Cord addition in the Ivor Wynne Centre. The project is scheduled to proceed in 2018.
8	Conversion of 50 single use washrooms to a range of Accessible and non-Accessible **All Genders washrooms**
9	**Hospitality Services** undertook an accessibility audit of 23 eateries and their related administration/processes. Many recommendations have been implemented and staff training has been provided.
10	
11	

McMaster University Scorecard:
Accessibility for Ontarians with Disabilities Act (AODA)

Legend	
Not in Compliance	🔴
Approaching Compliance	🟡
In Compliance	🟢

AODA Regulation: CUSTOMER SERVICE STANDARD	Compliance Status	Proposed Action to Achieve Compliance
Establishment of policies, practices and procedures (s.3)	🟢 In compliance	
Use of service animals and support persons (s.4)	🟢 In compliance	
Notice of temporary disruptions (s.5)	🟡 Approaching compliance	Information on this will be part of a campus-wide communication plan on accessibility requirements in 2018
Training for staff (s.6)	🟢 In compliance	

Feedback process for providers of goods and services (s.7)	Approaching compliance	Information on this will be part of a campus-wide communication plan on accessibility requirements in 2018
Notice of availability of documents (s.8)	Approaching compliance	Information is available, upon request, in alternative formats. campus-wide communication required
Format of documents (s.9)	In compliance	

AODA Regulation: PART 1 GENERAL STANDARDS	Compliance Status	Proposed Action to Achieve Compliance
Establishment of Accessibility Policies (s.3)	Approaching compliance. McMaster's Policy on Accessibility was created in 2010. It needs to be updated.	An accessibility policy Review Committee has been struck to revise the Policy and ensure it meets the AODA requirements
Accessibility Plans (s.4)	In compliance. McMaster University has its Multi-Year Accessibility Plan in place.	

Procuring or acquiring goods, services or facilities s. 5(1)	In compliance. Information has been added to RFQ templates, to Procurement's website, training and outreach materials, to help staff and faculty in considering accessibility features for all their purchases.	
Self-service Kiosks (s.6)	Approaching compliance	Currently identifying best practices and working requirements into University's purchasing processes
Training (s.7)	In compliance. New training module in place, which covers both AODA and the Ontario Human Rights Code.	

AODA Regulation: PART 2 INFORMATION & COMMUNICATION STANDARDS	Compliance Status	Proposed Action to Achieve Compliance
Feedback (s.11)	Approaching compliance. McMaster University has a central feedback mechanism through the aoda@mcmaster.ca inbox and the feedback form on the accessibility website. These mechanisms need to be part of a campus-wide communication plan.	Development of a campus-wide communication plan and notation on McMaster websites. New 2017: creation of Employee Accessibility Network

Accessible formats and communication supports (s.12)	Approaching compliance. Campus-wide communication plan required.	Development of a campus-wide communication plan in 2018
Emergency procedure, plans or public safety information (s.13)	In compliance	
Accessible websites and web content (s.14)	Not in compliance	Work towards achieving WCAG 2.0 (AA) compliance level by 2021 (www.w3.org/WAI/intro/wcag)
Educational and training resources and materials, etc (s.15)	In compliance. Library Accessibility Services provides accessible formats for course materials upon request.	
Training for educators s. 16 (1)	In compliance. Accessible Teaching and Learning resource now available.	

Producers of educational or training material (s. 17)	In compliance	
Libraries of educational and training institutions (s. 18)	In compliance	

AODA Regulation: PART 3 EMPLOYMENT STANDARDS	Compliance Status	Proposed Action to Achieve Compliance
Recruitment (S.22)	In compliance	
Recruitment, assessment or selection process (s.23)	In compliance	
Notice to successful applicants (s.24)	In compliance	
Informing employees of supports (s.25)	In compliance	

Accessible formats and communication supports for employees (s.26)	In compliance	
Workplace emergency response information (s. 27)	In compliance	
Documented individual accommodation plans (s.28)	In compliance	
Return to work process (s.29)	In compliance	
Performance Management (s.30)	In compliance	
Career development and advancement (s.31)	In compliance	
Redeployment (s.32)	In compliance	

AODA Regulation: PART 4.1 DESIGN OF PUBLIC SPACES STAND ARD	Compliance Status	Proposed Action to Achieve Compliance
Recreational trails & beach access routes	In compliance. No new trails constructed since Jan 2016	
Outdoor public eating spaces	In compliance. No new outdoor public eating spaces created since Jan 2016	
Outdoor play spaces	In compliance. No new outdoor play spaces created since Jan 2016	
Exterior paths of travel	In compliance. No new exterior paths of travel created since Jan 2016	
Accessible Parking	In compliance. New off-street accessible parking spots comply (LRW Hall) as are new on-street accessible parking spaces near LRW Hall.	
Obtain services	In compliance. Service counters added or replaced since Jan 2016 comply. No new waiting areas or fixed queue areas constructed.	

Maintenance	In compliance. Plans are in place to keep existing public spaces in good order. Have also created a new system for identifying and reporting accessibility issues through Office Equity & Inclusion/Facilities Services	

NB: The Design of Public Spaces standard came into effect on January 1, 2016. Appropriate sections have been incorporated into the 2016-17 version of the MAC Scorecard.
Please contact the Equity and Inclusion AccessMac program at access@mcmaster.ca for further information on this scorecard and/or to receive another alternative format.