



McMaster Accessibility Council



2019
Annual Report
January 1 –
December 31

McMaster Accessibility
Council (MAC)





McMaster Accessibility Council

2019 Annual Report

DATE: April 29, 2020

SUBJECT: McMaster Accessibility Council – 2019 Annual Report

TO: David Farrar, President
Susan Giroux, Acting Provost and Vice President (Academic)
Roger Couldrey, Vice-President (Administration)

FROM: Anne Pottier, Chair, McMaster Accessibility Council (MAC)
Arig al Shaibah, Associate Vice-President, Equity and Inclusion

The McMaster Accessibility Council, supported by the Equity and Inclusion Office Access Mac Program, is dedicated to advancing equity and inclusion for the diversity of persons with disabilities in our community. The Council is responsible for ensuring the University's adherence to the Accessibility for Ontarians with Disabilities Act (AODA).

McMaster Accessibility Council 2019 Annual Report

While it is positive that McMaster was found to be compliant across all measures last audited by the AODA, it is clear that there is much work ahead to ensure the University meets updated compliance benchmarks set for 2025. Furthermore, the MAC will be urging the University to move beyond compliance to realize more aspirational accessibility, equity and inclusion goals.

In 2019, much work was undertaken to update institutional strategies and plans to support the achievement of both AODA compliance measures and aspirational accessibility priorities and goals. Specifically, McMaster's 2012 – 2025 Accessibility Plan to meeting Accessibility for Ontarians with Disabilities Act (AODA) compliance measures was audited, and the University's inaugural EDI Strategy has incorporated aspirational Accessibility goals and priorities.

Moving forward, the MAC will develop a communication strategy to broadly publicize and report on action plans and progress to enhance community engagement in and accountability for accessibility goals and priorities.

Please find enclosed, for your review, the ninth annual report from the McMaster Accessibility Council (MAC), covering the period January 1, 2019 to December 31, 2019.

Table of Contents

Accessibility Accomplishments 2019.....	3
Strategic Planning and Implementation	3
Environments and Spaces.....	4
Digital Accessibility	5
Web Accessibility Project	5
Accessibility Hub Rebrand and Relaunch.....	7
Echo 360.....	7
Faculty of Sciences: Strategic Alignment Fund to Enhance Accessibility in Converting Blended Learning Courses	8
Faculty of Social Sciences: Continued Creation of Web Accessibility Plan	9
Communication	9
Accessible Education	11
Accessible Education Seminars.....	11
Accessibility-Focused Educational Research and Development	12
Accessibility and Educational Technology.....	13
MAC-Related Accessible Education Work.....	14
Employment	15
Advocacy and Awareness Raising	16
Peer / Consultation Groups.....	16
Student Initiatives	17
December 3 rd International Day of Persons with Disabilities Celebration.....	18
MAC and AccessMac Consultation and Training	19
Jan. 1 – Dec. 31 2019 Numbers for AccessMac Program Consultation, Education and Support	19
2019 Consultation Highlights	20
2019 Education Highlights	21
Moving Forward.....	22
Appendix A – 2019 CAAP Projects:	23
Direct Accessibility-related projects.....	23
General.....	24

Accessibility Accomplishments 2019

Strategic Planning and Implementation

- MAC has been working with the AVP Equity & Inclusion on incorporating aspirational accessibility priorities and goals into the institution's strategic EDI Action.

McMaster Accessibility Council 2019 Annual Report

- McMaster's Policy on Accessibility is currently under review, and the revised Policy will be instrumental in mobilizing actions to meet compliance measures as well as aspirational goals.

Environments and Spaces

Facilities Services completed many accessibility-related projects as part of the Campus Accessibility Action Plan (CAPP) – a summary of these projects can be found in Appendix A. In addition to specific requests for accessibility upgrades in several departments and campus buildings, plans are underway for the addition of an elevator to the Applied Dynamics Laboratory building.

This was the year of accessibility audits for many buildings on campus:

- Accessibility audits were completed for Mills Memorial Library and the H.G. Thode Science & Engineering Library. Recommendations from these audits are being reviewed and prioritized action plans are being developed to address many of the issues raised.
- An audit of accessible entrances for all buildings on campus was undertaken as part of the development of a virtual campus map.
- An audit of all washrooms on campus was undertaken to determine which washrooms are accessible, barrier-free and/or All Genders. Recommendations from this audit have been reviewed and a prioritized action plan will be developed to address issues raised.

The Parking Office replaced the two existing campus shuttle buses with accessible shuttle buses which went into operation for the Fall term.

Accessibility-related consultations were done for several large projects on campus - the completion of the Peter George Centre for Living & Learning (PGCLL), planning for the new Student Activity and Fitness expansion (SAFE) building and initial design work for the new McLean Centre for Collaborative Discovery at the DeGroot School of Business. From these consultations, a larger conversation around the development of a McMaster Barrier-Free Design Standard took place, which resulted in the creation of a

McMaster Accessibility Council 2019 Annual Report

Barrier-Free Design Committee at the end of the fall term. The work of this Committee, reporting to the AVP Facility Services, with membership from Facility Services, the Equity & Inclusion Office, Student Accessibility Services, Housing & Conference Services and MAC, will begin in the coming year.

Digital Accessibility

Web Accessibility Project

With the deadline for the AODA Web Compliance regulations ([Section 14](#)) fast approaching, web accessibility remains a focus of attention on campus and each department or administrative area should be developing a Web Accessibility Plan. Under this legislation, all websites and web content, excluding live captioning and audio description, must adhere to the [Web Content Accessibility Guidelines](#) (WCAG) 2.0 AA by January 2021. Currently, the majority of McMaster sites do not conform to the standards / legislation that came into effect in 2014 (WCAG 2.0 A) and departments and administrative areas will need a plan to address the issues of monitoring, training, remediation, procurement, and creation

Some things which need to be taken into consideration to meet (WCAG) 2.0 AA by January 2021 include:

- Non-text elements on the website, such as images, have text alternatives.
- Understanding the meaning of the content does not depend on being able to perceive colors, sounds, object size, etc.
- Individuals are able to pause, stop or control the volume of any audio that plays for more than three seconds.
- Web pages and links have self-explanatory titles.
- Text can be resized (enlarged).
- Website functions work using a keyboard.
- If there is a short time limit for certain functions, individuals can control or extend the time limit.
- There is nothing on the website that flashes rapidly.

McMaster Accessibility Council 2019 Annual Report

Over the past three years, the MAC has worked to address web accessibility compliance deadlines through the creation of the Web Accessibility Project, led by the Web Accessibility Specialist. The efforts from the Web Accessibility Project continue with focus being placed on next steps and recommendations coming out of the Web Accessibility Survey. Draft recommendations have been given to a working group within the Accessibility Council to discuss their possible integration or implementation into the Web Strategy, and Equity, Diversity and Inclusion Strategic Framework and Action Plan, both of which are under evolving development.

With the University going virtual there has been a notable uptick in discussion around Universal Design for Learning in our online platforms, and the accessibility of our media. Video captioning, time-based assessments online, and digital document accessibility are some examples of these discussions.

As the various producers across campus come up to speed on the legislative and technical requirements of our websites, so do their concerns with meeting the goals laid out by the province. Support and communication with web producers on campus will be essential for success.

Elements discussed in the draft recommendations are as follows:

- Creation of web accessibility plans for all departments / administrative units
- Strategies for compliance across a decentralized infrastructure
- Capacity building and sustainability of accessible practices
- Centrally developing and maintaining web accessibility information such as audit and best implementation practices for McMaster
- Working with external vendors to ensure the procurement of accessible web sites

McMaster Accessibility Council 2019 Annual Report

Accessibility Hub Rebrand and Relaunch

After undergoing extensive [user testing for accessibility](#), the AccessMac Program officially relaunched the [McMaster Accessibility Hub](#) on Media Production Service's (MPS) new Macsites platform in September, 2019. The website has a clean, rebranded Brighter World look and feel to it, and in accordance with WCAG 2.0 AA guidelines for extensive refresh of a website, is moving closer and closer to a goal of complete AA compliance, including the extensive remediation of current PDF resources (including McMaster policies) into HTML or Microsoft Word formats by January 1, 2021. User testing carried out in partnership with the MacPherson Student Partner Program underpins the enhanced accessibility of the website. Special thanks and recognition goes out to the students with disabilities who participated as partners and testers in this ongoing project. MPS and AccessMac will continue to work closely with campus partners and users of assistive technologies to iteratively incorporate accessibility criteria, testing and feedback mechanisms into MPS templates and platforms moving forward.

Moving forward, the Accessibility Hub, which is linked to a variety of other online platforms and list serves for accessibility and disability inclusion, will be one of the main driving communication and branding components of the AccessMac Program

Echo 360

Campus Classroom Technologies (CCT) undertook a pilot project in the Fall 2019 term with Student Accessibility Services (SAS) to provide transcripts and subsequent closed captioning of these transcripts for students registered with SAS who were deaf or hard of hearing. Instructors teaching courses for each of the registered students were encouraged to use the [Echo360 lecture capture](#) software, which is enabled in 35 classrooms on campus. These captures were automatically scheduled for every session held for that class during this term.

McMaster Accessibility Council 2019 Annual Report

These classes had Automatic Speech Recognition (ASR) transcription functionality enabled in them, which permitted a team of library staff and library student assistants to edit the transcripts for accuracy, then be uploaded to create close captions. For some classes, the automated transcriptions were not clear enough for local clean-up work to be done, so these were sent to a 3rd party vendor to have this work done. The edited transcript and closed caption were then reloaded into the Echo360 class environment, which was housed in Avenue2Learn –a by-product of this project was that all of the students in the classes in which deaf and/or hard of hearing students were registered were able to access these additional learning supports. An expanded version of this pilot project is planned for the Winter 2020 term.

Faculty of Sciences: Strategic Alignment Fund to Enhance Accessibility in Converting Blended Learning Courses

In 2019 the Faculty of Science started to convert several Blended Learning courses to meet upcoming Accessibility for Ontarians with Disabilities Act (AODA) and Web Content Accessibility Guidelines (WCAG) 2.0 compliance deadlines. Funded by a Strategic Alignment Fund grant, the Faculty has explored the use of institutionally supported tools and platforms to maximize accessibility for instructional team members and students.

Priorities include:

1. Accessible interface and navigation
2. Content must be easy to update and maintain
3. Device and platform agnosticism
4. Leverage existing campus systems and tools
5. Safeguard intellectual property
6. Ethical and integrated user-testing
7. Collaborating across the institution

McMaster Accessibility Council 2019 Annual Report

Faculty of Social Sciences: Continued Creation of Web Accessibility Plan

The Faculty of Social Sciences has initiated a 'Web Accessibility Plan' in response to the Accessibility for Ontarians with Disabilities Act (AODA) and the 'Information and Communication Standards'.

The following captures their approach to building a sustainable barrier-free website strategy:

1. Centralization and the Creation of Standards
2. Required Training and Culture Change
3. Developing a Sustainability Plan and Annual Auditing
4. Advocacy
5. Participation

One significant outcome in the development in 2019 for this ongoing project, has been the publishing of the [2019 Faculty of Social Science Web Template Audit](#), which is openly available for replication for all McMaster faculties, units and community members to access.

Communication

The second annual [Accessibility and Disability Inclusion Update 2018-2019](#) was collated and published this year, with more than 70 submissions from 40+ units across campus. The near doubling of submissions that were received this year are indeed an indication of both the publication's growing popularity, as well as a continued growth in incredible accessibility work that McMaster community members are championing in their roles as students, staff and faculty.

This publication embodies goals of both:

1. Communicating better to campus communities about accessibility initiatives being led by MAC/EIO, and

McMaster Accessibility Council 2019 Annual Report

2. Building cross-campus community around accessibility and disability inclusion work that the broader McMaster community members are engaged in.

This year, the publication was broken into 11 sections, comprising areas of:

1. Campus and Community Projects and Publications
2. Community Engagement
3. Service Delivery
4. Employment
5. Financial Aid
6. Policy/Plans
7. Spaces and Environments
8. Student Initiatives
9. Teaching and Learning: Research, Instruction, and Course-Level Enhancements
10. Teaching and Learning: Educational Technologies, Online Course Design, and Accessibility and Disability Inclusion Training
11. Technology and Communications

In order to represent a true communication plan for the campus, as well as to meet the needs of a very broad audience of McMaster students, staff and instructional staff, components of the Update were released 4 months in advance of its entire release, in both separate sections and using different mediums. A 6 week social media campaign, an email newsletter, an accessible digital version and a printed version were all timed to release different updates falling into the above categories up until the final December 3rd release of the full publication. This was done to stagger the information; make it meaningful for engagement to different audiences, and to draw out the celebration and highlighting of the work detailed within this truly impressive community publication.

Recognizing the challenges of implementing a centralized accessibility communication plan within the decentralized working, teaching and learning environments of McMaster University, the Update works to connect individuals and units across campus who might otherwise be isolated in their individual efforts to make McMaster more accessible, equitable and inclusive. A goal moving forward with the Update is to continue building

McMaster Accessibility Council 2019 Annual Report

community digitally and in-person; to promote supportive relationships, through which future communication regarding accessibility messaging is more broadly shared; and to encourage stronger commitments from the McMaster community to take-up and take-on the work that needs to be done to continue moving accessibility forward at the University.

Accessible Education

Accessible Education Seminars

- The MacPherson Institute offers in-person education on accessibility in teaching and learning.
 - The 5-hour Accessibility in Teaching and Learning [Educator Enhancement Series](#) for faculty and instructors ran in March 2019 (3 participants) and June 2019 (15 participants).
 - A 90-minute workshop on Accessible Teaching Techniques was facilitated as part of the [Emerging Educators](#) program for graduate students and postdoctoral fellows in Winter 2019 (8 participants) and Fall 2019 (11 participants).
 - Additionally, a session on Universal Design was facilitated for faculty in the English and Cultural Studies department.
- The [September 2019 Annual Teaching & Learning Forum](#) for TAs both featured a workshop on Accessibility and Accommodation, as well as one on Teaching with a Disability (with approximately 25-30 participants).
- Additionally, the [Accessibility Teaching and Learning Network](#) aims to gather and share success stories, challenges and sources of support related to accessibility and equity in teaching and learning. The Network meets 2-4 times per year, most recently holding an open meeting in Fall 2019 on AODA compliance and training requirements.

McMaster Accessibility Council 2019 Annual Report

Accessibility-Focused Educational Research and Development

- [The Student Partners Program](#), supported by the MacPherson Institute, funded several educational research and development projects focusing on accessibility and equity in teaching and learning, including the following:
 - Disabled student experiences self-advocating for their learning needs
 - Factors that promote and/or discourage educators in advancing accessible education
 - Diverse faculty experiences of student-faculty partnerships, with attention to intersectionality and social location
 - The impact of instructor diversity/demographics on students' learning experiences and sense of effective teaching
 - The teaching experiences of TAs in relation to their identities and social locations (including disability)
 - Online mental health education for instructors
 - Creating safety for marginalized students in social work pedagogy
- With funding from SSHRC, researchers affiliated with the MacPherson Institute also piloted an equity-focused stream of the Student Partners Program during the Winter and Fall 2019 terms. Several faculty/student pairs (approximately 15 participants out of 26 total), including a number of students with disabilities, have enhanced attention to accessibility, disability inclusion, and mental health in the faculty member's course in a range of ways, such as through educational technology, the implementation of Universal Design principles, and formal research into accessibility/disability/identity in active and team-based learning. The Equity Stream research team continues to analyze data on the impact/outcomes of the pilot, how partnership can contribute to greater equity/accessibility, and how equity-focused work might continue to be supported through the Student Partners Program.

McMaster Accessibility Council 2019 Annual Report

- In December 2019, the MacPherson's annual [Research on Teaching and Learning Conference](#) hosted two workshops on Accessibility and Universal Design, and several research sessions on disabled student experiences, student mental health and wellbeing, inclusive pedagogy, and accessibility for educators.
- Additionally, a section on accessibility and accommodation is being added to the MacPherson's *New Instructor Handbook* and a collaboratively developed *Inclusive Teaching* webpage to be launched in 2020.
- Members of the Institutional Quality Assurance Process (IQAP) Team at MacPherson have also been working with departments under IQAP review to complete [section 3.4 of the Self Study document on Accessibility](#).

Accessibility and Educational Technology

- Ongoing blended and online course design consultations and educational technologies use accessible and inclusive practice and evaluation (e.g., Avenue to Learn WCAG 2.1 standard and MacVideo (Kaltura) video streaming closed captioning)
- An [Echo360 Sandpit](#) Initiative was developed to allow faculty to experience Echo360 from the students' point of view, pointing them to accessibility considerations, resources and support. Staff and student partners have and will continue to present this work on making teaching and learning more accessible through Echo360 at several local and national conferences and events.
- The e-Health and Global Health programs are using Microsoft Teams to access Immersive Reader in OneNote for collaborative work during activities and assignments, as well as to live caption during online meetings, create searchable transcriptions, and translate text discussions and PowerPoint captions.
- Members of the Educational Technologies team also authored an open module on ["Inclusive Design for Open Educational Resources"](#).

McMaster Accessibility Council 2019 Annual Report

MAC-Related Accessible Education Work

In addition to wonderful work carried out by McMaster's centralized Teaching and Learning Centre, the McMaster Accessibility Council have continued participation in two notable areas:

1. The McMaster Accessibility Council Chair's presence on the provincial Post-Secondary Education Standard Development Committee. The work of this Committee was on hiatus during the transfer between the two provincial governments, but resumed its work in the Fall of 2019. The goal is to develop recommendations for a standard to reduce barriers in all aspects of post-secondary education, and transition to PSE from high-school, with a draft Standard to be ready for public consultation in late 2020. Areas of focus are:
 - a. Attitudes, behaviors, perceptions and assumptions
 - b. Awareness and training
 - c. Assessment, curriculum and instruction
 - d. Digital learning and technology
 - e. Organizational barriers
 - f. Social realms / campus life

2. A presentation of the [Policy on accessible education for students with disabilities](#), released by the Ontario Human Rights Commission in March, 2018, was presented to the Council by the Accessibility Projects Coordinator during MAC's spring meeting. The significance and relevance of this Policy cannot be understated, in particular areas of:
 - a. The widespread provincial failures to accommodate and include meaningfully students with disabilities in educational environments, levels K - Post-secondary;
 - b. The undue burden of responsibility to disclose disability status and self-advocate for accommodation and accessibility support placed on students with invisible disabilities, in particular where those disabilities are highly stigmatized (e.g. mental health disabilities);

McMaster Accessibility Council 2019 Annual Report

- c. The differential and negative impacts that students with disabilities with complex intersectional identities (perceived race /ethnicity; gender; income level; rural vs. urban, etc.) experience (e.g. Indigenous and Black students with disabilities when compared to non-racilaized students with disabilities), and;
- d. The need for accessible education and disability-inclusion training to be mandated / emphasized at all levels of education (K - Post-secondary).

Employment

McMaster University is committed to removing barriers to employment for persons with disabilities and promoting inclusive workplaces. Human Resources Services, in collaboration with the McMaster Accessibility Council and the Equity and Inclusion Office, led the following programs and initiatives to advance employment equity for employees with disabilities:

- Increased awareness of accessibility through focused conversations with staff and faculty on how to integrate accessibility into our day to day work responsibilities
- Co-developed *Equitable and Accessible Workplace Accommodation Training* with the AccessMac Program (Equity and Inclusion Office) and in consultation with McMaster's [Employee Accessibility Network](#), for staff and faculty, as part of the 'Advancing Employment Equity and Inclusive Excellence Workshop Series'
- Continue to develop *Individual Accommodation Plans* for employees requiring accommodation, as well as *Individual Evacuation Plans* for employees who may experience mobility limitations in exiting a building during an emergency
- Continue to support and manage return to work and redeployment processes available for employees
- Collaborated with the Learning Technologies Consultant (Faculty of Social Sciences) to provide training for staff and faculty on '[Building Accessible Presentations](#)' and '[Building Accessible Media: Accessible Word Documents](#)'

McMaster Accessibility Council 2019 Annual Report

- Provide ongoing recruitment support to Student Accessibility Services and other department and faculties
- Ongoing support to the [Employee Accessibility Network](#)

Advocacy and Awareness Raising

Peer / Consultation Groups

The Employee Accessibility Network

Established in 2017, the Employee Accessibility Network (EAN) was created for employees with disabilities at the University to connect, network and collaborate. The Network was also developed to act as one of the main accessibility consultative groups to the McMaster Accessibility Council, and the University at large, in areas of:

- Disability inclusion,
- Accommodations and accessibility compliance and aspirational planning, and
- To offer a lens of lived experience to institutional work carried out which may disproportionately impact employees with disabilities in the absence of consultation.

This past year, the Network has worked together to consult and provide feedback in several areas, including:

- McMaster's emerging [Equity, Diversity and Inclusion \(EDI\) framework](#) for the University
- The creation of the Accessibility Initiatives, a strategic framework to complement McMaster's current AODA Compliance Plan 2012-2025, and which will be embedded within the EDI framework
- The ongoing redevelopment of [McMaster's AODA Compliance Plan 2012-2025](#)

McMaster Accessibility Council 2019 Annual Report

Additionally, the Coordinator of the Employee Network works continuously to report concerns and experiences to relevant McMaster staff and units that Network members have anonymously discussed during meetings.

Frequently discussed examples have included:

- Lack of disability inclusion in decision making that impacts McMaster employees with disabilities
- Barriers surrounding emergency evacuation plans for employees with disabilities for all McMaster work environments;
- Inconsistency in the knowledge and implementation of workplace accommodations across the institution;
- Barriers around digital accessibility within the university; and
- Inconsistency around dissemination and take-up of obligations and responsibilities regarding accessibility / accommodation compliance within the McMaster learning and working environment.

We would like to sincerely thank Network members for their wonderful consultation work and for continuing to report these concerns as a group moving forward.

To join the Network, please contact (confidentially) Kate Brown, EAN Coordinator, at access@mcmaster.ca.

Student Initiatives

Undergraduate and graduate student advocacy and awareness raising for accessibility and disability inclusion were incredible this year including:

- The creation of a new CMFU radio show, entitled "[Ability](#)", which discusses art, music, and topics relating to and created by persons with disabilities.
- The development of [Open Accessibility: An Illustrated Story of Disability Advocacy](#), a digitized narrative of policy change and the evolution of campus disability and accessibility changes since the 1980s.

McMaster Accessibility Council 2019 Annual Report

- The continued collaboration of graduate and undergraduate students and recent alumni in holding the Disability and Mad Studies Reading Group, founded in 2019 with SPICES funding from the School of Graduate Studies.
- The creation of Politicizing Self-Advocacy disabled student workshops through the leadership of student self-advocacy researcher, Emunah Woolf, and with the support of the [MacPherson Institute's Student Partners Program](#). These workshops and research work to unpack different elements of self-advocacy that center disabled student experiences.
- Please find more examples of Student Initiatives in Advocacy and Awareness Raising under "Student Initiatives" of the [Accessibility and Disability Inclusion Update 2018-2019](#)

December 3rd International Day of Persons with Disabilities Celebration

This year's International Day of Persons with Disabilities was celebrated through several different events and platforms, including:

- The co-development and launch of a Disability DIScussion on Self-Advocacy and Disability for all McMaster community members to attend on December 3rd, and with an additional hour included for students with disabilities to caucus and debrief with another about the event. Special thanks to student self-advocacy researcher, Emunah Woolf, and the Human Rights and Dispute Resolution Program (EIO) for their support of this event.
- A launch party for the release of the print version of this year's Accessibility and Disability Inclusion Update 2018-2019 on December 2, with over 50 contributors in attendance, ASL interpretation, and a keynote from the [Disability Justice Network of Ontario](#).
- The release of the [Accessibility and Disability Inclusion Update 2018-2019](#) newsletter and full digital version to the McMaster campus community on December 3rd.

McMaster Accessibility Council 2019 Annual Report

MAC and AccessMac Consultation and Training

The AccessMac Program within the Equity and Inclusion Office provides accessibility and disability inclusion consultations and training to all McMaster University community members – these consultations and trainings are typically by request or offered at a regular time during the year and are often undertaken in collaboration with other McMaster units. Consultations and training may involve providing expertise in the areas of universal design for buildings/physical spaces, creation of media and digital presences, accessible customer service best practices, planning accessible meetings and events, accessible teaching and learning and accessibility within employment contexts.

This year’s program numbers were record high, indicating once again that the campus community is growing in awareness around issues of accessibility and disability inclusion, and is taking action to seek out support and resources.

Jan. 1 – Dec. 31 2019 Numbers for AccessMac Program Consultation, Education and Support

Activity	Number / Sessions	Audience(s)
Accessibility and Disability Inclusion Consultations	92 consultations	All McMaster community members
Support meetings and/or referrals for individual staff, students, and instructors with disabilities	26 individuals supported	McMaster students, staff and instructional staff with disabilities

McMaster Accessibility Council 2019 Annual Report

<p>AODA and Human Rights Code Training (online)</p>	<p>Employee Numbers:</p> <ul style="list-style-type: none"> • 728 completed training <p>Student Numbers</p> <ul style="list-style-type: none"> • 1772 completed training 	<p>All McMaster community members</p>
<p>FLEX Forward Accessible Education Training (online)</p>	<p>Employee Numbers:</p> <ul style="list-style-type: none"> • 112 completed training <p>Student Numbers:</p> <ul style="list-style-type: none"> • 150 completed training 	<p>All McMaster community members</p>
<p>Accessibility and Disability Inclusion Training and Educational Events (in-person)</p>	<ul style="list-style-type: none"> • 33 sessions held • 1000 people trained in-person • 6000 people reached through events 	<p>All McMaster community members</p>

2019 Consultation Highlights

- Extensive consultation on Modules 3&7 of the newly developed "Hippo-on-Campus" mental health training for McMaster instructional staff, under the Mental Health Strategy
- Collaborating with the McMaster Registrar's Office to incorporate live captioning into all McMaster Convocation Ceremonies (for Spring 2019 onward)

McMaster Accessibility Council 2019 Annual Report

- Consultation around surfacing and promoting Convocation Accessibility available now from main [Convocation Information web page](#)
- Consultation to the AVP Faculty in incorporating accessibility and universal design principles into McMaster Intersession courses
- Developing the disability-inclusive language section of McMaster's new [Words Matter Editorial Style Guide](#) in partnership with Student Accessibility Services
- Consultation with the Department of Geography and Facility Services to create a Barrier Free washroom on the 3rd floor of the General Science Building
- Accessibility walkthrough and consultation regarding the new Peter George Centre for Living and Learning with Facilities Services

2019 Education Highlights

- Re-development of *Equity, Accessibility and Inclusion 101* training for Residence Life CAs in collaboration with EIO education staff
- Development of *Accessibility and Disability Inclusion 101* training for Residence Life ROAs in collaboration with Residence Life staff
- Development of the *Timeless: An Intergenerational Social Program* training on ageism, equity and accessibility for McMaster Residence Life: Timeless Living and Learning Community in collaboration with EIO educational staff
- Development of *Inclusive Student Leadership Training* for McMaster student leaders in collaboration with EIO, Human Resources and the Faculty of Social Sciences
- Development of *Accessibility and Accommodation in Field Placements* for field instructors in collaboration with the Human Rights and Dispute Resolution Program, Student Accessibility Services and the School of Social Work

McMaster Accessibility Council 2019 Annual Report

- Development of *Self-Advocacy and Disability* training for all McMaster community members in collaboration with the Human Rights and Dispute Resolution Program and student self-advocacy researcher, Emunah Woolf

Moving Forward

This past year saw some changes to the composition of the McMaster Accessibility Council - changes in the individuals in some of these roles (Facilities, Public Relations, Teaching & Learning) and the addition of a key role in the area of Finance. We also saw the retirement of long-time Director of Student Accessibility Services, Tim Nolan, and will now be looking to Student Affairs to see how the work of this unit will change as a review of this area is completed. The creation of the new role of Manager, Accessibility Program in the Equity & Inclusion Office, now filled by Kate Brown, created some much needed stability in the provision of accessibility oversight for the campus. The coming year will see an additional change with the retirement of the current MAC Chair and selection of a new Chair.

The 2018/19 academic year continued to see increased collaboration and communication around the many accessibility related initiatives which took place across campus, culminating in the launch of the 2nd annual [Accessibility and Disability Inclusion Update](#), which was appropriately tied to the very successful International Day of Persons with Disabilities celebration. It was so wonderful to read the more than 70 submissions which came in from 40+ units and to reflect on what inspirational and creative work is being in this area across campus.

The coming year will see the in-depth development of the university's Accessibility Plan (aspirational and compliance-related goals) as part of the newly developed EDI Strategy, and more work being done to update the University's Policy on Accessibility and to contribute to the new campus Web Strategy. There will be movement forward with the new Barrier Free Standard Committee, including determining a Terms of Reference and developing a local Barrier Free Standard for all McMaster construction

McMaster Accessibility Council 2019 Annual Report

and renovation projects, as well as continued focus on supporting McMaster employees with disabilities, both through collaboration with McMaster Human Resources Services and the Employee Accessibility Network. There will be incredible shifting and evolving of McMaster organizational culture as our institutional priorities and workflows continue on this trend of including accessibility, and in some cases situating accessibility, at the centre of design, development, implementation and maintenance processes and plans. We are indeed excited looking ahead to how accessibility and disability-inclusion flourishes in 2020.

Appendix A – 2019 CAAP Projects:

Direct Accessibility-related projects

- **Applied Dynamics Laboratory (ADL):** Elevator replacement design completed; work to be done in 2020
- **Burke Science Building**, Room 148: create barrier free entrance to washroom
- **Chester New Hall (CNH)**, B110 and B111: convert to barrier free washrooms
- **E.T. Clarke** Security and Parking office: Create Ramp entrance and barrier free counters for the Parking office
- **General Science Building**, Room 329: make door accessible for faculty member with mobility impairment
- **General Science Building:** add additional barrier free washroom on the 3rd floor
- **Hamilton Hall:** washroom doors – add Automatic Door Opener (ADO)
- **Hedden Hall** – install power door operator and emergency call button for single-use accessible washrooms, ADO to basement men’s and women’s washroom and laundry room, install compliant railing for basement ramp and changed door hardware to common areas
- **Ivor Wynne Centre:** Improve access to barrier free washroom
- **John Hopkins Engineering (JHE):** upgrades to barrier free interior path of travel. Several doors to be equipped with ADO’s. Upgrade work planned for JHE, Room 310 and northwest corridor

McMaster Accessibility Council 2019 Annual Report

- **Les Prince Building** – Relocate power door opener to be out of the path of moving doors, equip all doors to accessible washrooms with ADO, equip laundry room door and other common use rooms with ADO, main floor washroom – many suggested improvements to improve accessibility, painting of the lobby door frames, installing film on glass to provide visual indicators of clear glazing, changing out door hardware to common area
- **Mary Keyes Building** – add ADO to public washroom on basement level. Add ADO to common areas on upper floors (study rooms, garbage rooms, meeting room and public washrooms). Install emergency call button on the upper floor public washroom, adjust height of accessories in main floor accessible washroom, changed height on AED to make accessible, changed door hardware for common areas
- **Nuclear Research Building (NRB)**: updated washroom and added ADO
- **University Hall (UH)**: accessibility upgrades to basement men’s and women’s washroom on lower level
- **University Hall and Hamilton Hall (HH)**: install handrails for south entrance stairs

General

- **Accessibility audits** for ten (10) academic buildings – on-going
- **Drinking water fountain upgrades** – additional 12 locations water refill stations installed
- **Lifts on campus** – upgrade with phone, card access, consistent operational instructions, and signage (ongoing)