

McMaster Accessibility Council

2020
Annual Accessibility
Activity Report
January 1- December 31

McMaster Accessibility
Council (MAC)





McMaster Accessibility Council

2020 Annual Accessibility Activity Report

DATE: May 4, 2020

SUBJECT: McMaster Accessibility Council – 2020 Annual Accessibility Activity Report

TO: David Farrar, President
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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).

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It is positive that McMaster was found to be compliant across all measures last audited by the AODA, and 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, giving renewed attention to the need to ensure accessibility in virtual environments which are becoming a staple for operational, academic and educational excellence.

2020 saw the importance of accessibility as the campus pivoted to a remote Teaching, Learning and Working environment and this work will continue to be vital moving forward.

Much work was undertaken to continue to update institutional strategies and plans to support the achievement of both AODA compliance measures and aspirational accessibility priorities and goals.

Moving forward, the MAC will develop a communication strategy and enhanced planning and reporting tool to broadly publicize and account for commitments in our action plans through aspirational accessibility activity reports as well as AODA compliance reports.

Please find enclosed, for your review, the tenth annual accessibility activity report from the McMaster Accessibility Council (MAC), covering the period January 1, 2020 to December 31, 2020.

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Accessibility Accomplishments 2020

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Strategic Planning and Implementation

- MAC has been working with the Equity and Inclusion Office to develop a comprehensive AODA compliance reporting tool, separate from the Annual Accessibility Activity 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 – Our Campus Facilities

Facility Services

This year, Facility Services completed many accessibility-related projects as part of the Campus Accessibility Action Plan (CAPP) – a summary of these projects, including projects on the horizon for 2021, can be found in **Appendix A of McMaster's Annual Accessibility Report**.

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, including:

- Accessibility audits 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.

Accessible Transportation – Parking and Security Services, Facility Services

- In 2020, Security and Parking Services undertook a project with Media Production Services to revamp its websites to be AODA compliant. The Security website has been updated and work is currently underway on the parking website.

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- There are 116 accessible spaces on campus and 14 accessible spaces in off campus lots. In 2020, 7 new accessible spaces were added and 4 spaces that were previously impacted by construction were gained back into the parking inventory.
- Parking Services formed a committee including representation from the McMaster Accessibility Council to install and update AODA compliant outdoor wayfinding signage across the University. Facility Services will be turning its attention to interior signage over the coming year.
- The Parking Office replaced the two existing campus shuttle buses with accessible shuttle buses which went into operation for the fall term.

Barrier Free Standard Committee

The Barrier-Free Design Standard Committee was created late in 2019 and is comprised of representatives from Facility Services, the Equity & Inclusion Office, Student Accessibility Services, the McMaster Accessibility Council, Media Production Services and both undergrad and graduate student representatives.

In this first year, the Committee reviewed the accessibility audits of campus buildings to determine priorities to resolve issues, undertook an environmental scan of similar standards at other Ontario universities, and reviewed the anticipated Built Environment section of the soon-to-be-released AODA Post-Secondary Education Standard. The first area looked at in-depth was the inconsistency with which washrooms are both categorized (multi-use single gender, single use, accessible, barrier-free, all genders) and how all washrooms are signed. Work has started on rectifying these inconsistencies. Additionally, this group has been consulted with respect to several new and ongoing building or renovation projects on campus. Recommendations will be provided to the AVP and Chief Facilities Officer for incorporation into renovation and new construction projects.

Digital Accessibility

Central Web Accessibility Project

Great strides were made this year towards McMaster's Web Accessibility efforts. Two parallel and linked activities unfolded to provide clear direction to the campus on a way forward with our web accessibility responsibilities. The first initiative was the development of a campus Web Strategy, in collaboration with the AVP and CTO, the AVP Equity and Inclusion (EIO) and the AVP Communications and Public Affairs (CAPA). The second activity was the development of a Web Accessibility Roadmap, which was a key recommendation of the Web Strategy, and undertaken in partnership with the AVP and CTO and the AVP EIO. Both fall within the McMaster IT Strategic Plan and will continue to take on momentum through the next fiscal year.

The McMaster Web Strategy and its recommendations were the result of broad McMaster community engagement sessions and targeted discussions which included representation from departments, committees, and institutional leadership. The implementation of a web strategy for McMaster University is intended to provide a framework for coordination to ensure that the institution's web presence is consistent, secure, accessible, and manageable, improving our reputation and the experience of our internal and external website visitors.

One of the key recommendations of the Web Strategy is the requirement to adhere to legislated requirements as outlined in AODA (Accessibility for Ontarians with Disabilities Act). It states that the ability to achieve AODA compliance in the web service area requires clear standards for compliance, communicate expectations to unit leads, identify and/or create implementation resources and supports, develop mechanisms to monitor and report progress, and initiate remedial measures to support units to achieve compliance benchmarks. This will require the intersection of web accessibility with web delivery methods as well as branding.

Through its endorsement by IT Governance, the Web Strategy and its web accessibility recommendations gained momentum and a corresponding AODA Web Accessibility Compliance roadmap was proposed to align with the institutional commitment and capacity pillar under the [EDI strategic framework and accompanying action plan](#) and to mitigate the risk of AODA level AA non-compliance on January 1, 2021. The Web Accessibility Compliance Roadmap has focused areas of action and will be undertaken in the next fiscal year, with several areas of activity unfolding in 2021, including:

- The hiring of a Web Accessibility Specialist
- The establishment of clear web accessibility and AODA compliance goals

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- A policy document that includes the scope of standards to be met
- An inventory of McMaster websites with processes for measuring accessibility capabilities
- Auditing of current McMaster Brand Standards
- The engagement of campus wide web accessibility ‘change champions’
- Identification and application of institution-wide accessibility and auditing and inventory tools
- Training, support and community of practice opportunities
- A communication plan to create awareness and understanding at McMaster
- Mechanisms to monitor and report progress

Faculty of Health Science: Redeveloping FHS Web Environments with an Accessibility Focus

To adhere to the Accessibility for Ontarians with Disabilities Act (AODA) in a “best possible” approach, the Faculty of Health Sciences’ (FHS) Web Committee has met with various web groups from across campus including the McMaster AccessMac Program (EIO), Media Production Services, Faculty of Engineering and Faculty of Science. Outcomes from those discussions has led to an ongoing effort to improve and implement common processes for ongoing AODA compliance with the FHS web service.

- Sites are scanned for AODA compliancy when they are initially designed, and McMaster-branded page template headers and footers supplied by Central Marketing have been incorporated.
- Common AODA best practices are included in FHS web site training materials. This not only includes information on the handling of images and media, but includes the use and handling of downloadable files (pdfs) to ensure they are also AODA compliant.
- One of the most important aspects of the AODA is that there be a mechanism for reporting and resolving accessibility issues by site visitors in a timely manner. The web committee is currently implementing a reporting and resolution process for all sites hosted through the FHS web services. All issues would be documented, resolved and reported back to the university’s Accessibility Office.

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Faculty of Social Sciences: Continued Web Accessibility Updates

Faculty of Social Sciences Training: Accessible Digital Media:

- Continued to offer training / workshops / presentations / consultations on various digital accessibility techniques and information on the Information Communication standards in the Accessibility for Ontarians with Disabilities Act (AODA) and Web Content Accessibility Guidelines (WCAG).
- Training included digital accessibility core skills, document accessibility techniques, and the facilitation of accessible presentations.

The Faculty of Social Sciences has enhanced website accessibility this year:

- 70+ websites affected by accessibility remediations within the Faculty of Social Sciences after a preliminary template audit conducted the summer of 2019.
- Accessibility enhancements and remediation were a result of manual testing using automated and manual validation techniques. Template adjustments and findings / remediation efforts were shared with Branding and Media Production Services so enhancements could be made to centrally provided 'Brighter World' code-bases available to the campus community.
- Content level audit planned for department level website content (delayed due to pandemic).

Faculty of Science: Blended Learning Digital Accessibility Enhancements

With support from the Strategic Alignment Fund ("SAF"), the Faculty of Science has been converting our existing blended learning courses into more accessible formats to ensure adherence to the Accessibility for Ontarians with Disabilities Act (AODA) and the Web Content Accessibility Guidelines (WCAG) 2.0 AA.

The development team has been working closely with instructional groups and accessibility experts on campus to complete this project by 2021. Additional priorities include incorporating research on best-practice, ensuring content can be updated and maintained sustainably, and using tools that are accessible to all members of the university. As the understanding of accessible best practices matures, efforts to disseminate tools, techniques and support across the Faculty and University follow-suit. In support of their SAF goals, the Office of the Dean

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worked with Kate Brown from Equity & Inclusion to reimagine the Digital Media Specialist role for a more accessible future.

The Faculty prioritizes student experiences and feedback and has partnered with a user-testing group organized by the Equity and Inclusion Office to ensure platform selection and content creation is accessible.

Financial Affairs

Strategic Procurement

During the 2020 year, Strategic Procurement has integrated AODA compliance language and commitments into the following areas:

- Updating the Strategic Procurement website within [the “External Links” section](#) to reflect AODA information (Ministry), including training requirements.
- Stand-alone AODA / accessibility procurement clauses have been added within RFX documents for posting (>\$100K). Please visit the [McMaster Procurement website](#) to access.
- Suppliers responding to RFX shall engage with QCSolver to ensure AODA compliance for goods and services/added clause is embedded in documentation.
- An updated End User checklist has been included into the Strategic Procurement process to include AODA awareness for Specialist roles when discussing procurement strategies.

Hospitality Services

For the 2020 calendar year, Hospitality Services has moved accessibility forward in the following areas:

- The [Hospitality Services Website](#) has been upgraded to come into AODA compliance.
- Accessibility training was added to HS’s annual staff recall in August, in addition to new hire training.
- A braille menu has been made available at East Meets West Bistro

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- The location digital menu boards were updated to include larger font and stronger contrast
- A new location countertop in Peter George Centre for Living and Learning is AODA compliant

Media Production Services (MPS)

This year, MPS has engaged with digital accessibility work in the following areas:

- MacSites Web Platform is a WCAG 2.0 Level AA web template system that provides content editors with a simple way to manage accessible content within their websites. There are 80+ McMaster sites now live on this system with many more in development.
- MPS has continued to collaborate with Student Accessibility Services in providing course materials in alternate formats in order to assist with the disability-related needs of students.
- Braille translation and printing services are now available for McMaster clients.
- Video captioning services are now available for McMaster Clients.

Campus Store

The Campus Store has used 2020 to enhance accessibility in the following areas:

- The Campus Store website has come into AODA compliance.
- Course Materials Buyers at the Campus Store work closely with Student Accessibility Services to secure publisher content in a variety of alternate formats.
- The CS completed an AODA audit of the store to identify potential opportunities.
- Hardware was acquired to install customer-facing screens at checkout, but due to Covid the install of these screens has been delayed until our physical store reopens.
- Main aisleways are ensured to meet AODA guidelines.
- The layout of merchandise displayed has been reworked to present stock in a vertical as opposed to horizontal fashion.

Communication

Central Communications and Public Affairs (CAPA)

The Office of Communications and Public Affairs continues to work towards providing accessible, inclusive content in many ways, including:

- Ensuring that content and social media managers across campus have training in accessible content and social media posts through virtual training sessions.
- Captioning each of the videos they produce and post, and adding alt text to images on websites and social media.
- Remaining open to and eager for feedback, consultation and collaboration around issues of digital accessibility and inclusive content.

CAPA additionally continues to highlight stories on accessibility, disability, assistive technology and other relevant topics, including these recent articles:

- **Daily News**
 - [Teams with McMaster connections place first and third in international Digital Inclusion Challenge](#)
 - [Soldiers' letters home now available digitally, thanks to lockdown transcription project](#)
 - [Engineering startup, ImaginAble, to compete for \\$30K in LiONS LAIR competition](#)
 - ["No hard work is ever wasted"](#) (profile of electrical and biomedical engineering graduate Hisham Mohammed)
 - [Can't stop the music](#) (article about Hamilton Parkinson's Choir)
- **Brighter World**
 - [COVID-19 has isolated people with disabilities from family, love, sex](#)
 - [Children with disabilities face health risks, disruption and marginalization under coronavirus](#)

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Accessibility and Disability Inclusion Update 2019-2020

The third annual Accessibility and Disability Inclusion Update 2019-2020 was published and released to the campus as [a Highlights Newsletter](#) on December 3, 2020, to commemorate the [International Day of Persons with Disabilities](#). Despite this year's shortened Call for Submissions period, McMaster's accessibility / disability inclusion communities banded together to submit close to 70 pieces across student, staff and faculty realms, many of which reflected the elevation of an accessibility focus within individual and collective areas of work and study as the McMaster community shifted to remote environments resulting from the ongoing COVID-19 pandemic.

This vibrant and colourful newsletter has to date received close to 600 views and downloads, demonstrating an ongoing awareness of and commitment to collective goals of accessibility and inclusion at the University. The full 40+ page version of the Update will be released to the McMaster community the first week of June 2021 to mark and celebrate [National Accessibility Week](#), and will be available from the [Inclusion Initiatives](#) section of McMaster's Accessibility Hub website. Heartfelt thanks to the campus community for banding together to submit to the Newsletter and Update within a sustainably reduced 6-week call for submission process, and sincere thanks to Nusrat Mir, AccessMac Peer Educator, for designing and compiling the Newsletter for campus-wide distribution; Victoria Kren, AccessMac Accessibility Projects Assistant, for editing and organizing the full version of the Update; and Emunah Woolf, AccessMac Placement Student, for final copy edits and revisions.

Accessible Education

MacPherson Institute - Accessibility-Focused Educational Research and Development

Teaching and Learning Strategy

- Acting Vice-Provost, Kim Dej, with support from the MacPherson Institute Director, Lori Goff, and other project team members and under the guidance of a broad steering committee and advisory committee, led the development of the *Partnered in Teaching and Learning Strategy* for McMaster University and aligned it with the President's developing strategy
- Considerations for accessibility, equity, diversity and inclusion were built into and threaded through the *Partnered in Teaching and Learning Strategy* development and

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design from the start, creating synergies with the Equity Diversity and Inclusion (EDI) Strategy

- Broad consultations across campus and specifically with EIO, PACBIC, IEC helped to shape the strategy with a lens to supporting and fostering inclusive excellence in teaching and learning at McMaster.
- The strategy is in its final stages of development and will be launched in spring 2021

Accessible Education Seminars and Events

- In summer 2020, the MacPherson Institute's annual Teaching Remotely: Shared Experiences virtual panel series hosted well-attended sessions on [Inclusive Spaces \(July 23\)](#) and [Accessible Teaching \(August 6\)](#).
- The MacPherson Institute and Equity and Inclusion Office also collaborated to host two webinars on [applying accessible education principles to online teaching and learning](#) in August 2020 (approximately 250 participants).
- The [September 2020 Annual Teaching & Learning Forum](#) for TAs and sessional instructors was re-developed and relaunched to a remote format this year, where accessible design was considered from the outset of event planning.
 - In addition to featured workshops on Accessibility and Accommodation and Teaching with a Disability, participants could participate asynchronously for the majority of workshops, with few options for synchronous engagement; live captioning was enabled through Teams and Zoom for synchronous participation; and professional stenographers were hired for sessions where audience participation was anticipated to draw audiences of persons with disabilities.

IDEAS Grant Development 2020

- In a partnership between the Provost, the MacPherson Institute and the Equity and Inclusion Office, **\$38K** was provided to launch the [new IDEAS grants](#) for faculty to implement sustainable changes in their courses in the areas of **Inclusion, Diversity, Equity, Accessibility and Sustainability**. From May – December 2020 these funds were awarded to a total of **10 projects** across the Faculty of Health Sciences, Faculty of Humanities, Faculty of Science, Faculty of Social Science, as well as the Department of

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Intersession Learning and the Department of Community Engagement and Experiential Learning.

Accessibility-Focused Educational Research and Development

- The development of a new module within McMaster's Accessible Education pedagogical training, [Forward with FLEXibility: A Teaching and Learning Resource on Accessibility and Inclusion](#), was drafted and approved for layout in 2020. The module is entitled *Accessibility in Online and Technology-Enabled Learning* and has been written in direct response to the COVID-19 pandemic and the need to support accessible course design and delivery for instructors working in remote and blended teaching and learning environments. The new module is currently available from the course's Avenue course shell, and will be officially "launched" early summer, 2021.
- [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: disabled student experiences self-advocating for their learning needs; critical knowledge exchange of social justice teaching and learning scholarship; online mental health education for instructors; creating safety for marginalized students in social work pedagogy; the contribution of Mad student peer support to student learning experiences; and student desires for faculty diversity.
 - With funding from SSHRC, researchers affiliated with the MacPherson Institute have also been able to pilot an equity-focused stream of the Student Partners Program during the Winter and Fall 2020 terms. Several faculty/student pairs, 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.
- 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](#), upgrading the section to align with goals within McMaster's Equity, Diversity, and Inclusion Framework and Strategic Plan.

Asynchronous Resources Developed

- A section on accessibility and accommodation was added to MacPherson's [New Instructor Handbook](#).

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- Collaboratively designed by the Equity and Inclusion Office and MacPherson Institute, [McMaster's Inclusive Teaching and Learning Guide](#) was launched in the summer of 2020.
- The MacPherson Institute collaborated with the Equity and Inclusion Office to develop supports for the [Teaching Remotely](#) website as well as to provide information for the Accessibility Hub's [COVID response web resource](#) for faculty. There is a comprehensive section on Accessibility in our [Teaching Remotely Guide](#) for educators.
- The self-enroll, asynchronous *Learning to Teach Online* course developed and available on Avenue to Learn for all educators includes a module on "Ensuring Inclusivity", which centers accessible teaching practices and UDL.

Open Educational-Resources

- In a partnership between the Provost, the Library and the MacPherson Institute, **\$16K** in Open Educational grants were launched and helped to support instructors at McMaster. From May – December 2020 these funds were awarded to a total of **3 projects** across the Faculty of Health Sciences, Faculty of Science and Faculty of Social Science.
- McMaster's Open Educational Resources (OER) Committee, currently co-chaired by the Libraries and the MacPherson Institute, has worked over the past year to adapt and increase use of OER via McMaster's OER By Discipline Guide, numerous webinars, training sessions and asynchronous resources. These resources and development opportunities work to encourage and enhance the practice of open pedagogy, use of OER and Creative Commons licensing.

Employment

Advancing Accessibility for Employees with Disabilities

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:

- Focused heavily on digitization and education accessibility given the last 12 months of remote work and much of the University's activities moving online (e.g.

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teaching/research support, COVID-19, employee engagement efforts, mental health and well-being support, etc.)

- Continue to support and manage return to work and redeployment processes available for employees using accessibility principles in mind and in view of accommodation needs/barriers
- Continue to ensure that means of delivering important messages to employees are considerate of individual accommodation needs and accessibility best practices (e.g. accessible platforms, use of fonts / images in training and presentation material, etc.).
- 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
- Ongoing facilitation of focused accessibility discussions with staff and faculty on how to integrate accessibility into our day to day work responsibilities
- Ongoing facilitation of the Accessible Workplace Accommodation Training for staff and faculty, in collaboration with the AccessMac Program (Equity and Inclusion Office)
- Provide Equitable Recruitment and Selection Committee Training to search committees, to mitigate unconscious bias and ensure equitable outcomes in the search process
- Promote training for staff and faculty on accessible presentations 'Building Accessible Presentations' and 'Building Accessible Media: Accessible Word Documents'
- Provide ongoing recruitment support to Student Accessibility Services and other department and faculties across the institution
- Ongoing support to the Employee Accessibility Network

The Employee Accessibility Network (EAN)

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,

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- Accommodations,
- Accessibility compliance,
- 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:

- COVID-19 and the shift to remote environments impacts on employees with disabilities (feedback delivered to the AVP EI to share with the Return to Campus Oversight and Employment Committee).
- Completing a full-scale employee accessibility audit of McMaster's current [McMaster's AODA Compliance Plan 2012-2025](#).
- 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.

Discussion within the Network this year have included:

- New barriers being experienced resulting from the pandemic, but also how some barriers have disappeared through the shift to remote environments;
- Considerations for Return to Campus from Disabled perspectives
- Embedding rigorous accessibility and accommodations processes and supports into McMaster's Recruitment and Hiring processes
- Continued inconsistency in the knowledge and implementation of workplace accommodations across the institution through all stages of an employee's career journey;
- Inconsistency around dissemination and take-up of obligations and responsibilities regarding accessibility / accommodation compliance within the McMaster learning and working environment.

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Advocacy and Awareness Raising

December 3rd International Day of Persons with Disabilities Celebration

This year's [International Day of Persons with Disabilities](#) was subdued compared to previous years, as a result of the COVID-19 Pandemic shifting event planning to exclusively online spaces. However, the Equity and Inclusion Office was proud to present the [Accessibility and Disability Inclusion Newsletter 2019-2020](#) to the campus community, released the morning of December 3rd, 2020. A social media and email campaign accompanied this "slimmed down" version of the full Accessibility and Disability Inclusion Update, and as a result, the Newsletter has been viewed close to 600 times by McMaster community members.

Moving Forward

This past year saw an additional change to the composition of the McMaster Accessibility Council, with the addition of a representative from the Faculty of Health Sciences. The new Director of Student Accessibility and Case Management is also now represented. The creation of the new role of Manager, Accessibility Program in the Equity & Inclusion Office, continues to create stability in the provision of accessibility oversight for the campus. The coming year will see the addition of a Web Accessibility Strategist jointly reporting to the EIO and UTS.

Finally, we anticipate the retirement of the current MAC Chair, Anne Pottier, who is a longstanding champion and resource for institutional accessibility and AODA compliance. Anne's dedication to accessibility work on-campus throughout the duration of her career at McMaster has provided foundational infrastructure and blueprints which have contributed significantly to the elevated accessibility focus that we've witnessed occurring in particular in 2020. Additionally, her mentorship and support of McMaster students, staff and faculty interested in this work has both directly and indirectly resulted in the development of a distributed and McMaster-grown accessibility and disability-focused expertise that sets the University apart in comparison to our contemporaries. We thank Anne Pottier sincerely for her immense contribution to accessibility work on-campus during her impactful career at McMaster, and wish her the best moving forward into retirement. The MAC will be looking to secure a new Chair for the following year.

The 2019-2020 academic year continued to see increased collaboration and communication around the many accessibility related initiatives which took place across campus, culminating in the development of the 3rd annual Accessibility and Disability Inclusion Update. It was so wonderful to read the more than 70 submissions which came in from 40+ units and to reflect

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on what inspirational and creative work is being in this area across campus. And while these submission numbers have not marketedly increased from 2018-2019 to 2019-2020, what has been remarkable to note was how much participation we had from campus community members, despite 2020 being a pandemic year. Additionally notable has been the increase in submissions from McMaster's academic community – researchers, faculty, course instructors, course designers, and TAs – accounting for more than 1/3 of the entire 2019-2020 publication, across several Update categories.

The coming year will see the introduction of a new Accessibility and AODA Planning and Reporting Tool, the finalization of the University's Policy on Accessibility, and accelerated efforts to support Web Accessibility, which is highlighted in the new campus Web Strategy.

We anticipate the release of the new AODA Education Standard later this year and look forward to developing implementation plans related to this new legislation.

We continue to be excited looking ahead to how accessibility and disability-inclusion flourishes in 2021.

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Appendix A – 2020-2021 Campus Accessibility Action Plan Projects:

2020 Projects

- ADL elevator addition project is in progress.
- JHE North washrooms on ground, second and third floor – New Universal Washrooms on ground floor and third floor, new barrier free single washroom on second floor, and barrier free stall in newly renovated washrooms on Ground floor, second floor and third floor
- **16 building accessibility audits completed**

2021 Projects

- Building Audits currently going on (8 buildings) – Applied Dynamics Lab, Kenneth Taylor Hall, Life Sciences Building, Communications Research Laboratory, DeGroot School of Business, Institute of Applied Health Sciences, Information Technology Building and Michael DeGroot School of Business, aim to complete them by April 2021.
- JHE South Washrooms – Currently proceeding with the design of new all gender barrier free washrooms on ground floor, second floor and third floor, as well as barrier free stalls in gang washrooms for men’s and women’s on the second floor.
- Additional accessible drinking water fountains and refilling stations will be installed at various campus buildings.

Housing and Conference Services have allocated \$100,000 for various accessibility upgrades in HCS buildings in 2021/22. Project selection is currently underway.

Other CAAP Projects Currently Proceeding or Recently Completed:

- University Hall Men’s and Women’s basement washroom upgrades to improve barrier free access
- BSB 148 Washroom – modifications to entrance to make it barrier free
- Hamilton Hall washroom on Second, Third and Fourth Floors – modifications to the washroom and ADOs on the door

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- Nuclear Research Building Washroom – modifications to the washroom and ADO on the door
- IWC washroom A113 – modifications to the washroom
- CNH B110 and B111 – modifications to the washrooms
- Upgrades to lifts on campus – Installing phone lines and card access control for all lifts on campus
- Thode library ADOs on main door
- David Braley Athletic Centre – 3 ADOs on washroom doors

Appendix B – AccessMac Accessibility Program Consultation and Training (2019-2020 Reporting Year)

AccessMac Accessibility Program

Accessibility and Disability Support-Related Consultations (**Total**)

Type of Consultation	# of Consultations
Accessibility and/or Disability Inclusion Consultations: Broad campus community	141
Support-Related Consultations / Referrals: Persons with lived experience of disability	24

Accessibility and Disability Support-Related Consultations (**COVID-Related**)

Type of Consultation/Support	# of Consultations
Accessibility and / or Disability Inclusion Consultations: Broad campus community	59
Support-Related Consultations / Referrals: Persons with lived experience of disability	11

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Top 3 Themes for COVID-Related Consultations:

1. Captioning and digital content accessibility
2. Integrating and enabling accessibility within online / virtual teaching and learning and work environments
3. Supporting persons with disabilities in the shift to remote work / learning environments online / virtual teaching and learning and work environments

Education: Workshops, Presentations and Training:

Type of Education	# of Sessions	# of Participants
Synchronous workshops and training	1) 25 in-person / synchronous	1) 1,200
Asynchronous workshops and training	1) 3 asynchronous Student Leadership Training course shells / sessions 2) 13 online sessions AODA and Human Rights Code 3) 4 online Accessible Education sessions (FLEX Forward)	1) 266 2) 2000 3) 650

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Disability-Centric Events and Meetings

Type of Meeting / Events	# of Sessions / Meetings	# of Participants
International Day of Persons with Disabilities Commemorative Events	1) Launch Party and Publication of the 2018-2019 Accessibility and Disability Inclusion Update 2) Self-Advocacy and Disability Rights Disability Discussion	1) 50 2) 20
Employee Accessibility Network	8	120
Disability DIScussions	4	55
Engineering Design-Think Accessibility Workshop	1	50
Ross MacDonald School for the Blind McMaster Visit	1	30

Highlights of Notable Successes and Opportunities

Training

- Co-development with MacPherson Institute: New chapter in the *FLEX Forward: Accessible Education* training for McMaster instructors and faculty on Accessibility in Online and Technology-Enhanced Learning.
- Co-development and launch with Faculty of Sciences: *Accessible Document Webinar* series with Faculty of Sciences; available asynchronously from [Microsoft Sway](#) and [MacVideo channels](#) and synchronously from the AccessMac Program.
- Development of fully asynchronous *Accessibility and Disability Inclusion Student Leadership* training (used by: Archway Program; McMaster Student Union Part-Time managers and volunteers; Wellness Centre's newly launched Caring Communities Network and McMaster Institute for Research on Aging (MIRA)).

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- Redevelopment with Employee Health Services (HRS): *Accessible Accommodations for McMaster Managers* training for remote work / COVID context
- Co-development with Engineering Co-op Services: *Accessibility and Disability Inclusion Module* within the EDI Module series for Engineering Co-op students.

Large Accessibility Consultations and Projects

- Redevelopment and re-drafting of the overarching University Policy on Accessibility (Spring 2020-ongoing).
- Collaboration with the McMaster Accessibility Council (MAC), and the Employee Accessibility Network (EAN) to audit and work toward redeveloping [McMaster's Accessibility Plan 2012-2025](#) (Fall 2019- Fall 2020).
- Establishment of the Barrier Free Standard Committee in collaboration with Facilities, the Libraries, Student Accessibility Services (SAS) and Residence Life (Fall 2019).
- Development and launch of the User Testing Pilot Program for website accessibility testing with funding from the (SSC) Career Access Professional Services (CAPS).
- Development, launch and communication of the [COVID-19 Response for Accessibility section](#) on the Accessibility Hub for Faculty, Staff and Students, including the McMaster online closed captioning protocol and accompanying resources (Spring 2020).
- Co-development of a cross-campus McMaster Captioning Strategy for Online Teaching and Learning in collaboration with the Libraries, SAS, MAC and McMaster Faculties (Spring 2020).
- Collaboration with the Faculty of Sciences to develop and hire Accessibility Digital Media Specialist within the Faculty (Spring 2020).
- Co-development and launch of the [IDEAS grant initiative](#) with the MacPherson Institute (Summer 2020-ongoing).