



McMaster Accessibility Council

2014-2015 Annual Report

DATE: October 2015

SUBJECT: McMaster Accessibility Council – 2014-2015 Annual Report

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

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

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

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1. Executive Summary

This sixth annual report highlights the accessibility achievements accomplished in 2014-2015 and identifies accessibility priorities for 2015-2016. The McMaster Accessibility Council (MAC) continues providing leadership on accessibility issues across campus as it oversees the University's compliance obligations as per the Accessibility for Ontarians with Disabilities Act (AODA), 2005.

McMaster has made great strides in its efforts to build a culture of accessibility. The new Integrated Science lab located on the ground floor of the General Sciences building is the first lab on campus designed with accessibility in mind and is an example of the type of proactive efforts on accessibility that are evident across the University. Upgrades to the built environment are ongoing and are led by Facility Services. The McMaster Student Union (MSU) have taken active measures to advance accessibility for students on campus and have implemented an MSU Accessibility Policy which seeks to acknowledge and address the lived experience of students with disabilities on campus. Enhancing the student experience through accessible teaching and learning practices is a key focus of McMaster Institution for Innovation & Excellence in Teaching & Learning (MIETL). Using educational programs and the development of instructional tools for faculty and instructors, MIETL is paving the way for more accessible modes of teaching and learning at McMaster.

As we move into the new academic year, 2015/2016, MAC has identified several accessibility priorities that will set the course for continued advancement on accessibility issues. Revising and updating the McMaster Accessibility Policy and the AODA Customer Service Training Module will ensure our internal policy initiatives are in line with current regulations under the AODA. The rollout of a University wide solution for the web accessibility standards of the AODA will ensure McMaster is maintaining its compliance obligations and the development of new resources and tools for instructors and educators

on accessible teaching strategies, programs and methodologies will provide the requisite supports to fully integrate accessibility into our teaching and learning practices.

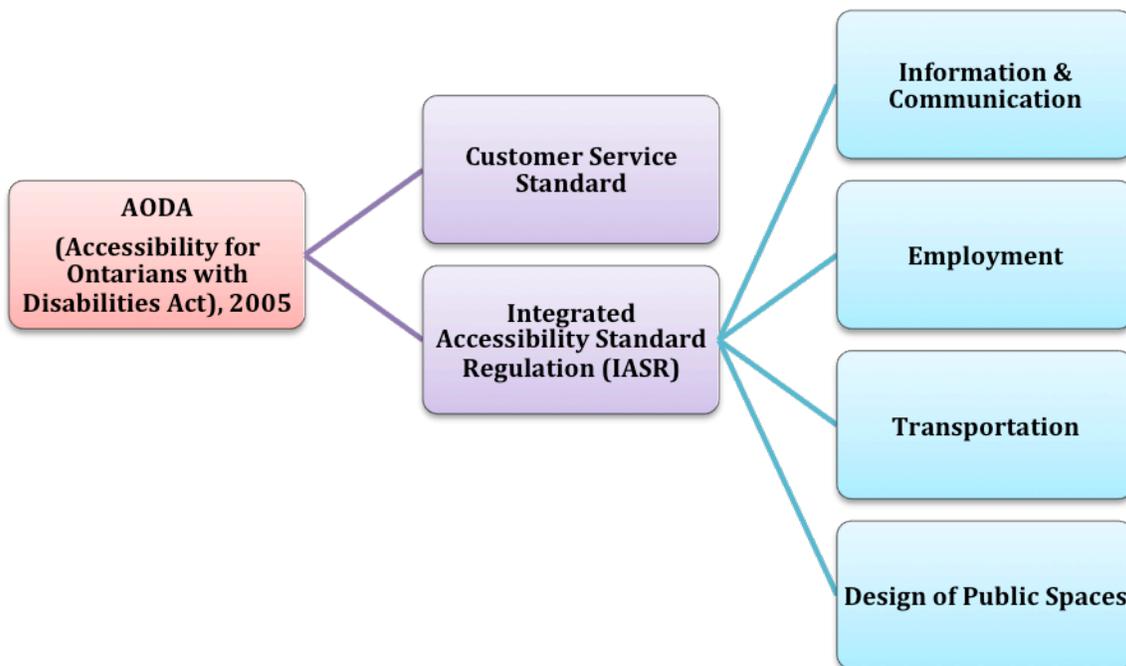
2. Introduction & Background

The McMaster Accessibility Council (MAC) is required to submit an annual report to the President, as per the MAC Terms of Reference, through the Provost & Vice-President (Academic) and the Vice-President (Administration). This report highlights the accessibility accomplishments from across the University in 2014/2015 and sets the course for accessibility priorities for 2015/2016.

a) Accessibility for Ontarians with Disabilities Act (AODA) 2005

In 2005, the provincial government of Ontario enacted the Accessibility for Ontarians with Disabilities Act, (AODA) with the goal of making Ontario fully accessible to persons with disabilities by 2025.

Figure 1: AODA Standards



The AODA establishes a number of standards and regulations to ensure accessibility is being implemented according to the legislative requirements. These standards consist of the Customer Service Standard and the Integrated Accessibility Standard, which includes Information & Communication, Transportation, Employment and the Design of Public Spaces. Each standard sets out specific compliance requirements with rolling compliance dates. A compliance scorecard for McMaster University can be found in Appendix A.

b) McMaster Accessibility Council (MAC)

MAC ensures McMaster's compliance with the AODA. When the AODA was enacted, McMaster recognized that to effectively advance accessibility and to ensure compliance with the AODA, this work needed to be spearheaded by senior members of the University administration. MAC was subsequently created in the summer of 2009 consisting of Assistant Vice-Presidents and senior directors from a cross section of the University. The Council meets regularly throughout the academic year. A full membership list and Terms of Reference can be found in Appendix B.

3. Compliance Measures

a) Customer Service Standard

The Customer Service Standard is intended to ensure that persons with disabilities can access goods or services without encountering barriers. This standard has a range of compliance requirements, which are detailed below.

i. Accessible Customer Service Training

Every person in the organization who deals with members of the public or participates in the development of policies, practices and procedures that govern the provision of goods or services to members of the public are required to take this training.

The McMaster AODA Customer Service Training is provided online via the [McMaster Accessibility website](#). For those who do not have access to a computer, the Accessibility Specialist from the Office of Human Rights & Equity Services and/or the Manager of Employee Health Services from Human Resources Services can provide in-person training.

As of August 2015, which is the end of the 2014/2015 academic year, a total of **25,887** staff, student leaders and instructors across campus completed the training. Customer Service Training remains an ongoing requirement for all new employees, Teaching Assistants (TA's), instructors, and volunteers of McMaster. Communication related to the training and other accessibility related issues are directed to the AODA inbox at:

AODA@mcmaster.ca

i. Updating the Training Module

The online Customer Service Training has been in place since 2010. Enactment of the Integrated Accessibility Standard as well as other McMaster specific changes require the training module to be revised and updated to better reflect the changes that have taken place over the past 5 years. The structure of modules and the length of the training need to be amended to provide for a more robust training module. This project will require consultation with subject matter experts across campus and will be undertaken in the 2015/2016 academic year.

ii. Establishment of policies, practices and procedures

The Customer Service Standard requires that organizations establishes polices, practices and procedures that govern the provision of its good and services to persons with disabilities and should include information on the use of service animals and support persons, notice of temporary disruptions, feedback process for providers of goods or services, and notice of availability of documents.

The University's Board of Governors passed the [McMaster Accessibility Policy](#) in March 2010. The policy details the University's dedication to creating a fully accessible environment, and provides guidelines on how to operationalize specific accessibility processes.

Since 2010, the AODA's Integrated Accessibility Standards have been in force and include a number of new compliance requirements in the areas of Information & Communication, Employment, Transportation and the Design of Public Spaces. In order to accurately reflect the University's commitment to these new standards, a review of the Policy is required, and it is anticipated that this process will unfold during the 2015/2016 academic year.

c) Integrated Accessibility Standard Regulation (IASR)

Effective July 1, 2011, the provincial government enacted the Integrated Accessibility Standards Regulation (IASR). The IASR sets standards for:

- Information & Communications
- Employment
- Transportation and
- Design of Public Spaces

The compliance dates are staggered and allow for gradual implementation over several years.

iii. Accessible Websites and Web Content

Section 14 of the Information & Communication Standard requires large public sector institutions to;

“...make their internet websites and web content conform with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0, initially at Level A and increasing to Level AA...”

The compliance schedule requires adherence with this section by January 1, 2014 for new internet websites and web content at WCAG 2.0 Level A and January 1, 2021 for all internet website and web content WCAG 2.0 Level AA (with some limited exceptions).

McMaster's online presence is decentralized with numerous websites and webpages under the McMaster name but hosted and managed by various departments across campus. This poses significant challenges when implementing university-wide web accessibility standards. Despite the challenge, work to advance compliance with this section has begun in earnest.

ii. Closed Captioning Working Group (CCWG)

One of the requirements for web accessibility is for all media to be closed-captioned. While some departments and offices across campus already include this in their media production, many are unaware of the requirement and/or are unaware of best practices or reasonable third-party vendors available to them. The CCWG brought together over 20 representatives from across the University to identify the specific challenges that the campus faces in complying with this requirement to develop a workable university-wide solution that can be rolled out as soon as possible.

iii. Web Accessibility Advisory Group (WAAG)

In the winter of 2015, MAC received approval from the budget committee to hire a Web Accessibility Specialist on a 12-month contract to train and provide leadership toward making McMaster websites and web content accessible in response to its compliance obligations. The advisory group was established to ensure that the overall strategy to ensure university wide compliance is realistic, sustainable and utilizes (or borrow) the expertise and knowledge already available at McMaster. The group will continue to meet in 2015/2016 and will provide oversight and will act in an advisory capacity to the Web Accessibility Specialist for the duration of the contract.

iv. Web Accessibility Course

University Technology Services (UTS) recently completed a [Web Accessibility Course](#) which is tool is intended to help web administrators differentiate between accessible and inaccessible content and to identify what steps to take to make the content compliant with web accessibility standards. This tool will provide additional tools to department and faculty web administrators in helping them adhere to web accessibility standards.

v. Instructional Designer and Accessibility Consultant

MAC received funding, as approved by the budget committee, to hire an Instructional Designer and Accessibility Consultant for a 10-month contract. This role will provide educators with accessibility awareness training related to accessible program or course delivery and instruction as per section 16 of the IASR. The introduction of the IASR brought a number of training requirements under the legislation that McMaster needs to put into place. The Instructional Designer and Accessibility Consultant is intended to create a blueprint for the development of training tools specifically for instructors. The hiring process is currently underway.

iv. Procurement

Section 5 of the IASR specifies that accessibility criteria and features be included when procuring or acquiring goods, services or facilities. The Strategic Procurement department have included an accessibility statement to its procurement template of purchases of \$100,000 or greater. It is anticipated that accessibility considerations will also be extended to the procurement of goods, services and facilities under \$100,000. Follow up with Strategic Procurement will take place during 2015/2016.

v. Employment

The Employment Standard of the IASR stipulates comprehensive guidelines for accessibility during recruitment and hiring. Human Resources Services continue to lead the way

forward ensuring compliance with the standards since January 2012. A notable achievement this year has been the [Workplace Accommodation Policy](#), which was amended and approved by the Board of Governors on June 4, 2015. This policy reaffirms McMaster's commitment to providing workplace accommodation to employees who require it based on a ground protected by the Ontario Human Rights Code. A companion document entitled [McMaster University Guide and Procedures on Workplace Accommodation \(the "Accommodation Guide"\)](#) was also created to provide guidance on the practical application of the [Workplace Accommodation Policy](#).

vi. Design of Public Spaces

The Design of Public Space Standards comes into effect on January 1, 2016. The Design of Public Spaces Standards regulates the design of newly constructed or redeveloped spaces used by the public. Elements covered by the Standard include exterior spaces such as sidewalks and other pedestrian walkways, parking lots, outdoor public use eating areas, recreational trails and playgrounds. Requirements are also included for some design elements associated with providing public access to services, such as service counters, fixed queuing guides and waiting areas.

Facility Services lead McMaster's compliance efforts for this Standard. Facility Services continues to work through the [Campus Accessibility Action Plan](#) (CAAP), which is a five-year plan to ensure a baseline level of physical accessibility to academic buildings across campus. A list of physical accessibility achievements in 2014/2015 has been listed in the following section.

4. Accessibility Achievements – 2014/2015

a) Physical Accessibility

i. Accessibility Upgrades by Facility Services

Description
Gilmour Hall – Men and Women’s washrooms - Renovations to make them barrier-free as per current Ontario Building codes.
Institute for Applied Health Sciences (IAHS) – Barrier-free Washroom Upgrades – First Floor, Third Floor and Fourth Floor washrooms. Renovations to these washrooms to make it barrier-free as per current codes.
Campus wide Elevator Voice Annunciation Project: All elevators on campus are being retrofitted with talking keypads / voice annunciators. Project is almost complete with just a few units remaining. All 54 elevators on campus will have voice annunciation at the end of this project. Replacement of Thode Library elevator – now fully accessible.
Alumni House - barrier-free washroom – renovations to this washroom to make it accessible as per current codes.
Applied Dynamics Lab - barrier-free washroom – renovations to this washroom to make it accessible as per current standards.
Hamilton Hall, John Hodgins Engineering Building (JHE), Psychology, Life Sciences Building (LSB) IAHS, and Mills Library– Fire Alarm Visual Signals in these buildings.
University Hall – lighting upgrades in stairwell
Ivor Wynne Centre (IWC) - Basement Accessibility Upgrades in the Kinesiology Offices: All automatic door openers in corridor doors installed. Graduate student barrier-free kitchenette is complete.
Communications Research Laboratory – barrier free automatic door operators installed for basement washroom

Figure 2: Physical Accessibility Achievements in 2014/2015.

ii. Integrated Science Lab

The new Integrated Science lab located on the ground floor of the General Sciences building is the first lab on campus designed with accessibility in mind. The facility includes an accessible door; colour contrast flooring and paint; lowered lab tables and adjustable workstations to ensure students with disabilities have equal access to the learning environment.



Figure 3: Image of Accessible Integrated Science Lab, General Sciences Building.

Facility Services demonstrated its leadership on physical accessibility by initiating the barrier-free design features in this lab. Their vision for creating an accessible campus will only be attainable by ensuring that all renovations and new construction on campus be designed with accessibility in mind. This lab serves as an example of how effective and sustainable a proactive approach to accessibility can be. Rather than reacting to individual requests for physical accommodations such as a wheelchair accessible workstation, this lab is already equipped with such facilities' saving the University and individual departments unnecessary expense and liability, not to mention the indignity to students, staff or faculty having to request access to their lab.

b) McMaster Library

McMaster Library Services continue to take a proactive approach to advancing accessibility at McMaster. In addition to their Library Accessibility Services, the Library has created an accessible procurement statement and procedure for the acquisition of library materials, with specific attention to media acquisitions.

i. Updated Library Accessibility Features

A list of the updated accessibility features now available at the McMaster Libraries can be found below.

Description
Automatic door operators added to two washrooms on the fourth floor of Mills Library, increasing their accessibility and usability
Integrated access to the ACE repository (for more information about the ACE project please see the MAC fifth year annual report located on our website) of alternative format materials from within the library catalogue
Library Services created a process for students who require alternative formats to directly request an “accessible copy” of any title in the library catalogue while using the catalogue. Titles that are not available through ACE or AERO are digitized and converted and are made available for use to students registered through SAS.
As an outcome of the Report on Accessible Media (ROAM), undertook an analysis of the library’s legacy media collection . Library Services have added notes to all records to indicate when close captioning is available. The next step in this process is to review all streamed media records to determine which ones have close captioning and add notes to these records within the library’s catalogue system.
Revised all “How Library Stuff Works” video series to ensure that close captioning is accurate and transcripts are available.

Launched the “**Ask a Librarian**” virtual reference service (Fall 2014) which permits all users to request help with their research remotely, 16 hours a day during term, with limited access on weekends. This is a service run jointly by many of the Ontario university libraries.

Purchased an **accessible Sharp multi-functional device** (copier/printer/scanner), which features a pull-out keyboard that can be pivoted for access at multiple heights and angles. This device is fully integrated with the campus Printsmart system. It is located in the Mills Learning Commons, near the Library Accessibility Services office.

c) McMaster Institute for Innovation & Excellence in Teaching & Learning (MIETL)

Over the last 12 months MIETL has made great strides in advancing accessibility in teaching and learning. The MIETL accessibility committee was established to guide MIETL’s work and to ensure a sustained commitment to accessibility. [The Faculty Accessibility Resource Guidebook](#) was published in January 2014 with student scholars to contribute to the resources available to instructors. Accessible Teaching workshops are available for instructors and accessibility-focused sessions are continually offered throughout the year and at the Teaching and Learning Forum organized for Teaching Assistants (TA’s) at the beginning of the academic year. These workshops utilize the expertise and scholarship of MIETL staff and pay particular attention to classroom teaching strategies and assessment design. The [Introduction to Accessibility at McMaster video](#) was also created and produced by MIETL staff and the Accessibility Community of Practice is supported by MIETL and is an example of the collaborative nature of its work on accessibility. The Accessibility Community of Practice brings together a cross-section of the McMaster community (faculty and staff) to address key accessibility challenges in the area of teaching and learning.

d) Student Accessibility Services (SAS)

In addition to coordinating academic accommodations for students with disabilities, SAS provides workshops for students and instructors throughout the academic year. The Shifting Gears program is an initiative that introduces new McMaster students to the services and campus resources that are available to students with disabilities who require academic accommodations. The SAS Student Ally Program is an innovative program that matches a student with a disability with an upper year student who can answer questions and provide support to ensure a smooth transition into University life.

e) Human Rights & Equity Services (HRES)

HRES continues its work coordinating accessibility initiatives and AODA compliance across the University. Through the HRES **AccessMAC** program, the Accessibility Specialist supports the campus community in advancing accessibility through accessibility consultations. This resource is available to staff, students and faculty where they can seek advice and guidance on AODA compliance and broader accessibility issues. Training on the Duty to Accommodate, Accessibility 101, AODA Customer Service Training and AODA compliance are offerings available to the campus community throughout the year. The revised HRES [Accessibility Checklist](#) is an additional tool designed to help event organizers plan for accessibility. HRES will continue to lend its expertise in policy development as well as providing support to MAC and the President's Advisory Committee on Building an Inclusive Community (PACBIC) Access & Accommodation and Mental Health, Equity and Inclusion working groups, respectively.

f) McMaster Student Union (MSU)

In 2014/2015 the MSU hosted a Disability Forum where approximately 40 students attended and shared insights on their experience as students with disabilities at McMaster University. The success of the Forum led to the development of the MSU [Accessibility Policy Paper](#), which was approved in the 2014/2015 academic year. The MSU are members

of MAC and a number of other accessibility working groups across campus ensuring that the specific experience of students with disabilities are represented at decision making tables.

ii. MSU Accessibility Campaign

The first MSU accessibility campaign, “MACCESS” took place in September 2015. The MSU promoted disability awareness, advocated for enhance accessibility on campus and engaged students in dialogue on a range of accessibility and disability issues.

iii. MSU Abilities Service

As part of it’s Diversity Services portfolio, the MSU will be launching its new Abilities Service in 2016/2017. Work is currently underway to hire the service manager and to engage students with disabilities. The 2nd Accessibility Forum scheduled for October 2015 will feed into the design of the Abilities Service and will provide leadership and representation for undergraduate students with disabilities at McMaster.

iv. MSU Clubs

In their efforts to mainstream accessibility as part of the culture of the organization, the MSU have mandated that all its clubs complete the HRES [Accessibility Checklist](#) when seeking approval for their events. This will aid in raising awareness within the student body about their responsibilities to create accessible and inclusive programing.

g) Mosaic

The Mosaic team is continuing its efforts to ensure Mosaic meets accessibility standards. One of the recent improvements include providing users with the option to self-enable accessibility features within Mosaic. This feature allows users to turn-on the accessibility functionality to better support assistive technologies such as screen readers. More details can be found on the [Mosaic website](#).

h) Snow Removal

The winter of 2013/2014 was extremely cold and icy and there were a significant number of accessibility challenges faced by staff, students and faculty with disabilities on campus. The PACBIC (President's Advisory Committee for Building an Inclusive Community) Access & Accommodation (A & A) working group took up this issue in 2014/2015 which resulted in the development of recommendations for snow removal that were developed with and presented to Facility Services. In-person meetings between A & A representatives and Facility Services helped foster better communication about the specific accessibility challenges being faced and the possible solutions. The working group expects that the physical barriers encountered in previous years will be significantly diminished in 2015/2016.

i) McMaster.ca website

McMaster's digital front door got a refresh in August 2015 with an accessible and mobile-friendly homepage.

j) Other Accessibility Activities

In 2014/2015 MAC continued its involvement in advancing accessibility issues across campus by reiterating the importance of, and organizational commitment to, accessibility wherever possible. Members of the Council have been invited to speak to various McMaster committees on the institution's legislative obligations and McMaster's commitment to meet these responsibilities under the legislation and our policies. These sessions have been well received and MAC continues to ensure that accessibility considerations are implemented throughout the McMaster community, from day-to-day operations, to the classroom and the community at large.

5. Accessibility Priorities for 2015/2016

As the MAC enters its seventh year of operation, it will continue providing leadership on the implementation of the AODA. In 2015/2016 McMaster will complete its Accessibility Compliance Report to the Government of Ontario, which covers ongoing compliance with the Accessible Customer Service Standard and the Integrated Accessibility Standards Regulation. Moving forward, MAC will strive to ensure that accessibility remains at the forefront of the University's agenda with a view to completing the following over the course of 2015/2016.

- Update the AODA online Customer Service Training module;
- Move the AODA online Customer Service Training module to Avenue to Learn and the training completion records to Mosaic;
- Revise and update the McMaster Accessibility Policy;
- Follow up with Strategic Procurement regarding accessibility standards for goods and services under \$100,000;
- Roll out a central plan to facilitate closed captioning of media created on campus;
- Complete the web accessibility audit and develop a web accessibility strategy; and
- Through MIITEL's new Instructional Designer and Accessibility Consultant, develop and implement a resource/tool for instructors and educators on accessible teaching strategies, programs and methodologies

6. Conclusion

As MAC looks to further its commitment to enhancing accessibility across the University in the 2015-2016 academic year, it will continue to develop and employ proactive strategies

to meet AODA compliance as well as to foster a spirit of accessibility that extends beyond legislative requirements.

7. Appendix A: AODA Scorecard

McMaster University Scorecard - Ontarians with Disabilities Act (AODA)

AODA Regulation	Compliance Date	Compliance Status		Proposed Action To Achieve Compliance
<p>Procuring or acquiring goods, services or facilities s. 5(1) ...shall incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities, except where it is not practicable to do so.</p>			<p>Partial compliance. Statement incorporated into REP template for purchases over \$100,000, however, no resources or statements guiding staff and faculty for purchases under \$100,000. Role and responsibility of staff and faculty for accessible purchases</p>	<ul style="list-style-type: none"> Procurement to provide information on their website, training and other outreach materials to help staff and faculty in considering accessibility features for all their purchases.
<p>Training – Customer Service</p>			<p>In compliance, however, current training is out of date and requires revision. Recommendation to shorten training</p>	<ul style="list-style-type: none"> See recommendation below

<p>Training – IASR and Human Right Code s. 7(1) ...shall ensure that training is provided on the requirements of the accessibility standards referred to in this Regulation and on the Human Rights Code as it pertains to persons with disabilities...</p>			<p>Not in compliance</p>	<ul style="list-style-type: none"> • Develop a series of online training modules that will be made available to all staff, faculty and volunteers on Avenue to Learn
<p>Training for educators s. 16 (1) I... shall provide educators with accessibility awareness training related to accessible program or course delivery and instruction.</p>			<p>Not in compliance</p>	<ul style="list-style-type: none"> • One year contract position in MIETL to develop training resources and facilitate training geared towards faculty
<p>Accessible websites and web content s. 14 (2) ...shall make their internet websites and web content conform with the World Wide Web Consortium Web Content</p>			<p>Currently not in compliance -UTS has developed WCAG online course which needs completing</p>	<ul style="list-style-type: none"> • Web Accessibility Consultant contract position to lead the infrastructural change towards fully accessible websites and web content and to support the staff, faculty and student ensure accessible websites • Finalization of online web course and promotion throughout the campus

<p>Accessibility Guidelines (WCAG) 2.0, initially at Level A and increasing to Level AA</p>				<p>community</p> <ul style="list-style-type: none"> • Development of a tool which incorporates accessibility considerations utilizing UTS Web accessibility checklist
<p>Educational and training resources and materials, etc. s. 15(1) ... provide educational or training resources or materials in an accessible format</p>			<p>In compliance</p>	<ul style="list-style-type: none"> • Library has an Accessibility Services department who handles accessibility/accommodation request for educational and training materials
<p>Producers of educational or training material - s. 17 (1) ... that is a producer of print-based educational or training supplementary learning resources for educational or training shall upon request make accessible or conversion ready versions ...</p>			<p>Not in compliance</p>	<p>**?</p>

Employment Standards			In compliance with all standards that pertain to large public sector organizations.	
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KEY:



Not in compliance



Approaching compliance



In compliance

8. Appendix B: McMaster Accessibility Council (MAC) Terms of Reference

McMaster Accessibility Council and its Members are responsible for ensuring the University's adherence to AODA Accessibility Standards. The Council provides a mechanism for planning, reviewing and evaluating the implementation of the AODA Accessibility Standards within the University.

RESPONSIBILITIES

1. To guide the development of plans for the implementation of the AODA Accessibility Standards at the University.
2. To receive plans and reports related to the implementation of AODA Accessibility Standards from the appropriate University personnel and committees.
3. To make recommendations to the University regarding policies and institutional changes required to ensure adherence to the AODA Accessibility Standards.
4. To monitor the progress of AODA Accessibility Standards implementation across the University.
5. To oversee the filing of the required accessibility reports to the Ontario government regarding the University's compliance with AODA.

ACCOUNTABILITY

The Council will report to the President through the Provost & Vice-President (Academic) and the Vice-President (Administration). The Council will prepare an annual report of its activities. The Terms of Reference will be reviewed every five years.

MEMBERSHIP

Membership of the Council will be reviewed periodically to ensure that all areas of the University are appropriately represented. Membership on the Council is made up of senior officers of the University who are accountable for decisions made at the Council. From time to time, members of the Council may send a delegate if they are unable to attend a meeting.

The committee will be chaired by a member of McMaster's faculty or staff, appointed for a three-year term by the President, upon the recommendation of the Provost & Vice-President (Academic) and the Vice-President (Administration).

QUORAM

Three senior officers (or designates who have been given authority) are required to vote on a motion to bind the University. In addition, where there is a vote binding another department, the Council member of that particular department must be present at the meeting.

MEMBERS

Associate Vice-President (Teaching & Learning) Associate
Vice-President (Faculty)

Associate Vice-President (Students & Learning) and Dean of Students

Assistant Vice-President and Chief Facilities Officer

Chief Human Resources Officer

- Executive Director, Human Resources (HR designate)

Chief Information Officer

- Manager, Client Services (UTS designate) Director

Human Rights & Equity Services Director, Public & Community Relations
Vice-President (Education), McMaster Students Union

CONSULTANTS

Manager, Employee Health Services
Accessibility Specialist, HRES
Manager, Student Accessibility Services

MEETINGS

A schedule of meetings will be developed based on an annual planning cycle of issues/topics for the agenda.

Approved March 29, 2012

Revised April 21, 2014

Revised October 22, 2014

Revised April 2, 2015

Revised August 26, 2015