

Accessibility Plan Update

Submitted by: Brandon University

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Date updated:

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Years Applicable:

2017 - 2020

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Statement of Commitment

Brandon University promotes diversity, inclusion and accessibility in our programs, employment, opportunities, and in the conduct of the University's affairs. We believe in the inherent dignity of all people. We are committed to identifying and removing the barriers that prevent full and meaningful participation in all aspects of campus life. The University will comply with all applicable Federal, Provincial, and Municipal legislation with respect to accessibility and will implement the standards specified under the Accessibility for Manitobans Act (AMA).

Policies

Accessibility Policy, Student Academic Accommodation Policy, Workplace Accommodation Policy, Workplace Accommodation Fund Policy, Assistive Devices Policy, Support Person Policy, Service Animal Policy, Workplace Accommodation Fund Policy

Actions

Training Initiatives:	
Actions:	Create and implement training modules for entire campus
Outcomes:	Have created some online training including: <ul style="list-style-type: none">• Faculty Recruiting• Non-Academic Recruiting Continue to develop training through various delivery methods
Actions:	Worked with Manitoba Post-Secondary Institutions in the development of a 30 minute online training video that meets the requirements, as outlined in the Customer Service Standard regulation (2016-2017)

Outcomes:	Improved awareness among all faculty and staff with respect to the need to be more accessible. 94% of staff and 55% of faculty have completed the training.
Actions:	Launched the 30 minute online training video campus-wide as foundational training and co-facilitated additional in-person workshops alongside BU's Student Accessibility Services Coordinator, with a focus on: <ul style="list-style-type: none"> ○ Introducing the BU AMA Hub and all of its contents (i.e. Accessibility-related Policies, Procedures & Plan, Training and Resources links, Feedback mechanism, Disruption Notices) ○ Hosting an Accessible Event (i.e. extending the active offer; consideration of venue, lodging, transportation, materials, etc. through an accessibility lens; training volunteers and staff, how can I help? approach)
Outcomes:	Increased attendance at workshops
Actions:	Accommodations workshop for all Senior Leaders with a focus on preventing and removing barriers to accessibility; facilitated by University's legal counsel (January 2019)
Outcomes:	Better understanding by senior administration about accessibility and the need to accommodate.
Actions:	Educate staff regarding the use of Service Animals and emotional support animals and pet policies.
Outcomes:	Policies and procedures have now been established in our Residences. Student Services staff have attended Customer Service training that includes orientation to appropriate policies and procedures related to Service Animals and Accessibility.
Actions:	Hold and have staff attend Mental Health First Aid.

Outcomes:	All of the current Student Services employees have attended the Mental Health First Aid training.
Customer Service Delivery Initiatives:	
Actions:	Healthy Living Centre accommodates people with access issues and/or support person needs including: <ol style="list-style-type: none"> 1. Wheelchairs, walkers, canes, walking sticks, and baby strollers 2. Clients with psychological issues or forms of dementia
Outcomes:	<ol style="list-style-type: none"> 1. We supply members with walking sticks (if requested) and we offer a stroller-size fitness class so baby strollers are permitted to use the walking track. 2. Persons with disabilities can have a support person with them to use the facility. The support person can use the facility to support the member free of charge.
Actions:	Offer over-the-phone registration assistance and payment at the Healthy Living Centre.
Outcomes:	Over-the-phone registrations and payment can be taken over the phone. Receipts are then mailed out or picked up at the front desk.
Actions:	Adjusted practices around promotion of learning opportunities, registration, and hosting of events
Outcomes:	<ul style="list-style-type: none"> ○ Changed font size to a default of 12 ○ Include active offer on all advertisements, manuals, communications ○ Provide a map featuring accessible parking, entrances ○ Make printed copies of handouts available, in addition to powerpoint
Actions:	Develop an accessible campus tour.

Outcomes:	The Recruitment and Retention team asks guests to our events and campus visits to inform of us accessibility requests on our registration forms. Student Leaders/Recruitment & Retention Assistant are trained to provide an accessible tour, as needed. Collaboration with Student Accessibility Services occurs as needed.
Actions:	Encourage multiple modes of communicating with students (phone, email, in-person, etc.)
Outcomes:	Students can book appointments and access staff through a variety of methods. Students can book appointments on-line using LibCal software. Print materials, online information and forms are available in an alternate format upon request.
Actions:	Provide interpreting (sign language) when needed.
Outcomes:	This service is available to students who require it.
Actions:	Considering offering counselling in multiple forms.
Outcomes:	Students can access a Counsellor in person, via telephone or chat (Moodle).
Communication and Documentation Initiatives:	
Actions:	Active offer on all materials.

Outcomes:	HR added the active offer on all vacancy postings and other communication items, including invitations workshop events and information sessions
Actions:	Forms updated with the consideration to facilitate web access.
Outcomes:	Some forms have been converted to fillable forms. Continue to update forms to be fillable. Work in progress.
Actions:	Evaluate and action accessibility requests.
Outcomes:	Accessibility requested related to workplace accommodations are recorded.
Physical Environment Initiatives:	
Actions:	Reception area to have a lower counter space.
Outcomes:	People have commented on and appreciated the accessibility and openness with having adjusted the desk to a lower height.
Actions:	Build ramp and accessible parking to access North doors of McKenzie building.
Outcomes:	Designs have been created to modify the entrance and parking. This will be a future project for the University.

Actions:	Replace carpet in worn out areas on Student Services and the Writing Centre.
Outcomes:	The request for funding to replace the carpet was not approved for the 2019/20 budget year. A request for funding will be resubmitted next year.

Student Accessibility Services – Accessibility Plan Update

Student Accessibility Services has continued to offer accessibility and accommodation supports to students with disabilities as previously discussed in the BU Accessibility Plan (2016). The demographics of students requesting accommodations has remained relatively stable since 2015, with a significant increase in the number of students who met with the Coordinator in 2018-19. This may in part be due to an increase in staffing; a Student Accessibility Associate term position was approved from August 2018-July 2019. The term of this position has been extended for the 2019-2020 year. A significant outcome of this position was the opportunity to provide supports in a timelier manner to students with disabilities (i.e. hiring of support staff including tutors, note takers, academic attendants, and test proctors). In addition, the opportunity to meet with faculty, participate in programming initiatives, and meet with more students on a regular basis has occurred. This position also focuses on providing learning strategy and assistive technology supports to students.

Since implementation of the Customer Service Standard and AMA, Student Accessibility Services (SAS) has continued to grow its' involvement in the entire student experience; from admission to convocation. Prospective students can access admission and other materials in alternate formats, request accessible campus tours or meet with SAS staff prior to admission to university. The introduction of an accessible stage at convocation also enhances accessibility for all. Students are encouraged to meet with SAS staff for assistance with course registration, planning of accommodation needs, and help with accessing funding through external agencies (i.e. Canada Student Grant for Student with Permanent Disability, Canada Student Grant for Equipment & Services for Students with Permanent Disabilities), collaborating with government programs including EAPD (Employability Assistance for People with Disabilities), CLDS (Community Living Disability Services) as well as local high school resource teachers.

The SAS Coordinator played a significant role in Customer Service Training to University faculty and staff; co-presenting at most of the presentations offered at BU. Students requiring the use of a Service Animal or an Emotional Support Animal are strongly encouraged to meet with SAS to discuss the BU policy and procedures. Presently, SAS is collaborating with the Residence Coordinator, Ancillary Services Director, and the Dean of Students to establish a consistent process for Service Animals and Emotional Support Animals to reside in residences. During the 2018-2019 academic session, there were two emotional support animals residing in residence.

In 2017, a non-credit certificate program for students with intellectual disabilities wishing to attend post-secondary was approved (Inclusive Post-Secondary Education). There are currently two students enrolled in this program. In partnership with Inclusion Westman, a grant from Autism Speaks Canada will focus on offering additional supports for students on the autism spectrum, including transition to university life, managing university expectations, enhancing social interactions and exploring employment opportunities post-university.

In December 2018, SAS in collaboration with BUSU held an Access Awareness Week. A number of activities to promote accessibility and awareness of disability were planned. Of note, was a student panel discussion on inclusion and equality held in the Gathering Space of the library.

Assistive Technology is available at BU including a site license for Read & Write. This software is available for all students, including on all lab computers. In fall 2018, a note taking software program called Sonocent was trialled; fifty licenses were subsequently purchased for students requiring this type of support. Additional assistive technology including a CCTV, Front Row to Go, and a Braille printer are available for use on campus through the SAS office.

SAS continues to strive to provide accommodations and support for students using best practices. The medical documentation form was updated to include guidelines recommended by the Ontario Human Rights Commission following the Dhanota case (http://www.ohrc.on.ca/en/news_centre/new-documentation-guidelines-accommodating-students-mental-health-disabilities). A Health Studies working group in collaboration with SAS is working to create policy and a process for professional programs in health studies regarding accommodations in the classroom and clinical setting.

Student Accessibility Services: 4-Year Statistical Comparison

	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19
Blind/Visual	7	9	9	7	4%	4%	4%	3%
Deaf/Hard of Hearing	8	6	6	5	4%	3%	3%	2%
Communication				1				0%
Cognitive	68	68	76	84	34%	33%	37%	31%
ADHD	25	29	29	34				
Autism Spectrum	15	14	15	18				
Learning Disability	19	18	21	20				
Acquired Brain Injury	5	5	9	10				
Borderline IQ	4	2	2	2				
Mental Health	55	69	70	87	27%	33%	34%	33%
Physical / Medical	19	16	22	32	13%	9%	11%	14%
Chronic Mobility	8	3	1	4				
Temporary	19	3	6	12	9%	5%	3%	4%
Other/Unclassified	17	10	17	35	9%	13%	8%	13%
Total	201	209	208	267	100%	100%	100%	100%

	2015-16	2016-17	2017-18	2018-19
Number of New Students	95	93	79	126
Number of Returning Students	100	96	129	117
Number of Consults	6	20	39	24
Percent of Students indicating more than one diagnosis	35%	33%	31%	25%
Students by Faculty				
▪ Arts	80	82	71	91
▪ Science	48	44	44	48
▪ Music (Music Education, Mus Performance, Masters)	11	11	13	11
▪ Education (BA/BEd Integrated, BEd AD, MED)	11	12	16	31* ¹
▪ Bachelor of Physical Education Studies	10	12	15	15
▪ Pre-Health Studies	23	27	20	29
▪ Health Studies	13	16	26	39
▪ Other (NIL, visiting, PENT)	5	5	3	3
Testing Accommodations				
Spring/Summer				
▪ Number of Students Accessing Test Centre	4	8	9	7
▪ Number of Tests Administered	15	28	32	21
Fall				
▪ Number of Students Accessing Test Centre	78	81	94	92
▪ Number of Tests Administered	506	596	618	642
Winter				
▪ Number of Students Accessing Test Centre	80	77	87	109
▪ Number of Tests Administered	503	574	599	634
Total	1009	1170	1249	1295

*¹ Includes PENT students