ACCESSIBILITY

At Brandon University

Brandon University Accessibility Plan 2016

Contents

1.0 Preamble

The Accessibility for Manitobans Act (AMA) requires each organization to develop and publish a plan which will assist to identify, prevent and remove barriers to accessibility. The plan will address the five standards and the accessibility issues under each standard, as it comes into effect. The five standards include: Customer Service, Employment, Information and Communication, Transportation, and the Built Environment. Under the AMA legislation, Brandon University is mandated to produce its first plan by the end of 2016, and to update it every second year.

1.1 Message from the President

I am proud that Brandon University is taking steps to advance the principles and purpose of the Accessibility for Manitobans Act by establishing the Brandon University Accessibility Policies and its supporting plans.   The Act will improve accessibility by preventing and removing barriers that keep people with disabilities from fully participating in the social, economic and academic opportunities of our communities.

Under these new policies, Brandon University will better foster accessibility, diversity and inclusive post-secondary educational opportunities as well as support community-university engagement.   The establishment of these Brandon University Accessibility policies and plan is evidence of our support for the goals and principles of the Accessibility for Manitobans Act. We all benefit from advancements in Manitoba and Canadian society through improved accessibility.   Throughout our lives, each of us may be affected by barriers to achieving accessibility and removing these barriers improves the quality of life for us all.

Again, I am very proud of the achievements and would like to acknowledge the leadership of Human Resources and Student Services and the contribution of the Accessibility Committee and the Sub-Committees in creating the Accessibility Plan and Policies. The Brandon University Accessibility policies and the Customer Service Standard are only our first step. In the coming months and years, we will be taking further action on the remaining standards (Employment, Information and Communication, Transportation and Build Environment) to improve accessibility for all. I encourage you to visit the Accessibility Online Hub (www.brandonu.ca/ama/) where you will find policies, articles and other information related to accessibility for students, staff and faculty.

Thank you for supporting these efforts towards a more accessible University and inclusive society.

Sincerely,

Gervan Fearon

President and Vice-Chancellor

2.0 INTRODUCTION

2.1 Brandon University's Commitment to Accessibility

On December 5, 2013, the Accessibility for Manitobans Act (AMA) became law. Under this legislation, the Government of Manitoba developed a set of standards to address barriers to accessibility with respect to five areas: Customer Service, Employment, Information and Communication, Transportation, and the Built Environment.

Brandon University supports AMA. Implementing the AMA will help remove barriers to education and lead to a more encouraging and welcoming environment for all students, faculty, staff and members of the community who access the University. We want to promote inclusion and diversity and achieve higher levels of accessibility.

On November 1, 2015, the Customer Service Standard came into effect. The University is currently working on a plan to address this standard which includes broad-based education and training to the community. The University must be compliant with this standard by November 2017.

In 2016 and every year thereafter, the Act will require Brandon University to prepare accessibility plans that address the identification, prevention and removal of barriers to accessibility.

The Brandon University Students' Union (BUSU) strives to work closely with Brandon University Accessibility Services to ensure that students are accommodated and advocated for. The Brandon University Students' Union has an Accessibilities Director who is also a person living with accessibility needs and they assist BUSU on matters pertaining to student accessibility as well as address any questions a student of the university may have regarding accessibility services. This can come in many forms, from helping the student access accessibility services to helping students in time of

need find other resources on campus that the student may want to access. This can be both for temporary and permanent accessibility needs.

2.2 Mission Statement

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 will all applicable Federal, Provincial, and Municipal legislation with respect to accessibility and will implement the standards specified under the Accessibility for Manitobans Act (AMA).

2.3 Student Enrolment and Demographics

Brandon University Population 2014-2016			
	2014	2015	2016
Full-Time and Part-Time	240	236	238
Full-Time and Part-Time	173	175	182
Total	**413**	**411**	**420**
Full-Time and Part-Time	2,972	3,073	3,291

3.0 EXISTING SERVICES AND RESOURCES

3.1 Employee Wellness

Through the Human Resources office, employee wellness is coordinated to take into account employee needs, the work environment, operational needs and our legal responsibilities as an employer.

Services provided to employees include day-to-day management of sick leave and long term disability claims, return to work plans and accommodation options, training and workshops regarding mental health first aid, and external supports such as the *LifeWorks* Employee and Family Assistance Plan (EFAP).

It has been identified that as of October 1, 2015, Brandon University, had twelve (12) employees on long-term disability.   Thirteen (13) faculty members were on   sick leave during this same period with a total of 283 sick days used. During this same time period, 163 non-academic staff used sick leave totaling 6510.53 hours of sick time. While there are some staff who work seven (7) hour days and some work seven and a half (7.5) hour days, this averages to approximately 900 days of sick time used from October 1, 2015 to October 1, 2016.

Our annual utilization by employees of the EFAP program is 7.14%. Of those who used the services, twenty-four (24) cases were face-to-face counselling, one (1) case used the depression centre, seven (7) cases utilized the counselling support by telephone, one (1) case was for financial consultation, and two (2) cases were for legal consultation.

We have been able to determine that the presenting issues included: child- centred matters (2.94%), disability/mental health concerns (2.94%), emotional well- being issues (44.12%), family related inquiries (17.65%), financial questions (2.94%), individual crisis (11.76%), legal matters (5.88%), and work related inquiries (11.76%).

3.2   Student Accessibility Services (SAS)

Brandon University is committed to providing equality of opportunity for all individuals enrolled in its programs of study. To this end, the University ensures that reasonable academic accommodation is made available for students with disabilities. Student Accessibility Services (SAS) assists students with disabilities to integrate as fully as possible into the university setting by ensuring that students with learning, emotional, or physical disabilities have equal access to university programs. Accommodation is available to those who experience a temporary disability as well as to those who have a recurrent or permanent condition. All supports must be recommended and verified by a registered health professional.

Individualized plans are developed to assist students to have equal access to university programs and may include exam accommodations, special registration, equipment needs, tutoring, or other accommodations to assist students to reach their academic potential. SAS also works with students to support their learning needs through assistive technology training or individualized learning skills assistance. The SAS office includes a test and exam centre equipped with a variety of assistive technology. The centre also provides access to alternate formats for course materials, texts, and exams

(i.e. e-text, braille, audio), note-taking supports, classroom equipment for improved accessibility, assistance with applications for external funding, workshops to faculty and students, online resources, and referrals to other programs and services (i.e. MarketAbilities, CMHW, Counselling, and Academic Skills). SAS promotes awareness of disability and disability issues to the campus community.

The BU Institutional & Data Analysis Office reported enrolment figures of 3,073 (three thousand and seventy three) for 2015-2016.[1] The Higher Education Quality Council of Ontario report on *Disability in Ontario: Postsecondary education participation rates,*

student experience and labour market outcomes stated that "for university students, the range across data sources is also fairly consistent and ranges from 5 (five) to 7 (seven) percent" (p. 7).[2] This means that in the 2015-2016 academic year it was possible that between 154 (one hundred and fifty four) to 215 (two hundred and fifteen) students registered at Brandon University may have had a disability. Student Accessibility Services demographics are as follows:

2014-2015

Disability Category		Number of Students		Percentage of Total Population
Blind / Visual		6		4%
Deaf / Hard of Hearing		9		5%
Cognitive ADHD		58	21	35%
Autism Spectrum			13	
Learning Disability			15	
Acquired Brain Injury			4	
Borderline IQ			5	
Mental Health		45		27%
Physical/Medical	Chronic Illness		17	14%
	Mobility		6	
Temporary		12		7%
Other / Unclassified		13		8%
Total		**166**		**100%**

Notes:

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[1] BU Fact Book, Student Information, Student Enrolment http://tableau.brandonu.ca/headcount

[2] McCloy, U. and DeClou, L. (2013). Disability in Ontario: Postsecondary education participation rates, student experience and labour market outcomes. Toronto: Higher Education Quality Council of Ontario.

- 33% indicated more than one diagnosis
- Number of New Students – 79
- Number of Returning Students – 76
- Number of Consults only – 11
- Other/Unclassified – may include students waiting full learning assessment or other medical reports or who consult with SAS.

By Faculty:
Arts – 65
Science – 41
Music – 14
Education – 10
Health Studies – 31
Other (NIL, visiting, PENT) – 5

2015-2016

Disability Category		Number of Students		Percentage of Total Population
Blind / Visual		7		4%
Deaf / Hard of Hearing		8		4%
Cognitive ADHD		68	25	34%
Autism Spectrum			15	
Learning Disability			19	
Acquired Brain Injury			5	
Borderline IQ			4	
Mental Health		55		27%
Physical/Medical	Chronic Illness		19	13%
	Mobility		8	
Temporary		19		9%
Other / Unclassified		17		9%
Total		**201**		**100%**

Notes:
- 35% indicated more than one diagnosis
- Number of New Students – 95
- Number of Returning Students – 100
- Number of Consults only – 6

- Other/Unclassified – may include students waiting full learning assessment or other medical reports or who consult with SAS.

By Faculty:

Arts – 80
Science – 48
BPES – 10
Music - 11
Education - 11
Health Studies – 31
Other (NIL, visiting, PENT) – 5

The above demographic information provides information on students registered with SAS according to primary disability of the student. The existence of an identified staff member (SAS Coordinator) and Centre to provide supports to students with disabilities is relatively new to Brandon University (October 2007). The number of students registering with SAS has increased significantly 59 (fifty nine) in 2008-2009 to 201 (two hundred and one) in 2015-2016. The percentage of students with more than one disability/diagnosis has increased in the same time period (7% (seven) to 35% (thirty five)). The number of student with physical/medical disabilities and mental health disabilities continues to rise.

The SAS Coordinator meets with students to determine an individual accommodation plan for their academic program. This includes completion of an accommodation plan (letter) that is provided to faculty on behalf of the student. Faculty members are encouraged to contact the SAS Coordinator if there are concerns about the requested accommodations. Follow-up appointments with students are scheduled as necessary to complete funding paperwork, provide learning skills or assistive technology assistance, adjust accommodations, provide a "check-in" and support for the student. The SAS Coordinator offers in-person appointments, walk-in times, phone, email and texting support.

4.0 ACHIEVEMENTS

4.1 Diversity and Human Rights Advisor

Brandon University recognizes that each individual on campus has the right to participate, learn and work in an environment that promotes equal opportunities and

prohibits discriminatory practices. With the addition of a Diversity and Human Rights Advisor, Brandon University seeks to identify and eliminate potential and real employment barriers, and ensure everyone is able to fully participate in and contribute to all aspects of campus life.

4.2 Brandon University Accessibility Hub Webpage

The creation of an Accessibility Hub on the Brandon University website allows for sharing the AMA legislation, information relevant to the five standards outlined in the *Act,* current University policies regarding accessibility, resources, tools, and training. The hub link is www.brandonu.ca/ama/.

4.3 Student Accessibility Services (SAS)

The Brandon University Senate recognizes the rights of students who experience temporary or permanent disabilities to receive reasonable and appropriate academic accommodation in their studies at Brandon University. Student Accessibility Services (SAS) exists to support students with disabilities to access their chosen program of study at Brandon University. The SAS Coordinator is the individual identified to coordinate and assist in organizing the provision these services. The majority of supports are provided through accommodations, such as extended time for exams. SAS provides additional supports by offering programming and referrals to other supports on and off campus. Individual supports are recommended and verified by a registered health professional through the provision of documentation identifying the presence of a disability and recommendations to reduce barriers in the learning environment.

The SAS Centre has a variety of assistive technology to support students at Brandon University. Brandon University has a site license for Read & Write Gold (a software program assisting students with reading, writing, studying and organization). All computer labs have this software installed. Assistive technology such as livescribe pens and digital recorders are available to loan to students while other technology is available in the Centre to support student learning needs (Dragon Naturally Speaking, Inspiration).

A Student Information Sheet and Handbook for Faculty and Staff, which is currently in progress, will help faculty, staff and students to navigate the process of academic accommodations and accessibility. In addition, a sample statement of Accommodation and Accessibility is included in the Faculty Resource Guide, available in print and on the Centre for Teaching, Learning and Technology website (https://www.brandonu.ca/ctlt/). Workshops for faculty including Universal Design for Instruction provide information on supporting all students in the learning environment.

In September 2016, the Academic Accommodation Policy for Students with Disabilities Policy was revised and approved by Senate. Also approved by Senate was a new Academic Accommodation for Students with Disabilities Procedure and Academic Accommodations for Students with Disabilities Appeal Procedure. In early 2017, AMA presentations for faculty will include a discussion on these documents, the SAS Handbook, and the Handbook for Faculty and Staff. Information will be available on the Brandon University Student Accessibility Services website.

SAS completed a survey for students registered with SAS in March 2015, leading to a change in office name (from Disability Services to Student Accessibility Services). The SAS strategic plan incorporated information obtained from this survey in addition to best practices identified by the SAS Coordinator.

A partnership with Community Living-Brandon and Ready, Willing and Able was established for two new pilot programs in August 2016. Brandon University provides office space for the Coordinator, Victoria Lelond.

1. Inclusive Post-Secondary Education (Inclusion Options) – This is a non-credit certificate program designed to support students with intellectual disabilities to audit at minimum one course per semester in their area of interest. Students will develop social, literacy, and life skills which will lead to successful employment upon graduation. This program will begin to enroll students in January 2017.

2. Ready, Willing and Able Building Block - The coach works closely with the Student Accessibility Coordinator to support current students with Autism Spectrum Disorder. Considerable flexibility will be built into the role of coach to provide individualized and customized supports. Support may include: navigating social and communication difficulties in and outside the classroom (e.g. addressing family and peer relationships), addressing mental health issues, locating and maintaining field placements, and advocating for accommodations. There are currently 4 (four) students participating in this building block.

The *Introduction to Adapted Physical Education* class has promoted inclusion and awareness of opportunities for individuals with disabilities by hosting a Changing Minds, Changing Lives presentation with the Canadian Paralympic Association and the Try a Sport–Community Event in collaboration with Wheelchair Basketball Manitoba. Community members were invited at attend these presentations at no cost.

The SAS office has hosted a number of Disability Awareness Days in conjunction with International Day of Persons with Disabilities. The purpose is to bring awareness to the BU community of the challenges experienced by individuals with disabilities. A variety of community organizations are invited to set up displays in the Mingling Area to promote disability-related barriers and services in the community.

4.4 Mini University (Mini U)

In 2016, Mini University (Mini U) held a one (1) hour training workshop with Brandon University's Student Accessibility Services Coordinator for staff members. She shared a PowerPoint presentation/lecture that outlined various exceptionalities/disabilities and some general suggestions for how to plan lessons and make adaptations as needed across the various Mini U programs. For example, she shared the importance of instructors using a lot of visuals and exemplars for the students, and the importance of making students aware of upcoming transitions. The SAS Coordinator also shared how to incorporate the role of a healthcare aid or respite worker who comes to camp with a student in a given group/activity, along with how to interact respectfully with an interpreter for a student who is hard of hearing.

During staff training, instructors were:

- Informed about the various accessible washrooms across campus that could accommodate students, along with where the nearest elevators were;

- Informed about lesson planning, creating lesson plans, and work spaces that could accommodate various learning styles (for example, the Junior Moose program set up a visual schedule with times and activities to accommodate students with Autism Spectrum Disorder who needed a visual cue to what was coming next); and

- Informed about the authorization of medication procedures and how to provide for the students who required a daily medication.

Each year during staff training, a Brandon Public Health Nurse presents a two (2) hour workshop on proper procedures for students with seizure disorders, diabetes and allergies. The Public Health Nurse provides handouts with instructions and procedures for staff to keep with their reference material.

Also, while staff training, instructors attended a 2 hour workshop on classroom/behaviour management strategies led by a Faculty of Education faculty member. Staff participated in behavior challenges/case scenarios where they were presented with a range situations dealing with the behavior of the students. The student behavior scenarios included situations with students with exceptionalities that might occur throughout the summer. Staff had the opportunity to apply their classroom management strategies to those particular scenarios. Returning staff members had the opportunity to share strategies that had been effective and successful in previous summers. Those successful strategies involved working with students who presented with ADHD or other exceptionalities and adaptations. Returning staff members shared the modifications made within their courses to accommodate students with exceptionalities.

Accommodations/Procedures for Participants:

Participants from all backgrounds and abilities register for Mini U's programs. For those with severe disabilities that require one-on-one assistance, Mini U does require that an aid/respite worker attend for the entire time the participant is at camp.

For weekly student evaluation forms, Mini U made adaptations, such as reading the question aloud for the student, recording the information for a student who gave oral answers, or assigning a Counsellor-in-Training to work individually with a student to read the questions. For instance, Mini U allowed a student with dyslexia to take the evaluation form home a day early and work through it with the support of her parents.

For students and staff who required emergency medication such as Epi-pens, students/staff were given bright yellow tags to attach to their backpacks so that their bags could be identified quickly. Students who required emergency medication were required to keep their backpacks with them at all times.

Staff was provided with a Health Concerns form to fill out during training to disclose any threatening allergies or health information. All information was kept confidential with the administrative staff and only shared upon the request of the individual staff member who wanted other staff to know about an allergy or other health information.

Staff are provided with a health package of their students' needs each Monday morning before students arrive which allows instructors time to make any necessary accommodations.

Bursaries/Grants:

The majority of Mini U's bursary grants are for low income Indigenous and Metis students, but some grants from community agencies and BU alumni, also allow for students with mental or physical disabilities (that need not be Indigenous/Metis) to receive full bursary funding to attend Mini University. Some of Mini U's employment grants can provide additional funding to pay for accessibility equipment to accommodate any staff with disabilities, should there be a need.

Statistics:

Between 2015 and 2016, an average of 8% of participants had one or more disabilities documented on their registration form, including: severe allergy, autism spectrum disorder, ADD/ADHD, depression, anxiety, behaviour, and developmental disorder, communication impairment, and/or sensory disorder/impairment. This figure is likely a low estimate due to underreporting by parents/guardians.

4.5 Guarding Minds @ Work Survey

The Guarding Minds @ Work survey was developed by the Centre for Applied Research in Mental Health and Addiction (CARMHA) and the Great-West Life Centre for Mental Health in the Workplace commissioned its creation. This survey was made available to all employers in both the public and private sector, at no charge.   It was

designed so employers could assess the psychological health and safety in the workplace. In 2014, Brandon University used this tool to assess the psychological wellbeing of its employees. After a number of workplace initiatives, Brandon University will be re-surveying the staff and faculty in Spring 2017.

4.6 Workplace Wellness Task Force (WWTF)

In 2014, the University recognized the need to assess the workplace wellness of its faculty and staff, both from a psychological and emotional standpoint. After surveying the relevant stakeholders using the Guarding Minds @ Work survey, areas of improvement were identified. Campaigns have been underway to promote respect in the workplace and to build civility among campus stakeholders. Leadership initiatives have been implemented with various programs and strategic alignment and goal setting exercises.

A webpage was created to aid in promoting awareness of the committee, its goals and purpose, and to provide a range of tools, resources and information to serve our faculty and staff. This webpage link is www.brandonu.ca/wellness/.

Ongoing initiatives are underway to continue to improve the psychological and emotional well-being of our faculty and staff.

Please see Appendix A for Workplace Wellness Task Force – Objectives & Action Items for 2016.

4.7 Respect Campaign

The matter of civility and respect in the workplace was identified as a critical area of improvement on campus. The Workplace Wellness Task Force conducted town hall sessions seeking input and feedback from the campus community regarding respect and from those discussions, a plan was devised. The Respect in the Workplace campaign included working with The Respect Group, Inc. based in Calgary, Alberta. They created an online training program with modules which helped to identify and address topics such as bullying, workplace harassment, and mobbing. The program included a certificate upon completion and a challenge was issued to all areas on campus to complete the program. Over two hundred (200) faculty and staff completed the program.

The wellness webpage highlighted the Respect campaign and timelines were shared campus-wide to ensure staff and faculty were able to see the efforts being made to improve civility and respect on campus. Information regarding the Respect campaign can be found at : www.brandonu.ca/wellness/respect-campaign/ .

4.8 Mental Health First Aid Training

Mental Health First Aid training has been provided to employees and 128 faculty and staff have successfully completed the training. Within a year, eight (8) two-day workshops have been held. Ongoing offerings of this workshop will continue as part of the standard training at Brandon University.

4.9 Recruitment Guide

Faculty recruitment is key to the success of Brandon University and ensuring that our processes are sound and follow the various legislation, including The Human Rights Code, is vital. A guide was created to assist selection committees navigate their roles and responsibilities regarding the principle of recruitment. The guide contains valuable information with respect to the duty to accommodate, privacy, confidentiality and Human Rights. This guide, and accompanying quick reference materials can be found at www.brandonu.ca/recruitment/.

4.10 Centre for Teaching, Learning & Technology (CTLT)

The Centre for Teaching, Learning & Technology has a mandate to support teaching and learning at Brandon University by providing leadership and expertise in pedagogy, andragogy, and technologyii. Teaching Enhancement Conferences (TEC) are offered

annually, along with various workshops on Universal Design for Learning (UDL), assisting students with testing anxieties, and introducing apps into the classroom. Various events have been held since 2014 and the range of offerings continues to develop and grow. The CTLT webpage can be found at https://www.brandonu.ca/ctlt/.

4.11 Learning & Development

On January 26, 2016, Brandon University hosted *Accessibility for Manitobans – Everyone Benefits* presentations facilitated by Yutta Fricke and Nicole Gareau-Wilson from the Government of Manitoba Disability Issues Office (Winnipeg). Over 60

attendees took in the morning presentations, among them were BU employees as well as guests from the City of Brandon and Community Living Brandon. The presentations introduced The Accessibility for Manitobans Act (AMA), as well as the Customer Service Standard, the first of five standards that will be rolled out under the AMA. Attendees learned about the impact of barriers to accessibility and steps they can take to ensure barriers do not prevent Manitobans from accessing their programs and services.

Following the presentations, Brandon University's AMA Steering Committee consisting of broad representation from across the campus community, came together for its first meeting. This meeting was led by the Disability Issues Office representatives who provided information and templates for creating an accessibility plan.

Over the course of the year, BU's Learning & Development Officer worked with the Manitoba's Post-Secondary Institutions Network – Customer Service Subcommittee in the development of three (3) online training modules that look at:

1) An Introduction to the Customer Service Standard,

2) Interacting and Communicating Respectfully with Persons with   Disabilities, and

3) Interacting with Persons with Disabilities who use Assistive Devices or require the assistance of a Support Person or Service Animal.

In September 2016, the online modules were piloted with the BU AMA Steering Committee.

In January 2017, training will be rolled out to the campus community in a variety of formats including the 30-minute online training modules, in-person training for faculties and departments, as well as supplementary resources that will be shared through BU's Accessibility Hub website. The Learning & Development Officer will continue to meet with the PSI Sub-Committee as each institution implements training and continues to enhance its training and resources through feedback and discussion.

Attached as an appendix is a copy of the Customer Service Standard Training Plan.

5.0 INITIATIVES

5.1 Mental Health Awareness Week

The first week in May each year has been designated by the Canadian Mental Health Association as Mental Health Awareness Week. This is yet another opportunity Brandon

University has to address this illness and to help remove barriers around seeking help for mental health issues. Planned activities will involve faculty, staff and students.

5.2 Massage Therapy on Campus

Through the Workplace Wellness Task Force, an initiative was developed with the Robertson College branch in Brandon. Their massage therapy program requires students to gain experience through practicum. In November 2016, Brandon University was able to provide space for the five students to set up their massage chairs and tables and the fifteen-minute sessions were free of charge to our faculty, staff and students. These sessions were well-received and plans are underway to continue this endeavor.

5.3 Community Gardens

Green Futures BU, was a collaboration of students, faculty and staff who developed and expanded Brandon University's community gardens. The volunteers grew produce for BU's student food bank and Brandon's Good Food Box program, which sells boxes of fruits and vegetables at cost to members of the community. In addition to being a contributor to the community, the community gardens provided psychological, emotional and physical benefits to those who worked in the area.

5.4 Active Offer Wording

As Brandon University works to make the environment as welcoming and accessible to all stakeholders, ensuring that we communicate our intention is also important. As such, our active offer has been implemented on learning and development training notices and on all human resources employment postings.

5.5 Workshops on Accessibility

With the initial workshops on accessibility held at the President's Administrative Council

(PAC) level and subsequently held at the sub-committee level, further ongoing workshops are being planned for 2017.

5.6 Event Planning Checklist

Brandon University hosts numerous events on campus each year. To ensure that every guest on campus an equal opportunity to enjoy the events by reducing or removing potential barriers, an Event Planning Checklist has been created to assist in planning events. This document is found on the accessibility hub at www.brandonu.ca/ama/tools-resources/how-tos/ .

6.0 GOVERNANCE

6.1 Brandon University Accessibility for Manitobans Act Steering Committee (BUAMASC)

Brandon University established the Accessibility for Manitobans Act Steering Committee to ensure the University met the obligations and expectations legislated by the Provincial Government through the Accessibility for Manitobans Act.

The mandate of the BUAMASC is to promote the University's compliance with each standard that is regulated under the Accessibility for Manitobans Act and that the Accessibility Plan is completed or reviewed every two years, beginning in 2016.

Additionally, the committee's mandate is to help the University implement relevant parts of the Strategic Plan, in particular, by providing accessibility and reasonable accommodations in all of our programs for students with disabilities, as well as by increasing student, staff, faculty, and leadership diversity that reflects society, especially with respect to the inclusion of people with disabilities.

The committee regards the following principles in carrying out its mandate:

- Access: Persons should have barrier-free access to places, events and other functions that are generally available in the community;

- Equality: Persons should have barrier-free access to those things that will give them equality of opportunity and outcome;

- Universal design: Access should be provided in a manner that does not establish or perpetuate differences based on a person's disability;

- Systemic responsibility: The responsibility to prevent or remove barriers rests with the person or organization that is responsible for establishing or perpetuating the barrier.

The committee's roles and responsibilities include, but are not limited to:

- Considering the full range of disabilities in identifying barriers and contribute to an Accessibility Plan to encourage reduction of barriers;
- Encouraging actions to address barriers and gaps including business practices and ways to build awareness and knowledge on identifying and meeting the needs of people with disabilities;
- Identifying the persons, units, organizations or resources required to implement the required plans and actions;
- As is reasonable and possible, providing materials produced by the committee that are to be shared with the public, in a clear and plain language format which is concise, logical and unambiguous;
- Providing its recommendations and plans to the University community;
- Abiding by the terms of reference and the Act as it relates to the committee's roles and responsibilities.

The committee is co-chaired by the Chief Human Resources Officer and the Dean of Students. The membership represents a diversity of viewpoints relevant to faculty, staff, and students.

The formation of sub-committees shall be necessary to develop plans for the implementation of each of the five standards. The committee may create sub-committees to provide advice to the committee for consideration, with membership which may include individuals who are members of the steering committee as well as other members of the University community and external resources.

6.2 Brandon University Policies

Brandon University recognizes the diversity of its students and employees and is committed to providing a learning and working environment in which all members of the University community are treated in a fair and equitable manner while respecting the inherent dignity of all people. Through these policies, Brandon University is committed

to identifying and removing accessibility-related barriers to create an inclusive and accessible environment. By promoting inclusion and diversity, Brandon University will also achieve higher levels of accessibility.

6.2.1 **Accessibility Policy**

6.2.2 **Student Academic Accommodation Policy**

6.2.3 **Workplace Accommodation Policy**

6.2.4 **Workplace Accommodation Fund Policy**

6.2.5 **Assistive Devices Policy**

6.2.6 **Support Person Policy**

6.2.7 **Service Animal Policy**

6.2.8 **Central Workplace and Learning Accessibility Fund Policy**

6.3 Sub-Committees

Five sub-committees have been formed to address the Customer Services Standard. The sub-committees include Business Operations, Communication and Information Technology, Library, Teaching and Learning, and Services for Students.

Each sub-committee is mandated to support the Steering Committee by promoting the University's compliance with the customer service standard under the Accessibility for Manitobans Act.

6.4 Sub-Committee's Service Audits

Each sub-committee was responsible for preparing audits of the various areas represented under their purview. This baseline report provided an overview of the individual areas, the unit's accessibility achievements and its barriers. The barriers assessed in the audit included: Attitudinal, Physical and Architectural, Informational and Communication, Technological, and Systemic barriers. Once this information is compiled, it will provide the University with a roadmap for building the Customer Service Standard plan.

Action	Responsibility	Budget	Estimated time/Completion Date
Educate and train Faculty and Staff on policy and procedures	Learning & Development, supported by Human Resources, Accessibility Coordinator	Central Fund	2 months/immediately
Train staff to create and manage accessible documents, including the active offer.	Learning & Development, supported by Human Resources, Accessibility Coordinator	Central Fund	2 months/immediately
Develop a procedure for responding to requests for documents in alternative formats	Human Resources, Accessibility Coordinator	Central Fund	2 months/Immediately
Develop a procedure for communicating service disruptions.	Communications, Physical Plant, Human Resources	Central Fund	4 months/immediately
Create web-based accessibility hub as central hub for tools, resources to help students, faculty and administrators.	Communications, IT Services, Human Resources	Central Fund	Already Completed
Identify a person within each unit to receive and review feedback and coordinate responses.	All Unit Heads, supported by Human Resources	Central Fund	2 Months/Immediately
Clear, visible signage that is accessible to replace current signage throughout	Human Resources, supported by Accessibility	Central Fund	6 months/start immediately *Complete a signage audit on campus by September,

the entire campus.	Coordinator, Admin & Finance Physical Plant		2017
Adjust count height for customer service areas (Ancillary Services, Financial & Registration Services, Human Resources, Helpdesk in Library, Education front desk, Student Services front reception)	Physical Plant	Central Fund	*Members to be trained to provide support in the interim. To be completed with the Brandon University Renovation Schedule

Healthy Living Centre

Action	Responsibility	Budget	Estimated time/Completion Date
In the Healthy Living Center, internal access doors to spaces for activity do not have automatic door buttons (specifically the basement door off the elevator leading into the hallway to the classrooms should be addressed first)	University	$1200	6-8 months/2018
Winter snow removal for the Healthy Living Center on outside ramps during weekends when no Physical Plant is available to clear them.	University, supported by Physical Plant	As approved by Director, Physical Plant and Manager, Healthy Living Centre	November, 2017
Healthy Living Centre accommodates	University, Supported by	Nil	Ongoing

people with access issues & or support person needs: 1. Wheelchairs, walkers, canes, walking sticks and baby strollers are permitted on the walking track. 2. Clients with psychological issues or forms of dementia can request to have a support person to accompany them.	Healthy Living Center Staff		*Procedures have been completed and are being implemented.
Offer over the phone registration assistance and payment at the Healthy Living Centre.	University, IT Services, supported by Healthy Living Center Staff		Ongoing

Housing, Conference Services, Parking, ID Centre

Action	Responsibility	Budget	Estimated time/Completion Date
Adjust Counter Height of Ancillary Services Office	University	$10,000	To be completed with the Brandon University Renovation Schedule
Install powered doors in all residence entrances	University	$4000	To be completed with the Brandon University Renovation Schedule
Install elevator on West side of Residence Complex	University	$100,000	To be completed with the Brandon University Renovation Schedule
Install permanent wheel chair ramp, front door, Flora	University	$10,000	To be completed with the Brandon University Renovation Schedule

Action	Responsibility	Budget	Estimated time/Completion Date
Cowan Hall			
Install permanent wheelchair ramp on North side of Darrach Hall link	University	$10,000	To be completed with the Brandon University Renovation Schedule
Yearly audit of facilities and services to ensure both remain available to all potential users	Director of Business Operations, Staff	Nil	Ongoing

Communications & IT Services

Action	Responsibility	Budget	Estimated time/Completion Date
Create accessible counter for helpdesk/student service desk	University	TBD	To be completed with the Brandon University Renovation Schedule
Implement procedures and develop additional strategies in regards to the provision of clear, accessible and timely information and communication to the public.	University, supported by IT Services	Nil	December, 2016/ongoing
Create accessible online feedback mechanism via the Accessibility Hub	IT Services, Supported by the University	Nil	December, 2016/completed
Provide online resources / templates to assist staff/faculty /researchers and students in creating accessible documents and	IT Services and Communications Supported by the University	Nil	December, 2016/completed (on hub)

Action	Responsibility	Budget	Estimated time/Completion Date
presentations			
Identify online Administrative systems not accessible and identify possible accommodations	IT Services and Communications Supported by the University	Nil	3 months/ May 2017
Identify accommodations necessary to support cloud provisioned services and systems	IT Services and Communications Supported by the University	Nil	3 months / May 2017

Library

Action	Responsibility	Budget	Estimated time/Completion Date
Require all Library staff to attend Mental Health First Aid Workshops offered on campus	University, supported by the Library	16 x $25 + additional costs to pay for coverage while staff attend training	Dec 31/2017

Re-work a portion of the Circulation Desk	University, Physical Plant, supported by the Library	TBD	To be completed with the Brandon University Renovation Schedule
Access to resources in the S.J. McKee Archives There is no elevator service to the McKee Archives.	University, Physical Plant, supported by the Library	Central Fund	To be completed with the Brandon University Renovation Schedule. Accommodation: Library and Archives staff will offer to transport any materials the patron would like to access to the Second Floor or Main Floor of the Library and provide a suitable desk area where the patron can use the materials. Staff will assist in any way possible including photocopying/scannning any needed materials.
Access to and from the Music Library Neither of the two entrances to the Music Library has an automatic door.	University, Physical Plant, supported by the Library and School of Music	Central Fund	To be completed with the Brandon University Renovation Schedule Accommodation: Staff will offer assistance as the patron enters or leaves the Music Library. If the patron in heading to the Main Library, Music Library staff will notify Main Circulation staff so they can meet the patron and arrange a plan for getting him/her to the Main Floor – using either the Freedom Lift or the Freight Elevator.
Access to machines and work stations in the Library	University, supported by Library	Develop a stable percentage of capital budget allocation for acquisition of accessible	December, 2018 Accommodation: Where a patron is experiencing difficulty with access to machines, equipment, counters, and work stations

		furniture, technology and software	etc., staff will make every effort to help the patron access the service.
Access to physical resources in the Library	University, supported by Library	Minimal budget impact; develop staff training module	Summer, 2017 Accommodation: Library staff will aid patrons to access materials that are out of reach on the library shelves or in storage cabinets.
Identify and prioritize short term and long term projects that can be initiated within the unit via the Library Council	Library Council supported by the University	Nil	Ongoing
Review and establish loading dock procedures	University, Library and Physical Plant	Nil	Ongoing
Review service levels during evening and weekend hours. E.g.staff assistance with machines	Library Council supported by the University	Nil	Ongoing
Audit public address system	Library, supported by the University	TBD	Summer, 2017
Develop a library policy to transition to fully online Reserve system	Library, supported by the University	TBD	Summer, 2018
Create a list of required and requested software & equipment; develop a budget line to purchase and maintain	Library and Accessibility Services	TBD	December, 2017
Purchase screen readers for the Library	Library and Accessibility Services	Central Fund	2017-2018
Subscribe to NNELS	Library and	TBD	March, 2018

(National Network for Equitable Library Service)	Accessibility Services		

Services for Students

Action	Responsibility	Budget	Estimated time/Completion Date
Educate staff regarding use of Service Animals and emotional support animals and pet policies.	University, supported by accessibility services		ongoing
Hold and have staff attend Mental Health First Aid.	University, supported by accessibility services		ongoing
Build ramp and accessible parking to access North Doors of McKenzie	University, supported by Physical Plant	Central Fund	To be completed with the Brandon University Renovation Schedule
Replace carpet in worn out areas of Student Services and the writing center	University, supported by Physical Plant	TBD	To be completed with the Brandon University Renovation Schedule
Develop an accessible campus tour	University, supported by, IT Services, and accessibility services	TBD	September, 2017
Encourage multiple modes of communicating with students (phone, email, in person, etc.)	University, supported by, IT Services, and accessibility services		ongoing
Provide interpreting (sign language) when needed	University, supported by accessibility services	TBD	Central Fund – as needed

Considering offering multiple forms of counselling	University, supported by Student Services	TBD	ongoing
Yearly audit of services to ensure remain available to all potential users	University, supported by Student Services	TBD	ongoing

Education Building

Action	Responsibility	Budget	Estimated time/Completion Date
Install ramp at west building entrance. The elevator is located on the west side of the building. Also, upgrade the existing ramp on the east side.	University, supported by Physical Plant and Dean of Education	Central Fund	To be completed with the Brandon University Renovation Schedule
Install automatic door buttons on west entrance doors (outer and inner doors) as well as Rowe Theatre doors (East and West entrances).	University, supported by Physical Plant and Dean of Education	Central Fund	To be completed with the Brandon University Renovation Schedule
Install additional accessible washrooms on first and second floors of the Education Building	University, supported by Physical Plant and Dean of Education	Central Fund	To be completed with the Brandon University Renovation Schedule
Adapt one classroom with sound absorbing wall panels and an appropriate sound system for people with hearing impairments.	University, supported by Physical Plant and Dean of Education	Central Fund	March, 2018
Workshop for faculty	University,	TBD	May, 2017

Action	Responsibility	Budget	Estimated time/Completion Date
on how to make classroom activities accessible to all students (i.e. Handouts, websites, online classes)	Supported by Dean of Education		

Human Resources

Action	Responsibility	Budget	Estimated time/Completion Date
Create and implement training modules to be used by the entire campus	Learning and Development supported by University		Effective March 1, 2017 - ongoing
Track completion of the training modules by each member of campus	Learning and Development supported by the admin staff		Effective March 1, 2017 - ongoing
Evaluate and action accessibility requests by Faculty and Staff and feedback	Human Resources		immediately/ongoing
Set up PC in hallway-allow applicants to apply who may not have access to computer	Human Resources, supported by IT services	TBD	September, 2017
Assign a point person in HR to verify accessible document disclaimer is consistent	Human Resources, supported by IT services		immediately/ongoing
Forms to be updated with the consideration to streamline for web access with Avanti	Human Resources, supported by IT services	$3,000.00	March, 2018
Second HR Officer office to be accessible	Human Resources supported by Physical Plant	TBD	September, 2017
Payroll office to be	Human	TBD	June, 2017

accessible and more room to provide customer service.	Resources supported by Physical Plant		
Reception Area to have a lower counter space	Human Resources supported by Physical Plant	Central Fund	To be completed with the Brandon University Renovation Schedule

6.5 Common Themes

Some of the common themes identified through this audit are not exclusive to the Customer Service Standard but also flow into the other four standards. These themes have been identified relative to Customer Service and will become part of the plans for the remaining standards as well.

Common themes include:

- The need for training around accessibility,

- The need to make documents, publications, forms, and communications accessible, including a service disruption notification process,

- The need for an accessibility hub as a central point for all things related to accessibility,

- Wheelchair accessible areas and adjusted counter heights in service areas to accommodate all customers.

7.0 PREPARING FOR 2023

The Accessibility for Manitobans Act is committed to achieving significant progress in a long-term, systemic, and proactive approach to dealing with accessibility issues. By 2023, such progress will make Manitoba more inclusive for everyone. Brandon University will contribute to the overall AMA goal by making its campus inclusive and more accessible for all by 2023.

7.1 Accessible Customer Service Standard

As indicated in this plan, Brandon University has begun to remove barriers to improve customer service. By creating awareness, providing training, tools and resources, it will aid in combatting attitudinal barriers on campus.

7.2 Accessible Employment Standard

Once the employment standard is released in 2017, the Steering Committee will create sub-committees to address the requirements of this standard.

7.3 Accessible Information and Communication Standard

The customer service standard's sub-committee for Communication and Information Technology will continue to develop its mandate and goals to meet the necessary requirements of this standard, once they are released.

7.4 Accessible Transportation

Once this standard is released, the Steering Committee will create sub-committees to address the requirements of this standard as it relates to our campus, external activities sponsored by the University and off-campus events.

7.5 Accessible Built Environment

Brandon University recognizes that barriers within the built environment affect customer service. Through the Customer Service standard, the University has begun to identify physical and architectural barriers. Campus Master Plan informational sessions have been conducted to allow faculty, staff and students to provide input regarding the evolution of the University's campus and building needs. Planning with relevant stakeholders will take place as the University moves through the implementation of the various standards.

8.0 Closing

Brandon University is committed to the ongoing process of creating an environment for faculty, staff, and students in which barriers have been prevented or removed in order to enhance accessibility. As the University aims to provide better accessibility and enhance inclusivity, feedback is encouraged as the University moves through this five year process. Comments, suggestions and ideas can be shared through the Brandon University Accessibility hub on the University's website at www.brandonu.ca/ama/feedback/ or via email at accessibility@brandonu.ca.

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[i] http://www.guardingmindsatwork.ca/info
[ii] https://www.brandonu.ca/ctlt/
[iii] http://mentalhealthweek.cmha.ca/
[iv] https://www.brandonu.ca/news/2016/05/18/garden-project-at-brandon-university-will-provide-healthy- food-for-students-community/

The Accessibility for Manitobans Act (AMA) Customer Service Standard Training Plan

Phase/Timeline	Training	Participants/Action
1	**Introduction to the AMA Customer Service Standard** *online modules (total of 30 minutes)*	
February/March 2017	The Introduction to the AMA Customer Service Standard training modules have been developed by the Manitoba Post-Secondary Institutions Network to develop an awareness around Manitoba's commitment to ensuring access to programs, goods, and services for all.	**All BU employees:** Please watch the three (3) online modules developed by the Manitoba's Post-Secondary Institutions Network. Access the modules on Moodle today!* *enrollment key is Accessibility1
2	**AMA Customer Service Standard: What does this mean for me at BU?** *scheduled information sessions (2 hours)*	
March/April 2017	Following the launch of the online training modules, information sessions will be held to provide information on what Brandon University has put into place as part of its commitment to accessibility and to ensure it meets its obligations outlined under the AMA Customer Service Standard Regulation.	**All BU employees:** Please sign up to attend one of the generally scheduled 2 hour information sessions. Sign up today! See schedule Unit Heads may want to schedule a session specifically for their department/faculty.
3	**Specialized Training** *learning opportunities that explore related topics in greater depth*	
May -November 2017 (and ongoing)	Specialized training will be offered following the initial training on an ongoing basis in areas such as: • Planning an Accessible Event on Campus • Creating Accessible Documents • Accommodations in the Classroom • MB Human Rights Code - An Employers Duty to Accommodate	**All BU employees**: Please sign up as they relate to you and your role and responsibilities. Schedule coming soon.

Appendix A: WORKPLACE WELLNESS TASK FORCE – OBJECTIVES & ACTION ITEMS FOR 2016

Based on the results of the Guarding Minds Survey, the following tables represent the three areas identified for improvement at Brandon University in relation to workplace strategies for mental health. The feedback and discussion from the town hall meetings that were held during Summer/Fall 2014 largely shaped the objectives and action items listed within each area.

ORGANIZATIONAL CULTURE: A work environment characterized by trust, honesty and fairness.		
Objective:	**Action/Strategies**	**Progress**
Develop a workplace environment where there is appropriate acknowledgement and appreciation of employee's efforts in a fair and timely manner.	Enhance the recognition program(s) on Campus looking at outstanding performance, promotion and tenure, achievements, customer service, etc.	Deferred to 2017-2018
Develop an organizational culture that promotes openness and transparency, as well as respect and civility.	Provide training opportunities in the following areas: • Respectful Workplace • Assertiveness • Interpersonal Communications • Conflict Resolution • Mental Health First Aid • Diversity and Equity	Training was provided for Respectful Workplace by way of the Positive Space campaign and Mental Health First Aid.
	Develop a Flexible Workplace Policy and Plan	Deferred to 2017-2018
	Develop an Open Door Policy (a policy that allows any employee to go to any Dean/Director/Senior Leader with a concern)	Deferred to 2017-2018

Appendix A: WORKPLACE WELLNESS TASK FORCE – OBJECTIVES & ACTION ITEMS FOR 2016

Enhance campus communications to ensure employees are well informed about organizational activities (transparent and informative).	President will hold two (2) General Faculty Council meetings (open sessions) and one (1) Town Hall throughout each year	Currently implemented, as president has held a number of town halls in the 2016 year.
	Deans will lead quarterly meetings for faculty and staff	
	Deans will provide annual updates to Senate	Implemented
	Provide progress updates re: Academic Plan	Implemented through the development of Strategic Alignment and Goal Setting tools.
Enhance management and labour relations	Work towards effectively resolving management and labour issues and/or workplace issues when they arise; provide training on Managing Under the Collective Agreement	Implemented Labour Management meetings with the Unions on campus.
Enhance the sense of campus community and pride	Promote and encourage participation in existing campus events (e.g. Holiday Luncheon, Winterlude, etc.) and consider new opportunities for celebration (e.g. Campus Potluck)	Implemented through Brandon University Community in Action (BUCIA) committee which is funded by the President's office.

Appendix A: WORKPLACE WELLNESS TASK FORCE – OBJECTIVES & ACTION ITEMS FOR 2016

CLEAR LEADERSHIP AND EXPECTATIONS: A work environment where there is effective leadership and support that helps employees know what they need to do, how their work contributes to the organization and whether there are impending changes.

Objective:	Actions/Strategies	Progress
Enhance overall leadership effectiveness	Develop and implement a Competency-Based training program for Deans and Directors (Include a focus on Innovation & Culture and Change Management)	Deferred to 2017-2018.
	Develop a leadership succession planning and replacement planning program	Implemented through the LEAD Program held in partnership with Assiniboine Community College.
	Develop seminar series for department Chairs	Implemented through a partnership with University of Manitoba.
Enhance accountability	Address issues as they arise	
Enhance productivity	Formalize Performance Management/Development (goal setting, standards of performance with regular check-in and feedback, annual evaluations, current job descriptions) for academics and non-academics in accordance with the collective agreements and exempt staff handbook Create an evaluation template for Faculty and Staff	Implemented through the development of Strategic Alignment and Goal Setting tools.

Appendix A: WORKPLACE WELLNESS TASK FORCE – OBJECTIVES & ACTION ITEMS FOR 2016

CIVILITY AND RESPECT:

A work environment where employees are respectful and considerate in their interactions with one another. Civility and respect are based on showing esteem, care and consideration for others, and acknowledging their dignity.

Objective:	Actions/Strategies	Progress
Develop a diversity program that is inclusive and promotes a workplace that is open and representative of the community in which we work, live and play.	Develop an Employment Equity Plan to include self-identification plan, workforce analysis, recruitment tools and training.	Implemented through the development of a Recruitment Guide and following training sessions for Faculty and Staff.
	Develop a Diversity policy and plan	Currently being developed.
	Establish Positive Space Campaign	Implemented
Develop a mental health and wellness program.	Introduce new Employee and Family Assistance Plan (EFAP) and provide orientation to the program features.	Implemented through LifeWorks EFAP program.
	Promote the available mental health self-care tools available through Blue Cross (MY Good Health) found on the Human Resources website	Implemented
	Develop a Campus Civility and Respect Campaign; look at *Respect in the Workplace* program rolled out at the University of Calgary; include as part of orientation and onboarding	Deferred to 2017-2018
	Develop a Disability Management policy and program that tends to physical and psychological needs of employees; from prevention to early intervention to accommodation and return to work.	Currently being developed and implemented through the Accessibility for Manitobans Act, which requires a plan for the first standard, customer service, to be established by December, 2016.
Develop competencies, for leadership at all levels, in fostering a healthy work environment and assisting distressed employees and students.	Provide training and support for all in areas of: • Mental Health First Aid • Interpersonal Communications • Change Management • Conflict Management • Effective Communications • De-Escalating Potentially Violent Situations	