

DRAFT AMA Worksheet for Identifying Unit Barriers – Customer Service

Mission Statement

Brandon University is committed to diversity, inclusion, and accessibility in our programs, employment opportunities, and in the conduct of the University's affairs. 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 legislation with respect to accessibility and will implement the standards specified under The Accessibility for Manitobans Act ("AMA").

(Draft)

Introduction

On December 5, 2013, Manitoba passed *The Accessibility for Manitobans Act* (the "AMA"). The purpose of the AMA is to achieve accessibility for all Manitobans by preventing and removing barriers that disable people with respect to employment, accommodation, the built environment, the delivery and receipt of goods, services and information, and a prescribed activity or undertaking. The AMA mandates every public sector body (which is defined in the Regulations to include a university and college) to prepare an annual accessibility plan that addresses the identification, prevention and removal of barriers to accessibility in their policies, programs, practices and services.

The AMA guides the University's efforts to comply with the legislation by establishing five standards:

1. Customer Service;
2. Employment;
3. Information and Communications;
4. Transportation; and
5. Built Environment.

Effective November 1, 2015, the Manitoba government introduced the first standard: **The Customer Service Accessibility Standard**, which requires all of Manitoba's public, private and non-profit organizations with one or more employees to establish and implement measures, policies and practices to remove barriers to customer service. Under this standard, the University of Manitoba must address business practices and training needed to provide better customer service to people with disabilities.

The purpose of this document is to assist each unit in understanding and identifying barriers relating to customer service within their area, and the actions required to remove those barriers. These will be addressed in the University's accessibility plan. Units are encouraged to use the chart attached in order to document the following steps.

Step 1: Prepare Baseline Report

- A. Provide an overview of the programs and services in your unit.
- B. What are your unit's accessibility achievements?
- C. What are the barriers to accessibility in your unit?

Step 2: Identify Barriers

There are many different types of barriers, both visible and invisible. Examples include:

1. [Attitudinal Barriers](#)

Attitude is perhaps the most difficult barrier to overcome. Some people do not know how to communicate with those who have visible or invisible disabilities. They may feel that they could offend the individual with a disability by offering help. Others might ignore or avoid people with disabilities all together.

2. [Physical and Architectural Barriers](#)

These barriers exist when the environment presents challenges that make it difficult for some people to easily get into a location. Examples could include where a door knob cannot be turned by a person with limited mobility or strength, or where a hallway or door is too narrow to allow a person who uses a wheelchair to pass through safely.

3. [Informational and Communication Barriers](#)

These barriers exist when information is offered in a form that works for some people, but not all. For example, print on documents or on websites may be too small for some people to read, and public address systems often alert only people who can hear.

4. [Technological Barriers](#)

These barriers occur when technology, or the way it is used, is not accessible. Examples include websites that are not accessible to people with visual impairments who use screen reader software; or accepting only online registration forms for programs.

5. [Systemic Barriers](#)

Systemic barriers can occur through policies and procedures. The University must address policies, practices or procedures that result in unequal access to services. Examples include not considering the needs of persons with disabilities at the event planning stage; or not being aware of policies that support accessibility.

Step 3: Identify Actions

Determine the actions required to remove existing accessibility barriers in relation to the Customer Service Standard. The actions should reflect the priorities of your unit.

As an example, review your physical space, ensure that universal signage is simple and well displayed for clear legibility. Remove all signs that can be perceived as too small or confusing for people with developmental disabilities, visual impairments, and other limitations.

Acknowledgment

These materials have been borrowed and/or adapted from the Disabilities Issues Office with permission.

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Worksheet: Identifying Barriers – Customer Service

Please complete the following worksheet. Once all sections of the worksheet are filled out, have the Dean /Director sign off on the completion, and submit to _____.

Thank you for your commitment in making the Brandon University an accessible campus.

Unit: Communications and IT

Form Completed by: Heather Macdonald and Al Dunthorne

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Date: October 25, 2016 Dean/Director Sign off: _____

Step 1: Compile an overview of the programs and services your unit provides.

Marketing communications enhances and protects BU's institutional reputation, advances and strengthens the university's brand, encourages community engagement and reinforces the university's relevance in the lives of key target audiences, including current and prospective students, alumni, donors friends, faculty and staff. MarCom is responsible for media relations, print materials, advertising, website, etc.

IT Services include support in the acquisition, use and help in the use of technologies by faculty, staff and visitors supporting administrative systems, learning and research.

Step 1 (cont.): What are your unit's accessibility achievements?

A web-based Accessibility Hub is being developed as a central hub of tools and resources to help students, faculty and administrators identify and remove barriers to accessibility. To facilitate and encourage feedback, a dedicated email address will be created and made available on the Accessibility Hub.

We are currently reviewing web pages utilizing SiteImprove software to identify and fix accessibility issues on the BU website.

Providing support to accessibility coordinator and program with implementing advanced tools to improve access to learning and computer systems.

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Step 2+3: What are the barriers to accessibility?

1. Attitudinal Barriers:

Use of Service Animals | Considerations: Are you aware of the University's policy regarding service and support animals? Are your staff aware of the policy?

| Actions | Responsibility | | Budget | Estimated Time / Completion Date |
|---|----------------|------------|--------|--|
| | Unit | University | | |
| Educate staff regarding policy (e.g. through next unit meeting) | ✓ | ✓ | \$0 | Within one month of a finalized University policy. |
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2. Physical and Architectural Barriers:

Notice of Temporary Disruption | Considerations: Have you developed the procedure and means of communicating any service disruptions that are related to services at your unit?

| Actions | Responsibility | | Budget | Estimated Time / Completion Date |
|--|----------------|------------|-----------|--|
| | Unit | University | | |
| Develop a procedure for communicating service disruptions | ✓ | ✓ | \$0 | January 2017 |
| Create accessible counter for helpdesk/student service desk | ✓ | | \$10K est | 6 months / to be aligned with Library services |
| Update emergency procedures and ensure information is made available in accessible | | ✓ | \$10K est | September 2017 |

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|-------------------------|--|--|--|--|
| formats (upon request). | | | | |
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3. Information and Communications Barriers:

Training for Staff | Considerations: Did you know that under the Customer Service Regulation you need to ensure that your staff are trained? Webinar and in person training will be available in the fall 2016.

| Actions | Responsibility | | Budget | Estimated Time / Completion Date |
|---|----------------|------------|--------|---|
| | Unit | University | | |
| 9 Advancement & External Relations Staff and 11 IT staff would need training | ✓ | ✓ | \$0 | Within 3 months of the training becoming available. |
| Implement procedures and develop additional strategies in regards to the provision of clear, accessible and timely information and communication to the public. | ALL | ✓ | \$0 | Dec 2016 / ongoing |
| Create Web-based Accessibility Hub as central hub for tools, resources to help students, faculty and administrators identify and remove barriers to accessibility . | ✓ | ✓ | \$0 | Dec 2016 / ongoing |

4. Technological Barriers:

Feedback Process | Considerations: What channels and procedures have to be in place at your unit to properly receive customer/user feedback and respond? Did you know that there is a central accessibility feedback button?

| Actions | Responsibility | | Budget | Estimated Time / Completion Date |
|---|----------------|------------|--------|----------------------------------|
| | Unit | University | | |
| Identify a person within the unit to receive and review feedback and coordinate response. | ✓ | | \$0 | December 2016 |
| Create accessible online feedback mechanism | ✓ | | \$0 | Dec 2016 |

5. Technological Barriers

Format of Documents | Considerations: What is the procedure for providing accessible format for the documents and communications that pertain to your services? Is it properly communicated in an accessible manner?

| Actions | Responsibility | | Budget | Estimated Time / Completion Date |
|---|----------------|------------|--------|--|
| | Unit | University | | |
| Ensure staff are trained to create accessible documents (e.g. use of styles, use of headings, use of sans serif fonts) | ✓ | ✓ | \$0 | One year |
| Provide online resources / templates to assist staff/faculty /researchers and students in creating accessible documents and presentations | ✓ | | | Ongoing / 1 st phase Dec 2016 |

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6. Systemic Barriers:

Notice of Availability of Documents | Considerations: Under the customer service standard, customers may request documents in alternate formats, e.g. large print text, audio, braille or e-text. Do you have a process for customers to request documents in alternate format?

| Actions | Responsibility | | Budget | Estimated Time / Completion Date |
|---|----------------|------------|--------|----------------------------------|
| | Unit | University | | |
| Create or identify a process for customers to request documents in alternate format from the unit | ✓ | ✓ | \$0 | 6 months |
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7. Systemic Barrier:

Use of Support Persons | Considerations: Do you have a policy or procedure accommodating support persons who accompany people with disabilities?

| Actions | Responsibility | | Budget | Estimated Time / Completion Date |
|--|----------------|------------|--------|----------------------------------|
| | Unit | University | | |
| Create (or review / revise) policy or procedure for accommodating support persons who accompany people with disabilities | | ✓ | \$0 | |
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8. Other Barriers:

| Actions | Responsibility | | Budget | Estimated Time / Completion Date |
|--|----------------|------------|--------|----------------------------------|
| | Unit | University | | |
| Identify online Administrative systems not accessible and identify possible accommodations | ✓ | | \$0 | July 2017 |
| Identify accommodations necessary to support cloud provisioned services and systems | ✓ | ✓ | | 3 months / May 2017 |
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