

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, Brandon University 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.

Acknowledgment

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

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: Library

Form Completed by: AMA Library Subcommittee

Phone Number: 204-727-9688

Email: braaksmab@brandonu.ca

Date: September 14, 2016

Dean/Director Sign off: _____

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

Public Services:

- Archives
- Circulation
- Collections
- Course Reserves
- Data Services such as Statistics Canada datasets
- Community programming
- Computer Lab
- Curve Gallery
- Emergency Procedure
- Freedom Lift & Service Elevator – Heritage Floor (basement) and McKenzie Building access
- Interlibrary Loan
- Library instruction
- Access to and assistance with: photocopiers, printers, microfilm scanner, audiovisual equipment
- Map Library
- Public Address System
- Public internet access
- Reference (including locating items)
- Study space & seating
- Washrooms & water fountains
- Website and online services

Technical Services:

- Acquisitions
- Cataloguing
- Processing

Step 1 (cont.):

What are your unit’s accessibility achievements?

- Freedom Lift elevator:
 - Clearer instructions have been posted both outside and inside the elevator explaining how to operate it.
 - Initiated a policy (unwritten) to provide a temporary personal key to any student with a disability who will be requiring access to other floors on a regular basis. The accessibility officer is aware that this accommodation is available.
- Carrels in the North Stacks were repositioned to allow free access through and around the book stacks.
- Reference Desk has both a low and high side
- Mental Health First Aid: 5 library staff members have attended the 2-day workshop. Attendance is encouraged. Plan is to have all staff attend over the next year.
- The Library is open to service and therapy animals
- Our historical customer service practice has always been to be as accomodating as possible to all patrons.
 - One of our guest internet access patrons is unable to enter the username and password; staff enter them for her. She is very appreciative of the help.

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

Attitudinal Barriers:

- Accessibility has historically not been seen as a priority in the Library
- Staff may be uncertain of how to provide the best customer service to patrons with physical disabilities
- Mental health issues are not readily recognized, are sometimes misunderstood, and may lead to staff anxiety
- Cognitive disabilities are not readily recognized, are sometimes misunderstood, and may lead to staff anxiety
- Wariness toward service or therapy animals – not sure of how they will behave in a public area

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Create greater awareness of the importance of universal accessibility for all Library patrons through ongoing staff training	X	X	Additional costs to pay for coverage while staff attend training	Dec 31/2017
Require all Library staff to attend Mental Health First Aid Workshops offered on campus	X	X	16 x \$25 + additional costs to pay for	Dec 31/2017 Dec 31/2017

			coverage while staff attend training	
Require all library staff to participate in the BU Customer Service training program	X	X	Additional costs to pay for coverage while staff attend training	Dec 31/2017

Physical and Architectural Barriers:

- Circulation desk is too high and does not have an access point where a person in a wheelchair, motorized scooter or walker could approach the desk for service straight on ie: without having to turn sideways to get close enough to the desk.
- Archives has no elevator access
- Music Library doesn't have automatic doors
- All furniture is not optimal for a fully accessible environment
- Freedom lift is difficult to use and the freight elevator is in a staff area
- Bathrooms do not have automatic doors and the gender neutral bathroom and the bathroom in the North Stacks are not wheelchair accessible
- Equipment and workstations are not fully accessible
- Some signage could be larger, clearer
- The Reserve Binder is on a counter too high to be accessed by someone in a wheelchair
- Treads on main staircase are low-contrast resulting in tripping and/or falling hazard
- Lack of group study rooms means that students who require quiet space to study can't be accommodated
- Designated accessible parking spots are still too far from the library
- The outdoor ramp and stairways are unsafe in the winter and transitional spring period
- Ramp on mezzanine has a steep gradient and requires a sharp turn
- Stacks too narrow in spots, and too high; pull-out shelves too high; too long without rest breaks
- Pillar workstations are too high

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
<p>Re-work a portion of the Circulation Desk</p> <p>Accomodation: Library staff will come around to the front of the Circulation Desk to provide better service</p>	X	X	University budget for renovations to bring units into AMA compliance needs to be established	unknown
<p>Access to resources in the S.J. McKee Archives</p> <p>There is no elevator service to the McKee Archives.</p> <p>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/scanning any needed materials.</p>	X	X	Same as above	unknown
<p>Access to and from the Music Library</p> <p>Neither of the two entrances to the Music</p>	X	X (School of Music?)	Same as above	unknown

<p>Library has an automatic door. Both doors are quite heavy.</p> <p>Accommodation: Staff will offer assistance as the patron enters or leaves the Music Library. If the patron is 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.</p>				
<p>Access to machines and work stations</p> <p>Accommodation: Where a patron is experiencing difficulty with access to machines, equipment, counters, and work stations etc., staff will make every effort to help the patron access the service.</p>	X	X	Develop a stable percentage of capital budget allocation for acquisition of accessible furniture, technology and software	December 2018 (est.)
<p>Access to physical resources</p> <p>Accommodation: Library staff will aid patrons to access materials that are out of reach on the library shelves or in storage cabinets.</p>	X		Minimal budget impact; develop staff training module	Summer 2017

<p>Access to the Second Floor</p> <p>There are two elevators on the main floor of the Library. Both are available for use by patrons who are not able to use the stairs. The Freedom Lift is available by signing out a key from the Circulation Desk. For patrons who are uncomfortable or unable to use the Freedom Lift, staff may offer to escort the patron to the Second Floor via the Freight Elevator – also making plans for escorting the patron back down.</p>				
<p>Tour our physical space to check if all signage is simple and well displayed for clear legibility. Replace all signs that can be perceived as too small or confusing for people with developmental disabilities, visual impairments, and other limitations.</p>	X		Minimal budget impact; some additional funds will be required to replace signage.	Summer 2017
<p>Identify and prioritize short term and long term projects that can be initiated within the unit</p>	X		Minimal budget impact	Ongoing via Library Council

Review and establish loading dock procedures	X	X	Minimal budget impact	Work with physical plant and other units that use the loading dock; continuous
Review service levels during evening and weekend hours. E.g.:staff assistance with machines	X	X	Minimal budget impact	Ongoing via Library Council

Information and Communications Barriers:

- No collection policy for alternate format materials
- No process for customers to request documents in alternate format
- No procedure for responding to requests for materials in alternate formats
- Staff not trained in ASL or Braille
- re: signage. Plain language & accessible design not systematically used in library; starting to be used on website
- Public address system is inadequate – aural only, no visual
- Public access login currently presents difficulty for persons with cognitive and perceptual disabilities
- No information literacy or library instruction in alternate formats
- Legibility of Reserve photo copies

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Develop an alternate-format collection development policy and budget line Explore partnerships with other agencies for access to alternate format materials	X	X	Budget will have to be developed and presented to PAC.	April 2018 (est.)
Develop a process for customers to request documents in alternate	X	X	Budget impact unknown	Work with Accessibility Services to partner on

format				this service.
Provide staff training in ASL & Braille; other systems, as needed	X	X	Budget impact unknown	Work with Accessibility Services to partner on this service.
Audit public address system	X	X	Budget impact unknown	Summer 2017
Develop a library policy to transition to fully online Reserve system	X		Budget impact unknown	Summer 2018

Technological Barriers:

- Library does not have assistive equipment or software, e.g. screenreaders, screen magnifiers, etc.
- There is no online feedback mechanism to request alternate format or access
- There are no accessible computer workstations: Keyboards, screens, mouse etc.

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Create a list of required and requested software & equipment; develop a budget line to purchase and maintain	X	X	Budget line will need to be developed; establish if this is a Library or IT responsibility.	Work with Accessibility Services to identify current inventory – December 2016; budget line developed for December 2017
Create an online feedback mechanism Identify a person within the unit to receive and review feedback and coordinate response.	X		Minimal budget impact – can use existing technologies like Virtual Reference to create a platform	September 2017

Ensure staff are trained to create accessible documents (e.g. use of styles, use of headings, use of sans serif fonts)	X			
Purchase screen readers	x		Part of capital budget	2016/2017 budget year
Purchase height-adjustable desk(s)	x		Part of capital budget	2016/17 budget year
Create or identify an online process for customers to request documents in alternate format from the unit	x	x	Minimal budget impact	Summer 2017
Subscribe to NNELS (National Network for Equitable Library Service)	x		To be determined	To be determined

Systemic Barriers

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		✓ There will likely be a doc for the entire university?		

Other Barriers:

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		