

Worksheet: Identifying Barriers – Customer Service

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

Unit: Services for Students

Form Completed by: AMA Services for Students Subcommittee

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

- Academic Skills – One-to-one appointments with students, workshops, walk-in visits, peer support through peer tutoring programs, resources on Moodle
- Admissions Office – Admission of internal and external applicants, transfer credit process, international accreditation, regular communication with prospective students (email, phone and in person)
- Advising – Individual appointments (in person, phone and email), Declare Fair, TREK
- Ancillary Services - Housing, Conference Services, Parking, ID Center
- Career and Employment Services – One to one meetings with students, workshops, career fairs
- Counselling – Personal Counselling, Campus Outreach, Volunteer Peer Wellness Educator Program
- Financial & Registration Services – Student accounts, registrations, student loans and sponsorship, course offerings, invoice payment, research funding, insurance.
- Indigenous People’s Centre – Cultural Programming, Computer lab, Child Care area, Lounge, Kitchen, Soup Program (T,W,Th), Community Resource Connection
- Office of International Activities – not submitted
- Recruitment and Retention – On and off campus recruitment initiatives, retention programs, Student Leaders, Student Ambassadors
- Senate & Registrar – Publish Undergraduate and Graduate calendar, audit eligibility for graduation, spring convocation.
- Student Accessibility Services –Identification and implementation of accommodations and supports for students with disabilities in collaboration with students and faculty, one-on-one appointments with students for learning assistance, assistive technology support, workshops, recruit and hire tutors, note takers, provide testing accommodations for students, work with campus community to increase awareness of accessibility

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

- Accommodation of all students’ needs whenever possible.
- Experience working alongside a diverse group of people
- Use plain language in presentations and provided recorded pausable/reviewable version

- Try to make information accessible by multiple means
- Knowledge of employment related issues for people with disabilities
- Wheelchair accessible washrooms and doors available
- Wheelchair accessible meeting rooms
- Designated parking and curb cut-outs
- Barrier free ID Centre
- Some staff has completed training in Positive Spaces, UBelong and Mental Health First Aid
- Ongoing review of policies, forms, and processes
- Open doors during operational hours
- Most services are provided in one area (one-stop shopping)
- Many staff have completed Mental Health First Aid
- Embrace multi-modal delivery of services
- Knowledge and understanding of different learning styles for all types of students (i.e. International, older than average, students with disabilities, First Gen)
- Updated Academic Accommodation Policy and new Procedures for Students with Disabilities, new Academic Accommodation for Students with Disabilities Appeal Procedure
- New Student Accessibility Services Handbook for Faculty & Staff
- A variety of technology available to support students with disabilities (i.e. Braille printer, CCTV, Read & Write Gold, Dragon Naturally Speaking)
- Site licence for Read & Write Gold – all BU students can access this technology on campus labs, and at home if requested
- Accessible testing accommodation area for Students with Disabilities

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

1. Attitudinal Barriers:

- Lack of formal training re: Accessibility related issues
- Lack of knowledge about use of service animals and emotional support animals
- Expectation that specific services are provided by only one service provider (i.e. Indigenous students expected to go to IPC, Students with Disabilities are supported only at SAS)
- Education on Inclusion and cultural awareness for members of our campus (i.e. Indigenous, International, Disabilities, etc)

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Provide training regarding Customer Service Standard				

Educate staff regarding use of Service Animals and emotional support animals and pet policies				
Have staff attend Mental Health First Aid				

2. Physical and Architectural Barriers:

- o Height of counter in reception areas
- o Lack of waiting room space for wheelchairs
- o Waiting spaces in places where long line ups occur
- o Tight corners/narrow halls to access offices
- o Parking and ramp access to building (North Doors McKenzie)
- o Limited accessible space for events
- o Worn-out carpet/rips in carpet – tripping hazard
- o Physical accessibility of campus tours – i.e.: snow on ramps and walkways
- o Lack of easy to view signage - Design, colours and height of signs difficult to see
- o Location of billboards may be difficult to view

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Provide training to staff on how to work around current physical barriers (i.e.: accessible doorways, high counters, alternative meeting space, virtual tour)				
Adjust reception counter heights				
Create waiting space where needed				
Build ramp and accessible parking to				

access North Doors of McKenzie				
Develop new space on campus for events				
Replace carpet in worn out areas				
Develop an accessible campus tour				
Create accessible signage				
Update signage and billboards to be more accessible				
Improve accessibility in Residence through powered doors, elevators, wheel chair ramps.				
Re-arrange offices				

3. Information and Communications Barriers:

- Training need for staff about Customer Service Standard to be met and in particular communication requirements
- Materials not prepped for Alternate Format
- Website materials and forms not all accessible
- Print materials not accessible – example: font size on forms, policy requirements of signatures on electronic documents
- Promotional Materials not in accessible formats and in multiple formats
- Verbal communication – challenges with those who difficulty relaying needs
- Use of email as main mode of contacting students
- Translation of publications for all

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		

Provide training regarding Customer Service Standard				
Provide training regarding creating Accessible documents, websites and promotional materials				
Encourage multiple modes of commuting with students (phone, email, in person, etc.)				
Provide interpreting (sign language) when needed				

4. Technological Barriers:

- Staff not trained in creating accessible documents
- Website materials not in accessible formats (mouse over descriptions, etc.)
- Online registration system in small print
- Presentations not in accessible formats (close captioning, etc.)
- No central person to receive accessibility feedback or inquiries
- No central spot for accessibility related resources

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Provide training and support regarding creating accessible documents, websites and promotional materials				
Work with IT to increase accessibility of online Registration system				

Identify person or hub to receive and review feedback and coordinate response				
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5. Systemic Barriers:

- o No notice of availability of documents in alternate format or process to request alternate formats
- o No policy on use of support people
- o Need for more collaboration with counselling and accessibility related issues and supports on campus
- o Counselling only available verbally and in-person
- o Limited guiding documents for policies and procedures

Actions	Responsibility		Budget	Estimated Time / Completion Date
	Unit	University		
Create process to request alternate format				
Develop university wide alternate format statement				
Develop policy or procedure for use of support person				
Considering offering multiple forms of counselling				
Yearly audit of services to ensure remain available to all potential users				