AMA Worksheet for Identifying Unit Barriers – Customer Service

# Mission Statement

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

# 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

1. Provide an overview of the programs and services in your unit.
2. What are your unit’s accessibility achievements?
3. 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:

## 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.

## 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.

## 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.

## 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.

## 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. <http://www.gov.mb.ca/dio/>

Worksheet: Identifying Barriers – Customer Service

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

University department that conducts teaching, research and outreach.

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

After many decades, the Ellis Building finally has an elevator to provide access to the upper floor of the building other than via stairs or a chain lift.

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

## 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?

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| --- | --- | --- | --- | --- | --- |
| **Barrier** | **Actions** | **Responsibility** | | **Estimated Cost** | **Estimated Time / Completion Date** |
| **Unit** | **University** |
| Team is unaware of how to interact with persons of varying disabilities | Educate staff regarding policy |  | X | NIL | ????? |
| Team does not know how to identify accessibility barriers. | University provide identification service |  | X | ?????? | ???? |
| Team does not know how to address accessibility barriers | University provide solutions through S.A.S. , etc. |  | X | ???? | ????? |

## 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?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Barrier** | **Actions** | **Responsibility** | | **Estimated Cost** | | **Estimated Time / Completion Date** |
| **Unit** | **University** |
| Building has an elevator to allow mobility-challenged people to access the upper floor but no wheelchair accessible washrooms | Retrofit some washrooms for wheelchair access |  | X | ????? | | ?????? |
| Signage neede to show the location of elevator access | Add signs |  | X | ????? | ?????? | |
| The teaching and research labs have no low countertops | Retrofit some labs with low countertops |  | X | ????? | | ????? |

## 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Barrier** | **Actions** | **Responsibility** | | **Estimated Cost** | **Estimated Time / Completion Date** |
| **Unit** | **University** |
|  |  |  |  |  |  |

## 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?

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| --- | --- | --- | --- | --- | --- |
| **Barrier** | **Actions** | **Responsibility** | | **Estimated Cost** | **Estimated Time / Completion Date** |
| **Unit** | **University** |
| No system in place to welcome and receive accessibility feedback | Identify a person within the unit to receive and review feedback and coordinate response. | X |  | Additional time added to a person’s duties | Mar 2017 |

## 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?

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| --- | --- | --- | --- | --- | --- |
| **Barrier** | **Actions** | **Responsibility** | | **Estimated Cost** | **Estimated Time / Completion Date** |
| **Unit** | **University** |  |  |
| No means to determine whether there are students with accessibility issues in a class beforehand. | ????? |  | X | ????? | ????? |

## Systemic Barrier:

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

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| --- | --- | --- | --- | --- | --- |
| **Barrier** | **Actions** | **Responsibility** | | **Estimated Cost** | **Estimated Time / Completion Date** |
| **Unit** | **University** |
|  |  |  |  |  |  |

## Other Barriers:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Barrier** | **Actions** | **Responsibility** | | **Estimated Cost** | **Estimated Time / Completion Date** |
| **Unit** | **University** |
|  |  |  |  |  |  |

Once all sections of the worksheet are filled out, have the Dean /Director/Department Head sign off on the completion then submit the audit online. Thank you for your commitment in making the University of Manitoba an accessible campus.

Unit:

Form Completed by:

Phone Number:\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email:\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean/Director/Department Head Sign off:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_