WORKDAY STUDENT ACCESSIBILITY TIPS

Vision for a disability-inclusive transition

The transition to Workday Student may be a challenging and stressful time for faculty, staff and students. People with disabilities may require additional support. Disability-inclusive practices benefit all Workday users, not just those with disabilities.

Why it matters

Many of our colleagues have disabilities, both visible and invisible. Invisible disabilities are not immediately apparent to others. They can have physical, psychological, sensory, learning, or communication impacts. It's very likely you are working with a colleague who has a disability, whether you know it or not. That's why **accessibility** should be front of mind when supporting colleagues through the Workday Student transition.

> **Tips for managers and people leaders, Primary Transition Leads (PTLs), and others supporting the Workday Student transition.**

Accessibility means proactively removing barriers for everyone so that more people with diverse needs can access a service. When a service in not accessible, a colleague may have to request an accommodation. An accommodation is different from accessibility practices because it is a reactive change based on an individual request. Like all employers, UBC has a **duty to accommodate**.

Providing accessible support

In supporting the Workday Student transition, disability-inclusion means that we assume any person we're helping may have an invisible disability. This approach seeks to minimize negative impacts on our colleagues' physical and mental health. Please remember to be kind and patient, listen and believe people when they tell you their needs, and remember that it is not appropriate to ask sensitive personal or medical information.

It may be helpful to incorporate principles of **Universal Design for Learning** (UDL) when supporting your colleagues. When using UDL, the most accessible option is…options!

Provide options for Recruiting Interest

- ➢ Optimize individual choice and autonomy

- ➢ Optimize relevance, value, and authenticity

- ➢ Minimize threats and distractions

🎬 **Options in Action**

You recognize that colleagues may already be operating at full capacity and that learning new things further depletes energy reserves. You encourage teams to block time in their schedule for Workday tasks, or to speak to their manager about prioritizing workload.

Provide options for **Perception**

- ➢ Offer ways of customizing the display of information

- ➢ Offer alternatives for auditory information

- ➢ Offer alternative for visual information

🎬 **Options in Action**

When circulating information to your team, you provide it in writing via email, verbally in person, using visual slide decks, virtually on Zoom or Teams, etc.

When helping a colleague submit a ticket to the ISC, you include accessibility information such as preferred mode of contact (telephone, email, Teams, etc.).

Provide options for **Language and Symbols**

- ➢ Clarify vocabulary and symbols

- ➢ Support decoding of text, mathematical notation, and symbols

- ➢ Illustrate through multiple media

🎬 **Options in Action**

Before using unfamiliar Workday terminology to explain a task, you take the time to identify terms using plain language.

Provide options for **Comprehension**

- ➢ Activate or supply background knowledge

- ➢ Highlight patterns, critical features, big ideas, and relationships

- ➢ Guide information processing and visualization

🎬 **Options in Action**

You highlight the similarities and differences between new tasks in Workday with familiar functions in SISC when helping a colleague.

Additional support

- ➢ If you or a colleague find Workday Student accessibility issues, please report it to **Workday Student Support**.

- ➢ You may also reach out to the **Centre for Workplace Accessibility** to explore potential solutions.