

1. CALL TO ORDER

Call to Order – 11:35 AM

2. TERRITORIAL ACKNOWLEDGMENT

We acknowledge that this meeting is being conducted on the unceded territories of the Coast Salish peoples; which, to the current knowledge of the Society include the Squamish, Musqueam, Stó:lo, and Tsleil-Waututh people.

3. ROLL CALL OF ATTENDANCE

3.1 Board Composition

President (Chair)	Larissa Chen
Vice President Finance	Hangue Kim
Board of Directors Member	Alan Lee (phone)
Board of Directors Member	Thadoe Wai
Student At-Large	Christina Thompson
Student At-Large	Vacant
Student At-Large	Vacant

3.2 Society Staff

SFSS Administrative Assistant	Zoya Nari
SFSS Chief Executive Officer	Martin Wyant
General Office Coordinator	Lawrence Jones
SFSS Accessibility Worker	Alyssa Chan
SFSS Student Union Organizer	Anna Reva

3.3 Absents

Student At-Large	Christina Thompson
SFSS Chief Executive Officer	Martin Wyant
General Office Coordinator	Lawrence Jones

3.4 Regrets

Vice President Finance	Hangue Kim
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4. RATIFICATION OF REGRETS

4.1 MOTION AFAC 2017-03-17:01

Thadoe/Alan

Be it resolved to ratify regrets from Hangue Kim (SFSS Election Debates).

CARRIED

5. ADOPTION OF THE AGENDA

5.1 MOTION AFAC 2017-03-17:02

Thadoe/Alan

Be it resolved to adopt the agenda as presented.

CARRIED

6. DISCUSSION ITEMS

6.1 Report on Disability Services/Events from other PSIs (post-secondary institutions)

- Committee is currently working on a briefing note to summarize the report
- Multiple PSI's have similar CSD programs such as:
 - Douglas College with adapted software (specific to that PSI)
 - UBC offers a large number of workshops and training – Suggestion for SFU to possibly adopt the “Really?” workshop
 - Oxford University in England – has a “Disability Community” to support students through interactions
 - United States PSIs – Some have exam recovery sessions, support for disabilities from injuries, and voice activated software
- Some overseas PSIs do not recognize or support disabilities as much compared to North America
 - It is noted that not many North American PSIs assist with intellectual disabilities
- Hi Five (external group) provides a training to help with Mental Health awareness
- Committee suggests to take on social approaches (through friendships and general interactions), employment approaches, and various methods for academic support
 - To consider mental health in accessibility funding and to possibly look into transport services

6.2 Hi-Five ME Week

- Board was supportive of the event but concerned about the granting process since it is an external group
 - The granting process for external groups is currently being developed, whereas the current granting priority is given to Clubs, Student Unions, and DSUs
- It is suggested for the ME Week grant proposal to be reviewed and re-written and to provide the Board a report from previous events
- Chair suggests that future collaboration and funding is to be shifted to the Advocacy Committee, as they are currently focused on mental health
- Board noted Hi-Five did not notify the Board early enough for funding, bookings and collaboration to be possible
 - The committee noted that the granting funds is separate from committee funds, therefore it should not be treated the same
 - It is also noted that Hi-Five has been using Health and Counselling funding for their other events
- The committee maintains their interest in supporting mental health awareness events and prioritize identifying a process to support them
- Interest to see a comprehensive funding method for external groups
- Chair noted it was important to clarify the referenda question for funding for the Accessibility Fund and proposed setting funding aside for external groups' accessibility grant requests

6.3 Brainstorming session regarding usage of Accessibility Fund

- Items currently being worked on before term end:
 - Events checklist for student groups

- Closed captioning services
- Elections (Screen for closed captioning)
- To revive and support SUDS
- Hi-Five Canvas course in relation to Centre of Students with Disability (CSD)
- Disability Literacy/Awareness (Chair to work on to help with the point of view of disability/acceptance)
- Items to be worked on in the next term:
 - Events & Advocacy committees (to be attended Accessibility Project Worker)
 - Disability social in relation to Disability Awareness Week (to be open for all students and to possibly partner with CSD to host interactive activities)
 - Student Representatives (to possibly promote through CSD, AMI, to be able to gain further insight for accessibility methods)
 - Regular services and office hours to be promoted on website
 - Employment assistance and professional development (career training)
 - Committee to create a timeline for the proposed items in April as a recommendation for the next term to work on
- Other ideas:
 - Training Manual in relation to Accessibility Planning Workshop
 - Event planning training to make events more accessible (a large undertaking option)
 - Presentation Council
 - To provide an overview and will further discuss at the next meeting
 - Pre/post exam event
 - To possibly involve AMI (Autism Mentorship Initiative) and other existing groups in awareness campaign
 - Multi-group approach
 - To possibly collaborate with other groups to create events to avoid redundancy in events and/or campaigns
 - SUDS, Advocacy, CSD, Hi-Five, SFU Committees, Out On Campus, Women's Centre, AMI, Events, SFPIRG, Electoral Commissioners
 - To work on a transition in April for the next term and to possibly invite for a meet and greet to further discuss opportunities

7. ATTACHMENTS

- Disability Services at Other Universities - Report.docx

8. ADJOURNMENT

MOTION AFAC 2017-03-17:03

Alan/Thadoc

Be it resolved to adjourn the meeting at 12:36 PM.

CARRIED

What do other universities do for students with disabilities?

I have created a report outlining the accessibility services and events that other universities, both in Canada and around the world, offer for students with disabilities. Hopefully, this could give us a few more ideas on ways to use the Accessibility Fund.

Douglas College

- Some colleges such as Douglas and VCC offer Adult Special Education programs specifically for students with disabilities (seems to be more for students with intellectual or cognitive disabilities who may not be “able” to participate in academic university programs). These programs help students develop vocational skills and search for employment.
 - At VCC, even students with visual and/or hearing impairments can be placed into separate classes. Focus is more on career awareness and building up basic literacy and math skills.
- Douglas College also has a Centre for Students with Disabilities that provides:
 - Formal and informal identification of learning strengths and needs
 - Instructional recommendations based on assessments
 - Educational support for completing course requirements (tutoring, study skills, exam preparation)
 - Sign language interpreters
 - Readers/scribes
 - Individualized accommodations and adaptations for exams
 - Note-taking assistance and free NCR paper for lecture notes
 - Transcriptions of materials to accessible format (Braille/Audio Tape)
 - Ordering equipment and alternative formats
 - Consultation and advocacy throughout the campus community
 - Liaison with community-based disability service agencies
 - Temporary accessible parking permits
 - Referral to other college and community services
- Douglas’s Centre for Students with Disabilities accommodates students with ADHD, chronic health problems, deafness (there is a distinction between “deaf” and “hard of hearing”), cognitive disabilities, learning disabilities, mental health and psychiatric disabilities and mobility impairments
 - They don’t offer disability-related accommodations for students with cognitive disabilities (mainly referring to intellectual disabilities) for academic programs, but provide vocational and skills training for students with intellectual disabilities, as well as learning centres and tutoring resources
 - For students with mobility impairments, possible accommodations include: mobility in the classroom, reduced course load, **adapted software**, writing tool accessories, computers or word processors for exams, extended time, and exams in alternate format.

- On the Douglas College website, it is stated that Douglas welcomes students who need to upgrade their literacy, math, learning, and study skills, which doesn't only encompass students with disabilities

SFU (what we may not know yet)

- SFU Hi-Five actually offers a Canvas course that aims to eliminate stigma related to mental illness; the training for the course takes around 2.5 hours to complete

UBC

- **UBC** offers priority housing for students with disabilities and Indigenous students, as well as scholarships and bursaries for students with disabilities.
 - UBC also offers "Really?" workshops to address and combat discrimination against students who may be marginalized
 - Equity Ambassadors program – a diverse group of student leaders who raise awareness about social justice and human rights issues through education and outreach activities on campus
 - Access and Diversity (Vancouver campus), Disability Resource Centre (Okanagan campus) provide academic and exam accommodations
 - UBC CLF takes disability and changing abilities due to aging into account and has updated their website to meet the W3C guidelines for web accessibility
 - I.e. If there is a picture that leads to a link, there must be an alternative way to access that link for someone who is visually impaired
 - **Disabled Students Social** –" This is an event for disabled students and their allies to socialize and get involved in their community. There will be opportunities to share experiences, eat food, win prizes and make friends."

Canada

- **University of Manitoba** – has an "attendant program" in which attendants help students to understand assignments, tests, and deadlines, and sit with students in their classes. (Some students might not appreciate having an attendant in a lecture hall or classroom with them)
 - IN addition, they also offer: ASL interpreters, assistive technology (Dragon, JAWS, WindowEyes, etc.), alternate formats for notes (audio, E-text, Braille), classroom equipment for students with decreased mobility, note-takers, test accommodations, tutoring services, and transcriptionists
 - Students with transcriptionists must sit at the front of the classroom
 - Note-takers cannot give advice, add personal opinions, participate in class discussions or activities, or attend class when students are absent.
- **York University** – located in Toronto, Ontario. Offers Project ADVANCE, a two-week summer transition program for York students with disabilities, but mainly aiming at students with ASD.

- Speaking of ASD, York University also has an **ASD support group** for students with autism to meet up every week and discuss certain topics such as academics, dating and relationship issues, disclosure, and employment; as well as a social skills group for students to develop their social skills.
- Also has an Asperger Mentorship program (similar to AMI)
- Offers early move in to residence
- **McGill University** – offers a panel discussion called “Launch Your Career: Employ Your Talents When You Have a Disability” that covers topics such as disclosing a disability to an employer and supports available for people with disabilities looking for jobs
 - myAccess, a subunit of the Office for Students with Disabilities at McGill, offers academic or accessibility assistance to undergraduate and graduate students with medical diagnoses, mental health issues, anxiety disorders, learning disabilities, ADD/ADHD, and those who are on the autism spectrum.

United States

- **University of Southern California** – Disability Services and programs include tutoring, note taking, special accommodations for testing, assistive technology, and a stress on meeting the unique needs of students based on their specific disabilities
 - Has documentation available for students with special dietary needs as well as assistive animal requests, assistive technology, extra time on exams, priority registration, and supplemental note-taking options
 - Offers **occupational therapy and a career center**
- **University of California** – established a program for students with disabilities that educated students on how to live independently and being aware of their rights
- **College of Charleston** - One program unique to the Center is SNAP (Students Needing Access Parity). SNAP provides support and guidance to those students with documented disabilities like bridging communication with instructors in order to raise awareness of disabled students’ learning differences and course alternatives to math/logic and foreign language requirements for certain mainstream degree programs
 - Offers transition guides for students coming in from high school or students leaving college and searching for employment
 - Website contains success stories from a few students with a variety of disabilities
 - Like the CSD at SFU, also provides accommodations for students with temporary disabilities
 - Is holding an event called “The World Through Deaf Eyes: A Talk of Inclusion and Accessibility”. Other events offered by SNAP are a **final exam study night and a midterm recovery session.**
- **Syracuse University** – emphasizes that “a student’s success may not be in spite of his/her disability but perhaps because of it”, stating that the existence of a disability provides the opportunity or motivation to enhance skills such as: self-advocacy, empathy, technical skills, social skills, time management skills, adaptability and flexibility, and leadership.

- Allows service animals not only for disability-purposes but for comfort and emotional support – however, the use of service animals does require documentation
- Provides housing accommodations
- If providing documentation of a disability is impossible, students can fill out a self-assessment form describing not only the impact of their disability but their strengths that foster learning, and their levels of assistance, if needed, in: reading, writing, math, classroom note taking, time management and organization, study skills and retention of material, and residential living . In addition, students detail how and whether previous academic adjustments have worked for them.
- The ODS (Office for Disability Services) must keep information pertaining to a student's disability status confidential, and a written release from the student must be provided for this information to be released. The ODS also does not schedule the student's exam, provide mental health or ADHD assessments, or force them to use their academic adjustments or disclose their disability status.
- **Stanford University** – provides support not only for students with physical disabilities but also for students with learning disabilities, which make up a larger portion of its population. Some services provided include specialized classes, scholarships, and facilities for students with learning disabilities.
 - Their equivalent of the CSD is the Office of Accessible Education, which may have a misleading/confusing name.
 - Does not seem to mention students with autism under students who can request accommodations – not enough students with autism being accepted at Stanford? However, they do perform some research on autism.
- **University of Pennsylvania**
 - Office of Learning Resources provides professional consultation services in university relevant skills such as academic reading, writing, study strategies, and time management
 - Offers a self-identification form
 - Academic accommodations include: alternative test location (with a few other students) or a completely separate room, extended time for tests, waiving Scantron forms, computer access for essay exams, permission to record lectures on audiotape with the professor's approval, use of basic calculator, **access to voice activated software (Dragon Naturally Speaking)**, or a reader.
- **University of Alabama** – has a college transition and support program that helps students improve their study skills and other academics while learning how to interact with peers and professors and develop independent life skills
 - Provides accommodations for students if needed during orientation, as well as for placement tests
 - Link to “Know Your Rights and Responsibilities” for students with disabilities entering the university
 - **Alabama Department of Rehabilitation Services assists eligible students with disabilities in pursuing employment goals; assistance includes vocational evaluation and counselling, tuition assistance, and job placement**

- Some residence rooms are equipped for students with hearing, vision, or mobility impairments
- **University of Denver** – offers a Disability Services Program (similar to the supports provided by the CSD at SFU) and a Learning Effectiveness Program
 - Disability Services Program acknowledges visual impairments, hearing impairments, mental health conditions, learning disabilities, ADD and ADHD, brain injuries, epilepsy, autism and Asperger’s Syndrome, mobility impairments, and other conditions that compromise health and/or functioning.
 - It provides: test accommodations, alternate format texts and materials, course substitutions, classroom changes, early registration, note takers, sign language or oral interpreters, and referral to other services and programs if necessary.
 - Learning Effectiveness Program provides individualized academic support for University of Denver students with learning disabilities, ADHD, or any other condition that impacts their learning. Academic services include one-on-one academic counselling, individual subject-specific tutoring, and organizational and time management assistance.
- **MIT** – is said to have a higher-than-average suicide rate among students. In response to a particularly bad year in which four students committed suicide, the university launched a campaign called “We All Struggle Together” to encourage students to open up about their struggles.
 - Other initiatives include Tell Me About Your Day, Let’s Chat, the MindHandHeart Initiative (which creates new approaches to solving mental health and substance abuse challenges), Lean on Me and Peer2Peer (text support networks)

Korea

- Disability is highly stigmatized – in fact, the whole family is stigmatized when even one member has a disability due to association. Accommodations are typically made for students with physical disabilities only, those who have a “normal” level of mental functioning. Korea has the highest suicide rate in the world and people with disabilities are at an increased rate for suicide due to feeling like “burdens” to their families.
- People view mental illness as something that can be removed just by “getting over it” or waiting until it “gets better”
- **Sogang University** was founded by Jesuits, and has several initiatives to help students with disabilities, as well as North Korean refugees and students with financial difficulty. Professors are quite open with these students, and the institution offers some accommodations for students with disabilities. For example, one paralyzed student described being given a student helper to assist him in note-taking and moving from class to class. In addition, there is a student association for students with disabilities at Sogang.
- **Yonsei University** – one of the top 3 “SKY” universities that many Korean families pressure their children to be admitted to. Yonsei has a Physically-challenged Students Support Center as well as a Counselling Center, but doesn’t seem to offer anything for students with learning or cognitive disabilities.

- Guernica is the only club at Yonsei that works to improve the environment for students with disabilities and protect their rights (similar to SUDS in the past); consists of both disabled and non-disabled students. **One activity that they've done was allowing everyone to experience life with a handicap for a day.** For example, participants either had their eyes covered or had to sit in a wheelchair and tried to ride public transportation.
- **Seoul University**, like SFU, has a Centre for Students with Disabilities. It aims to “provide[] assistance to students with varying degrees and types of disabilities in order to maximize educational opportunity and academic potential”, but it doesn’t make clear on which disabilities they provide accommodations for.
 - Some of their accommodations include priority registration for classes, assistive technology services, academic assistance, and mobility and housing accommodations.
- Many buildings in Korea meet the minimal requirements for people with disabilities, but are much less considerate towards them in making sure that no barriers exist that could hinder their functioning and participation in activities.

Hong Kong

- Like Korea, Hong Kong also places emphasis on social identity, so disability gets stigmatized as well. Many individuals with disabilities are viewed as financial burdens and are hindered from finding work, possibly being forced to live off welfare. In fact, Chinese superstition states that disabilities are a punishment for the wrongdoings of an ancestor, and so shame is placed on the entire family.
- **Chinese University of Hong Kong**: provides information on most types of disabilities, which includes common problems students in each group may face in a post-secondary education environment.
 - **Offers workshops on sign language and visual impairment, as well as an “experiential day camp” where volunteers were able to experience a day in a wheelchair or blindfolded.**

India

- India is known for its caste system, which stems from the Hindu religion and is based on occupation or birth. The lowest class are considered “untouchables” and even seeing an “untouchable” if you are in a higher caste requires a “cleansing ritual”. As a result, stigma is ingrained into Indian society.
- Similarly, children with disabilities are often kept hidden away from others, denied by their families, and limited from fully participating in social and economic life. They feel rejected and unwanted by society. In the context of Hinduism, karma, and reincarnation, being born with a disability is a punishment for actions in a past life. Even non-disabled family members of a person with a disability are shunned from society and hindered from finding a prospective spouse.

- **Delhi University** – reserves over 1600 seats for students with disabilities in the university, and has offered **laptops, smartphones, and smart canes** for students with disabilities. However, the building does not contain any lifts (it does, however, contain ramps), and as a result most of the university, aside from the ground floor, is wheelchair-inaccessible.

Sweden

- College is FREE! However, rent and food are very expensive.
- **Stockholm University**: offers advice and guidance to students with learning disabilities, ADHD, autism, mental health issues, sensory impairments, and long-term medical conditions.
 - Accommodations include: **note taking assistance, talking books and braille, sign language interpreter for students with hearing difficulties**, extra tuition, oral instead of written exam, longer examination hours, and special arrangements for teaching and examination.
 - There seem to be enough students with dyslexia at Stockholm University that there is actually a dyslexia educationalist
 - However, the university does not provide assistance for transport service, technical equipment, medical assistance or aids and assistance outside the university setting, but rather leaves that responsibility with the social welfare system.

England

- **Oxford (in the UK)**: Disability Advisory Service works with students to identify practical study strategies and also to provide services such as support workers, assistance with travel arrangements, audio recordings, Braille texts, alternative format materials, and alternative examination arrangements
 - **Oxford Students' Disability Community** “aims to bring together students with disabilities socially, while campaigning for more understanding and treatment of disability.... We also welcome students without disabilities who are interested in disability”
 - The Oxford website contains videos of students with a myriad of disabilities, as well as some students without disabilities, in a compilation called “Wall of Faces” where students discuss their experiences at Oxford.