

1. CALL TO ORDER

Call to Order – 11:32 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 | Vacant |
| Student At-Large | Vacant |
| Student At-Large | Vacant |

3.2 Society Staff

| | |
|---|---------------|
| SFSS Administrative Assistant | Zoya Nari |
| SFSS Chief Executive Officer | Martin Wyant |
| SFSS Accessibility Worker | Alyssa Chan |
| SFSS Student Union Organizer | Anna Reva |
| Out On Campus Volunteer Coordinator | Brianna Price |

3.3 Guests

| | |
|--------------------------------------|-----------|
| Autistic Self-Advocacy Network | Vivian Ly |
|--------------------------------------|-----------|

~~4. RATIFICATION OF REGRETS~~

5. ADOPTION OF THE AGENDA

5.1 MOTION AFAC 2017-04-07:01

Thadoe/Hangue

Be it resolved to adopt the agenda as presented.

CARRIED

6. MATTERS ARISING FROM THE MINUTES

6.1 MOTION AFAC 2017-04-07:02

Thadoe/Alan

Be it resolved to receive and file the following minutes:

- AFAC 2016-10-14.docx
- AFAC 2017-02-10.docx
- AFAC 2017-03-03.docx
- AFAC 2017-03-17.docx

CARRIED

~~7. NEW BUSINESS~~

8. DISCUSSION ITEMS

8.1 Autistic Self-Advocacy Network

- Charity originated in the USA and Vivian is currently the coordinator for the Vancouver chapter (Vancouver chapter is popular for the socials they host)
 - The Autistic Self-Advocacy Network is aimed to support and build a community for people with autism
- Autistic Network is currently working on increasing involvement with SFU students with visible and invisible disabilities, however there have not been any meetings with SFU students yet
 - The Network has already held multiple events to support autistic individuals, with more to come
- Facebook page: ASAN Vancouver

Brianna Price arrived at 11:43 AM

8.2 Updates from Accessibility Designated Assistant

- Hearing impairments and other processing needs – to possibly use closed captioning for SFSS events
 - Dragon Naturally Speaking 13 Home English – software that is more accurate than others and is faster at dictating verbatim
 - Will have to train SFSS members how to use the software, however IEC is familiar with the software
 - During the event – a document to possibly be open and present in the back for individuals to read, to later be transcribed
 - Committee is in favor of the software
 - Suggestion: To contact Centre of Students for Disabilities (CSD) for student preferences to see what options will be used
- To possibly use described video, despite many students having applications on their devices
- Suggestion: to add a sound atmosphere - sound access, for individuals, base service, and opportunities to request for other services

MOTION AFAC 2017-04-07:03

Thadde/Hangue

Be it resolved to recommend up to \$120 for the purchase of the Dragon Naturally Speaking 13 Home English program.

CARRIED

8.3 Disability Services Report

- It is noted that not all students believe they require assistance
- While much attention is given to mental health, not much is put on how it affects these

individual's daily lives

- Possible options:
 - Event-Planning workshop – could possibly be combined with the club orientation training
 - Sign language workshop – to possibly hire an interpreter (contact CSD for options as an interpreter does not teach ASL) for the event
 - May leave this opportunity open to students knowledgeable of ASL in exchange for a possible cash reward
- Recommendations for the committee: to possibly choose 2 items for the next term
 - Sensitivity Training (previously held at SFU in 2014)
 - Social events for CSD students - To possibly include students with all kinds of disabilities to promote inclusiveness
 - Event to possibly include activities to increase engagement between attendees
 - Awareness and anti-discrimination workshop - To help inform students of the discrimination that occurs based on personal experiences
 - Disability movie night – may not stimulate attendees at the event
 - Suggestion: to possibly host an icebreaker and discussion of the movie
 - Employment Training and Opportunities workshop – to assist students with disabilities in the work force
- Suggestion: to promote more events with CSD students

8.4 Out on Campus Centre Entrance Accessibility

- Currently has an automatic door with an inaccessible motor switch to either keep the door open or to close it
 - Due to the door step, individuals are required to pull the door closed to prevent the motor from burning out if the door remains open without changing the motor switch
- Issues: currently using a step ladder to manually flip the switch to keep the door open
 - Suggestion: To possibly relocate it to an accessible height for individuals
 - Currently waiting for quotes for possible options

9. ATTACHMENTS

- Closed Captioning Services.pptx
- Disability Services.pptx

10. ADJOURNMENT

MOTION AFAC 2017-04-07:04

Hangue/Thadoc

Be it resolved to adjourn the meeting at 12:27 PM.

CARRIED



CLOSED CAPTIONING SERVICES REPORT

SFSS Accessibility Designated Assistant, April 2017

WHAT'S THE ISSUE?

- SFSS would like to accommodate attendees with hearing impairments or other auditory processing needs for large-scale events such as IEC debates.
 - The most ideal way to do this is to either hire a professional stenographer to caption the event verbatim or to download a software that captions the event on a different screen at the event itself.

BACKGROUND

- In the past, SFSS elections have not been captioned, either at the event itself or online after the event itself. This means that potential student voters who have hearing impairments have little to no access to information about each candidate and what they stand for, and may deter them from voting or participating in elections altogether.
- Many students are unaware of or ignorant of the elections SFSS holds every year as well as the candidates, and may simply be too busy to watch the debates at the event itself. There doesn't seem to be a high turnout for attendees other than the candidates themselves.

CURRENT STATUS

- It was very difficult to obtain information on most of the captioning services without asking for a quote. In addition, almost all of these services are American companies, with one even being a UK brand.
- As the 2017 SFSS electoral debates are finished, the purchase of a software or hiring of a professional would be for future debates or other SFSS events. Alyssa will try to speak with Morgan and the other electoral commissioners regarding the accessibility of the debates and of voting in general.



KEY CONSIDERATIONS

- Consider the use of not only ASL and closed captioning, but also services for the visually impaired or individuals with other impairments (ie. Described video)
- Attendees with hearing or visual impairments may already have applications on their phones or other accommodations that allow them to participate in these types of events

OPTIONS

- Dragon Naturally Speaking 13 Home English – costs \$84.95 + \$8.95 for shipping from ITFactory.ca.
- Continue using CART as a service provider – costs \$125/hour to rent for a minimum of 3.5 hours, and also includes costs for preparation, set-up of equipment, travel and parking, and transcription
- Windows Speech Recognition is free and built in to Windows computers.
- I wasn't able to find a lot of other closed captioning services or softwares that would be useful for us.

MY RECOMMENDATION?

- I recommend purchasing Dragon Naturally Speaking 13 Home English, as it is a familiar service to several workers at the IEC and at SFSS, and it is reputable around the world. In addition, there are several Dragon softwares, but out of all of them, Naturally Speaking 13 Home English is the least expensive and is still very efficient.
- Downloading a software as opposed to buying a service would eliminate the need to constantly ask for a quote or account for transportation and set-up costs.
- Compared to Windows Speech Recognition, it is more accurate and comes with the mic and everything.

HOW DOES DRAGON WORK?

- <https://www.youtube.com/watch?v=ImIKOA1MhII>
- This video demonstrates how to set up Dragon on a PC. (We'll most likely have to bring a PC to the event) It takes about half an hour to set up.
- Captions appear on Microsoft Word
- At the event itself, have the Word document with the captions generating behind the candidates, high enough and close enough that sitting audience members can see them clearly.
 - The auto-generated captions will not include punctuation, as punctuation must be dictated.
 - After that, the Dragon captions can be made into a transcript and added to a YouTube video post-event, which would allow viewers to have full access to the debate on their own time.
 - <https://www.youtube.com/watch?v=IIZzrAoou9E>

NEXT STEPS?

- Decide on the option
- Inform the Board of Directors and IEC of the decision
- Discuss with Morgan and IEC commissioners about other ways to make SFSS elections more accessible

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DISABILITY SERVICES REPORT

SFSS ACCESSIBILITY DESIGNATED ASSISTANT,
APRIL 2017

WHAT'S THE ISSUE?

- The SFSS Accessibility Fund was launched in 2005 in order to help remove barriers to participation in Student Society activities.
- Past usage of the fund has been on a case-by-case basis, and typically limited to improving physical accessibility (ie. Wheelchair ramps, hearing technologies, automatic doors, etc.)
- The existence of the fund and its possible uses have not been clearly outlined to all students.

CURRENT STATUS

- In 2017, the AFAC began to meet on a bi-weekly basis in hopes of being able to take more action in using the Accessibility Fund. We introduced ourselves to other groups and centres that serve the needs of students with disabilities, including the CSD, in order to establish a partnership that can be used in the future to organize or assist events.

KEY CONSIDERATIONS

- Many students with disabilities may not take advantage of the disability-centred events and programs that their university offers due to a desire to hide their disability and pass off as “normal”, believing that they don’t need any assistance or support.
- Mental health can be considered disabling as well, and many students may experience a mental health struggle in their university lives.

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WHAT ARE SOME OPTIONS FOR
THE SFSS?

OPTION 1 – SENSITIVITY TRAINING WORKSHOP

- A sensitivity training activity has been held at SFU before in 2014; in fact, it was coordinated by Tony Janolino, the AFAC, and Mitchell Stoddard from the CSD.
- Tony led four SFSS board of directors members around SFU while all of them were blindfolded in order to “experience the various hazards visually impaired persons encounter on campus”.
- <http://www.the-peak.ca/2014/07/justice-is-blind/>

OPTION 2 – SOCIAL EVENTS FOR STUDENTS WITH DISABILITIES

- AMI (Autism Mentorship Initiative) hosts social events for students on the spectrum, but extending the invitation to all students with disabilities, as well as those without, will allow us to include a more diverse population and to not be segregationist.
- UBC called their event the Disabled Students Social, but we should change the name of the event to not include the word “disabled” – Accessibility Social, Disability Social? Any ideas?

OPTION 3- AWARENESS AND ANTI-DISCRIMINATION WORKSHOP

- It would be beneficial to bring in a few students with disabilities to talk about their experiences with discrimination.
- Recently, a similar event was organized by the Interfaith Centre, which involved five students from different cultural and faith backgrounds speaking out about their experiences with discrimination and racial violence.

OPTION 4- NOT MYSELF TODAY WORKSHOP

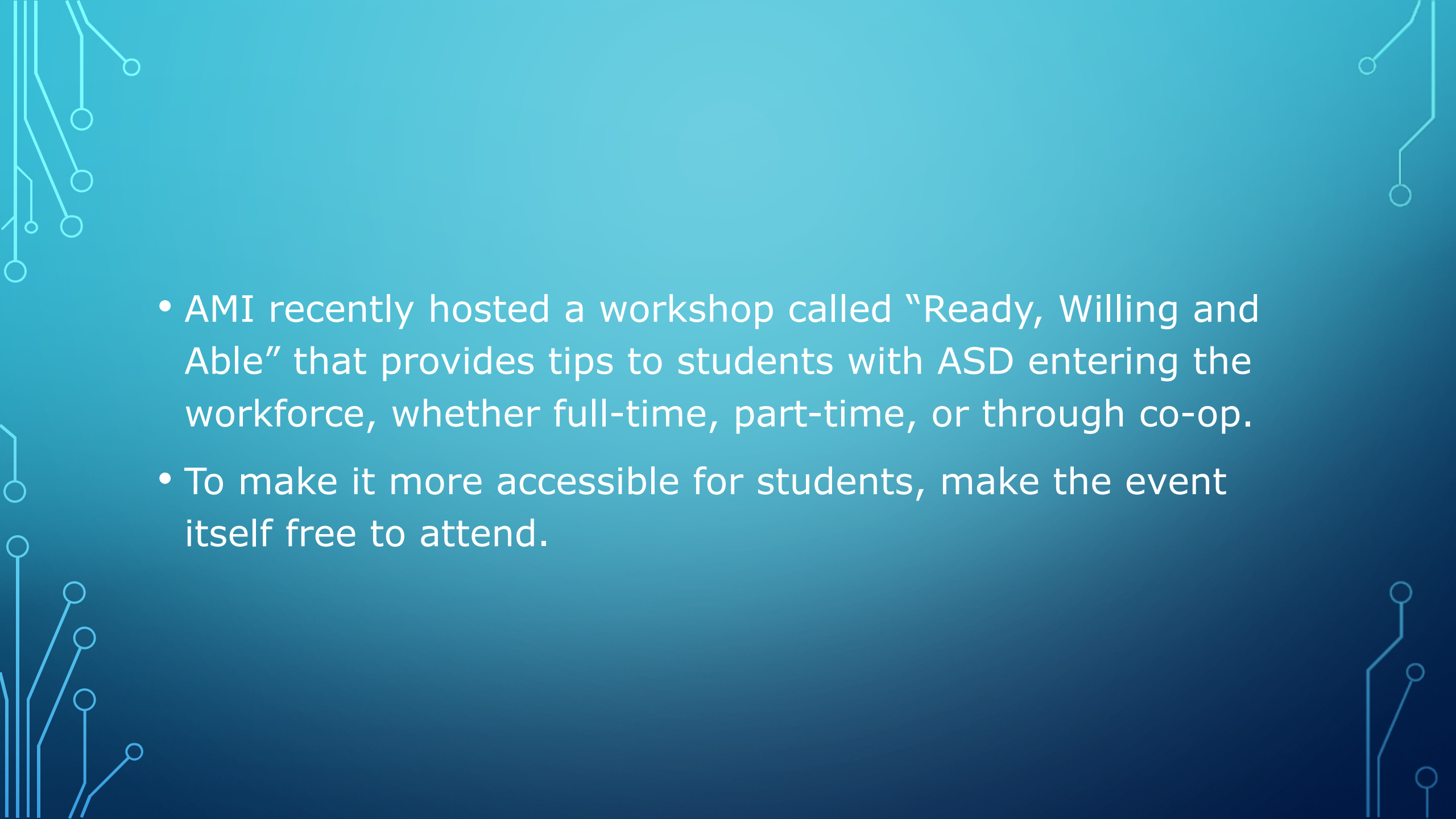
- Not Myself Today is a mental health initiative founded by Scotiabank that encourages young adults to be open about any mental health struggles they may face, even in professional situations such as their workplace.
- This information will be useful for students who are employed part-time or full-time as well as those preparing for co-op and full-time employment.

OPTION 5 – EVENT-PLANNING WORKSHOP

- Typically, before clubs start their activities each semester, the General Office requires them to attend a club orientation to learn how to lead a club and how to host club events.
- An event-planning workshop can be held on its own or as a segment of club orientation to make clubs and student unions more aware of accessibility issues that may arise when interacting with new members or holding events.

OPTION 6 - EMPLOYMENT TRAINING AND OPPORTUNITIES WORKSHOP

- Unlike most of these options, this workshop would be limited to students with disabilities.
- Topics covered in the workshop could include: disclosing a disability to an employer, requesting accommodations, making use of the supports available for people with disabilities seeking jobs, vocational evaluation and counselling, and pursuing employment goals.
- Have a few employees with disabilities talk about their experiences and emphasize the positive aspects of having a disability in a workplace environment

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- The background is a blue gradient. In the corners, there are white line-art illustrations of circuit boards or neural networks, with lines connecting to small circles.
- AMI recently hosted a workshop called “Ready, Willing and Able” that provides tips to students with ASD entering the workforce, whether full-time, part-time, or through co-op.
 - To make it more accessible for students, make the event itself free to attend.

OPTION 7- SIGN LANGUAGE WORKSHOP

- Learning sign language is very useful for interacting with most people with hearing impairments.
- Costs would include hiring a sign language interpreter for the day of the event (around \$30-35 per hour). We could even provide a cash reward for an SFU student or staff with extensive knowledge of ASL who is willing to teach at the event.

OPTION 8 – DISABILITY MOVIE NIGHT

- Simply turning on a movie is likely not enough to stimulate attendees, as they may become bored during the movie and go on their phones.
- Start off the event with an introductory icebreaker
- At the end of the movie (and potentially at one period in the middle of the movie), have attendees break into groups and discuss the content of the movie. Provide discussion questions related to the movie.

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WHAT ARE MY
RECOMMENDATIONS?

RECOMMENDATION #1 – SENSITIVITY AND ANTI-DISCRIMINATION WORKSHOP

- I recommend a “Really?” type of workshop that combines options 1 and 3
- First part of the workshop: do activities not only for blindness/visual impairments but also for autism, communication disorders, hearing impairments, learning disabilities, wheelchairs, and intellectual disability
 - Here is a package that outlines some activities we can do that relate to different disabilities:
 - <http://www.dvUSD.org/cms/lib011/AZ01901092/Centricity/Domain/1318/Disability%20Awareness%20Packet%202.pdf>
- Second part of the workshop: have a few students with disabilities speaking up about their own experiences with discrimination

- This workshop could easily include a higher percentage of the student population, and is more directed towards students without disabilities just so they can gain a sense of the struggles their peers with disabilities may go through. Open to everyone
- Because we already have so many initiatives at SFU targeting mental health in general, the “Really?” workshop would focus more on disability, which is not as well-promoted around campus, but could also mention the increased risk of mental health problems, unemployment, and other relevant issues in the “disabled” population.

RECOMMENDATION #2 – SOCIAL EVENT

- An event similar to the “Disabled Students Social” would also be beneficial, as it would allow students with disabilities to meet with and interact with one another, sharing their experiences and struggles once they’ve become comfortable enough to do so. Being a student with a disability myself, I currently don’t know many other students with disabilities and as a result feel alone in my struggles, knowing that none of my current friends will be able to relate fully to what I go through.

THINGS TO KEEP IN MIND FOR THE EVENT

- The event should be open to everyone, including students who don't have disabilities but would like to learn more and meet friends with disabilities so as to not be segregationist.
- Should be free or have a low cost for students to attend in order to encourage increased turnout

- Events tend to be quite boring when all that's offered is food and there are no activities for students to get to know each other and to build on their existing relationships. Icebreaker games are always fun, as long as they take account people with mobility, hearing, or visual impairments.
- Good icebreaker games for a diverse population include: Never Have I Ever, People Bingo, Two Truths and a Lie, any team games that involve blindfolding one team member, Common Ground, Statues, a wheelchair relay, Find the Shoe, and board games.
- It's also best to leave a bit of time for attendees to simply socialize with one another.

RECOMMENDATION #3: EMPLOYMENT AND MENTAL HEALTH WORKSHOP

- Most similar to option 6; this would be held solely for students with disabilities to address disability-specific issues that may arise in the workplace (ie. Discrimination, disclosure, interview skills, establishing connections with colleagues, asking for a promotion, etc.).
- The workshop would also include a portion on taking care of mental health while in the workplace and as a person with a disability. (similar to option 4)

RECOMMENDATION #4: DISABILITY MOVIE NIGHT




- Some movies that revolve around the topic of disability include:
 - I Am Sam – about a man with a developmental disability who has to fight for the right to keep his child. Stars Sean Penn, Dakota Fanning, and Michelle Pfeiffer.
 - What's Eating Gilbert Grape – a young man has to care for his brother, who has a developmental disability, as well as his morbidly obese mother, after the death of his father. Deals with the stigma of disability and obesity. Stars Johnny Depp, Juliette Lewis, and Leonardo DiCaprio.
 - Inside I'm Dancing/Rory O'Shea is Here – two physically disabled men living in an institution pursue physical and emotional independence from their restrictive institutional environment. Stars James McAvoy

- The Sessions – a paralyzed man hires a sex surrogate in order to lose his virginity. Topics include barriers to sexuality in people with disabilities. Stars John Hawkes and Helen Hunt. Warning: strong nudity and sexual content.
- My Name is Khan – Bollywood film; an Indian man with Asperger's syndrome embarks on a cross-country journey to challenge himself to speak to the President seriously. Also discusses prejudice of Muslims after 9/11. Stars Shah Rukh Khan
- Mary and Max – a clay-animated black comedy about an 8-year-old girl who connects with a 44-year-old man with Asperger's Syndrome through letters. Stars Phillip Seymour Hoffman

- Children of a Lesser God – romantic feelings ensue between a deaf woman and a teacher who both work at a school for the deaf. Stars Marlee Matlin (who is actually deaf) and William Hurt.
- The Accountant – a forensic accountant with high-functioning autism (who is also a math savant) becomes involved with uncooking the books for a crime scheme. Stars Ben Affleck and Anna Kendrick.
Warning: strong violence



Discussion questions could include:

- (before the movie starts) What do you know about (insert name of disability here)?
 - Do you think it is acceptable for non-disabled actors to play characters with disabilities? What do you think of their portrayal of their characters? Did they do the disability justice?
 - Are there any misconceptions about the specific disability that the film reinforces?
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NEXT STEPS?

- Decide on the option
- Inform AFAC and Board of Directors of the decision; also inform and consult with Hi-5, CSD, and/or Career Services if necessary
- Set aside portions of the fund for certain areas of need (ie. External groups, mental health, etc.)
- Set a tentative timeline for the fiscal year
- Establish connections with the CSD, Hi-5, and Career Services