# 1. CALL TO ORDER

Call to Order – *1:00 pm*

# 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 Committee Composition

VP Student Services & Interim President (Chair)................................................Larissa Chen
VP External Relations ................................................................................ Christine Dyson
VP Finance .................................................................................................. Hangue Kim
VP University Relations ....................................................................................Arr Farah

3.2 Society Staff

Administrative Assistant................................................................................ Mandeep Aujla
General Office Coordinator……………………………………………………………………Lawrence Jones

# 4. ADOPTION OF THE AGENDA

**MOTION AFAC 2016-07-27:01**
**Hangue/Christine**
*Be it resolved to adopt the agenda as presented.*
**CARRIED**

# 5. NEW BUSINESS

**5.1 SFSS Accessibility Worker Allocation**
**MOTION AFAC 2016-07-27:02**
**Hangue/Christine**
Whereas $10, 000 has been allocated from line item x for a part time SFSS accessibility worker.

*Be it resolved to approve up to $10, 000 from line item x to hire a part time SFSS accessibility worker.*
Discussion:

- Money has been set aside from the annual budget for this position, under the student union office.

- Friendly amendment: *Be it resolved to <u>recommend</u> up to $10,000 from line item x to hire a part time SFSS accessibility worker.*
- Due to some confusion on what the mandate for this motion and position is, the committee members agreed that a job description must be developed.
- The members decided to further consult with Martin upon his return from leave.

→ Motion postponed as follows:

**MOTION AFAC 2016-07-27:03**
**Arr/Christine**
*Be it resolved to postpone Motion '5.1 Accessibility Worker Allocation' until further notice.*
**CARRIED**

# 6. DISCUSSION ITEMS

**6.1 [Update] Hi-F.I.V.E. proposal**
- Christine, Martin, and Antonio met with Hi-F.I.V.E. representatives two weeks ago.
- Some adjustments were made to the proposal as directed.
- Hi-F.I.V.E. is asking the SFSS to contribute $3,300 for the project coordinator position.
- The operations portion of the funding will be through the granting process.
- Some adjustments that were made to the proposal and memorandum were as follows:
  - Went over some of the language to reflect what meetings the coordinator would be expected to attend.
  - Collaborating only with the Hi-F.I.V.E. executive team was taken in order to allow for Health and Counselling Services (HCS) to supervise, and the executive team to set out the direction of this position.
  - Added a clause, which states that the individual holding this coordinator title cannot be acting as a Hi-F.I.V.E. Executive Member for the duration of this position.
  - The peer support program portion was taken out.
  - A reporting structure was formed: the individual will report to Lindsay Cotterall (HCS Clinical Counsellor) for supervision, support, and guidance; Once the position is completed, the coordinator will be required to prepare a summary report and submit it to the SFSS and HCS.
- The Board has yet to approve if Hi-F.I.V.E. will be allowed to go through the granting process.
- The only interaction Hi-F.I.V.E. will have with the SFSS with regards to this position will be the final report and the hiring process.
- Health and Counselling will be the primary supervisor for this position, and will also be reviewing the budget and spending.

- o In terms of overseeing Hi-F.I.V.E., all grants will be going through the Student Union and General Office.
- o Other feedback given regarding the proposal and memorandum:
  - The members agreed that since applicants will be interviewed by the HCS, then the proposal should explicitly state one member from the HCS.
  - Another change that was suggested was to have a section stating whom the coordinator will report to, in the event that Lyndsay Cortell retires from her position or takes a leave of absence.
  - If the SFSS requests updates from the coordinator, these will be requested through the supervisor.
  - Adjust the memorandum to one HCS and one SFSS member, and have it reflected that the same position is noted through the entire document.
- o **[Action Item] Christine:** Ask Hi-F.I.V.E. if they approached Graduate Student Society (GSS) in terms of funding.

## 6.2 Review of Accessibility Audit Final Report

- o Micaela Evans, the previous accessibility worker, compiled the report.
- o The recommendations are outlined in red within the attachment.
- o Some of the committee members felt that if an accessibility worker were to be hired, then he or she would be the one accountable for this report.
- o It was also noted that all these recommendations have already been received from the previous Audit report.
- o Some members felt the recommendations are somewhat ambiguous; it is difficult to assess how they would be approached.
- o The committee agreed, in the event that the accessibility worker has to do further research beyond their capacity, then the AFAC committee could do it instead; if the worker is doing implementation, then he or she will be held responsible for this task.
- o Upon review of this report, the committee agreed that this is an excellent start in getting valuable insight into accessibility issues on campus, however, there should be a professional body that can look at the report and merge it with national standards; this can be built into the granting process.
- o This discussion was postponed to the next AFAC meeting in order for the committee to get valuable feedback from the CEO.

## 6.3 Review of Accessibility Fund Advisory Committee document

- o The student union organiser Antonio Daling compiled this report.
- o Provides an overview of the context of the Accessibility Fund Advisory Committee.
- o The total budget for 2016/2017 is $46,210.76.
- o There are a lot of motions for Build SFU with regards to structural changes.

o The committee brought up some issues with why some of the structural changes that occurred within the student union building weren't already in the building, given that they should have been there in the first place to increase accessibility (i.e. Second passenger elevator).

o The referendum question was briefly discussed; the committee decided that it's important to spend some time focusing on the terms of this question and look through previous records to see who was designated this role.

o Some members felt that in order to increase accessibility at events, there should be a web link, which clearly states to event organisers that they can make their event accessible.

o The committee questioned whether this committee would approve further accessibility recommendations; it was agreed that more discussion would be needed on this.

**6.4 Purpose of the Fund**

o To review grant proposal submissions targeting the accessibility fund, and make formal recommendations to the Board of Directors regarding their approval.

- Recommendations for the terms of reference:
  - Make student groups more accessible.
  - Reimbursing individuals for accessibility related travel costs for attendance at events that are held on and off campus.
  - Include individual students as well as student groups.

o Larissa recommended that once the General office has received grants related to accessibility, they should email her as an informative procedure.

o It was further suggested that this committee meets with Martin so he may provide further information on what the granting process will be for proposals related to accessibility.

o [Action Item] Christine: Speak with the Center for Students with Disabilities to discuss what services they currently offer.

o [Action Item] Larissa: Email the list of recommendations to Lawrence.

# 7. ATTACHMENTS

- Accessibility Audit –Final Report.pdf
- Accessibility Fund Committee 2016.pdf
- Hi-FIVE Project Coordinator MOU edit.pdf
- 2016-2017GrantProposal.pdf

# 8. ADJOURNMENT

**MOTION AFAC 2016-07-27:04**
**Christine/Arr**
*Be it resolved to adjourn the meeting at 2:01 pm.*
**CARRIED**

# Accessibility Review

May to August 2015

**Prepared by Micaela Evans**
**Accessibility Review Project Worker**

# Table of Contents

simon fraser
student society

# Interviews – Questions & Answers

## Organizing Office

1) *What services does your office provide to students overall?*
   - They have a detailed list regarding the services they provide for all SFU students.
   - They provide support to DSUs and create workshops open to all students.

2) *Does your office offer any services specifically for students with disabilities?*
   - They as an office support the SUDS constituency group as staff support.
   - They purchased a portable fm transmitter last year, so that people with difficulty hearing can more easily hear workshops and meetings for any part of the SFSS.
   - They have created sensitivity training workshops in the past, and plan to continue these into the future as they feel they are a valuable thing for leaders, clubs and DSUs to undergo.
   - They held a mental health first aid workshop, and plan to again.

3) *What does "accessibility" mean to you? What does it mean in terms of the services you provide?*
   - Accessibility means all bodies are accepted.
   - The structures we have in place enables some and disables others.
   - The goal is to change the mindset, the culture.
   - Need to ensure that it is inclusive and make sure that DSUs are equipped with the resources to react and accommodate properly.
   - Change culture through education. Make sure DSUs are aware of all available accommodations, in order to be open to all students.

4) *Have you come across any issues in the past regarding your office and accessibility?*
   - Issues in the past have arisen in regards to personal experiences interacting with people.
   - Without the lived experience, it's a learning curve for everyone.
   - Sensitivity is key.

5) *How well do you believe the SFSS/SFU takes accessibility into account?*

**simon fraser
student society**

- It was a bitter fight to create this (my) position because people did not see the reasoning behind it. They did not believe it was important or worthwhile.
- They needed to understand that accessibility is a universal experience, but this is hard with little or no lived experience.

## Summary

- The staff members support SUDS, which is great since they don't receive much recognition or support otherwise
- Antonio is the only staff member to include an accommodation statement in his email signature
- **Recommendation: Have all SFSS staff and board members include a small accessibility statement after their email signatures, to get the word out more about accommodations. This will help students to feel the SFSS is more approachable, and to self-exclude less.**
- Issue of accessibility as a universal experience, SFSS should understand this more perhaps through education
  (ex. Workshops, like the Sensitivity one of the past/one I've created)
- **Recommendation: Create the Checklist for Accessible and Inclusive Event Planning as a guide to distribute to all clubs and DSUs.**
- **Recommendation: Continue developing the Workshop I created, and run it in conjunction with Hi-Five, perhaps as mandatory.**

## Campaigns, Research and Policy

1) *What does "accessibility" mean to you?*
   - The coordinator described accessibility in negative terms – an obstacle.
   - All members of the SFSS have access, absence of impediment.

2) *When you recommend new policy for the SFSS, do you take accessibility into account?*
   - The state of the organization hasn't allowed the coordinator to draft policy in these terms.
   - Problem with this is that policy solution gets drawn out, and speaks to an individual issue not to overall issues.

3) *How do you feel the language within your campaigns, research and policy are inclusionary of all SFU students?*
   - Concerns regarding the ambiguity in policies.
   - Policy should be a guide for behaviours, could be interpreted multiple ways.
   - The coordinator strives to be concise, but not willing to sacrifice correct state of affairs. Can be difficult, but can't over-simplify.

4) *In what ways do you feel that you could improve upon making your material open and accessible to students with disabilities?*
   - Works with other departments when creating material – especially communications.
   - Makes efforts towards accessibility – is as visible as can be, leaves the door open, open to comments or criticism.
   - Didn't give much thought to wheelchair accessibility within office space, but like scarcity so it worked out well.
   - The coordinator has made efforts, but something like this doesn't affect this office much.

5) *Have you come across any issues in the past regarding access to your material by all SFU students? Have you done anything to improve on this?*
   - The coordinator's materials are mostly just for Board consumption
   - No issues have come up as far as he is aware, but he also knows that there are likely issues he is not privy to.
   - The coordinator knows writing is too wordy.

6) *How well do you believe the SFSS/SFU takes accessibility into account?*
   - Architecture of campus strikes him as not primarily motivated in any way by accessibility.
   - Absurd to put a campus on top of a mountain.
   - An impediment makes things harder. People want to accommodate, but don't know how capable people are.
   - It is hard to project yourself into another's experience.
   - Generally a bad job based on ignorance rather than lack of care.
   - Communications is crucial, need more staff to be able to focus on accessibility.
   - Is running for Office realistically accessible to all?

**Summary**

- Is running for Office realistically accessible to all is such a great thing to keep in mind. How could the SFSS Board make it clear to all students that they are able to run for a position? Has any thought been put into this before?
- **Recommendation: Research into how other schools hold elections, and how they are more accessible. A position like mine could spend time doing this.**
- **Recommendation: Consider mental health accessibility. Would someone with a mental health condition feel it is safe and supportive enough to run in the elections as are? (According to the Hi-Five group – no).**
- Branching off of that – is voting in elections accessible to all? How could the SFSS increase the access for all students to participate in the voting experience? Doesn't seem as if all students have access or accommodations available for this at this time?
- **Recommendation: Elections need to be made accessible. Has thought been put into how someone who is blind can work the online forms to vote? Are the debates transcribed so those with hearing impairments can make an informed decision? What other ways can elections be made democratically accessible to all? Perhaps advertise that accommodations are available?**

## SFSS Food and Beverages

1) *What does "accessibility" mean to you?*
   - Accessibility refers to all spaces and areas should be available for all to use.
   - However, the building that Food and Beverage services is located in is very old, and was built when accessibility was not the standard.

2) *What barriers or challenges do you know exist in regards to accessing the food and beverage locations?*
   - Knowledge of where the access itself is, is a barrier. Many do not realize that there are things in place to increase accessibility, so they do not utilize them.
   - Flashing lights and alarms that sound when the stairlift is in use is "inappropriate." The manager feels it is a barrier to people feeling

included and could deter students from accessing the pub's different levels. It is embarrassing to make use of it.
- The stairlift also breaks down on a constant basis. It risks people getting stuck part way, or not having access to the different levels of the Highland Pub.
- The loft within the Highland Pub and Undergrounds are both completely inaccessible. The Undergrounds also has bathrooms that are inaccessible to some.

3) *What have you done to provide equal access to your food and beverage locations for all students?*
- Everything that is in place was installed before he came to be here, sees it [the SFSS] as an inclusive organization.
- Only manager and general manager know how to use the stair lift, staff do not.
- There is someone on campus who manages all elevators, and the manager was surprised to hear this person is always on campus.

4) *Do you feel there are ways you can improve the SFSS Food and Beverage Services so that all students can have better/equal access?*
- There must be a better way.
- The elevator limits to only the top level, but it is the most normal/discreet way to access the Pub rather than the stairlift.

5) *Have your or your staff gone through any kind of sensitivity training to ensure you know how to interact with and handle accessibility needs?*
- Not that the manager is aware of, no one has, theirself included.
- The manager has heard of an issue before, that servers were rude/unsure of how to interact with someone who is visually impaired. They would just ignore him. However, the manager says that those individual servers were always rude to everyone and it didn't have to do with his being visually impaired.

6) *How well do you believe the SFSS/SFU takes accessibility into account?*
- SFSS very much so, and they do a good job
- SFU does to the degree they can, but the initial design was flawed. They have tried with many elevators to combat all the stairs.

## Summary

- The stairlift constantly does not work, and when it does it is very indiscreet. Flashing lights and sounds are very degrading and may cause some to not use it or attend events in the pub. Even the elevator is similar, you have to ring an alarm to get into the Pub.
- No staff other than the manager know how to use the stairlift = no access if the manager is not there/away.
- **Recommendation: Train staff to use the stairlift, so entrance is not limited to only when certain managers are there.**
- No sensitivity training by any staff to ensure all are treated inclusively/equally when at events or meals within the Pub.
- **Recommendation: Inclusivity training for staff mandatory, as there have been issues in the past with regards to accommodating or language used when speaking to people.**

## Out on Campus

1) *What does "accessibility" mean to you?*
   - Holistically – physical and emotional
   - They provide food at meetings – low blood sugar, poverty, range of options, you never know who needs food
   - Both a scent free space and a welcoming space
   - Access to resources they provide in whatever way works for the students
   - Part of their values statement and vision statement include accessibility
     - **Vision** – Accessibility: We are supporting everyone's participation, ability to use the things in the space, and join in activities when and if they want to

2) *How do you make sure that students with disabilities have access to your space on campus?*
   - Have installed an accessible door
   - During Rounds at meetings, they have an accessibility check in to make sure everyone is comfortable and supported
   - Scent free environment recently implemented
   - Have created a working group to focus on the accessibility of the space

3) *Do you provide any resources for students with disabilities?*

- Some books in the library regarding disability and sexuality.
- Their website is dyslexic friendly

4) *Do you know of any barriers/obstacles students with disabilities may face when accessing your space? When accessing the services you offer?*
   - They don't feel that they can adequately support students with autism that hope to get involved. They were approached by someone and had to turn said person away.
   - With social anxiety, the space can be intimidating
   - Physical space could definitely be improved for access – shelves, navigation
   - RAMP did an audit in the past, but the space has been rearranged since that took place

5) *Have you had any issues making or accommodating for accessibility needs in the past?*
   - Austistic spectrum is the only time they are aware of

6) *How well do you believe the SFSS/SFU takes accessibility into account?*
   - SFU doesn't, certainly in their physical design
   - People have told them that they have to fight in each course for access needs
   - They feel that the SFSS/SFU needs to think more about the disability justice frameworks

## **Summary**

- Accommodation check ins during rounds are an easy way to make everyone feel comfortable voicing their accommodation needs. **Recommendation: These accommodation check ins are done by a few SFSS groups, but should be done by all. They only take 1 extra minute alongside the name/pronoun rounds.**
- Their website is dyslexic friendly; an important detail I hope all the SFSS websites can follow
- RAMP – perhaps the Board offices should have an assessment done, like all the Rotunda groups have? This would analyze the existing space and inform them of ways to make it more accessible to all SFSS members.

**Recommendation: Have RAMP – Radical Access Mapping Project – do a space assessment of the Board Offices, so that all students find the space more open and accessible.**

## Build SFU

1) *What does "accessibility" mean to you?*
   - In terms of spaces – making them usable to everyone.
   - Making the environment accessible
   - Create content for the website, but a company makes the actual website
   - There's an additional cost for accessibility, but it is necessary

2) *What plans are you putting in place to make sure that the new building on campus will be accessible to all students?*
   - Accessibility consultant

3) *What obstacles or barriers do you feel may arise in the new project, for students with disabilities?*
   - The fact that it isn't 100% accessible, however, they have made great strides
   - Not a lot of door openers inside, but openers on many exterior doors (8)
   - Indoor doors are mostly open anyways
   - Rough-in is already in all other doors, so that it is easier later on to add automatic door openers
   - Furniture fixed to floor to prevent theft, because of all the doors. This will make things a bit difficult for some
   - Areas are in place to manoeuvre around lots of fixed furniture

4) *Have you connected or worked with students with disabilities to ensure the new building is accommodating for all students?*
   - 1 accessibility workshop, not video recorded for confidentiality reasons
   - about 8 students attended the workshop
   - working a bit with the CSD director
   - Tony is on the Student Advisory Committee

5) *How well do you believe the SFSS/SFU takes accessibility into account?*
   - The SFSS tries more than other organizations
   - We have a fund for accessibility that is not used well

**simon fraser student society**

- Not experts by any means, but well intentioned
- SFU was built at a time when accessibility was not a priority
- Accessibility never on the top of their mind, but they try

## Summary

- The accessibility consultant was a great step, as was talking to students with disabilities in the planning stages.
- Have considered accessibility and future adaptations as well.
- **Recommendation: Continue to keep accessibility front of mind in the project, it could then be marketed as "the most accessible building at SFU" which would be great for the 50th anniversary.**

## Executive Committee

1) *What does "accessibility" mean to you?*
   - Physical, mental, and spiritual
   - True accessibility is access by all regardless of circumstances
   - Can everyone get there, can you access it?
   - So many things pop into mind
   - Accessible to all regardless of mental state?
   - Place could evoke sense of past, we can't fully understand each other
   - Mental health + mental wellness
   - Spiritual – recognize different views
   - People need to respect each other
   - Views contrary to each other may still be correct

2) *How does your committee ensure it is accessible to students with disabilities at SFU?*
   - Not very accessible
   - Posted online and is "technically" open to all
   - What goes on in it is not accessible to all
   - Not well advertised
   - Internal high level committee
   - 6 execs talking about problems
   - Lots could be improved, many things could be looked into

*3) How do you make sure that students with disabilities have access to your space on campus?*
- Given limited space, but still open to all
- Atrium and conference rooms are good and accessible to all
- Forum Chambers – bit of a challenge to access/find, but double doors are good
- Board Office – 16 people in a very small space, crowded, messy
- More of a hastle than a barrier
- **Notes:** Maybe look into the RAMP survey

*4) What barriers, challenges or obstacles do you see students with disabilities facing when accessing your physical space or your committee itself?*
- Less of the physical attributes, a lot comes with the content
- Minutes, agenda, etc, poses a barrier to people who don't understand the technical language
- How do you make language simple/accessible but also still legal
- Only a certain # of students are privy to that info
- Either dumb down or help educate
- People with disabilities might not access as readily
- Meetings are completely open except for in-camera portions for sensitive matters

*5) How do you feel you could make yourselves more open to students with disabilities at SFU?*
- Looking at space/material
- Best way to go about is to acknowledge the problems and limitations present
- Work to fix them but know you may not be able to
- A simple acknowledgement goes a long way

*6) Has the committee undergone any kind of sensitivity training, to ensure that they understand how to promote inclusion within its actions and events?*
- Inclusionary workshop during orientation
- Do it occasionally
- Meetings are more informal, people feel they can voice things that are wrong

simon fraser
student society

- Opened a precedence for future conversations – asked if anyone needed/wanted anything accommodated for, now feel people will voice it if it comes up

6) *How well do you believe the SFSS/SFU takes accessibility into account?*
   - Well, but not well enough.
   - All good, supported my position, SUDS, AFAC
   - We mean all students
   - SFU – tricky, a lot to manage
   - Best they think they can do
   - SFU needs to take stronger stances
   - Programs and initiatives are beneficial
   - Need to place more importance on accessibility

## Summary

- The President seems to really value accessibility and inclusion, which is key to access for all.
- Acknowledged all aspects rather than just physical access.
- How to make board language accessible to all is important. This should be looked into much more closely, and a plan should be put in place to have alternate formats available, since the meetings are "open to all."
- Should do accessibility check in during rounds at meetings, not just expect people to speak up. This happens at some meetings, but should realistically happen in all of them. It only takes an extra second or two.
- **Recommendation: Do accessibility check in's at all meetings.**
- **Recommendation: Do a RAMP audit of the Board office.**


## Communications

1) *What does "accessibility" mean to you?*
   - View accessibility in terms of making content in as many formats as possible
   - Wants to have a plethora of materials accessible on multiple levels
   - Diversity of content offered

*2) What barriers or challenges do you see existing within the SFSS Communications material and strategies, in regards to students with disabilities?*
- Ongoing Board decision making only gets recorded in written format
- The minute taking portion/written material takes up 60+ pages/week

3) What have you done or put in place to improve on the universal accessibility of your communications material, if anything?
- New to position
- Focusing on internal communications now, external later
- Proposed audio recordings of meetings to increase accessibility and decrease paperwork/margin of errors
- Keenly aware of incredibly varied accessibility

4) What alternative sources of communication material exist, if any, for students with disabilities at SFU?
- We are a very transparent organization
- People are open + available for feedback
- Community-oriented

5) Have you worked with students with disabilities at any time to ensure your communications materials are as accessible to all students as possible?
- In this organization – no
- In the past - yes
- Wants to figure out how to communicate better with students who have depression
- Hopes to tie all services together better

6) How well do you believe the SFSS/SFU takes accessibility into account?
- Accessibility committee has been very active
- This is reflected in Build SFU
- Knowledge could trickle down through the whole structure
- As an organization we serve as advocates for ALL students
- We need to build these supports
- Building awareness

## **Summary**

- Great point about making content in as many formats as possible – but this isn't done at all yet.

- Board decisions and minutes are only in written format, not accessible to many students (whether they cannot see it, or if they cannot understand it due to a disability, or the average student not understanding the technical terminology.
- Website is not accessible to screen readers or students with dyslexia (so easy and important!)
- Captions needed for any videos by the SFSS, so far this is not done and it is simple to implement.
- A focus needs to be put on the accessibility of communications by the SFSS.
- **Recommendation: Accessible communications should be researched more in depth and the ideas later in this document should be followed.**
- **Recommendation: Utilize the communications suggestions later in this report, as they are important aspects not considered within the SFSS before.**

## General Office

1) *What does "accessibility" mean to you?*
   - Events and clubs should be physically accessible
   - Content should be accessible
   - Available to all students
   - The SFSS inspires SFU to be more accessible
     o Advocated for ramp in convo mall so left stage is accessible to all

2) *How do you make sure that Clubs are accessible to all students?*
   - Awareness of the Accessibility Fund
   - When any issues come up, the Accessibility Fund is at their fingertips
   - Clubs should be aware of resources available to them/students

3) *Do you provide any services for students with disabilities?*
   - Through the fund and through clubs forms
   - Very seldom do issues arise
   - If the answer to something is "no" [you cant participate] that should only be because it is literally impossible

4) *How well do you promote your available accommodations that are available to students, clubs and DSUs?*
   - There is the emergency food bank as well
   - As an office, he is not sure if they make their accommodations known to students well/successfully
   - Strides to be made still
   - There is no "accommodations list" as far as they know
   - No accommodations are mentioned in the Exec handbook

5) *Do you know of any barriers or challenges faced by students with disabilities when it comes to accessing your services and/or office?*
   - The undergrounds is inaccessible and used often as extra club space
   - Everything else is reasonably accessible
     - o Check club website

6) *How well do you believe the SFSS/SFU takes accessibility into account?*
   - Partly an unknown
   - SFU buildings have their challenges
   - Hope they retrofit or fix this in the new buildings
   - It comes and goes
   - SFU continuing to improve

## Summary

   - They were supposed to have a "list" of accommodations available to students, but it does not exist.
   **Recommendation: This list should be created as it is often referenced yet non-existent.**
   - The Executive Handbook for clubs does not list that accommodations are available, does not mention how necessary it is to create inclusive events. It would be very easy to add, and should be added. Many execs may not know this. Should be part of the training as well.
   - **Recommendation: Add the Handbook edits included in this report to the Club Handbook and Nuts and Bolts guide.**
   - Next to no one outside the SFSS knows about the Accessibility Fund. Even I did not. This should change. The Committee should focus on how to make it more known, so that students utilize it within clubs/DSUs.
   - **Recommendation: Find ways to make sure students are more aware of accommodations and AFAC so that they are utilized. This knowledge is very lacking at the moment.**

simon fraser
student society

## **Student Space Oversight Committee**

1) *What does "accessibility" mean to you?*
   - A physical thing
   - Getting into offices, meeting rooms
   - Internal feelings can affect how you interact with the University setting
   - Accessibility also to information
   - Location
   - SFSS is inaccessible to students because they are unaware of it/what it does/how to get involved
   - Wheels would make the conference room tables more accessible
   - Website navigation is confusing

2) *How does your committee ensure it is accessible and/or known to students with disabilities at SFU?*
   - Committee rarely meets – ad hoc
   - A lot of their work was under Build SFU
   - Working on renovation in Surrey
   - Could explain themselves more to members/students
   - A lot around communications

3) *When planning out new spaces or projects, how do you ensure accessibility is taken into account?*
   - If Undergrounds were renovated – be more welcoming
   - Not sure of any accessibility consultations in the past

4) *Have you had any successes and/or failures in terms of accessibility in the past?*
   - Committee likely hasn't considered accessibility
   - Committee composition – could maybe add a SUDS member?
   - 2012 reno – did they consult anyone?

5) *Are you currently focusing on any spaces in terms of their accessibility?*
   - Ideas raised in our discussion, regarding the upcoming Surrey reno

6) *How well do you believe the SFSS/SFU takes accessibility into account?*
   - Not very well
   - Hear of many issues
   - Have improved some with lighting

- Different seating and desks available
- Communications not good
- Big gap in information/website

## Summary

- Haven't considered accessibility in the past.
- Have added a SUDS member to their Committee to improve accessibility in decisions based on my **recommendation** of Weldon.
- Our discussion was very eventful and they felt they needed to make some changes- I made some suggestions for the new space in Surrey.
- **Recommendation: Continue to consider accessibility when designing new spaces. This has been done fairly well in the past, perhaps by chance, but continuing this is great.**

## Accessibility Fund Advisory Committee

1) *What does "accessibility" mean to you?*
   - Removal of barriers
   - Not making things easier, but removing something old/what stands in the way
   - Difference between mental, physical and social accessibility
   - Everyone should have equal access
   - Both of us should be able to get to point A + point B
   - We forget to acknowledge all aspects

2) *How well do you promote and welcome diversity within your committee?*
   - Remove what would get in the way of that
   - Accommodate, all welcome
   - Rounds/roll call – accessibility check in, are you comfortable today?
   - Open to guests to join in

3) *What barriers or challenges do you find students with disabilities face most at SFU?*
   - Unawareness of resources
   - Lack of support/resources

- Website, emails, the campus – if he an able bodied person trips, what about someone who's blind?
- Agendas at meetings

4) *What services do you provide for students with disabilities at SFU?*
- Source of funding to improve accessibility/access
- Nothing prohibits anyone from bringing forth an idea
- Rooms meetings are in are accessible
- Mental health first aid workshops (3) this year
- Idea for "HI SFU Campaign"

5) *Do you feel many students know your committee exists, and utilize it to its full potential?*
- No. No. It [the fund] is never all used
- Board members try to have it utilized
- All the society services lack the communications necessary to be known

6) *How do you feel you could better support accessibility at SFU?*
- Practical solutions
- Small fixes for situations + big social changes/big picture
- Work more with SUDS + HiFive, they're represented within the committee
- Want to create an awareness campaign

7) *How well do you believe the SFSS/SFU take accessibility into account?*
- SFSS to a reasonable degree.
- SFU varies by area/department
- This position is a good start, you can see the SFSS has good intentions
- A lot to improve on but effort is there

## Summary

- Great outlooks regarding accessibility and the social aspects of it
- Accessibility check in at meetings, hopefully all of them, great!
- **Recommendation: Accessibility check in's at all meetings through the SFSS.**
- Unawareness of resources is key – the committee really needs to make their visibility an important part of their work. It is not utilized almost at all, and there are certainly students and clubs/DSUs who would use it if they

knew of it. The other offices need to make it more known as well – an important collaboration needed.

- **Recommendation: Different offices/committees need to collaborate on making accommodations/accessibility/AFAC more well known to the SFSS membership, because it is very important and completely lacking.**

## Constitution and Policy Review Committee

1) *What does "accessibility" mean to you?*
   - Answer from advocacy interview

2) *In what way(s) does the SFU constitution and policies take accessibility into account?*
   - It kinda doesn't
   - There is a childcare policy for SFSS members, approx. $5/hour
   - Anti-harassment policy
   - They are opposed to differential student fees
   - Nothing for physical accessibility
   - Access to education
   - Ableist policies
   - Only really for people who are fully able
   - No context, no other levels of oppression represented within
   - To what extent do they follow the policies?
   - No one uses the policies/things in place because no one participates who needs them – why not?

3) *Do you see any barriers or exclusions in the terminology or practices of the constitution and policies at SFU?*
   - YES!
   - Focus is on the wording not the actual, principle discussions
   - Technocratty – technicalities take priority, don't understand without the broader understanding of the organization
   - Policy manual is only available in PDF – can it be read aloud?

4) *What, if anything, have you done in the past to ensure the constitution and policies at SFU are accessible and inclusive of all SFU students?*

- Chardaye was about getting people involved
- Inaccessible language exists
- Need to work on accessible language when doing policy work, etc.
- Needs to be easy to understand and not oppressive
- Nothing has been done to make it more accessible so far
  o Though they have added the earlier mentioned policies

## Summary

- See the policies as only open to those who are fully-able – how can we change this?
- **Recommendation: Look into ways that the language can be more accessible to: students with learning/cognitive disabilities, students who are ESL, etc. SFSS meetings are supposed to be open and accessible to all, yet they are not really because of lack of understanding of the language.**
- Nothing about physical accessibility – how can we change this?
- **Recommendation: Look into policies regarding space and access, and perhaps have them added so that there is support for students in that aspect.**
- **Recommendation: Look into how well policies are followed and whom they oppress.**

## Surrey Campus

1) What does "accessibility" mean to you?
   - Access to spaces
   - Inviting, open
   - As few physical barriers as possible
   - Ability to participate
   - Transparency
   - Things you don't think about: audio, floors, stair warnings

2) How does your committee contribute to an inclusive environment for students with disabilities at the Surrey campus?
   - Committee is democratic
   - Part of committee is policy group

- Programs/events are open to all students

3) What barriers, challenges, or obstacles fo you see students with disabilities facing when accessing your campus?
   - Washrooms – there's only ONE with an automatic door
   - Could possibly get permission to use Tower elevators to avoid taking multiple?
   - Elevators a bit of a hassle
   - Maze of a second floor

4) Do you know of any areas of the Surrey campus that could be improved to provide better accommodations for all SFU students?
   - The new spaces being designed

5) What services are available to students at the Surrey campus in terms of accessibility? Are these easily known to the students?
   - Go to the CSD in Burnaby for help
   - Go to Security/Facility for help
     - Not many would know to do this
     - If you need it, you may know, or think to do it..

6) How well do you believe the SFSS/SFU take accessibility into account?
   - Better and better as time goes by
   - SFSS trues
   - Awareness is rapidly increasing

**Notes from Surrey:**
- Many study areas including the library study spaces have **rolling chairs**
- The microwaves near the SFSS office are accessible, can get under the shelves of two of them
- Ramps and elevators are easily found
- For the new study spaces – add rolling chairs, for tall tables, add lower ones as well

## Summary

- It was good to speak to them regarding the new space, and point out issues they were not aware of.
- Overall impressed with the physical accessibility of the campus, it was much more evident than in Burnaby.

simon fraser
student society

- The rolling chairs everywhere is a big thing, because it makes every area 10x more accessible, as well as simple things like stands for microwaves and elevators all accessible.
- **Recommendation: Find ways to integrate more rolling chairs at SFU Burnaby/the SFSS. They create less of a barrier for many students.**

## Advocacy Committee

1) Explain the function of this committee? What or for whom do you advocate for?
   - Plan advocacy campaigns for awareness
   - Promote anti-injustice
   - Core of student society

2) What does "accessibility" mean to you?
   - I am equipped with the tools to include everyone who walks through the doors (Kathleen)
   - Inclusion
   - Accessible to students without barriers
   - Find where the barriers are

3) As a committee, have you advocated for anything related to accessibility in the past?
   - Opentextbook campaign
   - Deferred maintenance = no access
   - Tuition hikes makes school inaccessible
   - No wide scale/outside of department stuff

4) How does your committee ensure it is accessible to students with disabilities at SFU?
   - It doesn't
   - Communication – where? When? Who? How? All unknowns by many
   - Chair does do an accessibility check in at most meetings

5) What barriers, challenges, or obstacles do you see students with disabilities facing when accessing your physical space or your committee itself?
   - No members face navigational barriers
   - We don't know where members are coming from

        o  Tech can help them have easier access
- Don't have the technology to support a lot of students
- Don't have a set space
- Do we need to be proactive, or reactive?
- Should be the easiest people to reach, but often the hardest

6) Does your committee provide any services for students with disabilities?
- Greater advocacy

7) How well do you believe the SFSS/SFU take accessibility into account?
- When someone complains, we address it
- Not people with lived experience
- Never had a staff person with a disability before
- People just doing it on the side, could never be a priority

## Summary

- Doesn't feel they are proactive, rather reactive and thinks they should find a way to change that.
- **Recommendation: Find ways to be proactive in terms of accessibility.**
- Do disability check ins during most/all rounds which is great.
- Could advocacy work more with SUDS or students with disabilities to advocate for them?
- **Recommendation: More Board members should work to support SUDS, as they are a small group in need of more bodies.**

## Copy Center

1) *What does accessibility mean to you?*
- No matter who you are, you should have access to everything on campus.

2) *How do you make sure that students with disabilities have access to your space on campus?*
- Access to the side door to get to the front desk computer (because the typical printing computers are too high for students with mobility disabilities

3) *Do you provide any resources for students with disabilities?*
   - Not really relevant to this office

4) *Do you know of any barriers/obstacles students with disabilities may face when accessing your space?*
   - Shop is too small and overcrowded.
   - The tables and front desk are too high for many students to access.

5) *How well do you believe the SFSS/SFU take accessibility into account?*
   - Doesn't think they do at all.
   - Make people with disabilities go the long route to get around, able people who could go the extra do not have to.
   - For 50th anniversary – make the campus actually accessible
   - Hates the way it is now
   - SFSS does try, but isn't very quick getting things done
   - Paperwork -> people forget
   - If it doesn't personally affect us → forgotten
   - "Engaging the world" by showing you're an accessible campus if they want to stand out

## Summary
   - Good points on lack of physical access
   - Space is very poorly designed, perhaps RAMP could help make some changes so all SFSS students can have better and equal access to their printing services?
   - **Recommendation: do a RAMP audit to see how the space could become more accessible to all the SFSS membership.**

# Focus Group #1 – Findings

We held one Accessibility Dialogue on August 5, 2015 in MBC 2290. We advertised to clubs, SUs, Residence, and through the CSD, Rotunda groups and by posters around campus. Not expecting many people to show up, we were very pleasantly surprised when 15 diverse students and staff attended.

## Personal experiences regarding accessibility at SFU.

"To have a space where people could go to just experience quiet, not in the library-sense, but where everyone is cut off from sensory input, and just be able to sit still – whether they're going through some anxiety or perhaps some mood change – and just breathe. I think that would be really, really nice."

"As a particular gender, I'm lucky to have the 24/7 Women's Centre, but I often feel bad for those who don't identify as females."

"I think if its designed right, the space could be quite the space. I'm no architect, but I'm sure there are some tricks to softening sound in the room, having maybe an open design with maybe some walls, lighting that isn't fluorescent, wall coverings with no sound at all – the zen room."

## SUDS Space
"I would like to see a space for students with disabilities. Space with staff, a library, a space like OOC and the WC. Is there space available for SUDS?"

"It's obvious on campus students with disabilities are underfunded for sure." "It would be great to have a space, and staff."

## Accommodations
"Has anyone experienced people pushing back against all the accommodations people with disabilities receive?"

"I mentioned it in passing once, and someone was taken aback that I get time and a half on exams. Under her breathe she said 'that's not fair!'"

"If the person is struggling, they need it."

"Most of my friends know why [I get accommodations]. I think it depends on the perspective. Some might see it as an unfair advantage, but if you didn't get it, it would have been a disadvantage, which would be unfair to you."

"I think that's very common, to see accommodations as 'getting an advantage.'"

"In reality, it's just creating an even playing field."

## **Mental Health/ Accommodations**

"I feel like the mental health piece [of this conversation] is a huge one. A number of students have mental health considerations, and it dips and it varies."

"Health and Counselling services are unfortunately super limited. They don't have a huge staff, they try to keep it down to 6 sessions. The mindset of 'lets try to get this done in a shorter period of time' the type of therapy you get might not be the best for you."

"I feel like for mental health considerations, even though you can be registered with the CSD, when you actually approach a professor, you might not always need the same accommodations.. I've had professors vry grudgingly grant extensions for that sort of thing, 'you sure, are you very sure you need this?' I don't know why that is an issue, when other accommodations are not."

"It's always that dance every single semester."

"The accommodations the CSD have provided me have enabled me to finish this degree [10 years after a traumatic brain injury]."

"Started in 1994, in engineering. In 1997, traumatic brain injury. Part of rehab, came back to SFU. If it weren't for accommodations, I wouldn't have finished my degree." "The best accommodation is probably the time-and-a-half for exams. Given that extra time, even if it wasn't needed, it took a lot of the stress off, so I wasn't writing all in scribbles."

"I used a note taker for the first couple semesters. I can't listen and write at the same time. I could refer to the notes afterwards. I switched to a tape recorder, so I

could re-listen, focus, and write. These are the accommodations that were most beneficial to me."

"Space to breathe, writing exams"

"I deserve to learn as much as I want, [despite multiple health conditions]."

"Friend had a hip surgery while in Residence, used a manual chair for a month. Such a hard time getting from Townhouses to the AQ in time for classes."

"Girl's mom with a disability, no protocol for fires."

 When someone had to get from Residence to FIC, Security would drive them from Residence to school. Would call and ask for Safe Walk with a vehicle. Would drive them home too.


## **Academia/Accommodations**

"$100 to the bookstore for the semester isn't enough of an incentive to make sure it's a job and things are handed in on time."

"CSD doesn't hire people who access their services. Students with disabilities unable to access jobs on campus is something of concern."

"Not having course outlines on line makes it hard to access what class will be best for you and your learning. This is very challenging if they are not available."

"Classes not accessible. If there is a format that doesn't fit my way of learning, I'm not going to succeed."

"Disability services does not feel it is their job to educate teachers on making their classes more accessible. Because of this, we have to talk to professors ourselves, and it leaves us having to "out" ourselves [and our disability] to the professors.

"We shouldn't have to fail an exam to prove this isn't working."

"Its difficult to ask a professor to change the way they teach for only one or two students, because they've been doing it that way for years and years. That's why they try their best to accommodate, to have the materials accessible to students. Sometimes it works, sometimes it doesn't."

## **Allergies/Sensitivities**

"Being sensitive to scents, on the commute to here and back I have to wear a mask. Even walking outside in the courtyard, I can smell peoples' perfumes from pretty far away. That's definitely been a challenge, I'm lucky that OOC passed a scent-free policy."

"A lot of trouble finding restaurants in general [with a peanut allergy], but at SFU I've had a lot of issues with them changing their minds, which is even worse. If I go to a restaurant, and they say there might be cross contamination, 'fine, I wont go there.' But FBS changes their mind, and if I didn't continuously ask, I don't know. Highland Pub changes their mind day to day it seems, no policy. Sometimes I don't get to eat."

"I might be overstepping my bounds, but can I ask people not to eat something [that causes an allergic reaction for me]?"

"We have really large lecture halls. Perhaps a section without food?" "Like some professors do with laptops in only one area."

"I think it would be useful for the SFSS to pass a scent-free policy. So that people don't feel like people are infringing on their personal right to wear as much perfume as they want."

"Having a hypoallergetic zone in the lecture hall, isn't a bad idea."

"I have an off the charts allergy, but it needs to be a pretty enclosed space, or I need to be very close to it. If it's a medium-sized lecture hall, and half of it or a bit of it doesn't have food, then I would be okay."

"I've been okay with someone 3 seats away in a big space eating peanut m&ms, and I was alright."

"I think a very small space in a lecture hall would suit my needs."

"I wear a mask on public transit, because I have to. But I think that comes from a paradigm that says 'oh, I have to fix myself because I have a scent sensitivity,' when actually, the stuff is awful for everyone."

"At Out on Campus, we decided to make the space safe and accessible for everyone, rather than putting the responsibility on me to always be wearing my mask, for example."

"I have a sensitivity to lighting, in a 2 or 3 hour lecture my brain numbs and it's hard to concentrate. Lighting here is often very cheap."

"Asbestos and black mold affect everyone, especially people with respiratory complications."

"Almost a conflict of interest, in terms of our culture's education system. It is built off of competition, and so accessibility is almost a conflict of how the structure is set, to say, weed people out. To put people on a normative curve and force them to identify with a certain point on that curve. Education is standardized for a certain person, and the way the classrooms are seen is supposed to be a natural state, but only for some. There is so much difficulty in making education accessible. Especially when professors can get in trouble if their grades are too high, people are doing too well, etc.."

"I guess it's not the norm on campus just yet [to accommodate] but it should be."

"A lot of the language within classes, especially psychology, is ableist."

"If course outlines were online, I could make the choice as to what class is right for me. Am I going to be successful in that class structure? Or, do I find another teacher who teaches the same class, with a different structure?"

*Have you come across any challenges accessing any of the SFSS' events, workshops, elections, etc.*

"The Highland Pub is always going back and forth on its ingredients. **I often have to leave earlier than my peers because I often can't eat there.** The Ladle goes back and forth too. Overall, food isn't doing well for me."

"Having more options, and clear labelling of what in the food, would be very helpful."

"Most places on campus don't have any kind of labelling."

**"There are enough people out there with these food sensitivities**."

"At the very least, they could tell you when they switch from not including an ingredient to including it again. You wouldn't expect many soups as well as the tomato soup, contain tomatoes."

"it is hard to implement values, harassment policies, policies, because Clubs and DSUs do not have to report to the Offices."

<u>"There's not much we can do to make sure they [clubs, DSUs] follow policies and guidelines we create."</u>

"There isn't much in place in terms of guidelines for accessibility that clubs/DSUs have to follow. Part of why Micaela's project is so important. One of the things she is doing in her report."

"There will be an event guide for accessibility, but that doesn't mean that clubs and DSUs will follow it."

"How do we make sure that they will follow it?"
"I guess that's the problem because we're not managing them. We just oversee them, provide them with funds, etc. We don't parent them, or follow along with their activities. They act pretty independently, these student groups, and there's so many of them as well. That's an issue that's been identified."

"when there's a harassment issue, we only know if they come to us and report it. In terms of implementation, there's definitely some holes [to keeping things safe and accessible]."

**"From my experience, the clubs and DSUs function as if every body is enabled."**

"For example, an amazing race as a welcome event to a club.. 'where everyone can come and find out what our club is about'… <u>something like that is not something people would consider to be inaccessible.</u> That seems to be an assumption for most or all of the clubs, and it then is not open to everyone."

"I have balance issues, I'm not fast on my feet by any means, so an amazing race type thing wouldn't be open to me."

"As part of a team, there's many things to consider as well as mobility."

"You need the mobility in order to go along with your team."

"You can't just sit back and say 'oh, they'll come back to me' [if you don't have that mobility]."

"I watch something like Amazing Race on TV and think 'oh this is so cool, but I'll never be able to do this'. A lot of it is physical and some of it is cognitive, most physical, but you have to pair the two together. **The self-exclusion aspect of it stops many from participating.**"

**"It's almost worse if it's a DSU or FSU planning a FROSH for example, because FROSH is the welcome event.** If the FROSH is for example, all running, which I know it has been before, then you can't go."

"Guidelines would be a big part of that, then in the planning process, it's not like you're telling them what they can't do, but people would see things they didn't even think of. It would be good to see it at this point, rather than further along when it's too late to change anything."

*"Zen Room" in Build SFU*

"I saw on the Build SFU boards a 'quiet lounge.' Something like that, not so much like the quiet areas in the library, but sort of a sensory quiet lounge, that would be a refuge for people who have sensory processing issues, things like not having fluorescent lights in that room…"

"I know a lot of people who access Counselling services here go to the mindfulness drop ins. Not everyone can make it during those times."

# **Sensitivity, Inclusion and Accessibility Workshop Outline**

Below is the workshop outline I have created, in the hope that it will be led after my position has ended, as often as it is needed. Ideally, most or all Club, DSU and Committee leaders, as well as SFSS staff and SFSS board members, would undergo this workshop, so that they are well-prepared to be open and inclusive of all SFU students in the future.

Intro – co facilitator + co – facilitator

Time:

Date:

Ice breakers:

Overview of topics we will cover + skills that will be gained

**Topic 1**: What is "disability"

Question: Ask participants to discuss "people with disabilities" and what kinds of disabilities there are, to see if they touch on all the points.

Reiterate: Disabilities may be physical, sensory, developmental, cognitive, mental or chemical.

People with disabilities may have limitations that prevent them from participating in the same ways, as SFSS Execs your job is to ensure they can still participate equally with their peers

**Topic 2**: Accessibility

Every person has different accommodation needs in order for things to be accessible to them, never assume that you know what it is they need.

Many people have invisible disabilities.

Question: What are "invisible disabilities?" Can you guys provide some examples?

Reiterate: There are many different types of disabilities that you cannot see, and that does not mean they are not present. Many students do not wish to voice what their disability is, and you do not have a right to ask them. Instead, accommodations should be a common question within meetings and events. This makes it more comfortable for students who do need accommodations, but would not have voiced them, or participated, otherwise.

**Topic 3**: Accommodations

Question: What is the point of accessibility accommodations?

Reiterate: Each person has unique advantages, disadvantages and needs as a person and a student.

Never expect that two people with the same disability necessarily need the same accommodations, always let them tell you. Never push them on this, someone may have a visible disability, but need no accommodations. Let them explain it to you in the way they're most comfortable

Examples of accommodations: a scent free environment, a higher desk, shorter attendance at an event, extra funds to provide an interpreter, assistance at an event, accessible transportation, etc.

Never penalize someone for needing an accommodation!

**Topic 4: Event Planning**

It's incredibly common for club and DSU/FSU events, as well as large-scale SFSS events, to not consider access and inclusion for all members when planning events. We want to change this!

Question: What are some aspects of events you have been to you feel may not have been fully accessible?

Examples: Amazing Race events, physically-demanding ice breakers, group hikes, overnight events without accommodations provided or advertised,

How can we change this?
Brainstorm in small groups. Accessible ice breaker ideas? Events that all can fully participate in?

**Topic 5: Mental Health**
Statistics of mental health in Canada

What to do if someone is struggling

*Work with Hi-Five on this section

# Checklist for Accessible and Inclusive Events

This checklist is designed to assist all SFSS Clubs, DSUs, FSUs and Committees when planning events and other special occasions, so that they can be accessible and inclusive of all SFSS members. Events should take into consideration the fact that SFSS members with various types of disabilities may attend their event, and should be planned with accommodations in mind.

If your event is truly inclusive and accessible, you should be able to answer "yes" to the majority of these points.

## Event Planning

- o Consider the size of the space required for the event.
  Estimate the number of attendees expected, and be sure to take into account space for attendees in wheelchairs, scooters, with assistance dogs, crutches, and other mobility aids.

  > Tip: If the space is too small, these attendees may end up stuck near entrances, or unable to do more than `limited movement.

- o Consider potential tripping hazards for all attendees, including those who may not be able to see the hazards.

- o Consider the lighting, sounds, and airflow of the space. Some individuals who may attend the event may have a sensitivity to scents, ambient or loud noises, chemicals, etc.

## Programming

- o Make materials for the event available in alternate formats, such as electronic versions, and physical copies. Provide copies of any materials in advance of the event to individual attendees who request them.

- o Make sure the event volunteers, Exec members, ushers, etc., understand all the accessibility features of the event and the space, so that they can offer attendees these resources in the event of an accessibility need during the event.
- o If you are screening a video, it should be captioned.

     Tip: There is lots of information online about doing this.

## Getting There/Transportation

- o Provide clear signage in busy locations, and remember to take them down as soon as the event is finished.
- o Avoid using signage that blocks sidewalks, ramps, elevators, or creates a tripping hazard.
- o Ensure that the route between parking/transit and the event location is accessible.
- o Ensure there is accessible parking nearby.

## Advertising and Promotional Material

- o Consider how to promote the event as broadly as possible, so all SFSS members are privy to the event information.
- o Ensure the advertising is carried out in a number of different ways, such as: social media, email blasts, posters around campus, CJSF, The Peak, etc., so all members have a chance to see or hear it advertised.
- o Ensure the advertising occurs in advance, so any requested accommodations provided through the General Office (MBC 2250) can be accessed and implemented for the event, and attendees have enough time to organize necessary transportation, assistants, support, etc.
- o All promotional material in physical form should include an accessibility statement, letting all members know they may contact the event planners

should they require an accommodation. Make sure to state the telephone or email of the planner(s) so they may be contacted.

- o Sample statement: "If you require any kind of accommodation to make this event more accessible for you (ex. Interpretation, dietary requirements, ramp, portable fm transmitter) please contact ___ at (name, phone number, email address)."

- o Include on advertisements a request for attendees to refrain from wearing strong perfumes to prevent scent reactions for others.
- o All physical advertising material should take into account the following accessible communication principles:
  - o Text size should be 14 point or larger. Small or italic scripts are not accessible to all.
  - o Use high contrasting colours – dark text on a light background is easiest.
  - o Do not embed essential information on a graphic. Graphics cannot be read aloud by a screen reader, used by someone with a visual disability.
  - o Short simple sentences are best, especially for members with dyslexia.
  - o Try to use the following fonts: Arial, Verdana, Helvetica, Tahoma, or Trebuchet, as they generate less difficulties for dyslexic readers.
- o If video promotional materials are being used, they should be captioned.
- o Make materials for the event available in alternate formats, such as both hard copies and an electronic version, and provide copies in advance to attendees upon request.

## **Event Site**

- o Ensure that all entranceways are accessible – no stairs or ledges to doorways; doors are at least 34 inches wide.

- o If there are no automatic door openers, make sure someone is nearby to assist attendees in accessing the space.

- o Ensure the space has a smooth and accessible surface throughout – a venue with half the space up a flight of stairs is not accessible to all.

- o Ensure that all displays and information are arranged at a height that all attendees can view, including those sitting in a wheelchair or scooter.

- o Ensure that tables are at an appropriate height to accommodate wheelchairs, scooters and other mobility aids.

- o Ensure that emergency protocols take into account the needs of attendees with mobility, sensory and sight disabilities.

- o Ensure there is enough space between rows of chairs or tables for navigation by wheelchairs, scooters, assistance animals, canes or other mobility devices.

- o Ensure there are sufficient spaces available without chairs, for use by wheelchairs and scooters.

  Tip: Avoid clumping all these areas together, so that attendees are free to sit with their friends. Disperse these accessible areas throughout the space, or assist attendees in sitting wherever they choose.

- o Ensure the pathways to displays, stages, and tables are wide enough for wheelchairs, scooters and other mobility aids, and are without any tripping hazards.

- o Provide seats near the front of the room for attendees with hearing or vision impairments, so they can more easily lip read or hear the speakers/sound enhancing devices, etc.
- o Ensure there is at least one accessible bathroom located near the event site.
- o If the event is being held outdoors, ensure there are areas that can provide protection from the elements (sun, rain, wind, etc.).
- o Try your best to air out the space beforehand, to dispense any chemicals that may be lingering in the air (from construction materials, office supplies, etc.).

## **Presentations**
- o Speak clearly.
- o Use simple language, or explain more complex terminology.
- o Give people time to process information.
- o Be visible.
  - o Stand in good light while speaking so that attendees can see your face when you are speaking, which can help some hear and understand better.
- o Use a microphone.
  - o Even in a small room, some may need to use an FM transmitter to hear you.
- o Ensure that all relevant sound is heard through the microphone.
  - o Ex. Repeat audience questions and comments before replying, all through the microphone.
- o Read all displayed text.

- o If using a PowerPoint or other type of presentation system, always read aloud the information being presented. Cover all the visual information in what you say.
- o Describe graphics, videos and other visuals.
    - o Describe them to the extent needed to understand the presentation.
- o Describe other visual information within the room.
    - o Ex. If you ask a question, summarize the response if it is visually represented through raised hands.

## Food

- o If providing food or drink for the event, ensure you can handle accommodation requests related to allergens (gluten, fish, nuts, lactose, etc.), food sensitivities, and preferences (vegan, vegetarian, etc.).
- o If buffet style, ensure all foods are clearly labelled to identify potential allergens and food sensitivities/preferences.

## Final Check of the Event

Before the event takes place, following the event set up, try to walk through the space and review the upcoming event, while considering the experience from the perspective of:

- o Attendees using mobility assistance devices,
- o Attendees accompanied by an assistance dog,
- o Attendees with low vision,
- o Attendees with an auditory disability,
- o Attendees with a chemical disability.

Please keep in mind all SFSS events are meant to be universally inclusive and accessible. If for some reason you feel some attendees will not be able to participate or have a good experience at your event, please contact the SFSS General Office (MBC 2250) or the SFSS Organizing Office (MBC 2234), both of whom would be happy to assist you in finalizing your event or accessing the Accessibility Fund available through the SFSS.

# SUDS Liaison Work

Each week I have been attending the SUDS meetings as staff support, Mondays 3:30 – 5 pm.

- Currently, we are working hard to create a "Disability Awareness Week" for the Fall 2015 semester. Ideally, this will become an annual or each-semester event.
- I drafted a contact letter for them to use when reaching out to external organizations, as well as collected names and contact info from people and organizations that have to do with disability from across the province.
- I sent out about twenty emails to organizations across the province, regarding their potential involvement with the event. I am answering any ongoing inquiries from that up until my position ends, and hopefully ongoing, as the event will be in October.
- I noticed there was no point about how non-disabled students could join the group to offer support within the SUDS constitution. I thought this was vital in being able to expand their presence on campus, so Antonio and I revamped most of it -- to include more positions for students without disabilities, and to update the outdated language.
- I have been working with them on a plan to grow their group and reach on campus. Ideally, they could one day become a space like the Women's Centre and Out on Campus. They could benefit greatly from having their own space, workshops, staff, and unique library.
  - o To do this, I had a meeting with Build SFU to see how SUDS could be considered for a space within their building.

- We have reached out to the Women's Centre Collective, SFPIRG, Out on Campus, and CJSF to see if a representative from their groups could have a presence on SUDS.
    - So far, SFPIRG has a member now in SUDS.

**Recommendation**: **Have a more permanent staff support person working with this group. They are a constituency group, however, they do not get the support through staff and space that the other constituency groups do.**

**Recommendation**: **Give SUDS a space in the SUB building. They could have staff knowledgeable about disability history/rights, a library like the other constituency groups have open to all students, support students on campus, run workshops on ableism/intersectionality, and be a safe space for students who identify as having a disability.**

# **Exterior Liaison Work**

I have been in contact with individuals, schools and organizations across the country, collaborating on ideas and learning what they have done in similar positions. I find collaboration is really important for this position, because there is so much space for developing new ideas and really creating some important change.

- *NEADS – the National Education Alliance for Disabled Students* was a great ally throughout my time in this position. I had an hour long phone chat with their Director in Ontario, and received so much valuable information and assistance from him for my research and for SUDS.
    - o He sent out an email blast from me to all individuals and companies NEADS is connected to. Some Universities and organizations (like Student Aid AB) have been in contact, offering their disability-related materials relevant to my position.
    - o NEADS will advertise for SUDS regarding any events they hold in the future that are open to the public, and are open to doing a feature regarding the group on their main page.
- *Jewelles Smith, NEADS* – Jewelles is the BC representative of NEADS. We chatted about her experience at SFU as an undergrad with a disability, her time in SUDS in the early 2000's, and her advice for my position. She had some great ideas and people I should contact, and offered to be part of our disability awareness week for SUDS.
- University of Ottawa – Contacted me and offered their help if there's anything I need, or if we would want to create a working group in the future.

- Capilano – Chatted over email and exchanged ideas with my counterpart at Capilano. She explained the work she was doing, and I explained what I've been working on. She is working

  through the student society, but also working a lot with their disability centre. She got me thinking about a lot of ideas we could pursue later on, and things someone could do if this position were to continue.
    o They created a peer support network at their school for new students who have disabilities.
    o They have created a database of resources available to students with disabilities at their school, and outside of it.
- Hi-Five - attended an Executive meeting of the Hi-Five group. Since not many issues of mental health accessibility have come up in my research, I wanted to get their take on it, as well as see if they had any thoughts about the SFSS in general for students with mental health conditions. Below are notes from our discussion.
    o They find the SFSS is intimidating
    o Campaigning is not a healthy environment
    o Aggressive
    o SFSS staff/Board should have to take the Mental Health workshop they offer
    o Adding mental health aspect to the workshop I've developed
        ▪ Mindfulness
        ▪ What to do if someone is struggling
        ▪ Check in's at meetings
    o Believe most students feel the SFSS doesn't affect them
    o The SFSS should raise awareness of their services

- o Find a way to be less scary and more approachable
- o No motivation [from students] to seek out information
- o More open, it's a cold environment, needs to be more welcoming
- o If people aren't going to seek out the information – show it to them visually

# Awareness Campaign Could be Presented to SFU

In 2014, Tony Janolino did a visual accessibility project in conjunction with SUDS. In this, they took photos of areas of the Burnaby campus he found dangerous, as a student who is visually impaired. These photos were compiled with explanations, and presented to the University. Very little was done to address these concerns, so I decided to take this one step further. Below are the additional photo projects I believe could be easily created, and presented to the University along with Tony's once again. The goal for this would be to hopefully get greater attention from the University administration.

Wheelchair Dangers
- Steep hill by pond
- Elevator buttons that cannot be reached
- Stairs by ramp in residence
- All chairs without wheels
- Tables with bar in the middle

Crutches Dangers
- Cobblestones
- Loose cobblestones

Hearing Impediment Dangers
- Not hearing construction

# SFSS Manual Changes

I noticed while reading through both the Club Manual and the Nuts and Bolts manual for SUs, that neither mentioned enough, or at all, about the need to accommodate, and how to go about accommodating, for all SFSS members.

## SFSS Club Manual Changes

### Access and Inclusion
All SFSS events, including those put on by clubs, are expected to be inclusive and accessible for all SFSS members including those with disabilities or access needs.

Event location, communication materials, and events themselves should be looked at in terms of their accessibility whenever possible. More information can be found in the Accessible and Inclusive Events guide, found in the SFSS General Office in MBC 2250.

### Accommodations
Examples of accommodations may include making your event a scent-free environment, having written materials available upon request before the event, assistance at an event, an interpreter, etc. Support for these can be found in the SFSS General Office.

### Accessibility Fund
The SFSS has an Accessibility Fund available for accommodations to make events and activities within the SFSS accessible and inclusive to everyone. Contact the SFSS General Office for more information or to apply, as a club or an individual.

## SFSS Nuts and Bolts Manual Changes
The only mention of Accommodations is on page 23, without even a section header of its own.
**Recommendation**: Should be its own section with more information.

# Build SFU Letter

Below is the letter I wrote for the Build SFU campaign, from the perspective of my position, regarding their accessibility.

*Hello,*

*I have spent the last two months working within the SFSS as the Accessibility Review Project Worker. My job has been to look within our student society, assessing and researching ways in which it can better be inclusive of all SFU students, and creating resources to be used in the future when planning accessible events within the SFSS.*

*One area I have spent time reviewing is the Build SFU project. In comparison to many other physical spaces on the Burnaby campus, the new SUB building is a great step towards a more accessible campus. While designing the space, the SFSS has truly taken accessibility and inclusion into account every step of the way.*

*The new SUB building has been thought of in terms of its accessibility within each aspect of the planning stage – both in its architecture and its atmosphere. From adding an additional elevator to make commuting time easier, to making sure people with physical disabilities can access every important architectural addition to the space, and added safety features in the accessible washrooms throughout the building, you can tell that they kept accessibility in mind when creating this new student space.*

*As well, those working on the SUB realized they did not know everything in terms of accessibility, and did not pretend they did by any means. Since the beginning stage, they have been working with the Center for Students with Disabilities and individual SFU students with disabilities in focus groups and other meetings, to ensure they have taken everyone's diverse experiences into account as much as possible within this new building on our campus.*

*We at the SFSS recognize that no space will ever be perfect for every individual's needs, but the SUB is taking great steps forward in terms of accessibility. Access has never been a big consideration within architecture on this campus before, and within this new building, it finally is.*

*Best,*

*Micaela Evans*
*Accessibility Review Project Worker*
*Simon Fraser Student Society*

# Recommendations:

Below are suggestions for all the different aspects of the SFSS, after 3 months spent working on the Accessibility Review.

## Events

I have created an Accessibility Checklist that all Clubs, DSUs, FSUs, Boards and Committees should reference before finalizing event plans. It is attached earlier in this report.

- The personas found at http://opentextbc.ca/accessibilitytoolkit/ can be of assistance when trying to accommodate for students' varying experiences and needs. It's often hard to imagine yourself in another's shoes, so this toolkit shows you imaginary people who you could encounter at your event, and can help you plan to accommodate them.
- It should be mandatory for all event forms to include a section on accommodations being available, so that all students are aware that they exist, and that all SFSS events are supposed to be accessible to all.

## Print/Computer Materials

Print materials created by any aspect of the SFSS should take into account the following guidelines to make the material more accessible to all SFSS members.

- Text should be a minimum of 14 point font, and no smaller, in any form of print or online documents.
- Avoid decorative fonts, choosing fonts that are easily recognizable between upper and lower case letters. Arial and Verdana are good choices.

- Leading is the space between different lines of text, and it should be 25 – 30% of the point size so that readers can easily move their eyes from line to line.

- Avoid light type, instead chose fonts with medium heaviness.

- When emphasizing a specific word, use bolding rather than italics or upper case.

- Use high contrasting colours in terms of background colouring and the font on top of it.

- Typically, left-aligned text is easiest to be read

- Extra white space around text provides a cleaner layout and is easier on the eyes

- If words are stricken through to show emphasis or changes in different versions, this is unable to be conveyed via screen readers. This should be kept in mind.

## Web Design

Online materials and any websites under the SFSS should take into account the following guidelines to make the material more accessible to all SFSS members.

- This WAVE Web Accessibility Tool can provide insight into different aspects and issues of web design. Simply type in your webs address, and it will point out any access errors on the page. http://wave.webaim.org/

- Organize written information in manageable groups or chunks, so that those listening to a screen reader do not lose their place, and those reading it visually have an easier time as well.

- Shorter sentences and columns are most easily read, rather than pieces of writing that cross the entire screen/page.

- The bottom of this webpage http://webaim.org/resources/ has four Simulations: screen reader simulation, low-vision simulation, dyslexia simulation and a distractibility simulation. These can be useful when designing websites for the SFSS to be accessible, as it gives you insight into how people with these conditions have to work around things, or are unable to access certain things.

## Emails

The emails sent out by anyone associated with the SFSS should take into account the following guidelines to make their material more accessible to all SFSS members.

- Headings are a valuable addition to many emails, as they are easier to read by document readers for those with visual disabilities.
- Avoid decorative fonts, choosing fonts that are easily recognizable between upper and lower case letters. Arial and Verdana are good choices.
- Recommendation: It would be great if all SFSS staff and Board members could attach an accessibility statement to the bottom of their emails, as I have, to help get the word out.

## Social Media

The social media posted by the SFSS should take into account the following guidelines to make the material more accessible to all SFSS members.

- When posting any kind of photo via social media, provide a caption describing the photo in brackets "[ ]"

- When details are embedded within an image or a graphic, make sure all the important information is written out along with it, so that screen readers are able to read it
- Acronyms are often confusing for a screen reader, so fully write out the name of something and put the acronym after it in brackets if need be
- Put the prefixes [PIC], [VIDEO], or [AUDIO] at the beginning of a tweet that have attached photos, videos or audio, so that users with screen readers can better understand, and utilize uppercase so that sighted users have more clarity.
  - This essentially utilizes the tweet to caption the item that it links to

## Videos

Any video material created by the SFSS should take into account the following guidelines to make the material more accessible to all SFSS members.

- Captions or transcriptions are needed for a video to be accessible to all. There are many programs available to do this, and many tutorials online explain how to add the text to a video.

## Elections

Elections taking place within the SFSS should take into account the following in order to make sure the voting and participation processes are open to and inclusive of all.

- Currently, there is no accommodation in place for students who are visually impaired, in order to select who they wish to vote for online.
- Currently, there is no accommodation in place to make the election speeches accessible to those who are deaf.

Without these, elections are not accessible to all. Not only should things be put in place to change this, but it should be widely known, so that students with those challenges do not self-exclude by assuming they are yet again unable to participate.

## Clubs/DSUs/FSUs

I think it would be a great idea for all club/DSU/FSU execs to undergo the sensitivity training workshop. Many general students do not know how to accommodate for all, and do not know what is available to support students with disabilities when participating within the SFSS.

**Recommendation**: Should a staff position be created, would be good for them to have a checklist of things to go over with FROSH/orientation event groups, so that they remember to plan their events with accessibility in mind.

## FROSH

In August I began working with the Student Unions who were known to be holding FROSH events in early September. Katie introduced me to all of them, and I have been emailing and meeting with them in person to see if there are any last minute ways we can make their events more openly accessible, as well as to access how well DSUs take accessibility into account when planning their events.

*Environment*
- Met with two representatives from the Faculty of Environment. They explained their event happening in late September. Most of it seemed

straightforward and accessible, however, that was by chance, as they admitted they had not considered accessibility before.

- They therefore had not added any accessibility/accommodation question to the web survey students used to sign up for the event. After our conversation, they plan to add an accommodation question regarding accessibility and any allergies/sensitivities.

*Applied Sciences*

- Worked with Corbett to ensure most events of the large Applied Sciences FROSH are accessible.
- The majority of their events centre around physical movement and strength.
- The biggest recommendation I have would be to add a line about accommodations available to ensure that all students can participate in SFSS events. Students, like myself, often self-exclude ourselves from events, rather than fighting for the accommodations we often need. Adding a simple line to the form, with a spot students can describe their physical challenges/allergies/sensitivities/disability can open up your event to students who would not have participated otherwise.
- BBQ - Perhaps send out a websurvey/doodle ahead of time, to see if anyone has dietary restrictions or severe allergies. As well, make sure to clearly label foods that could be allergic reactions to some (nuts, dairy etc.) and if done by catering services, let students know that cross-contamination is a strong possibility (FBS uses nuts in their kitchen and is not safe for some with severe allergies).

- Co-Op Info Session - The accommodation piece on the websurvey would let you know if anyone needs ASL, fm tuners, etc. for this presentation if they are deaf, blind, or hard of hearing.
- Survival Training - Could you have some students/organizers hanging out in the field, not playing, so that those who cannot physically participate could still mingle and laugh with everyone?
- Pac Macro - No immediate issues come to mind with this event. Do you have some ideas in place if a student is visually impaired, and wishes to take place in that event? Perhaps someone could assist them if they are running around the unfamiliar city?
- Photohunt - Same considerations as mentioned before. Try to keep ideas in mind regarding how to make is accessible for all students, depending on their needs.
- Midnight Madness - Consider the needs of those who cannot physically participate. An idea would be to rename/remarket the "cool down rooms" so they can just be a space for students who cannot participate for any number of reasons, but still want to mingle and meet peers.

*Criminology*

At the time of this report, the Criminology FROSH group had been in contact, but had not yet met with me to discuss their accessibility. Their events were all planned around physical movement, and they knew they were incredibly inaccessible, when asked.

*Beedie School of Business*

The Beedie FROSH group was hard to get a hold of, but they finally contacted me. Their event seems to be very inaccessible. I likely will not have time to work with them though.

*Arts and Social Sciences (SASS)*

Had some brief contact with the SASS FROSH students, but ran out of time to pursue it further. Their event is only accessible by boat, an over night trip, and seems fairly inaccessible.

*Science Undergrad Society (SUS)*

Their event is being held at Science World, and they did a great job of planning for accessibility. Their sign up form included a section about accessibility needs, and there wasn't anything that caused concern to me in their event plan.

# **Further Work to be Done**

There has been mentions of my summer project worker position being extended, or a new, similar position being created. I believe a continued position would be a valuable asset to the SFSS. Here are some ideas of what that could look like and what the staff member could work on:

- **Task**: To work on and run the Inclusion and Accessibility programming – including a workshop and training, with mandatory attendance by Board members, committee members, departmental staff, club, DSU and FSU Executives, and Constituency group members.
- **Task:** Be the person the Board, committees, staff, clubs, DSUs, FSUs, and Constituency groups contact regarding accommodations, so that it is in one central place and it is more known to students.
    - o Currently, different departments have different accommodation forms, there is no consistency, and it is very hard to find the original, digital forms, let alone provide the needed accommodations to students.
    - o Students are unaware that the Accessibility Fund exists.
- **Task:** Be a constant staff support for SUDS, since Antonio/Katie/Kathleen/Enoch do not attend all meetings consistently due to their busy schedules.
    - o Due to the nature of some members' disabilities, having a constant person present from the SFSS is reassuring, and less disruptive than having different ones filling in at different times.
- **Task:** Continue to work with the Board, committees, staff, clubs, DSUs, FSUs, and Constituency groups to ensure their events are accessible from the initial stages, offering suggestions and resources to accommodate for all SFSS members.

- **Task:** Continue to make it a priority for FROSH groups to have a consultation with the person in this position, to offer accessibility tips and resources.

- **Task:** To research accessible election protocols and figure out how to make the electoral process more open to all SFU students.

## FUNDING OPTIONS

The accessibility fund collects an annual revenue of approximately between $43,000 to $45,000.  For the past couple of years, the funding has seen minimal, activity with the exception of the Build SFU allocation.

With the assistance of the finance office, the estimated base expenditure of hiring a designated assistant or project worker at the current rate of $14.87/hr at 15 hrs per week for one year is approximately $12,394.17. The breakdown is as follow:

**Annual Wage and CPP/EI for Accessibility Outreach Assistant**

|  | Rate | Salary Base | Amount |
|---|---|---|---|
| Wages | 14.87 |  | $11,598.60 |
| CPP | 0.039953 | 11,598.60 | $463.40 |
| EI | 0.020456 | 11,598.60 | $332.17 |
| Total |  |  | $12,394.17 |

# Accessibility Fund Committee
# 2016 - 2017

# Table of Contents

# Overview: SFSS Accessibility Fund Committee (AFC)

The SFSS believes that students with disabilities have the right to full participation in the university environment. It also stand on the foundation that students with disabilities should have equal access to the freedom of choice of lifestyle, education, housing and employment as full and equal members of the university community.

The accessibility fund was created to tackle this issue. Under the initiative of few dedicated SUDS members, they won a referenda campaign during the 2005 SFSS elections. SUDS lobbied for $0.75 from every student to be put into an Accessibility Fund from which students with disabilities could use to attend, or organize, any SFSS events that needed accommodation for disabilities.

Students United for Disability Support (SUDS) previously recognized as the SFSS Constituency Group now known as the Student Group, represents students who identify themselves as having disabilities. In the past, Students United for Disability Support was assigned an office space in the MBC building, a phone and computer. The group has organized a range of projects and programs since their inception: a mentoring program, social events, physically accessible tours of campus, an awareness campaign and have had phenomenal success with a referenda campaign.

## The History of the Accessibility Fund Advisory Committee

After the levy campaign, SUDS turned the coordination of the fund over to a previous SFSS standing committee: the Accessibility Fund Advisory Committee. The committee was composed of SUDS members, the Member Services Officer (currently VP Student Services and Student life) who is responsible for Constituency Groups, Board members, students-at-large, and is supported by General Office coordinators who help procedurally with accommodation requests and the Student Union Organiser who resources Constituency Groups as well. The committee mandate was driven by the Accessibility Fund Policy, and the Accessibility Fund Advisory Committee Standing Order in the SFSS Policy Manual.

## The Referenda Question

The question below was put to a vote on March 20th to the 23rd, 2005 general election. The referendum gained 71% approval out of the 4691 casted votes.

> *Whereas there is currently no funding available from the SFU administration or the SFSS to make campus activities/events accessible to students with disabilities,*
> *Whereas it is imperative that students with disabilities are not excluded from taking an active part on campus life,*
> *Whereas 42% of students with disabilities' accessibility needs are unmet in post-secondary schools (Statistics Canada: Participation and Activity Limitation Survey, 2001)*
>
> Do you support establishing an accessibility fund at a cost of $0.75 per full time student per semester for the purposes of increasing the accessibility of (and removing barriers to participation in) campus activities and events for students with disabilities? This will increase the Student Activity Fee by $0.75 per full time student per semester.

## What Can AFC Do?

The possibilities are limitless for what AFC could undertake. AFAC met consistently during the course of 2013 and 2014 and successfully launched a few initiatives including avail itself to an active role on the SFSS SUB building consultation. Aside form that in 2013 and 2014 the committee with the guidance of the treasurer now VP Finance, the committee successfully organized its' first sensitivity training workshop and a focus group for an accessibility video. The committee also approved the purchase of FM system for the hearing impaired for use of club and DSU events and a financial contribution towards the Hi-Five mental awareness campaign. The committee as well manages to lobby the SFSS Board to approve the creation of a temporary project worker position to run an accessibility audit on the SFSS services.

What else can AFAC do? Ideally, the committee would both have the capacity to respond to financial requests, and set a vision for how the SFSS can make more of its events; programs and projects accommodate people with disabilities. The Committee could also set out plans for promotion of the fund, trainings for student clubs or DSUs on accessing funds and trainings for student organizers about disability accommodations at events.

## AFC Budget

| Student Contribution | Full Time | Part Time | | |
|---|---|---|---|---|
| Per semester | $0.75 | $0.75 | | |

| Estimated contribution | Summer 2016 | Fall 2016 | Spring 2017 | 2016/2017 |
|---|---|---|---|---|
| Per semester | $10,799.92 | $18,223.19 | $17,187.65 | $46,210.76 |

# AFAC Meetings Highlights

Throughout 2010 to 2015, AFAC has had a couple of regular meetings. Summary of motions from the meetings are summarized below.

## 2010-2011 Summary of Motions

**MOTION: AFAC-2010-02-09:05**
Fergusson/Goode
*Be it resolved that* up to $7000 be allocated from the Student Society Accessibility Fund for the installation of a motorized pub patio door

**MOTION: AFAC-2010-02-09:06**
Fergusson/Ali
*Be it resolved that* AFAC approves up to $10,000 to make the Out On Campus Lounge Door more accessible.

**MOTION: AFAC-2010-04-13:04**
Ali/Goode
*Be it resolved that* the committee approves the accessibility campaign TPW job description and make recommendations to board for final approval.

**MOTION AFAC-2010-04-13:05**
Goode/Ali
*Whereas the SFSS Copy Centre public access computer counter does not meet the minimum requirement for accessibility*

*Be it resolved that* AFAC approves up to $2000 from the Accessibility Fund for the installation of a wheel chair height computer table.

## 2011-2012 Summary of Motions

**MOTION AFAC-11-25-11:02**
Yeung/Hussein
*Be it resolved* that the accessibility fund advisory committee recommends that the board of directors approve the preliminary estimate of $9000 (+/- 30%) for the installation of a automatic Door for Women's Centre TC-3013.

## 2012-2013 Summary of Motions

*** *AFAC FAILED TO MEET IN 2012-2013*

## 2013-2014 Summary of Motions

### MOTION AFAC 08-15-2013:05

Khan/Verzosa
*Be it resolved that* $1075 be approved from Accessibility Funding line item to make the Fall Welcome Back concert more accessible to all SFU students

### MOTION AFAC 08-15-2013:06

Khan/Tuyisenge
*Be it resolved that* that up to $2900 from Acessibility Fund be allocated towards the Hi-Five campaign

### MOTION AFAC 09-26-2013:04

Kopahi/Khan
*Be it resolved that* Antonio Daling, Student Union Organiser, and Anthony Janolino, SUDS Representative, be tasked to look into feasibility of sensitivity training workshops administered by the SFSS

### MOTION AFAC 10-10-2013:03

Khan/Verzosa
*Be it resolved that* Antonio Daling and Anthony Janolino be tasked to look into setting up the focus group for accessibility workshops

### MOTION AFAC 10-10-2013:04

Khan/Verzosa
*Be it resolved that* that SFSS AFAC strike a working group for the disability awareness websurvey(s) for SFU students

*Be it further resolved that* Humza Khan, Dhylan Verzosa, Antonio Daling, Anthony Janolino be appointed to the working group

### MOTION AFAC 11-07-2013:03

Khan/Janolino
*Be it resolved that* AFAC approve up to $2000.00 to purchase the ALDS FM Transmitter model number Williams Sound TGS Pro 737 to be purchased from the line item 99542

### MOTION AFAC 11-07-2013:04

Kopahi/Verzosa
*Be it resolved that* AFAC allocate up to $3000.00 for the Sensitivity Training Video

### MOTION AFAC 2014-02-28:03

Janolino/Tuyisenge
*Be it resolved that* AFAC recommends to CPR to include the Hi-FIVE movement within the mandate of AFAC

*Be it further resolved that* AFAC recommends to CPR to add a Hi-FIVE Representative in the AFAC composition

### MOTION AFAC 2014-02-28:04

Verzosa/Janolino
*Be it resolved that* AFAC task Emad Shahid, Treasurer, to look into enhancing accessibility of the MBC 250 or 249 washrooms.

### MOTION AFAC 2014-02-28:05

Kopahi/Verzosa
*Be it resolved that* AFAC tasks Antonio Daling to look into organizing a mental health sensitivity training within the month of March 2014

**MOTION AFAC 2014-03-28:03**
Janolino/Kopahi
*Be it resolved that* AFAC approve up to $8000 in funding for MBC Washroom accessibility renovation.

**MOTION AFAC 2014-04-04:03**
Verzosa/Tuyisenge
*Be it resolved that* AFAC approve up to $11,000 in funding for MBC Washroom accessibility renovation.

**MOTION AFAC 2014-04-11:03**
Verzosa/Janolino
*Whereas* the purpose of allocating the Accessibility Fund towards the SFSS Events Committee, Advocacy Committee and, Clubs and DSU grant line items is to increase the accessibility and remove barriers to participation in all SFSS events as mentioned in the policy AP-22.2 Accessibility Fund.

*Whereas* the usage of the Accessibility Fund shall continue to remain under the authority of SO-11 Accessibility Fund Advisory Committee and the usage of the Accessibility Fund shall continue to be guided under the policy AP-22 Accessibility Fund.
*Whereas* the budget for the fiscal year 2014-2015 for Events Committee is $18,500, Advocacy Committee is $20,000, Clubs Grant is $82,500 and DSU Grants is $60,500.
*Be it resolved that* AFAC approves to allocate funding towards the SFSS Events Committee, Advocacy Committee and, Clubs and DSU grant line items, with an amount equal to 10% of the 2014-2015 budgets of the respective line items as per the following:
1. Events committee $1,850
2. Advocacy committee $2,000
3. DSU Grants $6,050
4. Club Grants $8,250

*Be it further resolved that* AFAC authorizes the Events and Advocacy committees to use the allocated funding as per the policy AP-22.2.

*Be it further resolved that* AFAC authorizes the Student Union Organiser and the General Office Coordinators to use the allocated funding towards DSU Grants and Club Grants line items as per the policy AP-22.2.

*Be it further resolved that* the chairs of Events and Advocacy Committee, the General Office Coordinators, and the Student Union Organiser provide semesterly financial reporting to AFAC.

*Be it further resolved that* this motion is valid for the fiscal year 2014-2015 only.

**MOTION AFAC 2014-04-11:04**
Janolino/Verzosa
*Whereas* the Build SFU levy will pay for student union building construction costs that meet applicable building codes;

*Whereas* the Accessibility Fund Advisory Committee is interested in constructing the student union building to a higher standard of accessibility than is required by applicable building codes;
*Whereas* AP-22.2 (Accessibility Fund) states that "The Accessibility Fund shall be used for the purposes of increasing the accessibility of and removing barriers to participation in Student Society or other campus related activities for students with all forms of disabilities."

*Be it resolved that* the Accessibility Fund Advisory Committee approve up to $10,000 from the Accessibility Fund to hire Brad McCannell of Canadian Barrier Free Design Inc. as an accessibility consultant for the Build SFU student union building project.

*Be it further resolved that* the Accessibility Fund Advisory Committee support the use of the Accessibility Fund for accessibility-related construction costs that result from constructing the

student union building to a higher standard of accessibility than is required by applicable building codes.

**MOTION AFAC 2014-04-11:05**
> Verzosa/Janolino
> *Be it resolved that* AFAC approves the Hi Five 2014-2015 budget as presented.
> *Be it further resolved that* AFAC approves up to $3000 towards the Hi Five budget as presented to cover the following costs:
> - Promotional Materials
> - Volunteer Training Costs
> - Outreach and Events Costs

## 2014-2015 Summary of Motions

**MOTION AFAC 2014-06-25:04**
> Pearce/Amendment Pearce
>
> *Be it resolved to* approve $2600 plus GST to holding a Mental Health First Aid - 2 day Workshop facilitated by the Canadian Mental Health Association as a free event available to all SFSS members and staff to a maximum of 24 attendees approved on a first come first serve basis within the Fall semester.
>
> *Be it further resolved to* appoint At-Large Representative - Jeremy Pearce as project lead to select a date, book the facilitator, and advertise this opportunity to potential attendees and sign up attendees, assisted by the Student Union Organiser and the Communications Office.

**Campus Accessibility Feedback Form**

SFU faces a significant number of accessibility issues. The goal was to establish an anonymous form to collate all accessibility concerns across the campus. Beyond the SFU website being inaccessible, and the perception from students with disabilities that SFU was not reacting to the needs of the membership, the form would provide an alternative to the SFU feedback. This would enable the SFSS to play a stronger advocacy role for issues of disabilities. The potential existed for the committee to partner with Advocacy Committee and The Peak in a media stunt to highlight accessibility issues on campus.

**MOTION AFAC 2014-06-25:04**
> Pearce
> Be it resolved that Jeremy Pearce, Prateek Sood, and Tony Janolino work with the Communications Department in creating an accessible anonymous feedback form within the SFSS website for the membership to bring forth concerns regarding accessibility issues on campus, with feedback sent to AFAC members every two weeks.
>
> Be it further resolved to begin work on a campaign to reach students that are affected by such accessibility issues in order to gather their feedback

**Student Union Building Second Elevator**

A second passenger elevator, in addition to the 1 planned passenger elevator and 1 cargo elevator, was a potential option for accessibility funding as recommended by the Build SFU accessibility and elevator consultants. Elevators would be located such that they access every floor of the building, with Braille within the elevator; two floor selection panels (to provide greater ease of access for individuals on wheelchairs), along with an auditory system within the elevator. The accessibility consultant would provide a universal design report within the week with a large number of recommendations, which may be recommended for AFAC funding.

The elevator was deemed a positive development for both students experiencing temporary and permanent disabilities. Funding requested as a general estimate on the baseline building costs and would cover the installation as well as the costs for the accessibility consultant vetting the plans throughout the process. The mechanics of transferring the funds was discussed, since the accessibility fund did not have application forms and the Board of Directors did not have to approve fund usage. However, the request was deemed to be in line with the terms of reference of the committee and the fund.

**Action Item:** Build SFU General Manager would provide the committee with an updated cost estimate when received.

**MOTION AFAC 2014-07-30:03**

    Sood

    Whereas BuildSFU requires a second passenger elevator to increase accessibility;

    Be it resolved to approve up to $200,000 from the accessibility fund to be spent on a second passenger elevator for BuildSFU.

**Accessibility Coordinator Position**

    **Purpose:** ensure accessibility is consistent in our student society. Was a project that started in May.

    AFAC fund: $46,000 (11000 summer, 18000 fall, 16000? In spring). Part-time must be given a minimum of 8 hours/week. Wages for this year would be 4663. Following year would (minimum 12 hours/week) be 10,677 at its highest end if used to its max. Which means there is still a healthy amount of money in that fund if we hired this position.

    Our accessibility initiatives have not been top notch this year, and it is attributed to not having an accessibility staff person. Having it done by other staff is a bit out of turn.

    Examples: preparing agendas for meetings that are accessible to all members, liaise with SUDS and CSD (consistent as student leaders taking on that role turnover), get involved with various events and initiatives to ensure that they're accessible in a proactive fashion. Without a staff person, it ensures consistency.

    Outstanding questions for this position: which office? Who do they report to as all student staff reports to an individual?

    Concern raised that the society is not running into massive accessibility problems in terms of space and advocacy. Also many accessibility issues being put through different avenues, like advocacy. Suggested that current staff and infrastructure allows for this. Not convinced on the concrete tasks that this staff would be doing – i.e. concert organizer is making the concert accessible, so it seems like those initiatives are already in the minds of the organizers, so having a third party doesn't seem necessary.

    Student Union Organiser noted that it's very hard for Organising Office to take on accessibility tasks, especially with FSUs jumping up. Antonio has task list to support SUDS – preparing materials, supporting SUD – Antonio can't fulfill these tasks. Having this individual would be more beneficial.

    Suggested that many organizers are too busy working on their events to consider accessibility, having a staff person would help. Especially since many organizers are volunteers. Also many people who are leading SUDS will have some kind of disability, may need a staff person to help them: i.e. can't make posters because can't see. Lastly, continuity is needed. 2010 no accessibility because no one wanted to put in the work. Antonio helped a lot in resurrecting SUDS. Antonio has done this many times because SUDS always folds, and then SFSS drops in terms of accessibility, before Antonio can get it back up again. There needs to be continuity because otherwise SFSS accessibility initiatives will be really good, then really bad the next year because it's not under the mandate of certain people. Many testimonies of SUDS execs have people leaving because they're fed up of failing.

    Example: Women in Canadian Politics done by ADV. Made ASL translation, and Chardaye had to go read about it and bring it. Doing that every single time is not efficient. Also wanted to point out that some people on this committee don't face problems with access, and this might colour our decision.

    Regarding training: the person will have time to take training. Ex) Tony has wheelchair training and blind training, but no sign language training. This person will be able to take training courses to aid in all disabilities.

    Questions raised around tasks: can this person conduct accessibility audits or run accessibility workshops. Seems like tasks that are not suitable for a student level position. The skills and qualifications will define what tier this position will sit on. Not to say that students can't do it, there are likely students who are able to.

Outstanding issues: where would students be housed out of, can we use accessibility fund for staffing, training (for this position, it would be wise for us to provide training), whether this is a full-time permanent position.

Requested asking for certain qualifications for this position: i.e. first aid, etc.

Noted that certain qualifications will take time. Ex: SUDS do not match up to the level of disability advocacy. Maybe if we requested some pre-reqs, such as first aid, then it would take less to get the qualifications we need.

Original purpose of bringing this document is to discuss goals, duties, and responsibilities.
Noted that we should work with CSD. Noted that CSD's mandate only covers academic. The rest (events, clubs) are all on the SFSS.

Need to revisit original referendum question. From 2005: wording

This conversation should be done at a working conditions meeting, then to exec when it is being established. In terms of drafting JD, it should happen at AFAC because SUDS reps are here and they represent students with disabilities.

**Action item:** Find out if we can pay out of this fund, working conditions meeting, escalate to exec to discuss operational impacts, talk to CSD, talk to SFU accessibility committee, then edit the roles skills and qualifications of the JD Money motion would come to AFAC

**MOTION AFAC 2014-08-27:05**
Janolino
Be it resolved that Bueckert, Daling, Janolino, and Knox investigate the logistics and feasibility of an accessibility admin assistant
**MOTION AFAC 2014-09-03:03**
Bueckert
Be it resolved that the SFSS Accessibility Fund Advisory Committee allocate up to $2,500 for the Wellness Week events as presented.

**MOTION AFAC 2014-09-17:04**
Bueckert
Be it resolved to approve up to $2000 for free stress relief massages for the wellness initiatives

**MOTION AFAC 2014-10-29:02**
Bueckert
Whereas the SFSS Accessibility Fund Advisory Committee plans to hold 2 additional mental health first air workshops within the fiscal year

Be it resolved that up to $3500 for Mental Health First Aid instructor training be approved for Jeremy Pearce.

**Accessibility Project Assistant Job Description**
The creation of an Accessibility staff member position had been discussed in the past, to be funded through the Accessibility Fund. Typically, the fund does not expend significant amounts and thus was in a position where it could feasibly finance such a position. Legal counsel believed that AP-20 was broad enough to allow funding of such a position to further accessibility, if approved by AFAC.
The draft job description presented to the committee was based upon a previously created accessibility project assistant draft, with updates based upon input from a number of staff members. Questions remained around the reporting mechanism for the position.

A spreadsheet had been created by the Executive Director to assess the total cost for the position, based upon the Collective Agreement language around required number of hours.

It was indicated that such a position would allow for an individual staff person to focus their work on accessibility issues, as opposed to current staff working on accessibility as a side component to their positions.
The job description was deemed extremely front-ended, and thus questions were raised around the longevity of the position based on the number of hours necessary to be allotted once the research and report components were complete. There were additional questions around whether the position requirements and qualifications were in harmony, given potential need for accessibility advocacy

certifications and other specific training. It was expressed that student employee classification would limit the efficacy of the position, student employees may have the exact same resources as a volunteer conducting the same work. It was deemed easy to provide accessibility adjustments, but that disability advocacy experience was needed in the organization. However, the limitations to hours may impact the applicant pool.

Pearce entered at 3:47pm

Accessibility advocacy for both internal services and service to the membership was deemed desirable to ensure that qualified individuals to ensure universal accessibility of the student society. One of the goals of creating the position was to mandate an individual to consider the consistent accessibility of internal services and events, as opposed to an outward advocacy focus, which would remain SUDS' role. Further, the position would have 8 hours each week to work exclusively on matters pertaining to the accessibility of the organization. Classification could be considered to open up the position to both students and outside advocates.

During the Fall Kickoff Concert it was deemed that accessibility measures had been well managed by the volunteer team and it may not be necessary for such a position to exist should BOD members complete their due diligence. It was raised that it was unsustainable for a board member to have to educate oneself on accessibility work each, given both the transient nature of the Board of Directors and the BOD shift to governance as opposed to operations.

The committee was reminded that AFAC may not continue to be active in following years, and a staff position focused on accessibility would ensure continuity.

It was raised that having a title does have an impact response rates from the university.

Build SFU required an outside agent to consider the accessibility around the project. It was expressed that individuals who had practical life experience in accessibility still were often not considered skilled in advocacy.

Based upon current resources, it wasn't seen as realistic to hire a fulltime coordinator with a wealth of experience. As such, it was expressed that a student position was the best option at the moment.

Article 5 – Job descriptions could be modified through consultation and working conditions.

AFAC could approve the matter as a temporary job description to see its value, after which time AFAC could reevaluate the position.

**MOTION AFAC 2014-11-26:02**
> Janolino
> Be it resolved to recommend to the Executive Committee to create and fill a Accessibility Project Assistant (project worker) position with a review at the end of 4 months following hiring.

**MOTION AFAC 2014-11-26:03**
> Bueckert
> Be it resolved to allocate up to $300 for the purchase of a fabric banner to promote SFSS AFAC funded projects

**Student Union Building Automatic Doors**
**MOTION AFAC 2015-03-17:03**
> Pearce
> Be it resolved to grant up to $24,000 to provide 8 automatic door openers for the new student union building

While the costs for the automatic doors qualified as an accessibility expense, this was also a requirement under the building code, which would bring issues of whether the funding would be sourced from the Accessibility Fund or from the Build SFU project fund itself. It was felt that, if the cost was simply necessary to keep the building to code, this was not seen as appropriate for AFAC to fund. This point was particularly important as the fund's purpose was to enhance buildings beyond code, as opposed to funding base building requirements. This was a slippery slope that the committee members did not wish to face.

Construction plans for the student union building were now 100% complete, with many accessibility enhancements planned to be built into the building which could not be quantified separately from the construction costs of the base building, such as the cost of building the floor vs. cost of building in the trench for tactile strips, or the installation of the assistance button within wheelchair accessible bathroom stalls vs the total cost of the bathroom construction. While a renovation would generate an invoice with a concrete cost, a renovation was very different from a new build. Any estimate provided by Build SFU would not be highly accurate, as not all costs are itemized.

10

The request for funding was for an easily quantifiable cost accessibility cost which would enhance accessibility without impacting the budget to install the full breadth of features available to the building. The Committee could consider a contribution of a flat amount to the SUB meant to cover hidden costs of accessibility measures within the building. It was felt that this was a first step to ensuring a more accessible campus for the student community, and that ideally building code would ensure that all buildings are at maximum accessibility.

**Action Item:** The Build SFU General Manager was requested to provide a list of accessibility enhancements for potential funding from the Fund in collaboration with the Accessibility Consultant.

**MOTION AFAC 2015-04-07:03**
> Bueckert
> Be it resolved that the Accessibility Fund provide up to $22,000 for emergency call buttons in accessible washrooms and photo luminescent paint for handrails in the Student Union Building.

Build SFU was tasked at last AFAC to provide a figure on projected accessibility costs for potential funding through the Accessibility Fund. The accessibility consultant suggested all of the items provided to the committee. These were enhancements beyond those outlined within building code that would not otherwise have been built and which can be quantified separately.
Some costs are allocated for tangible objects to enhance accessibility, such as call buttons within accessible washrooms. The majority of costs are attributable to additional space needed to accommodate wheelchairs in washrooms and exit vestibules. These costs were attributed based upon square footage construction costs.
This was neither a request nor a proposal, but funding opportunities were available.
Tactile strips were already allocated for the social stairs, as well as photoluminescent paint. The additional costs would be for the emergency stairs.

Concern was raised around funding the allocation of space, as it was not a tangible cost.


## 2015-2016 Summary of Motions

**MOTION AFAC 2015-06-12:03**
> Sharma/Amended Sharma
> Whereas AFAC 2014-10-29 agreed to cover the fee's for the At-large representative's First Aid Mental Health workshop training.
>
> Whereas the At-large representative had agreed to in return instruct three free First Aid Mental Health courses after they had became certified to instruct the course.
>
> Be it resolved that AFAC approve up to $1500 for the funding of materials for three First Aid Mental Health workshops.

**Action Item:** The Vice President Student Life would confirm the order for the materials and the session, contact the Student Union Organiser to determine the logistics used during the previous session, contact interested members from the previous session, and follow up with AFAC by 2015-06-16

**Hi-FIVE Project Coordinator Funding**

**MOTION AFAC 2015-07-27:02**
> Pooghkay
> Whereas Hi-Five is a student run movement that is supported by SFU Health and Counseling Services and the Simon Fraser Student Society;
> Whereas AFAC 04/07/2015 expressed interest in a jointly funded volunteer between SFU Health and Counseling Services and the SFSS, specific to the Hi-Five Campaign for Mental Health;
> Whereas a proposal has been brought forward for such a volunteer;
> Be it resolved to approve $3,300 from line item 995/42 as proposed.

**MOTION AFAC 2015-07-27:03**
> Sharma
> *Whereas* AFAC:07-20:07 approved the expenditure of the Accessibility Fund towards the purchase of a society projector

*Whereas* the projector and projector screen contribute to an environment of increased accessibility in meetings

*Be it resolved to* reallocate $940.08 to 896/31 for the purchase of a projector and cables

*Be it resolved to* fund the purchase of a projector screen costing up to $320.00

**MOTION AFAC 2015-07-27:04**
Ali/Amended Pooghkay
*Whereas* the Anti-Violence Project at the University of Victoria is hosting the first Campus to Campus: Cultivating Consent Culture Conference happening August 5-7

*Whereas* the SFU Women's Centre, SFSS Advocacy Committee members are attending, including a general member of the SFSS who has a physical disability that requires an attendant to take part in the conference

*Whereas* the cost of an additional single room for 2 nights is $124.80 and per diem is $70 for two conference days

*Be it resolved to* allocate $194.80 from the Accessibility Fund for the cost of accommodations and per diems to ensure that the attendant of the SFSS can attend and fully participate in the Campus to Campus: Cultivating Consent Culture Conference is happening August 5-7 in Victoria, BC.

**MOTION AFAC 2015-10-29:02**
Curtis/Mohammed
*Be it resolved that* AFAC approves $487.27 for the extension of up to 4 days of work for the temporary Accessibility Project Worker in order to complete a comprehensive presentation on the accessibility audit report for the Board of Directors of the SFSS and research alternative funding sources to support the implementation of its findings.

**MOTION AFAC 2015-10-29:03**
Mohammed/Curtis
Be it resolved that AFAC approve $750 from line item 995/42 - Accessibility Fund for the purchase of the Friendship Bench Wall Plaque.

**MOTION AFAC 2015-10-29:04**
Weldon/Mohammed
Be it resolved that AFAC grants SUDS up to $3,163.30 from line item 995\42 Accessibility fund for the Disability Awareness Week, as presented.

**MOTION AFAC 2016-04-08:04**
Whereas on July 30th 2014 AFAC approved the following motion:
    "Whereas Build SFU requires a second passenger elevator to increase accessibility; Be it resolved to approve up to $200,000 from the accessibility fund to be spent on a second passenger elevator for Build SFU."
Whereas on April 7th 2015 AFAC approved the following motion:
    "Be it resolved that the accessibility Fund provide up to $22,000 for emergency call buttons in accessible washrooms and photo luminescent paint for handrails in the Student Union Building"

Be it resolved to reallocate $222,000 from AFAC line item 995/42 to account 146 (prepaid expense);

Be it further resolved that the Accessibility Fund provide $150,000 to Build SFU for accessible furniture for the Student Union Building.

Be it further resolved to reallocate said funds from AFAC line item 995/42 to account 146 (prepaid expense).

**MOTION AFAC 2016-04-07:05**
Be it resolved to approve $164.11 from line item 995/42: Accessibility Fund, for the Friendship Bench unveiling accordingly:

$1.69 - decorations
$1.25 - tablecloth
$78.29 - gifts for the Friendship Bench team
$82.88 - balloons

# Hi F.I.V.E.

**F**riendship **I**nvite conversation **V**alue everyone's gift **E**liminate stigma

<u>Memorandum of Understanding for Hi-FIVE Project Coordinator</u>

*Between the Simon Fraser Student Society and Health and Counselling Services*

July 11, 2016

## I: Introduction

The *Hi-FIVE Movement for Mental Health* aims to eliminate stigma toward those are experiencing mental health distress or illness, now or in the past. It is a positive campaign that encourages kindness and compassion, on and off-campus. The Project Coordinator is a volunteer role that will be supervised by the Associate Director of Health & Counselling Services. However, as *Hi-FIVE* is a student-run movement that is supported by both Health & Counselling Services and the Simon Fraser Student Society, both will be responsible for remuneration. The Project Coordinator will receive a stipend of $300 bi-weekly for 44 weeks, upon completion of 10 hours of work per week. The position will be active between August 2015 and May 2016, with the possibility of ongoing renewal.

## II: Purpose

Whereas the 2015-2016 Hi-FIVE Executive Committee has put forth a proposal to retain a Project Coordinator in collaboration with the SFSS and HCS, the Simon Fraser Student Society and Health & Counselling Services therefore enter into the following Memorandum of Understanding for a Hi-FIVE Project Coordinator, based on responsibilities that include, but are not limited, to:

- Working closely with SFU Health and Counselling Services (HCS) and the Simon Fraser Student Society (SFSS) to ensure that Hi-FIVE Team activities operate within the mandate of HCS and the SFSS;
- Attending all necessary meetings including but not limited to weekly executive team meetings, bi-weekly volunteer team meetings, bi-weekly meetings with HCS, and SFSS meetings as per request;
- Recording meeting minutes for above mentioned meetings as needed;
- Monitoring the Hi-FIVE general email account and responding to all inquiries;
- Overseeing operational budget for Hi-FIVE Team outreaches, events, and campaigns;
- Securing funding;
- Actively searching for outside funding avenues;
- Working closely with the SFSS and HCS in the discussion of various gaps and problems with mental health resources on campus as well as discussing and implementing possible solutions;

- Collaborating with Hi-FIVE Executive Team to maintain positive team structure;
- Working with the HiFIVE Executive Team to finalise decisions about events and focused activities ensuring the themes are relevant and not duplicating another campus service;
- Providing administrative support for the Hi-FIVE Team for scheduling regular volunteer and HCS meetings, booking venues, grant and sponsorship requests, ordering equipment and catering, design/print/copy requests, and organizing workshops;
- Maintaining record of ongoing Hi-FIVE activities and revising Hi-FIVE organizational capacities as needed;
- Ensuring that incoming volunteers receive *Support Over Suicide* and *Students in Distress* training as offered by HCS;
- Maintaining ongoing meetings with university and community stakeholders to promote and support mental wellness at SFU;
- Planning, organizing, and overseeing annual mental health ME week;
- Seeking feedback on the establishment of an SFU mental health network, and developing a business/communications plan if feasible;
- Maintaining  Hi-FIVE materials; and
- Ad hoc duties as required.

## III: Reporting Structure

The Coordinator will report to the Lyndsay Cotterall of Health & Counselling Services for supervision, support, and guidance. This structure will help ensure the continuity of the Hi-FIVE campaign. The Coordinator will report on activities, goals, accomplishments, and long-term plans on a monthly. Budget and spending to be reviewed monthly. Once the position is completed, the coordinator will be required to prepare a formal summary report of the past year and submit it to the SFSS and HCS.

## IV: Hiring Process

Recruitment will be advertised, and made available, to current Hi-FIVE volunteers, as it is important that the Coordinator already possess a first-hand understanding of the campaign and its progress thus far. Applicants will not be acting as a HiFIVE Executive Member for the duration of the contract. Applicants should also have a flexible schedule and be able to commit to the minimum time requirement. Applicants will be interviewed by Health & Counselling Services and one member of the SFSS.

## V: Liability

In the case of any liabilities, Health & Counselling Services take on the liability risks of the coordinator.

In witness whereof, the undersigned have signed this Memorandum of Understanding.

_____      _____

Vice-President Student Services                                 Date
Simon Fraser Student Society

_____      _____

Lyndsay Cotteralll, Clinical Counsellor                 Date
Health & Counselling Services

**Hi F̲riendship I̲nvite conversation V̲alue everyone E̲liminate stigma**

**The Hi F.I.V.E Movement**

The Hi F.I.V.E. Movement for Mental Health is led by a group of SFU student volunteers from various academic disciplines that aim to encourage, educate, and inspire open conversation, kindness and friendship among students. Our events and outreaches are focused on student's mental health and ensuring they know and understand how to take care of themselves and each other. This group, with support from Health and Counseling Services and the Simon Fraser Student Society, seeks to sustain campaign activity throughout the years and eliminate stigma against those struggling with mental health issues on campus.

**Contact information:**
Jennifer Hoffmeister
Hi FIVE Project Coordinator
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hifivesfu.coordinator@gmail.com

Emily Hirst
Hi FIVE Executive Committee Chair
(778) 960 2521
ehirst@sfu.ca

**Online resources can be found here:**
http://www.sfu.ca/content/sfu/students/health/HiFIVE/About.html
https://www.facebook.com/HiFIVEmovement

## Objective

The overall goal of this movement is to increase awareness and decrease stigma surrounding mental health issues faced by students at Simon Fraser University. The Hi FIVE Movement develops outreaches and events that are reinforced by a social media campaign. Themes of erasing stigma, storytelling, and mental health TLC (tender loving care) will be presented at these outreaches and events on SFU campuses. We encourage conversation and the sharing of stories and experiences through stigma-free dialogue. Overall, we hope to create and maintain positive perceptions, beliefs, attitudes and values around mental health issues at SFU and in the community.

## Background



Initially growing out of SFU Health & Counselling Services in 2013, Erika Horwitz created HiFIVE when she saw the stigma that students faced when they were in need of help. The initiative has grown to become an international movement, with the program being taken up by other universities in British Columbia, Alberta, Ontario, USA, Mexico, Abu Dhabi, Tokyo and Costa Rica.

Over the past few years, this student-led and student-run movement has worked together with SFU Health & Counselling Services and the Simon Fraser Student Society to ensure the continuation of the mental health conversation on the SFU campuses. In the spring semesters of 2014 and 2015, we successfully held ME Week, which involved events focused on student's well-being and destressing. HiFIVE has also kept a continuous presence on campus with monthly outreaches and workshops for volunteers and the student body. This was all possible thanks to the proud sponsorship from both the Simon Fraser Student Society and SFU Health & Counselling Services.

Most recently, we received the wonderful gift of a Friendship Bench (thefriendshipbench.org) on our campus. As a permanent symbol of mental health and mental well-being, SFU was the first university outside of Ontario to receive one of these benches. With the help of the SFSS and SFU HCS, we have an official and permanent symbol and space dedicated to the elimination of stigma.

We are currently reworking the structure of Hi F.I.V.E. to become a program under the SFSS for 2017. During the Spring 2016 semester, we submitted a proposal for the new face of Hi F.I.V.E. as a part of the SFSS that will bring much needed services to SFU students and fill in service gaps regarding their mental wellness. This discussion has since begun with the

cooperative efforts of multiple students and staff from various areas within the university to discuss and discover the mental health crisis and possible solutions. Until then, we would like to propose this budget line to maintain the services this movement provides to students and to continue our presence on campus while we establish a new contract with the SFSS. If there are any questions or concerns, please do not hesitate to contact the Project Coordinator or Chair.

## Brief Outline and Descriptions of Events 2016-2017

We have included a brief outline of prospective events as well as the topics for each outreach (as we will focus on a different mental illness or aspect of mental health at each outreach) to better demonstrate what the costs will be funding. *Please note that these are prospective events that are subject to change depending on volunteer ideas and HCS/SFSS input:*

**September** — **- Clubs days: volunteer recruitment**
**- Volunteer orientation/training evenings**
- It is very important to new volunteers have a clear understanding of the movement, how we conduct ourselves as well as fully understanding why and how this movement exists
- We also train the new volunteers in a program that teaches them about stigma, mental health symptoms and red flags as well as what to do when they believe another student may be struggling.

**October** — **- Outreach #1**

**November** — **- Outreach #2:** ("Mini ME Week" – AQ tabling for a week with each day focusing on a different illness [ie. Monday=anxiety, Tuesday=depression, etc.] )
- The focus of this week is create awareness & education about different mental illnesses and their symptoms in conjunction with speaking to students about their self-care regarding these particular areas to ensure the wellbeing of students and that they are watching out for symptoms within themselves and their friends.

**December** — **- Outreach #3: De-stressing/self-care prior to/during final exam season**
- As the end of the semester wraps up, many students are feeling increased stress as deadlines and exams are fast approaching. This event focuses on encouraging students to take some time out of their day to focus on their well-being and mental health
- **Small volunteer appreciation event**

**January** — **- Clubs days: volunteer recruitment**
**- Volunteer orientation/training evenings/Welcome back**

**February** — **- Outreach #4**

|  |  |
|---|---|
|  | ● Hot Topic - Current Mental Health On Campus (for example) healthy relationships/sexual assault resources for Feb/Valentines? Communication tools, body project workshop, self advocacy, consent matters?) |
| **March** | **- 4th Annual ME Week** |
|  | ● This is our largest event of the year. It's main focus is on normalizing mental health through fun and educational activities. The events throughout the week range within career-focused information, de-stressing activities and awareness activities. |
| **April** | **- Outreach #5: De-stressing/self-care prior to/during final exam season** |
|  | ● As the end of the semester wraps up, many students are feeling increased stress as deadlines and exams are fast approaching. This event focuses on encouraging students to take some time out of their day to focus on their well-being and mental health. |
|  | **- Volunteer appreciation event** |
|  | ● As a student-led movement, everything we do would not be possible without our volunteers and we want to ensure that our volunteers know how much we appreciate all of the work and effort they put in throughout the year |
|  | **- Incoming executive team training event** |
|  | ● It is critical to the continuation of the movement as well as to the continuation of proper protocols, procedures, etc. that the next executive team is fully prepared to take on the role. As each year we improve how we conduct the movement and all of the executive duties, we want to make sure that everything that is learned is passed along to the next team. |

Outreach topics with the overarching theme of each outreach is to normalize mental health
and self-care to de-stigmatize our campus:

*All HiFIVE outreaches are designed to be fun, engaging and welcoming. By making the mental health conversation a part of a enjoyable and every-day activity, students begin to see that mental health is a normal and important part of life which leads to the de-stigmatization process. Events and activities should be grounded in evidence based practice where possible. In addition, we will strive to update events via feedback from participants and volunteers as well as previous event's successes and failures.*

- ● Depression
- ● Anxiety/Social Anxiety
  - ○ Depression and Anxiety/Social Anxiety are among the most commonly

reported mental health concerns for students. Therefore, we want to ensure that students are aware of the symptoms so that they can be sure to see any symptoms within themselves or their friends. This awareness can help students know when and how to reach out for help when needed.

- Eating Disorders
  - Young adults in the present day society have many self-esteem and body image issues. In an already confusing time of life, many students wind up struggling with disordered eating and this outreach would focus on the symptoms of ED, what healthy eating looks like as well as the effects on the psychological well-being of someone struggling with an ED.
- Substance Abuse
  - As a student-led program, our volunteers are aware of many other students who are misusing and abusing substances to keep up with the hectic lifestyle of a university student. This outreach would be focused on explaining the dangers of misusing substances and the effects it can have on mental health. As well, we would provide tips and resources for students to ensure care in this area.
- Bipolar Disorder/Schizophrenia
  - The average age of onset for these mental illnesses are both 25 years old which makes it important to educate students as many fall around the age of these illness. The sooner that both of these illnesses are dealt with, the better off the long-term outcome of them can be and students can learn that people can live fairly normal lives with these illnesses if treated properly.
  - ([https://www.nami.org/Learn-More/Mental-Health-Conditions/Bipolar-Disorder](https://www.nami.org/Learn-More/Mental-Health-Conditions/Bipolar-Disorder) , [https://www.nami.org/Learn-More/Mental-Health-Conditions/Schizophrenia](https://www.nami.org/Learn-More/Mental-Health-Conditions/Schizophrenia))

**Budget**

| Detail | (all estimated costs based off previous years expenses) | |
|---|---|---|
| Costs | **Outreach costs:** | |
| | Clubs days giveaways (2 x $50 each) | $100 |
| | Outreach events - costs to cover promotional and giveaway costs (5 x $60) | $300 |
| | **ME Week Costs:** (Prices based on last years expenses) | |

| | | |
|---|---|---|
| | Pancake Breakfast (incl. coffee/tea) | $1,500 |
| | Careers Night Panelist Appreciation Gifts (6 x $30) | $180 |
| | Careers Night refreshments | $300 |
| | Custom fortune cookies (1000 cookies + tax) | $240 |
| | *Space booking costs* - Convocation Mall (4 x $300 -2 days to be sponsored by HCS) | *$1,200* |
| | Other day activities:<br>- One day is specifically sponsored by HCS | $400 |
| | **Volunteer appreciation:** | |
| | Training refreshments ($75 x 2 nights) | $150 |
| | Year-end volunteer appreciation night | $200 |
| | **Promotional costs:** | |
| | Buttons and Brochures | $400 |
| | **Total Operational Cost:** | **$4,970** |
| **Coordinator Position** | $300 stipend bi-weekly x 44 weeks<br>Received upon completion of 10 hours per week | $6,600 |
| ***Total Costs*** | *The total costs of the HiFIVE program with the coordinator cost included.* | ***$11,570*** |
| **SFSS Contribution** | **Funding request:** | |
| | Coordinator portion: | $3300 |
| | Operating portion: | $3570 |
| | **Total SFSS Funding Request** | **$6870** |
| **HCS Contributions** | Coordinator portion: | $3300 |
| | Operating Portion: | $1400 |
| | **Total HCS Funding:** | **$4700** |

**Value of Sponsoring the Hi FIVE Movement**

In supporting the Hi FIVE Movement, the SFSS will be recognized as a committed partner to student wellbeing and be part of the growth of a movement that continues to grow as an international initiative. The Hi FIVE Movement fulfills a critical piece of SFU's Mental Health Strategy, which aims to incorporate better mental health support for students.

Mental health is now a primary focus among the upper tiers of university officials. The Hi-FIVE movement will play a key role in shifting cultural attitudes and values surrounding mental health and its impact on student engagement and wellbeing. In sponsoring this campaign, the SFSS can play a pivotal leadership role, thus bringing further recognition and legitimacy to the organization in its commitment to student wellbeing. Beyond raising the SFSS profile, supporting the Hi-FIVE Movement will assist in the longevity and sustainability of a campaign that can change student lives.

Lastly, as discussions are had to implement a peer-support program, this student-led group can help to pave the way to ensure it is well-received and act as a front-line to overall student wellness.