1. CALL TO ORDER

Call to Order – 12:00 PM

2. TERRITORIAL ACKNOWLEDGMENT

We respectfully acknowledge that the SFSS is located on the traditional, unceded territories of the Coast Salish peoples, including the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), Selíl̓witulh (Tsleil-Waututh), kʷikʷəƛ̓əm (Kwikwetlem) and q̓icə̓y̓ (Katzie) Nations. Unceded means that these territories have never been handed over, sold, or given up by these nations, and we are currently situated on occupied territories.

3. ROLL CALL OF ATTENDANCE

3.1 Accessibility Committee Composition
VP Student Life *(Chair)* .... Jennifer Chou
VP Student Services *(Vice-Chair)* .... Matthew Provost
Ex-Officio .... Osob Mohamed
Student At-Large .... Vivian Ly
Student At-Large .... Spencer Chen
Student At-Large .... Serena Bains
Student At-Large .... Jillian Sloane
Faculty Representative (Education) .... Emerly Liu
At-Large Representative .... Phum Luckkid

3.2 Society Staff
Administrative Assistant .... Joseph An
Accessibility Assistant .... Brianna Price

3.3 Regrets
Student At-Large .... Spencer Chen
VP Student Services *(Vice-Chair)* .... Matthew Provost

4. RATIFICATIONS OF REGRETS

4.1 MOTION AC 2021-03-08:01
Emerly/Vivian
Be it resolved to ratify regrets from Spencer Chen and Matthew Provost.
CARRIED UNANIMOUSLY

5. ADOPTION OF THE AGENDA

5.1 MOTION AC 2021-03-08:02
Emerly/Vivian
Be it resolved to adopt the agenda as amended.
CARRIED AS AMENDED UNANIMOUSLY

- Add Matthew Provost to Ratification of Regrets

6. NEW BUSINESS

6.1 SFU DNA representative on the SFSS Accessibility Committee – MOTION AC 2021-03-08:03

Vivian/Serena

Whereas there is currently no designated SFU Disability and Neurodiversity Alliance seat on the

SFSS Accessibility Committee,

Be it resolved to recommend to the SFSS Board to add a new seat for SFU Disability and

Neurodiversity Alliance on the SFSS Accessibility Committee that does not replace an at-large seat.

CARRIED UNANIMOUSLY

7. MATTERS ARISING FROM THE MINUTES

7.1 Accessibility Committee Minutes-MOTION AC 2021-03-08:04

Vivian/Jill

Be it resolved to receive and file February 2, 2021 Accessibility Committee minutes:

- AC 2021-02-03

CARRIED UNANIMOUSLY

8. PRESENTATION

8.1 Accessibility Policy Appendices and Q&A with Brianna

- Brianna talked about Appendix D Grant Application Revisions plan in order to make it easier and clearer to use.
    - Accessibility Grant Form is quite long so it needs to be shortened or rearranged. One suggestion is to put list of accommodations in the event checklist instead of having space to fill in accommodation.
    - Grant evaluation uses points system that evaluates worth of event rather than needs of accommodation. To address this, criteria is now as such: is applicant a member? Application submitted within 2-week notice, form filled out comprehensively, are cost estimates within expectations for type of accommodation? Does event and guest speakers follow Accessibility Policy Principles and does accommodation address stated barrier?
    - Grant Appeals has unclear timeline and strict requirements. There's no retroactive reimbursements but it will give applicants a clear and fair timeline for appeals. Applicants can re-submit form with changes and appeals can be approved by Accessibility Assistant without needing it to go through AC.
    - Post-Event Report seems to ask too much information. Now we just check to make sure the money was spent properly and accommodations were successful.
    - Next item to work on is the Accommodation Request Form with similar processes as finished processes with some exceptions. Biggest task is to find vendors.
    - Vivian suggested to have a centralized place to send in the post-event report to have a centralized place to limit the amounts of emails and paperwork either to Accessibility Committee mailing list or people who are in charge. And suggested that it is still reasonable to ask date and location of the event in the Accessibility

Grant Application form.
- o There will be space to fill in accommodations instead of checklist. Checklist will go in the events checklist.
- o Suggestion to have two versions, one fillable PDF and one Word that is more reader friendly.

9. DISCUSSION

9.1 SFU Disability and Neurodiversity Alliance representative on the SFSS Accessibility Committee

- Jennifer explained that next board year, it is not guaranteed that someone from SFU DNA will be on the committee. So we wanted to reserve a specific seat for SFU DNA. This won't take spot for At-Large representative. People were generally in favor for this. Members were in favor with this idea. Carried as a new motion in 6.1.

9.2 Accessibility Fund Details

9.2.1. Delegation of authority to Accessibility Assistant

- Delegate authority of approving accessibility fund grants to Accessibility Assistant as the AC meetings take place once every two weeks, it will be more time efficient. Also will make financial limit to be approved by Accessibility Assistant to $3,000 and amend in the future as needed.
- This will be brought to SFSS Board for discussion with potentially the wording of motion "*The DNA/Accessibility coordinator or, the designated assistant tasked with Accessibility if the coordinator position does not exist, shall be empowered to give approval for such grants for these purposes that are under $1500 (if the $1,500 is what the committee decides at the next meeting), which shall be reported to the next meeting of the Accessibility committee.*"

9.2.2. Reimbursement email notification

- There's currently no consistent email notification for reimbursements. This should be for all grants and reimbursements to keep track of funds.
    - o Emails can be lost in spam so there needs to be update through gosfu student portal.
    - o Jennifer will follow up with Finance Committee and update on this in the next meeting.

9.2.3. Having SFSS take on payments

- Students might not fund immediately so it would be better for SFSS to take on payments. Original intent was to have SFSS Accommodation form for this and Accessibility Grant Fund form for students requesting accommodation. Problem is that it's difficult for students to do all logistics and also pay ahead of time. One suggestion was to have reimbursement and direct payment stream.
- Jennifer will take this to SFSS Finance committee for discussion.

9.3 Psychoeducational assessments

- Studentcare is still waiting feedback from senior team.

- Psychoeducational assessment is different and shouldn't be included with the new benefit. In discussion with Center for Accessible Learning and Studentcare, Emerly learned that psychoeducational assessment can be reimbursed through psychological benefit. Psychological benefit is $500 annually and psychoeducational assessment can be $200 annually so we can negotiate with Studentcare in the future to increase the benefit amount.
- Studentcare had internal meeting to discuss the benefit and will implement this mid-March.
- Studentcare is comfortable with proceeding with no referral for launch of program and will reevaluate with more usage data. And this service can be offered retroactive as of January 1st 2021. For this policy year, students should be required to have done assessment between Jan 1st and Aug 31st 2021 and then the usual policy year resets from September to August.
- Currently looking to collect data and see how students are working it to renegotiate with insurance in the future.

9.4 Accessibility Issues Policy

- Brianna looked at various Universities to see what their Accessibility Issue Polices are. Best one was found to be McMasters University. The document will be important to refer back to when advocating for certain situations pertaining to Accessibility issues.

9.5 Accessibility and SFU DNA Coordinator Job Description

- Looking to have a coordinator DNA space in the Student Union Building. It will be preferred to hire someone for when SUB opens.

9.6 SUB Audit Update

- Tabled for next meeting due to lack of time

9.7 Accessibility Fund Promotion

- Tabled for next meeting due to lack of time

9.8 Access needs definition

- Tabled for next meeting due to lack of time

10. ATTACHMENTS

10.1 Accessibility Issues Policy

10.2 SUB Audit Survey

11. ADJOURNMENT

11.1 MOTION AC 2021-03-08 :05
Jillian/Vivian
Be it resolved to adjourn the meeting at 1:29 PM
CARRIED UNANIMOUSLY

Issues Policies At Universities

Many universities don't call their policies "Issues Policies", and may go a bit beyond the scope of just clarifying stances. I looked at a bunch of universities (listed below) and shared some info on the ones that had something comparable to an accessibility issues policy. Feel free to add your own research and findings!

Universities Looked At:
- Toronto
- UBC
- UVIC
- Capilano
- McGill
- Alberta
- Waterloo
- York
- Western
- Ottawa
- Montreal
- Queen's
- McMaster
- Manitoba
- Ryerson
- Carleton
- Saskatchewan

University of Victoria Students Society (UVSS)
https://uvss.ca/wp-content/uploads/2019/03/Issues-Policy-Feb-25-2019.pdf

No direct section on accessibility, mostly just mentions of disability and accessibility in various sections.

Student Rights
i. Accessibility - Every student has the right to accommodations that allow for their equal participation in academic and non-academic aspects of their campus community.

Homoantagonism and Transantagonism
f. The Society supports gender inclusive washrooms and will lobby the University to increase the accessibility and the number of gender inclusive washrooms on campus. The Society will ensure that gender inclusive washrooms are available and accessible in the Student Union Building. The Society recognizes that not providing

equal access to washrooms is a form of discrimination, and will ensure that all UVSS events provide equal access to washrooms for everyone

On Campus Housing
The Society supports:
II. Residence buildings that are fully accessible for students with disabilities.

Public Transportation
Accessibility – the Society believes that public transportation systems should be accessible to all students, and will regularly consult with students with disabilities on campus to incorporate their concerns into the Society's efforts to influence the regional and inter-regional transportations systems.

Academic Materials
Alternate Format Texts – the Society supports provision by the University of alternate format texts and course materials in a timely manner to students who require them. The Society believes that publishers should offer their complete line of textbooks in alternate as well as conventional formats to promote accessibility.

Lots of talk about accessibility in terms of funding and money, but nothing specific about disability

Anti-Oppression and Equity
6 Providing Privilege Workshops annually for the Board of Directors and interested Students At Large. The workshops shall be facilitated by Women's Centre, Pride Collective, Society for Students with a Disability, Students of Colour Collective, Native Students Union or outside facilitators.

Definitions
Discrimination: The practice or act of making distinctions between people based on such characteristics as ethnicity, nationality, language, faith, gender, disability, or sexual orientation, which leads to the inequitable treatment of individuals or groups. There are two types of discrimination - direct and systemic

Carleton University Students' Association
https://www.cusaonline.ca/wp-content/uploads/CUSA-Policies-as-of-April-2017.pdf

Carleton has a real short one, just about wording:

The Carleton University Students' Association will refer to people who have disabilities as "students/people with disabilities", except where the reference to such a term is to point out ableism or to make a point about a derogatory statement.

Student Society of McGill University

They have a "Positions Book", the first one is "Accessibility". I think this one might be quite useful.

In taking a leadership role in advocacy and operations surrounding accessibility, the SSMU believes:

1.1. In the promotion of universal access and the support of students with disabilities.

1.2. That there is no neutral language to discuss or describe disability, and that individuals may identify or choose to define the terms below differently.

1.3. That barriers experienced by students with disabilities extend far beyond the physical built environment on campus and affect access to essential support services, participation in the classroom and learning environment, and involvement in extracurricular activities.

1.4. That the number of students with disabilities on campus continues to increase alongside rising mental health concerns in the McGill community, while noting that not all individuals who have a mental illness identify as having a disability.

1.5. That disability does not exist in isolation and often intersects with other identities, such as race, gender and class, to disproportionately marginalize certain individuals and/or groups.

1.6. That individuals should not be expected to shoulder an undue burden in requesting accommodation within institutions.

1.7. That there currently exist barriers to participation in Society governance, including but not limited to the time commitment associated with serving as an elected representative and the length and intensity of meetings of the Society's governance bodies.

1.8. In a social model of disability, which maintains that systemic barriers to participation and exclusion, including physical, attitudinal, social, and other factors, are the primary contributing factors to an individual's experience of disability, and it is therefore society that disables a person, not their impairment. The model describes an impairment as the difference in ability of an individual, while disability refers to the exclusion resulting from societal and systemic barriers.

1.9. In the need for McGill to prioritize improving the accessibility of the physical, social, and learning environment of the University. This should include but is not limited to:

a. the accessibilization of entrances to all buildings on campus,

b. the implementation of Universal Design for Learning on campus in both curriculum and assessment design

c. ensuring an accessible work environment for all University staff, and

d. the prioritization of funding for accessibility initiatives and services for students with disabilities

1.10. In the need for the inclusion of the Office for Students with Disabilities or an accessibility officer in the consultation, decision making, and planning processes for all renovation projects on campus.

1.11. In the need for a University-wide accessibility policy that includes a timeline for consultations, implementation, and regular reporting to Senate.

1.12. In the elimination of any and all physical, social, and financial barriers preventing a student from receiving the necessary accommodations to fully access academic or social services provided by the Society or the University.

University of Waterloo Undergraduate Student Association

https://uwaterloo.ca/waterloo-undergraduate-student-association/sites/ca.waterloo-undergraduate-student-association/files/uploads/files/sc-policies-dec-2020.pdf

Waterloo has an Equity, Diversity Inclusion and Access Policy that has some mentions. The heading near the top makes me think it might be expired, but I can't find one that is any more up to date

WHEREAS the Federation of Students (Feds) recognizes the historical and persistent inequities and barriers to equitable participation that exist in society and on campus.

WHEREAS the Federation of Students strives to be an equitable and inclusive community, rich with diversity, preserving the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person.

WHEREAS the Federation of Students upholds and promotes the values and policies outlined in the Federation of Students' Mission and Value Statements, the University of Waterloo's Policy 33 - Ethical Behaviour, the Accessibility for Ontarians with Disabilities Act, and the Ontario Human Rights Code; now, therefore, be it hereby

BIRT the Federation of Students upholds and promotes the values of equity, diversity, inclusion, and access, based on the following understanding of these terms:

- Equitable treatment involves acknowledging diversity, recognizing and celebrating our differences, and eliminating the barriers that prevent the full participation of all peoples. (Campus Climate, University of Minnesota Duluth);
- Diversity includes every aspect of a human being and all the ways in which people differ. It is all-inclusive and recognizes everyone and every group as part of the diversity that is valued. Diversity includes visible and non-visible attributes that includes but is not limited to: race, gender, age, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, physical appearance, ideas, perspectives, and values. (Glossary of Terms, University of California, Berkeley, Division of Equity and Inclusion; Trainer's Diversity Source Book);
- Inclusion is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully

participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. (Glossary of Terms, University of California, Berkeley, Division of Equity and Inclusion); and

- Accessibility means giving people of all abilities opportunities to participate fully in everyday life. (Understanding Accessibility, Ontario Ministry of Economic Development, Trade, and Employment);

BIRT the Federation of Students will advocate for an equitable and inclusive community, rich with diversity, preserving the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person; a community that ensures the opportunity for undergraduate students to participate as they see fit in a full range of activities.;

BIRT the Federation of Students will ensure to the greatest extent possible that all members enjoy the opportunity to participate as they see fit in the full range of activities that the Federation of Students offers, and to achieve their full potential as members of the Waterloo community;

BIRT the Federation of Students will ensure that its staff and volunteers receive diversity, equity, inclusion, and accessibility training to assist them to serve, empower and represent all undergraduate students of the University of Waterloo; and

BIRT the Federation of Students will undertake reasonable efforts to provide goods or services in a way that respects the dignity and independence of persons with disabilities; including but not limited to access to Feds office space, meetings, and events.

McMaster Students Union
https://msumcmaster.ca/governance/advocacy/ (click on "Policies" then select "University Accessibility")

McMaster has a 38 page policy on university accessibility - haven't read through it
Has Principles, Concerns, Recommendations and then a detailed policy paper

PRINCIPLES:

The MSU believes that:
- All students should be able to succeed in their academic pursuits and environments, free from any barriers or obstacles.
- All needs of students with disabilities should be taken into account in the development of courses at McMaster University.
- Informed discussions surrounding disability theory create a community of ideas and work to reduce stigma at McMaster.
- All aspects of student life extending beyond academics should be accessible to all students, including (but not limited to) extracurricular seminars, skill-building workshops, mentoring opportunities, etc.

- Adequate information on Student Accessibility Services (SAS) should be available and publicized to all prospective students throughout the University registration process.
- It is the duty of the McMaster University to provide accommodations to students who require them.
- Students should not be forced to disclose any diagnosis (including mental health diagnoses) to McMaster University in order to receive accommodations.
- Students should not be mandated to disclose that they have a disability unless necessary to academic accommodations.
- Students should be making informed and autonomous decisions surrounding the accommodations they receive.
- Students should be able to access support and resources from SAS in a timely manner particularly when they involving changing or accessing new accommodations.
- Academic accommodations should be centralized throughout the University so there is no confusion when attempting to access them.
- Students should have access to timely and sufficient mental health care on campus offered through the University.
- Students with disabilities must be provided with additional financial assistance to meet the higher costs associated with obtaining their education and documenting their disability.
- Student Accessibility Services should be equipped to adequately ensure the success of all students on campus with disabilities.

CONCERNS:

The MSU is concerned that:
- Inclement weather conditions pose significant transportation barriers for students with physical disabilities.
- Students with disabilities struggle with physical campus accessibility barriers that prevent this demographic from learning effectively.
- DARTS bus drivers are unaware that the MSU Hamilton Street Railway (HSR) Bus Pass is compatible with DARTS.
- The course instruction delivered by course instructors and teaching assistants is not uniformly accessible to students.
- Given that methods of online learning, including designs and deliveries, are often incompatible with diverse learning styles, students with disabilities struggle to thrive in these models.
- Faculty and course instructors are not required to upload course syllabi online, which impedes student access to essential course information.
- There are currently no formal opportunities at McMaster for education on disability theory.

- Students with disabilities often struggle to participate in events hosted by faculties, University working groups, Student Affairs, Student Success Centre, Residence Life, and more, due to barriers of structure and engagement.
- Information on Student Accessibility Services and relevant summer transition programs like the Shifting Gears Program are not effectively communicated to incoming students.
- Students often avoid disclosing their disabilities due to the stigma associated with disabilities.
- Forced disclosure of a diagnosis to SAS is a barrier to accessing accommodations.
- There are several barriers associated with the current letter signing process that prevent students from accessing their accommodations or create unsafe situations.
- Students cite that they were unaware of an accommodation offered through SAS that would have benefited them had they know about it sooner.
- Yearly intake appointments for individuals are often unnecessary and increase the wait time for students who more regularly see their SAS counsellor.
- The process for retroactive accommodations is currently unclear and varies from faculty office to faculty office creating confusion.
- Over 22,000 undergraduate students, as well as additional graduate students at McMaster are serviced by the Student Wellness Centre. Students experience extensive wait times.
- There is a lack of funding available for which to hire additional counsellors and mental health professionals.
- There are additional costs associated with receiving education at McMaster University as a student with a disability.
- Many students are unaware of scholarships for students with disabilities.
- Wait times and cost for psychosocial assessments can prevent some students from receiving accommodation when they need it.
- Student Accessibility Services often grapples with insufficient resources and excess demands.

RECOMMENDATIONS:

The MSU recommends that:

- Where possible, McMaster University should strive to create proactive solutions to weather-related barriers on campus.
- Students with disabilities should register for their classes on MOSAIC before students without disabilities.
- The University should communicate effectively communicate with students when there is an accessibility barrier on campus, such as deep snow on a ramp.

- There should be full compliance with all provincial accessibility laws and legislations at McMaster University.
- DARTS should increase their number of approved drop-off centers on campus.
- DARTS should ensure that all bus drivers are aware that the MSU Hamilton Street Railway (HSR) Bus Pass is compatible with DARTS.
- Methods and modules of online learning should be accessible for with students with disabilities.
- All course instructors at McMaster University should upload course syllabi online where all students can easily access the documentation.
- McMaster University should adopt a universal instructional design philosophy when appropriate where accessibility is built into instructional standards and campus infrastructure outside of traditional spaces for students with disabilities.
- Disabilities studies courses should be taught at McMaster University.
- Professors and teaching assistants should have formalized training on classroom accessibility and disability theory.
- University bodies need to embrace best practices surrounding accessibility in all events being offered to students, by following accessibility best practices.
- Both a University representative from Student Accessibility Services (SAS) or from the Office of Human Rights and Equity Service (HRES) and a MSU representative from MSU Maccess should hold a seat on the Welcome Week Planning and Implementation Committee (WWPIC).
- McMaster University should send information on disability services, summer transition programs, and disability accommodation requirements to all students in the acceptance package.
- McMaster University should ensure that Summer Transition Programs meet existing best practices and cater to the needs of all students with disabilities.
- McMaster University should pursue comprehensive training strategies for faculty and staff to help reduce or eliminate stigma as a barrier for students accessing services.
- Student Accessibility Services should provide accommodations based on barriers to learning.
- SAS should not mandate students to discuss their accommodation plan directly with their professor through the letter signing process instead options should be presented and the student should decide which plan is the best for them. Options should include: the student may email their letters to the professor, SAS may email the letters to the professor, the student may deliver the letters in person.
- Information about accommodations should be available on the SAS website and an optional form should be circulated on the the SAS website and in office that asks questions to help students consider what supports would be useful to them ahead of time, so they can make an informed decision after being aware of the available options.

- Retroactive accommodations for students registered with SAS should be provided by SAS and not faculty offices.
- There should a University wide policy on what circumstances qualify for retroactive accommodations and how they are offered.
- The University should implement a minimum ratio of one to one thousand counsellors to students/appointments.
- The University should hire a greater number of support professionals available on campus during times of high stress.
- The provincial government should provide additional funding to McMaster University to hire more counsellors and mental health professionals.
- There should be greater support for students with mental illness and complex mental health diagnosis through increased availability of professionals with specialized skills.
- The University should introduce formal policy on student leave for mental health concerns.
- McMaster University should offer additional funding or supports for students with disabilities who require the use of Personal Support Workers to succeed as students at McMaster University
- The government should increase the amount of funding provided to OSDs (Student Accessibility Services) to better reflect their time and resource demands and to increase the outreach efforts necessary to connect all students with recognized or self-identified students.

Dear students, please take 10 minutes to fill out this survey and share your experiences on campus accessibility at SFU. This survey specifically targets the built environment and is meant to help us understand the current level of **physical accessibility** within our campus spaces and facilities. Your answers will help us identify where structural improvements can be made to help make our campus more inclusive to all. The survey is anonymous, and participation is entirely voluntary.

To thank you for your time, the SFSS will provide XXX of $XXX gift cards.

1. **Demographic questions:**

   a) What is your gender identity? (open question)
   b) Do you identify as having a disability? (no/yes, please specify)
   c) Do you identify as being disabled (no/yes)
   d) Do you require a mobility assisted aid to get around? (no/yes/sometimes)
   e) Do you identify as being neurodiverse? (i.e. having autism, ADHD, learning disability, mental health conditions) (no/yes, please specify)
   f) Do you identify as being Indigenous (no/yes, please specify)
   g) Do you identify as being LGBTQ+? (no/yes, please specify)
   h) Do you identify as being religious? (no/yes, please specify)

1b. Do you have any other identity characteristics you would like to share?

1c. Have any of the identity characteristics above made it more difficult or impossible for you to take part in any of the experiences below? Tick all that apply.

   a) Living in campus residence
   b) Visiting friends in campus residence
   c) Participating in campus athletics/sports (either as an athlete, staff, or supporter)
   d) Participating in a student club/committee
   e) Attending a conference, event, or performance on campus
   f) Attending class
   g) Doing lab or field work
   h) Dining on campus
   i) Accessing campus services (i.e. Food Bank)
   j) Taking public transport to get to your campus destination
   k) Biking to your campus destination
   l) Parking on campus
   m) Other – please specify

2. **For each of the following buildings, what has been you overall experience (1 – 10, 1 being very poor and 10 being excellent) in accessing, navigating, and utilizing the building space?**

3. **Do you use any of the following accessibility features, or would you use any of the following accessibility features if they were available? (All the time, often, sometimes, rarely, never)**

   a) Accessible parking spots
   b) Vicinity of building entrance to a public transport stop
   c) Bike rack
   d) Ramps
   e) Power-assisted or automatic doors
   f) Wide pathways and doors
   g) Clear signage and wayfinding
   h) High color-contrasting (of floors, signs, doors etc.)
   i) Tactile signage
   j) Tactile walking surface indicators
   k) Service animal relief area
   l) Elevators
   m) Audible communication within elevators
   n) Noise control
   o) Adjustable lighting
   p) Scent-free environment
   q) Gender-neutral washrooms
   r) Universal washrooms
   s) Adjustable furniture (i.e. the ability to move furniture around; adjust height of seats/desks etc.)
   t) Option for privacy within communal spaces (i.e. via screen partitions or distance between furniture)
   u) Visual alarm systems
   v) Special equipment for safe evacuation
   w) Prayer space
   x) Other essential element that is not listed (please specify)

3b. What features do you hope to see in the new SUB?

4. **Please answer the following questions on a scale of 1-10, with 1 being not accessible at all and 10 being fully accessible.**

    -   On a whole, how accessible do you feel SFU is to the average student?
    -   On a whole, how accessible is SFU to you?

5. **Is there anything that you think is important for accessibility that has not been captured in this survey?**

6. **Please enter your email address if you wish to be entered for the raffle of one of the gift cards. For reasons of anonymity, your email address will not be linked to your answers.**