

1. CALL TO ORDER

Call to Order – 4:37 PM

2. TERRITORIAL ACKNOWLEDGMENT

We respectfully acknowledge that the SFSS is located on the traditional, unceded territories of the Coast Salish peoples, including the x^wməθk^wəyəm (Musqueam), Sk̓wx̓wú7mesh Úxwumixw (Squamish), Sel̓ílwitulh (Tsleil-Waututh), k^wik^wəłəm (Kwkwetlem) and q̓ícəy̓ (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 Council Composition Student Union Representatives

| | |
|--|------------------------|
| Archeology Student Society (ASS) | Vacant |
| Bachelor of Environment Student Union | Tiana Andjelic |
| Behavioral Neuroscience Student Society (BNSS) | Aarthi Srinivasan |
| Biology Student Union (BSU) | Vacant |
| Biomedical Physiology Kinesiology Student Union | Jovan Gnjatovic |
| Business Administration Student Society | Vacant |
| Chemistry Student Society | Xiaohan (Hana) Li |
| Cognitive Science Student Association..... | Bhuban Karim |
| Collective of Arts and Cultures Studies Students | Vacant |
| Computing Science Student Society..... | Mabel Ling |
| Criminology Student Association | Henry Do |
| Dance Student Union | Vacant |
| Data Science Student Society | Jennifer Hung |
| Earth Science Student Union..... | Eden Lien |
| Economics Student Society | Rafid Rahman Chowdhury |
| Education Student Association..... | Vacant |
| Engineering Science Student Society | Tony Kooliyath |
| English Student Union | Vacant |
| Environmental Science Student Union..... | Grayson Barke |
| Faculty of Applied Science..... | Vacant |

| | |
|--|-------------------------|
| Faculty of Communications, Arts and Technology | Vacant |
| Film Student Union | Vacant |
| Fine and Performing Arts Student Union | Vacant |
| Gender, Sexuality, & Women's Studies..... | Vacant |
| Geography Student Union..... | Erik Makinen |
| Global Asia Studies | Vacant |
| Health Science Undergraduate Student Union | Ishika (Ishika) Rathore |
| History Student Union | Emilio Da Silva |
| Humanities Student Union | Vacant |
| Indigenous Studies Student Union | Evan Accettola |
| Interactive Arts and Technology Student Union | Vacant |
| International Studies Student Association (ISSA)..... | Vacant |
| Labour Studies Student Union | Vacant |
| Linguistics Student Union..... | Vacant |
| Mathematics Student Union | Vacant |
| Mechatronics System Engineering Student Society | Aiden Maymandy |
| MBB Student Union (Vice-Chair) | Sam Killawee |
| Music Student Union..... | Vacant |
| Operations Research Student Union | Vacant |
| Philosophy Student Union..... | Nava Karimi |
| Physics Student Association | Vacant |
| Political Science Student Union..... | Aliyah Apolonio |
| Psychology Student Union | Vacant |
| Science Undergraduate Society (SUS) | Catherine Ho |
| Semester in Dialogue Student Union | Vacant |
| Society of Arts and Social Sciences (SASS)..... | Rajdave Gill |
| Sociology and Anthropology Student Union (SASU) | Andres Sosa |
| Software Systems Student Society | Vacant |
| Statistics and Actuarial Science Student Association | Van Nguyen |
| Sustainable Energy Engineering Student Society | Andrew Nathan |
| Visual Arts Student Union | Vacant |
| World Languages and Literature Student Union..... | Vacant |

Constituency Group Representatives

| | |
|--|-------------------|
| Disability and Neurodiversity Alliance (DNA) | Den Arias Guillen |
| First Nations, Métis & Inuit Student Association | Chris Sanderson |
| International Student Advocates | Vacant |
| Out on Campus Collective (OOC) | Vacant |
| Students of Caribbean & African Ancestry (SOCA)..... | Yaye Balde |
| Women Centre Collective | Vacant |

Affiliated Student Groups

| | |
|---|---------------------|
| Residence Hall's Association (RHA) | Emmanuel Adegboyega |
| Student Athlete Advisory Committee (SAAC) | Vacant |
| Teach Support Staff Union (TSSU) | Pranjali J Mann |
| Embark Sustainability | Vacant |
| SFPIRG | Vacant |

SFSS Executive Committee

| | |
|---|---------------------|
| President (Chair) | Liam Feng |
| Acting VP Internal & Organizational Development | Ashley Flett |
| VP Finance and Services | Jadvinder Bolina |
| VP University and Academic Affairs | Thomas Lueth |
| VP External and Community Affairs | Navleen Brar |
| VP Equity and Sustainability | Priyanka Kaur Dhesa |
| VP Events and Student Affairs | Ayooluwa Adigun |

3.2 Society Staff

| | |
|---|--------------------|
| Facilities Manager | Vacant |
| Temporary Operations Organizer | Sindhu Dharmarajah |
| Policy, Research, Community Affairs Coordinator | Beaty Omboga |
| Administrative Assistant..... | Hope Alica |

3.3 Guests

| | |
|-------------|-----------------|
| Member..... | Abhishek Parmar |
| Member..... | Mitchell Gale |

3.4 Regrets

Behavioral Neuroscience Student Society (BNSS)Aarthi Srinivasan
Political Science Student Union.....Aliyah Apolonio
Society of Arts and Social Sciences (SASS).....Rajdave Gill
First Nations, Métis & Inuit Student AssociationChris Sanderson
Acting VP Internal & Organizational DevelopmentAshley Flett
VP Finance and ServicesJadvinder Bolina

3.5 Absents

Chemistry Student SocietyXiaohan (Hana) Li
Geography Student Union.....Erik Makinen
Philosophy Student Union.....Nava Karimi
Teach Support Staff Union (TSSU)Pranjali J Mann
VP External and Community AffairsNavleen Brar

4. CONSENT AGENDA

4.1 CONSENT AGENDA

Be it resolved to adopt the consent agenda by unanimous consent.

CARRIED UNANIMOUSLY

4.1.1. MATTERS ARISING FROM THE MINUTES – Council and Committee Minutes - MOTION COUNCIL 2023-11-22:01

Be it resolved to receive and file the following Council and Committee minutes:

- EXEC 2023-09-22
- EXEC 2023-10-06
- BIPOC 2023-07-26
- ESAC 2023-10-05
- GOV 2023-03-17
- HRP 2023-10-23
- OCEO 2023-10-20

4.1.2. Ratification of Regrets- MOTION COUNCIL 2023-11-22:02

Be it resolved to ratify regrets from the Behavioral Neuroscience Councillor for the Council November 22nd meeting.

5. ADOPTION OF THE AGENDA

5.1 MOTION COUNCIL 2023-11-22:03

VP University / President

Be it resolved to adopt the agenda as presented.

CARRIED AS AMENDED

- The VP University moved to include a new discussion item titled as "SUB 1330 MOU".
- The VP University moved to include a new motion titled as "VCC At-large Nominations".
- The VP University moved to include a new discussion item titled as "SFSS/SFU App".

6. New Business

6.1 Move to Suspend the rules to consider motion 6.2 - MOTION COUNCIL 2023-11-22:04

President / History

CARRIED UNANIMOUSLY

6.2 Ratification of Regrets - MOTION COUNCIL 2023-11-22:05

President / CSA

Be it resolved to ratify regrets from the Political Science Councillor, Acting VP Internal, FNMISA Councillor, VP Finance, and Society of Arts and Social Sciences Councillor for the Council November 22nd meeting.

CARRIED UNANIMOUSLY

7. PRESENTATION

7.1 CSSS Silicon Valley Trip 2023

SUBMITTED BY: Computing Science Councillor

PRESENTED: CSSS Councillor and Event Organizer

- The History Councillor spoke in favor of this motion and appreciate the presenters for bringing the cost down.
- 25 SFU Undergraduate students are invited for the trip and they are not just CSSS Students.

- The trip itself is not a job hunting trip and is not a partying trip.
- This trip is a networking trip, opportunity to meet alumni, learn about companies and what the Silicon Valley area is like.
- The students will arrive on April 30th and visit the computer history museum, on May 1st they will visit Company A and then Company B.
- On May 2nd, they will visit Company C and then Company D.
- On May 3rd, they will visit Company E and then Company F and then will have the alumni dinner.
- On May 4th, they will be back home.
- The trip will be at the Silicon Valley and the companies confirmed so far are NVIDIA, Discord, and Google.
- Silicon Valley is an area in California which is a global technology hub.
- Companies that are located in the Silicon Valley includes - Alphabets (Google), Apple, Intel, FB, Instagram, Zoom, Oracle, Adobe, Quora, and many others.
- The round trip price per student is \$400, the hotel cost of 2 students per room for 4 nights is \$600, the transportation between company cost is \$350.
- The CSSS covers \$340 per student and the student covers \$1000-1500.
- The lunch and dinner will not be covered by the CSSS.
- The breakfast is included in the hotel.
- The travel cost is incurred by tourism (Outside of planned schedule).

8. IN-CAMERA

8.1 MOTION COUNCIL 2023-11-22:06

SUBMITTED BY: VP University and Academic Affairs

President / History

Be it resolved to go in-camera for the remainder of the meeting.

CARRIED UNANIMOUSLY

- Residence and Housing Letter.
- Community Safety and SFSS Involvement.

9. EX-CAMERA

9.1 MOTION COUNCIL 2023-11-22:07

President / History

Be it resolved to go ex-camera.

CARRIED UNANIMOUSLY

10. DISCUSSION ITEMS

10.1 SUB 1330 MOU

SUBMITTED BY: VP University and Academic Affairs

- The VPUAA mentioned that they have shared to council about sharing this space to the first floor.
- The discovered that other applied science students also need a space at the SUB. They have been working of sorting a room for faculty other than the student's groups.

10.2 SFSS / SFU App

SUBMITTED BY: VP University and Academic Affairs

- The VPUAA mentioned that they discussed with SFU to have an app for SFU and SFSS combined for the students.
- The SFU current Snapchat app is useless. It is to find classes but the navigation is not that great.
- This would help in accessible needs for students to help navigate things such as mental health resources to easily schedule appointments.
- The History Councillor spoke in favor of this and suggested to collaborate with SFU IT services for this.

11. NEW BUSINESS

11.1 Move to Suspend the rules to add discussion item "Access for all Letter to the BC Minister of Higher Education -MOTION COUNCIL 2023-11-22:08

SUBMITTED BY: MBB Councillor

MBB / ISSU

CARRIED UNANIMOUSLY

12. DISCUSSION ITEMS

12.1 Access for all letter to the BC Minister of Higher Education

SUBMITTED BY: MBB Councillor

- The MBB Councillor mentioned that the Access for all letter is written by the

AMS at UBC and it is line with our issues policy.

- The President mentioned that there is no harm to advocate for this.
- The ISSU Councillor spoke in favour of this and mentioned that this is something we should lobby the government for and this is something a lot of professors' push back on.

13. NEW BUSINESS

13.1 University and Academic Affairs Committee Student At-Large - MOTION 2023-11-22:09

SUBMITTED BY: VP University and Academic Affairs

President / History

Whereas the former Psychology Student Union Councilor Hilary Tsui resigned;

Whereas the VP UAA nominates Hilary Tsui as an at-large member of the University and Academic Affairs Committee;

Be it resolved to appoint Hilary Tsui as an at-large member of the University and Academic Affairs Committee for the remainder of the Council Term.

CARRIED UNANIMOUSLY

13.2 CSSS Silicon Valley Trip 2023 - MOTION 2023-11-22:10

SUBMITTED BY: Computing Science Councillor

President / History

Whereas the Computing Science Student Society is planning to organize a trip to Silicon Valley from April 30th to May 4th, 2024;

Whereas the Computing Science Student Society has successfully ran the trip to Silicon Valley four times since 2017, touring companies including Apple, Google, Meta, and more;

Whereas the students are able to network and learn about careers at these companies;

Whereas they are seeking financial support above what admin and staff are allowed

to approve;

Whereas they are requesting \$7500 of funding to support the students for this event;

Be it resolved to approve spending up to \$7500 for the trip.

CARRIED AS AMENDED UNANIMOUSLY

- In response to the President regarding the application process and what students can apply, the CSS Councillor mentioned that they are looking at past co-op students, passionate students, and students passionate about software developments who would benefit from the trip.
- They went through the applications, saw who responded better from the survey out of 96 they received. 50 were selected and meetings were conducted about what they want to see on the trips, what they would like to learn from the trip – the 25 students would be finalized.
- The President moved to strike “X” with “\$7500”.

13.3 Move to Suspend the rules to amend new business item 13.3 “Approval of Finance Policy” to the notice of motion item 14.1 -MOTION 2023-11-22:11

SUBMITTED BY: President

President / History

CARRIED UNANIMOUSLY

**5 minutes’ break taken at 6:33 PM*

13.4 SFSS Residence and Housing Letter - MOTION COUNCIL 2023-11-22:12

SUBMITTED BY: President

President / History

Whereas SFU residence demonstrates intention to raise the costs of residence for the Spring 2024 semester and onward;

Whereas the increase in the cost of living for a student on residence is becoming increasingly unbearable;

Whereas it is the interests of the SFSS to voice concerns on behalf of its student body;

Be it resolved for the SFSS to approve a letter written by the SFSS executive committee along with the RHA to be submitted to SFU's board of governors advocating against the increase in residence costs.

CARRIED UNANIMOUSLY

13.5 VCC At-large Nominations - MOTION COUNCIL 2023-11-22:13

SUBMITTED BY: VP University and Academic Affairs

President / VP Events

Whereas the Vancouver Campus Committee nominated Jasmeen Dhillon, Clara Xu, and Hugo Lu to join the VCC as at-large members;

Be it resolved to add Jasmeen Dhillon, Clara Xu, and Hugo Lu as at-large members of the VCC.

CARRIED UNANIMOUSLY

13.6 Access for All Campaign Letter - MOTION COUNCIL 2023-11-22:14

SUBMITTED BY: VP University and Academic Affairs

President / VP Events

Whereas, Access for all campaign is a student lead movement that aims to ensure equitable and accessible course practices at the post-secondary level;

Whereas, the UBC AMS is submitting a letter to the provincial government with specific asks;

Be it resolved that the SFSS sign off on the letter titled "Make education accessible at post-secondary institutions".

CARRIED UNANIMOUSLY

14. NOTICE OF MOTION

14.1 Approval of Finance Policy-MOTION 2023-11-22:15

SUBMITTED BY: Acting VP Internal and Organizational Development

Mover/Seconder

Whereas the FASC Committee reviewed and recommended changes to the Finance Policy of the Society on October 13th, 2023;

Whereas the Governance Committee reviewed and discussed these changes on October 30th, 2023;

Be it resolved that the SFSS adopt the changes to Finance Policy outlined in attachment "SFSS Finance Policies 2023-10-30".

15. 30 MINUTES Q&A

16. ATTACHMENTS

16.1 Access for all letter

17. ADJOURNMENT

17.1 MOTION COUNCIL 2023-11-22:16

President / CSA

Be it resolved to adjourn the meeting at 6:52 PM

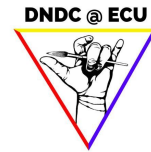
CARRIED UNANIMOUSLY



SFU
Disability &
Neurodiversity
Alliance



Society for
Students with a
Disability



MAKE EDUCATION ACCESSIBLE AT POST-SECONDARY INSTITUTIONS

INTRODUCTION

Our education system is failing to cultivate an accessible learning environment for its students. This inaccessibility persists despite claiming to have values of equity and inclusivity within post-secondary academic institutions across BC. The rigid nature of postsecondary education – such as in-person-only lectures, inflexible attendance policies, lack of appropriate and effective accommodations, and lack of inclusive teaching supports – disproportionately affects vulnerable populations across campuses. Amongst the most affected groups are disabled¹ students, neurodivergent² students, parenting students, international students and low-income students.

The CUSC-CCREU (2022) reports that 31% of Canadian first-year university students self-identified as having a disability. This figure is likely underestimated as it doesn't account for those who chose not to disclose their disability status. Despite this, many BC-based colleges and universities have not yet initiated concrete steps to address the barriers faced by disabled students. The Access4All campaign aims to mitigate these barriers, promote genuine equity, and bridge the accessibility gap in post-secondary education.

Accessible learning formats benefit a wide variety of students. For example, lecture recordings are shown to support disabled students' learning (Nightingale et al., 2019) and

help to “attenuate the challenging aspects of lecture environments” (Hall & Ivaldi, 2017). Students with disabilities report preferring the greater control granted by online lectures (Kotera et al., 2019). A systematic literature review of 71 journal articles found that students, regardless of disability status, “almost unanimously voice their support in favour of lecture capture” (Banerjee, 2021). In particular, students with English as an additional language are likely to find recorded lectures extremely valuable (Leadbeater et al., 2013). Students currently struggling through the BC housing crisis would likely benefit from these accessible learning formats⁷. The implementation of hybrid, mixed and online courses benefit not only disabled students, but other subpopulations such as international students and students from different cultural and linguistic backgrounds.

In order to ensure true accessibility in classrooms, lecture recordings should be implemented in combination with Universal Design for Learning (UDL). UDL is a widely-accepted and empirically-backed approach to education, emphasising the importance of fostering multiple forms of engagement and facilitating learning on an individual level (CAST, 2018). This approach has been shown to aid in the education of students while also demonstrating long-term positive outcomes for educators (Xie & Rice, 2021). Despite this, the full implementation of UDL at BC post-secondary institutions is few and far between.

The response by BC post-secondary institutions to the COVID-19 pandemic has shown that adaptations to the delivery of education for the well-being, health, and safety of all students is achievable (Ono, 2020; Cassels, 2020; Petter, 2020). This has proved that creating and implementing accessible learning methods and materials is a feasible and worthwhile process. However, the BC government’s and post-secondary institutions’ strict adherence to in-person courses is counter-productive and erases recent progress towards accessible education (Kang, 2021). We call on BC post-secondary institutions to prioritise accessible learning formats: it is a necessary step towards inclusivity and equitable access to higher education.

OUR AIMS

1. Accessible Course Formats
 - a. Promoting online, hybrid and multi-access course options
 - b. Integrating UDL into faculty curricula
 - c. Increasing technological and TA support for professors
 - d. Hosting faculty training opportunities for accessible learning formats
2. Disability-Friendly Policy
 - a. Creation of a Disability Task Force
 - b. Allowing flexible attendance
 - c. Improving the disability accommodation process for students

DEFINITIONS

Institutions. Any Canadian post-secondary institution and the governing bodies within such institutions.

Online. The course activity is fully online and does not require any in-person attendance to complete.

Hybrid. The course activity has a mixture of mandatory in-person and online activities as designed by the instructor.

Multi-Access. The course activity gives students the choice to attend either in person or online, as designed by the instructor.

Accessibility Fund. A new budget item to finance, where necessary, the implementation of alternative solutions to UDL-informed Online, Hybrid or Multi-access attendance options to reduce academic consequences to a student's absence.

Punitive Attendance Policies. Any academic policy or procedure based on in-person participation or attendance that negatively affects a student's overall grade. This includes regulations implemented by the department and within faculty-specific circumstances.

Students with Disabilities. Any post-secondary student who experiences (1) a significant and persistent mobility, sensory, learning, or other physical or mental health impairment, (2) functional restrictions or limitations of their ability to perform the range of life's activities; and (3) may experience attitudinal and/or environmental barriers that hamper their full and self-directed participation in post-secondary activities.

Accommodation for Students with Disabilities. Institution-specific policies and guidelines used in arranging and assigning accommodations to students with disabilities.

Policy Development Committee. A group of community shareholders who develop proposed amendments for an Institution-specific policy and prepare a draft proposal in which its recommendations will be implemented.

OUR RECOMMENDATIONS

We call upon the BC Government and Post-Secondary Institutions to act upon the following nine (9) recommendations:

1. That Institutions ensure all required classes, labs and tutorials in all faculties are offered with UDL-informed Online², Hybrid, or Multi-access course sections. In circumstances where achieving such options are completely impractical or interfere

with essential learning outcomes of the course, alternative solutions should be implemented by the instructor in collaboration with their department, funded by a central, institutional Accessibility Fund, to reduce academic consequences to a student's absence. We call on provincial and federal legislatures to alter legal mandates where necessary to facilitate this recommendation.

2. That Institutions provide ample support for professors and teaching assistants navigating these modes of delivery, including but not limited to providing technical support and teaching assistant support; and supporting the intellectual property rights of faculty members when implementing these modes of delivery.
3. That Institutions require graduate students' oversight body (i.e., College of Graduate Studies/Faculty of Graduate Studies) to provide guidance to, and clear policy for, graduate students and graduate student supervisors outlining their options for accessible learning and research, including providing financial support for graduate students to access necessary accommodations.
4. That Institutions join the Access4All campaign in lobbying their respective governments for continuous funding to support Students with Disabilities, including additional support for Online, Hybrid and Multi-access courses.
5. That Institutions supports faculty who choose to teach online courses instead of in-person, and to give priority to disabled faculty to teach online courses. Additionally, Institutions must clearly state which professors are recording their lectures and the mode of lecture delivery on their respective student service platforms and in the class syllabi for all courses in all departments.
6. That Institutions reinstate or introduce training for appropriate lecture capture technology, host annual UDL faculty workshops, and adequately compensate professors and teaching assistants for attending. In addition, these changes must be documented with benchmarks and yearly progress reports.
7. That Punitive Attendance Policies be eliminated unless completely impractical and/or are essential to learning outcomes of the course³. In those circumstances, alternative solutions should be implemented to reduce academic consequences to a student's absence, such as the use of UDL learning approaches, which center on engagement rather than in-person presence.
8. That Institutions announce a public strategic plan with concrete steps and objectives in order to dismantle ableist structures at their establishments and commit to implementing systemic changes to support disabled students and faculty, such as:
 - a. the creation of a 'Disability Task Force'⁴, led by and for the disability community.

- b. a full policy consultation of their respective policies on Accommodation for Students with Disabilities by 2025, with disabled students or members from relevant campus disability collectives making up a large majority (80% at the minimum) of the Policy Development Committee; and commit to implementing the aforementioned committee's recommendations.
9. That Institutions provide free face masks at building entrances or at designated pick-up points and commit to applying for funding to secure adequate PPE for their campus communities.

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MAKE UBC EDUCATION MORE ACCESSIBLE

INTRODUCTION

Despite UBC's commitment to equity and inclusion, as promised via the Inclusion Action Plan 2018-2028 (UBC, 2020), our university is not meeting its commitments to disabled students and to those who require additional support. The rigid nature of postsecondary education – such as in-person-only lectures, inflexible attendance policies, lack of appropriate and effective accommodations, and lack of inclusive teaching supports – disproportionately affects vulnerable populations across campuses. Amongst the most affected groups are disabled¹ students, neurodivergent² students, parenting students, international students and low-income students.

Moreover, UBC's policy for accommodating students with disabilities, called policy LR7⁵, demonstrates a significant need for the input and voices of disabled students. The procedures involved in LR7 for allocating accommodations to students are far from adequate and fail to provide adequate support to disabled students. First, the subjectivity of 'reasonable accommodation' allows too much room for individual interpretation and thus subjects students to being denied fair accommodations on the sole basis of non-concrete language. Second, the policy disregards autonomy of disabled students by giving them no knowledge of the accommodations available and gives the role of allocating accommodations solely to the Centre for Accessibility. Additionally, the policy makes no mention of the role and responsibilities of accessibility advisors and those who directly assign accommodations and does not specify the training they receive upon recruitment.

With 22% of UBC's student population identifying as disabled, UBC has a responsibility to provide adequate support for its disabled students. This responsibility becomes even more prominent by the concerns raised by disabled students of the inadequate accessibility on campuses, as mentioned in recommendation #49 in the AMS Academic Experience Survey Report (Burham et al., 2019). In the following 2023 report, over half of students emphasized that "they would prefer if courses provided more flexibility in terms of assessment with weighting of assessments, variety of methods and flexibility of due dates being the most pertinent types" (Kanji et al. 2023). Indeed, embracing learning formats made to accommodate unique student's needs can benefit everyone.

Accessible learning formats benefit a wide variety of students. For example, lecture recordings are shown to support disabled students' learning (Nightingale et al., 2019) and help to "attenuate the challenging aspects of lecture environments" (Hall & Ivaldi, 2017). Students with disabilities report that they prefer the greater control granted by online lectures (Kotera et al., 2019). Aside from disability status, many students would benefit from accessible learning. A systematic literature review of 71 journal articles found that students "almost unanimously voice their support in favour of lecture capture" (Banerjee, 2021). In particular, students with English as an additional language are likely to find recorded lectures extremely valuable (Leadbeater et al., 2013). Students currently struggling through the BC housing crisis would also benefit from these accessible learning formats.

In order to ensure true accessibility in classrooms, lecture recordings should be implemented in combination with Universal Design for Learning (UDL). UDL is a widely-accepted and empirically-backed approach to education, emphasising the importance of fostering multiple forms of engagement and facilitating learning on an individual level (CAST, 2018). This approach has been shown to aid in the education of students while also demonstrating long-term positive outcomes for educators (Xie & Rice, 2021). While UBC has engaged in some pilot UDL initiatives, such as the UDL Fellows program⁶, the implementation of UDL at UBC is far from comprehensive or satisfactory.

UBC's response to the COVID-19 pandemic has shown that adaptations to the delivery of education for the well-being, health, and safety of all students is achievable (Ono, 2020). This has proved that creating and implementing accessible learning methods and materials is a feasible and worthwhile process. The BC government's and UBC's strict adherence to in-person courses is counter-productive, erasing recent progress towards accessible education (Kang, 2021). UBC can and should provide accessible learning formats. It is an essential step towards embodying the inclusive values of our school.

Overall, it is clear that students at UBC, both disabled and non-disabled, are dissatisfied with UBC current quality of learning and are in need of more accessible learning options. Yet despite these prevalent concerns among UBC students and faculty alike, UBC has not responded to feedback from the disabled community members. We call on UBC to prioritise accessible learning formats: it is a necessary step towards inclusivity and equitable access to higher education.

OUR AIMS

1. Accessible Course Formats

- a. Promoting online, hybrid, and multi-access course options
 - b. Integrating UDL into faculty curricula
 - c. Increasing technological and TA support for professors
 - d. Hosting faculty training opportunities for accessible learning formats
2. Disability-Friendly Policy
- a. Creation of a Disability Task Force
 - b. Allowing flexible attendance
 - c. Improving the disability accommodation process for students

DEFINITIONS

Online. The course activity is fully online and does not require any in-person attendance to complete.

Hybrid. The course activity has a mixture of mandatory in-person and online activities as designed by the instructor.

Multi-Access. The course activity gives students the choice to attend either in person or online, as designed by the instructor.

Accessibility Fund. A new budget item to finance, where necessary, the implementation of alternative solutions to UDL-informed Online, Hybrid or Multi-access attendance options to reduce academic consequences to a student's absence.

Punitive Attendance Policies. Any academic policy or procedure based on in-person participation or attendance that negatively affects a student's overall grade. This includes regulations implemented by the department and within faculty-specific circumstances.

Hybrid Work Program. A UBC program designed to allow hybrid work for students and staff. Specific positions, such as those in faculty are currently excluded from this program.

Students with Disabilities. Any UBC student who experiences (1) a significant and persistent mobility, sensory, learning, or other physical or mental health impairment, (2) functional restrictions or limitations of their ability to perform the range of life's activities; and (3) may experience attitudinal and/or environmental barriers that hamper their full and self-directed participation in University activities.

Policy Development Committee. A group of community shareholders who develop proposed amendments for a specific UBC policy and prepare a draft proposal in which its recommendations will be implemented.

OUR RECOMMENDATIONS FOR THE UNIVERSITY OF BRITISH COLUMBIA (UBC)

We call upon the UBC and its governing bodies to act upon the following nine (9) recommendations:

1. That UBC ensures all required classes, labs and tutorials in all faculties are offered with UDL-informed² Online, Hybrid, or Multi-access course sections. In circumstances where achieving such options are completely impractical or interfere with essential learning outcomes of the course, alternative solutions should be implemented by the instructor in collaboration with their department, funded by a central UBC Accessibility Fund, to reduce academic consequences to a student's absence.
2. That UBC provides ample support for professors and teaching assistants navigating these modes of delivery, including but not limited to providing technical support and teaching assistant support; and supporting the intellectual property rights of faculty members when implementing these modes of delivery.
3. That UBC requires graduate students' oversight body (i.e., College of Graduate Studies/Faculty of Graduate Studies) to provide guidance to, and clear policy for, graduate students and graduate student supervisors outlining their options for accessible learning and research, including providing financial support for graduate students to access necessary accommodations.
4. That UBC joins the Access4All campaign in lobbying the provincial government for continuous funding to support Students with Disabilities, including additional support for Online, Hybrid and Multi-access courses. This includes amending UBC's mandate letter where necessary to facilitate UBC's accession to these demands.
5. That UBC supports faculty who choose to teach online courses instead of in-person, and to give priority to disabled faculty to teach online courses. Faculty must be included in and have access to the Hybrid Work Policy in order to choose the mode of delivery for their courses that best supports their accessibility needs. Additionally, UBC must clearly state which professors are recording their lectures and the mode of lecture delivery on their respective student service platforms and in the class syllabi for all courses in all departments.
6. That UBC reinstates training on appropriate technology (e.g. Echo360), hosts annual UDL faculty workshops, and adequately compensates professors and teaching assistants for attending. In addition, these changes must be documented with benchmarks and yearly progress reports.

7. That UBC Punitive Attendance Policies be eliminated unless completely impractical and/or are essential to learning outcomes of the course³. In those circumstances, alternative solutions should be implemented to reduce academic consequences to a student's absence, such as the use of UDL learning approaches, which center on engagement rather than in-person presence.
8. That UBC's Board of Governors and Senate announce a public strategic plan with concrete objectives and steps to dismantle ableist structures at UBC and commit to implementing systemic changes to support disabled students and faculty, including:
 - a. the creation of a 'Disability Task Force' ⁴, led by and for the disability community at UBC.
 - b. a full policy consultation of the 'Policy LR7: Accommodation for Students with Disabilities' by December 2025, with disabled students and/or DUC members making up a large majority (80% at the minimum) of the Policy Development Committee; and commit to implementing the aforementioned committee's recommendations.
9. That UBC provides free face masks at building entrances or at designated pick-up points and that UBC commits to applying for provincial funding to secure adequate PPE for our campus community.

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APPENDIX

1. We acknowledge that the disability community encompasses diverse beliefs and practices in terms of language and identity, such as using person-centered (“person with a disability”) or identity-first language (“disabled person”). Due to this fact, we have chosen to use both interchangeably in order to represent as many facets of the community as possible.
2. Learn more about Neurodivergence [here](https://journals.sagepub.com/doi/pdf/10.1177/1536504212456175) (<https://journals.sagepub.com/doi/pdf/10.1177/1536504212456175>).
3. See article for examples on successful UDL implementation in online learning environments [here](#).
4. Attendance policies indirectly target vulnerable populations including, but not limited to, disabled students (Birdwell & Bayley, 2022), nontraditional students, and parenting students, many of whom cannot regularly attend in-person classes. Attendance policies may additionally lead to students and faculty risking exposure to illness, as students who are ill are more likely to come to class to avoid losing marks, putting others at risk. Furthermore, research suggests that attendance policies do not improve either course performance or attendance itself (Rendleman, 2017).
5. See Disability Affinity Group on their work for a UBC ‘Disability Task Force’ [here](#).
6. Policy LR7 can be found [here](#).
7. See more information about the UBC Fellows Program [here](#).
8. Current economic conditions have put a significant strain on students’ ability to live on or near campuses. In a survey comprising 18,513 students across Canada, results found that student renters generally pay a higher rent than all other renter households. This gap is most prevalent in Ontario and British Columbia, where it reaches almost +57% (or \$722) and +31% (or \$400), respectively. This highlights the financial impact of housing costs on students, especially those in BC (Gherbi-Rahal et al., 2022). This housing affordability crisis in BC has led to low enrolment numbers at universities such as UVic, VIU and Camosun College. In turn, this has led to widespread budget cuts across almost all departments and services (Linsley, 2023). Increased access to online, hybrid and mixed-learning formats within universities or colleges can lead to increased enrolment rates, since some students may not

otherwise be able to attend university or college. Access4All benefits academic institutions financially. But most importantly, it increases disabled and non-disabled student satisfaction and creates accessible campuses.