

ACCESSIBILITY

REPORT

2019-2020



GW Student Association



INTRODUCTION

Accessibility is a key barrier to an equitable and high-quality experience for all students at GW, especially in relation to the physical accessibility of University spaces. Considering that this year makes 30 years since the Americans with Disabilities Act (ADA) was signed into law, and with no clear concerted effort in recent history to address these problems, the Student Association has compiled this report to better understand the physical barriers between students and a positive campus experience.

After hearing numerous concerns from students that buildings, both residential and academic, were not accessible to them and their peers, it became clear that this issue must be prioritized. We want to thank students for sharing these concerns with us, as they were what guided our conversations, research, and advocacy. We recognize that our examination of campus accessibility is not one that will be colored by experience, which is why we are grateful to have so many students partnering with us who can share their own experiences as context. We acknowledge that every individual in our community faces unique challenges during their time at GW and we hope that through this report, some of those difficulties will be brought to light.

It became quite clear in our surveying of University spaces that for some time now accessibility has been an afterthought. From accessible entrances hidden behind the dumpsters to a distinct lack of maintenance on automated doors across campus, many students are stopped at the entrance of their student experience. We believe this report will provide the evidence necessary to catalyze the reduction of the physical barriers between students and their education.

All members of The George Washington University are of equal importance and are entitled to the full spectrum of opportunities that the University has to offer. Regardless of ability, every student deserves full access to a college experience that is both academically and socially enriching. We in the Student Association sincerely hope this report will spark the overdue dialogue on accessibility and allow for students to be brought into the conversation in a meaningful way.

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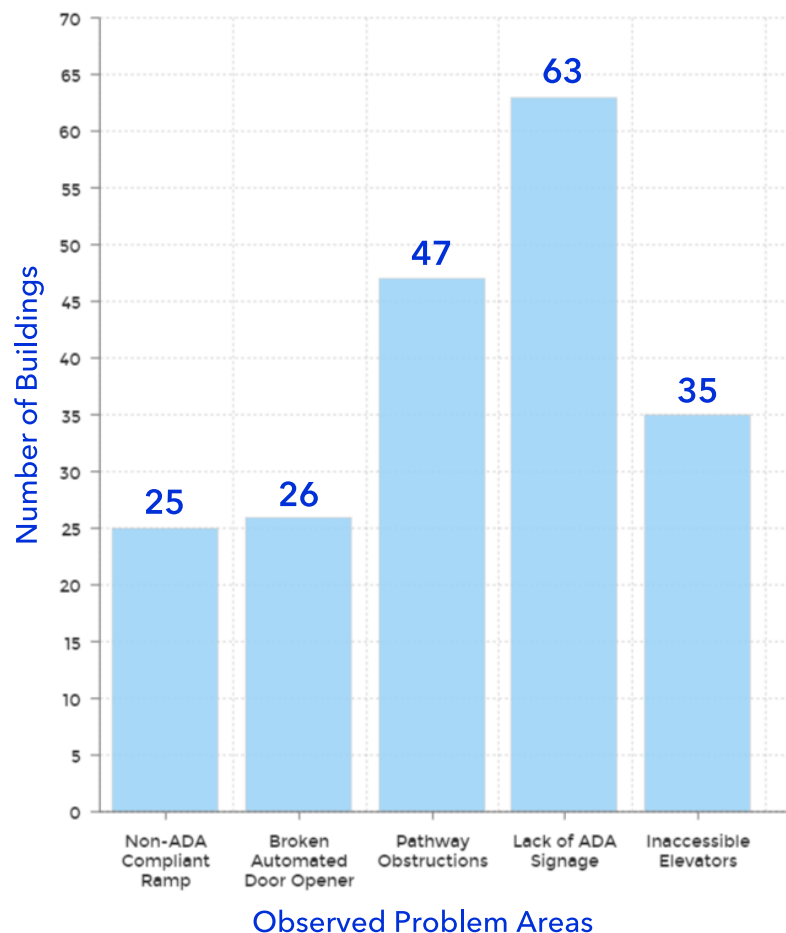
EXECUTIVE SUMMARY

The Student Association Accessibility Report examines the ADA compliance of 68 spaces at The George Washington University, both on the Foggy Bottom and the Mount Vernon campuses.

From November 2019 to February 2020, student volunteers gathered data about campus accessibility and observed five key problem areas: [non-compliant ramps/entrances](#), [broken automated door openers](#), [pathway obstructions](#), [non-compliant signage](#), and [inaccessible elevators](#). Additional problems that were analyzed specific to certain types of spaces include inaccessible classrooms and inaccessible bathrooms.

This report is guided by student sentiment and online reference materials regarding ADA compliance for classrooms and public spaces under Section 504 and Title III. It is important to note that nobody involved in this report is considered an expert on the Americans with Disabilities Act of 1990 (Title III) or the Rehabilitation Act of 1973 (Section 504) but that the authors of this report did their best to familiarize themselves to these standards.

Prevalence of Key Problem Areas



EXECUTIVE SUMMARY

Throughout this report, the degree to which a space was found to be accessible is illustrated through the notation of "fully compliant," "partially compliant," and "not compliant." These labels are based on the observances recorded by student volunteers while surveying the space. To read more about how the data was gathered and the specific results for each space, see the Methods section starting on page 30.

1 Presence of an ADA compliant ramp or flat entrance.

According to the data collected by volunteers, 25 of the 68 spaces evaluated did not have fully compliant entryways in this regard.



2 Working automated door openers.

26 of the 60 indoor spaces evaluated either lacked an automated door or, at the time of data collection, the automated door was not functioning.



3 Unobstructed pathway.

After examining all 68 spaces, the Student Association found 38 of them to have path obstructions, from uneven ground to actual uncovered pits.



EXECUTIVE SUMMARY

4 Proper ADA signage.

Only 5 spaces examined had ADA signage deemed adequate or present by student volunteers. This means 63 spaces had at least some which either did not properly advertise accessibility features such as accessible entrances and the floors on which ADA compliant bathrooms are located, and/or did not have adequate text contrast, raised letters, and Braille



5 Easily accessible and ADA compliant elevator.

34 of the 60 indoor spaces analyzed either lacked an elevator, had an elevator that was deemed inaccessible due to pathway obstructions, and/or had an elevator that did not meet ADA requirements in terms of dimensions, auditory notifications, and presence of Braille and raised text.



6 Accessible classroom space and furniture.

Only 4 of 16 examined academic spaces had what was deemed a "compliant classroom" based on criteria such as a certain amount of accessible seating and proper space for students to navigate the classroom.



7 Accessible public bathrooms.

Based on data collected by the Disabled Students Collective, there is not a single community or residential space with a public bathroom that is ADA compliant, possesses an automated door opener, and is gender neutral.



KEY FINDING #1

Inaccessible Entrances

Issue Summary

The Student Association discovered that many entrances on campus are not accessible, as the only method to enter the building is by climbing a set of stairs or stepping over a significant lip. In order for building entrances to be made accessible, they must be at ground-level and thresholds in new construction are limited to 1/2" or a maximum of 3/4" for existing or altered thresholds. In addition, if the entrances are not at ground level they must either have an ADA compliant ramp or, in the case of a very slight slope, a walkway with handrails. ADA Ramp Specifications require a 1:12 ramp slope ratio, which is equivalent to a 4.8 degree slope or one foot of wheelchair ramp for each inch of rise. For instance, a 30-inch rise requires a 30 foot handicap wheelchair ramp. Ramps also must be a minimum width of 36 inches.

Building Snapshot 1: Townhouses



Along F Street and G Street, GW owns a series of townhouses that each hold an academic office or research center. However, every townhouse analyzed in this report (except for the Community Counseling Service Center and the Global Women's Institute) does not have an accessible entrance. In order to enter the building, students must be able to climb a set of stairs and/or overcome an uneven pathway.

Building Snapshot 2: International House



International House is one of several residence halls on both the Foggy Bottom and Mount Vernon campuses that do not have a truly accessible entrance.

Although there is a claimed accessible entrance, it requires students to walk down a steep driveway to an entryway with limited visibility near the trash, and, according to student experience, you must request special tap access. Thus, there is no other way to enter International House besides climbing a set of stairs.

Building Snapshot 3: Mount Vernon Baseball Field



The Mount Vernon Baseball Field is a primary location for athletics at GW. To access the field, one must climb down multiple flights of stairs. There is also no way for an individual to access seating without walking down a steep, grassy hill. For instance, there is no flat paved path or handrails leading to the bleachers.

KEY FINDING #2

Pathway Obstructions

Issue Summary

The Student Association found many pathway obstructions upon trying to enter spaces around campus. Obstructions found include uneven pavement, damaged sidewalks, greenery, and out of place signs. Additionally, many routes had non-ADA compliant grates or openings. In order to be compliant, grates or openings must not be larger than ½ inch. Pathway obstructions such as these are particularly dangerous for low-vision individuals or individuals in a wheelchair.

Building Snapshot 1: The Dakota



Outside of the entrance to The Dakota, volunteers discovered a gap in the sidewalk and a series of loose bricks. Pavement obstructions such as this can be particularly dangerous for wheelchair users or low-vision individuals, as they are a tripping hazard.

Building Snapshot 2: Eckles Library



Although the entrance to Eckles Library possesses a ramp, individuals cannot access it without climbing up or down a steep hill. The pavement of the hill is severely damaged with potholes and uneven gravel. Additionally, the accessible entrance is right outside of a Vex stop, making it dangerous for low-vision individuals or individuals with hearing difficulties.

Building Snapshot 3: Mount Vernon Athletic Field



Although otherwise accessible, there is a grate obstructing the route to the Mount Vernon Athletic Field. As demonstrated by the tennis ball caught in between the grate openings, this grate is one of several near the Athletic Field that is not ADA compliant, as each opening is larger than $\frac{1}{2}$ inch.

KEY FINDING #3

Automated Door Maintenance

Issue Summary

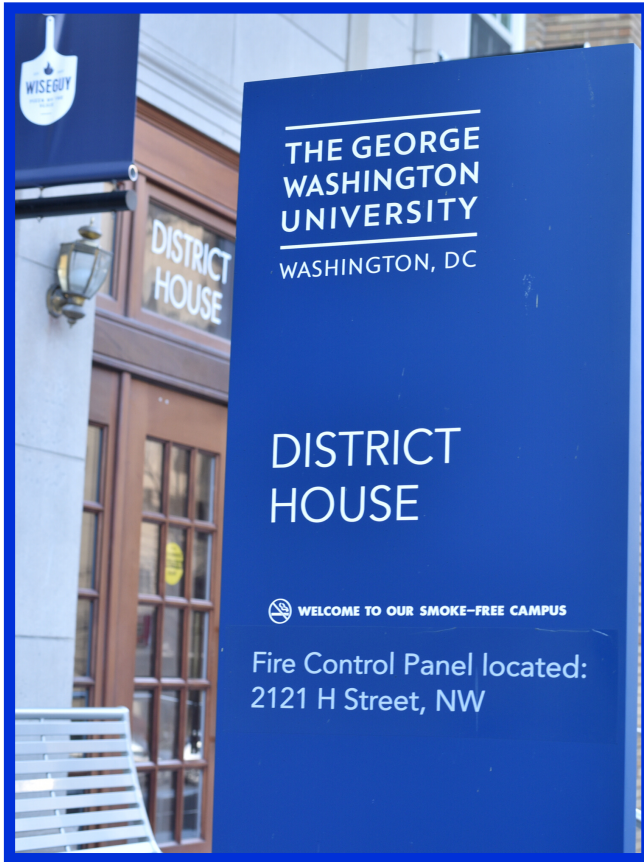
When evaluating spaces, The Student Association found that several entrances either lacked automated doors or had doors that did not work. In addition, some had buttons that were poorly maintained; at one location (Bell Hall), the button fell off of the wall when the student volunteer attempted to use it. Furthermore, many of the single stall/ADA bathrooms on campus lack an automated door entirely. For students with limited mobility or who may experience health concerns, automated doors are crucial in ensuring that they can have equal access to campus spaces.

Building Snapshot 1: Merriweather Hall



Merriweather Hall is one of many residence halls on the Mount Vernon campus that does not possess automated doors. In order to access the building, students not only must climb several stairs, but they need to have the ability to pull open a heavy door. Doors without an automated door opener must be equipped with hardware that is operable with one hand and does not require tight grasping, pinching or twisting of the wrist.

Building Snapshot 2: District House I Street Entrance



Although the District House I Street Entrance has an automated door opener, it was frequently not working when volunteers went to examine the space. In the situation that the automated opener is broken, students must pull open a heavy door to enter the building. According to the anecdotal experience of students who have lived in District House, this door operator often goes multiple days without being repaired.

Building Snapshot 3: Tompkins Hall



The accessible entrance to Tompkins Hall (located in a parking lot behind two dumpsters) has a working automated door opener. However, once inside, the second door that students must pass through to access the basement's elevator is not equipped with an automated door opener. Thus, students are physically able to enter the building, but cannot access all public floors without having to pull open a heavy door.

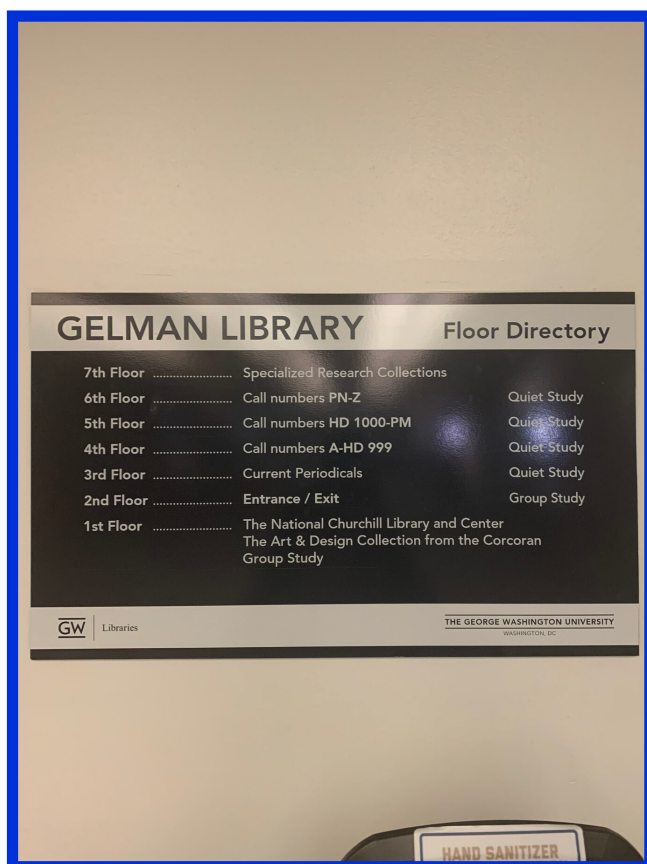
KEY FINDING #4

Lack of ADA Signage

Issue Summary

Signage is a crucial element of an accessible space and takes many forms. Specifically, the Student Association analyzed spaces to determine whether they had signage at the entryway describing the accessible features of the building and signage clearly indicating ADA parking spots (if applicable). Similarly, all existing interior signage was examined to see if it was ADA compliant. According to ADA guidelines, buildings must meet certain standards for signs identifying a permanent room, directional signs, and signs that provide information about accessible features or entrances. For signs designating permanent rooms and spaces, they must have characters that contrast with their background, raised characteristics, and Braille.

Building Snapshot 1: Gelman Library



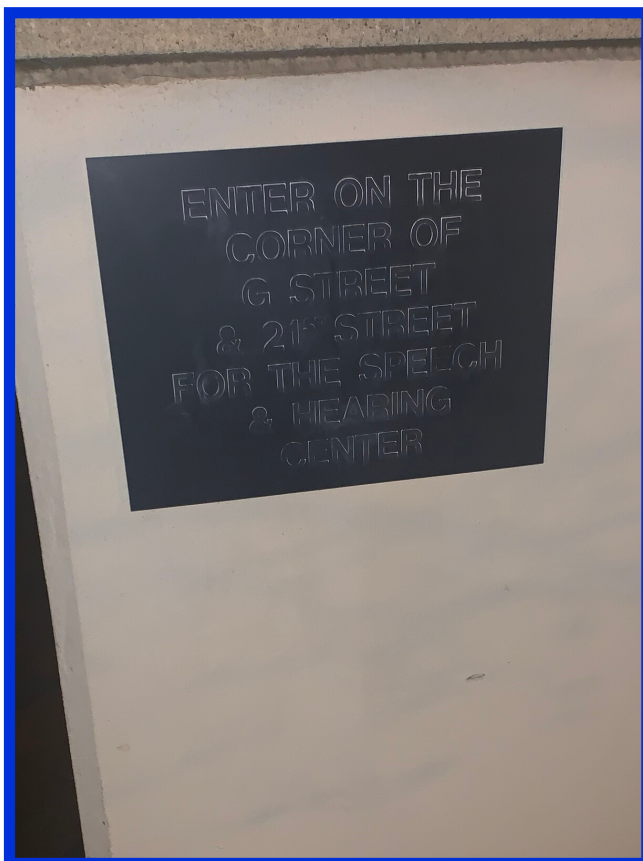
While the Student Association recognizes that not every single notice of information can be a permanent fixture, this sign is an example of one which should convey information using raised text and Braille. The volunteers could not find this information provided in an accessible manner in the library's lobby. It is important that in large, well-used spaces such as Gelman, that information like a floor directory be presented in a compliant manner.

Building Snapshot 2: Munson Hall



The individual room signs in Munson Hall are located at the top of each door frame and are not well placed for student visibility, especially for students with low vision who are too short to reach the signs. The text is no more than one inch tall and is not raised. There also is no Braille. Similarly placed room numbers and signs can be found in other residence halls such as JBKO.

Building Snapshot 3: Monroe Hall



On the outside of Monroe Hall is a poorly placed, low visibility sign notifying students of how to enter the Speech and Hearing Center. Lacking maintenance, text which could once have been assumed to be in white for contrast has now been reduced to the same color as its background. The sign lacks Braille as well. This is an example of poor maintenance and shows the lack of effort being taken to update on-campus signage. If the University is choosing to not maintain this sign because it is no longer relevant or of concern, the preferred course of action would be its removal so as to not confuse students.

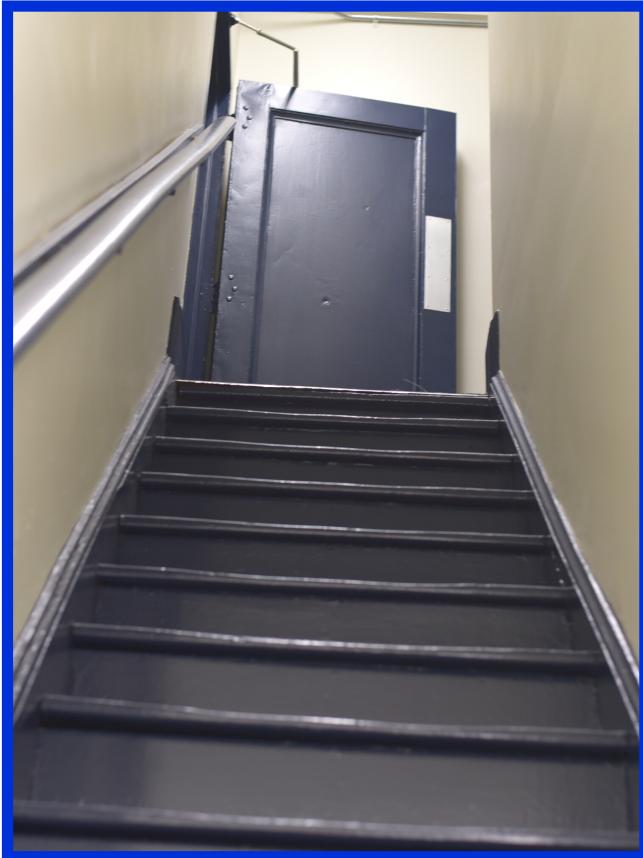
KEY FINDING #5

Inaccessible Elevators

Issue Summary

One of the most important indicators of a building's accessibility is its elevator (or lack thereof). Buildings must have an elevator that not only allows access to all public floors, but can be accessed without an individual having to navigate past pathway obstructions such as stairs. In order to be compliant with ADA guidelines, the elevator itself must meet a variety of standards. This includes having a minimum width of 68 inches and a minimum depth of 51 inches, buttons with raised characteristics and Braille, and audible signals to indicate that the elevator has reached the desired floor.

Building Snapshot 1: Samson Hall



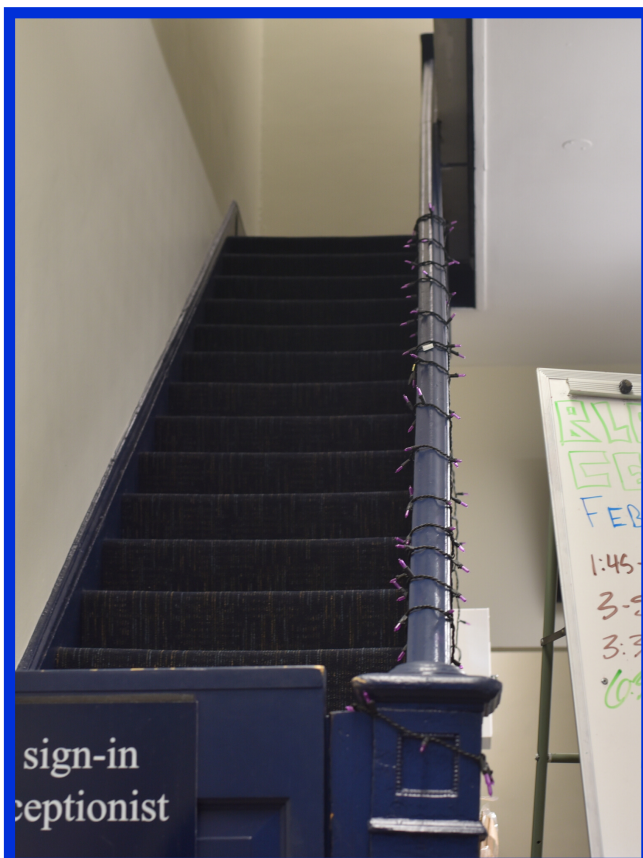
Samson and Corcoran halls were recently renovated in 2018 and have many accessible features. However, Samson Hall still does not possess an accessible entrance that provides access to all public floors and requires students to utilize the entrance to Corcoran, as the two buildings are connected. Once in Corcoran, students cannot make it into Samson without encountering stairs, as the building floors are not level with one another. The stairs that students must take to travel between buildings are narrow and difficult to find. This means that these buildings are not truly accessible, as stairs are a required part of navigating these buildings.

Building Snapshot 2: Madison Hall



Although Madison Hall has an elevator, it is not accessible in a few ways. First of all, students must climb four stairs to reach the level that the elevator is located on. Madison Hall does have a chairlift to help alleviate this obstruction; however, it requires a key (of which there is one public copy) that a student must call to reserve and pick up from the key depot. In addition, the dimensions of the elevator itself are not ADA compliant, as it is 58 inches wide and 49 inches deep. This can prevent wheelchair users from being able to easily enter the elevator.

Building Snapshot 3: Multicultural Student Services Center



The Multicultural Student Services Center, the epicenter of multicultural student engagement on campus, does not possess an elevator. Students must climb multiple flights of stairs in order to access public floors. In addition, the stairwells are quite narrow and steep, and many of the hallways are not level.

KEY FINDING #6

Inaccessible Classrooms

Issue Summary

There are many specific standards that academic spaces must meet in order to be ADA compliant. First of all, classrooms must have a certain amount of ADA seating, or a separate chair and desk that are unattached from one another, depending on the total number of seats in the classroom (see 2018 ADA Standards for Accessible Design, Section 221). There must be pathways and clearly distinguished aisles of at least 36 inches available between rows of seats and at least five percent of all tables must be wheelchair accessible. In auditorium-style classrooms, the wheelchair spaces must be dispersed to allow location choices and viewing angles equivalent to other seating. For science labs, rooms should feature stations that are accessible for wheelchairs and have adjustable height work surfaces.

Building Snapshot 1: Phillips/Rome Hall



Phillips and Rome Halls have a plethora of inaccessible classrooms. Upon our review of the buildings, Student Association volunteers did not find a single classroom that provides accessible classroom seating in accordance with ADA guidelines, as each chair is attached to a desk.

Furthermore, many classrooms lacked aisles, making it difficult for non-able bodied students to navigate their way through the space.

Building Snapshot 2: School of Media and Public Affairs



Many classrooms in SMPA are accessible. However, the lecture hall located in Room B07 is a quintessential example of an auditorium-style classroom that is not compliant with ADA standards. Students must climb down a series of stairs in order to access seating, as the classroom does not have a ramp. There also are not any wheelchair spaces dispersed throughout the auditorium.

Building Snapshot 3: Funger Hall



Overall, Funger Hall classrooms were found to be inaccessible by Student Association volunteers. Although rooms generally had seats organized into distinguishable aisles, the average distance between chairs was approximately 12 inches. This is 24 inches below the ADA standard of 36 inches. Furthermore, volunteers did not find any accessible furniture with desks detached from chairs.

KEY FINDING #7

Inaccessible Bathrooms

Issue Summary

With data provided by the Disabled Students Collective, the Student Association evaluated the accessibility of bathrooms using three criteria: its compliance with ADA measurements, the presence of an automatic door opener, and whether it is gender neutral. Although the majority of bathrooms complied with the required dimensions, most did not have an automatic door opener, thus preventing students with limited mobility or health concerns from opening the door. Out of all of the spaces surveyed, volunteers only found one that had a public bathroom with an automatic door opener: Gelman Library.

Building Snapshot 1: Marvin Center



The Marvin Center is the hub of student life on the Foggy Bottom campus, housing the health center, student org offices, financial aid help, and more. Although a single-stall gender neutral bathroom is in the process of being constructed, this building does not have bathrooms with automated doors on any floor.

Building Snapshot 2: Phillips/Rome Hall



Although there is a sign outside of many bathrooms in Phillips/Rome indicating their accessibility, there are no automatic door openers to open the entrance door to the bathroom. For instance, on the second floor of the building, students must open two sets of doors in order to access the bathroom area. Also, it is important to note that only certain floors have ADA accessible stalls. This could be made clearer to students through the addition of signage at the entryway.

Building Snapshot 3: JBKO Hall



Although it is a gender-neutral bathroom with accessible signage, the public bathroom on the first floor of JBKO Hall is not ADA compliant. The bathroom is approximately 118 inches long by 39 inches wide, well below the dimensions outlined in the ADA guidelines. For example, in order to be ADA compliant, bathrooms must have a 60-inch diameter around the toilet. Additionally, there is no automatic door opener, albeit the door is relatively light. However, since the door swings inward when opened, it is nearly impossible for wheelchair users to enter.

KEY FINDING #8

Other Areas of Concern - Insufficient Outdoor Lighting

Issue Summary

In many of GWs enclosed outdoor settings such as Kogan, U-Yard, and Anniversary Park, the Student Association found that the pathway lighting is not adequate. Particularly in regards to low-vision students, insufficient lighting can be hazardous or can compound on already existing problems such as pathway obstructions.

Space Snapshot: Kogan Plaza / Mid-Campus Quad



While there is a lot of lighting in Kogan Plaza, much of it is ground lighting, which does not allow for enough visibility to ensure student safety.

We have heard from multiple low-vision and visually impaired students that walking through Kogan at night is quite the difficult task and that they do not feel safe as they try to get home.

KEY FINDING #9

Other Areas of Concern - Auditory Crosswalk Notifications

Issue Summary

At almost all crosswalks throughout campus, there is a distinct lack of auditory and visual notification for pedestrian crossing. While the Student Association recognizes that this issue is not solely the fault of The George Washington University, we believe that it is an issue which must be addressed, as it puts low-vision and hearing impaired students at an increased risk as they navigate campus. While compiling this report, multiple low-vision and hearing impaired individuals have told the Student Association about instances where they had no choice but to cross the street without fully knowing it was safe to do so, resulting in many close calls and near accidents.

Space Snapshot: 21st and G Street Intersection



The 21st and G Street intersection is a four-way intersection which connects significant parts of campus. However, these crossings lack adequate sensory notification and do not give audio signaling to indicate that it is safe to cross. This forces low-vision students to cross the street without full assurance that it is safe, putting them at risk.

KEY FINDING #10

Other Areas of Concern - Laundry Services

Issue Summary

While compiling this report, many student volunteers found laundry rooms in residence halls to be inaccessible. Specifically, a major issue observed was that payments for laundry services are conducted through devices that have low-contrast and lack Braille, and raised text. The text is small and is a similar color to the background, making it difficult to read. In addition, the rooms often do not have automated doors.

Building Snapshot: Shenkman Hall



The laundry room in Shenkman Hall is a great example of one that is not accessible to students.

The entrance to the laundry room does not have an automated door opener, making it difficult for low-mobility students who may already be carrying their laundry to access the room. The machines are placed in a way that is challenging to navigate, especially for wheelchair users. Finally, the "cbord" device that allows students to pay for laundry services does not have Braille, raised characters, and the text on its screen has very little contrast.

RECOMMENDATIONS

Based on the data gathered during our study, intensive market basket research, and anecdotal evidence from students, the Student Association has developed a series of recommendations for improving campus accessibility. These recommendations can be broken down into short-term and long-term improvements. The goal of these proposed changes is to help the University become proactive instead of reactive when addressing issues of accessibility.

Short-Term Action Items

These short term goals address more immediate aspects of accessibility on campus. While it is unreasonable to ask that every building be remodeled within the next year, there are steps that the Student Association believes are very reasonable and which will improve the student experience. Adjustments such as plans for regular maintenance on automated doors and elevators, a reassessment of on-campus signage to be both more accurate and more visible for students, a clear way to report concerns, and improvements to the state of classrooms will create for a more equitable campus.

Long-Term Action Items

When evaluating what the Student Association considers long term goals for the University, the focus was on changes that we believed would shift the culture on campus towards one where accessibility in all regards feels like a priority to the student body. With the number of students enrolled in DSS steadily increasing over the years and physical access to spaces becoming a larger campus conversation, we know that students are looking to see these issues prioritized by the University. Our recommendations include a Future Construction Compact, the hiring of an ADA Compliance Officer, and, going beyond physical aspects of campus, advocating for the adoption of onsite DSS testing.

SHORT-TERM ACTION ITEMS

1 Classroom Accessibility

In order to augment the accessibility of every academic space, the Student Association recommends the integration of accessible furniture, such as a free standing desk/table and chair. This design would serve to replace the current connected design. Not only will this allow greater mobility for students with physical disabilities, but it will help all students to feel comfortable in the classroom. While we strongly recommend that GW standardizes all furniture to a stand alone desk, the ADA Checklist for Existing Facilities recommends that at least 5% but no fewer than one classroom seat be accessible for students who use wheelchairs.

Additionally, science labs should feature stations which are accessible for wheelchairs and have adjustable height work surfaces. GW should also invest in lab products that can be utilized by students with differing levels of ability. Such equipment would include plastic lab products instead of glass, adjustable height work surfaces, large-print diagrams, non-slip mats, support stands, beaker and object clamps, tactile models, handles on beakers and equipment, surgical gloves to handle slippery items, video camera with computer or TV monitor to enlarge microscope images.

Finally, the Student Association strongly recommends the decluttering of academic classrooms in particularly utilized buildings like Fungler, Rome/Phillips, and Monroe Hall, so as to ease the ability of students to navigate classrooms. In order for a space to be accessible and safe for all students, there needs to be pathways and clearly distinguished aisles available between rows of seats. These would preferably be in line with the ADA standard of having thirty-six inch wide paths between desks. Furthermore, the resulting environment of overcrowded classrooms may exacerbate physical discomfort for students.

On occasion, circumstances may arise in which a classroom is still not equipped with the necessary accommodations. Foreseeing the inevitability of such situations, the Student Association recommends enhancing the process in which DSS addresses a non-accessible classroom. The current solution available through University online resources is "Classroom Relocation", which, from our conversations with students, can be a time consuming and unnecessarily complicated process.

While examining the classroom accessibility standards of other universities similar to GW, we came across quite a few that had an option for students to request specific accessible furniture to be put into their classrooms. Some examples are University of Washington and UC Berkeley. Below is the table of furniture options which students can easily request to be placed into their classrooms by facilities at UC Berkeley.

Detached Tables	<i>Fixed-height tables placed in open spaces in the classroom. Usually accompanied by a detached chair.</i>
Detached Chairs	<i>A standard chair, with or without arms depending on need, usually accompanied by a fixed or adjustable height table.</i>
Adjustable Height Tables	<i>These tables adjust in height through the use of a hand crank which DSP staff can assist in adjusting if needed. These tables are commonly used to allow wheelchair users access to a writing surface in their classes.</i>
Standing Lecterns	<i>A desk replacement that allows students to stand while in the classroom.</i>

Although there is precedent at GW for this to be done under special circumstances, the most common solution in recent years seems to be to relocate the entire class to a more accessible academic building. According to members of the Disabled Students Collective who have experienced this process firsthand, relocation places undue stress on the student who is in need of the accommodations, as well as undue stress on all other students within that course. Thus, the Student Association recommends purchasing specialty furniture such as Adjustable Height Tables which students can request for their classrooms through DSS on the Classroom Accessibility page. This would be in addition to the recommendations presented above surrounding the decluttering and standardization of classroom furniture.

2 ADA Assessment Form

There is currently no formalized mechanism at GW for students to report campus features that they believe to not be compliant with ADA standards. While the Student Association recognizes that GW has already put together an Accessibility Feedback Form that deals specifically with web content compliance, we feel that it is necessary that physical accessibility be given the same prominence. Ensuring that a screen reader compliant online form is available for students to make the University aware of issues of physical accessibility is a short term proposal that will benefit GW as a whole. The creation of said form can be a meaningful step towards the preemptive addressing of problems by the University. Many of GW's peer schools such as University of Rochester, University of Southern California, and Syracuse University have online forms through which students can submit complaints and grievances to be reviewed by their university.

3 Mapping & Signage

The Student Association is currently working with Facilities leadership to allow our online interactive campus maps to show accessible and inaccessible entrances and buildings. Once this information has been compiled, this must also be added into all non-virtual maps and signage across campus. It is the recommendation of the Student Association that digital signage is implemented across campus for this purpose. On-campus signage, particularly those within buildings on the ground floor, need to be updated and standardized so that students can know where to look for certain information, such as the floors that have accessible bathrooms. Additionally, for signs designating permanent rooms and spaces (room numbers and letters, room names, etc.), it is important that all signs be updated to have contrasted text, preferably with raised text and Braille as well.

4 Fully Automated Entrances

While many University entrances are equipped with automated doors, during the data collection process, the Student Association found that there are still some entrances which lack this function, along with some that appear to be automated but are not functioning. It is our recommendation that the University Facilities department does an annual review of access points to ensure that they are accessible and that the accessibility features are fully functioning.

In addition, the University should consider increasing the number of automated entrances as well as ensure that the buttons for such an entrance are logically located. In certain buildings such as Phillips/Rome, the button is placed in such a way that may make it inconvenient to access when entering the building. There is also a distinct lack of automated doors in regards to single stall bathrooms, a problem which should be a University priority to address in a timely manner. To accurately convey which entrances are truly accessible, the Student Association recommends that the University either repair non-functioning buttons or, at minimum, regularly update signage to reflect the existing operating status of the automatic doors.

LONG-TERM ACTION ITEMS

1 On-Site DSS Testing

After conversations with the Disabled Student Collective, we have found that off-site testing is costly (anecdotally quoted as around \$600) and inaccessible to students from varying economic backgrounds. According to the Learning Disabilities Association of America, the cost of the assessments typically range between \$500 - \$2,500. Some students stated they knew individuals with valid claims for academic support who had never filed with DSS due to the cost of getting retested. The Student Association recommends implementing on-site learning disability testing for GW students at a low-cost rate with an application/pathway to provide free testing. We believe it could be possible for the Health Center to collaborate with the Center Clinic for GW's Clinical Psychology program to provide this resource. We encourage senior leadership to create this path for low-cost testing. Should it be found as a non-viable solution, we strongly encourage the development of a scholarship or emergency fund for students to request the cost of private testing to be covered in its place.

2 Future Construction Compact

With so many campus spaces which appear to fall under the safe harbor rule, meaning that you do not have to make modifications to elements in a building that comply with the 1990 ADA Standards, even if the 2010 ADA Standards have different requirements for them, it would be a step in the right direction from the University to agree to certain accessibility modifications when renovating University spaces. While there are many resources online to guide this ask, one that was found to be particularly helpful when compiling this report was the ADA checklist for Existing Facilities produced by the Institute for Human Centered Design. A GW-specific compact could be developed in conjunction with students. The Disabled Students Collective have been amazing partners in regards to providing student sentiment for this report and would likely make wonderful partners for the University as well. Some possible construction/renovation expectations may include guaranteeing items such as elevators, and in buildings where the addition of an elevator is not feasible, chair lifts on staircases could be an option. Signage which accurately reflects the accessibility or lack thereof of the building should be present as well. The Student Association believes that the setting of specific expectations will ensure that students know what to expect from the University and will improve transparency and accountability on both sides.

3 ADA Compliance Officer/Coordinator

The Student Associations last (and likely most crucial) ask is the addition of an ADA Compliance Officer/Coordinator to University Staff. Also known as a Section 504 or ADA Coordinator, this position would be in charge of responding to student complaints and making the University aware of non-compliance. Peer schools including Syracuse, Tufts, Tulane, and USC have such a position found either within their comparable DSS Office or Ethics and Compliance Office.

At GW, this role would be responsible for ensuring that ADA standards are upheld and advocating on behalf of students to resolve any accessibility concerns raised in an ADA Assessment Form. Although our larger goal is to encourage the University to create an ADA Compliance Office, in the interim, the Student Association recommends that this position be incorporated in to the GW Office of Ethics, Compliance, and Privacy and be made a student-facing as possible. However, in an ideal world, the University would hire both an ADA Compliance Officer within the Office of Ethics, Compliance, and Privacy and a 504 Coordinator within the Division for Student Affairs. These two roles would work together to ensure that the University is not only compliant, but that we are doing our best to support students throughout their experience at GW.

The benefit to having such a position at the University would be that students currently do not know who to go to when they have issues regarding the physical accessibility of space, and to create this role would be to tell students that compliance is of the utmost importance to the University. Given that students have not felt that accessibility was a priority to GW, this role would not only show students that it is in fact of serious concern to the administration but that they are actively striving to do better to be proactive towards these problems in the future.

METHODS

The Student Association analyzed a total of 68 spaces on the Foggy Bottom and Mount Vernon campuses to determine their accessibility. There are four types of spaces that were evaluated: academic spaces, residential spaces, community spaces, and outdoor spaces. In this report, academic spaces are defined as buildings with classrooms. Residential spaces are defined as student dormitories. Community spaces are defined as buildings that neither have classrooms nor dormitories. Outdoor spaces are defined as outside areas open to the public. These spaces were chosen based on their centrality to campus and the frequency at which they are visited by students.

The space evaluation was conducted by over twenty volunteers from the Student Association. Volunteers were given from November 2019 to February 2020 to evaluate the ADA compliance of the spaces that they were assigned to. For every space that they evaluated, volunteers each completed a questionnaire that addressed ten key issue areas of ADA compliance (see Appendix A). The questions that guided their analysis were pulled from the ADA Checklist for Existing Facilities produced by the Institute for Human Centered Design and were chosen in conjunction with student sentiment. Data regarding bathroom accessibility was provided by the GW Disabled Students Collective.

The data collected from the volunteers was then transferred into a comprehensive spreadsheet. This data is summarized using a scoring system on the following pages. Spaces that met all of the ADA standards in a certain category (ex. presence of an ADA accessible elevator) received a green circle with a checkmark symbol for that category. Spaces that met at least half of the ADA standards in a certain category received a yellow circle with a minus symbol for that category. Spaces that met less than half of the ADA standards in a certain category received a red circle with an "X" symbol for that category. Individuals wishing to see the more detailed break down of the spaces can contact the Student Association at gwsa@email.gwu.edu for access to the complete spreadsheet.

All volunteers have tried to the best of their abilities to ensure that the data presented on the following pages is accurate. However, it is always possible for errors to have occurred or for spaces to have been updated since the time that this information was gathered. If you believe any information presented is inaccurate, please contact the Student Association at gwsa@email.gwu.edu.

ACADEMIC SPACES

Ames Hall

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- ✓ Compliant Classrooms



Bell Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✓ ADA Signage
- ✓ Accessible Elevator
- ✗ Compliant Classrooms



Corcoran/Samson Halls

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ✗ Compliant Classrooms



Duquès Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- ✓ Compliant Classrooms



ACADEMIC SPACES

Elliott School of International Affairs

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- ✗ Compliant Classrooms



Funger Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- ✗ Compliant Classrooms



Gelman Library

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- ✗ Compliant Classrooms



Jacob Burns Law Library

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- ✗ Compliant Classrooms



ACADEMIC SPACES

Lerner Hall

EXTERIOR

- ✓ ADA Ramp
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- ✗ Compliant Classrooms



Lisner Hall

EXTERIOR

- ✓ ADA Ramp
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ⚠ ADA Signage
- ✓ Accessible Elevator
- ✓ Compliant Classrooms



Milken Institute School of Public Health

EXTERIOR

- ✓ ADA Ramp
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✓ ADA Signage
- ✓ Accessible Elevator
- ⚠ Compliant Classrooms



Monroe Hall / Hall of Government

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ⚠ ADA Signage
- ✓ Accessible Elevator
- ✗ Compliant Classrooms



ACADEMIC SPACES

Phillips/Rome Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ⚠ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ⚠ Accessible Elevator
- ✗ Compliant Classrooms



Post Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ⚠ ADA Signage
- ✗ Accessible Elevator
- ⚠ Compliant Classrooms



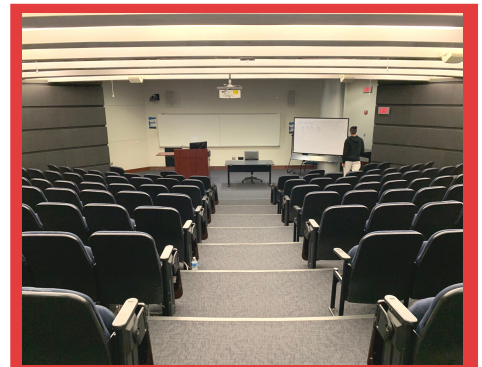
School of Media and Public Affairs

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ⚠ Unobstructed Path

INTERIOR

- ⚠ ADA Signage
- ✓ Accessible Elevator
- ⚠ Compliant Classrooms



Science and Engineering Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ⚠ ADA Signage
- ✓ Accessible Elevator
- ✓ Compliant Classrooms



ACADEMIC SPACES

Smith Hall of Art

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ⚠ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ⚠ Accessible Elevator
- ✗ Compliant Classrooms



Stockton Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- ⚠ Compliant Classrooms



Stuart Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ⚠ Unobstructed Path

INTERIOR

- ⚠ ADA Signage
- ✓ Accessible Elevator
- ⚠ Compliant Classrooms



Tompkins Hall

EXTERIOR

- ⚠ ADA Ramp/Flat Entrance
- ⚠ Working Auto Door Opener
- ⚠ Unobstructed Path

INTERIOR

- ⚠ ADA Signage
- ✓ Accessible Elevator
- ⚠ Compliant Classrooms



RESIDENTIAL SPACES

1959 E St.

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ⚠ Unobstructed Path

INTERIOR

- ⚠ ADA Signage
- ✓ Accessible Elevator
- ⚠ Compliant Bathroom



2109 F St.

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ⚠ ADA Signage
- ✗ Accessible Elevator
- ⚠ Compliant Bathroom



Amsterdam Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ⚠ ADA Signage
- ⚠ Accessible Elevator
- ⚠ Compliant Bathroom



Clark Hall

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ⚠ Compliant Bathroom



RESIDENTIAL SPACES

Cole Hall

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- Compliant Bathroom



District House Residential H Street Entrance

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- Compliant Bathroom



Francis Scott Key Hall

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ✗ Compliant Bathroom



Fulbright Hall

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ✗ Compliant Bathroom



RESIDENTIAL SPACES

Guthridge Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ✗ Compliant Bathroom



Hensley Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ✗ Compliant Bathroom



International House

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ✗ Compliant Bathroom



Jacqueline Bouvier Kennedy Onassis Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ✗ Compliant Bathroom



RESIDENTIAL SPACES

Lafayette Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ⚪ ADA Signage
- ✓ Accessible Elevator
- ⚪ Compliant Bathroom



Madison Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ⚪ Compliant Bathroom



Merriweather Hall

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ✗ Compliant Bathroom



Mitchell Hall

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ⚪ Compliant Bathroom



RESIDENTIAL SPACES

Munson Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ✗ Compliant Bathroom



Potomac House

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✓ ADA Signage
- ✓ Accessible Elevator
- ✗ Compliant Bathroom



Shenkman Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✓ ADA Signage
- ✓ Accessible Elevator
- ✗ Compliant Bathroom



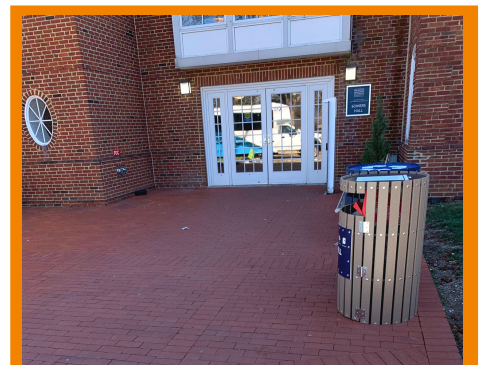
Somers Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- ✗ Compliant Bathroom



RESIDENTIAL SPACES

South Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- ⚠ Compliant Bathroom



The Dakota

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ✗ Compliant Bathroom



Thurston Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- ✗ Compliant Bathroom



West Hall

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- ⚠ Compliant Bathroom



COMMUNITY SPACES

American Studies Department

EXTERIOR

- ✘ ADA Ramp/Flat Entrance
- ✘ Working Auto Door Opener
- ✘ Unobstructed Path

INTERIOR

- ✘ ADA Signage
- ✘ Accessible Elevator
- Compliant Bathroom



Anthropology Department (2110 G St.)

EXTERIOR

- ADA Ramp/Flat Entrance
- ✘ Working Auto Door Opener
- ✘ Unobstructed Path

INTERIOR

- ✘ ADA Signage
- ✘ Accessible Elevator
- Compliant Bathroom



Anthropology Department (2112 G St.)

EXTERIOR

- ✘ ADA Ramp/Flat Entrance
- ✘ Working Auto Door Opener
- ✘ Unobstructed Path

INTERIOR

- ✘ ADA Signage
- ✘ Accessible Elevator
- Compliant Bathroom



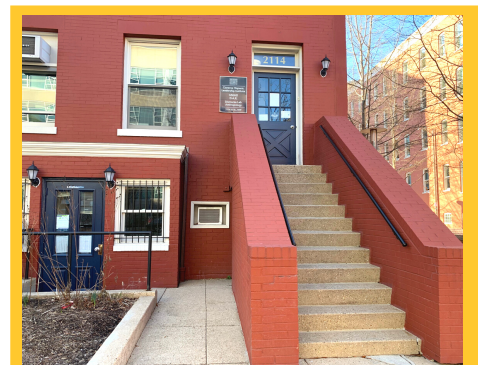
Anthropology & Hispanic Leadership Institute

EXTERIOR

- ✘ ADA Ramp/Flat Entrance
- ✘ Working Auto Door Opener
- ✘ Unobstructed Path

INTERIOR

- ADA Signage
- ✘ Accessible Elevator
- Compliant Bathroom



COMMUNITY SPACES

College of Professional Studies

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- Compliant Bathroom



Columbian College Development

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ADA Signage
- ✗ Accessible Elevator
- Compliant Bathroom



Community Counselling Service Center

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✓ ADA Signage
- ✗ Accessible Elevator
- Compliant Bathroom



Confucius Institute

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- Compliant Bathroom



COMMUNITY SPACES

District House I Street Entrance

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- ⚠ Compliant Bathroom



District Lower Level H Street

EXTERIOR

- ✓ ADA Ramp
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✓ Accessible Elevator
- ⚠ Compliant Bathroom



Eckles Memorial Library

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ⚠ ADA Signage
- ⚠ Accessible Elevator
- ⚠ Compliant Bathroom



Global Women's Institute

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✓ ADA Signage
- ✗ Accessible Elevator
- ⚠ Compliant Bathroom



COMMUNITY SPACES

Graduate School of Education & Human Development

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ⚪ ADA Signage
- ✗ Accessible Elevator
- ⚪ Compliant Bathroom



Honey Nashman Center

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ⚪ Compliant Bathroom



Lisner Auditorium

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✓ ADA Signage
- ✗ Accessible Elevator
- ⚪ Compliant Bathroom



Marvin Center

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✓ ADA Signage
- ✓ Accessible Elevator
- ⚪ Compliant Bathroom



COMMUNITY SPACES

Multicultural Student Services Center

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ⚡ ADA Signage
- ✗ Accessible Elevator
- ⚡ Compliant Bathroom



Smith Center

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✓ Working Auto Door Opener
- ✓ Unobstructed Path

INTERIOR

- ✓ ADA Signage
- ✓ Accessible Elevator
- ⚡ Compliant Bathroom



Religion Peace Studies Department

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ⚡ Compliant Bathroom



Webb Building

EXTERIOR

- ✗ ADA Ramp/Flat Entrance
- ✗ Working Auto Door Opener
- ✗ Unobstructed Path

INTERIOR

- ✗ ADA Signage
- ✗ Accessible Elevator
- ⚡ Compliant Bathroom



OUTDOOR SPACES

Anniversary Park

EXTERIOR

- | | |
|-----------------------------------|-----------------------|
| ✓ ADA Ramp/Flat Entrance | ✗ ADA Signage |
| ✓ Unobstructed Path | ✓ Accessible Seating |
| ✓ Auditory Crosswalk Notification | ✗ Sufficient Lighting |



Kogan Plaza / Mid-Campus Quad

EXTERIOR

- | | |
|-----------------------------------|-----------------------|
| ✓ ADA Ramp/Flat Entrance | ✗ ADA Signage |
| ✓ Unobstructed Path | ✓ Accessible Seating |
| ✗ Auditory Crosswalk Notification | ✗ Sufficient Lighting |



Mount Vernon Athletic Field

EXTERIOR

- | | |
|-----------------------------------|-----------------------|
| ✓ ADA Ramp/Flat Entrance | ✗ ADA Signage |
| ✗ Unobstructed Path | ✗ Accessible Seating |
| ✗ Auditory Crosswalk Notification | ✗ Sufficient Lighting |



Mount Vernon Baseball Field

EXTERIOR

- | | |
|-----------------------------------|-----------------------|
| ✗ ADA Ramp/Flat Entrance | ✗ ADA Signage |
| ✗ Unobstructed Path | ✗ Accessible Seating |
| ✗ Auditory Crosswalk Notification | ✗ Sufficient Lighting |



OUTDOOR SPACES

Mount Vernon Quad

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✗ ADA Signage
- ✓ Unobstructed Path
- ⚠ Accessible Seating
- ✗ Auditory Crosswalk Notification
- ✗ Sufficient Lighting



Potomac Park

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ⚠ ADA Signage
- ✓ Unobstructed Path
- ⚠ Accessible Seating
- ✗ Auditory Crosswalk Notification
- ✓ Sufficient Lighting



Square 80

EXTERIOR

- ✓ ADA Ramp/Flat Entrance
- ✗ ADA Signage
- ✗ Unobstructed Path
- ✓ Accessible Seating
- ✓ Auditory Crosswalk Notification
- ✓ Sufficient Lighting



University Yard

EXTERIOR

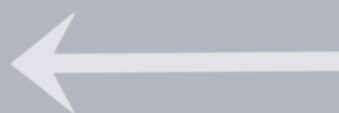
- ✓ ADA Ramp/Flat Entrance
- ✗ ADA Signage
- ⚠ Unobstructed Path
- ⚠ Accessible Seating
- ✗ Auditory Crosswalk Notification
- ⚠ Sufficient Lighting



APPENDIX



LISNER HALL
STUART HALL



UNIVERSITY OF
MICHIGAN
LISNER HALL
2020-21 School Year

LISNER
HALL
2020-21 School Year



UNIVERSITY OF
MICHIGAN

Accessibility Report Space Checklist/Survey

This survey is for internal use for the purpose of the Student Association Campus Accessibility Audit. Should you need any clarification on questions as you are examining a space, please contact Amy Martin or Nicole Cennamo.

Recommended Materials:

- Ruler/Tape Measure (if you don't have one, there is one in SA Office toolbox)
- Laptop and/or phone to fill out form
- Protractor app on phone to measure angle of ramps (only needed for question 1!)
- Something to take pictures with

* Required

1. Name (first and last) *

2. What building are you examining? *

Accessibility Report Space Checklist/Survey (EXTERIOR)

Please take pictures of any significant issue areas!

Ramp

3. Is there a ramp to at least one (1) exterior entrance? *

Mark only one oval.

- Yes
- No
- Not Applicable: the entrance is flat

4. If there is a ramp, is it ADA compliant? *

ADA Ramp Specifications require a 1:12 ramp slope ratio, which equals 4.8 degrees slope or one foot of wheelchair ramp for each inch of rise. For instance, a 30 inch rise requires a 30 foot handicap wheelchair ramp. Ramps also must be a minimum width of 36 inches.

Mark only one oval.

- Yes both the degree and width are compliant
- No, only the degree is compliant
- No, only the width is compliant
- No, both the degree of rise and width are not compliant

Auto Door Operator

5. Is there an auto door operator to at least one (1) exterior entrance? *

Mark only one oval.

- Yes
- No

6. Does the auto door operator work? *

Mark only one oval.

- Yes
- No
- Not Applicable

7. If there is NO auto door operator, is the door equipped with hardware that is operable with one hand and does not require tight grasping, pinching or twisting of the wrist? *

Mark only one oval.

- Yes
- No
- Not Applicable

Entry Site Obstructions

8. Are there any steps or other obstructions at the entry site? *

Mark only one oval.

- Yes
- No

9. **If there are obstructions at the entry site, what are they? ***

10. **If there are grates or openings along the route, are the openings no larger than 1/2 inches? ***

Mark only one oval.

- Yes
 No
 Not Applicable

Signage

11. **Is there clearly identified ADA Parking (through the use of signage)? ***

Mark only one oval.

- Yes
 No
 Not Applicable

12. **Do all inaccessible entrances have signs indicating the location of the nearest accessible entrance? ***

Mark only one oval.

- Yes
 No
 Some do, but not all
 Not Applicable

Walking Paths

13. **Is the sidewalk damaged/uneven? ***

Mark only one oval.

- Yes
 No

14. **Is there a curb ramp at any closely located crosswalks? ***

Mark only one oval.

- Yes
- No
- Not Applicable

15. **Are there handrails along entry point walking paths? (particularly important if the path is slanted) ***

Mark only one oval.

- Yes
- No, but the path is flat
- No, and the path is slanted

Additional Notes

16. **Any additional issues worth noting? ***

17. **Include Pictures of Problem Areas**

Files submitted:

Accessibility Report Space Checklist/Survey (INTERIOR)

Please take pictures of any significant issue areas!

Entryway

18. **Are edges of carpets or mats securely attached to minimize tripping hazards at point of entry? ***

Mark only one oval.

- Yes
- No
- Not Applicable

Signage

19. **Is there signage at the entry point? ***

Mark only one oval.

- Yes
 No

20. **If there is signage, does it indicate where the ADA bathrooms are located in the building? ***

Mark only one oval.

- Yes
 No
 Not Applicable

21. **For signs designating permanent rooms and spaces, do they: ***

E.g. room numbers and letters, room names, and exit signs
Check all that apply.

- Have text characters that contrast with their backgrounds
 Have text characters that are raised
 Have Braille
 Check here if none of the above

Elevator

22. **Does the building have an elevator? ***

Mark only one oval.

- Yes
 No
 Not Applicable

23. **Can you access the elevator without encountering any stairs/steps? ***

Mark only one oval.

- Yes
 No
 Not Applicable

24. Does the elevator allow access to all public floors? *

Mark only one oval.

- Yes
 No
 Not Applicable

25. Are the elevator car control buttons designated with raised characters? *

Mark only one oval.

- Yes
 No
 Not Applicable

26. Are the elevator car control buttons designated with Braille? *

Mark only one oval.

- Yes
 No
 Not Applicable

27. Are there audible signals which sound as the elevator car passes or is about to stop at a floor? *

Mark only one oval.

- Yes
 No
 Not Applicable

Academic Spaces

28. FOR ACADEMIC SPACES: Is there ADA seating in classrooms? (please check 2-3 separate classrooms) *

ADA seating can be defined as a separate chair and desk that are unattached from one another so as to allow for mobility accommodation. VIEW TABLE BELOW for wheelchair seating requirements

Mark only one oval.

- Yes
 No
 Not Applicable

# of Seats	Wheelchair Spaces
4 - 25	1
26 - 50	2
51 - 150	4
151 - 300	5

29. **FOR ACADEMIC SPACES: In auditorium style classrooms, are wheelchair spaces dispersed to allow location choices and viewing angles equivalent to other seating? ***

Mark only one oval.

- Yes
 No
 Not Applicable

30. **FOR ACADEMIC SPACES: Are there aisles in the classrooms? (please check 2-3 separate classrooms) ***

In order for a space to be accessible and safe for all students, there needs to be pathways and clearly distinguished aisles available between rows of seats, this means aisles of at least 36 inches.

Mark only one oval.

- Yes
 No
 Not Applicable

31. **FOR ACADEMIC SPACES: For buildings with labs, is there ADA compliant lab access? ***

Science labs should feature stations which are accessible for wheelchairs and have adjustable height work surfaces.

Mark only one oval.

- Yes
 No
 Not Applicable

Other Issues

32. Is there an ADA compliant water fountain on (at least) one of the first three floors? *

ADA compliant water fountain Guidance: <https://www.ada-compliance.com/ada-compliance/drinking-fountain-water-coolers.html>

Mark only one oval.

Yes

No

33. Do all staircases have handrails? *

Mark only one oval.

Yes

No

Not Applicable

Additional Notes

34. Any additional issues worth noting? *

35. Include Pictures of Problem Areas

Files submitted:

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