



**THOMPSON
RIVERS
UNIVERSITY**

Integrated
Planning &
Effectiveness

Accessibility Survey Report

June 2024

Prepared by IPE

Prepared for the Office of Equity, Diversity, Inclusion and Anti-Racism

Executive Summary

The 2024 Accessibility Survey was initiated by Thompson Rivers University's (TRU) Office of Equity, Diversity and Inclusion and Anti-Racism. The survey was open from May 27 to June 12, 2024, and was distributed to the TRU community through TRU Connect and other platforms. There were a total of 61 respondents.

The purpose of this survey was to reach out to all TRU staff, faculty, and students to help identify and address accessibility barriers at TRU, including diversified aspects of employment, delivery of services, the built environment, information and communications, transportation, and education. The feedback collected aims to guide the development of an Accessibility Plan to minimize those barriers.

Key Findings

- The majority of respondents reported no experience or awareness of barriers in the areas of **employment** and **information and communication** (both 54% indicating 'No'). These areas also had the lowest percentage of respondents reporting that they had experienced barriers (15% for employment and 18% for information and communication).
- Almost one-third of respondents indicated they experienced barriers in the **delivery of services** (32%) and the **built environment** (31%), which were the highest among the six surveyed areas.
- Approximately one-quarter of respondents indicated they were aware of barriers in each area.

Notes

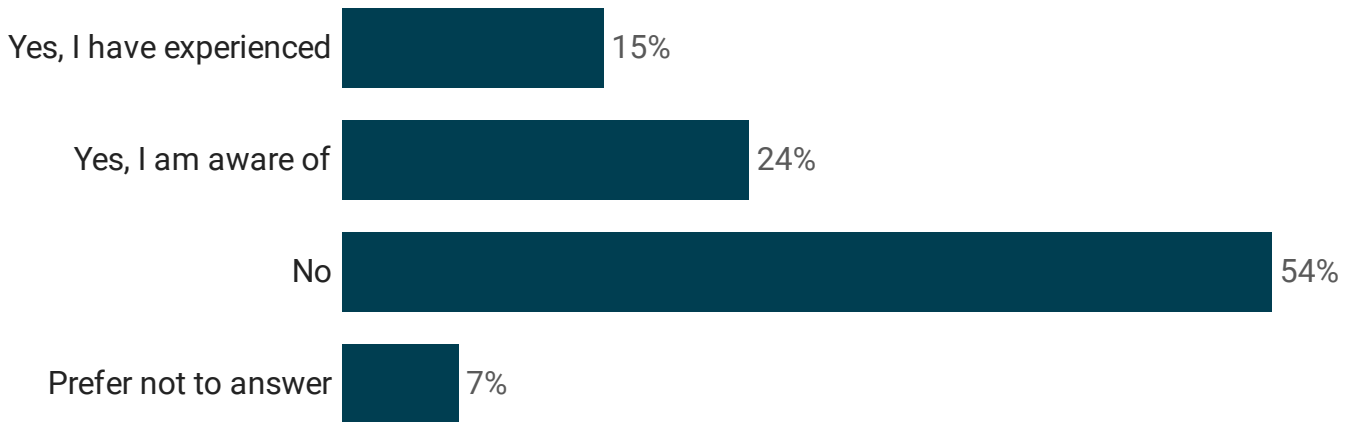
1. Comments provided by respondents are verbatim and are presented exactly as they were written.

Q1 - Employment

Have you experienced or are aware of an accessibility barrier in **employment** at TRU?

Examples: provision of employee accommodations, hiring process, interview process, testing process, etc.

59 Responses



Please provide any comments or suggestions regarding **employment** accessibility barriers at TRU.



Employment - Verbatim

20 Responses

I have not experienced anything of the sort yet

I know of coworkers who don't feel and are not supported by their supervisors/Managers. Managers making it difficult for staff. Managers not being flexible with policies, the Institutions polices trump the needs of staff members. This is unexpected and quite frankly disturbing, I would expect better leadership and support from management.

Resumes should have the names taken off and be given a number or other identifier until such time as the top candidates are chosen for interviewing.

The hybrid work program is wonderful to have as an option, but still very restrictive. If it's working successfully, it would be nice to have more flexibility recognizing that some employees are more impacted by sound, interruptions, and social pressures at the office.

Its important to note that slow provision of ergonomic chairs and keyboards (being made to wait months for department renovations or new budget cycle...) can severely aggravate an employee's medical issues, resulting in physical pain and loss of sleep.

This negatively affects job performance and morale. When a TRU employee with medical accommodations switches departments, they should be able to take with them ergonomic chairs and keyboards - not have to beg their new department to order such items, and made to feel like a budgetary drain.

I am an educator with chronic pain, chronic illness, and am mobile but have reduced mobility. Even getting a proper office chair in the classrooms is difficult as there are not enough, and the student chairs are very difficult on a low mobility body. After we came back from Covid lockdowns to renew on campus teaching, many faculty were treated as lazy and shirking work if they wanted to continue online teaching (though ironically now we are rolling out new accessibility and availability classes with fully online but on-campus classes, hybrid, etc. when we had to write a whole report to get to teach 33% online). Often able bodied faculty, admin, and staff are unaware of the struggles, and meetings are set in remote buildings, etc. We need to do better.

Need to recognize some disabilities are invisible and may not present in ways you expect or think they should.

There seem to be no provisions for neurodivergent faculty and staff on campus. It would be helpful if these were noted and provided (such as working from home when needed, quiet workspace, etc.).

Most qualified person should receive the job. Race and gender, should not matter.

TRU's scent-reduction policy is not widely followed, so employees with scent sensitivity often have to be the ones to remind people not to wear perfume or cologne near them. Much of the seating in classrooms and other spaces at TRU excludes people with larger bodies, who may need chairs without arms, for example. Also, due to the fact that a TRU senior administrator is suing people who submitted complaints in a workplace investigation, and this administrator was not even put on paid leave during the investigation, many people with a trauma history or anxiety disorders would not feel safe working at TRU.

Finding affordable accommodation in our city is a definite barrier for newcomers to the community

I think sometimes the interview process can be a narrow process, you wait weeks to hear back and there is one interview time given and it feels like the candidate is just suppose to make that time work.

More time allowed for people with slower processing times, modification of instruction delivery (eg. allowing for a written format in addition to oral transmission), accounting for people who prefer not to make eye contact

Parking as accessibility parking is sometimes full resulting in needing to park further than accessible. Lighting sensitivities throughout the school, but adjustable in the office. Needing a new office chair for physical ability and comfort.

Not applicable

Best not to disclose disabilities in advance if you intend on getting the job. Disclosing autism, and physical disabilities has resulted in individuals not getting hired in areas i've been privy to hear about first hand.

I haven never applied for employment at TRU

I use to do my work in the Makerspace in the library but I have diabetes with an accessibility access on my student profile allowing me to eat in the library but when I told the staff that they didn't care and made me stand outside the room looking in like a dog it was humiliating. And when I petitioned them to change their mind they made a complaint about me to the student affairs saying I can't follow rules because I would forget and eat a glucose cracker to literally stay alive.

I understand the science wings but there is literally no reason this kind of thing should happen in the library

This is regarding to barriers with the learning assessment. There are some courses that require the student to take their exams in person at an exam centre instead of online. This does not give the student the opportunity taking their assessments at their preferred method that is best for their assessment needs.

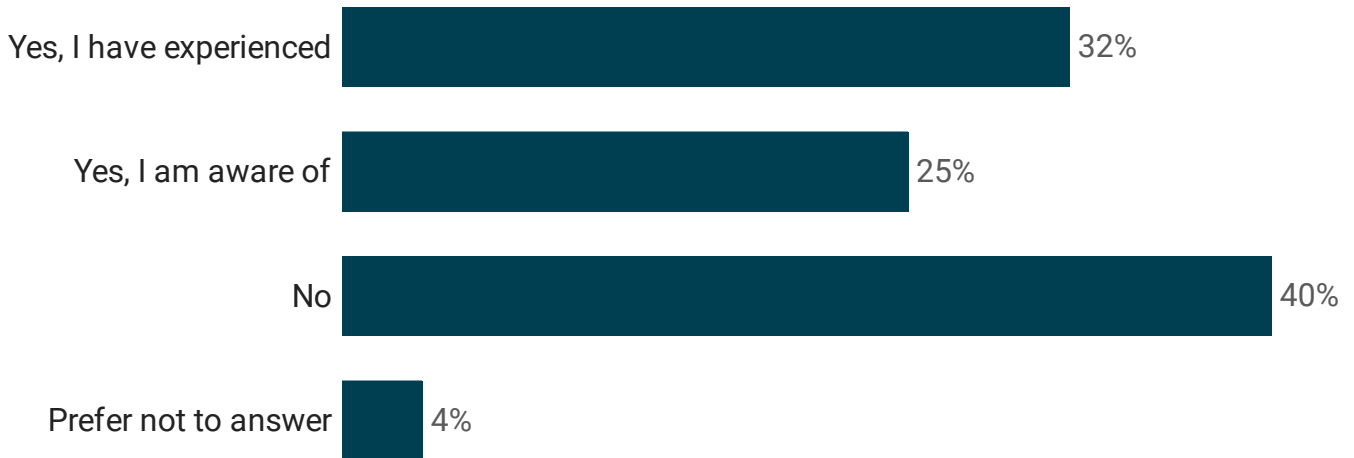
I was a student taking a distance course, and never applied for employment.

Q2 - Delivery of Services

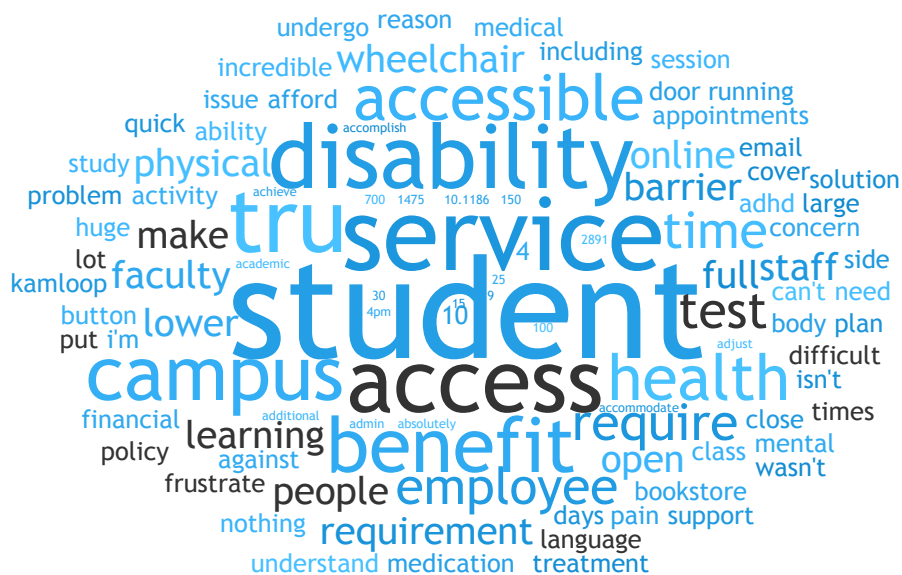
Have you experienced or are aware of an accessibility barrier in the **delivery of services** at TRU?

Examples: Access to TRU services and activities such as Student Services, Counselling, Medical Clinic, employee benefits, IT Services, faculty support, organizational development, professional development, food services, recreational activities, Procurement, Bookstore, etc.

57 Responses



Please provide any comments or suggestions regarding accessibility barriers in the **delivery of services** at TRU.



Delivery of Services - Verbatim

24 Responses

havent experienced anything yet

Food and/or drink services are lacking on the south side of campus. The Science building used to have a coffee shop some food, now there is nothing here for students to grab something quick while running between classes or labs. Wasn't there supposed to be a coffee shop or snack shop put in the new nursing building???

Bookstore clothing is not size inclusive. And volunteer clothing available for events, etc. often isn't either.

Staff without a family doctor in Kamloops should have access to the on campus physicians in the TRU Medical Clinic. Otherwise, employees are now being forced to go out of town to access consistent medical care, forced to travel and miss full days of work.

The Academic Advising Office does not have a wheelchair accessible doorway. The doorway into Academic Advising does not have an option to press a button for the doors to open. Students must wait for someone to open the doors for them or do it on thier own.

Many times students have not been able to access timely care for mental health concerns. Students undergoing severe distress have not had access to care on campus after 4pm with no clear procedures to assist them in accessing care. There should be mental health care for faculty dealing with distressed students.

Was told there are no chairs in Fall/Winter for classrooms, as my illness has progressed and I need to sit to teach. I am still a strong educator, but can't move around the room as easily. We were told no podiums as they are redundant, but for those with pain or lower mobility, we use these as a place to put notes, to hold onto when standing. Often faculty activities are introduced that are too physical for all bodies.

People with disabilities may have difficulties accessing benefits they are entitled to because of problems making other understand what they need.

At times catering has refused to accommodate allergies.

Not all TRU employees have access to employee services (i.e., sessional faculty do not have access to employee benefits or EAP, etc. despite some providing many years of continuous service).

The requirement of documentation for students to access support from Accessibility Services is problematic, as many students may not be able to access providers who could diagnose them.

Many of the written documents, guidelines, and policies around these services are not written in plain language; this is a barrier for people with learning disabilities, people whose first language is not English, and others.

Some services include messaging that weight equals health, which is critiqued by many experts (e.g., <https://nutritionj.biomedcentral.com/articles/10.1186/1475-2891-10-9>). This is a problem for people in larger bodies and/or people with eating disorders, who might be made to feel that they need to pursue weight loss, which can be very harmful and risky.

Any services that require students to be full-time to access those services pose an accessibility barrier, because people with caregiving responsibilities, financial insecurity, disabilities, etc., may not be able to take full-time courses.

Some people who are immunocompromised would need people to be wearing masks to avoid passing along various pathogens. The lack of encouragement toward mask-wearing is a barrier for these people.

While most of TRU has accessibility in mind regarding physical spaces, there is much improvement that can occur.

For example, there have been activities hosted in House 4, and in the email notifications, it indicates that regrettably, the space is not accessible, which for those with a physical disability and/or in a wheelchair, they are not able to participate.

Even with doors that have the button to have the automatic doors open, only one side opens, which for some in larger wheelchairs, scooters, etc..., I have witnessed them not being able to make it through and/or the timer on the door running out, and then they get/almost get stuck in the space.

Another specific door that is constantly a pain is the door to the Accessibility Services Test Centre. It is HEAVY and if you do not use the button, it actually physically is heavy based on the bar that has been installed. It has been looked at with facilities, but for some reason, there is no approval for this to be updated to a different bar, which is the apparent solution. Many people, including those without a physical disability, struggle with this door.

Medical services only services students

When I was a new employee, I had no clue how to access my health benefits and it would have been nice to go over the how-tos of getting those important services covered.

make accessibility services more accessible for students with executive functioning deficits, eg. ADHD. Executive functioning means there will be a lowered ability to fulfill certain requirements for services eg. requiring call backs, being redirected to appropriate services

Temporary staff do not receive benefits or vacation time, which I understand. However, as an employee with disabilities, this has been a barrier to affording proper medication. I've had to make adjustments to the medication I take as I'm unable to afford it all without benefits. Additionally, spending a lot of money on physical and mental health services has been inaccessible due to no benefits. Not having vacation time limits the ability to self-care for similar issues, including appointments.

I was assaulted by another student I was in a relationship with. He then stalked me at school afterwards. I reported it but because the assault wasn't on campus, it didn't go against school policy. Excuse my colourful language here but that's incredibly fucked up. I can't attend school anymore because I'm too scared to be on campus. Fix your policy. Fix it yesterday. Schools always say there's a "zero tolerance policy" for this stuff but that's never true. I'm so tired of admins saying they're here to support students, lower barriers and whatever else, because if that were true, I wouldn't have to worry about my safety.

bookstore is difficult to manoeuvre a wheelchair around

The online testing system is horrible. The spell check isn't available, which is a huge benefit for those who have dyslexia. Also, I had to wait 15 minutes of one exam due to them having issues and when I mentioned it to the teacher, nothing was done about it.

If TRU provide all access residence financing plan like ubc or open Vancouver/burnaby/coquitlam/ port coquitlam/Surrey/Langley campus, will help ease the students study time because Vancouver meal is more affordable than Kamloops.

Q3 - The Built Environment

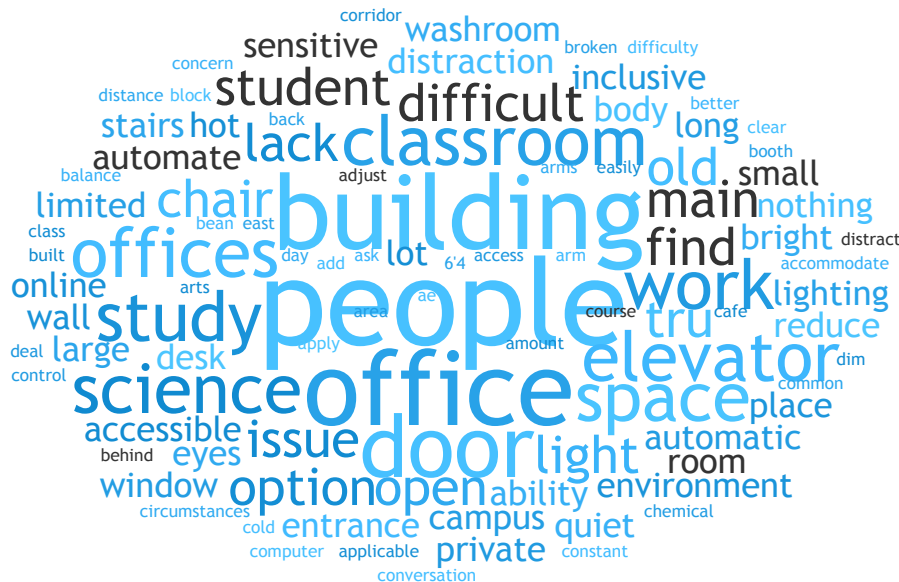
Have you experienced or are aware of an accessibility barrier in accessing, working or studying in TRU spaces?

Examples: Physical space, design features, such as lack of sound and lighting controls to accommodate individual preferences in office spaces, stairs in a classroom without corresponding ramps, washrooms, ergonomic workstations, etc.

58 Responses



Please provide any comments or suggestions regarding accessibility barriers in the **built environment** at TRU.



The Build Environment - Verbatim

24 Responses

haven't been on a tour but I did go for the day of arts and science , the only thing wouldbe the amount of stairs.

There are not enough office spaces in the Science building. We have people in inappropriate spaces because there isn't space for them in a proper office.

The newer classroom chairs in Old Main are not size inclusive.

Office doors need to be light enough to open without difficulty, or automated openers installed. Some of the glass doors that have been installed in people's offices are so hard to open that they trigger neck/back/ arm pain.

Many of the automatic opening doors of TRU buildings are unreliable.

There is only one elevator in the science building accessible in an office corridor and only through one entrance. Often the automated doors near the 'bean me up cafe' do not work. Also there is constant ventilation concerns (chemical smells) in the science building.

I need an office style chair to help teaching in classrooms—I often get chairs that are broken, the hydraulics no longer keep the chair up, or they are not inclusive of larger bodies, or are not available at all, and I struggle to deal with my mobility issues while teaching. I have asked to not be put in rooms with only a podium and no desk, and have been put in one many times. I have asked to not be put in computer labs as they reduce my ability to see and interact with students over computer screens, and keep getting put in them. AE only has one elevator, so there are issues when it's down if teaching on an upper floor.

Some offices are extremely hot while others are cold and a balance can not be found. Also, some buildings are extremely noisy which can be difficult for those with sensory issues.

There is a lack of quiet and private office space.

The Science building on the Kamloops campus has a very difficult and long route for wheelchairs that is not easily located and has an odd entrance to the building.

I've heard that the elevators are not the safest option to use and there is a shortage of elevator maintenance staff which may make it uncomfortable for people to use them.

The bright orange walls behind whiteboards in the classrooms can be very difficult on the eyes, as well as the way many of the new classrooms in Old Main are set up with very tight seating and limited ability to move around when the class is full.

Ideally, it would be great to have a clear and accessible walking route around campus that does not involve you needing to go onto the road at some points.

Some offices on campus are small without any natural light which can be difficult on mood and well-being.

more study places

Many parts of the built environment are inaccessible to people in larger bodies; examples include seats with arms and small washroom stalls.

Too few doors have options to open automatically; this is a problem for people in various circumstances, who may not be able to open the doors themselves.

The study room walls are very thin on the Williams Lake campus so it is very easy to hear the conversation taking place next door. I would find it very distracting during tests because it would end up getting pretty loud

Bright lighting is not always preferred. More dimmers in offices would be ideal

fluorescent lighting is sensitive on the eyes and the lack of soundproofing in the environment reduces the possibility of a "distraction-free" classroom.

Quieter study spaces without too many people have been an issue, specifically within old main. The elevators do not work on weekends or after hours because of limited access, making stairs the only option for quieter study spaces.

Nothing online actually tell you where they are. It's very vague and difficult to figure out.

I am strictly an open learning student

I am an online student so not applicable.

My room in east village has not any temperature adjustment, and sound prevention materials, and hope to add that to keep all room in eats village has self temperature.

There are not enough private, window-facing workstations. I can manage distractions and prevent overstimulation much better when my work, and nature, are the only things in front of me for my mind to wander to.

And a side note, as a 6'4" male, I find a lot of TRU workstations to poorly accommodate tall people. It's common for my thighs to touch the inside of the table, for the desk to be too low, or for the chair to not raise high enough for my legs– which then also prevents me from having an ergonomic position.

There's so few washrooms available that sometimes I have to go half way across the building to find one

I do courses from distance so this does not apply to me

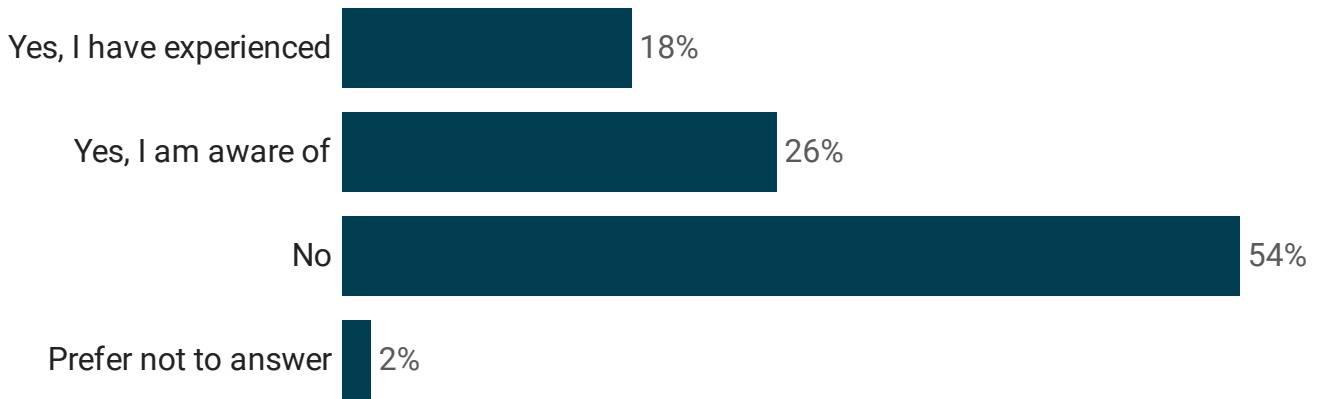
A lot of the windows in the study areas lack any type of light control, especially the work booths between TRU parking office and TRUSU. People can be sensitive to light and with nothing to block the UV these space often become unbearably hot when you sit in the sunlight.

Q4 - Information and Communications

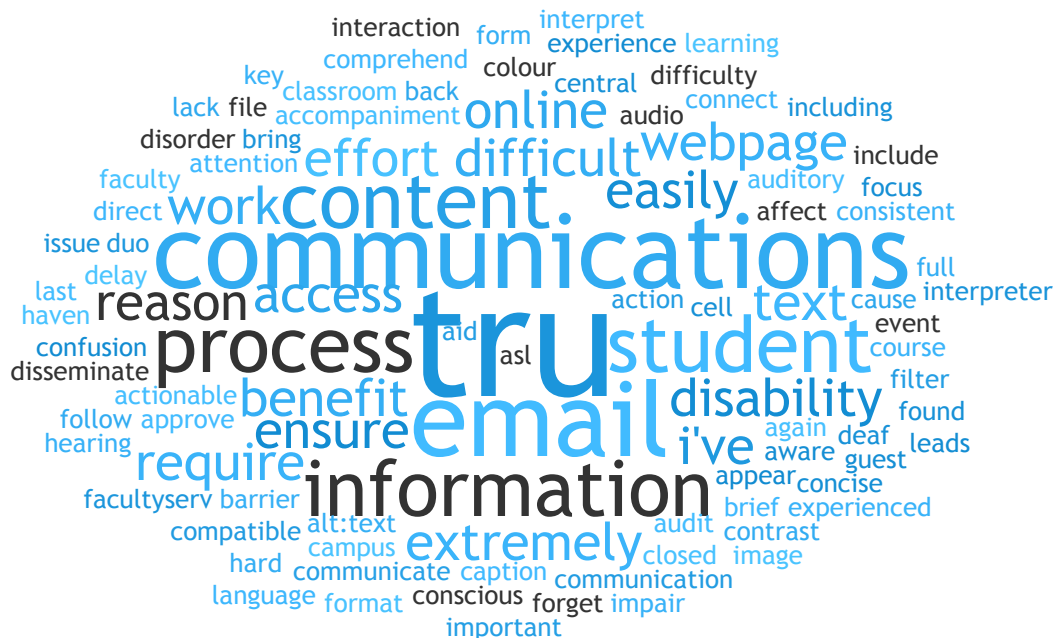
Have you experienced or are aware of an accessibility barrier in how **information and communications** are delivered in ways that are accessible to everyone at TRU?

Examples: Delivery of information in multiple medias such as communications, print and web.

57 Responses



Please provide any comments or suggestions regarding **information and communications** accessibility barriers at TRU.



Information and Communications - Verbatim

16 Responses

haven' been given access to my TRU email yet but using my normal email I have been able to get help whenever needed.

Duo Mobile two-step verification process requires a cell phone and many staff do not receive work cell phones.

Also it appears the new parking vendor only offers online payment? Also restrictive to users and guests without cell phones.

There should always be alt:text on every image on the webpage and in any email communications for visually impaired readers to be able to interpret with screen reading software.

All campus wide communication is filtered through a central system. This leads to delays in dissemination and oversight into what content is shared. Bring back the facultyserv.

The main issue I've found with communications at TRU is many are not aware of what's communicated because they do not use the tools (TRU Connect) provided to them or communicate with team members.

There is not enough use of plain language in TRU's communications. Also, there is not always enough colour contrast to ensure that people with vision-related disabilities can read the content.

I believe Moodle needs a lot of work, specifically with PDF files that are uploaded to course content. TRU would benefit from a full audit of classroom pages to ensure all PDFs are OCR approved/compatible.

Information over load, getting information about events often requires more effort than should be necessary

There is no accompaniment of transcript for many professors, eg. an aid that shows text as the professor talks which can benefit those with attention regulation difficulties, those with an auditory processing disorder, deaf or hard of hearing.

Not receiving training or an information package regarding services available to students caused a barrier in offering services to students and accessing them myself.

haven' been given access to my TRU email yet
but using my normal email I have been able to get help whenever needed.

There should be a conscious effort to ALWAYS include closed captioning on videos made by tru including for social media. There should be ASL interpreters more easily available.

I've experienced non responsive faculty during email interactions which had no known reason for lack of response.

My last experience with the AS was confusion.

Important TRU communications should focus on being more concise, and consistently providing list-format key points and/or actionable steps for students to follow. The reason for this is because disabilities that affect working memory can result in losing/forgetting important information from an email or webpage, because it was only briefly mentioned within one of the many paragraphs– which could be easily resolved by mentioning the information or action-point again, at the end of the text.

Audio processing is extremely difficult for me

Yes. As an online student, the only form of learning is self paced and self directed. This can be especially difficult as my preferred learning method is not through textbook, but lectures. This makes my courses extremely difficult to comprehend

Transportation - Verbatim

23 Responses

As I stated in an early question the lack of disability/handicap consideration when assigning reserved parking spots is frustrating. Basically TRU is saying that if you need handicap parking you can't afford reserved parking so it's free for all rush, and if you can afford reserved parking you not disabled enough to deserve handicap parking. Both of these are not good looks and potentially problematic

Again, I do courses from a distance so this is not an issue for me

Throughout my degree, disability parking has been a major issue in accessing and being on time for my classes. Often, non-disabled people park in the spaces. They also use it for pick-up and drop-off, making finding space challenging. I have also had companies park in the disability because it's closer to the building. I have discovered OM to be the worst for these offences. Better campaigns need to address this issue. From my experience, 80% of the time, it is male and international students. There also needs to be more disability parking as it is often full. Behind the CAC, parking closest to the TRUSU entrance, there is no disability parking. I had to park and take my chances next to the walkway. There needs to be at least 1-2 spaces.

The bus stop so far from east village building A,D,E,F and come dens, hope to add bus stop near dalgleish drive or create Vancouver campus to convince student take bus or drive to or from school.

Online student

TRU vans and maintenance CONSTANTLY taking up disabled parking spots on campus they don't need in assumption people who are disabled don't need them. It's infuriating and results in many times where elders walk over dangerous icy environments far away to get to locations

In Williams Lake, the transit service is not university friendly. Earliest bus doesn't arrive near campus until after 9am and does not have convenient times for people to leave campus. There is no bus stop at the campus.

Not applicable

Parking sucks and it's expensive

Parking is very expensive. I have to drive to work as transportation because of my accessibility needs. I do not have access to someone offering rides, cannot take the bus, and cannot afford to take a cab. I use the disability/accessible parking spaces as I have a permit, however, I still have to pay the general parking fee regardless of not having an option for transportation. This is a barrier as this money could be spent on my health needs such as medication or treatments.

accessible washroom in 2nd floor of HOL has no soap dispenser which makes it more difficult to use the washroom during study breaks in HOL

I don't park on campus anymore, it's always a fight for a close spot and it's frustrating every morning hoping for decent spot and not finding one.

Cost of parking is serious issue. Choices to not build parkade/ under new building parking is only making problems worst

I would say parking in general is not great all around distance wise. For example, the largest parking lots with parking available is lot ET, lot N, and another (the one that is further and about \$4 per day instead of \$5). Those take a lot of leg work to get from one place to another. I do not see many accessibility parking spots either, except for those in reserved parking lots. Lot ET, while close to most buildings, is a dirt parking lot, and I can assume that those with a physical disability may choose not to park there due to the uneven parking lot.

There is not enough parking (and it is not affordable enough) for students. Also, the transit system is not frequent or reliable enough for many students. Students are often confused about where to find certain rooms or places on campus, so more campus maps might also help.

International students suck at driving, almost got smoked in a crosswalk. The basketball court parking lot in front of old main, sucks and is a clog show, international students driving their leased V6 sports car in circles trying to show off, revving it and blasting music. Is super annoying.

During the main academic school year, I hear parking is incredibly difficult to find on campus. It also prevents some employees from leaving campus to attend a health appointment, etc. because they will be unable to find a spot, let alone a close spot to their building when they return. To take the bus would also add significantly more time to their appointment which prevents people from getting the time, taking the time or trying to play catch up with workload so they do not take care of themselves as much as they might if this wasn't an issue.

Need to stay on top of potholes and uneven pavement.

We need far more accessibility parking spots, and it would be nice if the bus was able to do the full loop for folks who can't climb the hill to the bus area. When teaching in Fall/Winter this past 2023/24 year I had multiple times when I could not get accessibility parking as all spots were full, and was late for classes, or made to struggle to doors from far away, or had no access to parking at all and had to make other arrangements for classes. Most spots are full in the busier terms, and this can be an issue.

It is extremely distressing to navigate through the parking lottery. Not having guaranteed parking and being a primary caregiver to a young child is not feasible.

Education - Verbatim

19 Responses

The design of the TRU class is impossible. The assignments and coursework anticipate doing *all* the readings which the professor expressly said (only in a private email) that it wasn't required. The course outline doesn't match at all, she mentions to focus on my particular interests / goals with the class but in doing so, I would not be able to complete the assignments if I were to leave out readings. I had convened with nearly a dozen students who were close to their breaking point about what to do. Nobody felt comfortable that they were on the right track, and that success was possible in this course. I was terrified about going into a test without having completed the readings, which were beyond reasonable - not even in an entire degree program would there be such an expectation to read dozens of books per class, it's untenable. This class seems like a pet project of a few professors to torture students and bring down their GPA. We are all incredibly humbled as settlers in Canada to have the privilege of accessing this education and wishing to learn about our First Nations, but this course has held me from having the opportunity to invest further, as I can't handle the assignments, papers, readings and course expectations, this course alone would be a full-time commitment. I was given absolutely no reprieve from the accessibility team. Everything was a barrier, right from the start. This course is a scam.

The exams should allow for spell check. not sure why this is turned off.

Course materials is all textbook. No base notes are given to the students. No lecture videos are provided to the students.

Not all professors are onboard with allowing the use of accessibility services, specifically Spanish and probably all the 2nd language course. The exam centre also does not accommodate evening class at all, which can be stressful/problematic for students who are unable to come complete test earlier in the day. In addition the financial aid department is extremely rude and dismissive of anyone on a limited income or struggling because of their disability. Including tell me "Your an adult, figure it out yourself"

The open learning did not have teacher teach online, and will make student difficultly or forced to rent a room in kanloops to learn in person classes. Also, some program like Bachelor of Technology did not have coop term. It will make student difficult to get a job in their field. And I hope to add coop term in all program, to increase employment rate in Canada.

My son is a non-speaker and communicates with a letter board and spelling partner. There are no accommodations for his exam taking. He was told to take courses without exams. He was told academic integrity would be an issue. My son is tired of his proving his voice is his own, even though he requires a spelling partner to communicate. Please find a solution as he has a right to education like everybody else.

A lot of the exams rely on rote memorization rather than application, which is difficult for individuals with brain injuries like myself. Memorization is not an accurate representation of learned knowledge. There are also issues with rubrics and the expectations of professors either not being clear enough or not lining up at all.

Getting overstimulated and having a meltdown during tests sucks

I found some classrooms to be inadequate when it comes to seating. The small plastic chairs are not only highly uncomfortable, but I would get back and hip pain during my lectures. I found that A&E was quite bad for this, as did some at OM. I had a lecture in the new nurses' building, and the seats in the large corner window room on the third floor were great! I could sit through my 3-hour lecture with no problem. The seating was so bad at my AE course that my professor opened up Big Blue Button for me to join and other students who had issues. Seating should not be a barrier to education.

recently implemented maximum amount of missing days in class regardless of illness, disability or needs. removing a student after being away for less than 5 classes if they are ill is discrimination.

I was really hoping for the opportunity to follow up. I am a mature student who completed my bachelors degree 15 years ago at another institution. I am taking a few open learning courses and found the final extremely challenging with my anxiety and ADHD. Although I am appreciative of the extra time, it has been absolutely overwhelming for myself and my family. I currently work as a substitute teacher and can say without a doubt that the standardized testing does not work for everybody. I wish there was an option for someone with documented diagnoses, such as myself to have a heavily weighted year end assignment or any type of alternative. To highlight my point, I recently wrote an exam in which I received 50% on the final but went in with an A. Another example with another course I had an A+ but bombed the final. I really wish there were other options to encourage and promote success for students, such as myself.

I have experienced professors not being flexible or understanding with accessibility needs. However, I have recently started accessing accessibility services which has greatly helped with these accommodations.

Difficulty with assignment formatting in class without assistance from outside source in order to plan assignments. Not executive dysfunction friendly.

When asked about accessibility accommodations, I was told that TRU only accepts learning disabilities assessed through a psychoeducational evaluation. While this may seem fair, seeing a psychologist for an evaluation costs around \$2000- \$3000. If a family doctor can diagnose and prescribe a specific disability, I think it would be fair for students to use their family doctor as proof, as it costs nothing.

As mentioned previously, Moodle needs an update/audit. It would also be beneficial for faculty to have mandatory orientation/updates for the standards in accessibility in education for equitable access.

Some students need to access accommodations from Accessibility Services but are unable to because they do not have documentation.

I have also noticed that almost all (if not all) students with intellectual disabilities are in the ESTR program. This seems like a great program; however, many individuals with intellectual disabilities are also capable of taking courses with people who do not have those disabilities. I would hope that they would indeed have this option and be made aware of this option

Not sure if the library catalog is compatible with readers and all devices which is a potential issue given that most academic libraries are trending to purchasing e-books over print resources.

Often a large accessibility barrier for students is simply the faculty members willingness (or unwillingness) to implement accommodations as mandated by the accessibility services office. Many students are met with resistance from faculty for certain accommodations such as having access to lecture slides before or even after class, or being allowed to record lectures.

this is my first year and have not experienced any of this yet.

Q7 - Are there any other suggestions or comments you would like to share?



Verbatim

24 Responses

no

Scent free environment: I appreciate the signage, but seems like many employees and students ignore it or do not realize the significant impact it can have on their peers.

Please fix the department-by-department budgetary process for ergonomic chairs and equipment such as keyboards. There should be a campus-wide budget line item for such items. Ergonomic items should be assigned to an employee in an expedient manner and go with them without hassle if they switch departments. Just recalling the issue I was forced to live through makes me so upset and unhappy, and I like to be an optimist. Please don't let any other TRU employees with accommodations live through long, painful delays waiting months for ergonomic chairs/keyboards, and then being forced to leave behind their ergonomic items when switching departments and told their new department doesn't have a budget to accommodate them ... Its cruel.

I think TRU has made great strides in improving accessibility to education but there is still work to be done. When I brought forward the doors of Academic Advising not being wheelchair friendly I was advised it was not a battle worth fighting so I left it alone. However it is embarrassing as a staff member when a space is not accessible to a student and we have to apologize on behalf of the university. Seeking out feedback on accessibility is a great start to improvement.

We need to provide some better services, and awareness for our colleagues that not all bodies can do the same things. I've been in a position where I've felt quite shamed a few times for not being able to climb stairs to a meeting or function, or that folks are walking longer distances with no parking to meetings (for example the Arts meeting we had in the nursing building). Parking definitely needs to be increased, and more patrolling for those without handicap signage on the rearview who are parking in these spaces. Chairs and podiums are still helpful for teaching in smart classrooms, and overall we need to do better. I also feel we need to be sensitive to sessionals or non-tenured faculty/staff members as I have two colleagues who deal with mobility issues and are often made to feel they can't ask for accommodations due to their status as non-tenured educators.

Thank you for taking the time to ask these questions. I know many fixes will not be easy or possible, but I'm glad we're having this conversation and hopefully doing what we can.

MAKE PARKING FREE!!!!!!!!!! I haven't talked to one single person who has attended TRU that has complained about how expensive parking is and how little available spots there are

Nothing but negative experiences with international students here. Not trying to be racist but majority are here for PR and don't seem to care about education. When working in group projects I want to be paired up with classmates that show initiative, and share ideas. But I can't even have a basic conversation, with thick accents and terrible grammar. The cheating is blatant and common, its super embarrassing.

Thank you for the opportunity to share my thoughts.

I would like to reiterate that, due to the fact that a TRU senior administrator is suing people who submitted complaints in a workplace investigation, and this administrator was not even put on paid leave during the investigation, many people with a trauma history or anxiety disorders would not feel safe working at TRU.

Maintaining/updating walkways to be the same/more even.

For example, some places on campus have the brick/cobblestone pathway and others have a flat sidewalk area.

I would be really awesome to have some sort of "town hall" with people who experience difficulties with accessibility issues at TRU. Unfortunately this survey does not provide enough questions, as they are very vague. Yes there are comment sections but some people may not be able to type everything out, like myself. It would be wonderful to have someone with accessibility issues go around the campus and point out what is a challenge. There could be a variety of people with accessibility issues who could give a wealth of knowledge on how to fix issues. Not everything is going to get fixed right away but TRU needs to have people who experience these issues at the forefront and be at the table when decisions are made.

accessible washroom in 2nd floor of HOL has no soap dispenser which makes it more difficult to use the washroom during study breaks in HOL

While there might not be accessibility barriers technically speaking (i.e. there is ramp, transcriptions, etc.), it may not mean that there might not be challenges. People who need accommodations might be able to "access" things but there may still be burdens, inconvenience, effort to do so. Each little inconvenience/burden can add up and be exhausting and impact energy/focus that could be devoted to studies/work.

put your money where your mouth is and don't just say you want to be accessible, actually address what's being brought up instead of just collecting it.

I am concerned about the utter lack of response I experienced in an interaction with finaid. It seems unprofessional and subtly discriminating. The way the email back and forth is set up is very slow and awkward and I never know with whom I am talking to which creates an environment of confusion as well. I found it very uncomfortable and intimidating.

Have a page for those who need AS with a checklist of generic items that are needed for school. If they select an option, it should give them the resources available to them or timeframes. There are so many different departments and in my experience, do not talk to each other.

Only hope that tru create greater Vancouver area or abbotsford or chiliwack campus, add bus stop near dalgeish drive or shuttle bus travel across residence and campus, all day residence meal plan, more coop work term, and more individual student residence or other university residences accept tru student.

My professors were outstanding, and without them, I would not have been able to complete my degree. They helped me through my health and disability challenges. They are superheroes!

Diagnosis is a privilege. My pain and my experience exists even without documentation. I wish I could access accommodations without jumping through hoops

Better funding for nonspeakers and their spelling partners which cost \$100/hr.