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Being an accessibility champion in my day-to-day work is about helping students navigate various processes such as accessing accommodations, helping them to advocate for themselves, and I often use my own lived experience to help students through their issues or concerns.

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So, I can share an example of a barrier that I helped remove and why it mattered. Um yesterday in fact I actually helped a student uh the student needed um needed a wheelchair. They had recently had surgery and they were um wanting to get around on campus and they came to me and said would you by

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chance have a wheelchair that I could borrow for the day? And I said well as a matter of fact I do. Um a few years ago I purchased a wheelchair for this very reason. So to me it's 100% success rate uh so far and uh the student was able to use the wheelchair even today as well um just to get around on the campus and uh

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you know I think that that's really important to to have those sorts of devices for students to to have access to and I'm really glad that that um that I had that because it allowed the student to come onto campus in the winter and be able to get around uh to her classes. This job is really helping

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me um to become the accessibility champion and uh you know when you live it every day and and can share your experiences and people learn from that like that's just so great. It's just so great. I influence others to think differently about disability by sharing my own experiences. I use a lot of storytelling and helping to educate people to see things the way that I

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would see it. Um, you know, people often come to me after they've been in a public space and they've I've remind or they they think of a story that I reminded them of or that I told them and they're like, "Oh my god, Michelle could not be able to do this here or function at this at this place." um just because of the the space or the you know I often uh talk about bathrooms and and you know

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the the location of a toilet paper dispenser like so matters you know when people are thinking of me it it reminds me that um my work here is done because I'm helping to educate and people are seeing how inaccessible we really are.

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So the impact that I've seen on people because of the changes that I've helped make are that people are more confident um especially students are more confident in and gaining their independence. I also see that they're comfortable speaking up and navigating

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navigating for their own needs and ad learning to advocate for themselves. but also in regular people, you know, people have empathy for for, you know, what what um what people with disabilities face every single day. And and I love that. I love when people um can see through the lens

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of a person with a disability. Having a disability and being in this role, I can't tell you how often I have imposter syndrome. I really do this work. And that thought goes through my mind like weekly, sometimes daily because I feel I'm still working on my own confidence and my own, you know, abilities because to me the job that I'm doing at Kings, that's a really big job.

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That's a leadership job. And you know, and you know, as a person with a disability, it's it's hard to be seen in a role like that. So, I'm constantly having to reassure myself that I am the person for the job. You know, it's it's it's real and it's and you know, it's it's it's better when we can support like each other and and people with

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disabilities supporting each other and and you know, in their respective roles can just can really help. I am motivated because accessibility isn't an option. We have to be an accessible province by 2030. It's the law. Having a disability and using my lived experience helps me push the importance of what accessibility really means, not just for disabled people, but for everyone.