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Peer Reviewed Article

An Exploration of Partnerships Between Disability Services Units and Academic Libraries

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Abstract

The University of Saskatchewan's University Library has been partnering with its institution's Disability Services unit for almost twenty-five years to provide space and equipment for students with disabilities in some of its library locations. This partnership has grown from piloting a Kurzweil reader, to the development of multiple assistive technology and exam writing rooms, to the recent creation of a multi-purpose room. These library spaces complement spaces Disability Services has within its own office suite and reflect the growth in the number of students registered with them, a widening spectrum of disabilities, and a collaborative desire to make disability services and resources more accessible. A literature scan revealed a small number of articles about partnerships, many of which were in response to legislation. A survey directed at North American post-secondary institutions' Disability Services employees surfaced further information about partnerships, but did not reveal any common best practices. With the increase in the number of students with disabilities attending academic institutions and a changing landscape of what is defined as a disability, how and how well academic libraries and Disability Services units are partnering to respond to these changes appears to require further exploration and assessment.

Keywords: academic libraries, disability services, partnerships, disabilities, students with disabilities



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Introduction

The University Library at the University of Saskatchewan (USask) consists of seven physical locations distributed across the main university campus in Saskatoon, Saskatchewan. These libraries vary in size and subject content: Education & Music, Engineering, Health Sciences, Law, Murray (humanities and social sciences), Science, and Veterinary Medicine. The University Library began its relationship with students with disabilities in 1994 when Dr. C.K. Leong, a professor in the College of Education's Department for the Education of Exceptional Children, obtained funding from the College's Alumni Fund to purchase a Kurzweil Reading Edge machine for the Education Library. This adaptive equipment scanned and read text, and was suitable for use by students with visual impairments and learning disabilities, e.g. with dyslexia, reading/learning disabilities. Elkind noted that reading machines like this 'can enhance their reading rate and comprehension and increase the length of time that reading can be sustained.'¹ Although it resided in the Education Library for approximately thirty years, the reading machine was infrequently used.

In 1995 the University Library designated a room in the Murray Library for use by students with disabilities. The library applied for and received a grant from the Kinsmen Foundation to purchase a braille printer and magnification software/hardware for the room. At this point in time the University Library was independently and informally attempting to provide additional support for students with disabilities. Murray Library reference staff were expected to provide assistance with using the equipment and software, with little formal training, and University Library Information Technology staff were expected to maintain the equipment. The following year a Disability Services for Students (DSS) unit opened on campus, in space that was somewhat removed from the centre of campus and from where the majority of students were

located on a daily basis. The DSS staff began working with the University Library to develop an additional assistive technology room and an exam taking room in the Murray Library.

This brought the total number of spaces that serve students with disabilities to three in that library location by 2008. The new assistive technology room has evolved since then and now includes two computer workstations with USB headsets, Inspiration software, ABBYY Fine Reader, Dragon Naturally Speaking, and Kurzweil 3000. One of the computers also has JAWS for Windows, Zoom Text magnifier/reader, and an audio graphing calculator. Other hardware and software available for students to use in this room include a Big Keys keyboard and keyguard, a wireless trackball mouse, a portable CCTV, scanning pens, and Kurzweil 1000.² Access to Kurzweil 3000 was made available via all of the public computers across the library system in 2006. In 2010 the exam room in the Murray Library was renovated to provide better space for DSS's Exam Accommodation Program and in 2016 a dedicated computer and a scanner for note takers were installed in the Murray Library.

Starting in 2009, and in partnership with DSS, the University Library included assistive technology as an option for specifically designated gifts and donations through USask's fundraising campaign. The campaign plan targets upgrades and refurbishments to the existing DSS rooms in the Murray Library. Over the past ten years, donations from this campaign financed computer, furniture and software purchases. The Library is now accumulating the assistive technology donations to fund future purchases or to combine these donations with other funding sources in order to build up a critical mass for more significant investments.

DSS has grown steadily over the last twenty-two years at USask, both by overall number of students registered with that office and by year-



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over-year average for service demand. In the 2010-11 academic year there were 994 active student files; by the 2018-19 academic year that number grew to 2,280 (Figure 1). This is a 44 percent increase in the number of students registered with DSS over an eight-year period. This increase is in keeping with the findings from Harrison's Pan-Canadian survey that states "Postsecondary DSOs [Disability Services Offices] across the United States and Canada continue to note a significant increase in the number of students attending postsecondary institutions who request academic accommodations."³

There has also been a marked change in the type of disabilities for which students are registering. Students are now much more likely to register for an "invisible" disability such as a mental

health diagnosis or learning disability, than a "visible" disability such as one requiring the use of a wheelchair. Currently, at USask the largest registration group of all disability subtypes is mental health at fifty-one percent (Figure 2) and many of those students have a comorbidity, i.e. have two or more medical conditions or diagnosis. Along with the overall increase in DSS registrations, there has been a noted increase in the number of student registrants from health sciences colleges and schools (Medicine, Nursing, Physiotherapy, Pharmacy and Nutrition, and Dentistry, and Physical Therapy). Health sciences programs are often tightly scheduled and include intensive clinical components, both of which limit these students' ability to travel to other parts of campus to use DSS services and resources.

Figure 1. Number of USask Students Registered with DSS from 2010-11 to 2018-19.

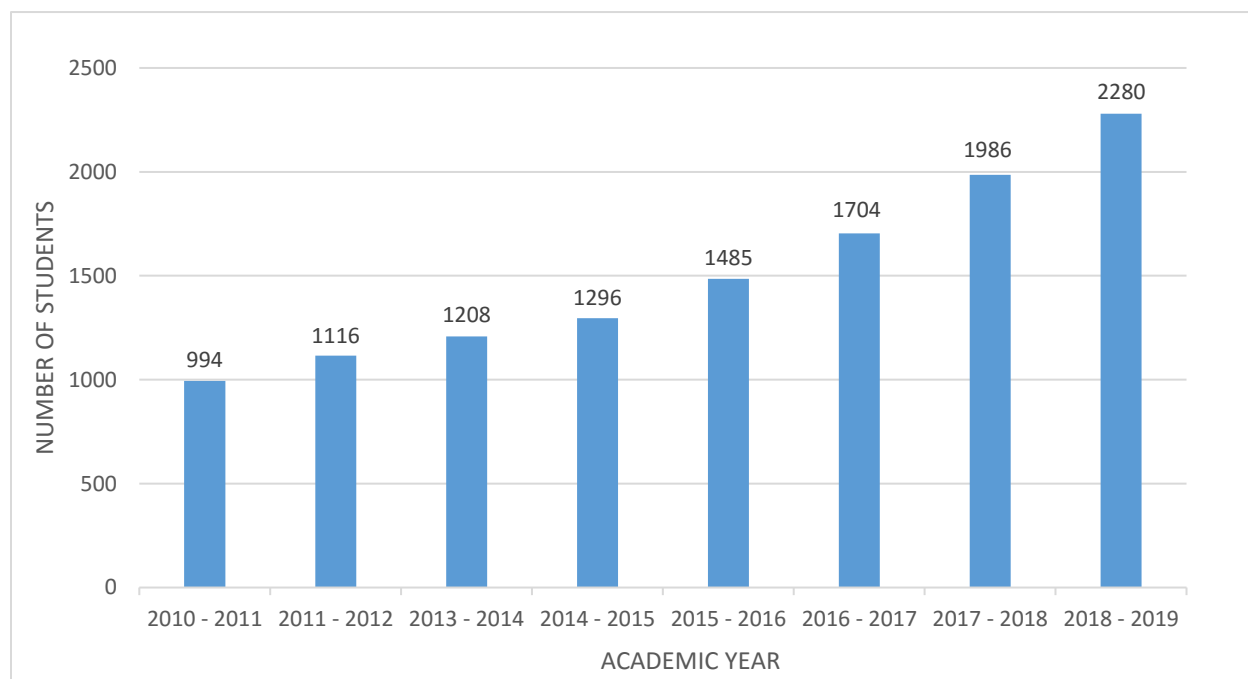
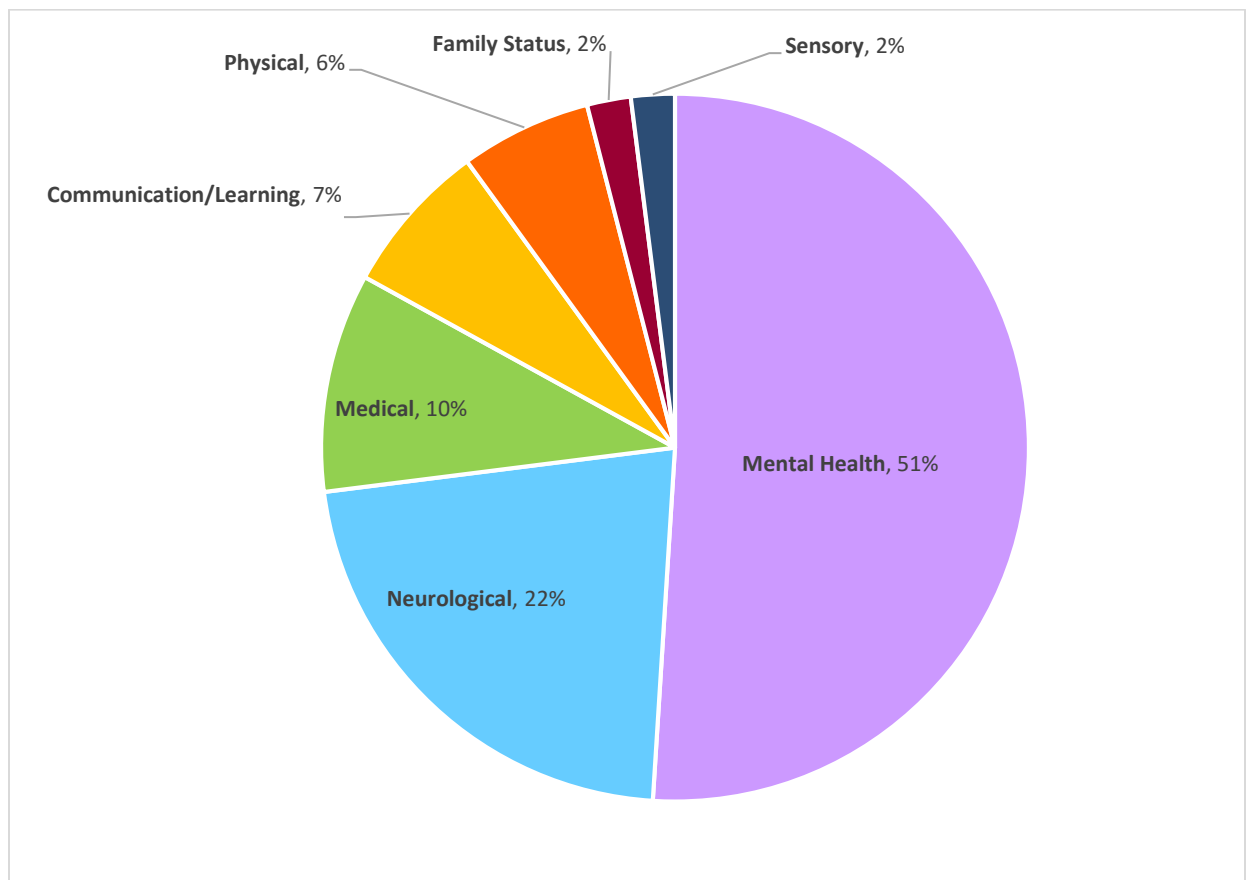
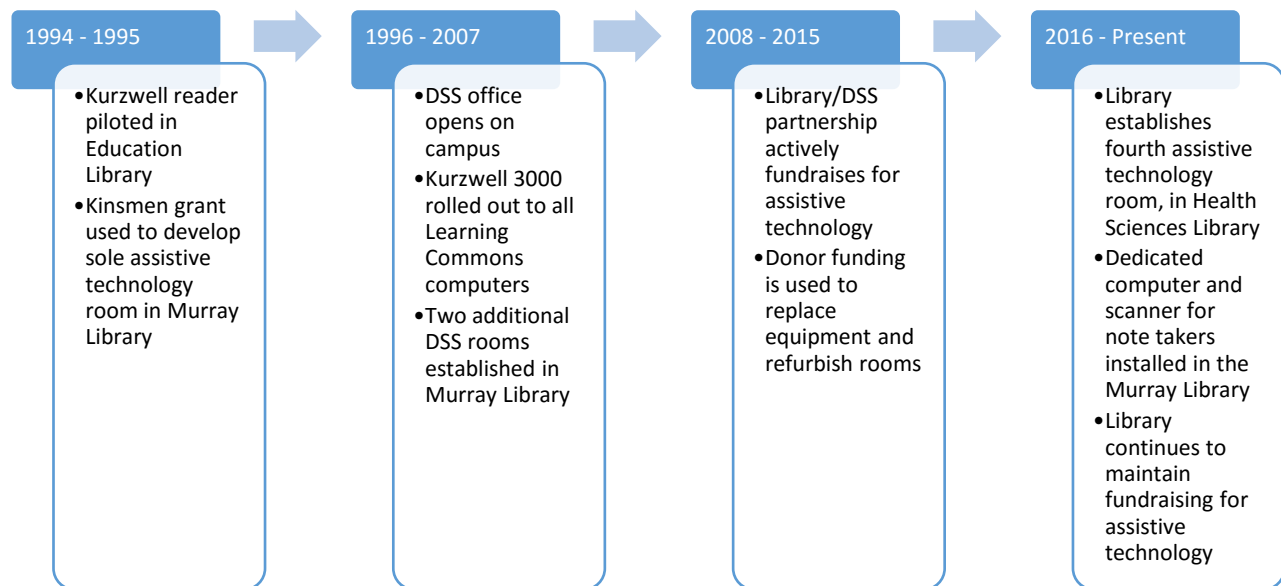


Figure 2. Percentage of USask DSS Students by Disability Type (2018-19).

In response to these factors, in late 2016 a room for students with disabilities was established in the Leslie and Irene Dubé Health Sciences Library. Renovations, equipment and software in this room were paid for using a combination of donor funding and funds from the College of Medicine's Computer Lab & Enhancement Fund. Future replacement of equipment and software upgrades in this room will be the responsibility of DSS. This room can be booked by students via the DSS office and can be booked by DSS staff for exam writing purposes, student meetings with academic strategists, attention deficit hyperactivity disorder (ADHD) coaches and tutors, as well as for student training on assistive technologies. The DSS room contains

three computer workstations (two of which are sit-stand stations), a printer, a scanner, a drafting board, and three soft square seats that can be put together for students to lay down on as needed. Each of the computers has Dragon Naturally Speaking (voice to text), Read & Write (text to voice), Sonocent Audio Notetaker, and Mindview 6 (mind mapping) software. Three Livescribe 3 Smartpens are also available in this room. In mid-2017 donor funding enabled the University of Saskatchewan to purchase a multi-year site license for the Read & Write software, which allows students to sign in using any device, whether at home, on campus, or on the move.

Figure 3. Timeline of USask Library's Involvement with Providing Services and/or Space for Students with Disabilities.



In December 2017, DSS changed its name to Access and Equity Services (AES) and expanded its mandate from accommodating students based on medical-based and learning disabilities to including accommodation based on 'prohibited grounds' as listed in the Saskatchewan Human Rights Code: "religion; creed; marital status (parent-child relationship) marital status sex (including pregnancy); sex; sexual orientation; disability (mental and physical); age (18 or more); colour, ancestry; nationality; place of origin; race or perceived race; receipt of public assistance; and gender identity".⁴ At the time of writing it is not yet evident what, if any, impact this broader mandate will have on the partnership between AES and the University Library.

With the latest addition to library spaces dedicated for use by students with disabilities, the authors were curious whether there were similar partnerships at other post-secondary institutions in North America. A search of the literature found little information on library and disability service unit partnerships, especially those built around shared space. The authors designed and launched a survey in fall 2017 to gather information on partnerships between libraries and disability services units at four-year degree granting universities/colleges in North America. It was anticipated that this information would help the authors understand the extent of these partnerships and inform ways for their library, and other academic libraries, to support an increasing number of students with disabilities, and students with a broader range of disabilities.

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Literature Review

A comprehensive search of the library science literature was conducted using the *Library and Information Science Abstracts* and the *Library Literature & Information Science Full Text & Retrospective* databases, using a variety of thesaurus and keyword terms representing academic libraries, partnerships, and disability services. A similar search of the disability literature did not identify any articles on partnerships with libraries. The searches were limited to scholarly journals and English language, but the authors elected not to limit the search by publication year. Although the authors found some pre-2008 literature that discusses partnerships, the literature for the past ten years reflected a more current picture of the number and needs of post-secondary students with disabilities, identified recent advances in technology that could influence partnerships between academic libraries and Disability Services units, and would be more likely to reflect the changing definition of what a disability is and the types of library spaces that might be needed to accommodate these disabilities.

Only a small number of articles were found that focused on any type of partnership between academic libraries and other units on campus. Partnerships and collaborations were identified with student services or student affairs units to deliver information literacy instruction and reference services.^{5,6,7,8} Other literature primarily identified library issues for disability services, such as inclusive or universal design^{9,10,11}; library services or specialized staff for specific disabilities^{12,13}; on-site and programmatic training for information professionals providing services to disabled clients^{14,15,16}; obligations under United States disability rights laws^{17,18,19}; website and document accessibility²⁰; alternate formats²¹; and partnerships directly with library patrons with disabilities.²²

Nelson's 1996 survey of American Association of Health Sciences Library Directors focused on

what progress academic health sciences libraries had made in serving people with disabilities subsequent to the 1990 Americans with Disabilities Act. The survey identified confusion over what the library's role should be in relation to providing special services for students with disabilities: "some academic health sciences libraries are making a genuine effort to serve persons with disabilities, some are relying on services provided by other units on their campus, and some appear to be neglecting the issue."²³ Fifteen years later, Willis's update of this study identified five areas in which libraries could still make improvements, including the need for libraries to coordinate with other units within the institution to improve their services for persons with disabilities.²⁴ No articles were found that assessed the value of library partnerships with Disability Services units, however Hill's 2013 content analysis of disability and accessibility in the library and information science literature suggested that "More research, both qualitative and quantitative, focused on a user-centered perspective, directly involving persons with disabilities, and theoretically informed by the disability literature would all help to improve the literature."²⁵

The authors also looked at documents available on Canada's National Association of Disabled Students (NEADS) website, but found only one document that held promise of providing relevant information. In 2017-2018 NEADS underwent a consultation process with academic representatives from all sectors, including librarians, to better understand trends in accessibility and accommodation in Canadian publicly funded institutions.²⁶ The authors hope that more robust information on partnerships between disability services units and libraries, in particular as pertains to library spaces, will emerge from the data collected.

This dearth of published literature on partnerships between academic libraries and Disability Services units prompted the authors to develop



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their own survey to gather information of interest (see Appendix). The authors made a conscious decision to survey those working in Disability Services units rather than those working in libraries. It was hoped that this might more easily reach the individuals involved in partnerships of interest and provide a higher response rate. In mid-January 2018, after the closing date of their own survey, the authors became aware of the Association of Research Libraries (ARL) survey that would update ARL's 2010 SPEC Kit 321: Services for Users with Disabilities. Although the resulting SPEC Kit 358 has a slightly different focus, some of its findings provide companion and comparative data to the authors' survey results through similarly worded questions or greater granularity of inquiry.²⁷

Survey Findings

The authors' survey focus was on partnerships that would optimize accessibility to Disability Services units' support within library spaces. For the purpose of the survey, Disability Services was defined as "the department at your institution that offers programs and services to assist students with disabilities". Disability was defined as per section 2(1)(d.1) of The Saskatchewan Human Rights Code.

(i) any degree of physical disability, infirmity, malformation or disfigurement and, without limiting the generality of the foregoing, includes:

- (A) epilepsy;
- (B) any degree of paralysis;
- (C) amputation;
- (D) lack of physical co-ordination;

- (E) blindness or visual impediment;
- (F) deafness or hearing impediment;
- (G) muteness or speech impediment; or
- (H) physical reliance on a service animal, wheelchair or other remedial appliance or device; or

(ii) any of:

- (A) an intellectual disability or impairment;
- (B) a learning disability or a dysfunction in one or more of the processes involved in the comprehension or use of symbols or spoken language; or
- (C) a mental disorder²⁸

Questions were asked about demographics, library support, library spaces for students with disabilities, and management/administration of these spaces. The latter section included questions about space creation/development, funding, ongoing maintenance, management of bookings, maintenance of equipment and furniture, and technical support for equipment and software.

The survey was sent to the Canadian Association of Disability Services Providers in Post-Secondary Education (CADSPPE-L@LISTSERV.UOTTAWA.CA) and the Disabled Student Services in Higher Education (DSSHE-L@LISTSERV.BUFFALO.EDU) listservs. The latter listserv is hosted in the United States. The initial survey was sent on December 4, 2017 with reminders on December 12, 2017 and January 2, 2018.



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Table 1. Demographics

Responding institutions	#	%
American	17	53%
Canadian	15	47%
TOTAL	32	100%
Institutional funding source	#	%
Public	22	69%
Private	7	22%
Other	3	9%
TOTAL	32	100%
FTE student enrolment	#	%
Fewer than 10,000	17	53%
10,000 - 25,000	9	28%
25,001 - 50,000	5	16%
50,001 - 75,000	1	3%
TOTAL	32	100%
Students registered with DSS	#	%
Less than 500	14	44%
500 - 2,000	14	44%
2,001 - 4,000	4	13%
TOTAL	32	100%
Areas of study for students registered with DSS	#	%
Humanities/Fine Arts	1,787	41%
Sciences	1,220	28%
Social Sciences	790	18%
Health Sciences	391	9%
Engineering, Applied Sciences, Liberal Arts & Undeclared	211	5%
TOTAL	4,399	100%

Table 2. Library Support for Students with Disabilities

Dedicated library support	#	%
Yes	23	72%
No	9	28%
TOTAL	32	100%
Types of library support	#	%
Assistive technology on library computers	28	27%
Assistance physically retrieving materials	25	24%
Assistance photocopying materials	17	17%
Specialized library orientation or instruction sessions	12	12%
Permission to designate another person to borrow materials on the student's behalf	7	7%
Library programs geared towards students with disabilities only	1	1%
Other (one-on-one, designated, or outreach library service; universal design training for library instruction staff; library tours; video relay phone; partial provision of site license funding for assistive technology; ability to book group study rooms for private use)	13	13%
TOTAL	103	100%

The authors are unable to explain why the number of respondents reporting that their library provided dedicated support specifically for students with disabilities (23) is lower than the number of respondents reporting that their libraries provided assistive technology on computers (28) or assistance physically retrieving materials (25).

Table 3. Library Spaces for Students with Disabilities

Dedicated library space	#	%
Yes	19	61%
No	12	39%
TOTAL	31	100%
Number of spaces	#	%
One	6	29%
Two	5	24%
Three	1	5%
Four	5	24%
More than four	4	19%
TOTAL	21	100%

Due to the small number of responses to the question about each dedicated space, the authors decided to amalgamate them rather than separate them out into space one, space two, etc. As a result, the number of responses to some of the questions in Tables 3 and 4 may appear a bit skewed.

Locations of dedicated spaces within the library for students with disabilities included separate office suites or rooms, Learning Commons or student computer labs, first or main or ground floor, or spread on different floors. Types of spaces reported included open areas, carrels or cubicles, special workstations, and private or confidential offices.

Years space has existed	#	%
Less than 1 year	2	15%
1-3 years	1	8%
3-5 years	2	15%
More than 5 years	8	62%
TOTAL	13	100%
Registration with DSS required to access space	#	%
Yes	3	23%
No	10	77%
TOTAL	13	100%
Number of simultaneous users of space	#	%
Single user	4	31%
Multiple users	7	54%
Don't know	2	15%
TOTAL	13	100%

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Intended purpose of space	#	%
Studying	12	39%
Meeting with academic strategists/coaches	6	19%
Training on or exploring assistive technology	6	19%
Exam writing	3	10%
Scanning and enlarging documents, research and writing, access to computers after hours or any work the students needs to use it for (with exception of storage and sleeping)	4	13%
TOTAL	31	100%
Actual use of space	#	%
Studying	11	41%
Training on or exploring assistive technology	5	19%
Meeting with academic strategists/coaches	4	15%
Exam writing	2	7%
Scanning and enlarging documents, research and writing, access to computers after hours or any work the students needs to use it for (with exception of storage and sleeping)	5	19%
TOTAL	27	100%
Furniture and equipment	#	%
Desktop computers and computer desks	24	41%
Office chairs	11	19%
Sit/stand workstations	10	17%
One or more printers	7	12%
Smartpens	3	5%
Other (closed circuit television, scanner, enlarging equipment, large key keyboard, ball mouse, accessible furniture, and video relay system)	4	7%
TOTAL	59	100%
Software	#	%
Dragon Naturally Speaking	9	31%
Kurzweil	7	24%
Read and Write (or other literacy software)	4	14%
Livescribe smartpens	2	7%
Other (JAWS, ZoomText, NVDA, Infinity Reader, Ginger Grammar & Spelling Checker, Inspiration, and Deep Freeze)	7	24%
TOTAL	29	100%

Table 4. Management and Administration

Initial creation of space	#	%
Initiated by library	6	55%
Collaborative effort	4	36%
Initiated by DSS	1	9%
TOTAL	11	100%
Space start-up funding source	#	%
Funded by library	8	50%
Other institutional department	6	38%
Funded by DSS	2	13%
TOTAL	16	100%
Ongoing funding for space	#	%
Funded by library	10	63%
Funded by DSS	5	31%
Other institutional department	1	6%
TOTAL	16	100%
User booking	#	%
Not bookable - first come, first served	7	37%
Drop in basis	4	21%
Online calendar	3	16%
Email	2	10%
Telephone	1	5%
Other (in person through library service desk)	2	11%
TOTAL	19	100%
Booking authority	#	%
By students directly	5	31%
By faculty	3	19%
By DSS	3	19%
N/A	5	31%
TOTAL	16	100%
Equipment and furniture maintenance	#	%
DSS or library IT staff	13	52%
Library employees	8	32%
Institutional IT department	3	12%
N/A	1	4%
TOTAL	25	100%

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Software maintenance	#	%
Library employees	4	16%
Institutional IT department	5	20%
DSS or library IT staff	11	44%
N/A	5	20%
TOTAL	25	100%

Discussion

Although the response rate for the survey was not as robust as hoped for, the authors were able to get indicator data for many of their questions. Due to the small number of responses the authors chose not to differentiate answers based on country of origin. Most of the responses were from publicly-funded, smaller institutions, with the majority of the students who were registered with Disability Services units coming from humanities, fine arts, and science disciplines. Three quarters of the responding institutions provide library support for students with disabilities, just under two thirds of which have provided one or more dedicated spaces for more than five years. The spaces themselves varied in type, location within the library, and furnishings/equipment, with a third of these spaces being single user only. These findings were very much in keeping with responses to similar questions in ARL's SPEC Kit 358. Most institutions reported that students do not have to register to use these spaces, also in keeping with the ARL survey finding that "the majority are self-service."²⁹ Dragon Naturally Speaking and Kurzweil were the most commonly reported assistive technology software. In comparison, although the ARL survey had more granularity to its questions in this area, i.e. delineating software for specific purposes such as text magnification, screen reading, scanning, speech recognition, accessibility accessories, and word prediction and completion, Dragon Naturally Speaking was also the top choice under speech recognition software as was Kurzweil the top choice

under scanning systems and word prediction and completion.³⁰

Survey results indicated that the primary intent of dedicated library spaces for students with disabilities closely matched their actual use, i.e. for studying, meeting with academic strategists/coaches/tutors, and training on or exploring assistive technology. Almost two thirds of the spaces are bookable through drop-in or in person, online calendar, email, phone, or other means. In approximately half of the survey responses, the library was the primary initiator of the space(s), and the initial and ongoing funder, and is responsible for maintaining the equipment and furniture. Technical support and troubleshooting for software are most often carried out by library or institutional Information Technology department employees. SPEC Kit 358's questions on funding source and hardware/software/equipment maintenance garnered similar results.³¹

Conclusion

Although partnerships between academic libraries and their institutions' Disability Services units as well as the types of dedicated library spaces and services for students with disabilities look different and are managed differently across North America, it is encouraging that they exist.

Ultimately the goal of institutional partnerships such as the one between AES and USask's University Library should be to not only create opportunities for enhanced student services and academic support, but to also create an ongoing



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dialog between service providers. Clearly there have been some advances in this area, but more are needed. The increased number of students registered with Disability Services units, as well as an expanding definition of what is considered a disability should only heighten the need for stronger inter-unit partnerships to support the academic success of students with disabilities.

In reviewing the literature, the authors did not specifically look for articles that assessed or provided evidence on the impact of library and Disability Services unit partnerships on the academic success of students with disabilities. This is an area that needs further research at the institutional level that can be shared through publication.

¹ Jerome Elkind, *Computer Reading Machines for Poor Readers*. Report 9801. (Los Altos: Lexia Institute 1998), <https://www.kur-zweiledu.com/files/efficacy.pdf> (accessed October 11, 2018).

² University of Saskatchewan Library. "Access and Equity Services in the Library," University of Saskatchewan, <https://library.usask.ca/use-the-library/services/aes-library.php>.

³ Allyson G. Harrison and Joan Wolforth, "Findings from a Pan-Canadian Survey of Disability Services Providers in Postsecondary Education," *International Journal of Disability, Community & Rehabilitation*, 11, no. 1: 2, http://www.ijdc.ca/VOL11_01/articles/harrison.shtml.

⁴ Saskatchewan Human Rights Commission, "The Human Rights Code," <http://saskatchewanhumanrights.ca/learn/the-human-rights-code>.

⁵ Rebecca Arzola, "Collaboration Between the Library and Office of Student Disability

Services: Document Accessibility in Higher Education," *Digital Library Perspectives*, 32, no. 2 (2016): 117-126, <https://doi.org/10.1108/DLP-09-2015-0016>.

⁶ Laura U. Forrest, "Academic Librarians and Student Affairs Professionals: An Ethical Collaboration for Higher Education," *Education Libraries*, 28, no. 1 (Sum 2005): 11-15, <https://files.eric.ed.gov/fulltext/EJ849008.pdf>.

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⁸ Sue Samson, "Best Practices for Serving Students with Disabilities," *Reference Services Review*, 39, no. 2 (2011): 260-277, <https://doi.org/10.1108/00907321111135484>.

⁹ Heather Hill, "Disability and Accessibility in the Library and Information Science Literature: A Content Analysis," *Library and Information Science Research*, 35, no. 2 (2013): 137-142,



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<https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1133&context=fimspub>.

¹⁰ Anabel Moriña, "Inclusive Education in Higher Education: Challenges and Opportunities," *European Journal of Special Needs Education*, 32, no. 1 (2017): 3-17, <https://doi.org/10.1080/08856257.2016.1254964>.

¹¹ David Pererya, "Accessibility for Different Abilities: A Report," *Canadian Journal of Disability Services*, 5, no. 1 (January 2016): 159-180, <https://doi.org/10.15353/cjds.v5i1.253>.

¹² Jax, 166-168.

¹³ Janetta Mascilongo, "Victoria University Library: Services for People with Disabilities," *In-cite*, 29, no1 (Jan/Feb 2008): 17.

¹⁴ Arzola, 117-126.

¹⁵ Ravonne A. Green and Diane N. Gillespie, "Assistive Technologies in Academic Libraries: A Preliminary Study," *portal: Libraries and the Academy*, 1, no. 3 (July 2001), <https://muse.jhu.edu/article/27153>.

¹⁶ Faye Powell, "A Library Center for Disabled Students," *College & Research Libraries News*, 51 (May 1990): 418-420.

¹⁷ Jax, 166-168.

¹⁸ Moriña, 3-17.

¹⁹ Patricia P. Nelson, "Library Services for People with Disabilities: Results of a Survey," *Bulletin of the Medical Library Association*, 84, no. 3 (July 1996): 397-401, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC226160/>.

²⁰ Arzola, 117-126.

²¹ Mary Anne Epp, "Closing the 95 Percent Gap: Library Resource Sharing for People with Print Disabilities," *Library Trends*, 54, no. 3 (2006): 411-429, <https://muse.jhu.edu/article/195695/pdf>.

²² Christopher Guder, "Equality Through Access: Embedding Library Services for Patrons With Disabilities," *Public Services Quarterly*, 6 (2010): 315-322, <https://doi.org/10.1080/15228959.2010.499324>.

²³ Nelson, 397-401.

²⁴ Christine A. Willis, "Library Services for Persons with Disabilities: Twentieth Anniversary Update," *Medical Reference Services Quarterly*, 31, no. 1 (2012): 92-104, <http://doi.org/10.1080/02763869.2012.641855>.

²⁵ Hill, 13.

²⁶ National Education Association of Disabled Students, *Landscape of Accessibility and Accommodation in Post-Secondary Education for Students with Disabilities* (n.p.: National Education Association of Disabled Students, 2018), <http://www.neads.ca/en/about/media/AccessibilityandAccommodation%202018-5landscapereport.pdf> (accessed November 29, 2018).

²⁷ Carli Spina, *Accessibility and Universal Design. SPEC Kit 358* (Washington: Association of Research Libraries, 2018), <https://doi.org/10.29242/spec.358>.

²⁸ The Human Rights Code.

²⁹ Spina, 4.

³⁰ Ibid, 4-5.

³¹ Ibid, 5.



Appendix: Disability Services Partnerships with Academic Libraries Survey Questions

A. Demographics

1. In which country is your institution located?
 - a. Canada
 - b. United States
 - c. Other: Please specify

2. How is your institution funded?
 - a. Publicly
 - b. Privately
 - c. Other: Please specify

3. How many total FTE students are enrolled at your institution for the 2017/18 academic year?
 - a. Fewer than 10,000
 - b. 10,001–25,000
 - c. 25,001–50,000
 - d. 50,001–75,000
 - e. 75,001–100,000
 - f. More than 100,000

4. How many students are registered with Disability Services for the 2017/18 academic year?
 - a. Fewer than 500
 - b. 501–1,000
 - c. 1,001–2,000
 - d. 2,001–3,000
 - e. 3,001–4,000
 - f. 4,001–5000
 - g. More than 5,000

5. Of the students registered with Disability Services, how many are from each discipline listed below?
 - a. Health sciences _____
 - b. Humanities & Fine Arts _____
 - c. Sciences _____
 - d. Social Sciences _____
 - e. Other: please specify _____

B. Library Support for Students with Disabilities

6. Does your institution's library provide support specifically for students with disabilities?
 - a. Yes
 - b. No



If No: [Skip to Thank You page]

If Yes:

7. What type of support does the library provide? (Check all that apply)
 - a. Assistive technology on library computers
 - b. Assistance physically retrieving materials
 - c. Assistance photocopying materials
 - d. Specialized library orientation or instruction sessions
 - e. Permission to designate another person to borrow materials on the student's behalf
 - f. Library programs geared towards students with disabilities only
 - g. Other: please specify

C. Library Spaces for Students with Disabilities

8. Are there dedicated spaces in the library that provide equipment and/or furniture for use by students registered with Disability Services?
 - a. Yes
 - b. No

If No: [Skip to Thank You page]

If Yes:

9. How many spaces are there?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. More than 4
10. Where in your library system is this space located? (Please be as specific as possible, e.g. which branch, Learning Commons, etc.)
11. What type of space is it? (Please be as specific as possible, e.g. confidential space/room with a door, open area, etc.)
12. How long has this space existed?
 - a. Less than a year
 - b. 1-3 years
 - c. 3-5 years
 - d. More than 5 years
13. Do students need to be registered with Disability Services to use this space?
Y/N

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14. Approximately how many people can use this space at the same time?
15. What furniture/equipment is available in this space? (Check all that apply)
 - a. chair(s)
 - b. computer desk(s)
 - c. couch(es)
 - d. desktop computer(s)
 - e. printer(s)
 - f. sit/stand station(s)
 - g. Smartpen(s)
 - h. Other: Please specify
16. If there are computers in this space, what assistive technology software is on them? (Check all that apply)
 - a. Dragon Naturally Speaking
 - b. Kurzweil
 - c. Livescribe
 - d. Mindview
 - e. Read and Write
 - f. Sonocent Audio Notetaker
 - g. Other: Please specify
 - h. N/A
17. What are the intended uses of this space? (Check all that apply)
 - a. Exam writing
 - b. Meetings with academic strategists/coaches/tutors
 - c. Training on/exploring assistive technology
 - d. Studying
 - e. Other: Please specify
18. How is this space actually being used? (Check all that apply)
 - a. Exam writing
 - b. Meetings with academic strategists/coaches/tutors
 - c. Training on/exploring assistive technology
 - d. Studying
 - e. Other: Please specify



D. Management/Administration

19. Who initiated the creation and development of this space?
- The library (Please identify which department/unit)
 - Disability Services
 - Another department / unit at your institution (Please specify)
 - Other: Please specify
20. Where did the initial funding for this space come from? (Check all that apply)
- Donor(s)
 - Library
 - Disability Services
 - Other institutional department/unit (Please specify)
 - Other: Please specify
21. Who pays for the ongoing maintenance of this space? (Check all that apply)
- Donor(s)
 - Library
 - Disability Services
 - Other institutional department/unit (Please specify)
- Other: Please specify
22. How are bookings for this space managed? (Check all that apply)
- Bookable via an online calendar, e.g. Outlook, gmail
 - Bookable via telephone to a generic or personal phone number
 - Bookable via email to a generic or personal email address
 - Bookable on a drop-in basis
 - Not bookable ('first come, first served')
 - Other: Please specify
23. If bookable, who can book? (Check all that apply)
- Students directly
 - Students through Disability Services
 - Faculty directly
 - Faculty through Disability Services
 - Disability Services employees
 - Other: Please specify
 - N/A

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24. Who maintains the equipment and furniture in this space, e.g. refills printer paper, looks after broken/damaged furniture? (Check all that apply)
- Disability Services employees
 - Library employees
 - Library's IT department employees
 - Institution's IT department employees
 - Other: Please specify
25. Who provides technical support and troubleshooting for the equipment in this space? (Check all that apply)
- Disability Services employees
 - Library employees
 - Library IT department employees
 - Institutional IT department employees
 - Other: Please specify
 - N/A
26. Who provides technical support and troubleshooting for the software in this space? (Check all that apply)
- Disability Services employees
 - Library employees
 - Library IT department employees
 - Institution IT department employees
 - Other: Please specify
 - N/A
27. General Comments. If you wish to share further information about the disability services and library partnership at your institution please do so below.

