

Theme 07: ACCESSIBILITY

Accessibility – Exploring universal design and accessibility needs to support teaching learning and research in the library

10.21 // STUDENT TEA: "MAKING THE LIBRARY ACCESSIBLE"



MENTAL HEALTH SUITS
DECOMPRESSION SPACE
(forcing)
PHYSICAL ACTIVITY

ACCESSIBILITY for DEAF

ACOUSTICS
- SOME ROOMS w/ MORE ACOUSTIC PRIVACY

- APPROPRIATE
- APPROPRIATE for FUNCTION
- DEVICES/INTERPRETERS

SIGN &
→ ALSO OTHER LANGUAGES

INTERPRETERS for ESL
- SERVICES (WORK STUDY?)
- LIKE IN HOSPITAL

SUPPLIES

PAY PHONE OR PHONE SP
TTY

BRAILLE TEXTS

SOUND PROOF/CANCELLING
SPACE (for read) - and
LARGE ENOUGH

Options for learning also
library (signs etc) beyond
talk to librarians

room for w/ model-building
sources (for science, archi-
ecture etc.) → science-
nemed area around tech-
es

Outlets at all carrells

How are spaces (like group
study rooms) available &
use?

Noise levels separated by
floor

More printers more spread-
out

CHARACTERISTICS OF AN ACCESSIBLE LIBRARY

atlet - visible, marked on a map
repetition (consistency)
↳ where to find things
used by a wide range of people
visibility of accessibility features
options! → flexibility

Lighting

Height adjustment (chair/table)

Choosing spaces (doors / sound control) / visual distractions)

Table angle

Book shelf height

Flexibility



Libraries are classed and racialized environments - explicitly quiet + loud spaces - though not necessarily rigidly policed

Go BEYOND A.D.A. compliance

Enforced Segregation may not be desirable, but people w/

disabilities should have access to their own spaces as well as ALL other spaces



What we heard...

Building elements should go **BEYOND ADA** compliance

- Don't just ensure equal access, but complete access
- Don't move accessible features (signs, ramps, room technology) to the visual margins. Make disability and accessibility highly visible

IMPROVE **NAVIGATION**:

- Provide repetition (consistency) as to where things can be found
- Clear wayfinding, labeling

ENVIRONMENT:

- Ability to focus and study/work are affected by a range of environmental factors: **Sound/Noise, Temperature, Light type/level, furniture style/adjustability.**
- Redesign should include both variety for **CHOICE** and flexibility for **PERSONALIZATION**

RESOURCES:

- Basic assistive technology should be found in a range of spaces, but dedicated lab space is also needed, for consistent availability, tutoring/consultation/group work.
- In thinking of Accessibility – it should not be an EITHER / OR

What we heard...

SUGGESTED RESOURCES

- Braille texts
- Accessible bookshelf heights in browsing areas
- Interpreters
- Tutors / Academic resources
- Mental Health: support / resources / spaces to rejuvenate / take a break / decompress
- Options for learning about the library (signs, technology, maps etc.) **beyond “talk to a librarian”**
- Clear info on **what resources/spaces are available** through the building at the entry (and what is currently in use?)
- **Control/adjustability/individualization** of furniture, lighting, noise, environment is important

Provide Feedback Here:

<http://www.smith.edu/libraryproject/feedback.php>