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Between the Stacks, 10-2022

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UPCOMING EVENTS

- **LGBTQ History Month**
 - ◇ **Tables with LGBTQ-related info, handouts, coloring pages, and activities** will be in the McWherter rotunda throughout October.
 - ◇ **A display of books in honor of LGBTQ History Month** will be on display on McWherter 1st Floor.
 - ◇ **Rafiki Movie Screening, Oct. 20, 5pm, the sandbox creatorspace.** All are welcome to join us in the sandbox for a screening of Rafiki, a story of romance that grows between two young women amidst family and political pressures in Kenya.
- To view all upcoming **UM3D Canvas Faculty Training** sessions for October, visit their [online training calendar](#)>
- **Student Wellness Fair, Oct. 5, 11am-2pm, Student Activities Plaza.** Dr. Irma Singarella and other volunteers will be at a table advertising the Health Sciences Library and other health-related resources available at the Libraries.
- **Dissertation Writers Retreat, October 10-11, 9AM-5PM, 2nd Floor Commons & via Zoom.** The 2nd of four Dissertation Writers Retreats being held this academic year, “Camp 1: Surviving the Mountain” is a free event for UofM students who are currently past their comprehensive exam stage and are working on their dissertation prospectus or final document. [Learn more or view the full schedule](#)>
- **Read + Chill Piano Recital, Oct. 14, 11:45AM-12:30PM, McWherter Rotunda.** UofM Music students will perform on the Libraries’ piano.
- **Libraries Colloquium, Oct. 21, 10-11:30AM, 2nd Floor Commons. All Libraries employees are welcome; light refreshments will be provided.** Dr. Gerald Chaudron will present “Calling the United States and Mid-South’: An American POW Sends a Message from Japan, 1944.”
- **Maker Monday: PUMPKIN DECORATING!, Oct. 24, 2:30-3:30PM, the sandbox creatorspace.** Decorate your own baby pumpkin for Halloween with stickers created using our Cricut vinyl cutter. [Sign up to reserve your spot, plus your free pumpkin & vinyl](#)>

ANNOUNCEMENTS

Employee Spotlights

- Dr. Gerald Chaudron’s article “‘Calling the United States and Mid-South’: An American POW Sends a Message from Japan, 1944” has just been published in Vol. 75 of *The West Tennessee Historical Society Papers*.
- Dr. Sylverna Ford and Dr. Irma Singarella authored the chapter “Mentoring New Academic Librarians: A Closer Look” that was included in the book, *Academic Library Mentoring: Fostering Growth and Renewal*, edited by Leila June Rod-Welch, and Barbara E. Weeg, Association of College & Research Libraries, 2021. [Read it](#)>
- Carl Hess (RIS) authored the article, “Planning Inclusive Events,” which was recently included in *The TNLA Newsletter*. [Read it](#)>
- Dr. Joel Roberts (Music) authored “Diversifying the Portfolio: Expanding the Patron Base of Branch Libraries,” which was recently included in *The Journal of Creative Library Practice*. [Read it](#)>
- Carl Hess and Dr. Meredith Boulden (CWC) will virtually present “If You Build It, They Might Not Come: Developing OER Training Resources for Faculty Through an OER Grant” at [Open Texas 2022](#) on September 21.
- Caitlin Harrington & Dr. Kenneth Haggerty co-authored a chapter in *Academic Libraries and Collaborative Research Services*. [Check it out](#)>

ACCESSIBILITY

Models of Disability (Part II)

- Robert Watson, Accessibility Committee

Expanding on last month’s article about models of disability, the following is an interview with Amanda Rodino, UofM’s Assistant Director of Disability Resources for Students, which highlights how the social model guides the UofM:

As the Assistant Director for Digital, Physical, and Communication Access for Disability Resources for Students (DRS), what are some of the responsibilities and challenges of your work?

In my role, I oversee all our alternate format services, assistive technology, interpreting and real-time captioning needs, accessible furniture, and safety procedures for students registered with our office. I am also the primary coordinator for students who have chronic health conditions, neurological disorders, traumatic brain injuries, food allergies, and mobility impairments. I also represent DRS on various university committees. Sometimes the access needs can be more involved than the resources readily available. Additionally a universal design in learning approach to course development would proactively address the access needs of many students and lessen the need for reactive accommodations for disabled students.

How does DRS define and use the social model of disability in its mission and services?

DRS views disability as a natural part of human variance. Being disabled is neutral. The barriers and issues which exist are a result of the environment and society – not the individual or their disability. Through accommodations, we work to remedy and modify the academic environment – not the student or their disability – to provide the needed access.

About 1000 students are registered with your office each year. How does the University provide support and accommodations for all these students?

For students to be eligible for accommodations, they must first self-identify as a disabled student by registering with our office and providing documentation. They will then work individually with one of our staff to discuss the barriers that exist for them in the academic environment and determine the accommodations for which they are eligible. We communicate relevant accommodations to their faculty each semester. We serve students on an ongoing and temporary basis at the Main and Lambuth campuses, as well as Law School and UM Global.

How has your office partnered with the University Libraries to address issues of disability and access?

In the past, we have hosted trainings on disability and accessibility with University Libraries. We also collaborated with University Libraries to provide Read and Write, a text-to-speech software, on all library computers. Several staff members from both our areas have served on the Digital and Learning Subcommittee of the University Accessibility Committee.

What is the state of disability advocacy today? Do you believe progress is being made for greater access and inclusion for the disabled community?

Although progress has certainly been made with passage of the Americans with Disabilities Act, its amendments, and other legislation, the work continues. Disability rights are civil and human rights that all too often get omitted from broader social justice conversations. To quote disability activism pioneer Judith Heumann, “I’m very tired of being thankful for accessible toilets. If I have to be thankful for an accessible bathroom, when am I ever going to be equal in the community?”