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THE EVERGREEN STATE COLLEGE

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MEMORANDUM

MEMO TO: The Library Group

FROM: Handicapped Accessibility DTF
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Linda Tyler, Chair
Cathy Turner, Handicapped Access Coordinator
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SUBJECT: Final DTF Report

Fall quarter, 1984, saw a marked increase in library use by visually handicapped patrons and correspondingly an increase in student and staff frustration. Present Library services for handicapped patrons are on an individual basis, with staff assisting in the stacks, at the copy machine, and at the Reference Desk; while Interlibrary Loan acts as liaison for lending from special libraries. There were 35 self-identified disabled students among our student population of 2,850, (see Appendix C); five of these were sight-impaired who needed assistance that could not be provided by the Library; we were either unable to obtain materials in time or at all to support their seminar work. The uniqueness of Evergreen's curriculum, with its emphasis on seminars, presents a greater challenge to visually handicapped students. The two largest resources, the Washington Regional Library for the Blind and Physically Handicapped, and Recordings for the Blind, (hereafter called the Regional Library and RFB, respectively), frequently do not have the materials needed or cannot supply them in time to support the fast-paced academic work of seminars, this was the case in the above example. Faced with the startling fact of being unable to serve 5 students' needs in one quarter, a Handicapped Accessibility DTF was convened.

The Handicapped Accessibility DTF was charged to identify the immediate and long-term needs of disabled patrons, to research and evaluate ways to meet those needs, and to report to the Library Group its findings and recommendations. The DTF consisted of Library staff, a representative from the Handicapped Access Office, and input from handicapped students.

The DTF has reviewed library policies, services, and staff/faculty awareness of existing services, desired future services, and college recruitment information presented to disabled students; compiled a list of existing resources within the Library; obtained statistical information about the targeted population; researched federal standards and state operating codes; and focused on the policies and services at other institutions.

As a result of this compiled information, the DTF has identified five major needs:

1. re-affirming Library commitment
2. obtaining a Library staff position
3. designating a center within the Library for the academic use of the disabled students
4. providing a taping service
5. continuing with grant exploration and other funding possibilities

1. REAFFIRMED COMMITMENT

In 1981, a Library study to inaugurate special services for the handicapped population was undertaken, resulting in specific recommendations for redressing needs. Despite acceptance and support by the User Services Unit, this report has languished unfunded, forgotten by most of us, and unimplemented by all. User Services again requested a half-time staff position for handicapped accessibility during the 85-87 biennium budget building/budget cutting process without success.

The TESC Library occupies a position of importance and leadership in the college community. Historically, we have provided the support for various academic endeavors, from integrated studies to individual contracts. We have also provided Library instruction and offered program workshops while simultaneously continuing to build a collection. Traditionally the Library staff has willingly supported academic work and campus priorities, i.e. Affirmative Action, yet handicapped patrons still have inadequate accessibility to Library resources and services. The Library Group's awareness and sensitivity to these patrons and their needs is already quite high; however, lacking assigned staff and working without codified procedures, the Library staff has struggled to serve these students.

Additionally, commitment must be reaffirmed through workshops and presentations which provide the opportunity for us to expand our understanding of handicapped patrons. These workshops would be jointly planned by Handicapped Services, handicapped patrons, and Library staff. Just as the Dean rode in a wheelchair for part of an academic day, it is recommended that Library staff assume a disability. Such an activity might allow us to concretely identify problems faced by handicapped patrons, propose solutions, and implement change in order to increase service.

The DTF is asking the Library Group to give priority consideration to the recommendations outlined herein, acknowledging that we are chronically short of staff and funds and also recognizing that such support may mean sacrificing some other priorities. (Commitment to these goals may mean giving up some badly needed staff hours, equipment, or funding.)

The DTF asks the Library to express its intentions, and then proceed to demonstrate its willingness to carry out those intentions.

2. LIBRARY STAFF POSITION

In keeping with the Library's position of providing integral academic support, the Library needs to assume responsibility for assisting the increasing number of disabled students. Presently the only continuity for these students on campus is through the Affirmative Action Office. The Handicapped Access Coordinator is a student intern whose responsibility encompasses all needs including housing, transportation, funding, etc. We envision a full-time position within the Library, but the reality of the budget situation requires that we re-evaluate our recommendation. Since Affirmative Action is seeking a full-time Handicapped Access Coordinator, we feel it inappropriate to compete with them for handicapped access advocacy.

The DTF therefore asks for a ^{part time} ~~student~~ institutional ~~work-study~~ position that would report to Handicapped Access, with daily in-Library supervision to be established. Ideally there should be an ongoing committee of two, possibly one from Media Services and one from User Services, to give advice, direction and support ~~to the student~~. The ~~student~~ ^{part time} institutional position would be for a minimum of three quarters, and in-library duties would include the following:

- become an advocate for general needs within the Library: pull books, pre-register patrons, make photo copies, assist in the periodical/document areas, assist with the card/COM catalogues and with LC subject searches.
- oversee a taping service (see #4: Taping Service).

While we realize that staffing a taping service with students and volunteers has a 100% failure rate at the institutions surveyed, the only personnel available to oversee the taping service would be the ^{part time} institutional position. Because this library position will be only part-time, the Library staff will continue to perform services as needed on an on-call basis.

The Handicapped Access Coordinator would assume responsibility for the following:

- assume liaison with the State Dept. of Services for the Blind.
- provide direction for the library ~~student~~ position.
- create and implement various awareness/information workshops for the Library Group and the campus community (possibly about the types of services being provided and the need for cooperation and coordination from the entire community).
- assume liaison between the students, the Library, Handicapped Access, and The Regional Library and RFB.
- continue grant exploration and other funding possibilities.
- explore grant possibilities for obtaining state-of-the-art technology like the Kurzweil Reading Machine (see Appendix A).

3. A CENTER WITHIN THE LIBRARY

The establishment of an accessible and secure center within the Library was a primary recommendation by the Grants Office. John Gallagher indicated that the established area would clearly demonstrate our concern for the handicapped students and that any future intentions were serious. It would enhance and facilitate any proposal concerned with the acquisition of outside funding. This center would be used solely to facilitate the academic needs of handicapped students by providing a location where equipment and materials could be secured. The large, corner study room would suffice until the Library is able to expand.

Minimal equipment within the room could include:

- TSI Speech and Talking Calculator
- Lexicon Varispeed II
- Apollo Visualtek (print enlarger)
- IBM Selectric with large print typing element available upon request
- GE ac/dc rechargeable 4-track Cassette Tape Recorder/Player
- table and carrel modified, if necessary, for wheelchairs

4. TAPING SERVICE

In addition to the designated Library study center, there exists a need for taping services to augment what is already provided by the Regional Library. Seminar work demands that a wide variety of materials be read in a short amount of time. One solution to the problem of the unavailability of taped materials, is to institute a taping service at Evergreen.

In order to compare taping services, we consulted with Central Washington University, the University of Washington, Bellevue Community College, the Regional Library in Seattle, and the Washington State Library. These institutions are examples of various levels of taping services currently being provided.

A. WASHINGTON REGIONAL LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED

The National Library Service for the Blind and Physically Handicapped is a section of the Library of Congress. The National Library sets up regional libraries to handle specific sections of the country. Sub-regionals are extensions of these regional libraries. They are located within an already existing library system and serve smaller geographic areas. Presently there are 57 regional libraries, some of which double as sub-regionals, such as the Washington Regional Library. The Regional Library in Seattle serves only Washington, and is affiliated with the Seattle Public Library System.

B. BELLEVUE COMMUNITY COLLEGE

Bellevue CC's taping service is a satellite of the Regional Library, taping materials specifically at their request. Satellite libraries are an extension of a department within a regional library, such as taping or braille. Becoming a satellite has its advantages: the regional library files/obtains copyright permission for master recordings, provides blank reel-to-reel tapes for masters, edits and maintains quality control, stores and catalogues the masters, dubs onto cassette for patrons, and assists with screening and training of readers and staff.

C. UNIVERSITY OF WASHINGTON

The University of Washington has a slightly different arrangement. Their taping service consists of two parts: 1) Through its permanent full-time and 3/4 time staff and a volunteer reader organization, they provide taped materials for some of UW's disabled students. 4-track cassettes are the main taping medium, and are erased when returned, enabling them to comply with the "Fair-Use" section of the copyright regulations. When the material to be taped is a regularly used or exceptionally difficult text, i.e. requiring a reader with expertise in that field, a master is made for storage at the Regional Library. 2) Thus, part 2 of their service consists of the satellite agreement with the Regional Library.

D. CENTRAL WASHINGTON UNIVERSITY

An example of a successful non-satellite taping service is at Central Washington University. They record no masters and have eliminated the need for copy-right permission, cataloging, storage, and duplication equipment. All re-cording is done using 4-track cassette recorders, erasing tapes when returned. They are primarily concerned with providing immediate services to their students rather than strict compliance with the Library of Congress guidelines and regulations.

Our options for a taping service fall between the University of Washington and Central Washington. The DTF recommends the establishment of a taping service to accommodate the needs of our students. This service needs to be staffed adequately and should include the following criteria:

TAPING SERVICE OPTION 1:

We gear our standards and methods towards becoming a satellite. Becoming a satellite is not presently a viable option, but may be in the future. There is no available staff time, funding, or equipment from the Regional Library to support additional satellites, and it is unknown when they will obtain the necessary budget. Thus we would have to assume all responsibilities and costs for this operation. Because of the equipment requirements, Media Loan would be unable to permanently loan the taping service any large quantities of items like high quality microphones or mic stands. Assuming we had available 3 "quiet rooms" and 2 sound proof booths (as the University of Washington presently has), each room should be equipped as follows:

- 1 1/2 track monophonic reel-to-reel recorder
- 1 high quality microphone (no proximity effect)
- 1 rubber pad for insulation under the recorder
- 1 cable top mic stand
- Ampex 456 1/2" audio tape (1650' per reel-to-reel master tape)*
- White and yellow leader (72" each)*

- 1 GE 4-track cassette recorder/player
- 1 rubber pad for insulation under the recorder
- 1 sound proof booth** (1978 costs \$2,685.00)

Approximate cost: \$1,096 for each room (not including the purchase of a sound proof booth).

*Library of Congress specifications for reel-to-reel masters.

**This equipment could be reduced depending upon the availability of the sound proof booths or the 4-track studio in Media Services. However, there has been no policy decision concerning the priorities of a taping service or academic use.

Pros and Cons of Option 1:

1. Valuable contributions to a permanent collection.
2. Establishing a very needed service, rather than waiting an unknown length of time to become a satellite.
3. Sole responsibility for screening and training readers, since we would not be a satellite, the Regional Library would not be able to offer any assistance.
4. Additional costs of reel-to-reel tape, duplication equipment, cataloging, editing, and storage of masters.
5. Obtain copyright permission for all masters until we become a satellite.

TAPING SERVICE OPTION 2:

Develop an in-house service modeled after Central Washington's. Our primary concern would be in supplying taped material, as governed by "Fair-use" copyright rule. Assuming there were 3 to 5 quiet rooms available, each should be equipped as follows:

- 1 GE 4-track cassette recorder/player
- 1 rubber pad for insulation
- 1 high quality microphone (no proximity effect)
- 1 table top mic stand

Approximate cost per station: \$468.00.

Pros and Cons of Option 2:

1. Eliminates the need for storage, cataloging, and copyright permission.
2. Eliminates the need for a campus production studio or a sound proof booth.
3. Costs would be considerably reduced.
4. Implementation might be faster.
5. A system to avoid duplication of taping a book more than once needs to be devised.
6. We would not be contributing to a permanent collection.
7. We would be completely on our own, and changes would be large if the satellite option ever became available.

Since both options depend upon staff time, the creation of a position is essential to coordinate taping needs and volunteer assistance.

The following is a list of the institutions surveyed and the structure of their taping services:

The University of Washington: In 1979, they started with one full-time staff member and 10-15 volunteers reading for 5-8 students. Now, the UW has one full-time and one 3/4 time staff positions and 35 volunteers taping for 12-18 students.

Central Washington University: has one full-time staff member and one 10-month secretary, plus 7 volunteers and 8-11 work-study positions taping for 92 students. (All work-study students work a minimum of 15 hours per week. Volunteers usually read 2 hours per week.)

The Washington Regional Library has 4 full-time staff and 92 volunteers taping for 30 students and 10 community members.

5. FUNDING

In conjunction with the Handicapped Coordinator, we could apply for outside funding through foundations. We have identified possible funding sources, however, this is not an immediate solution. A taping service started immediately would demonstrate our budget commitment for improving upon already existing services. Such evidence might allow us to apply for grant funds, possibly to acquire a Kurzweil. The Kurzweil would reduce the pressure of the beginning-of-the-quarter crunch upon the taping service, while also increasing the attractiveness of our institution. With improved and more effective support services we can definitely predict an increase in enrollment of disabled students.

SUMMARY

In conclusion, we recommend that the Library provide a ^{an institutional} staff member to act as a Library resource person for all handicapped students and to coordinate the taping service as a means of supplementing our already existing services. We also recommend that the Library pursue funding sources to extend services and provide continuing education for staff; and establish a center within the library for handicapped students. All of these recommendations are linked one to the other. Each enhances what the library already does and has claimed as its mission since 1971, to: "...provide high quality library services to support The Evergreen State College's educational mission." These recommendations in no way replace the service given to our students by other institutions. They allow us to provide the assistance and accessibility to information and materials so easily obtained by the non-disabled student. We view these recommendations as a vital means of endorsing the Board of Trustees' Affirmative Action Policy and as both student recruitment and community outreach services.

Appendix A: Kurzweil Reading Machine (KRM)

In 1983, Xerox introduced the Kurzweil Reading Machine to Washington via a grant. Western Washington University, Central Washington University, Edmonds Community College, and Highline Community College elected to accept the grant's terms. The Kurzweil basically converts printed word into speech - with tone, volume, speed, and review capabilities all controlled by the listener. As the brochure describes this machine:

"The Kurzweil Reading Machine's state-of-the-art technology enables blind and print handicapped people to have direct access to most forms of data communication. This remarkable system is an indispensable resource for the visually impaired student who must process time-sensitive information.

- KRM converts printed material such as books, journals, and correspondence into easily understood speech.
- KRM is available in six languages: English, Spanish, French, Swedish, German, and Italian.
- KRM communicates with other electronic devices for data entry, braille conversion, and speech output functions.
- KRM serves as an advanced talking calculator."

Of the four institutions who now have a Kurzweil, Central Washington University also has a taping service. The Kurzweil supplements the service, relieving the tension between requests and the availability of taped materials.

It is important to maintain contact with Kurzweil for information concerning any new grants, and the availability of transference of an existing grant to another institution.

WAC 174-109-300 ACADEMIC PROGRAM AND ACTIVITIES POLICIES

- (1) Equal opportunity. No classes, courses of study or other educational programs and activities offered by the College will be closed to anyone because of race, color, national origin, sex, marital status, sexual preference, religion, age, handicap, Vietnam Era or disabled veteran status.
- (2) Cultural bias. The College seeks to eliminate cultural bias and stereotyping in testing, counseling, advising, academic instruction and evaluation procedures.
- (3a) Handicap Accessibility. The College is committed to providing accessible education, maintaining an accessible campus, and providing auxiliary aids through the Office of Handicapped Access and Services.

Concerns about handicapped access will be addressed to the Planning Office.
- (3b) If the handicapped person is a student, the right to an accessible education will be balanced, in situations involving mental/emotional handicaps, with the rights of other students to participate in an orderly educational process.
- (4) It is the responsibility of the Provost, Academic Deans and members of the faculty to develop and implement a culturally, racially, ethnically diverse curriculum.

WAC 174-109-400 MONITORING, EVALUATION, AND IMPROVEMENT

- (1) This section has two purposes: (a) to provide for data collection and reporting, and (b) to establish procedures for evaluating institutional progress and individual performance of all faculty and staff as it relates to the Affirmative Action Policy.
- (2) The Affirmative Action Officer will receive reports from the persons enumerated below and such other College officials as he/she may request to provide information, prepare digests, summaries and/or interpretations in sufficient detail to fulfill the information requirements of the President, Board of Trustees, or other authorities named in this program; and prepare College reports to external bodies such as the Higher Education Personnel Board, Governor's Committee or Affirmative Action, etc.
- (3) The following persons will provide information to the Affirmative Action Office as indicated:
 - (a) The Director of Employee Relations will report annually on upward mobility within the College workforce, and will provide quarterly reports concerning applications received, number of persons hired, number of persons receiving training, number of persons promoted, number of persons transferred, number of persons terminated, starting salary of new employees and employee turnover rates, all by race and sex, veteran and handicapped status.

Appendix C: Disability Breakdown Of Self-Identified Handicapped Students

1. Use wheelchair or crutches	7
2. Blind or other visual handicaps	7
3. Learning disability	3
4. Epilepsy & seizures	3
5. Injuries, mobility impairments	5
6. M.S.	1
7. Hearing impairments	2
8. Crohn's disease	1
9. Diabetic	1
10. Rheumatoid arthritis	1
11. Other or unidentified disability	4
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	35 TOTAL

Statistics as of Fall/Winter Quarters, 1984-85.