



From Books to Belonging: How Library and Disability Services Co-Create Access

AHEAD Conference 2026

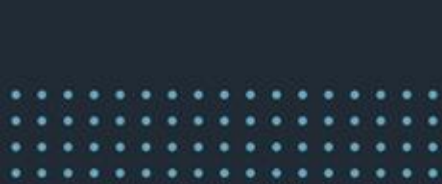
Dr. Christie Zablocki

Rachel Richards



M | LIBRARY

M | STUDENT ACCESSIBILITY AND
ACCOMMODATION SERVICES



Agenda

- Introduction & Framing
- Setting the Stage: Why Collaboration Matters
- Program Highlights: Practical Examples
- *Conference Proposal

Welcome



Christie Zablocki



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Christie is the Library's Accessibility Education Lead. Christie works for equity in education and is determined to transform higher ed into a place where education is accessible AND creates feelings of belonging.

Rachel Richards



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Rachel is one of the Assistant Directors within the Services for Students with Disabilities at the University of Michigan. Rachel believes that partnerships and collaboration are some the greatest ways to create an inclusive campus community.

Context



- What is a collaborative accessibility ecosystem?
- What is the Libraries role?
- What is SAAS/SSD role?

The Why of our Collaboration



- Title II updates
- Rising student expectations
- An emphasis on belonging and usability.
- Continuity of support
- Budget constraints
- It takes a village

Objectives for Session



- Introduction to Collaborative Frameworks and understanding of how to implement them.
- Identify at least 3 opportunities for cross-unit collaboration that can advance accessibility and inclusion on their campuses.
- Participants will understand how to design accessibility programming that integrates digital remediation, sensory access, and disability community-building.

Challenges on Many Campuses



- Siloed approaches to accessibility-separate compliance work
- Limited cross-unit communication
- Fragmented student experiences

Case for the collaboration



How bringing together academic and student support perspectives result in stronger accessibility outcomes.

- Why?
 - The student experience is not single faceted
 - Not all students are connected with the disability office or other campus resources
 - Resource-sharing
- How?
 - Campus Relationships (Friendships)
 - Who else is doing “the work” ?

Framework Overview:



- Digital accessibility and remediation-shared workflows for creating accessible course content and media.
- Physical and Sensory Access-accessible study spaces, sensory kits, and environment design.
- Community and Programming-disability-centered events, awareness campaigns, and skill-building sessions.

Program Highlights



- SSD-designated carrels
- Knox Center
- Sensory kits
- Additional Peer Assisted Study Sessions
- Accessible media
- In Progress:
 - Sensory-friendly rooms
 - TAC spaces
 - Disability exhibit

Interactive Mapping Activity

Questions to consider:

- What offices/teams on your campus focus on accessibility for students, staff, or faculty?
- What services do those offices/teams produce?
- What services overlap or are adjacent to your office/team?
- Are there ways to coordinate to support or alleviate the burden of these services landing with a certain office/team?
 - E.g.: U-M's SAAS office offers PASS sessions for students throughout the semester and offer many opportunities during the end of the term, so the Library identified that we could support this work within the Library (so we offer PASS on university study days).

Mapping Share out



- What were some ways that you identified accessibility services on your campus?
- What overlap and/or adjacent services that you identified?



Programming Initiative Activity



Body Doubling Sessions

- Description

Sensory Kits

- Description

Disability-reserved Study Spaces

- Description

Questions to consider

1. What is your disability population?
2. Where do the gaps exist on your campus?
3. What partnerships should you explore?

Toolkit for Planning



Let's Discuss



Scan the QR code to access our resources!



<https://myumi.ch/qwAxG>

Questions?

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