

Survey Results

Executive Summary

Introduction

Accessibility for individuals with disabilities is an important topic for all libraries. Approximately 20% of the adult population in the US has one or more disability and recent data shows that 11% of undergraduates report having a disability. Libraries, particularly those at research institutions, must understand both the legal requirements that apply to their institutions and the needs of their users. They must consider accessibility as it pertains to physical and online spaces, patrons services, library staff, vendor products, and more. In 2010, when ARL last collected data from member libraries about the services they provided for people with disabilities in SPEC Kit 321: *Services for Users with Disabilities*, all of these areas were significantly different than they are now. This new survey offered an opportunity to explore the shifting nature of accessibility in ARL member institutions and to add to understanding how the concept of universal design is being implemented at these libraries. The survey was conducted between January 3 and February 6, 2018. Sixty-seven of the 125 ARL libraries responded to the survey for a 54% response rate.

Note: In this survey, we used person-first language (such as “a person with disabilities”) rather than identity-first language (such as “a disabled person”) to be consistent with the language used in the ARL Web Accessibility Toolkit as well as SPEC Kit 321. However, we would like to acknowledge that there is an important difference and no consensus within disability communities about which terminology is appropriate or preferred.

Staff Assistance with Services

The majority of respondents indicated that library staff provide a range of services to users, including retrieving books and other materials from the stacks, and assistance with using the catalog and online resources, accessing facilities (such as study rooms), using copy/scan/print services, and operating library equipment. More than half of the respondents demonstrate how to use the library’s assistive technology. A third help users set up their own equipment. At almost every library a user with a disability can approach any service desk to request assistance; a few have a special service desk. At most of the responding institutions users can also make arrangements through another campus department (such as disability services) and request an appointment with a specialist in the library in advance. It is unclear from the survey responses if lack of publicity for available resources limits the use of these services.

Accommodations for Library Staff

The majority of respondents indicated that they provide accommodations for library staff who have disabilities. Most often they accommodate requests for modified furniture and workstations (58

responses, or 88%) or specialized technology such as software and hardware (50 or 76%). Approximately 70 percent of the respondents said they would accommodate staff by creating flexible work schedules if needed. Specialized office spaces and lighting are provided by approximately half of the respondents (38 or 58%). Less frequently requested areas of accommodations include lactation space, sign language interpreters, ergonomic supports (footrests, wrist supports, etc.), and power-assisted doors.

Half of the respondents answered a question about providing accommodations when recruiting potential library staff. Most of them indicated they would provide accommodations if asked and typically rely on candidates to request an accommodation. Some libraries take more proactive approaches, which include providing interview questions ahead of time, providing sign language interpreters, and asking about issues of transportation around campus and between buildings. Other interesting suggestions include making sure interviews were always taking place in an accessible room, asking candidates about dietary restrictions prior to arrival on campus, and notifying the candidate ahead of time about what accommodations are available while they are on campus. One comment seemed to capture the sentiment of many: “We’re not aware of fulfilling any accommodations during a recruiting process, though we would be happy to do so! Which raises the question of how we communicate our willingness to do this...”

Publicizing and Coordinating Services

Publicizing available accessibility services is done primarily through the library website (61 responses, or 94%) and through campus offices that support people with disabilities (60 or 92%). Library instruction, orientations, and social media are less frequently used to advertise the services and materials available for users with disabilities.

Coordinating services for users with disabilities is primarily done by an ADA officer or disabilities coordinator in a central office of the parent organization (49 or 77%). About half of the respondents also reported having a library liaison, coordinator, or other designated person within the library to assist users or work with coordinating the services. Many times this position falls under a public services division or it is a public services staff. Additionally, 40 respondents (62%) indicated that their institution has a cross-departmental committee or group dedicated to addressing accessibility and services for patrons with disabilities.

At 57 institutions (88%), interpreting disability laws is done by an ADA officer/disabilities coordinator in a central office on campus; only 12 respondents (19%) reported that a library staff person would interpret laws.

Staff and Training

Thirty respondents identified a designated staff position that has responsibility for overseeing services for users with disabilities. The titles for these positions most frequently include such terms as accessibility specialist, ADA liaison, coordinator, library inclusion and accessibility librarian, manager, supervisor, or department head. Other positions that incorporate support for users with disabilities have more traditional library titles (i.e., research and instruction librarian, library assistant, etc.) Only seven positions spend more than 25% of their time on disability services and only two of those spend 100% of their allotted time overseeing these services. Most of the positions report to a department head; a few report directly to an associate dean/university librarian.

Ways in which library staff are trained in assisting users with disabilities primarily include webinars, staff attending conferences and acquiring information there, and hands-on training from a coordinator/liaison within the library. When it comes to training for assistive devices, most staff rely on manuals and/or webinars for information.

Funding and Budgets

Funding for purchases of assistive technology (such as software, hardware, and other equipment) comes from a variety of institutional budgets. Respondents indicated (fairly evenly) that funds most often come from the library operating budget, a central institutional disability budget, the library IT budget, and/or a central IT budget. A few respondents reported that funding sometimes comes from gifts, grants, donor funding, and student technology fees. Forty respondents (65%) stated that the library allocates funds for upgrades to hardware and software in the annual budget process. Only nine (20%) allocate funds to staff training pertaining to accessibility on an annual basis. Other respondents indicated that there is no annual allocation for funds but funding is provided as needed or on a case-by-case basis.

Library Facilities

All of the responding libraries are providing patrons some kind of workstation accommodations. Most have some general purpose public workstations that offer assistive technologies. Almost half have multi-person quiet rooms with assistive technology workstations. A number have a specialized space such as a computer lab or assistive technology center to support users who require an accommodation. But more specialized forms of accommodations—such as accessible/height-adjustable scanners, one-person quiet rooms, study carrels with assistive technology workstation, and non-fluorescent lighting—are not as prevalent. At the same time, some institutions have pursued innovative ideas such as circulating additional lighting, providing interpreters at service desks, and making sure there are workstations close to an entrance.

Many respondents commented they are using the built-in versions of assistive technologies that are standard on operating systems. They also have installed software such as JAWS, Kurzweil, Read&Write Gold, but this varies at different libraries across multiple campuses and even within various spaces (i.e., general public workstations versus accessibility labs). Other comments indicate that some libraries offer individual orientations for all self-identified students with a disability and some are providing accessibility software on all circulating laptops, and making available reservable study space/rooms with accessibility technology; or a specialized space that includes additional assistive technology.

When asked how many library spaces, facilities, and service points are accessible to users with disabilities, many respondents referenced building age as an issue that limits accessibility. Several mentioned that they are undergoing renovations and with the new construction will be considering accessibility issues. Stacks accessibility appeared in several comments with one respondent stating the stacks are “horrendously” inaccessible and/or closed and therefore paging services are offered to patrons. Also, some respondents indicated that they have branch libraries or smaller libraries where patrons have to exit the library to use accessible restrooms in other parts of the building. Others commented that this question is hard to answer because some spaces might be accessible for one user while not accessible for another (i.e., door is accessible, but the space inside the room is not).

At 52 of the libraries that have a specialized workspace, a user with a disability can approach a service desk to gain access to it, though the majority are self-service. About a quarter of the libraries issue a key to students who register with disability services. One respondent indicated that information about accessible study rooms and workstations is promoted on digital screens as well as the library website.

Specialized Software

Specialized software remains common in the surveyed libraries, and a majority provide access to both text magnification software and screen readers. The most popular options for text magnification are Adobe Acrobat’s built-in text magnification feature (47 responses, or 73%) and ZoomText (46 or 72%). This represents a significant increase in popularity for Adobe Acrobat since SPEC Kit 321, when only 55% of respondents offered Adobe Acrobat. By far the most popular screen reader is JAWS, which is offered

on at least some workstations at 50 of the responding libraries (83%) or double the number of institutions offering the next most common screen reader, Narrator. Forty respondents (74%) offer Kurzweil as another software option, with two noting in the comments that they offer multiple versions of it. Of the 44 respondents who offered speech recognition software, 36 (82%) offer Dragon Naturally Speaking. In the comments to this question, several respondents also identified built-in speech recognition tools on Microsoft and Apple devices. Many respondents offer access to word prediction and completion software, particularly Kurzweil and Read&Write Gold, as well.

Specialized Hardware

By far the most prevalent type of specialized hardware offered at workstations that have assistive technology is scanners with OCR capabilities, which are offered by 53 institutions (87% of respondents to this question), which is up from 42 institutions (79%) in SPEC Kit 321. The only other types of hardware offered at these workstations by a majority of respondents are speakers and microphones, which are each offered by 40 institutions (66%). Thirty-four respondents (65%) also offer desktop video magnifiers or CCTVs for use by patrons. When asked about other types of specialized equipment that they offer, multiple respondents mentioned tactile printers or 3D printers that could be used to create tactile objects and to print Braille. Interestingly, one institution also offers both white noise generators and full-spectrum lights. Far fewer institutions offer the option to borrow equipment for use outside the library. Only six institutions offer lending of these items through the library and only sixteen offer lending through other departments at their institution. However, 12 respondents did note that they might allow patrons to borrow items under certain circumstances.

The majority of maintenance of library workstation hardware and software is done by library staff, though at about 40% of the responding institutions central IT and central ADA/disabilities staff also offer support for maintenance of hardware and software on library computers, particularly with respect to installation and troubleshooting. Some respondents indicated that they depend on the vendor to assist with maintenance and troubleshoot issues, as well.

Web & Online Presence Accessibility

Web accessibility is an important area for libraries given that so much library content is online, but despite the shared importance, it is clear that institutions take many different, widely divergent approaches to making their online presence accessible. For all types of online content, a significant number of respondents test accessibility only sporadically (53 or 83%), particularly vendor products, video captions, and multimedia content. A significant number also reported that they never check the accessibility of digital displays, social media, and library-created documents. However, some libraries do conduct accessibility tests regularly, particularly in the case of the library's website. Nine respondents test the library's website weekly and 13 test it monthly. A few respondents did note in the comments that they are moving towards workflows that would increase the amount of accessibility testing they do. One respondent also specifically mentioned that the library staff has worked with a visually impaired user to evaluate website accessibility.

Respondents also differ on the criteria they use for web accessibility testing, though a clear majority responded that the criteria they use are level AA conformance to WCAG 2.0 (38 or 67%) and Section 508 compliance (34 or 60%). Respondents use a variety of tools to test web accessibility, with several mentioning that they use more than one tool. WebAIM's WAVE was one popular option mentioned by multiple respondents. Based on responses to other questions in this survey that indicate that many institutions use their websites to advertise services that they provide to individuals with disabilities, it is particularly important that these websites are accessible.

Universal Design & UDL

Universal design is still an emerging area of focus in libraries. Thirty-five institutions, representing just over half of the respondents, stated that their staff had received training on universal design principles. Of those, twenty-six stated that this training had come from attending events, such as conferences and symposia. Considering universal design principles during projects remains inconsistent; a majority of respondents reported that these principles are only sometimes considered in all settings. However, it is clear from the comments to both these questions and a question about how accessibility is integrated into the institution's collection development policies and procedures that some libraries are incorporating universal design principles into their processes.

Universal Design for Learning (UDL) is still not common in library instruction settings. It is particularly uncommon in for-credit courses taught by library staff and in settings outside of traditional library instruction to incorporate UDL principles. But, even where it is applied, the majority of respondents said that it was only sometimes incorporated into their daily work. Interestingly, video tutorials are the type of instructional setting where Universal Design for Learning is incorporated most frequently. Six respondents said that it is always incorporated into their video tutorials and another 33 said that it is sometimes applied in this setting.

Conclusion

The results of this survey give insight into how ARL member institutions address accessibility services and what technologies and services they support. By asking for updated information on some of the areas explored in SPEC Kit 321, this survey allowed us to identify how work in this area has changed, best practices that have emerged, and issues that still remain in this arena. Additionally, we expanded on the information gathered in SPEC Kit 321 by including questions related to new areas of interest, including the degree to which libraries have applied the principles of universal design and accessibility in developing their spaces, services, and practices. This updated information can help institutions who are developing their own accessibility practices and benchmarking their work against the work being done at peer institutions.

A few recommendations emerged from the respondents' comments.

- Make sure service desk staff are trained in accessibility issues and related library services as this is the primary point of contact for users with disabilities.
- Develop strong relationships with offices/departments on campus who serve students with disabilities; collaborate as needed.
- Advertise available services through all mediums in various locations on campus.
- When recruiting candidates, consider what you provide to candidates (questions prior to interview, questions about dietary restrictions, information on any transportation options); this sends the message that "We care about accessibility issues."
- Make sure to offer a mix of spaces (individual and group) that are accessible and offer assistive technologies (for example, carrel spaces).
- Be proactive; consider what you are not doing and think about how you can identify and respond to unmet needs, such as involving patrons with disabilities in ongoing user experience testing and other decision making activities.
- Consider what assistive technologies and other tools/devices you can lend. This can range from loaning out laptops with assistive software to offering the options to check out specialized equipment such as lights and accessible hardware.

Survey Questions and Responses

The SPEC Survey on Accessibility and Universal Design was designed by **Carli Spina**, Head Librarian for Assessment & Outreach, Boston College, and **Margaret Cohen**, Head Librarian, Educational Initiatives & Research Services, at Boston College. These results are based on responses from 67 of the 125 ARL member libraries (54%) by the deadline of February 6, 2018. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

In 2010, when ARL last collected data from member libraries about the services they provided for people with disabilities, the landscape in which these services were provided was much different. Since that time, institutional support for people with disabilities has continued to grow in importance at many institutions, assistive technologies have continued to develop, and electronic access to library materials has continued to increase. At the same time, issues of physical access persist, particularly at institutions with older facilities, and online resources and vendor practices continue to vary in their level of compliance with accessibility standards. Given the importance of supporting the needs of all patrons and staff regardless of their need for accommodation, there is a need to continually assess this topic.

This survey seeks to better understand how ARL member libraries are meeting the accessibility needs of users and staff and to provide a resource for those attempting to develop best practices for their own institutions. The survey includes questions regarding support for assistive technologies in libraries, services provided to people with disabilities, staffing and training for these services, evaluation of resources, and institutional policies and procedures in this area. It also includes questions on Universal Design, an approach to design that makes spaces and services more inclusive of all, regardless of their needs. The answers to this survey will allow us to determine areas where progress has been made and better understand where libraries diverge in their approaches to providing services. It will also offer guidance for institutions that are interested in reworking their own approach to accessibility.

For the purposes of this survey the following definitions may be helpful:

Accessibility Standards refers to any legal standards in your jurisdiction (such as the Americans with Disabilities Act) and/or policies set by your parent institution.

Assistive Technology is “any item, piece of equipment or product system whether acquired commercially off the shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities.” (Assistive Technology Act of 1998 §3(a)(3))

Universal Design “is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability.” ([Centre for Excellence in Universal Design](#))

Universal Design for Learning “is a set of principles for curriculum development that give all individuals equal opportunities to learn.” ([National Center on Universal Design for Learning](#))

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STAFF ASSISTANCE WITH SERVICES

1. Please indicate which of the following services your library staff provides assistance with for users with disabilities. Check all that apply. N=67

Retrieve books and other library materials from the stacks	64	96%
Search catalog and online resources	61	91%
Access to facilities (i.e., stacks, study rooms, restrooms, etc.)	60	90%
Copy/scan/print library materials	58	87%
Operate library equipment (microform machines, 3D printers, etc.)	55	82%
Demonstrate the use of assistive technology	38	57%
Set up personal equipment for use in the library	22	33%
Other service(s)	26	39%

Please briefly describe any other service(s) your library provides assistance with for users with disabilities. N=26

Assistance with planning a visit, help ordering large print and specialized formats via interlibrary loan, events accommodations

Captioning library tutorial videos, optimizing the website as it is being created.

Convert print to electronic via ACE (OCUL service): <http://guides.scholarsportal.info/aceportal>; caption videos that are shown in class

Create alternate format course materials (e.g., textbooks, not library materials)

Deliver materials to our SDRC.

Events accommodations. Note regarding search catalog and online resources: HathiTrust access and downloads

Extended renewals. Help accessing accessible materials in HathiTrust.

For the services above, we would provide such assistance to anyone, so they are not marketed directly as services for those with a disability.

Generalized IT support, specifically, persistent wifi configuration

I am not sure of the frequency these things happen, but I do understand that the employees will provide as much customer service as possible.

Issuing access “tokens” for provincial shared repository of alternate format texts.

Obtaining alternate format materials.

Our service points can provide some of these services on an ad hoc basis, but we have not designed those service points to provide them consistently during peak periods.

Proxy services

Referrals to Accessibility and Disability Services Office, Assistive Technology Lab, and Counseling Center

Staff will offer assistance to complete the request in keeping with departmental services for extended assistance (such as consultations, returning at a later time for completed work, etc.) Staff will apprise users about campus assistance resources as appropriate, specifically the Kokua Program (office for students with disabilities).

The Libraries has an assistive technology center (room) for users with disabilities to use assistive tech, remediation service (we will make inaccessible electronic materials from our collection—journal articles, ebooks, etc.—accessible and provide them to users). Check out authorization (users with disabilities can have designated person/people check out materials on their behalf).

The campus Disability Services office and the Assistive Technology and Accessibility Center are both located in the library building so we make referrals there as well.

We also have a library representative on the institution's Accessibility Committee.

We are a HathiTrust partner and participate in the HathiTrust Print Disabilities Access program (<https://www.hathitrust.org/accessibility>).

We assist with finding study spaces conducive to needs. We help with campus resources (how to report and lack of accessibility on campus). We convert library materials to accessible formats. We assist with navigating campus.

We have an Adaptive Technology Centre (ATC) for students registered with the campus AccessAbility Services office. We provide all new students with an orientation/tour of the space as well as the services provided through Library Accessibility Services. The ATC provides an open quiet study area with seven seats, as well as two study rooms for individuals for up to two people that can be booked online. In the ATC we also have lockers available for day use, as well as term loan if approved as an accommodation. In addition to providing research assistance in the ATC for students, I also do office hours at AccessAbility Services to assist students. We also provide alternate format for print library resources through Scholar's Portal Accessible Content ePortal (ACE).

We have an assistive technology room available.

We have the equipment and space but the use of adaptive software is overseen by Student Accessibility Services at the university.

We work with our student accessibility services department to provide complementary support services to students with disabilities. This also includes housing and maintaining the campus assistive tech lab, providing access to distraction-reduced and closed-door study space, loaning equipment such as smart pens on a “try before you buy” basis, research support, and locker loans.

When working with institutional repository as publisher: provide faculty/students/staff involved in projects option to publish in accessible friendly formats. In process: creating workflows for accessible formats (IR) for submission and ad hoc requests. Project in process: conversion of ILL requests and course reserves to accessible formats.

2. How does a person with a disability request staff assistance in the library? Check all that apply.

N=67

Approach any service desk	64	96%
Coordinate assistance through another department (such as Disability Services)	58	87%
Request an appointment with a specialist by phone	54	81%

Request an appointment with a specialist by e-mail	54	81%
Contact library administration	32	48%
Request an appointment with a specialist online	24	36%
Request an appointment with a specialist by text message	15	23%
Approach a special service desk	11	16%
Other method(s)	16	24%

Please describe the other way(s) people with disabilities obtain staff assistance in the library. N=16

Chat

Contact library administration for events accommodations.

Contact the Libraries' accessibility coordinator, contact the Libraries' accessibility working group, contact library liaison to disability services office, contact assistive technology center email/staff.

Each branch at the Libraries has an "Accessibility Liaison."

Go to or contact the Assistive Technology Lab (ATLab) directly if they are registered. Registered users have key card access to the ATLab.

Library referrals are received from the campus AccessAbility office. The coordinator then provides orientation to new students to introduce the Adaptive Technology Centre as well as services available through Library Accessibility Services.

Referrals from community agencies

Register with the library; there's an online form.

Request assistance or appointment by chat.

Request assistance using chat or LibAnswers.

Request for disability assistance may come out during course of other request (in person, phone, or email) to a librarian.

Request may be made by instructor on behalf of their student.

Similar to other patrons. For the Kokua Program students complete an intake form and request an intake appointment.

The library administration is often the director of the professional libraries. The library "specialist" is the Student Engagement and Outreach Librarian who has training in the area but does not consider herself a true "specialist." She usually helps coordinate between the user and different areas in the library/campus.

The person may contact a library staff member directly via email.

Web forms

ACCOMMODATIONS FOR LIBRARY STAFF

3. Please indicate which of the following accommodations you have provided for library staff members with disabilities. Check all that apply. N=66

Adjustable furniture and/or workstations	58	88%
Specialized technology and computer hardware	50	76%

Flexible work schedules	48	73%
Specialized software	45	68%
Specialized office spaces (i.e., private office, access to natural light, wheelchair accessible spaces)	38	58%
Specialized lighting (i.e., non-fluorescent lighting)	35	53%
Other accommodation(s)	21	32%

Please describe the other types of accommodations you have provided for library staff members with disabilities. N=21

A place to rest is provided; telecommuting.

A redistribution of work within a team when there is a work restriction.

A scooter to accommodate outreach to locations across campus.

Alternate format if needed.

Automatic door openers to staff areas, that are not required as a matter of course by our building code.

Foot rest, moveable tray-stations for keyboard that are attached to the desk, monitor stands, and a private room for those who are nursing, or may need to rest due to back issues. For a librarian who was deaf, we have provided sign language interpreters for certain meetings and special technology to assist with telephone calls.

Full ergonomic and environmental reviews carried out by the office of Environmental Health and Radiation Safety.

Hearing services such as signers for meetings

If the Office of Inclusion, Diversity and Equal Opportunity brings an accommodation request to library administration attention, these requests will also be honored. Also, all accommodation requests will filter through the Office of Inclusion, Diversity and Equal Opportunity to ensure consistency across campus.

Lactation space

Mobility scooter; in the past: auto-opening door

Provided a laptop and the opportunity to work from home.

Provided headphones, earpieces, hand grabber devices, dust masks as accommodations.

Re: flexible work schedules, we have never been asked for this but would be able to accommodate.

Recently embedded strobe light alarms for a deaf employee in various rooms that this employee uses.

Sign language interpreter for hearing impaired faculty

Staff members are evaluated by an ergonomics team and provided with any recommended accommodations. This can include special chairs, wrist supports, footstools, or other accommodations as required.

Telework, compressed work schedules, voice recognition software, interpreters, screen readers

We do not have any recent cases where staff have requested accommodation, but if we did, we would make reasonable accommodations as needed.

We have installed power-assisted internal doors. While the university provides disability van service, we have arranged for security staff to assist wheelchair-bound employee to get from parking lot drop off to inside of building.

Written procedures (step-by-step)/desk manuals. Reconfigured staff entrance and doors to staff areas to be wheelchair accessible and automated door openers.

4. Please briefly describe any accommodations you have provided during the course of recruiting and/or interviewing potential library staff (i.e., TTY, providing interview questions in advance, etc.) N=33

Accommodation of dietary restrictions, providing the ability to sit during a presentation, provided frequent breaks in interview schedules.

Accommodations are offered but have not been requested to be provided.

Cannot speak to specific interviews, but if any requests are made, we accommodate.

Conducted a Skype interview on account of a temporary disability

Customized for individual candidates based on their limitation, e.g., back injury.

For interviewing accommodations, we provide questions in advance, as well as off-site and remote interviewing options with assistance from campus HR.

In recent history, to our knowledge, applicants have not requested specific accommodations during the recruitment efforts of vacant library positions. However, all applicants that proceed with an interview (Skype, in-person, or other) are informed of the interview process through the best means of communication they indicate in the application, allowing the applicant adequate time to request an accommodation.

Interview questions that were provided to candidates in print were brailled for one candidate with a visual impairment. There may have been other accommodations provided to position interviewees that I'm not aware of.

Interviews always held in an accessible room. Only received one request in the past three years for an interviewee to use a computer to complete part of a written test during an interview.

None have been requested within recent memory.

None that have been noted.

Notifying the public about the availability of accommodations during interview process. Providing candidates with interview questions during the interview.

Provided sign language interpreter for interview.

Providing interview questions in advance.

Providing interview questions in advance. We have a statement in the job description about notifying us if an applicant needs an accommodation.

Sign language interpreter (two responses)

Sign language interpreter for hearing impaired faculty

This is not within my purview. If requests for accommodations during recruitment have been requested, they would be provided by the library's HR department.

Transportation around campus, between buildings

Transportation services

TTY

We are happy to make any accommodations necessary. For example, we had a candidate with mobility issues so we made adjustments to the schedule and in transportation arrangements.

We have conducted virtual as opposed to in-person interview. Other accommodations haven't been requested but we would certainly be willing to make accommodations as needed.

We have never had requests for accommodations.

We have not done these.

We have twice paid for the services of interpreters for faculty candidates who were deaf or hearing impaired. We hire two interpreters who trade off interpreting for the all-day interview.

We haven't encountered an applicant or candidate that requested special accommodation other than virtual interview.

We largely rely on self-disclosure.

We provide the prompt in advance to candidates, both verbally and in writing. We don't typically provide interview questions in advance.

We routinely ask if accommodations are needed but have none have been requested other than dietary restrictions.

We're not aware of fulfilling any accommodations during a recruiting process, though we would be happy to do so! Which raises the question of how we communicate our willingness to do this, so thank you for making us consider this!

We have not had the opportunity to recruit candidates in this category recently but we would be able to provide TTY or other assisted technology or methods if needed.

LIBRARY FACILITIES

5. Please indicate which of the following workstation accommodations your library provides for users with disabilities. Check all that apply. N=66

Accessible/height-adjustable workstation(s)	58	88%
Assistive technology on general purpose public workstation(s) (i.e., workstation(s) are multi-purpose)	44	67%
Assistive technology on workstation(s) in a multi-person quiet room or other separate workspace	31	47%
Dedicated assistive technology workstation(s) in public areas	29	44%
Accessible/height-adjustable scanners	28	42%
Assistive technology on workstation(s) in a one-person quiet room or other separate workspace	22	33%
Assistive technology on workstation(s) in special study carrels	10	15%
Workstation with non-fluorescent lighting	8	12%
Other workstation accommodation(s)	23	35%

Please briefly describe the other workstation accommodation(s). N=23

Adaptive equipment lab with total of 20 computers with assistive software, quiet study room with 15 study carrels, five bookable individual rooms

All university supported personal computer loads have Read & Write Gold and Zoom Text.

It should be noted that the above are primarily a part of the Accessibility Lab, which is in the library but not of the library. It is maintained by the university's Accessibility Center.

Knox Center

Learning Technologies Laboratory, which is a mix of general and specialized workstations for collaborations and accommodation.

Library is under renovation, and more accommodations will be available after completion.

Note regarding assistive technology on workstation(s) in a one-person quiet room or other separate workspace: The university's Assistive Technology Center is located in the main library.

Our data/power infrastructure is robust enough to support users who bring in their own devices set up as they need them.

Private assigned workspace (for academic session): BYOD with wireless network access; bookable BYOD spaces (for more than one person)

Specialized audio/visual hardware is available for use/check out at various libraries.

Study carrel space adjusted for wheel chairs; dedicated assistive tech lab/room.

Sufficient clear space is provided at accessible workstations to accommodate users needs. All of the Libraries public access (non-staff) workstations are managed by campus IT, so we are unable to provide information regarding assistive technology available to our users.

The campus Disability Services office and the Assistive Technology and Accessibility Center are both located in the library building and they have specialized services and spaces.

The Libraries also circulates additional lighting.

The university information technology unit will provide screen reading software upon request.

We have a list of assistive software available at workstations in braille. We also have tabletop fans. We have adjustable lighting.

We have interpretypes at the front desks.

We have provided staff space when quiet space was required in one of our libraries that does not have one-person quiet room (most study rooms are not sound proof so Dragon software picked up conversation coming from adjacent room). The one-person and multi-person quiet rooms with assistive tech space is provided by the library but technology is provided by Services for Students with Disabilities (SSD)

We have the Adaptive Technology Centre (ATC) that is for students registered with the AccessAbility office. It is a public area, and we don't have students sign/swipe in to enter the room. We also have ergonomic chairs at all the stations in the ATC. The quiet study rooms have dimmable lighting.

We place technology where it is needed, upon request.

Within all our public computing pools, we provide access to computers on motorized, height-adjustable tables with "yield use to persons in wheelchairs" signs on them. These aren't assistive technology workstations but they have Jaws and Zoomtext installed on them, like all our public computers.

Workstation proximity, i.e., close to entrance

Workstations in quiet rooms

6. Please indicate how many workstations and spaces in your library have assistive technology. An approximate number is acceptable. N=59

Workstation/Space	Minimum	Maximum	Mean	Median	Std Dev	N
General public workstations	0	1700	175.31	97.00	288.39	48
Dedicated private workstations	0	335	11.90	2.00	52.56	40
Study carrels	0	10	2.17	0.50	3.31	24
Quiet rooms	0	100	6.22	1.00	18.95	36

Other physical location N=6

At service desk

Reserveable study rooms

The campus Disability Services office and the Assistive Technology and Accessibility Center are both located in the library building and they have specialized services and spaces.

Twelve group study rooms are available by reservation to all students, located in the Learning Commons.

Two study rooms are ADA compliant.

Upon request, space can and has been made available.

Please briefly describe any relevant information about these workstations and/or spaces. N=35

Again, the items noted above are all part of the Accessibility Lab, and the 10 in each are essentially the same thing and have a multi-purpose use.

All incoming, self-identified users with disabilities are provided with individual orientations to the library's facilities, including workstations, early in the fall term. Transfer students, students with new or temporary disabilities, etc. are introduced as requested. Upon request we make changes based on individual's need, e.g., less light, task lighting, etc.

All of our general public workstations have some assistive software installed as part of their generic images. The adjustable height workstations we provide are in our public area. We have no private dedicated workstations or workstations in our quiet study spaces or carrels. Those spaces are BYO.

All of the libraries' public access (non-staff) workstations are managed by campus IT, so we are unable to provide information regarding assistive technology available to our users.

All our library's public computers have Jaws and Zoomtext installed on them. I'm not aware of any staff members who are assistive tech users at the moment, so the two computers listed here belong to my co-worker and me. Our assistive tech lab includes nine computers in study carrels with a full range of assistive technology installed on them. Finally, one computer that uses the same image as our lab computers is located in a closed-door private study room.

All public PCs have Jaws. Private/dedicated ones have other accessibility software/hardware.

All public workstations and checkout laptops have Kurzweil.

Assistive technologies that are available as part of the standard Microsoft or Apple operating systems are available on all computers. To qualify the above numbers: we have two adjustable workstations that are open to the public. The main college library has two group study rooms that are ADA compliant (this does not include ALL of the university libraries). All carrels are adjustable as needed for ADA compliance.

It is very hard to give an estimate, this number changes from branch to branch and location to location. Lab is card swipe, access is granted upon registration with SDRC (Student Disability Resource Center). Microsoft (Windows 8 and 10) and MAC OS have built-in assistive technology.

Older assistive technologies were removed as they were superseded by built-in functionality on general workstations. Software is available by request.

On all of our computers we have various assistive technology installed.

One dedicated room (not on a quiet floor).

Public workstations in all library locations are managed by central IT and include assistive technology software.

Public workstations include accessibility software. Private workstations include sit/stand desks, monitor accommodations, and accessibility software.

Read & Write Gold is on all general public workstations. More kinds of assistive technology are available on the dedicated private workstations.

Reservable assistive technology room/carrel that may also serve as a study space

The ATLab is available only to registered users and is not available all the time the library is open.

Registered users have key card access to the ATLab. The ATLab, while located in the main library, is not administered by the library; it is a part of the campus Accessibility and Disability Services.

The computer labs that are in the larger libraries on campus have general public workstations that all include JAWS, MAagic, and Kurzweil 3000. There is one full-service private accessibility room that needs a key to access that has a suite of adaptive technology, hardware, and software available. Librarians are available to assist or train on the equipment in this room. There are five other libraries that have assistive or adaptive technology that you can check out with an ID and use in any one of the study rooms that are reservable for anyone on campus. There are a variety of other private and study and quiet rooms, but likely less than ten, that have a variety of different accommodations (examples: Zoom, height adjustable desks, more spacious desks, etc.)

The extra software on these public computers is Read & Write Gold v11.

The facility has a standard, public workstation available at a wheelchair accessible desk with Kurzweil software and hardware installed. A separate CCTV is available.

The general public workstations are campus computer lab computers, which all have some assistive tech on them. The five spaces in the quiet room are in the library's assistive technology center and feature either a PC or a desk with some kind of assistive tech at the desk. The five computers in the assistive tech room have much more assistive tech than the general public workstations.

The general public workstations are on adjustable desks and have access to some accessibility software. The quiet rooms are in the libraries but hardware and software (and assistance) provided by SSD.

The Lab offers four individual study rooms (Rooms A, B, C, and D), one large room with eleven computers (Room E), and one room without computers (Room K) for laptop use or silent study. There is also one individual study room available in the Sound and Moving Image Library, also on the first floor of Scott Library. The lab has accessible computers and scanners with accessibility software including: JAWS, Kurzweil 3000, Read & Write Gold, Dragon Naturally Speaking, Inspiration, and ZoomText. Individual study rooms may be booked online at Adaptive Lab Room Booking.

The private workstations and quiet rooms with assistive technology are in the ATC. The university has a site license for Kurzweil on all the library computer stations.

The space in the library compliments the main campus Disability Resource Center’s services and resources. The library in which the private workstations are located has many more service hours than the main campus DRC office offers.

These numbers reflect Mac OS Accessibility and Windows workstations with JAWS.

This workstation has a variety of accessibility software to meet users’ needs.

We did have several dedicated private workstations in our Education Library and the plan is to include four in this facility.

We have bookable rooms in many libraries that provide opportunity for quiet space and/or conversation with an aide/assistant/notetaker/reader.

We have installed access to our JAWS software on all 96 laptops that may be checked out from the various libraries.

We have one dedicated computer in each of three libraries that has assistive technologies. We also have one application in a video chat room.

We have workstations on the first floor of the main library.

We put different setups at different libraries at multiple campuses.

7. On a scale of 1 to 5 where 1 equals none and five equals all, please indicate how many of the spaces, facilities, and service points in your library are accessible to users with disabilities. N=66

Space/Facility/Service Point	None	One	Several	Most	All	N
Service desks	0	5	11	28	22	66
Library classrooms	0	1	9	19	36	65
Restrooms	0	1	20	22	22	65
Drinking fountains	0	0	24	22	19	65
Study carrels	6	1	23	25	10	65
Computer terminals	1	2	26	29	7	65
Group study spaces	1	2	14	25	22	64
Staff meeting spaces	0	0	10	33	21	64
Shared tables/desks	1	0	22	31	10	64
Individual seats or desks	2	2	22	32	6	64
Means of egress/automatic doors	0	2	23	21	18	64
Consultation spaces	0	1	15	20	27	63
Stacks	6	1	22	26	8	63
Total number of respondents	15	14	54	64	49	66

Comments N=18

All library entrance doors are automatic doors.

As we have renovated or remodeled spaces, we have ensured they are accessible to users with disabilities.

Entrances with multiple doors always have one set of doors on an operator.

For our study carrels, the more precise answer is that our open carrels are ALL accessible; for the ones that are enclosed, SEVERAL are accessible.

For restroom answer: one men's and one women's restroom have automatic doors.

It's hard to answer this question accurately. For instance, the doors to our library staff meeting spaces, which often double as classrooms, mostly have levered handles, are 36" wide, and don't require a lot of force to open or close. So, they're accessible to most users. However, they don't have automatic door openers and very little of the furniture in them is motorized height-adjustable. So, they're accessible to most—but not all—users. For the purposes of this question, does that make them accessible or inaccessible? I have the same issue for shared tables, etc.

Many of our smaller departmental libraries do not contain restrooms or water fountains, but accessible restrooms and water fountains are available in the buildings the libraries reside in. One of our departmental libraries is currently undergoing renovations that include creating an accessible service desk and an additional accessible emergency egress.

Most instruction rooms have one adjustable table.

One branch is historically protected space and cannot be made fully ADA compliant, especially in stacks areas. We use staff to provide access and retrieve materials.

Our main library was designed in 1929 to be a closed stack library, and our stacks are horrendously inaccessible. We have plans to correct this, but it has a big price tag and we are looking for the funds.

Per ADA requirements

This is difficult to average between a variety of libraries on campus. Also, some places or stations are accessible in one way (have assistive technology), but might be behind a door that is inaccessible, so it is difficult to answer accurately.

This question is difficult to answer because it varies depending on what kind of disability is being considered—someone with dyslexia vs someone with significant hearing loss vs someone in a wheelchair. For example, all of our service desks are accessible to patrons with dyslexia and those with hearing loss (and so on), but patrons using wheelchairs will find one service desk is at an accessible height for them.

Undergoing renovation, and all new construction will be accessible.

Unsure of what seating criteria are. Automatic doors leading to all exits, but not all fire exits. 1950's building is an artifact of something we can't do anything about.

We have a variety of library settings—from one library in a building that is being completely renovated and will be ADA-compliant throughout, to one library in a building from the early 1900s that is extremely difficult to navigate for people with mobility issues due to size and age of the only elevator in the building. This elevator cannot be replaced as current elevators are too big for the space.

While none of our stacks are accessible, we do offer paging services for all materials.

While users in wheelchairs do use our carrels and computer terminals, they are not adjustable height.

8. How does a person with a disability obtain access to specialized workspace in the library? Check all that apply. N=65

Approach any service desk	47	72%
Self service; signage points users to the specialized workstations/spaces	32	49%
Submit an online reservation for special workspace/equipment	15	23%
Registered users with disabilities are issued a key to locked workspace	14	22%
Approach a special service desk	13	20%
Other method(s)	22	34%

Please briefly describe the other way(s) users with disabilities obtain access to specialized workspace in the library. N=22

Contact accessibility librarian.

Contact us by phone, email, or text.

Coordinated through central disability support office.

Individuals contact campus disability services.

OSD provides unique password for accessible workstations housed in the libraries.

Registered users at our Disability Resource Center (DRC) are granted swipe card access. This is an “opt in” process via the DRC.

Registered users may reserve time and check out a key to access the assistive technology room.

Students can use study rooms in the ATC on a drop-in basis or reserve the room for four hours per day in advance. There is Kurzweil on all library computers, as well as height adjustable tables on certain floors of the library. This information is promoted on digital screens, as well as library website.

Students who are registered with our Student Accessibility Services department are provided with access to an online calendar for booking closed-door private study space. SAS-registered students are able to use our AT/quiet study lab on a drop-in basis.

The key to the study room with equipment is only available at the science library check out desk.

The only specialized space reported so far has been assigning a carrel to a blind graduate student in one library so she might have her reader with her in the carrel. This allowed the student self-service access to the reserved carrel.

The special service desk is the reference desk. We oversee the room.

The special service desk, online reservation system, and keys are managed by the university’s Accessibility Center in the Accessibility Lab.

Upon request to the university’s Center for Students with Disabilities.

Users who are blind tend to call ahead. We don’t make users register. Our spaces are kept open when the library is open. Staff at general info desk will assist if disability resource staff are not available.

We are here to provide equitable access to the full range of library services, resources, and facilities for students, faculty, and staff. Students access services through contacting Counseling and Disability Services. Faculty and staff access services through contacting the Employee Well Being office for a referral.

We do not have any dedicated spaces for disabled persons.

We do not provide specialized workspaces within the library.

We have made accommodations for students upon request.

We make referrals to the campus Disability Services office and the Assistive Technology and Accessibility Center, both located in the library building.

We sometimes receive requests through the Disabilities Office on behalf of a student(s).

While a user could approach any service desk for help with any access issues, depending on the issue, we may need to reach out to the university’s Office of Accessibility Services for guidance. Not all staff are trained on the services and accommodations available.

SPECIALIZED SOFTWARE

9. What specialized software is available on any of the workstations that have assistive technology? Check all that apply. N=65

Text Magnification N=64

Adobe Acrobat (full version)	47	73%
Zoom Text (magnifier and reader)	46	72%
Magnifier (Microsoft Accessibility Accessories)	39	61%
MAGic	12	19%
Magnifying Glass Pro	2	3%
Other software	18	28%

Please specify the other text magnification software. N=17

All Windows OS have a built-in magnifier.

Apple Zoom

Apple's OS 10.12 offers Zoom (not referred to as "Zoom Text," but possibly the same as what is meant above?) for magnification. The public computing areas we support are largely iMacs running on OS 10.12 with some Windows 10 stations. We also have iMacs running on 10.13 in our MediaLab. Both Apple and Windows have extensive assistive technology available by the operating system.

Braille embosser and Braille translator

ClaroPDFProo

Dragon Naturally Speaking

JAWS, Dragon Naturally Speaking, FS Reader

JAWS, Kurzweil 3000, Read and Write Gold, Dragon Naturally Speaking, and Inspiration

Kurzweil 1000

Kurzweil 3000; JAWS

Mac OS Accessibility; Ease of Access Center (Windows)

Macintosh accessibility accessories

Optelec Clear View 500 CCTV (video magnifier)

Read & Write Gold v11

Topaz CCTV, Hi-Def Desktop

Zoom (Apple)

Zoom Text, magnifier only; magnification options in Mac OSX

Screen Readers N=60

JAWS	50	83%
Narrator (Microsoft Accessibility Accessories)	25	42%
ZoomText with speech	23	38%
Voice Over	16	27%

ReadPlease (Microsoft Accessibility Accessories)	13	22%
NVDA	10	17%
MAGic with speech	9	15%
Voice Dream	3	5%
Other software	15	25%

Please specify the other screen reader software. N=14

Apple has a text-to-speech application with OS 10.12.

Audio graphing calculator

Dragon Naturally Speaking

FSReader, ClaroRead

Fusion, Mathtype

Kurzweil

Kurzweil 1000, Kurzweil 300, Natural Reader

Kurzweil 3000; campus-wide licenses to SensusAccess

Mac OS Accessibility; Ease of Access Center; FS Reader

Natural Reader text-to-speech software; TextAloud 3.0 text-to-speech software

Natural Reader Text To Speech

Read & Write Gold

Read & Write Gold v11

Windows 7 built-in accessibility features

Scanning Systems N=54

Kurzweil	40	74%
ABBY Fine Reader	13	24%
Open Book (OCR)	11	20%
Other scanning system	20	37%

Please specify the other scanning system(s). N=19

Adobe Acrobat DC and Omnipage

BookEye KIC scanner has OCR capabilities.

Bookeye scanners in public areas do OCR.

Bookeye scanners with OCR

Both Kurzweil 1000 and 3000 on several computers; Kurzweil Firefly access provided by Center for Students with Disabilities.

Capture Perfect used by Canon high-speed scanners.

Duxbury Translation Software

HP scanners with OCR software

Image Access Bookeyes

KIC Bookeye v.4
 Kurzweil 1000
 LVI Magnifier and OCR Reader
 Mac OS Accessibility; Ease of Access Center
 None of these, but can be provided if requested.
 Nuance Omnipage, Duxbury Braille Translator
 Read & Write Gold, Kurzweil 1000 & 3000
 Scan capabilities in Read & Write
 Smartvision Synergy
 Zeta Scanner

Speech Recognition N=44

Dragon Naturally Speaking	36	82%
Apple speech to text app	15	34%
Other software	8	18%

Please specify the other speech recognition software. N=7

Dragon for Mac
 Mac OS Accessibility; Ease of Access Center
 Microsoft built in
 Microsoft on Windows 10 has speech-to-text available.
 Sonocent Audio Notetaker
 Windows speech recognition (two responses)

Accessibility Accessories package N=22

Microsoft Accessibility Accessories package	21	95%
Premier Accessibility Accessories package	1	5%

Word Prediction and Completion N=46

Kurzweil 3000	36	78%
Read & Write Gold	20	44%
Inspiration	7	15%
Don Johnston's SOLO	0	0%
Other software	9	20%

Please specify the other word prediction/completion software. N=7

The vast majority of software is available in one-person and multi-person rooms (SSD).
 Mindview 6
 None of these, but can be provided if requested.

Only available on loanable laptops.

Unrelated to word prediction and completion, we also Duxbury (for our Brailier).

We have additional software, Read & Write, installed on two iMacs whose desks are height adjustable.

WordQ word prediction software

SPECIALIZED HARDWARE AND OTHER EQUIPMENT

10. What specialized hardware is available on or for use with any of the workstations that have assistive technology? Check all that apply. N=61

Scanners (with OCR)	53	87%
Speakers	40	66%
Microphones	40	66%
Augmented keyboard (e.g., one-handed, large keys, small keys, etc.)	26	43%
Noise reduction headphones	24	39%
Motor trackball mouse	16	26%
eReader devices and tablets	11	18%
Braille terminal display	6	10%
Joystick	3	5%
Automatic page turners	1	2%
Wands and sticks	0	0%
Vocal labels for keyboard	0	0%
Light signals for computer sounds	0	0%
Other hardware	22	36%

Please specify the other hardware that is available for users with disabilities. N=21

1 scanner

5 Topaz Desktop magnifiers; 2 Sapphire Portable video magnifiers

Bierley handheld electronic magnifier

Bone conduction headphones

Braille printer available at service desk

Clearview Print Magnification device. Adaptive workstations meet required height and reach requirements ensuring unobstructed access to equipment, controls, peripherals, and ports for those in wheelchair. Adaptive workstations have large 23-inch monitors.

Desktop Video magnifies or CCTV

Foot mouse

Foot pedal mouse

Headphones

Livescribe 3 scanning pens; USB headset

Moveable arms on monitors, adjustable desks. Most of the hardware is based on requests.

PEARL camera, Da Vinci Pro HD/OCR, cassette player for older audio books, media conversion soft-/ hardware

Public workstations have only a headphone jack.

Sorenson video relay services workstation

Standard headphones

The AccessAbility Services office, separately funded by government, has some of these in their computer lab.

There are plans to upgrade our iPads to the iOS 10 in order to install the Microsoft Seeing AI app that will allow users to scan and read pages from the print titles on our shelves.

This would be managed by the campus office.

Touchpad mouse, videophone

Vertically oriented mice

11. What other specialized equipment is available in the library for users with disabilities? Check all that apply. N=52

Desktop Video magnifier or CCTV	34	65%
Digital voice recorder	23	44%
Small Magnifier (pocket/portable)	21	40%
Large Magnifier	17	33%
Braille Printer and/or Braille Typewriter	16	31%
Braille embosser	14	27%
Refreshable Braille Display/Braille personal digital assistant (e.g., Braille Sense)	5	10%
Other equipment	14	27%

Please specify the other specialized equipment that is available for users with disabilities. N=14

2Fuse raised-line creation (tactile imagery), white noise generators, happy lights full-spectrum lights

3-D printer (can be used to print Braille)

3-D tactile campus map for visually impaired

Captioning of video is available through the Student Disability Access Office.

Headphones and headsets with microphones are available for check out.

Headphones, speech recognition kit

Noise-cancelling headphones; high-speed scanners with universal accessibility features (KIC Bookeye v.4)

Note regarding braille printer and/or braille typewriter: located physically in main library.

SARA Scanning & Reading Appliance, motorized scooter

Smartpens, Trekker Breese GPS, Victor Reader Stream, Sorenson VRS System

Tactile printer

Telex Scholar DAISY & Learning Ally (was previously called RFB&D) compatible audio book CD player, 4-track tape player, telephone, typewriter, trackball mouse, and adaptive keyboards

This would be managed by the campus office.

Videophone, VRC and monitor

12. Some institutions make specialized equipment such as Braille printers available for their community members to borrow. Can users borrow specialized hardware and equipment owned by your institution? N=62

Yes, from the library	6	10%
Yes, from another department	16	26%
No	36	58%
Under certain circumstances	12	19%

Please briefly explain those circumstances. N=12

As I said above, the library loans items such as smart pens, digital recorders, and tablets so that students can try them before they buy them. We don't loan our Braille embosser but we will do small print jobs for campus members.

FM systems to enhance sound for those with hearing impairment.

If possible, this would most likely be arranged by our Student Disability Access Center (non-library office).

Items can be borrowed from the university's Disability Services Department.

Note regarding Yes, from another department: but located in the main library.

Portable CCTV for classroom use

Portable CCTV magnifier (for particular students)

Students are supported by campus-wide office of Services for Students with Disabilities. They will provide software and hardware to registered users.

The Accessibility Lab is dedicated to university students with disabilities. Those students may check out some equipment to take with them. Those from the community may use some of the equipment while in the lab if it is not busy, but they may not check out any equipment; preference for equipment is given to the students.

They may use the assistive technology room by request - community & alumni.

UbiDuo 2: The UbiDuo allows individuals to chat in real time on wireless machines. Pocketalker PRO: personal amplification device that can be used to improve hearing. Simeon Soundfield: A sound field is a portable device that amplifies a person's voice. The Simeon 500WU Duo model that the library has allows for two presenters to be able to broadcast over the sound system at once. The above equipment is available for users to borrow at the circulation desk. The AccessAbility department on campus has an Adaptive Equipment Loan program and loans digital recorders, FM listening systems, visual alert system, light therapy lamps, Live-scribe pens, software license for Kurzweil 3000.

We can and do lend hardware on occasion to other departments in the university.

SELECTING AND PUBLICIZING SERVICES

13. How does your library decide which services and technologies to provide for users with disabilities? Check all that apply. N=65

Responds to requests by users	56	86%
Campus or governmental ADA/disabilities office mandates which services and technologies to provide	36	55%
Library coordinator recommends; administration makes decisions	29	45%
Institutional recommendation	22	34%
Gifts; donations for specific items	16	25%
Library committee/task force makes decisions	14	22%
Library coordinator makes decisions	12	19%
Surveys patrons	9	14%
Other process	14	22%

Please briefly describe the other decision process. N=14

A campus center for students with disabilities advises and recommends purchases and services, but final decisions about resources and services provided are made by the library.

Any services would be coordinated through the appropriate campus partner offices.

Campus disability services office manages/helps manage the computers in the library's assistive tech. center, so they make some decisions about software/technologies.

Library committees make recommendations; administration makes decisions.

Library works with campus office for patrons with disabilities.

Recommendation from institutional office of Student Disability Services

Some decisions are made at the central IT level.

Student Disability Access Center (non-library university office) makes requests on behalf of students with accommodations.

Suggestions from patrons that come through staff at service points.

The university's Accessibility Plan outlines areas of compliance with the Accessibility for Ontarians with Disabilities Act (AODA) issued by the Ontario government. Library services are part of this plan.

We collaborate with our Student Accessibility Services unit on campus to determine what tools and resources are required and what is appropriate to offer in our libraries.

We have an Assistive Technologies Department.

Work with campus DRC to make sure Libraries are meeting needs of students (library committee).

Participate on IT Education Information Technology Accessibility Committee.

Works with Kokua Program, campus disability office.

14. How does your library publicize or make accessibility services known to potential users? Check all that apply. N=65

Library website	61	94%
Through campus office that supports people with disabilities	60	92%
Referrals	38	59%
Signs in the library	34	52%
Through library instruction or orientation sessions	24	37%
Brochures or flyers	15	23%
Social media	4	6%
Through governmental office that supports people with disabilities	0	0%
Other method(s), please briefly describe.	9	14%

Please briefly describe the other method(s) the library uses to publicize these services to potential users. N=9

- Campus Accessibility Outreach Fair; Veterans' Student Success Center Open House
- In person introductions on campus
- Library workshops
- Map
- Since hiring an accessibility librarian, various disability-related campus organizations have shared awareness of, or attention to access issues.
- Through a campus-wide fair sponsored by Information Technologies.
- Through a library newsletter.
- Through the Campus Accessibility and Disability website.
- Word of mouth

COORDINATING SERVICES

15. Who in the organization has responsibility for coordinating support for persons with disabilities? Check all that apply. N=64

An ADA officer or disabilities coordinator in a central disabilities unit or office on campus/ in the parent organization	49	77%
An ADA or disabilities coordinator or other designated person in the library	30	47%
Other position	22	34%

Please identify the other position that has responsibility for coordinating support for persons with disabilities. N=22

- Two offices within the broader institution, Student Disability Services (registered student support) and Office of Equity and Diversity (staff and physical building access)
- A staff member in the library serves as liaison to our central disabilities unit.
- Accessibility Advisory Committee: each member is the accessibility liaison in their own branch or department.

Accessibility Specialist (library position); Assistive Technology Coordinator (part of other unit but operates space in library); individual librarians or staff working with patrons with a disability will support and make referrals as necessary.

An accessibility specialist in campus IT unit

An accessibility steering committee that coordinates the work of a number of campus subcommittees focusing on accessibility in the context of documents, the web, and the library. The campus accessibility officer attends all subcommittee meetings and works with the steering committee to ensure that our campus meets deadlines set by our provincial accessibility legislation.

HR Specialist, Associate Dean for Administrative Services

In Ontario, Canada, the legislation is known as AODA: Accessibility for Ontarians with Disabilities Act (2005).

Liaison to the Student Disability Service Office

Liaisons are generally first point of contact; HR director contacted if necessary.

Librarian: accessibility and inclusion librarian (not the same as above). ILL/CR accommodations require the individual to be registered.

Library administration in collaboration with Public Services Division

Library services coordinator and Users Services and Resource Sharing staff work with the ATLab Coordinator to improve services.

No formal appointment. Responsibilities are distributed across units (e.g., Employee Resources, Web Public Services, and Subject Liaisons). The Libraries' Service Design Lab coordinates some efforts. Diversity Committee also initiates activities.

Public Services staff who work in the reading room

Support is part of existing positions, based on user needs, e.g., Web Usability, User Services, Facilities Manager.

The Library Diversity Committee addresses accessibility at times, as needed.

There are occasions where a disabled student will have a relationship with a staff member and will look to that individual as a support/coordinator within the library.

There is an Accessibility Team in the library with representation across different areas (e.g., front-line service, teaching, facilities, recruitment, communication, etc.)

There is no single person tasked with coordinating support. This is likely to change in the near future, but for now this role is shared by about three people.

User Experience Librarian

We coordinate support through a variety of people in a variety of positions. In the near future, there will be a designated ADA coordinator in the Libraries (part of a current librarian's position) specifically, as well as a new hire on campus.

16. Does your institution have a cross-department committee or group on accessibility? N=65

Yes	40	62%
No	25	38%

17. If the library employs a designated person to oversee services for users with disabilities, please provide the position title, an approximate percentage of the time this person spends coordinating services, and the title of the person to whom the coordinator reports. N=30

Position Title:	Time	Reports to:
Accessibility and Access Services Specialist	.50 × 2 staff = 1FTE	Department Head, Access and Information Services
Accessibility Specialist	10% or less	Manager within Learning and Teaching division of the library
ADA Liaison for the General Library System	10%	Associate University Librarian for Public Services
Administrative Coordinator	<5%	Director of Administration
Chief Strategist for Student Success	2%	Associate Director for Materials Management
Circulation and Reserves Supervisor	4 hours per month	Head of Access Services
Community Outreach Librarian; Postdoctoral Fellow for Accessibility	20%; 80%	Associate University Librarian for User Services and Resource Management
Coordinator for Disability Services	100%	Head of Access Services
Coordinator for Services for Users with Disabilities		Head Librarian, Teaching and Learning Services
Coordinator of Services for Patrons with Disabilities	25%	Associate Dean for Public Services
Coordinator, Library Accessibility Services & AODA Advisor	80%	Head, Information Services & Resources
Diversity, Campus Partners and HR Development Team Leader		Associate Director, Public Engagement and Administrative Services
Combined position: Head of Access Services and Library Accessibility Services (primarily for provision of content)		Associate Dean, Information Services
Head, Media & Accessibility	15%	Director, Arts & Science Library
Head of Access Services	2.5%	Associate Dean, Library Information Systems & Access
Inclusion & Accessibility Librarian	75 ~ 90%	Associate Dean, Undergraduate Education and Librarian Personnel Administrator
Information Services Manager/User Experience	5%	Director of Access & Information Services
Information Specialist	5%	Director, Learner Support and Engagement Services
Student Success Librarian		Head, Learning Commons
Liaison to the Student Disability Service Office	5%	
Libraries' Accessibility Coordinator	75%	Senior Associate Director
Library Assistant	2%	Head of Reference
Library Instructor	<5%	Director, Teaching & Learning
Manager, Library Accessibility Services	60%	Head, Discovery and Access

Position Title:	Time	Reports to:
Operation Supervisor of Library Disability Services	40 hours per week	Associate University Librarian for Collection Services and Analysis
Reference & Instructional Services Librarian	1%	Head of Reference & Instructional Services
Research and Instruction Librarian	10%	Head of Research and Instruction Department
Social Work and Digital Library Technologies Librarian	10%	Associate Dean for Learning, Research and Engagement
Subject Librarian for Education	1 week/year	Head of User Services
User Experience Librarian	Less than 5%	Head of Research Services

18. Who has responsibility for interpreting applicable disabilities laws for library staff? Check all that apply. N=65

An ADA officer/disabilities coordinator in a central disabilities unit/office on campus/ in the parent organization	57	88%
Organization counsel or legal unit	27	42%
An ADA officer/disabilities coordinator or other designated person in the library	12	19%
Outside counsel or legal unit	7	11%
Outside consultant	0	0%
Other position	8	12%

Please specify the other position that has responsibility for interpreting applicable disabilities laws. N=8

- Above, in coordination with university Wellbeing Office
- Affirmative Action Office
- Campus AODA specialist
- Diversity and Accessibility Officer
- In our case, an AODA officer
- Institutional counsel/legal unit
- Manager of Student Accessibility Services, Library Accessibility Working Group
- We consult with the AccessibleNU office (formerly the Office of Services for Students with Disabilities).

TRAINING FOR LIBRARY SERVICE PROVIDERS

19. How do library staff members receive training about assisting users with disabilities and how to use the available assistive technology? Check all that apply. N=63

Training Method	Assisting Users	Using Assistive Technology	N
Webinars	30	23	35
Manuals	16	29	34
Hands-on training from coordinator(s) within the library	25	19	30

Training Method	Assisting Users	Using Assistive Technology	N
Staff go to library conferences and get information there	28	16	30
Send staff to occasional workshops	24	14	29
Hands-on training from other campus staff	21	19	27
Hands-on training from coordinator(s) from the parent institution	18	15	23
Staff are entirely self trained	21	19	22
Hands-on training from IT staff	5	18	18
Online courses	13	13	17
Staff go to accessibility conferences and get information there	13	11	14
Outside consultants brought in for training	4	4	7
Send staff out to formal training program	4	5	7
Vendor training	1	6	6
Other training method	7	5	8
Total number of respondents	59	52	63

If you selected “Other training method” for assisting users, please briefly describe it. N=7

An ASL professor gave a workshop on best practices for interacting with deaf patrons.

Library staff don't directly provide services, it is done through Student Accessibility Services. Library Accessibility Services provides content and book retrievals only.

Meetings of committees that oversee shared services for alternate format production and dissemination.

The Assistive Technologies Department has trained personnel. They are not library employees.

Training toolkit for library staff on Library Accessibility Services website provides resources and training videos.

Video tutorials

We are really working on this part. We don't have any formal training program in place, so all of the above training would be pursued voluntarily. We work with the university's Office of Accessibility Services. Staff may also pursue webinars or training from professional organizations on their own, or attend sessions at conferences.

If you selected “Other training method” for using assistive technology, please briefly describe it.

N=5

Additional training on assistive tech and assisting users is available by request for library units or on a consulting basis for individual staff.

The Assistive Technologies Department has trained personnel. They are not library employees.

The campus Disability Resource Center is the primary provider of training to the university community for use of assistive technology (rather than the university libraries).

Video tutorials

We have no formal training in place to train staff on using assistive technology in the library. However, some may have pursued training on their own or contacted the Office of Accessibility Services.

ASSISTIVE TECHNOLOGY FUNDING AND SUPPORT

20. Please identify which units' budgets provide funding for purchasing assistive technology software, hardware, and equipment that is available in the library. Check all that apply. N=63

Funding Source	Software	Hardware	Other equipment	N
Library operating budget	25	28	33	38
Central ADA/disabilities budget	23	20	19	27
Library IT budget	21	23	13	25
Central IT budget	21	14	7	23
Library ADA/disabilities budget	1	1	1	1
Other funding source	11	11	15	15
Total number of respondents	62	61	54	63

If you selected "Other funding source" for software, please identify it. N=11

Charitable gifts from university staff and external foundations

Donor funding

Endowment funding dedicated to support for students with disabilities

Foundation grants

Gifts

In 2004, the Ross and Doris Dixon Charitable foundation was created to assist with purchasing equipment and furnishings that enhance the library's services to persons with disabilities. Fund is used to purchase new software, licenses, furniture for the Adaptive Technology Centre.

Our Students' Union has an annual Quality Money fund that is used to fund projects that enhance and support student learning. The library has successfully applied for a number of these grants to purchase assistive/adaptive technologies, tools, and furnishings.

Specialized donor fund

Student tech fee funding

Student technology fee

There are two donor funds that can be used for software, hardware, or other equipment to support patrons with visual disabilities.

If you selected "Other funding source" for hardware, please identify it. N=11

Donor funding

Endowment funding dedicated to support for students with disabilities

Foundation grants

Gifts

Grant money from Hewlett Packard and Steelcase

Our Students' Union has an annual Quality Money fund that is used to fund projects that enhance and support student learning. The library has successfully applied for a number of these grants to purchase assistive/adaptive technologies, tools, and furnishings.

Ross and Doris Dixon Charitable foundation

Specialized donor fund
Student tech fee funding
Student technology fee

There are two donor funds that can be used for software, hardware, or other equipment to support patrons with visual disabilities

If you selected “Other funding source” for other equipment, please identify it. N=15

Charitable gifts from university staff and external foundations
Donor funding; grant from College of Medicine for equipment in dedicated workspace
Endowment funding dedicated to support for students with disabilities
For example, we recently received grant funding for adjustable-height desks.

Foundation grants
Gift from Women in Philanthropy for microfilm scanner

Gifts
Our Students’ Union has an annual Quality Money fund that is used to fund projects that enhance and support student learning. The library has successfully applied for a number of these grants to purchase assistive/adaptive technologies, tools, and furnishings.

Ross and Doris Dixon Charitable foundation

Specialized donor fund
Student tech fee funding
Student technology fee

There are two donor funds that can be used for software, hardware, or other equipment to support patrons with visual disabilities

University Technology Fee Grant

We have received gifts/endowments for other equipment in our Adaptive Technologies office.

Additional comments N=3

Library pays for captioning of library videos. Central ADA office pays for OCR, additional captioning, and sign language interpretation.

“Other equipment” needs cover library staff only/staff accommodations.

We haven’t purchased anything recently, but in the past it came from the library’s operating budget.

21. For which of the following does your library allocate budget funds on an annual basis? Check all that apply. N=44

Upgrades to hardware or software	30	65%
Specialized software	21	46%
Accessible furniture and fixtures	18	39%
Renovations to address accessibility issues	18	39%
Accessible materials	15	33%
Assistive devices	11	24%

Staff training pertaining to accessibility	9	20%
Other accessibility-related item(s)	8	18%

Please briefly describe the other accessibility-related item(s). N=8

Accessibility Awareness programs

Captioning, material remediation

Library budget for accessible furniture, fixtures, renovations, etc. is provided when needed—not a specific annual budget item. SSD has their own budget.

No allocation annually. We come up with ad hoc funds when needed and make upgrades as part of our normal refresh cycles.

Only as needed. Funds are allocated broadly but can be used to purchase assistive/adaptive tools and resources.

Software and hardware are funded through library IT’s general services and supplies budget.

Software development for spaces, infrastructural changes (case-by-case), space review, accessibility services from vendors

We check for accessibility in our licenses for electronic material. We have accessible furniture and fixtures and have a commitment to accessibility when addressing the life cycle needs of our furniture and fixtures.

22. Please identify who has responsibility for maintaining the library workstation hardware and software and other equipment. Check all that apply. N=65

Maintenance Category	Central ADA/ disabilities staff	Central IT staff	Library ADA/ disabilities coordinator	Library staff	Other staff category	N
Installing software and upgrades	10	26	2	45	1	65
Troubleshooting software	14	26	10	44	2	64
Installing hardware	7	27	1	44	1	65
Servicing hardware	8	27	1	44	2	64
Installing other equipment	9	19	1	40	5	59
Servicing other equipment	9	18	1	35	5	55
Total number of respondents	15	30	10	49	5	65

If you selected “Other staff category” for installing or troubleshooting software, please identify it. N=2

Library IT (two responses)

If you selected “Other staff category” for installing or servicing hardware, please identify it. N=1

Sorenson installs and maintains the Sorenson video relay services unit.

If you selected “Other staff category” for installing or servicing other equipment, please identify it. N=4

Library IT staff

Sorenson installs and maintains the Sorenson video relay services unit.

Vendors (two responses)

Additional Comment N=1

Note that Central ADA/disabilities staff handle needs in the ATLab only. Library staff handle maintenance in the libraries only (which excludes the ATLab).

ACCESSIBILITY OF LIBRARY'S ONLINE PRESENCE

23. Please indicate who is responsible for the accessibility of your library's online presence. Check all that apply. N=66

Staff Category	Website	Social media	Online classes	Research guides	N
Library staff	62	55	29	64	66
Central IT staff	18	4	17	2	29
Institution-wide disability services staff	4	1	5	1	8
Other staff category	2	2	6	1	9
Total number of respondents	66	58	46	65	66

Please identify the other staff who have responsibility for maintaining the accessibility of your library's online presence. N=9

Website N=2

External vendors

Staff in the university's communications department are responsible for developing the web templates and ensuring they adhere to web accessibility standards.

Social Media N=2

Central campus communications

The people who run the social media sites are responsible for checking the accessibility of those sites.

Online Courses N=4

Center for Teaching Excellence staff

Liaisons [also research guides]

Office of Distance Learning

Technical Support Specialist for Operations insures that recordings of events and programs posted online are accessible.

Additional Comments N=4

E-resources are being evaluated for accessibility as licenses are renewed by campus Information Communication Technology group.

Libraries Web Editor

We coordinate with the central IT Accessibility office for manual accessibility testing.

Web Services: Discovery Services Team

24. How frequently does your institution test and check the accessibility of the following library resources? N=64

Resource Category	Weekly	Monthly	Biannually	Annually	Sporadically	Never	N
Library website	9	13	3	8	27	2	62
Databases and other online/ electronic vendor products	2	2	0	6	34	14	58
Digital displays managed by library staff	2	2	1	2	27	24	58
Video captions	4	5	1	6	32	9	57
MultiMedia (i.e., video, audio, tutorials, etc.)	5	3	4	5	30	9	56
Library social media	4	3	0	2	28	19	56
Library created documents (i.e., handouts, presentations, etc.)	2	2	3	4	27	17	55
Total number of respondents	13	16	7	15	53	35	64

Comments N=26

Accessibility testing is a part of the regular workflow for creating pages and sites.

According to the recommendations of the Libraries Working Group, they are meant to provide an “annual review of our accommodations,” although it is not clear if all of the above mentioned categories are part of that assessment.

All new electronic resources go through process of review.

All websites are checked thoroughly when developed. After that, everything is checked sporadically.

At this time, we do not have a reliable method to alert those staff who check accessibility that resources have been added to our collection.

Captioning, website are checked on an ongoing basis.

For the above resources, accessibility would be considered at the time of creation, but isn’t necessarily being tested and checked afterwards. For our library WCMS page, we rely on campus IT for the ongoing accessibility checks as the content editor requires that content be entered in an accessible manner. For other third party applications (i.e., SFX pages, Primo) we do some checks and report any problems to the vendors to make changes where able.

For videos and library created tutorials, we caption as we create.

For website: we do monthly audits, but it’s not for every single webpage/site at the Libraries. For databases/e-resources: we deal with accessibility on a weekly basis but again, we don’t check ALL.

Main campus IT tests/checks our website regularly; I just don’t know how often it is done.

New materials are tested as they are created. Existing materials are tested monthly.

One library was interviewing a blind student on library web page accessibility. When the library added information about HathiTrust access for individuals with print disabilities, we worked with a blind student to determine the best workflow for requests.

Plan to monitor website accessibility with new CMS.

Some parts of our site are checked quarterly.

The Libraries will be moving to a more regular check once we have access to SiteImprove. For now, we check as new content is added.

The library does check to see if vendors are self-reporting compliance with web accessibility laws.

The library website, and library-generated media are centrally controlled. This means that the content is vetted for accessibility before it can be posted. Multimedia content in our catalogue and e-reserve is made accessible upon request. While we provide document accessibility training to library staff, we don't enforce document accessibility regulations on the content they produce.

The university has a site license with SiteImprove, as website review service that includes accessibility reviews as part of its routine procedures. In general, any other materials produced or acquired by the library that may involve accessibility features does not get tested beyond the initial purchase or creation.

There is no centralized group to verifies that these resources are being checked on a regular basis.

This is really reviewed more on an as-needed basis rather than on a fixed annual schedule.

This question is difficult to answer as we generally test all new web content/development, multimedia, etc. at the time of creation, or consider during purchase in the case of film, etc. We also periodically review websites and pages as we discover issues. In terms of regular review of existing content, there is generally no known regular check.

This is undergoing change. We are putting in workflows to check new content before publishing and spot checking updated content on a frequent quarterly basis.

We are about to embark on a website refresh, and our historical website is harder to evaluate. We have plans to employ a tool that will verify accessibility daily.

We assume vendors are checking their own products for compliance.

We have a plan to focus more on making our website accessible and compliant with standards set by the university.

We look for accessibility when we acquire resources and we caption our videos, but we don't go back and test them.

25. Some institutions integrate accessibility procedures into their collection development policies and procedures. Has your institution integrated accessibility into your collection development policy or procedures? N=64

Yes	21	33%
No	43	67%

Please comment on reasons for this approach. N=31

Answered Yes N=17

Because we have an inclusive/universal design approach to services and because acquiring accessible materials is more sustainable than remediation.

For large database purchases only

For new products, we investigate accessibility and for videos we attempt to ensure that captions exist.

Have begun via availability of BTAA standardized accessibility language in e-resource licenses.

Institutional initiative for diversity & inclusion to help pressure change. Also purchase e-books on request as a fast means to accommodate patrons.

It is part of our attempts to meet the research, teaching, and learning needs of our users.

Look at VPATs.

Process of purchasing new e-resources involves evaluation for accessibility by campus Information Communication Technology group.

The Big Ten Academic Alliance will attempt to insert this language into consortial licenses and its member libraries may ask vendors to accept this language for their institutions' individual agreements. The intent is to urge vendors to make improvements in their products to ensure that persons with disabilities can access their valuable material, not only to avoid risk, but also to promote access to information and education for all: Licensor shall comply with the Americans with Disabilities Act (ADA), by supporting assistive software or devices such as large print interfaces, text-to-speech output, voice-activated input, refreshable braille displays, and alternate keyboard or pointer interfaces, in a manner consistent with the Web Accessibility Initiative Web Content Accessibility Guidelines 2.0 AA (<http://www.w3.org/WAI/guid-tech.html>). Licensor shall ensure that product maintenance and upgrades are implemented in a manner that does not compromise product accessibility. Licensor shall provide to Licensee a current, accurate completed Voluntary Product Accessibility Template (VPAT) to demonstrate compliance with the federal Section 508 standards (<https://www.itic.org/policy/accessibility>). If the product does not comply, the Licensor shall adapt the Licensed Materials in a timely manner and at no cost to the Licensee in order to comply with applicable law.

The library's collection development manual doesn't mention accessibility specifically, but we're planning to add pertinent language. In practice, we consider the accessibility of materials (e.g., preferring captioned audiovisuals) in selection and acquisition activities. In our History of Medicine Division, accessibility is part of the acquisitions procedure. The division is committed to meeting requirements for section 508 for content in the digital collections. If items aren't accessible, we make it accessible by captioning and transcribing them. The division offers audio description upon request. Finally, we provide contextual metadata for all content in NLM Digital Collections.

To document the accessibility of electronic resources that the library licenses, and to hold vendors accountable for providing accessible electronic resources.

We are currently revamping our formal collection development policies, and accessibility will be included among criteria.

We are speaking with vendors about accessibility of their products, e.g., providing closed captioning (or allowing us to have it created).

We attempt to insert this requirement into our license agreements with vendors whenever possible.

We collaborate with provincial and national consortia in purchasing/licensing our e-resources. Accessibility is a pre-requisite for every license.

We inquire and get the vendors official stance on accessibility and what they plan to do in the future to improve.

We want to influence e-resource vendors and improve ally! We also want ALL library users to access the information we pay lots of money for. Collection procedures will be emailed as a document, but we ask for ally info (VPATs, WCAG 2.0 documentation), ask vendors for ally staff/team contact info, ask to insert ally license language, and sometimes do testing/report results back to vendors.

Answered No N=14

I did not receive a timely staff response to this question. However, our university is currently evaluating our procurement processes campus-wide for accessibility, and I expect this initiative to impact acquisitions and collection development policies.

I think we're heading in the direction of trying to develop accessibility expectations into our collection development policies and procedures. However, we have to balance accessibility concerns with ensuring that the disciplines we support have the scholarly resources they need to be competitive in their respective fields.

Institution has new procurement rules regarding accessibility of purchases. The libraries acquisitions fall outside of that workflow.

No official policy, but we include accessibility language in licenses when possible.

Staff not currently trained.

The Libraries Accessibility Working Group recommended integrating a statement on accessibility into the collection development policy.

This is a developing area for us. We participate in the Big Ten Academic Alliance's initiative to develop standard license language regarding accessibility for database purchases and renewals.

We are currently developing a process for integrating accessibility procedures into our acquisitions process.

We are currently discussing a project to review and revise all collection development policies and procedures so this may be addressed as part of that.

We are in the midst of adding a statement but it is not yet in place.

We are just starting to incorporate accessibility requirements into our collection development policies and procedures. Has been done sporadically in the past.

We do not have a formal collection development policy.

We don't actually refer to it in our collection development statement. The statement is general in scope and doesn't allow for a lot of detail.

We have not integrated accessibility procedures into our collection development policy. That information is provided under accessibility services.

26. Which, if any, of the following criteria does your library use for web accessibility testing? Check all that apply. N=57

Level AA Conformance to WCAG 2.0	38	67%
Section 508 Compliance	34	60%
Institution standards	30	53%
Level A Conformance to WCAG 2.0	21	37%
Level AAA Conformance to WCAG 2.0	7	12%
Other criteria	14	25%

Please briefly describe the other criteria. N=14

Accessibility for Ontarians with Disabilities Act (AODA)

<http://accessibility.arl.org/standards-best-practices/#technical-standards>

Level AAA are tested and corrected but are not top priority.

Most probably WCAG also, I just don't know which level.

Our web content and User Experience designers check the ADA-related criteria based on institutional web. Proper alt text in html code; making sure color alone is not used to convey info; color contrast;

descriptive link text; proper use of header tags; video captions/subtitles; short, descriptive image and file names

SiteImprove beginning Spring 2018.

Wave, Total Validator, AInspector, NUDA

WCAG 2.0, but do not know the level.

We aim for conformance with WCAG 2.0 Level AA, and incorporate some criteria from WCAG 2.0 Level AAA and WCAG 2.1 for internal testing.

We are currently undertaking a university-wide program on accessibility testing. New university guidelines are under construction.

We do automated testing against WCAG 2.0 AA criteria and have an Assistive Technology specialist conduct manual testing as well.

We follow the university guidelines for web accessibility, which state that we comply with WCAG 2.0 AA level with the goal of achieving AAA level where possible.

We use the wave accessibility tool, which includes guidelines from Section 508 and WCAG 2.

Web accessibility testing is conducted at the campus level.

27. Please list any tools your library uses for web accessibility testing. N=34

<http://wave.webaim.org/>

AMP, Chrome Development Tools, Springshare and other link checkers, Chrome Vox, various screen readers

Browser-based accessibility plugins (e.g., WAVE, aXE), Deque WorldSpace Comply, Adobe Accessibility Checker, Microsoft Accessibility Checker

ComplianceShare (via central IT), Webaim.org

FAC, WAVE, AInspector, Jaws, NVDA, VoiceOver

<https://www.w3.org/WAI/ER/tools>, web style edit

Manual testing, WAVE tool, Lighthouse (Google), 3rd party tracking/testing/manual check

PA11Y & Accessibility Checker

SiteImprove

SiteImprove

SiteImprove, WAVE (web accessibility evaluation tool)

SortSite (three responses)

W3C HTML validator, AEE core, Geo Metric

W3C WCAG 2.0 AA standards; Wave tool by webaim; TAW Accessibility report. We used a combination of automated and manual testing to fill out a template provided by the W3C WCAG. We did an Accessibility Audit as part of our discovery process from our new redesign website.

WAVE, aXe

WAVE Web Accessibility Tool (seven responses)

WAVE Web Accessibility Tool (wave.webaim.org), Canadian Government Standard on Web Accessibility (<https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=23601>)

WAVE, aXe, Deque products (WorldSpace, Attest), manual testing, screen readers, voice recognition software, color contrast checkers

WAVE, Developer Tools

WAVE, FAE UNL ChromDevTools, aXe, Totally, Funkify, NoCoffee

WAVE, paciello colour contrast analyzer, NVDA (mostly), JAWS (not as much), manual/look at code, Adobe Acrobat PDF checker

Wave, Web Sheriff

Wave, WebAIM Color Contrast Checker

WAVE: Web Accessibility Evaluation Tool, Web Developer Toolbar, WebAIM Contrast Checker, JAWS Screen Reader (although not recently), Checklists provided by our institution (based on WCAG 2.0 standards)

WC3 accessibility checker

Web Content Accessibility Guidelines 2.0, automated testers (WebAIM WAVE, A Checker), manual testing (i.e., testing for keyboard access), screen readers (NVDA, Chromevox), colour contrast checkers (i.e., WCAG contrast checker, Snook.ca), user testing

UNIVERSAL DESIGN

28. Has library staff received training on Universal Design principles? N=64

Yes	35	55%
No	29	45%

If yes, who provided the training? Check all that apply. N=35

Attendance at conferences, symposia, etc.	26	74%
Our parent institution	12	34%
An outside training provider	9	26%
Other provider	12	34%

Please specify the other provider of training on Universal Design principles. N=12

A workshop was presented by external subject experts.

Architectural firm working on library renovation. Not specifically formal training, but information is provided throughout the renovation process.

Librarian who is trained/well versed in UDL.

Library and Office of Disability Services staff

Library staff committees

Library staff experts

Library staff in the Accessibility and Learning Technologies working group

Only library staff and faculty who attend some conferences that may have topics on universal design principles.

Previous employer/institution
 Staff led training
 State construction office
 Webinars

29. Please indicate if your library has implemented Universal Design principles in any of the following areas. Check all that apply. N=53

Implementation Area	Always	Sometimes	Never	N
Building and renovation projects	16	28	7	51
Space redesign work	17	27	8	52
Furniture and fittings selection	12	33	6	51
Service design	8	32	10	50
UD principle implementation in another area	2	15	12	29
Total number of respondents	19	42	15	53

If your library has implemented Universal Design principles in another area, please briefly describe it. N=8

Content development, online services, publishing

Instruction (UD for learning)

Meet ADA requirements

Most of the space design work is done by a campus design office, not the library. However, I believe that the items listed above are considered by this office regarding UDL/ADA.

Service design: online principles applied to digital objects, research guides + tutorials, consultations, teaching practices (learning styles). For virtual reference, there's been emotional intelligence training.

Staff work areas: ergonomic set-ups

UDL in instructional spaces and other areas. The university follows the International Building Code for capital projects, all of which are also reviewed with the Office of Disability Services.

While library staff may not be fully versed in this, we work closely with various units in Facilities Management on campus (most of the design work is done by them) and they apply universal design principles.

30. Please indicate if your library has applied Universal Design for Learning (UDL) principles in any of the following settings. Check all that apply. N=55

Setting	Always	Sometimes	Never	N
For-credit classes taught by library staff	1	17	28	46
Non-credit classes taught by library staff	2	30	21	53
Informal training settings (i.e., workshops, orientations, etc.)	1	34	18	53
Online videos and/or tutorials	6	33	13	52
UDL principle applied in another setting	0	12	16	28
Total number of respondents	7	43	31	55

If your library has applied Universal Design for Learning principles in another setting, please briefly describe it. N=3

A new Instructional Design Librarian has been hired, and has plans to apply UD in more contexts in the future.

Reference desk and consultations, as providing an extra monitor for the user.

Research consultations

ADDITIONAL COMMENTS

31. Please enter any additional information about accessibility services at your library that may assist the authors in accurately analyzing the results of this survey. N=22

Access and Equity Services (AES) is guided by Saskatchewan's Human Rights legislation and the duty to accommodate individuals requiring accommodations based on disability, religion, family status, and gender identity. This campus-wide service is the first point of contact for students with disabilities, and the library partners with AES to support these students.

Again, our libraries span the gamut from really old buildings with barriers to mobility, to much newer buildings and one library that's being renovated as we speak. Accessibility is an issue that has come up in both these situations. The position of Librarian for Inclusion Initiatives is very new, and combines all areas of inclusion—not only accessibility. This SPEC survey will actually help with talking about how the library wants to approach accessibility in its future endeavors.

For question #8: Is this regarding staff or just users? There is coordination support on different levels. We observed that there were no questions regarding service animals, campus partners, office hours in the SDRC, low tech assistive versus high assistive technologies, and neurodiverse populations.

For question 10, we have answered for all library workstations. Library staff is not responsible for any aspect of the computers or equipment with assistive technology.

Our library has been undergoing a redesign of our disability services. Most of our software had expired, thus at the time of this survey we still have very little specialized software in place. This survey has been helpful in pointing out other areas we need to consider. Thank you!

Our new renovations will be including more accessibility features. Staff are becoming more familiar with the importance of accessibility for students, staff, and faculty.

Our User Experience Librarian is currently involved with a campus-wide committee focusing on electronic and information technology accessibility. The group plans on introducing a campus-wide accessibility policy. Our library system has plans to form its own accessibility committee in order to become compliant and stay compliant with the policy. We anticipate that we will make many changes toward accessibility in the near future, including making sure our libraries' website is compliant with WCAG 2.0 Level AA accessibility standards. I would like to mention that our submission reflects all our libraries in our system (our main library, our medical school library, and nine departmental libraries).

The Assistive Technology Lab, while located inside the main library, is a service under the campus Accessibility and Disability Services. It is not administered by the Libraries. The ATLab/library relationship is covered under an MOU. ATLab services are available only to users registered with the campus ADS; it is not open to all library users. The library has an ATLab/Library Liaison Group and an ATLab/Library Liaison Network.

The campus IT Usability Lab for accessibility testing is co-located in the library. Library staff are participating in the special interest group for FOLIO on accessibility.

The Libraries and our disability services are HathiTrust proxies, which means we can get in-copyright materials from HathiTrust to university users with print disabilities in a format that's accessible to them.

The role of coordinating accessibility services was tacked onto the position of Head of the Media Centre several years back. However, the head position has morphed into more of an outreach and engagement position, so accessibility services don't get their full due. After the library's reorganization is complete, there will hopefully be an Accessibility and Inclusion Librarian and so further work can be done within the university community in terms of promoting accessible services and products within the library.

There are multiple branches at the NYPL that all cater to accessibility needs of the patrons to various degrees. For example, we have a whole branch, the Andrew Heiskell Braille and Talking Book Library, devoted exclusively to the accessibility needs of the blind or otherwise visually-impaired. The librarians at this particular branch receive more accessibility training, for example, than those of the other branches.

There are several unanswered questions because I have not found the answers. I am new to the position of ADA coordinator. I had a librarian who worked with ADA and disabled students but she left for another job last fall. The HR person who oversaw most of our ADA issues retired last summer.

There is currently a university-wide initiative underway involving a third party to address all digital assets, assess accessibility, and create a prioritized remediation plan along with tools to accomplish this.

We are undergoing a restructuring of our organization. As part of this process we hope to identify key staff positions that allow us to provide better coordination in supporting accessibility services.

We have a very active Libraries Accessibility Committee charged by the Head of Access Services and Head of the Department for IT to explore new technologies and services, educate our colleagues about accessibility-related ideas and trends, advocate for physical and online accessibility in the Libraries, and develop programming and resources to raise awareness about all aspects of library services for people with disabilities. The Libraries also has a Facilities Access committee to review physical access issues and has representation on the university-wide Accessible Technology and Information Committee. As well, we have a half-time Accessibility Graduate Assistant (PhD candidate) who is working on online resource accessibility and integrating accessibility into the acquisition process, assessing learning spaces in the Libraries and coordinating a Libraries Accessibility Student Advisory Group to provide the libraries with student feedback regarding the accessibility of library resources.

We have a Libraries Accessibility Working Group that provides recommendations to the leadership team related to these issues. We also have a new Diversity, Equity, and Inclusion Committee that will also be providing support in this area. We are currently in the process of redesigning our website and both of these committees have been pulled into the process to provide recommendations and support. Although we did not organize the events, we have hosted workshops on inclusive pedagogy including one about teaching students with disabilities and other special needs. The various staff members that contributed responses to this survey commented that this is an area we need to work on. The questions on the survey were very helpful for us to identify areas for improvement.

We have around 40 libraries on campus, some one room in a department and some are very large. We attempted to answer representing as many libraries as possible. Our libraries have their own IT and development staff that are not librarians, but are considered library staff, so answered the questions that way.

We have several staff members who address accessibility issues as we become aware of them, but we do not have a committee or funding that would allow us to be pro-active.

We make every attempt to make our services accessible to library users with disabilities, whether they register with our Center or if they "self-identify" only to library staff members. Our Services Coordinator has been in the field for decades and is universally known as the "go-to" person for any requests.

Because we are such a large institution, we have a great many facilities and considerable expertise at our disposal from professionals outside the library. For example, our Center for Students with Disabilities employs numerous disability-specific professional counselors, as well as a full-time specialist in adaptive technology. In the past, when we had students who requested Braille, for example, we were able to produce hard copy braille versions of books, class readings, etc.

We participate in and support the Big Ten Academic Alliance (BTAA) Library E-Resource Accessibility Group and the work they do on behalf of the consortium. As a result of the work of this group, the Big Ten libraries have funded a pilot to provide selected vendors with third-party accessibility evaluations. This program provides vendors with the information and opportunity to improve the accessibility of their products and gives members of the library community information about the accessibility of these works. The BTAA has also adopted model accessibility license language that can be found on the BTAA's Standardized Accessibility License Language page. Library e-resource vendors may be approached about inserting this (or similar) text into BTAA Library consortial licenses or institutions' individual licenses to ensure these contracts address accessibility concerns.

We strive for more inclusive practices and have removed specialized workstations and procedures in favor of Universal Design and accessible-for-everyone setups. Please note that the law library did not participate in this survey.

Responding Institutions

University of Alabama
University at Albany, SUNY
Arizona State University
Boston College
Brigham Young University
University of Calgary
University of California, Irvine
Case Western Reserve University
University of Colorado at Boulder
Colorado State University
University of Delaware
Duke University
Emory University
University of Florida
Florida State University
George Washington University
Georgetown University
University of Georgia
University of Guelph
University of Hawai'i at Manoa
University of Houston
Indiana University Bloomington
University of Iowa
Iowa State University
University of Kentucky
University of Louisville
McGill University
University of Maryland
University of Miami
University of Michigan
Michigan State University
University of Minnesota
National Archives and Records Administration
National Library of Medicine
University of Nebraska—Lincoln
New York Public Library
New York University
North Carolina State University
Northwestern University
University of Notre Dame
Ohio University
University of Oklahoma
University of Oregon
University of Ottawa
University of Pennsylvania
Pennsylvania State University
University of Pittsburgh
Purdue University
University of Rochester
Rutgers University
University of Saskatchewan
Simon Fraser University
Syracuse University
Temple University
University of Tennessee
University of Texas at Austin
Texas A&M University
University of Toronto
Vanderbilt University
University of Virginia
Virginia Tech
Washington University in St. Louis
University of Waterloo
Western University
University of Wisconsin—Madison
Yale University
York University