



SURVEY RESULTS

EXECUTIVE SUMMARY

Introduction

When ARL last gathered information from member libraries about services for users with disabilities more than 10 years ago, several trends emerged. There were a growing number of library users with a broad range of disabilities. While physical access to libraries was improving, more work remained, particularly in older buildings. Assistive technology was prevalent, but equipment maintenance could be an issue. And staff training and attitudes were the weak link in the service chain.

This survey sought to better understand library services for users with disabilities today and how accessibility has changed for them in the complex environments of ARL libraries. It explored what services are being provided and how users are made aware of them; what assistive technologies are being offered today and who maintains them; which library staff have responsibility for providing services and how are they trained; and what service policies and procedures are in place for users with disabilities. The survey was conducted between August 23 and October 15, 2010. Sixty-two of the 125 ARL member libraries completed the survey for a response rate of 50%.

Library Staff Assistance

All of the responding libraries provide assistance with retrieving books and other materials from the library stacks. All but a few help users with disabilities to search the catalog and other online resources, and to copy, scan, or print library materials. Some provide delivery service to buildings on campus, assistance with adaptive equipment, and directional assistance for users with visual impairment. Library staff will also order alternative format textbooks or special equipment,

if needed. A significant number of respondents also offer proxy borrowing cards and extended loan periods.

While it is common that students first register with their university's office of disabilities services to obtain a referral for library assistance, almost all of the responding libraries report that users may approach any service desk to request assistance or may request an appointment by phone or e-mail. About half of the respondents also have an online request form; about a quarter have a special service desk.

Workspace Accommodations

Workspace accommodations are quite varied among the respondents. A majority of the responding libraries (52 or 84%) provide height adjustable workstations, a relatively inexpensive solution and a minimal accommodation for people who are in wheelchairs or who simply need adjustable furniture. One library mentioned that all of their study carrels and tables are wheelchair accessible. Thirty-seven respondents (60%) provide some kind of assistive technology on their general-purpose public computers (several mentioned the Microsoft accessibility package and/or Zoom Text) and well over half provide workstations in a quiet or separate workspace of some kind.

Other workspace accommodations include circulation of special equipment and laptops outfitted with specialized software, accommodation for seeing-eye dogs, light dimmers and window blinds, improved lighting for less reflection and better color rendering, sound-proofed or non-quiet rooms for dictation, and voice recognition tools.

As might be expected, given the range of size of the responding libraries and differing models of collaboration with campus disability offices, the number

of multiple purpose public workstations with some assistive technology is extremely variable. One library system reported 500 workstations, all with some kind of accessibility software, including Zoom Text, JAWS, and Kurzweil 3000. The largest number of public workstations with assistive technology is 558; the smallest units have one. The average is 114 workstations, but the median figure is eight. Clearly, the more common approach is to provide assistive technology on just a few of the general-purpose workstations. The number of dedicated assistive technology workstations is low, commonly only two or three. The average number of quiet rooms is also just two or three, but one respondent reported 20 rooms available.

Disabled patrons have a variety of options for obtaining access to specialized workspaces. Seventy-five percent of the respondents indicated that patrons may approach any service desk. Almost half reported that workspaces are self-service with signage pointing the way. Thirteen libraries have a special service desk. Seven issue a key, code, or card swipe access to special, locked workspaces, and most of the corresponding Web pages had quite specific directions for obtaining and using these keys. The intent of these libraries seems clear: to provide security for equipment but also to provide access without intervention for disabled persons so they can come and go as they please. Only five have online reservations for special rooms or equipment.

Specialized Software

The responses to the Specialized Software section of the study reflect a still fairly limited pool of choices of high-quality software packages. Existing options for software can be cost prohibitive, and the technology may not be as sophisticated as we might expect or desire (e.g., screen readers still cannot interpret graphics.)

Sixty libraries reported use of text magnification software. Of those, 78% use the Zoom Text magnifier and reader, noted above as being ubiquitous in some of the larger public computer labs. Adobe Acrobat and the Microsoft Magnifier come in at 55% and 40%, respectively. MAGic seems to have lost ground, used for magnification by only twelve of the respondents. Of the 52 responding libraries reporting use of screen reader software, 47 (90%) have JAWS, 13 (25%) use

MAGic as a reader, and 13 have Narrator (part of the Microsoft Accessibility package.)

The increase of awareness of learning disabilities was noted in SPEC Kit 243 in 1999 and is reflected in much of the current literature. As knowledge of such disabilities has increased, the more sophisticated scanner/reading/writing systems have gained in popularity and usage. These systems are also very useful for learners of English as a second language. Twenty-nine of the 62 responding libraries report using some version of Kurzweil, clearly the front runner in this type of system. Survey respondents also reported use of regular scanners plus OCR software such as OpenBook (Freedom Scientific) and ABBYY FineReader. Dragon Naturally Speaking dominates the field of speech recognition or dictation software. Eighteen respondents have word completion software with Inspiration as the front runner.

Only 16 respondents reported use of the Microsoft Windows accessibility package (now under "Ease of Access" in the Accessories menu of Windows 7). Since individual components of the Microsoft accessibility package drew higher numbers in responses to other sections of this survey, this low number could reflect usage of only parts of the package and/or confusion over the name of this suite. It is likely that most libraries have not explored all the components of this toolkit, which may be readily available on their public computers. Only three libraries reported using the Premier Accessibility package, probably due to the readily available Windows package. It should be noted that software for converting text to Braille was not included in the survey but is mentioned in the open comments by at least three libraries. Several libraries in this and other sections of the survey also mentioned the services for Braille readers available through the Library of Congress.

Specialized Hardware

The responding libraries provide a large array of assistive hardware for disabled users. At the 53 responding libraries, scanners (79%) and speakers (66%) are the most common types of equipment, followed by microphones, noise reduction headphones, and motor trackballs. A third of the respondents provide some kind of augmented keyboard and some provide joysticks.

Only one library has vocal labels for the keyboard, and one other has light signals for computer sounds.

Desktop video magnifiers and CCTV units for the visually impaired are available at a majority of the responding libraries. Three libraries have at least small pocket or portable magnifiers. In the open comments, fifteen respondents reported the availability of some kind of Braille equipment: raised, tactile keyboards, Braille printers, Braille embossers, and Braille (typewriters). Two libraries mentioned videophones for sign language. Others noted talking calculators, desktop illuminated magnifiers, and talking book players, including the discontinued Kurzweil Reading Edge machine. Digital voice recorders are provided at fourteen locations.

Selecting and Publicizing Services

When asked how the library decides which services and technology to provide for users with disabilities, the majority reported that they respond to patrons' requests. At a little more than half of the libraries, a service coordinator makes recommendations. At many institutions, a central disabilities office mandates which services and technology to provide, and a significant number of the responding libraries consult or coordinate with that office. About a quarter of the respondents have received donations for specific items. Only nine libraries report that they have surveyed their users about their needs.

The three most common methods libraries use to inform potential users about services are through the campus disabilities office, the library website, and word of mouth. Services are also promoted through library signage, in instruction and orientation sessions, and through brochures and flyers. A few respondents have placed articles in either a library newsletter or campus newspaper.

Coordinating Services

At 18 of the responding institutions, an individual in a central unit has primary responsibility for coordinating support services for persons with disabilities. At another 18 institutions, this responsibility is shared between the central disabilities coordinator and a library disabilities coordinator. Thirteen respondents report that a library disabilities coordinator has primary

responsibility for this role. Ten other libraries report that another individual or a committee assumes the service coordination responsibility.

The frequency with which the central coordinator and library staff interact ranges from infrequently, to as needed, to often. Most of the respondents indicated there is regular, on-going contact as often as they feel is necessary.

The survey asked the libraries that employ an ADA officer/disabilities coordinator or other designated person to oversee services for users with disabilities to provide the approximate percentage of time spent coordinating services. Of the 29 positions described, only three spend 90% to 100% of their time on coordinating services. Four devote 30% to 50% of their time to these activities. For the rest, service coordination accounts for between 1% and 10% of their work responsibilities.

The survey next asked who has responsibility for interpreting applicable disabilities laws for library staff. At all but a few institutions, the central disabilities coordinator has primary responsibility. At many institutions, this individual shares the responsibility with the organization's counsel or legal unit and the library's disabilities coordinator. At the other institutions the responsibility falls primarily on legal counsel.

Library Service Providers

Responses to a question about which library staff members are expected to provide services for users with disabilities overwhelmingly echoed the statement that, "All staff who work on a public services desk are responsible for assisting users with disabilities." Or as one respondent commented, "At the minimum, anyone approached should be able to make a proper referral."

The primary way that library staff members receive training about assisting users with disabilities and how to use the available assistive technology is by hands-on training from the disabilities coordinator. A number of respondents report that staff also occasionally attend workshops, webinars, and conferences, or consult manuals. Twelve libraries reported making use of vendors or outside consultants for technology training as well as tips on helping the users and

sensitivity awareness. A significant number report that staff members are entirely self-trained. Online tutorials and video training are not common, used by 10% or fewer of the respondents.

Assistive Technology and Funding Support

The survey asked respondents to indicate financial support for three types of assistive technology: software, computer hardware, and other equipment. The funding source for 60% of the libraries is their regular library operating budget. Just under half of the respondents indicated some financial assistance from the central disabilities office. The library IT budget provides funding at 38% of the responding libraries and the central IT budget provides funds at 19%. Only three libraries have a portion of their budget identified specifically as an ADA/disabilities allocation. Other sources were grants and donations. One respondent mentioned the university's computer access fee as a possible source that could be applied for, but was very competitive.

By far, the major source of technical support for maintaining library workstation hardware, software, and other equipment is the library's IT staff. The central disabilities office and/or the central IT staff supplement this support at 17 libraries (29%), depending on the type of service. At about a quarter of the surveyed libraries, the library coordinator has some responsibility for troubleshooting software, but has little to do with installations or hardware and equipment repair. A significant number of respondents indicated that library facilities staff service equipment and also mentioned warranties that are serviced by the vendor.

Library Website Accessibility

Having an accessible library website is clearly a concern for the majority of libraries; over 60% of those surveyed have staff trained in Web accessibility for users with disabilities. Fewer libraries (about half) have staff trained in testing Web products such as databases, in-house branded pages, and Web tutorials. Most libraries have at least one Web developer on whom they depend for special skills in these areas. One library mentioned their systems staff as resources. Several libraries noted that the Web developer is

mainly self-taught or has a special interest in accessibility issues. Support from the central disabilities office is a fairly common way for the library Web person to develop skills in this area.

Few libraries are looking at vendor databases yet; some respondents said they rely on their reference staff to notice problems with databases, the catalog, and other resources. Regular and frequent auditing of Web pages appears to be uncommon, but there seems to be a heightened awareness of Web accessibility standards and the need to apply them. The question dealing with the criteria used for Web accessibility testing yielded very specific responses that demonstrated a considerable depth of understanding and awareness; libraries may be doing more evaluation than they realize. Compliance with Section 508 of the Americans with Disabilities Act and/or W3C (World Wide Web Consortium) standards is the method most often mentioned in the survey responses. WAVE is a frequently mentioned accessibility evaluation tool.

Conclusion

Most sources, including the US Census Bureau, cite figures of almost 20% of the population being affected by a disability of some kind. The majority of these people are not institutionalized. As the baby boomer generation grows, this figure will likely increase, hopefully in concert with greater understanding and awareness of what it means to have a disability that requires adaptive technology. Libraries are particularly willing partners in providing accessibility, but challenged further by shrinking budgets to meet the needs of this growing population. One way to offset the lack of resources is to collaborate. The survey results indicate an increasingly close relationship between campus or central disabilities offices and the academic libraries. In several cases, the campus disabilities office runs the library assistive technology center or workstations and usually provides funding and staff support at some level. Often, the library's services are guided by the campus office; libraries tend to work through them rather than surveying the students themselves.

Information technology is changing at lightning speed and the assistive technologies will likely improve accordingly. However, the names of some of

the major players in the field of assistive software and hardware have not changed since 1999, although they may have swapped parent companies. Prices of the older tools remain high and newer, more sophisticated programs are sometimes impossibly expensive, especially for smaller library systems. Hopefully, the growing market for adaptive technology will drive a more competitive market and result in more reasonable pricing.

Static library budgets have also resulted in significant staffing cuts throughout the past decade. Some of the most striking parts of this survey are the responses in the staff training and library providers sections. Although all or nearly all staff in most of the surveyed libraries are expected to have some level of ability to help users with disabilities, a surprising number of staff members are entirely self-taught or getting their training as best they can, in occasional workshops, at conferences, or from vendors. The majority

of library ADA coordinators allocate only 1% – 10% of their time to performing ADA-related duties. They are bibliographic instruction coordinators, subject specialists, building managers, reference librarians, and digital services librarians with many additional responsibilities. Only two of the surveyed libraries had full-time coordinators for ADA services. This fragmented approach to coordinating the programs was in evidence at the time of the older ARL surveys and has not changed. However, this did not stop the vast majority of responding libraries from providing an impressive array of services which is well demonstrated by a perusal of some of the representative Web pages in this publication. Yet the respondents' comments yielded repeated concerns that they were not doing enough. Clearly, the dedication to providing assistive services is there and the challenge remains to find ways to maintain them at a high level.

SURVEY QUESTIONS AND RESPONSES

The SPEC survey on Services for Users with Disabilities was designed by **M. Suzanne Brown**, Research Assistance, Instruction & Outreach Services Librarian, University of Florida. These results are based on data submitted by 62 of the 125 ARL member libraries (50%) by the deadline of October 15, 2010. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

When ARL last gathered information from member libraries about services for users with disabilities more than 10 years ago, several trends emerged. Library staff were encountering a broad range of disabilities from a growing number of users. While federal and regional regulations, such as the Americans with Disabilities Act (ADA), were leading to improvements in physical access to libraries, more work remained, particularly in older buildings. Assistive technology was prevalent, but equipment maintenance could be an issue. And staff training and attitudes were the weak link in the service chain. The current literature describes an ongoing expectation of larger numbers of disabled persons to serve requiring specialized equipment that increases maintenance needs as well as the demand for more assistance from trained staff.

Some academic and public libraries have an assigned coordinator with specialized skills to manage equipment or other services for users with disabilities. Other libraries may include responsibility for providing assistive services in the job descriptions of all public services desk staff. With budget declines, meeting the service needs of this library population is more challenging as all libraries, special, public, and academic, predict the continued need to do more with less.

This survey seeks to better understand library services for users with disabilities today and how accessibility has changed for them in the complex environments of ARL libraries. It explores what services are being provided and how users are made aware of them; what assistive technologies are being offered today and who maintains them; which library staff have responsibility for providing services and how are they trained; and what service policies and procedures are in place for users with disabilities. The answers to these questions will provide an updated snapshot of ARL library services for users with disabilities at the beginning of the 21st century.

LIBRARY STAFF ASSISTANCE AND OTHER SERVICES

1. Please indicate which of the following services your library provides for users with disabilities. Check all that apply. N=62

Library staff assistance to

Retrieve books and other library materials from the stacks	62	100%
Search catalog and online resources	59	95%
Copy/scan/print library materials	58	94%
Set up personal equipment for use in the library	23	37%
Other staff assistance	19	31%

Please briefly describe the other assistance offered by library staff.

Acquire alternate format texts for courses. Assistance with completion of library forms.

ADA computer workstation.

Assist users with disability workstations.

Assistance with adaptive equipment.

Convert some print materials into digital materials to be read by computer program.

Delivery service to buildings on campus; Braille printing.

Directional assistance for users with visual impairment.

Library provides enhanced services for users with disabilities. The library works cooperatively with university Access and Diversity to meet users' needs.

Order alternative format textbooks.

Order special equipment, if needed.

Orientation to library (new students/parents); teaching adaptive software; teaching how to make material available in alternative formats.

Paging services are available through an online booking service to all current students, faculty and staff. We make special arrangements when community users need assistance in retrieving material from our stacks.

Provide training in use of adaptive technology.

Research assistance through the Personal Librarian Program, in partnership with Student Disability Services.

Sign users onto computer with JAWS and Kurzweil 3000 software/hardware.

Soundproof study/tutoring rooms.

We have two group study rooms with assistive technology for the exclusive use of users with disabilities.

We offer the same services that we offer to all our users.

We will retrieve books if call numbers are provided.

Other services N=39

Proxy borrower cards	27	69%
Extended loan periods	17	44%
Other service(s)	16	41%

Please briefly describe the other service(s) for users with disabilities.

Adaptive technology center in library.

Adaptive Technology Centre and study areas.

Adaptive Technology Room in the Information Commons available only to students registered with our Disability Resource Centre — available 7 days a week 24/5 Sunday to Friday.

Additionally, we provide special research training for staff from the university's Disability Support Services office and we provide research assistance appointments and classes for students in collaboration with this office.

Any of the above could be arranged but have never been requested.

Generally not applicable since members of the public can't remove collection materials from the reading rooms.

The Library of Congress is the home of the National Library Service for the Blind and Physically Handicapped, which circulates Braille and audio materials to eligible borrowers through its national network of cooperating libraries.

Library Services for Users with Disabilities described on extensive website: <http://www2.lib.udel.edu/atc/polatc.htm>, includes information about Assistive Technology Center with five workstations in private room.

Maintain an adaptive technology lab, run the alternate-format text service, loan adaptive tech and equipment, provide bookable private study space.

Online renewal of circulating materials is available. Non-Circulating Materials: Arrange for a special short-term loan to use non-circulating materials with equipment at the Disability Resource Center.

Online requests are taken to "hold" items for 24 hours.

Provides study carrels if there is a need.

The Disability Center on campus will provide readers for special collections and other materials that cannot be used with adaptive technologies.

There is an Assistive Technologies Center (ATC) in the Libraries Learning Commons: specialized equipment, furniture and software available for use, with full-time support staff available for basic assistance.

Users with disabilities may apply for a proximity access card for unassisted entry to the library building through a secure entrance that is closer to some parking areas and may be more convenient than the main entrance.

We make whatever accommodations are needed.

We will make many accommodations as needed.

2. How does a disabled person obtain staff assistance in the library? Check all that apply. N=62

Approach any service desk	61	98%
Request an appointment with a specialist by phone	58	94%
Request an appointment with a specialist by e-mail	58	94%
Request an appointment with a specialist online	33	52%
Request an appointment with a specialist by text message	23	37%
Approach a special service desk	13	21%
Other	17	27%

Please describe the other way(s) disabled users obtain staff assistance in the library.

Any registered user can request appointments or approach any service desk for assistance. Since the LC collections are completely closed-stack, both special-needs users and other member of the public need to be assisted by reference staff.

Ask campus Disability Services for referral.

Automatically, through online forms/requests.

I receive referrals from the campus Disabilities Resource Center.

Make arrangements through the University Wide Disability Services Office.

Orientation to new students with disabilities by the reference librarian who is the coordinator for users with disabilities for the library.

Patrons may also go through the university Disability Resource Center to obtain staff assistance in the library.

People can also e-mail or telephone the IT ATC specialist for assistance in the ATC.

Referrals from Disabilities Office, faculty or other staff.

Request appointment with specialist via chat.

Students may register at the Disability Support Services Office and request special assistance.

Students requiring specialized library services, especially the use of the Adaptive Technology Centre, must bring a letter of introduction from the Office of Students with Disabilities to the Coordinator, Library Services for Users with Disabilities. This letter details what accommodations they will need in order to use the library in an equitable manner.

The student's first step is to register with the Access & Diversity Office, Student Development and Services. Referrals are also received from professors, teaching assistants, note-takers, etc.

University Office of Disability Services, Affirmative Action Office, and Blind and Visually Impaired Services—a state agency—all make referrals to Libraries Services for Persons with Disabilities.

We do also have a short service desk in our undergraduate library for consultations with those in wheelchairs, but the disabled are not required to use it.

We do not have a specialist for disabled patrons. The Head of Public Services and the Head of Customer Services would function in this regard. Public Services staff are empowered to assist disabled patrons in whatever capacity they need.

We will accept a walk up request for some activity but if it involves a significant amount of work, such as scanning lots of content, we will indicate an appointment is needed.

WORKSPACE ACCOMMODATIONS

3. Please indicate which of the following workspace accommodations your library provides for users with disabilities. Check all that apply. N=62

Wheelchair accessible/height-adjustable workstation(s)	52	84%
Assistive technology on general-purpose public workstation(s) (i.e., workstation(s) can be used for either purpose)	37	60%
Assistive technology on workstation(s) in a multi-person quiet room or other separate workspace	32	52%
Dedicated assistive technology workstation(s) in public areas	28	45%
Assistive technology on workstation(s) in a one-person quiet room or other separate workspace	19	31%
Non-fluorescent lighting	9	15%
Assistive technology on workstation(s) in special study carrels	6	10%
Other workspace accommodation	13	21%

Please briefly describe the other workspace accommodation(s).

Accommodate seeing-eye dogs.

Campus IT provides assistance technology workstations throughout campus.

Circulate equipment provided by campus Disability Support Services.

Instructional Media Collection Department provides access to closed caption video collection.

Light dimmer.

Most library buildings have brighter T8 fluorescent lighting with better colour rendering and specular reflectors.

Non-quiet room for dictation using voice recognition software.

Separate closed individual study rooms reserved through our Disability Support Services office in the library.

The Access & Diversity office, Student Development & Services, offers assistive technology on laptops for students

requiring this support. Library has been advised that this is preferred, rather than the library trying to provide these services directly to students. The Crane Resource Centre & Library offer services.

The library, in partnership with campus IT and campus Disability Services, offers a fully equipped laboratory with assistive technology; quiet reading areas, staffing.

The Student Special Services Office on campus provides special exam arrangements, text in alternate formats, note-sharing, adaptive equipment, assistive technology software and hardware, and library assistance. Student Special Services has made clear to us that the needs on campus are so varied and changing that it makes more sense for them to acquire the exact technology needed for users with disabilities at the time of need, rather than the library installing software that is not used and goes out of date. Students with disabilities work directly with Special Services, and staff and faculty work directly with the Disability Coordinator in Human Resources. We do also have shopping-type carts that users can check out from the circulation desk and use to more easily move print materials they need around the library.

Website is ADA compliant.

Windows to multi-person room have blinds.

4. Please describe how many workstations have assistive technology in each location. N=54

	N	Minimum	Maximum	Mean	Median	Std Dev
Dedicated public workstations	28	1	19	2.75	2	3.52
General public workstations	32	1	558	113.87	8	160.13
Study carrels	6	1	7	2.83	2	2.32
Quiet room	28	1	20	3.32	2	3.68

Other Location

ADA room: 7 workstations

Classroom – 1

One group study room wheelchair accessible.

Quiet reading recliner (within the Adaptive Technology Centre)

University-run computer labs in the libraries = 31.2

Comments

All computers in the Libraries have some assistive technology available including Kurzweil 3000, ZoomText and JAWS.

All general public workstations in all of the branches have basic assistive software.

All libraries have one workstation with the exception of Hayden that has seven (considered the main library) where the “ADA” room is located and where there is staff dedicated to service for all branches/users with disabilities.

All public computers have Windows assistive technologies.

All study tables and carrels are wheelchair accessible.

Assistive Technology Center in private room with five workstations. Equipment and software described online at: <http://www2.lib.udel.edu/atc/polatc.htm#equip>.

Assistive technology in study carrels and quiet room is provided and maintained by Services for Students with Disabilities. The library provides space only.

Each reading room has at least one wheelchair-accessible general public workstation and ZoomText 7.0 software.

In each service area there is at least one public workstation outfitted with ZoomText that is identified by a sign tented on top of the monitor.

It is impossible to give you an accurate number of all workstations with assistive technologies. Our media center televisions have telecaption equipment and some lighting enhance media carrels. I believe there are some PCs around that have keyboards with large yellow numbers. Across our 17 libraries/service locations there are a variety of height adjustable computer and study carrels.

Most workstations have ZoomText magnifier/reader.

One dedicated public workstation in reading room; one general public terminal in each library.

One general public workstation in main library, two in science & engineering library.

Study rooms can be used for more than one person.

The library has 17 group study rooms (not dedicated; everyone can book them); these can be booked.

Thirty-six workstations are height-adjustable.

Three single person rooms and one multi-person room.

We have eight libraries, only two provided responses for compilation. I believe two of our libraries each have one workstation with assistive technology.

We have ADA stations at each of 7 service desks, 8 specialized ADA stations, 300 public workstations, and two specialized rooms with staffing for disabled patrons.

Wireless access in all buildings allows users to use their own laptop/equipment.

5. How does a disabled person obtain access to specialized workspace in the library? Check all that apply. N=60

Approach any service desk	45	75%
Self service; signage points users to the specialized workstations/spaces	29	48%
Approach a special service desk	13	22%
Registered users are issued a key to locked workspace	7	12%
Submit an online reservation for special workspace/equipment	5	8%
Other	17	28%

Please briefly describe the other way(s) disabled users obtain access to specialized workspace in the library.

One of the dedicated rooms requires a special login to use the computer, but the room is not locked.

Our dedicated assistive technology lab is managed by Disability Resources for Students, a unit on campus. They handle providing access to the lab.

Patrons may approach the Reference Desk during business hours and the Security Guard's desk after hours.

Register with campus Disabled Students Program - library staff provide key to registered users.

Registered users enter using a swipe card system.

Students who are registered with our Centre for Students with Disabilities are able to use a quiet, multi-person lab set aside for their use. They have to initially show a card to gain entry to the lab.

The ADA facility is open the entire time Hayden library is open but is only staffed part of the time (1.5 FTE staff and limited student worker support).

The person would contact Library Services for Students with Disabilities (LSSD) by e-mail, phone or in person, to book a time to use a room. A person with a disability other than a student would also contact LSSD. Keys to the rooms are kept at the main Library Services Desk. Students are provided with a key, but are asked to show identification. Staff at the service desk have a list of students authorized to use these rooms.

They may also call the service desk to obtain access.

To use the study carrels and lab provided and maintained by Services for Students with Disabilities but located in the library students must be registered with SSD. The library will sign-out a key to registered students only from the Service Desk.

Users must register with the campus Disabilities Service to become registered for use of the Assistive Technologies Center (ATC) in the library. The ATC is open 24/5; once registered with Disability Services, a user is given a NetID login that allows permission to log into the ATC computers.

Users registered with the Adaptive Technology Centre have access to its space.

Users with disabilities can gain access to the workspace by approaching the Circulation Desk. This maximizes the hours that the workspace is available.

We have one specialized workspace in our main library building only. Students can get the code or remote opener to the room at the two service desks in the library. Once they have the code, they do not need any staff intervention.

Web page on library website describes services provided at the library and location of equipment.

With the exception of the National Library Service for the Blind and Physically Handicapped, LC public reading rooms serve both general and special-needs patrons.

Workstation is specialized but in an open public area.

SPECIALIZED SOFTWARE

6. What specialized software is available on the workstations that have assistive technology? Check all that apply. N=62

Text Magnification N=60

Zoom Text (magnifier and reader)	47	78%
Adobe Acrobat (full version)	33	55%
Magnifier (Microsoft Accessibility Accessories)	24	40%
MAGic	12	20%
Magnifying Glass Pro	4	7%
Other software	12	20%

Please specify the other text magnification software.

Arkenstone/Ruby/Open Book (OCR scanning software that allows materials to be scanned and saved as text files.)
Duxbury Braille. Translator/DBT (Can translate text files into Braille & Braille files into text.) Also have: scanner attached, Braille embosser attached, CD burner with Roxio Easy CD Creator installed.

Available through our computing center's "Hive" (cloud computing).

CCTV (magnification of hard copy).

Epson Color scanner with Epson Scan and Abby FineReader Software for OCR.

Kurzweil 3000.

Kurzweil, Cicero.

NB: Full Adobe Acrobat is only available in the consultation rooms.

Premiere Assistive.

Spectrum Print Magnifier.

This is just available in the university computer labs present in the libraries. Library workstations only have ZoomText available.

Window Eyes.

Screen Readers N=52

JAWS	47	90%
MAGic	13	25%
Narrator (Microsoft Accessibility Accessories)	13	25%
ReadPlease (Microsoft Accessibility Accessories)	7	13%
Other software	13	25%

Please specify the other screen reader software.

Balabolka, MAC OS Speak.

Braille Window (refreshable Braille). Juliet Interpoint Braille Embosser (for hard copy).

EText Reader, Scan & Read Pro; text to audio.

Free Natural Reader.

Library workstations only have ZoomText available.

Microsoft English v. 6.1 Recognizer.

PC with CCTV [magnifies printed text].

Premiere Assistive.

Text Help.

TextAloud MP3.

TextAloud MP3 text reader/MP3 creator.

We don't have this in the library and refer students to the disability services center on our campus.

ZoomText.

Scanning Systems N=29

Kurzweil	29	100%
Open Book (OCR)	4	14%
ABBYY FineReader	1	3%
Other scanning system	4	14%

Please specify the other scanning system.

Cicero.

OmniPage Professional.

OmniPage; Microform scanner and general scanning done for accommodations.

Scanning is available via Adobe Acrobat; OmniPage and Capture on the Canon workstation creates .tif files.

Speech Recognition N=30

Dragon Naturally Speaking	28	93%
Other software	4	13%

Please specify the other speech recognition software.

Dragon Dictate (voice recognition).

MAC Speak Dictate.

Text to Speech.

Voice recognition software via Dragon is offered in the lab.

Accessibility Accessories package N=18

Microsoft Accessibility Accessories package	16	89%
Premier Accessibility Accessories package	3	17%

Word Prediction and Completion N=18

Inspiration	11	61%
Read & Write Gold	4	22%
Other software	8	44%

Please specify the other word prediction/completion software.

Braille software that converts text to Braille.

Draft Builder.

Inspiration is offered upon request.

Kurzweil 3000 Verion II.

Kurzweil 3000; Softtype - onscreen keyboard.

Kurzweil 3000.

Kurzweil 3000.

We use Read & Write standard.

SPECIALIZED HARDWARE AND OTHER EQUIPMENT

7. What specialized hardware is available on or for use with the workstations that have assistive technology? Check all that apply. N=53

Scanners (with OCR)	42	79%
Speakers	35	66%
Microphones	25	47%
Noise reduction headphones	24	45%
Motor trackball mouse	22	42%
Augmented keyboard (one-handed, large keys, small keys, etc.)	18	34%
Joystick	7	13%
Wands and sticks	2	4%
Vocal labels for keyboard	1	2%
Light signals for computer sounds	1	2%
Other hardware	16	30%

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

Bierley handheld magnifier.

Braille embosser.

Braille embosser.

Braille printer, Braille embosser.

Electrically adjustable desks.

Flat bed scanner.

Headphone with microphone, Braille printers.

Headphones with microphone for use with DNS.

Headphones, Braille Terminal Display.

Headphones, printers.

Headtracker 2000; no hands mouse; trackball mouse (not motor).

Index Basic Braille.

Reading Edge machine.

Tactile keyboards with raised indicators are available.

Windows and Mac platforms available.

8. What other specialized equipment is available in the library for users with disabilities? Check all that apply. N=45

Desktop Video magnifier or CCTV	38	84%
Small Magnifier (pocket/portable)	20	44%
Digital voice recorder	14	31%
Other equipment	18	40%

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

Braille printer; black erase board.

Braille printer.

Braille.

BrailleWindow, Juliet Braille Embosser, Duxbury Braille Translator, Wrist Wizard, Kurzweil 3000.

Daisy player, 4 track tape recorders.

Daisy Player, Cassette Player.

Desk mounted, illuminated magnifier.

Digital voice recorders available in Student Multimedia Design Center to all students, faculty and staff to check out.

Keyboard stickers in Braille and large print; Library of Congress talking book player.

Large lighted magnifier; 8 track tape players, manual Braille.

Reading Edge reading machine, closed circuit TV monitor, large screen monitors, four track sound recorder, magnifying screen, and Braille typewriter.

SARA - Reading machine, Braille writer.

Scanner attached to disability workstation.

Sorenson Videophone (for sign language).

Talking calculators, large calculators, Kurzweil 3000 USB, portable CCTV.

Topaz Desktop Magnifiers and Sapphire Portable Video Magnifiers.

TTY Telephone; Braille and Braille printer, also Duxbury software for Braille translation.

Video Eye; videophone; MS optical mouse; Braille embosser & Duxbury software.

SELECTING AND PUBLICIZING SERVICES

9. How does your library decide which services and technologies to provide for users with disabilities? Check all that apply. N=59

Responds to requests by patrons	45	76%
Library coordinator recommends; administration makes decisions	32	54%
Campus or governmental ADA/disabilities office mandates which services and technologies to provide	28	48%
Gifts; donations for specific items	13	22%
Library coordinator makes decisions	12	20%
Surveys patrons	9	15%
Other process	24	41%

Please explain the other decision process.

Collaboration with the campus Disability Services Office.

Consultation with the Office for Students with Disabilities

Consulted with campus Disabilities Coordinator.

Coordinates with Student Accessibility Services office that supports campus wide services.

Disabilities Office suggests equipment and software.

Disability Resource Center Dean also makes recommendations to coordinator who recommends them to administration who makes decisions.

Input from CSD (Centre for Students Development).

Interact frequently with Institutional Equity Office.

Library coordinates with campus partners. Benchmark services by peer institutions.

Library coordinator works with campus disability services office staff.

Maintain regular contact with campus Office of Services for Students with Disabilities.

Our disabilities office has an adaptive technologies specialist who recommends software and hardware.

Recommendations from campus Resource Center for Persons with Disabilities (RCPD).

Requests from Access & Diversity, Equity Offices, e.g., retrofitting a washroom to provide electronic lifts.

Suggestions from campus disabilities office.

The Disabilities Resource Center recommends technologies and assists in evaluating recommendations by patrons.

The libraries' ATC is supported by Office of Information Technologies; the OIT tech specialist works with the campus Disabilities Services.

The Library of Congress voluntarily complies with Section 508 specifications.

The library works with Information Technology and Communication and with the Learning Needs and Evaluation Center which make recommendations for services and provide most of the equipment we house.

The university has an office for Specialized Support and Disability Services (SSDS) has long been serving staff and faculty members with disabilities by providing direct services and collaborating in the delivery of others. The office has a broad range of expertise in matters pertaining to persons with disabilities and reasonable accommodations and thus can be consulted with regard to disability-related issues.

We work closely with various offices on campus when making decisions regarding assistive technologies and services.

We work collaboratively with the Special Services office, which provides the majority of the assistive technology and other services.

Work with campus ADA department to develop services.

Works with coordinator from Disability Resource Centre to determine needs.

10. How does your library publicize or make these services known to potential users? Check all that apply. N=61

Through campus office that supports people with disabilities	58	95%
Library website	55	90%
Word of mouth	42	69%
Signs in the library	24	39%
Through bibliographic instruction or library orientation sessions	22	36%
Brochures or flyers	19	31%
Through governmental office that supports people with disabilities	5	8%
Other method	7	12%

Please describe the other method(s) the library publicizes these services to potential users.

Also article in "WELCOME TO THE LIBRARY" general library publication distributed to all, and inserted semiannually in student newspaper.

Campus IT knowledge base.

Circulars and newsletters issued by National Library Service for the Blind and Physically Handicapped.

Forums, campus newspaper.

Occasional news item in our Library News - <http://library.mcmaster.ca/news/6042>.

Partnership with campus Student Disability Resource Center.

Referrals from Crane Resource Centre and Library, Access & Diversity Office.

COORDINATING SERVICES

11. Who in the organization has responsibility for coordinating support for persons with disabilities? Check all that apply. N=59

An ADA officer or disabilities coordinator in a central disabilities unit or office on campus/in the parent organization	36	61%
An ADA or disabilities coordinator or other designated person in the library	26	44%
Other position	16	27%

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

An AUL is the liaison to the ADA office but a reference librarian coordinates the requests from our disabled population needing assistance.

Assistive Technologies Center Specialist, Office of Information Technologies, is the contact we use for inquiries about ATC services.

Combination of lab staff and public services staff & Disabilities office.

Communications and Outreach Librarian.

Disabilities Committee within the library and HR is sponsor.

Head and assistant head of Library Personnel have some responsibility, along with Public Services Assistant.

In the library there is the Assistant Director for Public Services and the Head of Customer Services.

Information Specialist in information commons has general responsibility for assisting with scanning requests and coordinating.

Library Liaison to Student Disability Services; Director, Library Information Technology.

Media Librarian.

Recently formed committee of 5 library staff.

Reference Librarian coordinates the library services to persons with disabilities.

Shared by several individuals such as facilities coordinator, reference head, library security.

The LC Office of Opportunity, Inclusiveness, and Compliance is responsible primarily for inclusiveness for employees with disabilities, but also provides some support for patrons, e.g. ADA accommodations at LC-sponsored events.

The libraries' Head of Access Services is a liaison to the Center for Disabilities.

The Universal Accessibility Associate.

12. If there is a central ADA officer/disabilities coordinator, please describe how often that person works with library staff to coordinate support for persons with disabilities. N=40

Approximately once a year.

As needed. (3 responses)

As requested.

At least once each semester.

AUL for HR serves as a member of University-wide Disabilities Committee. Committee meets every other month.

Committee will meet quarterly or as needed.

Coordinator responds to student queries, coordinator also responds to library staff inquiries.

During any renovation or upgrade to equipment; routine Library staff awareness and training.

E-mail requests or meetings as needed.

Every semester.

He works with library and campus staff on an as-needed basis.

I am not sure of this. I believe she contacts various individuals depending on the needs. I work closely with her in my role as Diversity Officer.

In response to specific individual and program needs, and budgeting related to software and equipment.

Infrequently.

Librarian and director meet once per semester or as needed.

Meet periodically.

Meet quarterly with library building representatives.

Often.

On an as-needed basis. Usually about 10–15 times/year.

On an individual need basis.

On-going process.

Once or twice a quarter the coordinator will contact circulation for help with retrieving materials or making sure an individual can check out a cart.

Our coordinator in the library is a shared position with the central disabilities office. The coordinator participates in monthly meetings with the central offices and liaises about upcoming service changes.

Quarterly.

Refers students as they are registered. Also consults on new or different issues.

The ADA officer worked with the library to establish the group study rooms with assistive technology and to develop specialized instruction and services for students; library staff and staff from the ADA office meet at least yearly to discuss needs, etc.

The adaptive technologies specialist helps the library make sure we have the latest software and hardware to assist those with disabilities. The director of disabilities services works with us on policy matters.

The campus disabilities coordinator works with library staff on an as-needed basis. This person primarily supports students with disabilities. The library has also had representation on a campus disabilities services committee.

There is an ADA officer in our Office of Equal Opportunities Programs, but they have no contact with the library. The library works through the Learning Needs and Evaluation Center.

There is frequent communication between the Library and the Central Office staff.

There is regular contact via a committee that the library coordinator is part of. There is also personal individual contact as needs arise.

This is an ongoing relationship with monthly meetings.

Upon request.

We rarely work with the Disability Management System office. This generally occurs when a student or staff member needs specific equipment that we cannot provide. In these cases we contact them to see what provisions can be made.

Weekly.

Works to inform information commons staff of services and procedures.

Works with library staff as needed. The library staff has a representative on the central campus ADA committee.

Yes, there is and we work together often.

13. If the library employs an ADA officer/disabilities coordinator or other designated person to oversee services for users with disabilities, please provide the following information: Position title, approximate percentage of time spent coordinating services, the employee's other responsibilities, title of the person to whom the coordinator reports. N=29

Position Title	% of Time	Other Responsibilities	Reports to
Access Services Coordinator	5%	Access Services coordinator	Director of Access Services
ADA Librarian	<5%	Subject librarian for College of Education; general reference & instruction	Tech team leader

Position Title	% of Time	Other Responsibilities	Reports to
ADA Services - Library Supervisor (University Libraries staff)	100%	None	Head, Access Services/ILL
Administrative Coordinator, Support Services	10%	Surveys and reports, facility project oversight, office management	Associate Director, Finance and Operations
Assistant for Information and Instruction	5%	Bibliographic instruction, reference services, circulation services, facilities coordinator	Information and Instruction Librarian
Assistive Technologies Coordinator	1%	Reference and subject librarian	Head, Research and Reference Services
AUL for Human Resources	8–10%	HR, Staff and Organizational Development, Community Relations	University Librarian
Building Manager	5%	Manage and maintain physical facilities	Assistant University Librarian for Scholarly Communications, Assessment, and Personnel
Chair of committee on accessibility = Academic Librarian	Chair = <5%, total FTE spent on committee = ~10%	Library public service and access services	Library Director
Coordinator	50%	Alt-format text services, Library UX team	Head, Discovery and Access
Coordinator for Services for Users with Disabilities	10%	Reference, Collection Development, Liaison with 4 academic departments	Head of Reference
Coordinator of Library Services for Persons with Disabilities	90%	Campus wide committee assignments, provides training on other campuses of the University, engages in professional development.	Head, Access Services
Coordinator of Library Services to Users with Disabilities	1%	Managing Stacks Department	Department Head
Coordinator, Library Services for persons with disabilities	30–60%; depending on the time of year	Reference services, instructional support, committee work, library support	Liaison Librarian
Coordinator, Library Services for Students with Disabilities	92%	1 hr/wk IM Research Help, Research Help Desk Duties - 2 hrs/wk	Associate University Librarian, Library Services
Digital library services	5%	Assist with digital services	Head, Digital Library Services
Diversity Librarian	10%		Associate Dean for Budget and Personnel

Position Title	% of Time	Other Responsibilities	Reports to
Diversity Officer	50% of time goes to diversity work which includes disabilities.	Education Librarian	Dean of Libraries
Facilitator for Library Advisory Committee for Services to Persons with Disabilities	5%	Librarian	University Librarian
Government Information Librarian	0.05%	Government information, reference, instruction, collection development, GIS	Head of Research Services
Head of Interlibrary Services	10%	Document delivery, interlibrary loan	Senior Associate Director, MSU Libraries
Head of Reference & Instructional Services/ Coordinator of Disability Services	5%	Head of Reference & Instruction: Selection responsibilities	Associate Dean of Library Services
Head, Education and Outreach	5%	Information Literacy & Instruction	AUL for Public Services
Librarian for Social Work and Disabilities Services	30%	Subject specialist; outreach, reference, instruction	Associate Dean for Undergraduate Education
Library Information Analyst	5%	Reference training coordinator, staff reference desk, provide library instruction	Team Leader (Library Department Head)
Reference Center Manager	1–5%	Operation of reference center including scheduling staff, collection management, working desk and office hours, supervising student worker, email reference, IM reference, etc.	Head of Reference Services
Reference librarian/ Coordinator of services to users with disabilities	10% of time spent coordinating services to users with disabilities	Reference librarian/reference service/ instruction/collection development/ liaison to academic department	Head, Reference Department
Systems Analyst	1–5 hour/week	Student support services for Systems	Systems Assistant Manager
Technology Support Analyst	4%	General technical support	Library Technology Services Leader

14. Who has responsibility for interpreting applicable disabilities laws for library staff? Check all that apply. N=58

An ADA officer/disabilities coordinator in a central disabilities unit/office on campus/in the parent organization	50	86%
An ADA officer/disabilities coordinator or other designated person in the library	13	22%
Organization counsel or legal unit	33	57%
Outside counsel or legal unit	3	5%
Outside consultant	—	
Other position	5	9%

Please identify the other position that has responsibility for interpreting applicable disabilities laws.

Central Human Resources.

Department Head, Information Services & Resources, Dana Porter Library Director, Organizational Services.

Equity Office.

I am not sure how to answer this question.

The ADA officer reports to the campus human resources organization and works with the library on employee issues on an as-needed basis.

LIBRARY SERVICE PROVIDERS

15. Please briefly describe which library staff members are expected to provide services for users with disabilities. N=45

Access Services and Reference staff.

ADA librarian coordinates services; all public service staff are expected to provide minimal services at the public service desks.

ADA staff/student workers when present; Access Services staff at other times; Information desk staff in other branches along with circulation/reserve staff.

All front line service staff are able to provide assistance with:

- using CCTV reader
- providing reference assistance
- retrieving material
- photocopying material

A small group (2–3 staff) are charged with scanning material requested in alternative text format. One librarian responds to specific requests for assistance when needs cannot be met by Service Desk staff.

All information services librarians and service desk staff.

All library staff are expected to provide basic level of service.

All library staff members are expected to assist when there is need to provide services for users with disabilities.

All library staff who are at library service sites are expected to at least know about the services, be familiar with our website and know to make referrals to the disabilities coordinator.

All of our library staff are expected to provide services for users with disabilities. It is mainly the responsibility of our frontline staff in circulation and reference.

All public facing staff are expected, and trained to, offer services in an equitable manner to users with disabilities. Advanced services and specific accommodations are provided by the Coordinator, Library Services for Persons with Disabilities.

All public service staff are expected to assist users with disabilities to the best of their abilities. If the user requires more specialized support in the humanities and social sciences library, then staff can direct the user to the librarian who oversees disability services for the library. However, this librarian is only expected to help patrons from his own unit library. The other libraries do not have a dedicated librarian for this position and all public service staff members would help disabled patrons.

All public services or access services staff.

All public services staff.

All public services staff are expected to assist all users regardless of disabilities.

All public services staff are expected to provide services to users with disabilities.

All public services staff members are expected to provide services.

All public services staff will assist patrons with basic needs: retrieving items from the stacks, directing to ADA workstation. More complex needs are referred to the Assistant Director.

All public services staff, including student assistants. The most frequent need is retrieving books in areas not accessible by wheelchair.

All Reference Department personnel in main library and all personnel at public services desks in our specials collections and professional school libraries.

All staff.

All staff members are expected to provide services for users with disabilities. A majority of training is focused on the staff who work at public service desks.

All staff who provide service at a public desk, including the Learning Commons, Access Services and Technology Support desk.

All staff who work on a public services desk are responsible for assisting users with disabilities - the assistive technology is only located in one service area - the technical assistants who work there have a general responsibility for making sure the technology is working but the students themselves have been taught how to use the technology by staff in the Disability Resource Centre.

Any library employee at a service point is expected to provide services. If they need to leave the service point and cannot, someone else is called.

Any one with a public service role.

Any staff on any of the service desks are asked to help, as they are able, with a person with disabilities. When the request goes beyond what is currently provided in the library, or the person assisting the person with disabilities does not know what we offer, the Assistive Technologies Coordinator is asked to help.

At the minimum, anyone approached should be able to make a proper referral (to the Coordinator for Services for Users with Disabilities). If the user knows what they need, public services (Reference or Circulation) staff can direct them to the equipment.

AV staff, Librarians, Support Services staff, Reserves staff, Circulation staff.

Circulation and reference staff, library security.

Computer Lab, Circulation staff, Reference staff.

Coordinator for services for users with disabilities provides primary service coordination. All library public services staff assist users with disabilities.

Disabilities Coordinator and faculty/staff at the Information Desk as necessary.

I believe there is a responsibility for all staff to either assist users with disabilities or to identify who can provide the needed services.

It depends on the service that needs to be provided (access, research). All staff that provides public service are expected to assist users with disabilities.

Learning Commons Coordinator, Learning Commons Supervisors and student staff. (There is an Assistive Technologies Specialist employed by the Office of Information Technologies who is available to assist as well).

One librarian serves as the Coordinator of the Assistive Technology Center. She has significant other duties as well. Other staff that are expected to assist include Circulation staff, Reference staff, Copy Center staff and Interlibrary Services staff.

Public Service Staff and library faculty.

Public services staff; Reference services librarians.

Reference staff and Circulation Services staff.

Reference staff and Circulation staff.

Reference staff and Visitor Services Office staff (including VSO volunteers).

Reference, Media, and Access Services.

Stacks Management staff and student proctors. Reference librarians have limited responsibilities.

The Coordinator of Library Services for Persons with Disabilities and her scanning technician have primary responsibility and staff an assistive technology laboratory in the library.

The multimedia center staff.

16. How do these library staff members receive training about assisting users with disabilities and how to use the available assistive technology? Check all that apply. N=60

Training Method	N	Assisting Users	Using Assistive Technology
Hands-on training from coordinator(s)	37	31	30
Send staff to occasional workshops	25	23	18
Manuals	24	14	23
Staff go to conferences and get information there	20	19	12
Staff are entirely self trained	19	17	14
Hands-on training from IT staff	16	7	16
Webinars	13	12	9
Outside consultants brought in for training	12	9	9
Vendor training	12	6	10
Send staff out to formal training program	8	7	7
On-line courses	7	7	3
Other method	6	4	6
Number of Responses	60	57	52

Please briefly describe the other library staff training method(s).

Books and in-house seminars/webinars.

By coordinators, I mean department heads doing training within the department.

Created online video training for using assistive technology (i.e., CCTV).

Handled by the central campus office Disability Support Services office.

Informational resources on campus, library, and staff websites.

Intranet guides for reference staff.

Learning Commons staff decide whether or not to get training from the ATC Specialist as their time allows.

Orientation to the services offered; tours to library staff; personal assistance with specific issues.

Outside consultants conduct annual or bi-annual training and provide multimedia training modules placed on staff-accessible website.

Recently, have been working with the Libraries' Diversity Outreach Collaborative to develop resources for self-training of staff.

Self-training.

Some self-training.

Staff also learn new information and new skills when the coordinator is called for help troubleshooting technical

problems or interviewing patrons regarding accommodation.

Staff receive training through the university's Student Disability Services office.

The library as a formal training program in-house for customer services to users with disabilities. The training program consists of: online modules to be completed by all staff; in person 1-hour session to answer questions about the modules and review the library's commitment to accessible and equitable services for staff; and a 4-hour advanced training for managers, supervisors and others involved in the development of public-facing services and workflows, which includes training on the development of policies and guidelines for accessible services and mentoring staff to ensure these services. The online modules were developed Ontario-wide for universities. The complimentary program was developed and delivered by the Coordinator, Library Services for Persons with Disabilities, and the Department Head, Information Services & Resources, Dana Porter Library.

Through Access & Diversity Office.

Training is provided on demand by the library coordinator. The equipment/software is self-explanatory.

Unfortunately, we do not do as much staff training and development as we should.

ASSISTIVE TECHNOLOGY FUNDING AND SUPPORT

17. In the matrix below please identify which units' budgets provide funding for assistive technology software, hardware, and equipment in the library. Check all that apply. N=58

	N	Central ADA/disabilities budget	Central IT budget	Library ADA/disabilities budget	Library Operating budget	Library IT budget	Other source of funding
Purchasing software	58	24	10	3	27	18	8
Purchasing hardware	57	24	10	1	26	20	6
Purchasing other equipment	58	20	7	2	29	14	10
Number of Responses	58	27	11	3	35	22	14

Please describe the other source of funding for assistive technology in the library.

Donors have created endowments for support of students with disabilities.

Gifts from alumni.

Grants.

Grants and donations.

Library provides funding for non-computer equipment and software such as enlarging viewers and furniture, and provides the private room.

Once again, this is difficult to answer. There are various sources of funding that can be used in the libraries. I can't say they have all been used but it is possible many could be used.

Our equipment has all been purchased through a special fund that campus units can apply for when purchasing assistive technology. The fund is managed by a group affiliated with our Services for Students with Disabilities office. We have also received donations. The library budget does not include money for accessible software or hardware.

Sometimes purchases have been split between the library and the campus office responsible for supporting persons with disabilities.

University computer access fee can be applied for to fund technology. It is a competitive process.

We have a Dixon Fund yearly endowment.

We have received one-time grant money to install an automatic door for our dedicated workspace. The Disabilities Resource Center facilitated the grant but the funding came from an outside source.

We have the opportunity to request funds for special projects.

When the library does any renovation, we comply with relevant ADA guidelines. Central DSS office often receives special funds from alumni and grants to fund special purchases.

18. In the matrix below please identify who has responsibility for maintaining the library workstation hardware and software and other equipment. Check all that apply. N=59

	N	Central ADA/disabilities staff	Central IT staff	Library ADA/disabilities coordinator	Library IT staff	Other staff
Troubleshooting software	59	11	9	13	48	2
Installing software upgrades	59	10	10	1	51	—
Installing hardware	58	9	8	2	47	—
Servicing hardware	59	10	8	2	47	3
Installing other equipment	54	7	8	5	36	8
Servicing other equipment	53	9	6	5	34	10
Number of Responses	59	14	10	14	52	12

Please identify the other staff who have responsibility for maintaining the library workstation hardware and software and other equipment.

All of the software and computer hardware are maintained by the library’s IT staff. Other equipment is (rarely) serviced by our building managers staff or sent off-site for repair.

ATC is maintained by the Office of Information Technologies (OIT) office. The computers located in the Learning Commons (as separate from the ATC) are maintained by OIT. We have 42 Public Access computers that are maintained by Library Systems, which is a library department.

Equipment vendors or Access Services department staff.

Library Facilities staff.

Library Facilities staff are responsible for the furniture and maintenance of the Centre’s space.

Library IT staff design library web pages consistent with ADA guidelines.

Some equipment, such as the Topaz units and the Sapphires are maintained by the Information Commons Coordinator and the servicing is conducted under warranties held by the Campus Disability Resource Center since they gave the libraries those equipment items on permanent loan.

Support Services staff maintain the assistive furniture. University Facilities Maintenance maintains the elevator.

We have so little equipment that servicing has never come up. If needed, the Communications and Outreach Librarian would contact the manufacturer for support in the event of hardware/software failure.

LIBRARY WEBSITE ACCESSIBILITY

19. Does your library have staff trained in Web accessibility for users with disabilities to create Web products? N=61

Yes	37	61%
No	24	39%

Comments

All staff consider accessibility issues when designing web pages for library website.

Librarians have basic library school training that might have covered Web accessibility for users with disabilities.

Library Systems staff.

Most of the training is done through tutorials and web resources.

Our digital resources associates have been trained in web accessibility for users with disabilities.

Our staff who create web products are self-trained with the WCAG 2.0. Our staff that is responsible for content creation has received training about the development of accessible content. Project managers for the implementation of new library-supported web components are expected to assess against WCAG 2.0. The university is committed to reaching an online accessibility level of WCAG 2.0 AA.

Our web developer doesn't have specific training but if asked to implement anything special training can be obtained.

Our Web Services Librarian has personally created a goal to develop ADA compliant web pages.

Our webmaster is not formally trained but has ensured that our website is accessible, which is to say we are W3C WCAG 2.0 compliant.

The Digital Interfaces Librarian is aware of accessibility issues and has met with the ATC Specialist.

There are ITS staff who are aware of web accessibility issues, but they consult with a campus group.

Two web developers have received some training on general website accessibility through a "Building a Website" continuing education course. These same staff are mostly self-taught.

Web Developer has some of these skills.

20. Does your library have staff trained in Web accessibility for users with disabilities to test and check Web products (databases, library management software, in-house branded pages, Web tutorials, etc.) for accessibility? N=61

Yes	31	51%
No	30	49%

Comments

Accessible version of catalog is provided; research tutorial is provided in multiple modalities to provide greater accessibility; accessibility is a criterion for purchase of new databases.

Informal training only.

Library systems staff and coordinator for services for users with disabilities.

Mostly the reference librarians notice problems with web accessibility issues.

Staff who assess for accessibility of products are self-trained and are called upon in an ad hoc basis for these assessment. They work closely with users with disabilities to conduct the testing. There is no ongoing audit of page accessibility on our website, though we are committed to reaching a WCAG 2.0 AA level.

Testers for NLSBPH and for general LC websites.

Testing/checking in-house branded pages, Web tutorials.

We aren't sure we understood these two questions; we don't have staff trained in helping users with disabilities create web pages and we do have staff trained in evaluating web products for accessibility (sometimes with the help of users with disabilities).

We do have ITS staff who we consult regarding some of these issues but they are not experts. They consult with a campus group for review of web documents. We haven't gotten into looking at databases yet but it is on our agenda.

We only check our web pages/products created by our own personnel.

We run our website/applications through Wave (<http://wave.webaim.org>) and are aware of web accessibility standards.

Web Developer has some of these skills.

21. Please briefly describe the criteria your library uses for Web accessibility testing. N=29

508 compliance, W3C compliance.

Campus standards.

Campus web communications provided the basis for our original web design, which was focused on access but there is no ongoing assessment.

Compliance with Sec. 508.

Criteria are established according to The World Wide Web Consortium (W3C) standards and Section 508 compliance.

Criteria based on university guidelines.

Current best practice.

If we use software or images that would prohibit a person with disabilities from being able to view our website, we provide an alternative view.

Keyboard operability, Flash/javascript alternatives, alt tags for images, text-based equivalents for audio and visual formats.

Library homepage was designed as ADA compliant.

Library works closely with Usability and Assessment Librarian.

No Frames. Viewable web pages using various common web browsers. Correct coding.

No testing occurs.

The campus has guidelines that the digital resources associates (web page designers) use to format our web pages. I'm not sure how careful there are to design the library's web pages to work with most screen readers. At this time we are not using web accessibility criteria to make decisions on databases and e-resources, although it is a part of the plan.

The IT staff strive for Section 508 compliance when possible. They use both the JAWS screen reader and the WebAIM WAVE software to detect accessibility issues.

The Library of Congress voluntarily adheres to Section 508, the section of the Rehabilitation Act/Americans with Disabilities Act that requires federal executive agencies to ensure equitable access to electronic and IT resources for disabled citizens. The law does not mandate legislative branch agencies, but LC adheres to it voluntarily to the extent possible.

University policy follows W3C standards.

User testing and focus groups.

W3C compliant.

W3C web standards.

WCAG 2.0

WCAG 2.0 AA. The key things we look for, based on our user group, is proper functioning for users using screen readers (JAWS, Kurtzweil 1000, Kurtzweil 3000) and for users unable to use a mouse. We also test for colour contrast whenever implementing a new scheme.

We follow the guidelines in the Web Accessibility Initiative <http://www.w3.org/WAI/>. We utilize two different tools to help test the accessibility of our pages: WAVE - web accessibility evaluation tool (<http://wave.webaim.org>) and a Firefox Add-on called "Firefox Accessibility Extension" (<https://addons.mozilla.org/en-US/firefox/addon/5809/>).

We have used this tool: <http://wave.webaim.org/>. We also get help with testing from campus accessibility/accommodation offices.

We use a list of checkpoints from an appendix to the W3C "Web Content Accessibility Guidelines 1.0" (<http://www.w3.org/TR/WCAG10/checkpoint-list.html>). Also, we follow the Web-based Intranet and Internet Information and Applications, which outline the requirements that must be followed by Federal agencies when producing web pages.

We use a subscription service that makes all of our web pages accessible in a text-only format. So this is something we don't do, but this outside service does it for us.

Web developer tests this for us.

Website compliance.

Work to make sure web products meet section 508 standards.

ADDITIONAL COMMENTS

22. Please enter any additional information that may assist the author's understanding of your library's services for users with disabilities. N=15

All staff and students with disabilities receive direct assistance from the campus Specialized Support and Disability Services office. The office takes charge of student requests for library assistance and will direct them to the library as need be with appropriate technological assistance. The Libraries receive very few requests for services from disabled patrons who have not first sought assistance with the SSDS office. The office has the expertise and the technology available to assist and train students. The Humanities and Social Sciences Library has one carrel room reserved for patrons with disabilities, but the SSDS office has the key to the room.

As library coordinator for these services, I have a close working relationship with the technology specialist, counselors and director of the campus Disabilities Resource Center. They are generous with their time and expertise.

In Ontario, we now have the Ontarians with Disabilities Act, which lays out several regulations (including Customer Service, Information & Communications), which we must follow regarding accessibility. We are in the early stages of this legislation, which applies across campus. What we do regarding accessibility is laid out on our website: <http://www.lib.uwo.ca/accessibility>.

Key service providers: Crane Resource Centre and Library: principal resource for people who are blind, visually impaired, or print-handicapped. Technical resources include an 8 studio book recording and duplicating facility, dedicated computers to convert print to synthesized speech, adapted workstations with voice synthesis and image-enlarging, computerized Braille transcription facility, a talking on-line public catalogue, TV magnifiers, and more. The Centre is not a UBC branch library, but its collection may be accessed through the online catalogue. The Crane Resource Centre and Library is connected to the Disability Resource Centre, which is now a part of Access & Diversity. The Disability Resource Centre started in 1991. The Disability Resource Centre became part of Access & Diversity in 2003.

The UBC Library provides Enhanced Library services to students who qualify for these services. Services include catalogue assistance, book/journal retrieval, photocopying, browsing assistance, wayfinding (apply at the Circulation Desk).

The first step in the process of providing services is for the student to register with the Access & Diversity office.

In summary: the three service points are the Access & Diversity office, Student Development and Services; Crane Resource Centre & Library and/or Disability Centre; UBC Library Enhanced Services (primary service point = Circulation in each branch library or Borrower Services - Koerner Library).

The AVP Equity reports to the Vice President Academic.

New legislation in Ontario requires us to meet standards for accessibility in key areas of activity. Customer Service standards have been in place for two years and have required staff training as well as policy and procedure development. Standards on Information and communication accessibility are on the way.

Our CMS software provides a text-only version of our website.

Our staff provides services to users with disabilities to the best of our abilities. If we are unable to provide the service needed we contact on campus and/or local resources for help.

The libraries will work with users who identify their needs on a case-by-case basis to assist them with using libraries resources. The number of requests per semester is typically limited to one or two individuals but the users tend to be frequent users.

These are the three designated rooms in library facilities:

Rockefeller Room 225

- * This room is locked at all times- You must request a key to use this room
- * Take the stairs to the 2nd level, take a left, and it will be on your left side
- * Includes: printer, scanner, and a headset with microphone
- * Software includes: Kurzweil, Dragon, Jaws, ZoomText, and Openbook

Rockefeller Room 327

- * This room is locked at all times- You must request a key to use this room
- * Take the elevator to the 3rd floor, go left and then all the way to the far wall, take another left and it is immediately on your right
- * Includes: CCTV, printer, scanner, copier, and a headset with microphone
- * Software includes: Kurzweil, Dragon, Jaws, Inspiration, and ZoomText

Sciences Library Room A17

- * This room is open at all times
- * Take the stairs to the basement, go left and back towards the Apple computers, and it is on the right (it has a glass door and front walls)
- * Includes: printer, scanner, and a headset with microphone on reserve at the desk
- * Software includes: Kurzweil, Dragon, Jaws, Inspiration, ZoomText, and Openbook

This past year the Diversity Officer and Diversity Officer dedicated the year to Disability Awareness. We did a panel with students with disabilities and also conducted a survey of students with disabilities. We are in talks with campus experts to see how the libraries can improve our services to students with disabilities. We are currently updated a Services for Users with Disabilities Policy.

To summarize, we have an Assistive Technologies Center maintained by a campus IT department who employs a specialist in the ATC. He works with campus Disability Services to get qualified students access to specialized hardware and software. The ATC is located within the Learning Commons in the library.

We are in the process of changing our webpage to reflect the services we provide to users with disabilities. The diversity committee and the facilities librarian are responsible for suggesting changes to the page and training for library staff.

We have policies, procedures, and guidelines specific created for disability services. They include specific examples and scenarios to assist staff in working with these users. Our facility is open to the public as well as the university's faculty, staff, and students.

We rely on the university's Disability Management System office for accommodations and assistance to our students with disabilities. Although the library does provide a few services and technologies, we work with the DMS to best help anyone needing assistance.

Without a dedicated staff position for serving those with disabilities this has been an ongoing challenge for our library, and disability services can fall through the cracks. Just over the past 2 years we have made progress by creating a separate web page that provides information on our policies and services for the disabled, and we now have a librarian who serves as the coordinator of services for those with disabilities, which primarily means he is available to take special requests and figure out how we can best serve our disabled patrons. We have also established a better working relationship with the director of disability services, which added an adaptive technologies specialist recently, and that has helped as well. But I believe we could be doing more with adaptive technology.

RESPONDING INSTITUTIONS

University of Alberta	University of Louisville
University of Arizona	McMaster University
Arizona State University	University of Massachusetts, Amherst
Boston University	University of Miami
Boston College	Michigan State University
Brigham Young University	University of Minnesota
University of British Columbia	University of Nebraska–Lincoln
Brown University	University of New Mexico
University of Calgary	North Carolina State University
University of California, Irvine	Northwestern University
University of California, Riverside	Ohio University
University of California, Santa Barbara	University of Oklahoma
Case Western Reserve University	Oklahoma State University
University of Chicago	Pennsylvania State University
University of Cincinnati	Purdue University
University of Colorado at Boulder	University of Rochester
University of Delaware	Rutgers University
Duke University	University of South Carolina
University of Florida	Southern Illinois University Carbondale
Florida State University	Syracuse University
George Washington University	Temple University
University of Georgia	University of Texas at Austin
Georgia Institute of Technology	Texas Tech University
University of Guelph	Vanderbilt University
University of Houston	University of Virginia
University of Iowa	University of Washington
Iowa State University	Washington State University
Johns Hopkins University	University of Waterloo
Kent State University	University of Western Ontario
University of Kentucky	University of Wisconsin–Madison
Library of Congress	Yale University