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2016

Accessibility Services Roundtable Unconference Proceedings 2016

LACUNY Accessibility Services Roundtable

Robin Brown

CUNY Borough of Manhattan Community College

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LACUNY

Accessibility Services Roundtable

Un-Conference.

Theme:

Welcoming Everyone: Making Academic Libraries

Accessible to All!

June 17, 2016

10-5 pm

Archives Reading Room, City College Library

Host: Robin Brown, Borough of Manhattan Community College

Facilitator: Thomas G. Brown

Summary/ Overview

A group of 16, mostly librarians, met in the Archives Reading Room of City College Library on Friday, June 17, 2016. The format of our meeting was an unconference, which means the conversations were driven by the concerns of the participants. I have no doubt that anyone who reads this document will come away with different impressions. The ideas that jumped out at me include learning a lot more about universal design for learning. Be aware that phones can be used in the classroom as assistive technology. Consider doing a usability study of library resources in concert with students with disabilities. Look for collaborators across campus.

Welcome to our open space! Be prepared to be surprised!



Our Theme:

Welcoming

Everyone:

Making

Academic

Libraries

Accessible to ALL!

5 Guiding Principles

1. *Whoever comes* is the right people
2. *Whenever it starts* is the right time
3. *Wherever it is,* is the right place
4. *Whatever happens* is the only thing
that could have
be prepared to be
surprised!
5. *When it's over,* it's over

The Law of 2 Feet or Mobility

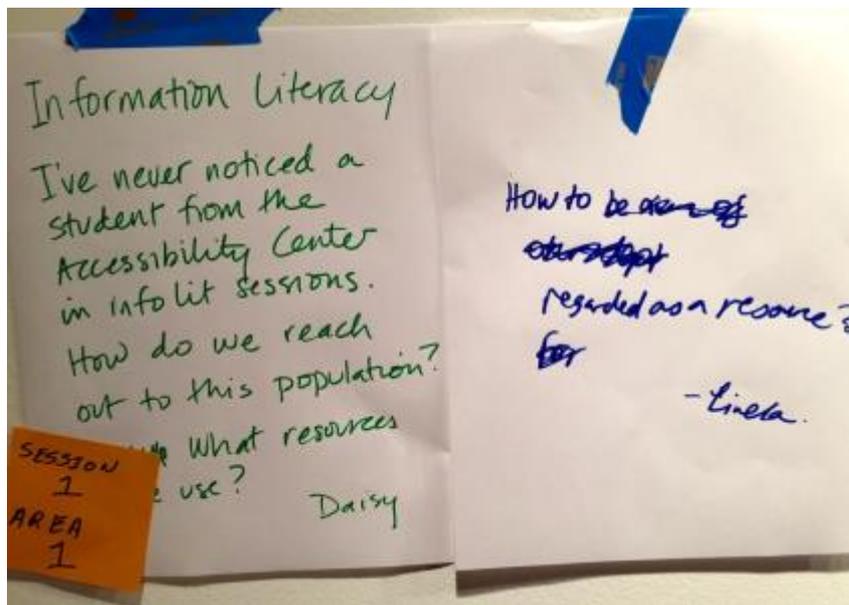


The Bumble Bee



The Butterfly





SESSION 1: AREA 1: INFORMATION LITERACY & ACCOMMODATION IN TEACHING

Convener: Daisy Dominguez

Attendees: Mark Aaron Polger, Robin Davis, Robin Brown, Linda Yau, Taida Sainvil, Nilda Sanchez-Rodriguez

How do we teach students with invisible disabilities?

- Universal Design for Learning
 - Diverse learning modalities for different learning styles
- Students may be in transition
 - From IDEA accessibility support for K-12 to Higher Education Independence
 - Learning to self-identify as disabled
 - At CUNY, where many students are also English language learners

Some teaching best practices within the library

- for visiting lectures (one-shots), ask faculty beforehand if there are any students who need reasonable accommodations (no need for names, of course)
- create a libguide or other digital learning object that can be revisited, replayed, reviewed
- Universal Design for Learning (UDL)
- use PDFs instead of more interactive media, like Prezi
- multiple engagement strategies: group work, solo work, etc.
- use plain language

Some students who require accommodations might...

- be looking at their phone as an off-site captioner transcribes your lecture
- have an aide
- exhibit non-typical behavior that may be more leniently tolerated
- need large-font handouts, or black-and-white

How can we be more aware of students who might need accommodations? (Anxiety/worry on the part of the teacher)

We're not expected to read minds. Students who need accommodations and who choose to self-identify will tell you. Though you might pay attention to behavior or tools students use.

Acronyms to be aware of:

- ADA — Americans with Disabilities Act of 1990
- ADAAA — ADA Amendments Act of 2008
- IDEA — Individuals with Disabilities Education Act 2004

Don't:

- ask students to read or write stuff in front of the class (students with dyslexia or dysgraphia may feel added stress)
- force group participation (make group work optional, for students who may feel anxiety about group work)
- require non-OCR'd reading (e.g., ebrary chapters)

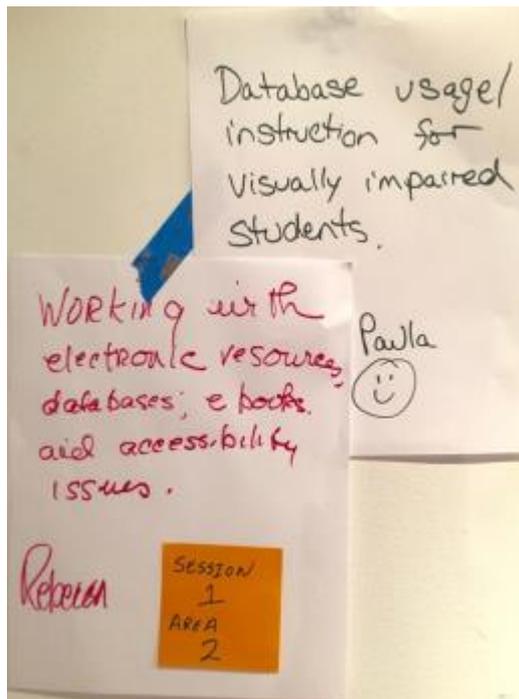
Library space accommodations to consider:

- snack area (diabetics need to eat regularly)
- assistive tech on 1+ library classroom computers
- put accessible directions on the library website, as many disabled folks will want to plan ahead
- signage suggestions (from Mark)
 - should be non-glare (not laminated) according to ADA recommendations
 - eye-level (not hung from ceiling)
 - bigger than 8.5x11
 - ≤ 5 words
 - serif font
 - not all caps

Action items:

- Consider library space from POV of disabled person (mobility, dyslexia, etc.)

- Help students access coursework by making your handouts accessible (PDFs recommended), and by making sure the classroom has 1+ accessibility workstation
- In the classroom, allow for multiple types of learning, and avoid pressuring students to read aloud or do group work
- For one-shots, ask faculty ahead of time if you need to provide reasonable accommodations
- Revisit UDL



SESSION #1 AREA #2 ACCESSIBILITY AND DATABASES

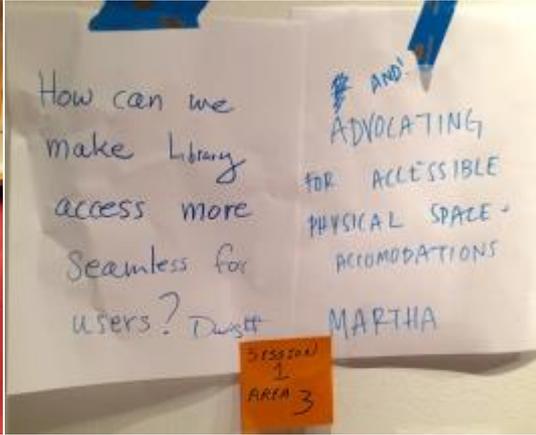
Convener: Rebecca Adler Schiff

Attendees: Paula Moskowitz, John Pell, Stefanie Havelka, Adina Mulliken

Points Discussed:

- Expense of screen reading tools like Jaws
 - Low cost free alternatives such as:
 - Chrome built in screen reader
 - Mac built in screen reader
 - NDVA free screen reader
- Challenges of making E-books accessible
 - Ebrary may provide a special interface for visually impaired users upon request (the texts coming from Ebrary need to be formatted before being used by a screen reader).
 - Kurzweil 3000 software for learning disabilities
- Challenges related to class instruction:
 - Students who may not disclose disabilities

- Creating a welcoming environment while respecting privacy
- Best Practices for class instruction:
 - Send materials in accessible electronic format ahead of time
 - Respect smart phones as assistive devices
- Action Items:
 - Modify library instruction request forms to collect information about accessibility needs
 - Raise awareness of database accessibility features and limitations
 - Create Accessibility Workshops



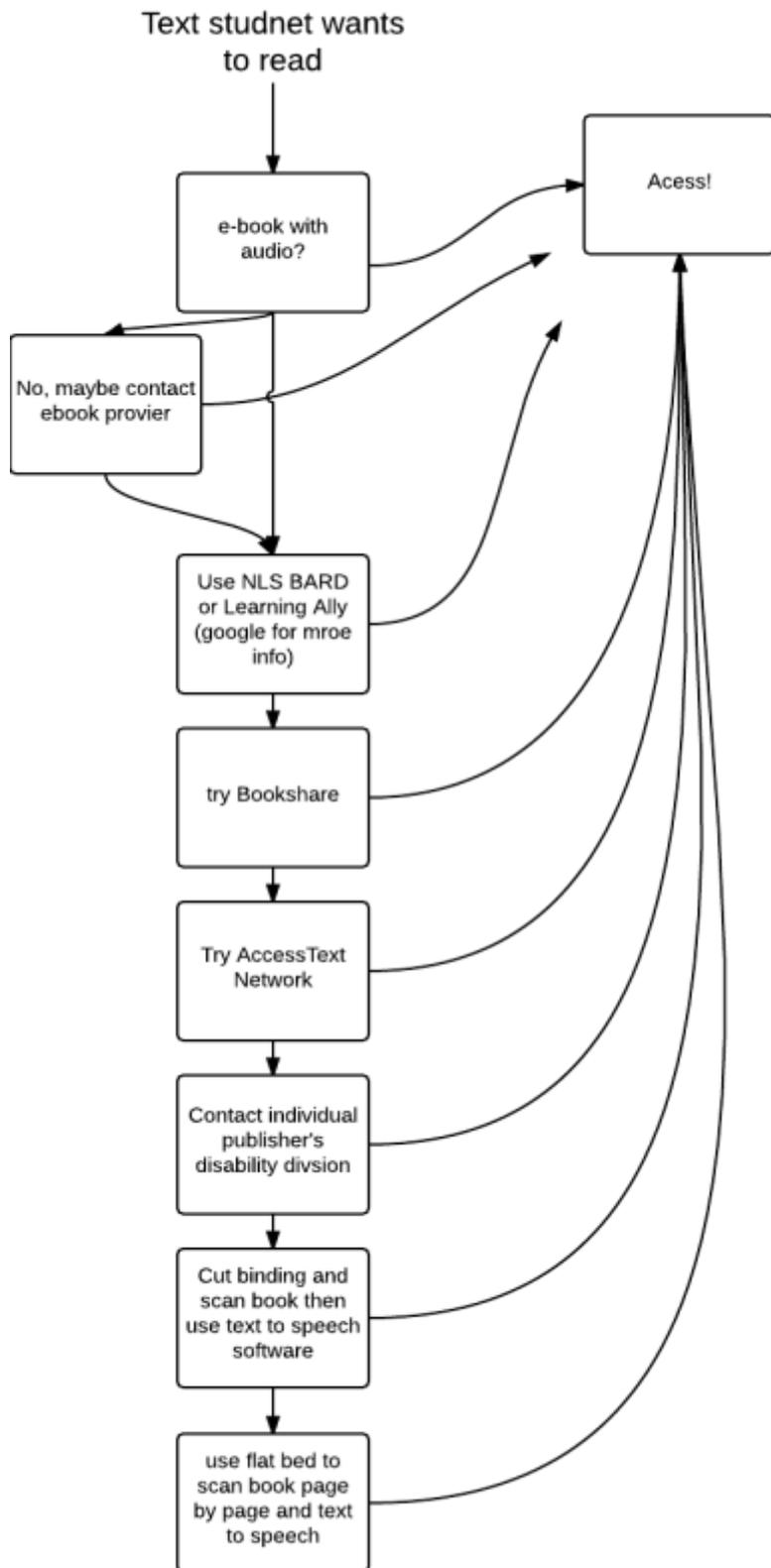
SESSION 1 AREA 3

HOW CAN WE MAKE LIBRARY ACCESS MORE SEAMLESS FOR USERS? Attendees
(we all basically convened it together):

Dwight Kelly, Kerry Falloon, Martha Tenney

- The topic merged out of two beginning concerns: how to make a library more physically accessible and how to make the experience of utilizing library resources (books, etc) more accessible to those with print disabilities.
- Throughout our goal was for a seamless experience.
- We discussed many aspects of library user experience and accessibility, including physical space and alternative text access.
- Some highlights:
 - Accessible books/text:
 - We talked through the current multistep process to find alt format text.
 - Which includes:
 1. Is there an ebook with audio feature?
 - a. If not, maybe contact ebook provider
 2. check NLS Bad or Learning Ally libraries
 3. try Bookshare library
 4. try access text network
 5. contact individual publisher if books is recently printed
 6. cut binding, scan and use text to speech
 7. use flatbed scanner and scan page by page then use text to speech
 - See picture of notes and diagram below
 - We realized that this is potentially quite an indirect process and pondered ways to help

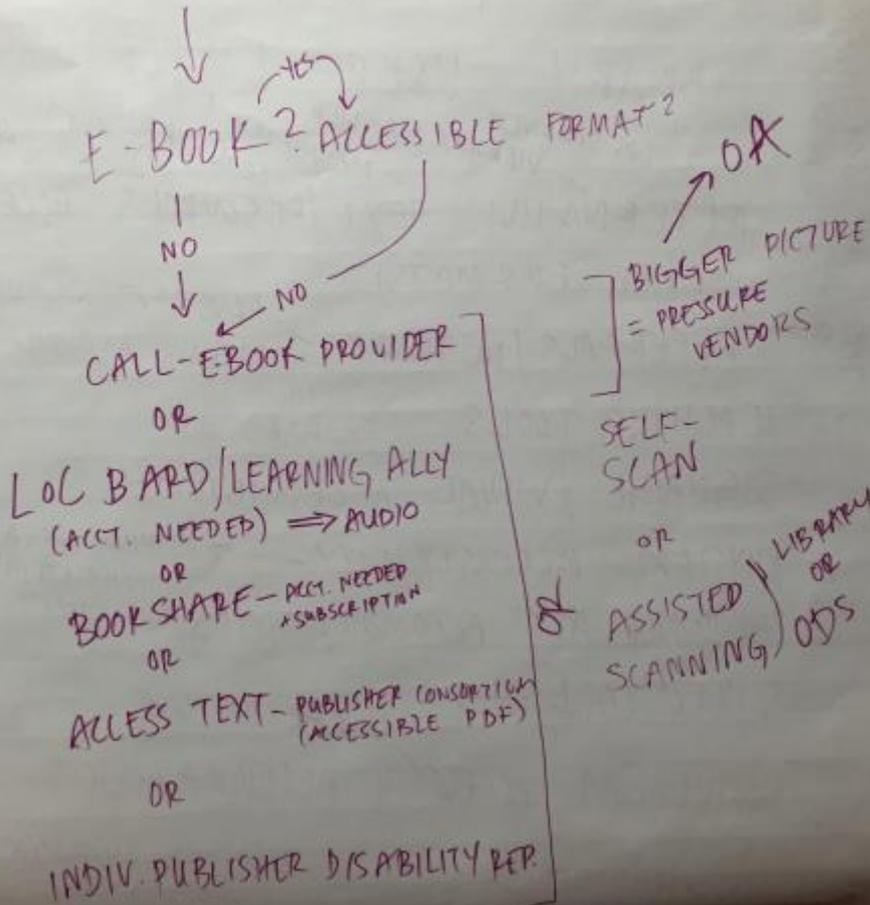
- Can libraries and DSS offices make sure that key texts for gen ed courses are available in advance in accessible format?
 - Is there a way to make the burden of access fall less on the student?
- Creation an Accessible Library User Experience:
 - Things that would help:
 - Streamlining alt text access
 - Making sure teaching tools are accessible and content is in accessible format (videos captioned, etc)
 - Improving signage across the board
 - Making systems as user-friendly as possible
 - Physical accessibility: when possible designing from ground up
 - Reorganizing space
 - Providing accommodations when needed:
 - Book drop and personal assistance
 - Making sure people know help is available
 - Can we use universal design where possible?



(see pictures)

ACCESSIBLE TEXT WORKFLOW

TEXT



TECH-ACC. SOFTWARE
ON DEFAULT IMAGE

CREATING AN ACCESSIBLE LIBRARY USER EXPERIENCE

- ALTERNATIVE TEXT / RESOURCES ACCESS (DIFF. FORMATS)
 - ODS SCANNER
 - VIBRARY SCANNER
 - MAGNIFIER 1
 - CCTV STATION
 - W/ JAWS ETC.
 - WORK STATIONS
 - W/ SIGNAGE
- REFERRALS / NETWORKS
 - FRUSTRATION W/ PASSING AROUND
- TEACHING TOOLS
 - LOL BARD APP
- SIGNAGE / VISUAL ACCESSIBILITY
- PHYSICAL ACCESSIBILITY → PUSHING AGAINST INACCESSIBLE SPACES
- PROVIDING ALT. ACCOMODATIONS
- DIRECTIONS →
- UNIVERSAL ACCESS
 - V. EASE OF USE
 - V. ALTERNATIVES
 - ↳ MAKING ACCOMODATIONS APPARENT
 - ↳ INDEPENDENCE



SESSION 2: AREA 1: ACCESSIBILITY AND THE WEB

Convener: Robin Davis

Attendees: Stefanie Havelka, Martha Tenney, Mark Aaron Polger, Rebecca Schiff, Taida Sainvil, Nilda Sanchez-Rodriguez

Tools mentioned:

- Section 508 website accessibility guidelines
<https://www.section508.gov/content/build/website-accessibility-improvement>
- WAVE accessibility checker <http://wave.webaim.org/>
- W3C accessibility checker <https://www.w3.org/standards/webdesign/accessibility>
- Pop-up Archive speech-to-text <https://www.popuparchive.com/>
- NVDA, free screenreader for Windows <http://www.nvaccess.org/about/nvda-features/>
- screen recording software, like Camtasia
- Adobe Acrobat Pro, great OCR

Usability study

- use data from a study to justify website changes if your work environment is unfriendly to making changes
- create user stories for internal use, e.g. "Jane is colorblind." Can she use the catalog and visually recognize how to request books?

At CUNY:

- CATS: CUNY assistive tech services <http://cats.cuny.edu/>
 - Provide Kurzweil software for CUNY campuses
 - Provide Media Accessibility Project, an A/V captioning service
<http://cats.cuny.edu/special-projects/media-accessibilities-project/>
- On your campus: get involved with student government and student groups, as well as the office of accessibility services.

Make sure Interlibrary Loan and eReserves items are OCR'd.

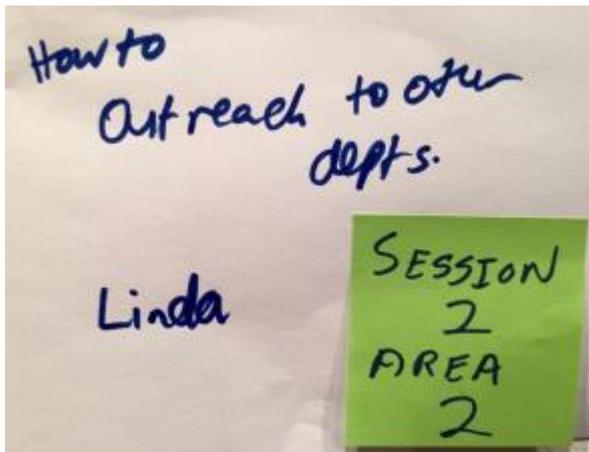
Make sure PowerPoints are accessible.

ACRL Universal Accessibility Interest Group <http://connect.ala.org/node/75381>

Action items:

- Conduct a usability study specifically for students who use assistive technology
- Use web tools like WAVE for an easy online accessibility check
- Familiarize yourself with accessibility resources at CUNY and on your campus





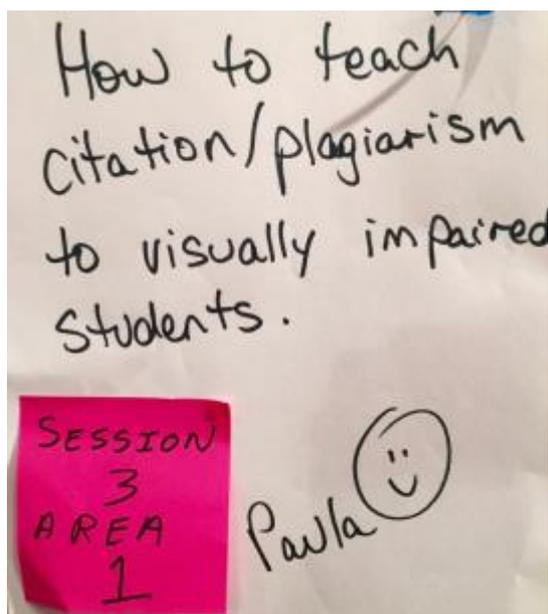
SESSION #2 AREA #2 OUTREACH & ENGAGEMENT

Conveners: Linda Yau and John Pell

Attendees: Dwight Kelly, Paula Moskowitz, Mark Aaron Polger, Kerry Fallon

Points Discussed:

- o Emotional and intellectual investment in outreach
- o Outreach as relationship building
- o Transforming mandated outreach into a satisfying relationship
- o libraries and accessibility services offices have similar outreach interests in terms of wanting to reach academic departments and programs across the college
- o Caring as an outreach strategy: we tend to work on the things that we care about and find interest in
- o Teams (as opposed to committees) as organizational units to handle accessibility concerns
- o Students referrals as opportunities to build relationships with other offices and departments
- o Students as catalysts for change



SESSION 3: AREA 1: TEACHING CITATION/PLAGIARISM TO VISUALLY-IMPAIRED STUDENTS

Convener: Paula Moskowitz

Attendees: Mark Aaron Polger, Adina Mulliken, Robin Davis

One real-life example: a blind international student was reprimanded for plagiarism. But she did not know that she had to use double quotes around something she had copied/pasted. A screen reader is not generally set to read all punctuation, which could have contributed to her misunderstanding. Additionally, when she had tried to access the University's plagiarism policy, she had heard "empty document" because the policy was a non-ocr'ed pdf, which violates accessibility guidelines.

One way to teach a visually-impaired student how to cite a book may be as simple as writing out "Author last name comma author first initial period book title in italics..." in a crib sheet that they can then use TTS software with.

Otherwise, students will commonly use the arrow key to go through the example citation one character at a time, so that JAWS will read the punctuation aloud. This is very time consuming on the student's part. It is possible to set JAWS to read all punctuation, but most users seem to choose to go character by character. (Changing the settings may be an even greater difficulty than going character by character.) Also, it's possible to set JAWS to let the user know when something is in italics, but this is hard and many JAWS users (even those who are very experienced) do not know how to do it.

You could also teach students how to format a citation by breaking down the citation anatomy into a vertical 2-column guide, e.g.:

Author | Smith, Betty

Title

| A Tree Grows in Brooklyn

...

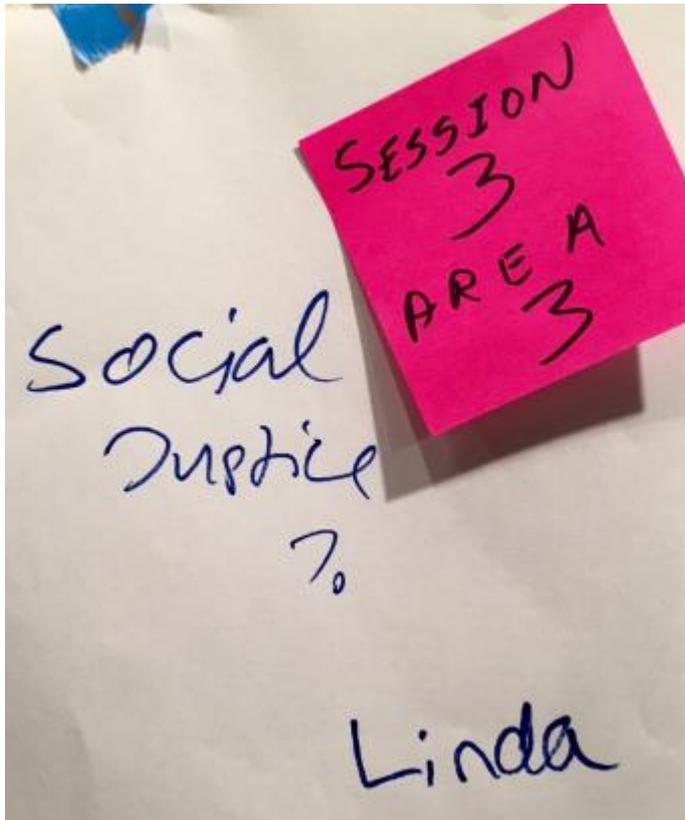
This may also make it easier for screen-readers.

Bibliographic management systems, like Refworks and Zotero, are not very accessible, at least according to some attendees' efforts. However, Purdue OWL, while not perfect, is popular among screen reader users! OWL is helpful because it includes headings for navigation and because some of the example citations include a textual explanation of the formatting (so users do not have to change JAWS settings, nor do they have to arrow through the example character-by-character in order to find out what the formatting is.)

Mark notes that he is very lenient with citation formatting. Who cares where the comma goes? His class is about info lit and research. And when publishing, an editor will correct citation formatting issues.

Paula notes that she does care about citation formatting, since it is a scholarly convention within a discipline, and her students are expected to know it.

Something to be aware of: some cultures view plagiarism differently. International students may have a hard time learning what is and isn't okay in an American university setting. Teach students to stay on the safe side and overcite, rather than undercite and risk expulsion.



SESSION 3: AREA 3: SOCIAL JUSTICE (HOW DOES SOCIAL JUSTICE FIT WITH THE POPULATION OF STUDENTS WITH SPECIAL NEEDS AND LIBRARIES?)

Convened by Linda Yau

Attended by John Pell, Martha Tenney

Points Discussed:

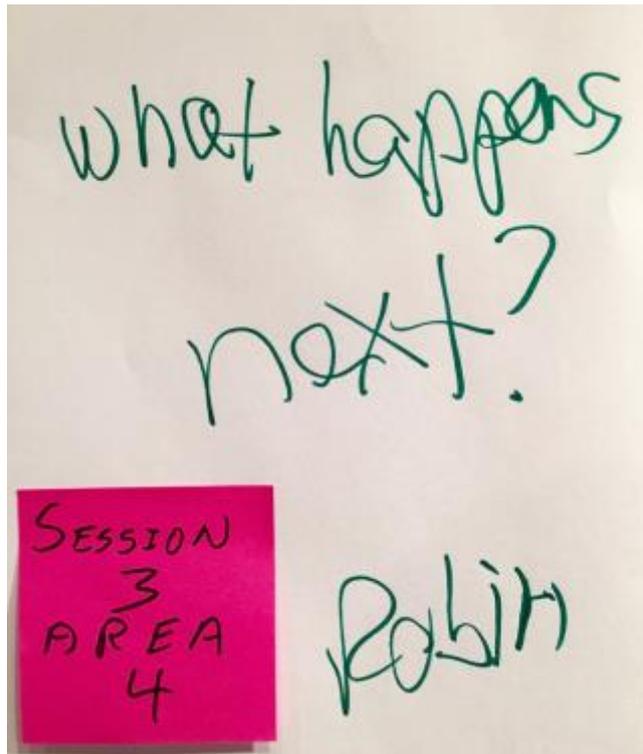
- Librarians and libraries is a helpful industry, and for the betterment of social Justice, there must be a holistic consideration for the empowerment of all the involved parties.
- It is stated, that the library is a space where it is most heavily used by students of all background.
- Disability Activism.
- Finding a good vocabulary that is welcoming.
- There are issues with service oriented industry in how there are coddling attitudes and a universal approach must be taken.

- For individuals, self-identity is an important issue. There can be tension. There has to be critical inquiry for students to speak about.
- Libraries must be a welcoming space, and if not, then advocacy is needed for spaces to be more welcoming.
- For Libraries engagement and faculty engagement, there may be reluctance because of more work needed.
- Social justice is created not of ill will or intent, but structural or neglect need.
- Universal design is not easiest for users. There is some skepticism among academics, but universal design has been regarded as the best solution, so it makes sense to keep in mind.
- Social justice ensures that there must be a need to research from different perspectives, and for there to be an equalizer movement.

Action Items

- How to support? Ways for student activism – alliances.
- Create a safe space for people – own set of legal requirements for creating or maintaining safe space.
- Forming a team, because without a team knowledge doesn't get spread.
- Make accessibility be part of the conversation.





SESSION 3, AREA 4, WHAT HAPPENS NEXT?

Convened by Robin Brown

Attendees:

Rebecca Adler Schiff, Stefanie Havelka, Kerry Falloon, Dwight Kelly

The opening question was what is the appropriate follow up for the Unconference.

There will be a CUNY wide Practical program on website accessibility done by Nancy Egan in the Fall. Maybe questions will arise out of that workshop.

Advocacy is really important.

Bringing IT into the conversation.

Speaker next spring?

Email all the attendees asking for ideas.

Can we get an IT speaker?

Coordinating all the services that are available through CUNY.

Ask Arthur Downing what happened to his census.

Get more people to come / maybe cross department?

Maybe change the timing of the event. What about January?

Culture shift is hard!

Considering a Cosponsored event with Lilac?

Accessibility in instruction? Universal Design for Learning

ADDITIONAL PROPOSED TOPICS:

THE CONCEPT OF UNIVERSAL DESIGN TO BE DISCUSSED?

The concept of universal design has existed for some time, especially in the field of architecture. It is a term that can mean different things but in general, we can say Universal Design (UD) means that a library designs its facility and services for individuals with a broad range of abilities and disabilities. In terms of physical space, it means barrier-free access to and within a library building. In terms of public access services, we can evaluate whether a's various service points are 'barrier-free,' including instruction sessions. The specific application I wanted to talk about was for about making better physical or digital products or services in terms of universal design (WCAG guidelines) and how this can relate back to incorporating UD into better purchasing decisions in acquisitions, my area.

PURCHASING/ COLLECTION DEVELOPMENT PRACTICE TO BE DISCUSSED?

To discuss the responsibilities of purchasing agents in libraries (acquisition or electronic resource librarians) in regards to first understanding disability laws and how these mandates apply when investigating, evaluating, acquiring, and maintaining electronic resources. Relevant tools will have been discussed, in particular, the use of VPAT or Voluntary Product Accessibility Templates and even WCAG 2.0 guidelines to use when evaluating digital resources for Section 508 compliance. The benefits and downfalls of these evaluation tools would have been discussed as well as the sharing of current processes used at different libraries in determining the accessibility of e-resources.

Acknowledgments

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