Access(ibility) is What We Do

Practical Strategies for Taking Charge of Accessibility

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Carl B. Ylvisaker Library
Concordia College, Moorhead MN

Slides

http://bit.do/LSLSaccessibility

Welcome

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Concordia College

- Moorhead, MN
- Private, 4-year, Liberal Arts College
- Over 2,000 students
- 166 full-time faculty
- 5% of students use Disability Services
   - Many students do not self-identify

Concordia College's Mission

- ❏ To influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life.
- ❏ BREW--Becoming Responsibly Engaged in the World
- ❏ RISE Campaign
    - ❏ **Inclusive Learning** for flourishing in a diverse nation and world.
        - ❏ Access and Affordability
        - ❏ Diversity in our Student Body, Faculty, and Staff
        - ❏ Diversity in our Curriculum and Culture

Our wish to emphasize accessibility fits with the mission of our institution, as well as with the ethics of librarianship.

Carl B Ylvisaker Library

- ❏ 9 Librarians, 8 Staff, 40 Student Workers
- ❏ Library was completed in 1956
    - ❏ Designed by Edward Sovik
    - ❏ Won the American Institute of Architects Award for Architectural Beauty in 1957
    - ❏ 4-Story addition was added in 1971
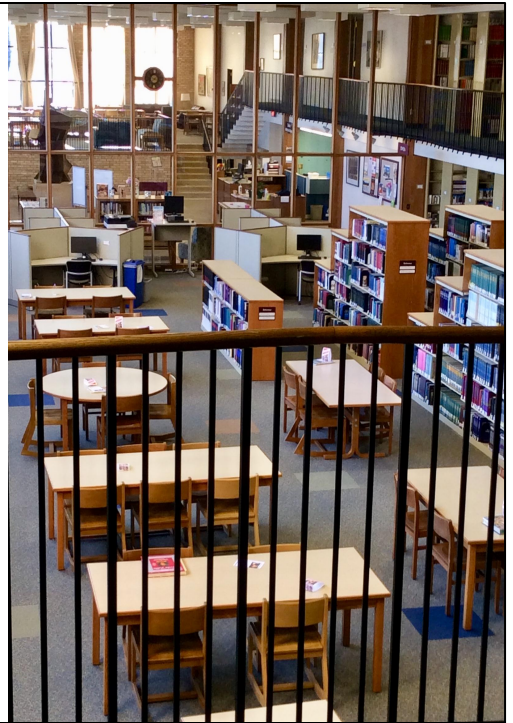
This photo provides a glimpse at several of our building's challenges as well as its notable architecture.

Known Accessibility Issues

- Shelves to close together or to little space to maneuver a wheelchair or walker around them. Only the 3rd floor of the main stacks is truly accessible.
- Catwalk and periodicals are narrow and largely inaccessible.
- Mezzanine, lower level (staff lounge, bathrooms, vending machines), and 3rd floor periodicals are completely inaccessible to people with mobility issues.
- Some shelves have books on the very top shelf which make them hard for everyone to reach. This was done in part to make the 3rd floor of the main stacks accessible.

Getting Started

Fall 2017

- ❏ Met with our intern to discuss accessibility
- ❏ Read "Toward Holistic Accessibility: Narratives from Functionally Diverse Patrons" by JJ Pionke
  - ❏ Helped us see past big long-term projects to day-to-day efforts and services
- ❏ Looked into forming an accessibility committee

1. Read "Toward Holistic Accessibility: Narratives from Functionally Diverse Patrons" by JJ Pionke. Helped us see little things we are already doing:
   a. Alcohol Swabs and Hand Sanitizer
   b. Read-Aloud Resources
   c. Closed Captioned Videos
   d. A strong history of personalized service
   e. Small selection of tech tools available in the library for book and pdf reading
2. Emphasized need to think about universal design rather than accommodations. People don't want special treatment or to be singled out.

Accessibility Committee Rationale

Changing and improving what we can, where we can:

❏ Annual/cyclical checks & updates

❏ Advocacy for written policy

❏ Create a "paper trail"

❏ Coordinate goals across the library

❏ Leverage strengths & connections

❏ Identify gaps & training options

❏ Ownership of tech changes & upgrades

❏ Preserve institutional knowledge

- Given our limited ability to change our building, we wanted to look at accessibility from as many other angles as possible:
  - Services
  - Programming
  - Displays
  - Web presence, etc.
- Our campus culture is one of hard work, but sometimes we think "someone else is taking care of it" -- this insures that things get done
- The paper trail we create will influence any building remodel that eventually gets done
- Having a committee means leveraging the strengths of our liaison relationships both within and outside of the library
  - Examples:
    - Committee members have web, IT, reference, and instruction expertise to share
    - Committee members connect with other parts of campus, such as the Diversity Office

Physical Accessibility Goals

- ❏ Short-Term Goals
    - ❏ Rotating or moving tables
    - ❏ Lowering our printer stations
    - ❏ Planning events around the limitations of our building
    - ❏ Monitoring kickstool placement
- ❏ Long-Term Goals
    - ❏ Moving ranks or rows of shelving
        - ❏ Weeding & shifting became a Collections Management priority
    - ❏ Moving periodicals down a floor
        - ❏ Oversize needed to be moved to new location
    - ❏ Avoiding using top shelf of each rank

We continue to tweak these as we go -- and figuring out what we did and didn't know in order to move forward

- ● Examples: planning events
    - ○ We altered the Orientation for new students activities to only include 3 stops, all of which are easily accessible
    - ○ For stress-busters during Final Exams, we will be moving the therapy dogs to a location on the same level as the lobby to increase accessibility

We quickly became aware of the domino-effect of some of our decisions --
- ● Example: Collections
    - ○ Moving ranks to create wider aisles meant a more substantial weeding schedule -- Oversize would need weeding and moving before Periodicals could be shifted down (these became summer projects)

Disability Services

Similar Challenges:

- ❏ Few students self-report
  - ❏ Who to market services to?
  - ❏ Which services would be the most effective?
- ❏ Needs change frequently
  - ❏ Temporary Disabilities
  - ❏ Technology

Struggle with the same issues the library does:

1. Knowing who to market services to and knowing which services would be the most effective.
2. Students don't always self-report
   a. They may have had an Individualized Education Plan in high school but don't think they need accommodations in college
   b. Student may not be aware that they have a disability or would qualify for accommodations
3. Often work with temporary disabilities Ex. student breaks their wrist and needs help taking notes for a while. These students may not be aware of the services available to help them or how to self advocate since the disability is temporary.
4. Changing student needs (more free software available, want to use own devices, etc.)

Disability Services

Differences:

- ❏ Need documentation to use Disability Services
- ❏ Everyone uses the library
  - ❏ Universal Design is more feasible than individual accommodations
- ❏ Staff Size
- ❏ Existing Relationships

The library has a larger staff than Disability Services and other departments that may work with accessibility like IT. There are certainly things those departments can do that are outside of our realm of knowledge, but we can advocate by encouraging faculty to use accessible resources, making our spaces and services as accessible as we are able, and working to raise awareness of accessibility issues.

Library liaisons have working relationships with faculty and students. We collaborate with faculty for library instruction. It might not be a stretch to teach faculty and students about accessibility too since many of the librarians have web and document design experience.

We curate course pages for faculty and are beginning to curate more content for campus wide initiatives like diversity.

We have databases and other resources that have accessible features. We can encourage faculty to use them in their courses. We can help students access specific course materials through Moodle or course pages.

Moving Forward

SWOT Analysis

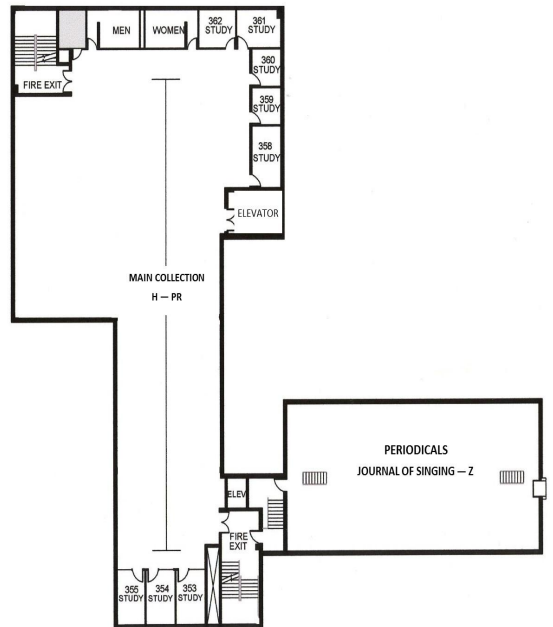| Strengths	Weaknesses
Opportunities	**Threats**

Strengths

❏ Positive image on campus/ willing to collaborate with other departments
❏ Willing to learn and change
❏ Have some accessible content and some control over webcontent
❏ New elevator and accessible bathroom

Weaknesses

❏ Mezzanine, 3rd floor periodicals, and lower level are not accessible.

   ❏ Some campus services held in inaccessible areas

❏ Lack of ownership

   ❏ Technology

      ❏ Accessibility Web Pages

      ❏ Workstations

   ❏ Training

Third Floor - Carl B. Ylvisaker Library

MEN WOMEN 362 STUDY 361 STUDY

360 STUDY

359 STUDY

358 STUDY

FIRE EXIT

ELEVATOR

MAIN COLLECTION
H — PR

PERIODICALS
JOURNAL OF SINGING — Z

ELEV

FIRE EXIT

355 STUDY 354 STUDY 353 STUDY

Opportunities

- ❏ Build on existing relationships
- ❏ Form a committee
- ❏ Market our existing resources better
- ❏ Be a campus leader by leading workshops, taking initiative, and finding innovative solutions
- ❏ Offer more training and establish procedures to maintaining technology

Threats

- ❏ Physical Spaces/Funding Issues
- ❏ Loss of institutional knowledge (staff/faculty turnover)
- ❏ Misconceptions about disabilities
    - ❏ Who they affect
    - ❏ Types of accessibility issues
    - ❏ How many people are affected/would benefit from universal design
- ❏ Negative stigma associated with disabilities
- ❏ Resistance to change for lack of knowledge or other reasons

Accessibility Policy

- ❏ What type of policy do we want to create?
    - ❏ Internal vs. Public
    - ❏ Tone: Friendly vs. Legalize
- ❏ What do we want to include?
    - ❏ Services, campus/community resources, contact information
- ❏ Where should it live?
    - ❏ On paper, on website, internal drive
- ❏ Who should review/approve it before it goes public?
    - ❏ Director, library faculty and staff, lawyer

Accessibility Statement

- Public, Friendly Tone, Library Website
- Sections:
    - Accessing physical and online materials
    - Software/Accessibility Stations
    - Physical Spaces
    - Campus Resources
    - Community Resources
    - Contact Information
- Ask director and library faculty and staff to review before posting

Faculty Summer Workshop
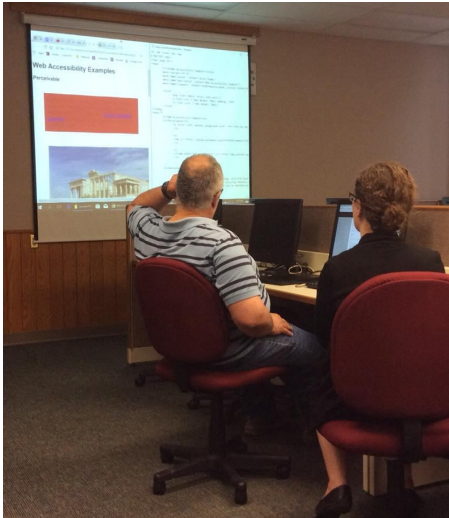
- ❏ Simulations
    - ❏ ND School for the Blind Vision Kits
    - ❏ 7B Pencil
    - ❏ Contrast yellow pads
- ❏ Universal Design
- ❏ Accessible Course Materials
- ❏ Web Design
- ❏ Document Design/Accessibility Checker
- ❏ Closed Captioning in YouTube

1. Simulations--School for the Blind Vision Kits, 7B Pencil, Contrast yellow pads.
2. Universal Design
   a. What universal design is
   b. Cues to pay attention to
3. Accessible Course Materials
   a. Read-Out-Loud resources
   b. Captioned videos
   c. OCR scanned course reserves
4. Web Design
   a. Color Contrast
   b. WAVE accessibility checker
   c. POUR Accessibility Guidelines
      i. Perceivable
      ii. Operable
      iii. Understandable
      iv. Robust
   d. Headings
   e. Colors
   f. Alt Text
5. Document Design (Microsoft Office)
   a. Accessibility Checker

        a.   Built in tools like styles, lists, section breaks, etc.

2.   Closed Captioning using YouTube and finding captioned videos on YouTube

Summer Faculty Workshop Response

- ❑ 5 Attendees with varying experience
- ❑ Vacation Mode, hard to read
- ❑ Future Revisions:
  - ❑ More discussions and time to reflect/share experiences
  - ❑ Screen reader demo
  - ❑ More opportunities for application during the workshop
  - ❑ Hands-on opportunities throughout

The workshop went ok, but the attendees were hard to read. We had five attendees with varying levels of accessibility knowledge. Most had a bit of knowledge and were giving us suggestions as we presented as well. It was a voluntary workshop over the summer, and everyone seemed to be struggling to step out of vacation mode and enter workshop mode.

Since accessibility is a subtopic under a wider diversity campus initiative and not its own initiative, the people likely to attend this type of workshop are already interested in or have some sort of investment in accessibility.

Since we didn't really know what to expect, we presented the information and left 45 minutes at the end to interact with whichever content each attendee wanted to focus on. It would have been better to build short activities into each section of the workshop to create a more immersive experience and provide opportunities for attendees to share their experiences or reflect.

We asked attendees to wear the simulations goggles for the first few minutes of the session, but we didn't take time to discuss what they experienced during those few minutes.

We referred to screen readers a lot but didn't show attendees what screen readers

sound like. We did discuss this during planning and decided not to do a demo because we didn't have the software available in the room we presented in, and none of us are proficient in using the software. However, there are a lot of good demonstrations on YouTube that would have helped provide context.

For universal design we could have shared an assignment or classroom scenario and discussed how universal design was or wasn't being applied and what could have been done better.

We could have given attendees time to play with the Library's resources and the web and document accessibility tools as they learned about them rather than at the end.

Since a lot of our attendees already had some awareness of accessibility, offering more time to share what they are already doing or challenges they face would have been welcome as well.

Promotion and Outreach

- ❏ Passive Reader's Advisory/Reference
- ❏ Accessibility Info on Website
- ❏ Highlight Services on Social Media

We plan to make tri-fold brochures on frequently researched topics like Autism, ADHD, PTSD, etc. The brochures will include nonfiction and fiction titles, books, movies, etc. as appropriate and campus and community resources. We will share them in the library and the Disability Services office.

SnapChat and Twitter posts that highlight accessible resources and efforts. We try to highlight these resources in ways that apply to everyone instead of singling out specific groups of people who may need them.

Maintaining Workstations

- ❏ Create Checklist
- ❏ Test hardware & software annually (create prompt in shared calendar)
  - ❏ Compatibility
  - ❏ Tasks
    - ❏ Composing/dictating & read-back functions
    - ❏ Printed or graphic-based text conversion into electronic text
    - ❏ Creating writable PDFs
- ❏ Confer with Disability Services regarding upgrades/changing needs
- ❏ Consult with IT about refresh schedules & changes campus-wide

Checklist: For our library type, that meant thinking about how undergraduates do research -- what software do they need to write a research paper while consulting a PDF from a database? Other library types will consider their patrons' usage (Filling out online forms? Reader software for fiction/nonfiction? Accessible games for children and youth?)

Testing: This might involve help from our Web and E-access librarian, as not all of us have the expertise

Consultation: Our web librarian liaises with IT and keeps us informed about IT schedules for refreshes. She also negotiates with IT regarding the installation locations for certain software.

Training

❏ Discussions: philosophical and ethical imperative

❏ Training: Universal Design principles & examples for Services, Reference, & Instruction

    ❏ Supported with printed materials, reminders (Reference & Instruction)

    ❏ Needed: Circulation & student employee training
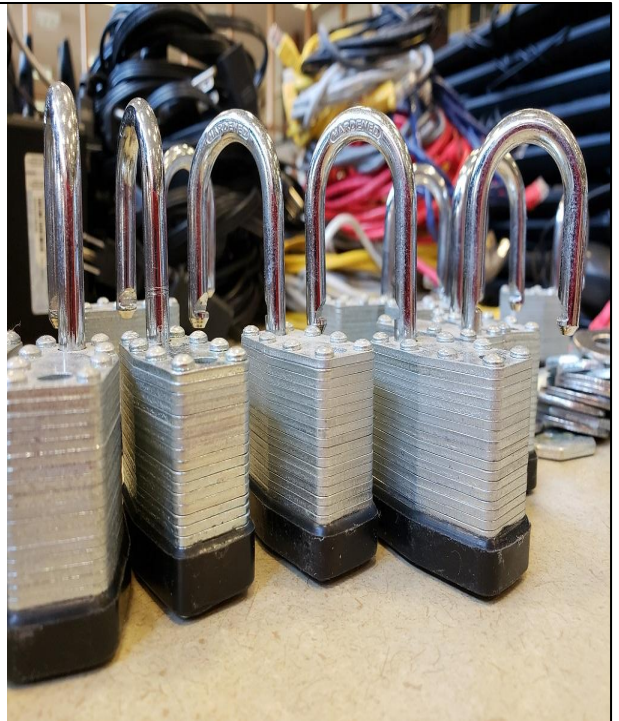
Discussions regarding the reasons we need to make changes encourage buy-in from those who don't understand or who think this will all cause "extra work"

Training:
- This is the harder part (for us) to schedule -- we are very busy with instruction in the Fall, and Spring tends to be taken up with large projects
- We have had several discussions on the level of training needed
- We decided all need an understanding of how to implement Universal Design in Services and Instruction, but that it would be taking on too much for librarians to train on how to use all of the software.

Our work-arounds:
- List a number of basic how-to videos in our central document outlining where each type of software lives (computer number and library location)
- Most students in need of a program will likely bring past experience to bear in using it
- We librarians would provide referrals as to software locations or to additional services available on campus or in the community
- We worked with DIsability Services to recommend a student peer-mentor, who was trained to use Dragon and was available by appointment (she was paid by Disability Services)

Adaptable Space: Currently
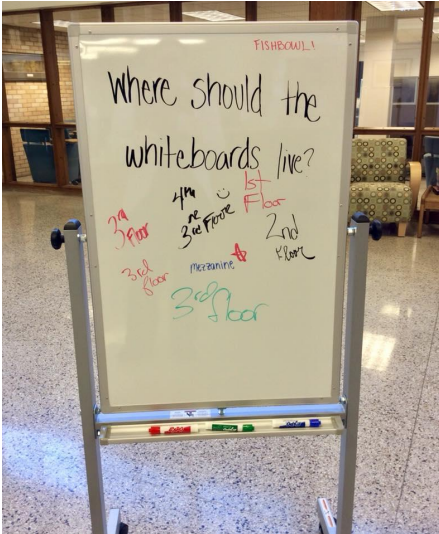
- ❏ Rolling whiteboards
- ❏ Smaller spaces with adjustable lighting
- ❏ Noise reduction options
- ❏ Separate, quiet space
- ❏ Different computer station options

- One of the advantages of an older building is that it is not all "open-concept" -- there are spots where students can find quiet and different levels of lighting
- Our desktop computers are located throughout the building:
    - In the Reference Area (open-concept space, but located within cubicles)
    - In the "Fishbowl" (with cubicles, but all of the furniture is on wheels for changes in configuration)
    - In the Study Rooms (for individuals or small groups -- these include whiteboards)
- We have laptops that may be checked out and used anywhere in the building

Adaptable Space: Near-term

- ❏ Seating/work options:
  - ❏ Soft/firm
  - ❏ Rolling/stationary
  - ❏ Balance-ball seating
  - ❏ Standing/ADA-compliant workstations
- ❏ Table usage and spacing

- These choices allow for a range of users:
  - People with mobility issues
  - People who work better standing
  - People who concentrate better if they balance on a ball

- We are still working to incorporate more variety in these, as we have inherited many very heavy wooden chairs

- We continue to observe and gather feedback about the use and placement of tables throughout the building, opting to move a number around this year to create wider clearance for wheelchair access to shelves and doors

Reference Desk Re-do

This is a good example of something we could change: the main Reference Desk

Before:
- A cruise-liner of a desk: physically intimidating and clearly separating librarians from patrons
- Chunky cabinets, carts, and a pilar on the left; cabinets in the back, and only a narrow entry on the right.

After:
- 2 levels -- librarians may stand or sit ergonomically
- Computer screens swivel for sharing
- The right side of the desk:
  - Intentionally rounded and scaled for easy access with a wheelchair
  - Student and librarian may sit side-by-side to consult on a question
- Paths to the desk from either side, both wide enough for ADA compliance

Adapting Process

Consider:

- ❏ Programming/Instruction
    - ❏ Universal Design
    - ❏ Control the Atmosphere
- ❏ Outreach/Promotions
    - ❏ Predictability
    - ❏ Normalization
    - ❏ Friendly Atmosphere
- ❏ Physical Space
- ❏ Administrative Structure

1. Programming/Instruction are similar
    a. Universal Design principles work for both (please see handout):
        i. Equitable use
        ii. Flexibility in use
        iii. Simple, intuitive programming or instructions
        iv. Perceptible information
        v. Tolerance for error
        vi. Low physical effort
        vii. Room modifications
        viii. Participating together or separately
        ix. Programming goals
    b. Control the atmosphere:
        i. Turn on closed captions for any videos shown
        ii. Use a microphone at programs (but make sure it's not too loud!)
        iii. Dim the lights for any multimedia
        iv. If there are sudden noises or bright, flashing lights, give a warning at the beginning of the program
2. Outreach/Promotions
    a. Predictability -- can users know ahead of time about services, spaces, potential audience size, times, and timeline of programming (being

     a.   able to learn all of this in advance from the library's website can be reassuring)?

     b.   Normalization of neurodiversity and physical diversity -- programming, physical spaces, passive displays, accessibility statements on the library's website and in signage (BUT: emphasizing the **functionality**, not that the service/technology is for persons with "special needs" -- services and spaces should be designed so that they are universally usable by as many people as possible (signage may need to be both text and image)

     c.   A friendly atmosphere creates a positive place for self-advocacy, so patrons are more likely to ask for help when they need it

2.   Physical Structures

     a.   Almost all librarians inherit buildings with flaws -- try doing an audit of your space (there are a number of documents online to help with this)

     b.   If you can, ask your patrons what is needed (an online poll attached to your website? An email to your patrons?)

     c.   Advocate in those areas where you have some control (ex: snow removal -- snow piled into the Accessibility parking spaces instead of into a far corner of the parking lot -- contact the snow removal company)

3.   Administrative Structure to track concerns, progress, etc.

     a.   A committee? A working group?

     b.   Loss of institutional memory is an issue

     c.   Documenting your progress can be as important as understanding the challenges of a building or institution

Takeaways

1. Universal design is more inclusive than individual accommodations when possible
2. Patron feedback is essential
   - ❏ Departmental collaborations
   - ❏ Relationship building
3. Planning ahead is easier than revising later
   - ❏ Physical Spaces
   - ❏ Furniture
   - ❏ Programing
   - ❏ Software
4. Taking ownership makes things happen

ADA & Libraries

ADA & Libraries: Tools, Publications & Resources: http://www.ala.org/tools/ada-and-libraries

Associationof Specialized and Cooperative Library Agencies (ASCLA) Library Services for People with Disabilities Policy
http://www.ala.org/ascla/resources/libraryservices

Central New Mexico Community College Library's Accessibility Policy
https://www.cnm.edu/depts/libraries/documents/accessibility-policy.pdf

New York Public Library Accessibility https://www.nypl.org/accessibility and Web & Mobile Accessibility Policy
https://www.nypl.org/policies/web-mobile-accessibility

University of Hawai'i at Manoa Library's Accessibility and Disability Website American with Disabilities Act (ADA) Policy Statement

http://manoa.hawaii.edu/library/help/ada/ada_policy/ Staff Guidelines for Assisting Library Users with Disabilities

http://manoa.hawaii.edu/library/help/ada/ada-guidelines/

Helpful Resources

"ADHD Thought Simulator." *YouTube,* Uploaded by A Stegosaurus Named Sam, 4 June 2014, https://youtu.be/SVwxb6gcpqo .

Bernacchio, Charles and Michelle Mullen. "Universal Design for Learning." *Psychiatric Rehabilitation Journal*, vol. 31, no. 2, 2007, pp. 167-169. Doi: 10.2975/31.2.2007.167.169.

"College Resources for Students with Disabilities." Affordable Colleges Online, https://www.affordablecollegesonline.org/college-resource-center/resources-for-students-with-disabilities/. Accessed 29 May 2018.

Doyle, Terry and Todd Zakrajsek. *The New Science of Learning: How to Learn in Harmony with Your Brain*. Stylus Publishing, LLC., 2013.

"From Theory to Practice: UDL 'Quick Tips.'" Access Project. Colorado State University. http://accessproject.colostate.edu/udl/documents/udl_quick_tips. pdf.. Accessed 27 Apr. 2018.

"Imagine What It's Like To Live With High-Functioning Autism." *YouTube*, Uploaded by Mark Hutten, M.A., 4 January 2014, https://youtu.be/ACLV9hytZb0.

"Legal Obligations for Accessibility." UDL On Campus: Universal Design for Learning in Higher Education. National Center On Universal Design for Learning, at CAST, 18 June 2015,http://udloncampus.cast.org/page/policy_legal#.WMg3HfLIzaM. Accessed 27 Apr. 2018.

"Library Services for People with Disabilities Policy." ASCLA, http://www.ala.org/ascla/resources/libraryservices. Accessed 29 May 2018.

National Center on Universal Design for Learning. *UDL on Campus: Universal Design for Learning in Higher Education*. National Center On Universal Design for Learning, at CAST, 18 June 2015, http://udloncampus.cast.org/home. Accessed 27 Apr. 2018.

Pionke, JJ. "Toward Holistic Accessibility: Narratives from Functionally Diverse Patrons." Reference & User Services Quarterly, vol. 57, no. 1, 2017, pp. 48-56.

Silberman, Steve. *Neurotribes: The Legacy of Autism and the Future of Neurodiversity.* Avery, 2016*.*

"Top 10 Issues of Sensory Processing Disorder - Aspergers Central." *YouTube*, Uploaded by Asperger's Central, 5 May 2015, https://youtu.be/LAzw-Af_MnA.

Questions/Discussion

In one word, describe your library's approach to accessibility.

How have your libraries addressed accessibility in terms of space, programs, services, etc.? What was successful? What didn't work as planned?

Start the presentation to see live content. Still no live content? Install the app or get help at **PollEv.com/app**

What have you done in terms of accessibility that would transfer well to other types of libraries?