Collection Development, E-Resources, and Meeting the Needs of People with Disabilities

Panel presentation at the
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Portland, OR, March 26

by

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Overview

I.   **Very brief introduction of panelists**
II. **Brief introduction**
III. **Research findings**
IV. **Accessibility efforts at CSU**
V.   **Cengage Learning—meeting the needs of People with Disabilities**
VI. **Q & A**

I. Introduction of panelists

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California State University, Office of the Chancellor
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II. Brief Introduction

Design of our environment

- matters to all of us

- determines what we can and cannot do

- is particularly important for people with disabilities

- is important in the physical and online environment

Definition

Universal Design=

    Accessible Design=

        Barrier-free Design

→Design that is <u>sensitive to the variation among people</u> and thus does not cause certain groups to be systematically excluded.

Universally designed e-resources

…level the playing field for people with disabilities by enabling them to access information independently, without the need for human assistance.

Examples of accessible design features in the online environment

- Alt text or voice for images
- Meaningful link text
- Skip-navigation links
- Captions for audio components
- Coding compatible with assistive technology
- Properly mark-up of structural text elements (title, headings, quotes, list elements, etc.)

Accessible Design Guidelines

- Web Content Accessibility Guidelines (WCAG 2)
- Section 508 Standards

Also important:

- Usability/user friendliness when performing actual task.

Librarians selecting e-resources need to have accessibility on their radar screen.

Recommendations

- Include accessibility among the selection criteria (CD/acquisitions policy).

- Inquire about product accessibility when communicating with vendors.

- Attempt to have accessibility addressed in licensing agreements.

- Collaborate with assistive technology on your campus for assessing product usability.

What to ask vendors

- Does your product conform to Section 508 and/or WCAG 2.0, Level AA? Do you have a VPAT?

- If not, what plan is in place to get it to conform? Timelines?

- Has your product been tested for usability by people with disabilities using assistive technology?

- Could you please give a brief demo how your product works with a screenreader (such as NVDA)?

- Your website states that you are working on improving your product's accessibility. This statement has been there for at least a year. What specific progress have you made?

III. Research on E-resources Selection and Accessibility

My spring 2013 sabbatical project

Factors impacting CD policy
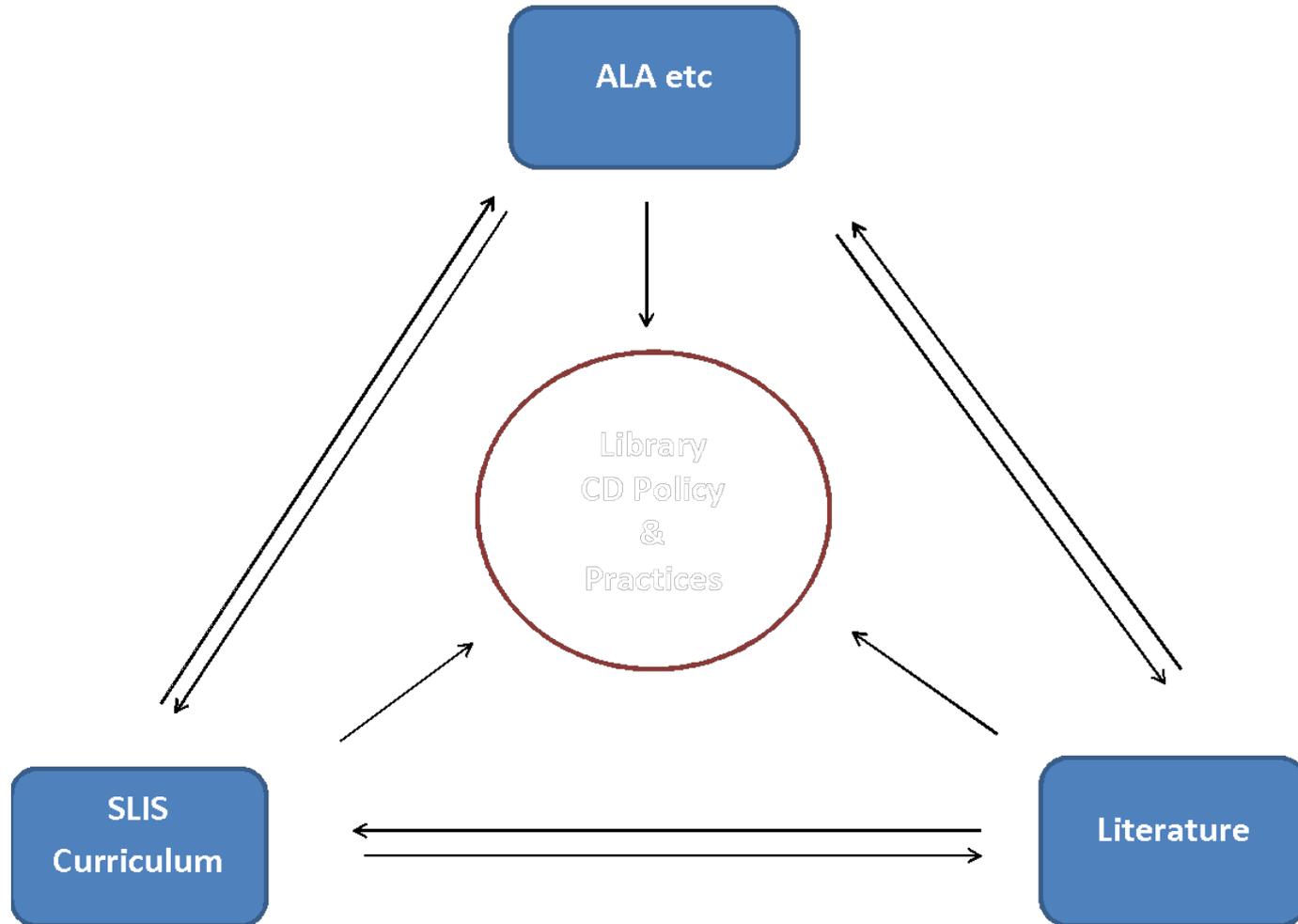
Guidance from professional organizations
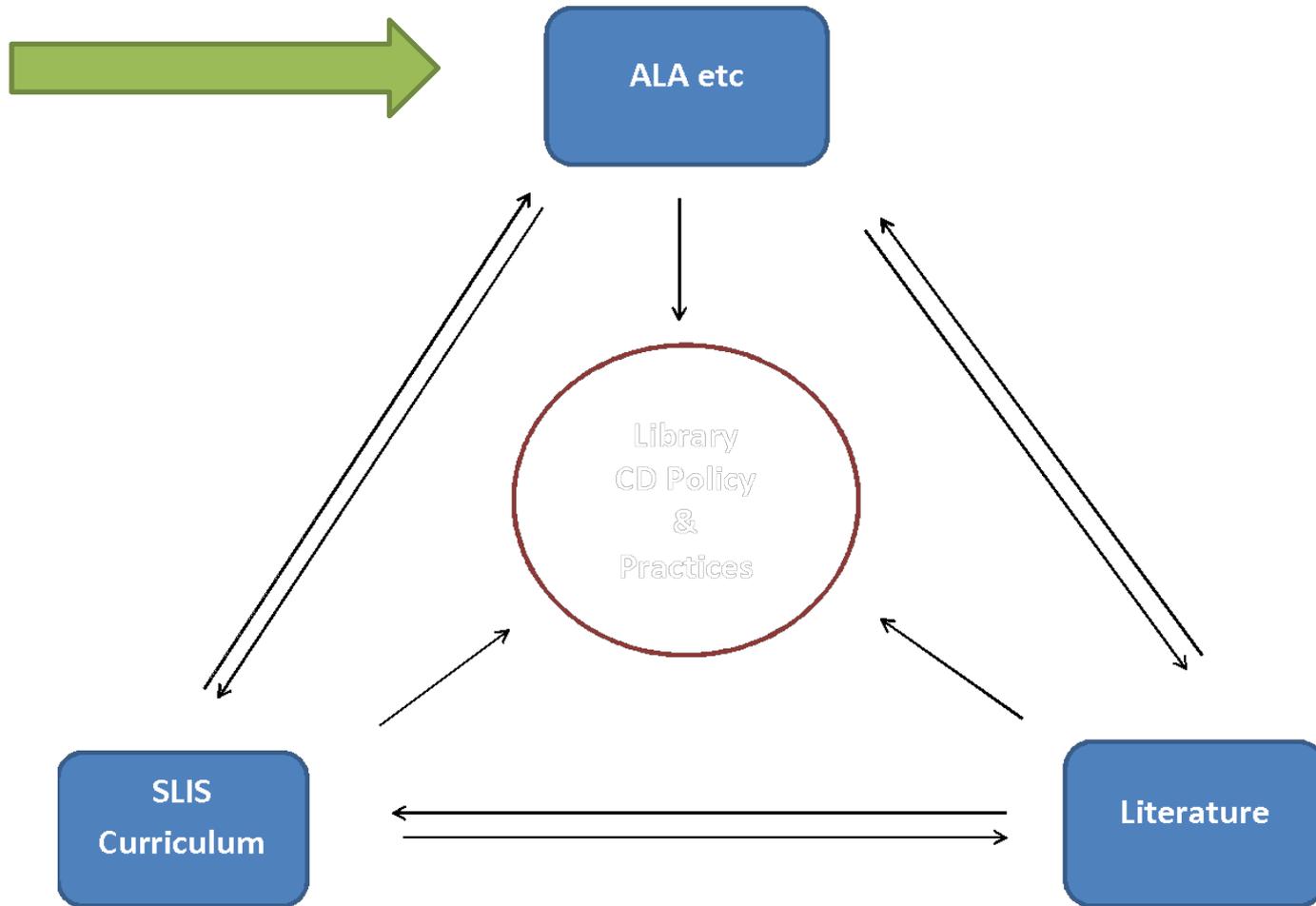
Library organizations which have addressed collection development and accessibility

- ALA Council (2009)*
- ALCTS-CM Chief Collection Development Officers IG (June 2012)
- ALA Digital Content Working Group (2011)
- ASCLA "Think Accessible Before You Buy" Toolkit*
- Center for Research Libraries (CRL)*
- ARL Joint Task Force on Services to Patrons with Print Disabilities (Nov. 2012)*
- ARL Accessibility and Universal Design Working Group, 2013

[Purchasing of Accessible Electronic Resources Resolution](#)
ALA Council Document #52 (Revised 7.14.09)

"That the American Library Association (ALA) strongly recommends:

1. That all libraries purchasing, procuring, using, maintaining and contracting for electronic resources and services <u>require vendors to guarantee that products and services comply with Section 508 regulations, Web Content Accessibility Guidelines 2.0, or other applicable accessibility standards and guidelines</u>; and

2. That all libraries purchasing, procuring, and contracting for electronic resources and services ensure, through <u>their own testing protocols or by requiring vendor guarantees,</u> that electronic products and services have been fully tested and found to be in compliance with applicable accessibility regulations, guidelines, and criteria; and

3. That funding authorities, including private institutions, the federal government and state and local governments, provide <u>adequate funding </u>to allow all libraries purchasing, procuring, and contracting for electronic resources and services the ability to comply with accepted standards and laws of accessibility for people with disabilities."

ARL Joint Task Force on Services to Patrons with Print Disabilities (Nov. 2012: 41-page report)

Focuses on electronically provided content and what needs to be done to ensure its accessibility.

Recommends, among others, that …

…requirement of universal design/accessibility should be integrated into libraries' procurement procedures and embedded in future licensed and acquired products and services.

ARL Model US Licenses

- **Licensor shall comply with the Americans with Disabilities Act (ADA),** by supporting assistive software or devices such as large-print interfaces, text-to-speech output, refreshable braille displays, voice-activated input, and alternate keyboard or pointer **interfaces in a manner consistent with the <u>Web Content Accessibility Guidelines</u> published by the World Wide Web Consortium's Web Accessibility Initiative**. (same as CRL's Liblicense model).

- Licensor shall provide Licensee current completed Voluntary Product Accessibility Template (VPAT) to detail **compliance with the federal <u>Section 508 standards</u>**. In the event that the Licensed Materials are not accessibility compliant, the **Licensee may demand that the Licensor promptly make modifications that will make the Licensed Materials Accessibility compliant; in addition, in such an event, the <u>Licensee shall have right to modify or copy the Licensed Materials in order to make it useable for Authorized Users</u>.**

ASCLA "Think Accessible Before You Buy" Toolkit

- Checklists and guidelines to help libraries "think accessible" as they consider purchasing electronic resources and web services.

- Relies heavily on Section 508 and WCAG, but tries to avoid the technical language and brings it down to a level ordinary librarians can handle.

Collection Development Literature Analysis

ALA etc

Library
CD Policy
&
Practices

SLIS
Curriculum

Literature
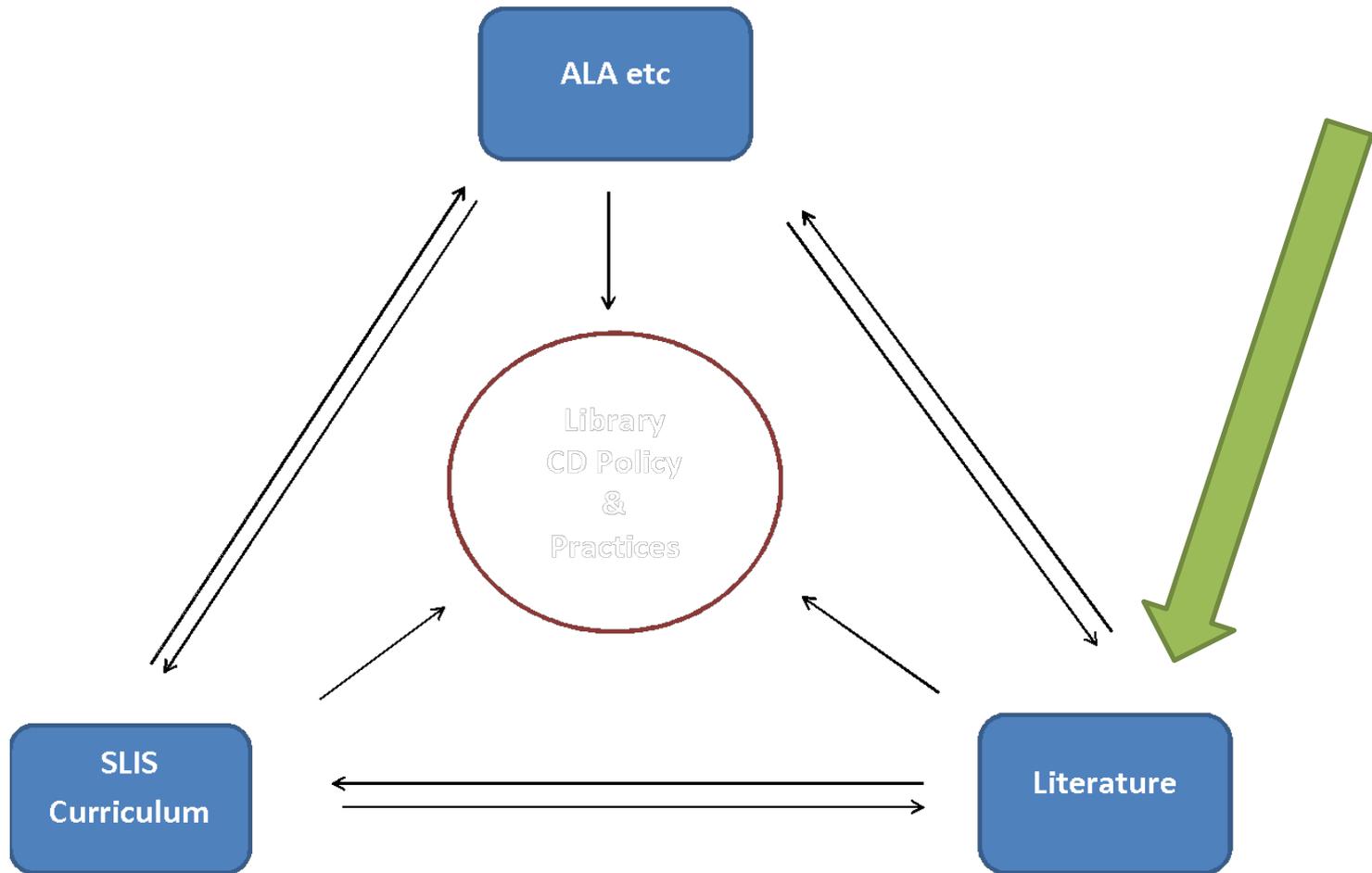
Examples of books analyzed

- Peggy Johnson, *Fundamentals of Collection Development and Management* (3rd ed.)—ALA 2014
- Evans & Saponaro, *Collections Development Basics* (6th ed.) 2012
- Clement & Foy, *Collection Development in a Changing Environment. Policies and Organization for College and University Libraries*. CLIP Note #42 (ALA/ACRL) 2010
- Kovacs, *The Kovacs Guide to Electronic Library Collection Development* (2nd ed.) 2009

Research Questions

- Is accessibility of e-resources, as it applies to people with disabilities, on the authors' radar screens?

- If so, is it
  - consistently covered where appropriate?
  - covered in any depth?

- Is there a clear trend?

- What language is used to address the issue?

Books on Collection Development

| Focus	Total # of books	DA-related issues not addressed	DA-related issues addressed at least once	Accessibility recognized as dependent on design	WCAG or Section 508 mentioned as accessibility standards
General	16	69%	31%	13%	0%
E-resources, incl. e-books & e-journals	32	56%	44%	44%	16%
Digital repositories/digitized coll.	4	100%	0%	0%	0%
Subject specific	3	100%	0%	0%	0%
ALL	55	65%	35%	29%	16%

Key findings

- Only about one third of the books on CD (35%) address disability-related issue--at all once.
- Only 29% of the books make the connection between accessibility and the design of e-resources.
- Only 16% of the books mention WCAG or Section 508.
- Those books on CD that do address accessibility …
  - rarely do so consistently.
  - rarely do so in sufficient depth.
  - often fail to recognize the importance of barrier-free design.
  - sometimes get some very basic facts wrong.
- The terminology used by the authors is often too vague to be of much practical value. (E.g., "ADA compliant")
- There is no indication that things have significantly improved over time.

Accessibility coverage by year (2000-2014)

Year range	Total # of books	DA-related issues not addressed	DA-related issues addressed at least once	Accessibility recognized as dependent on design	WCAG or Section 508 mentioned as accessibility standards
2000-2002	9	78%	22%	22%	0%
2003-2005	14	64%	36%	36%	21%
2006-2008	7	71%	29%	29%	14%
2009-2011	11	55%	45%	36%	0%
2012-2014	14	64%	36%	21%	7%
All	55	65%	35%	29%	16%

CD Policies and Practices
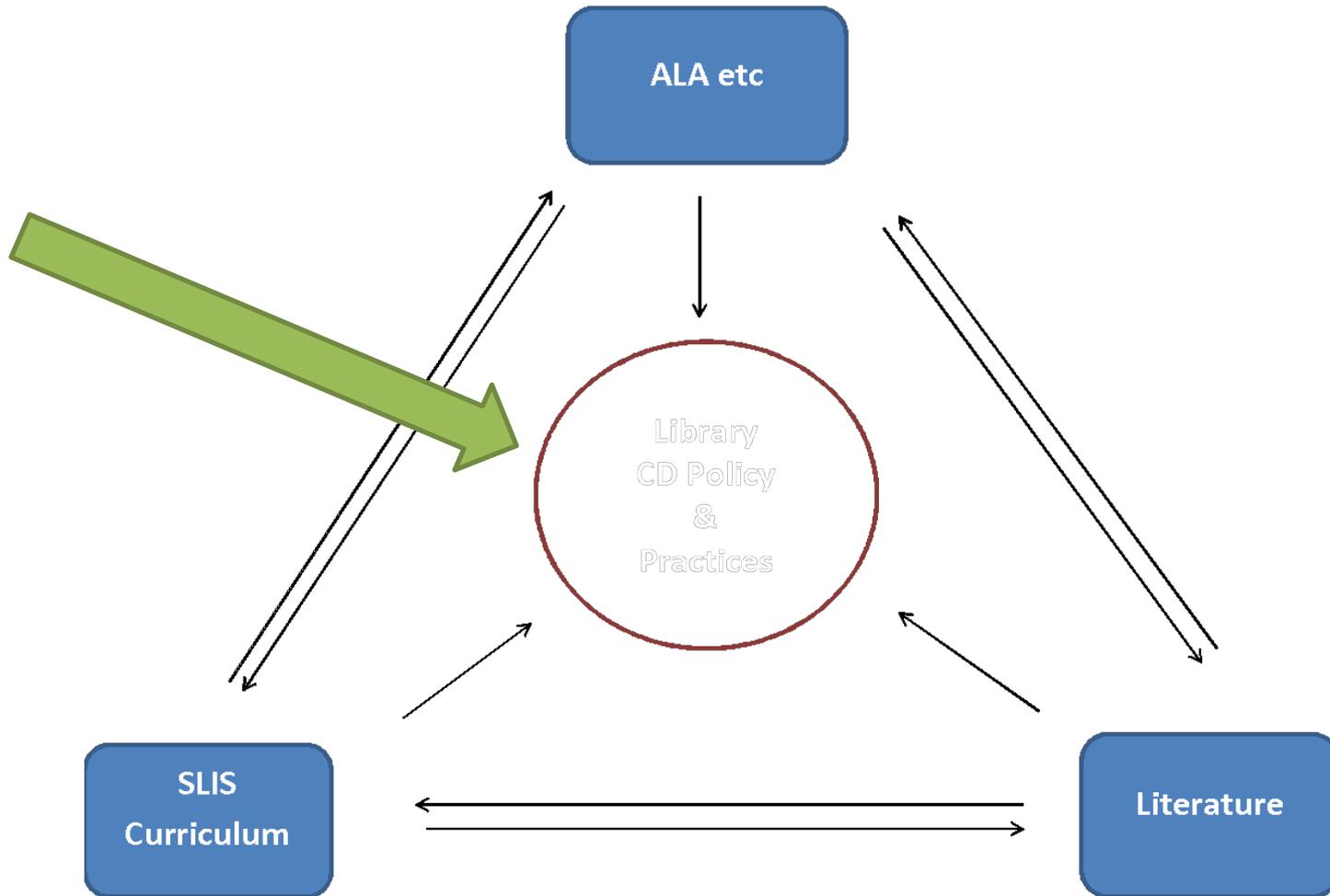
Methodology

- Survey of key librarians involved in collecting e-resources

- Two samples

    Council of Public Liberal Arts Colleges (COPLAC) Members

    – 24 out of 27 included in survey

    – 1,600-6,500 FT-Enrollment

    – nationwide sample

    UW comprehensives

    – 10 out of 11 participated

    – 5,000-10,800 FT-Enrollment

Main Findings

- Except for one library, at CSU-Sonoma, CD policies in the COPLAC sample do not address accessibility.

- At the UW libraries, 4 out of 10 have a CD policy addressing accessibility, but accessibility is not necessarily considered during the actual selection process; i.e., there is a discrepancy between policy and practice.

- The assumption is sometimes made that vendors are now aware of the problems and have designed accessible products.

- Accessibility claims are not corroborated through vendor-independent venues.

- The importance of accessibility is not consistently communicated to vendors.

Meeting the Needs of People with Disabilities: Accessibility Efforts at the CSU

2015 ACRL Conference

Context: about the CSU

- **California State University (CSU)**
- Largest public baccalaureate degree-granting institution in the United States
- 23 campuses; almost 450,000 students
- About 13,500 students with disabilities registered with our campus disability services offices
- Established Accessible Technology Initiative (ATI) in 2006
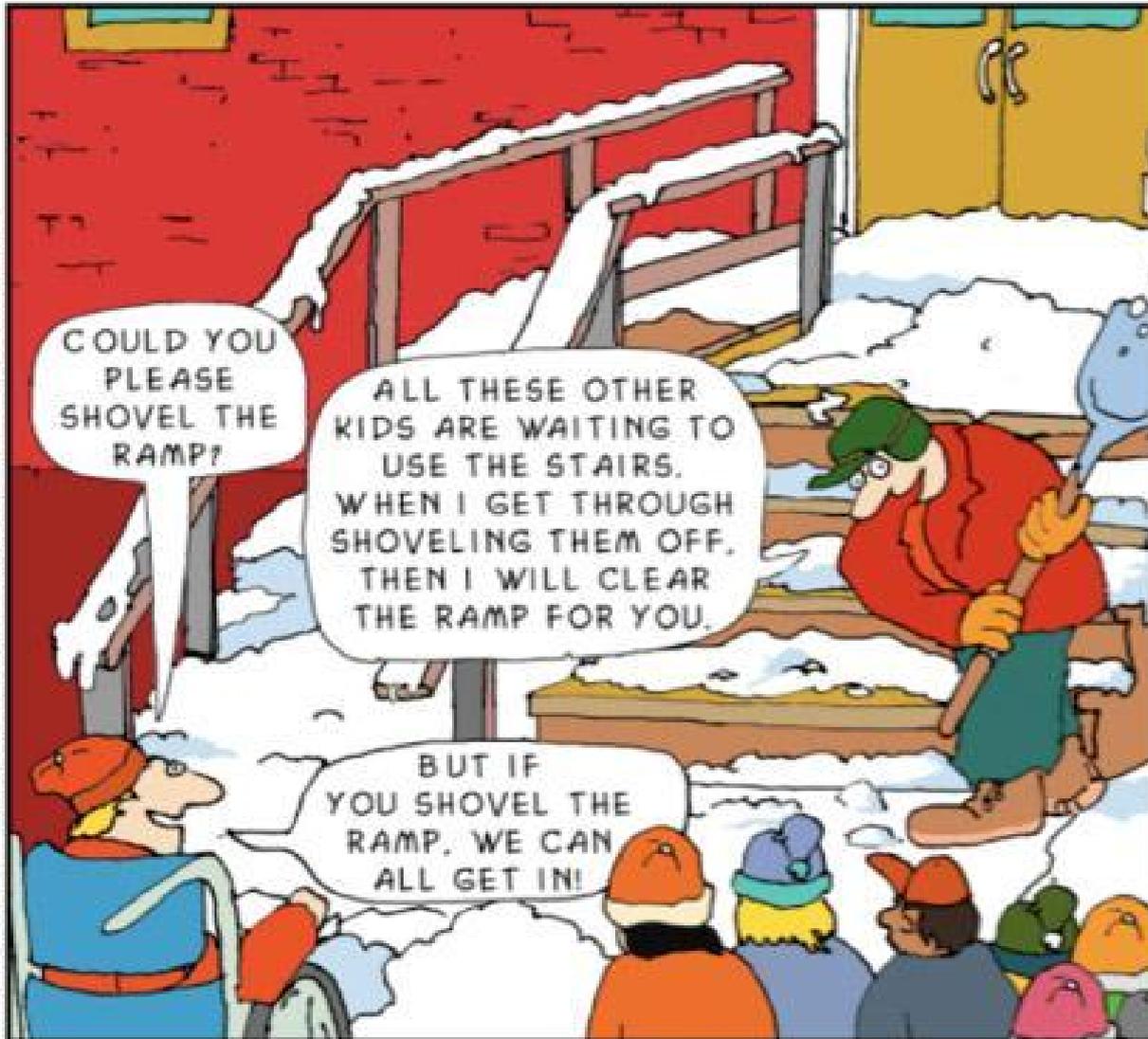
**CSU** The California State University
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CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

System-wide Accessibility Effort

CSU Accessible Technology Initiative (ATI) 2006 - 2009

Breaking down the problem
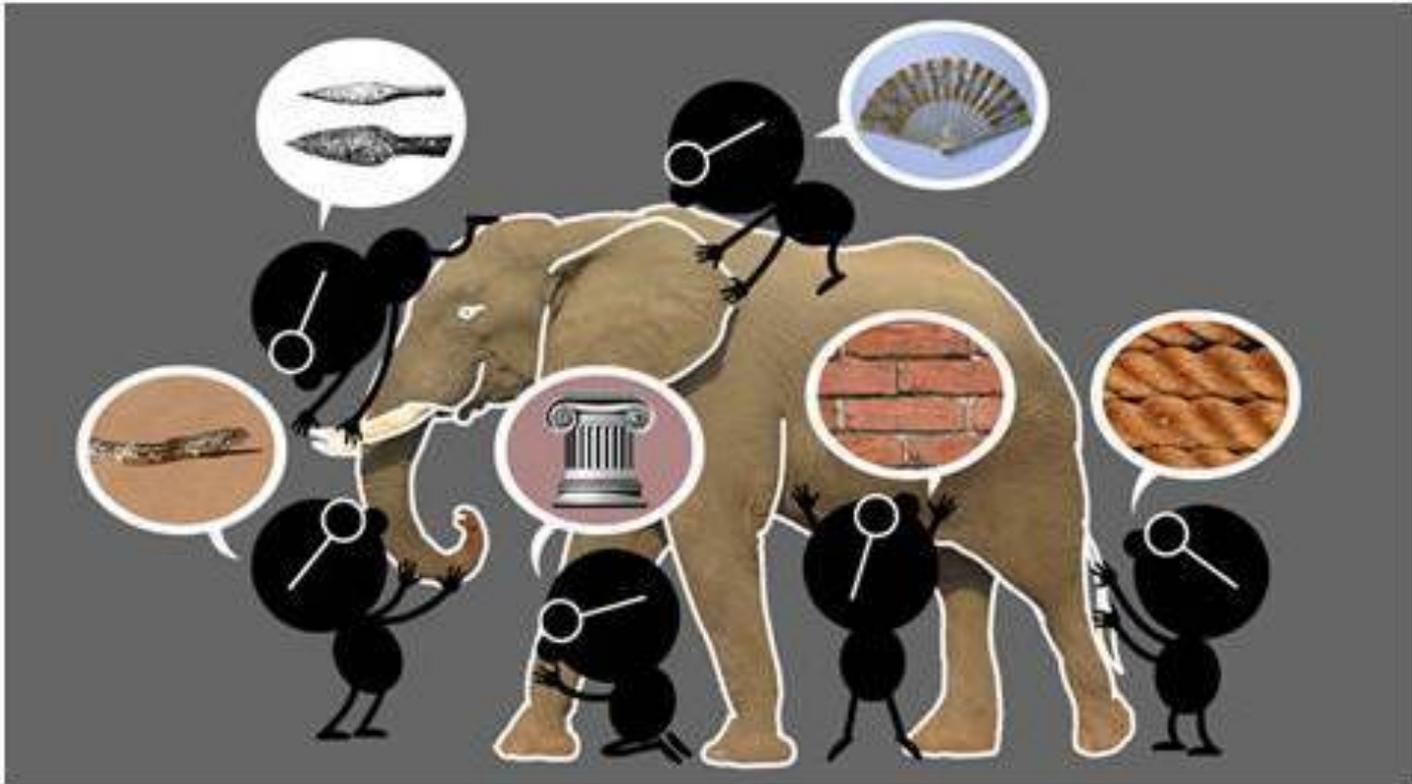
# CSU ATI Framework: Policy (Strategies/Goals & Success Indicators)/Priorities

**Continuous Process Improvement with
Strong Executive Support**

- Make a Campus Plan
- Work the Campus Plan
- Measure Progress

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Procuring Accessible Products

Accessible Procurement Process Steps

Gather Information → Review Information → Review Product → Place Order
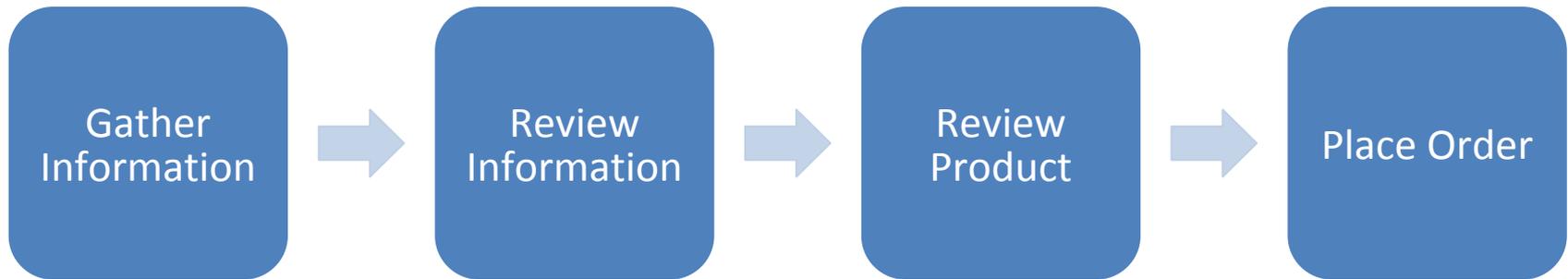
What can Librarians do?

- Build vendor accessibility awareness

- Drive accessibility improvements to library e-resources through market demand

Step 1: Gather Information

- Request a VPAT from the vendor

- Search vendor website for an accessibility statement that articulates the vendor commitment and shares information about the accessibility status of the product.

- Ask questions about how accessibility is integrated in to the product development process.

    - Have developers received training in accessibility?

    - Is accessibility testing part of the QA process?

Step 2: Review Information

- Review VPAT for completeness
  - Is the product name present?
  - Is the vendor name present?
  - Is contact info (name, email, phone) provided for the person/group that completed the VPAT?
  - Are all applicable sections completed?
    - For most modern web applications sections 1194.21, 1194.22, 1194.31, and 1194.41
- Ask the vendor questions about how the information on the VPAT was gathered
  - Was in-house product testing done?
  - Was a third party accessibility evaluation company engaged?

Step 3: Review Product

- Ask for a vendor demonstration of the accessibility status of the product.

- Request an Accessibility Roadmap that lists any accessibility barriers in the product and a timeline for remediation.

  - The Roadmap should include any VPAT entries where the *Supporting Features* are described as "not supported" or "supports with exceptions"

Step 3 (cont.): Review Product

- Example: VPAT Criterion   (section 1194.22)

Criteria	Supporting Features	Remarks and explanations
(a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).	**Supports with exceptions**	Most images contain alternative text that clearly describes the purpose of image.

- Example: Corresponding Roadmap entry

Issue Description	Current Status (Open, Closed, I/P)	Disposition (Planned, Deferred, I/P)	Remediation Timeline	Available Workarounds	Comments
EXAMPLE: Images on the landing page lack equivalent alternate text.	Open	Planned	Q3, 2014 release (v1.2)		Functional images will receive descriptive alternate text; decorative images will receive null alternate text.

Step 4: Place Order

- Include accessibility language in library e-resource contracts. Examples include:
  - ARL Model US Licenses
  - Contract Language included in CSU General Provisions
- Be prepared to provide accommodations if the platform has significant accessibility barriers
  - Equally Effective Alternate Access Plan (EEAAP)

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CSU Contract Language – General Provisions

Americans With Disabilities Act (ADA)

Contractor warrants that it complies with California and federal disabilities laws and regulations. (Americans with Disabilities Act of 1990,42 U.S.C. 12101 et seq). Contractor hereby warrants the products or services it will provide under this Contract comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794d), and its implementing regulations set forth at Title 36, Code of Federal Regulations, Part 1194. Contractor agrees to promptly respond to and resolve any complaint regarding accessibility of its products or services. Contractor further agrees to indemnify and hold harmless CSU from any claims arising out of Contractor's failure to comply with the aforesaid requirements. Failure to comply with these requirements shall constitute a material breach of this Contract.

CSU Systemwide Library Database Platform Accessibility Efforts

CSU Systemwide Library Platform Accessibility Efforts

- Partnering with vendors to increase accessibility
  - Engaged Tech4All, a third party accessibility evaluation company to do platform evaluations
  - Shared accessibility reports with each vendor
  - Conducted vendor consultations
  - Requested updated VPATs that accurately describe the accessibility status of the product
  - Got commitments from the vendors to make accessibility improvements - Accessibility Roadmap

CSU Systemwide Library Platform Accessibility Evaluation Outcomes

- Vendors
  - Gale
  - Sage
  - EBSCO
  - ProQuest
- Increased accessibility awareness
- Promoted product improvements over time

# CSU Systemwide Library Platform Accessibility Efforts 2014-15

- CSU Accessible Technology Network is reviewing accessibility documentation for several platforms in the CSU Core collection.
  - In-depth expert VPAT review
  - Vendor consultation
  - Requesting Accessibility Roadmap to drive product improvements

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What we can do together

- The CSU has learned many valuable lessons while implementing accessible information and technology across our system.
  - We are happy to share what we have learned
  - We welcome opportunities to collaborate with others
  - We hope that vendors of educational technology are receiving a clear and consistent message about accessibility from all postsecondary institutions
  - We welcome your inquiries ati@calstate.edu

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Meeting the Needs of People with Disabilities: A Publisher Perspective Towards Accessibility

2015 ACRL Conference

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About Cengage Learning

Our Company

With annual revenues of approximately $2 billion, the company has 5,500 employees with operations in more than 20 countries around the world.

Our Markets

- Academic- K12; postsecondary
- Professional
- Library markets
- Worldwide

Our Products and Services

- Learning resources; textbooks, supplemental materials, digital products
- Library reference products

Our Brands

- Brooks Cole, Course Technology, Gale, South-Western, Wadsworth

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Accessibility Evolution

- Customer trends

- Accessible digital landscape: new considerations

- Cengage Learning response
    Accessible Ebook

- Environment of change

- Challenges and opportunities

- Cengage Learning looks forward

Customer Requests for Textbook Source Files
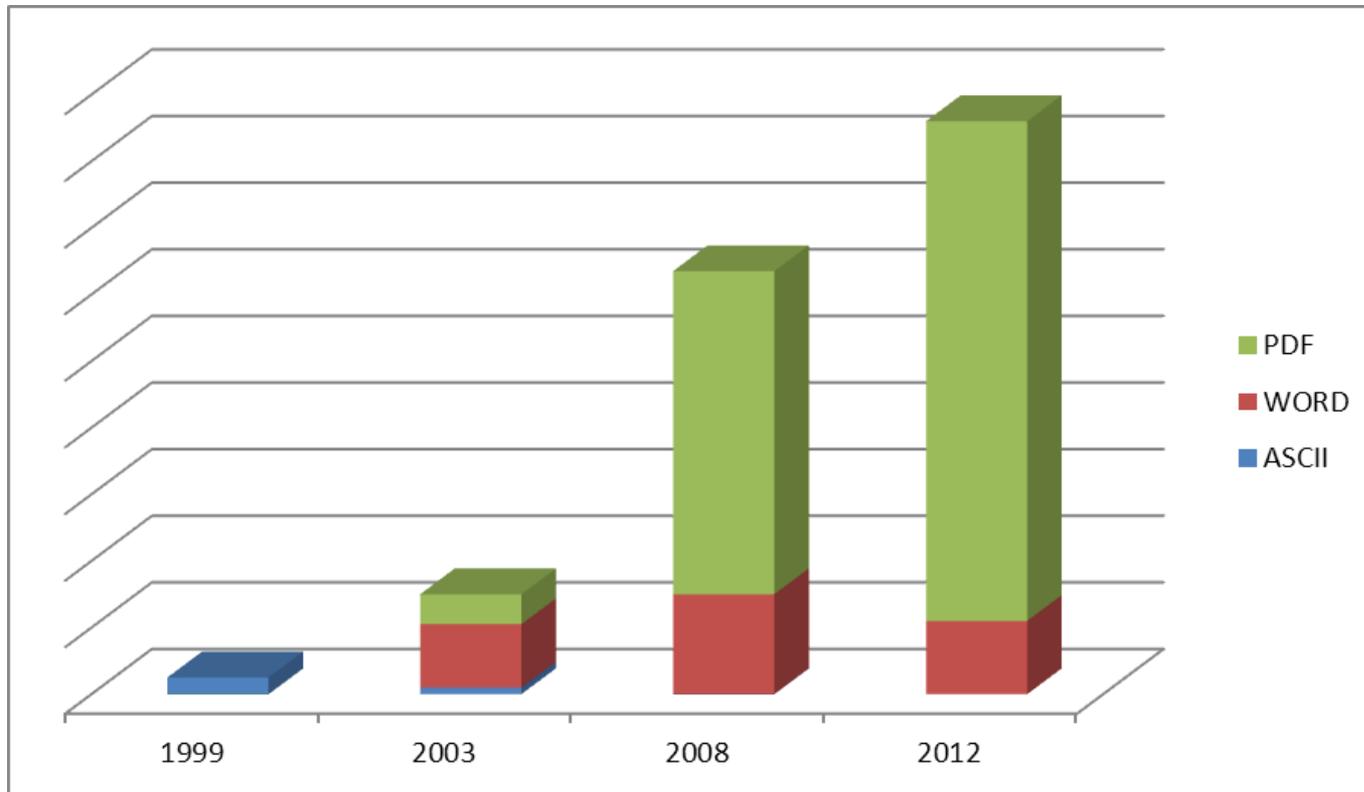
Accessible Digital Landscape: New Considerations

Technology Influences

- World Wide Web
- Web Content Accessibility Guidelines

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Customers Needs

- CengageBrain.com

- What makes our eResources accessible

- Beyond print disabled; accessibility for everyone
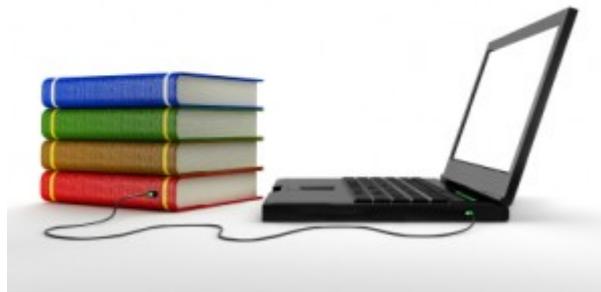
Environment of Change: OS

Operating Systems

Windows XP, 7, 8, 10

Vista

Apple iOS

…any many others…

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Environment of Change: Browsers

Operating Systems

Windows XP, 7, 8, 10

Vista

Apple iOS

…any many others…

Browsers

Internet Explorer

FireFox

Safari

…any many others…

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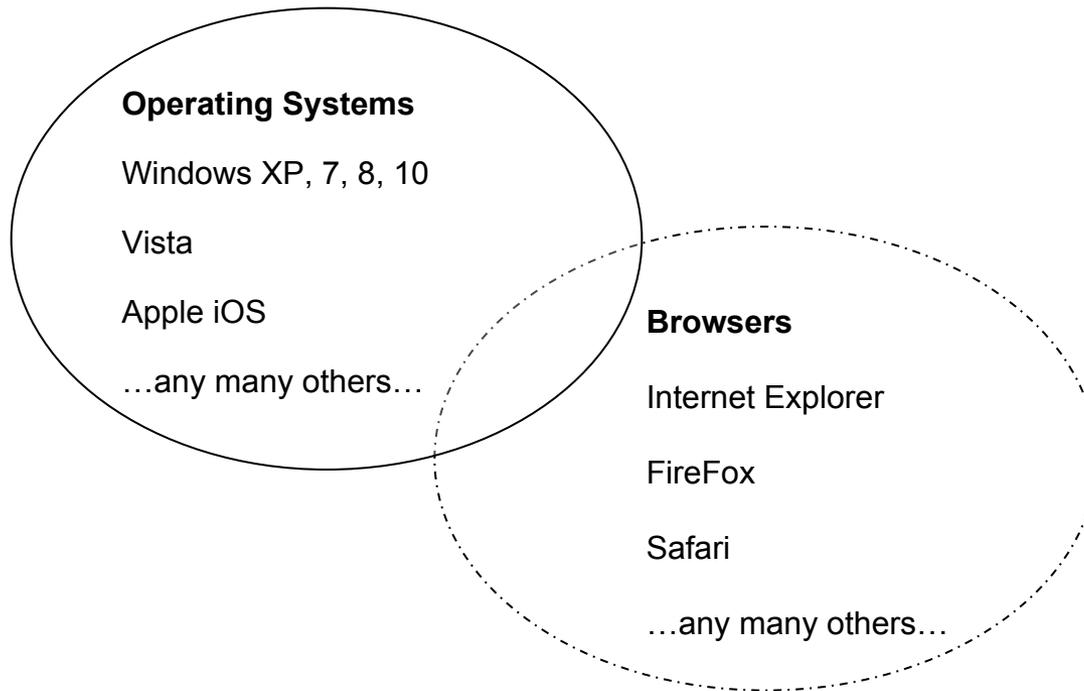
Environment of Change: Assistive Technologies

Operating Systems

Windows XP, 7, 8, 10

Vista

Apple iOS

…any many others…

AT

Screen readers

Magnifiers

…any many others…

Browsers

Internet Explorer

FireFox

Safari

…any many others…

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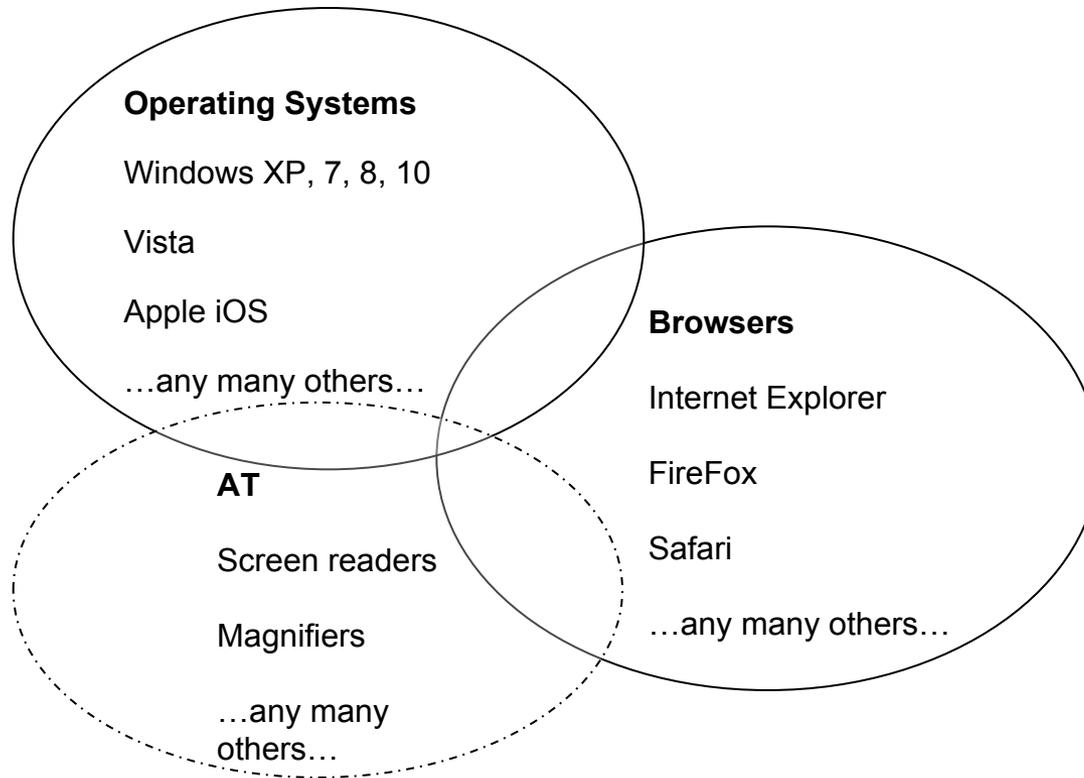
Environment of Change: Mobile Devices

Operating Systems

Windows XP, 7, 8, 10

Vista

Apple iOS

…any many others…

AT

Screen readers

Magnifiers

…any many others…

Browsers

Internet Explorer

FireFox

Safari

…any many others…

Mobile Devices

smartphone

Tablets

…and whats next?

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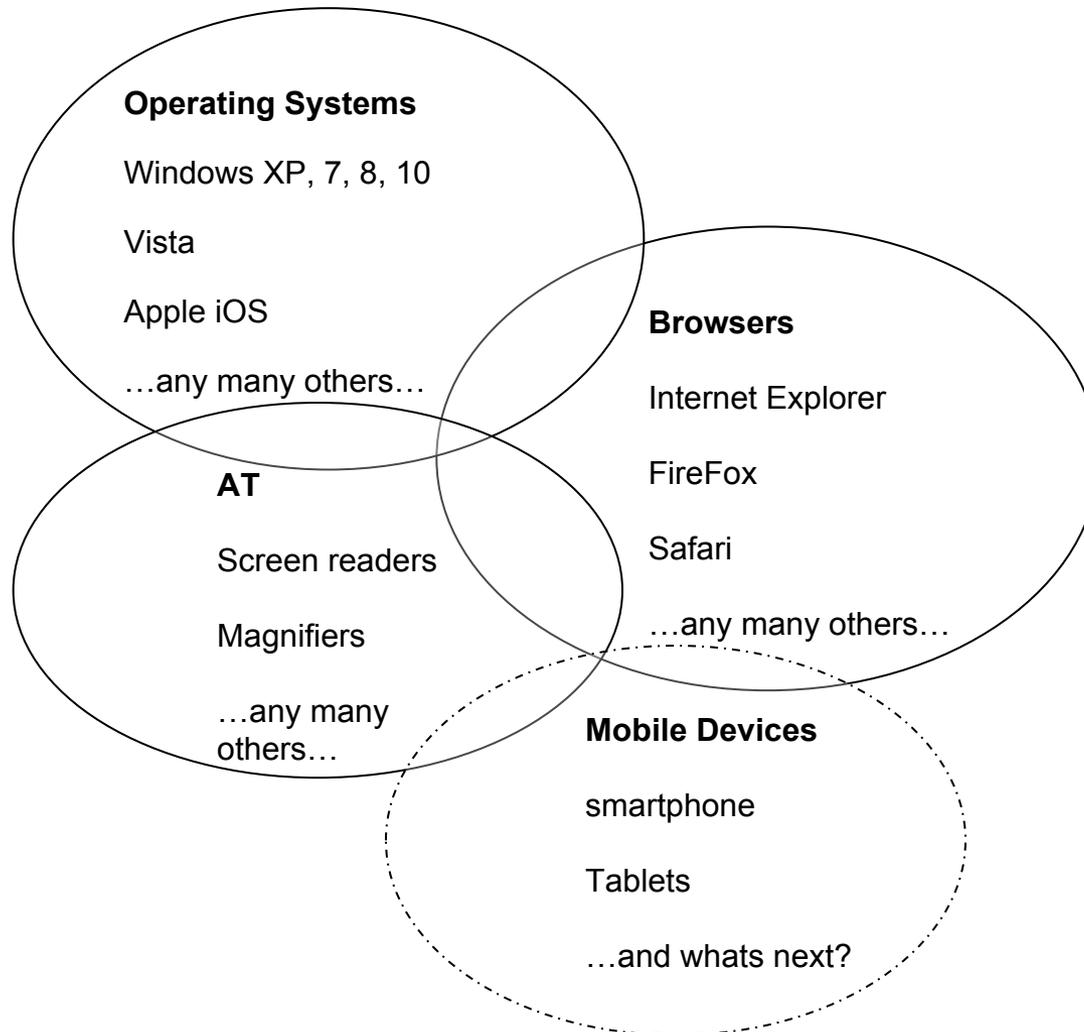
Environment of Change: Accessible Content Creation

Operating Systems

Windows XP, 7, 8, 10

Vista

Apple iOS

…any many others…

Browsers

Internet Explorer

FireFox

Safari

…any many others…

AT

Screen readers

Magnifiers

…any many others…

Mobile Devices

smartphone

tablets
…and what's next?

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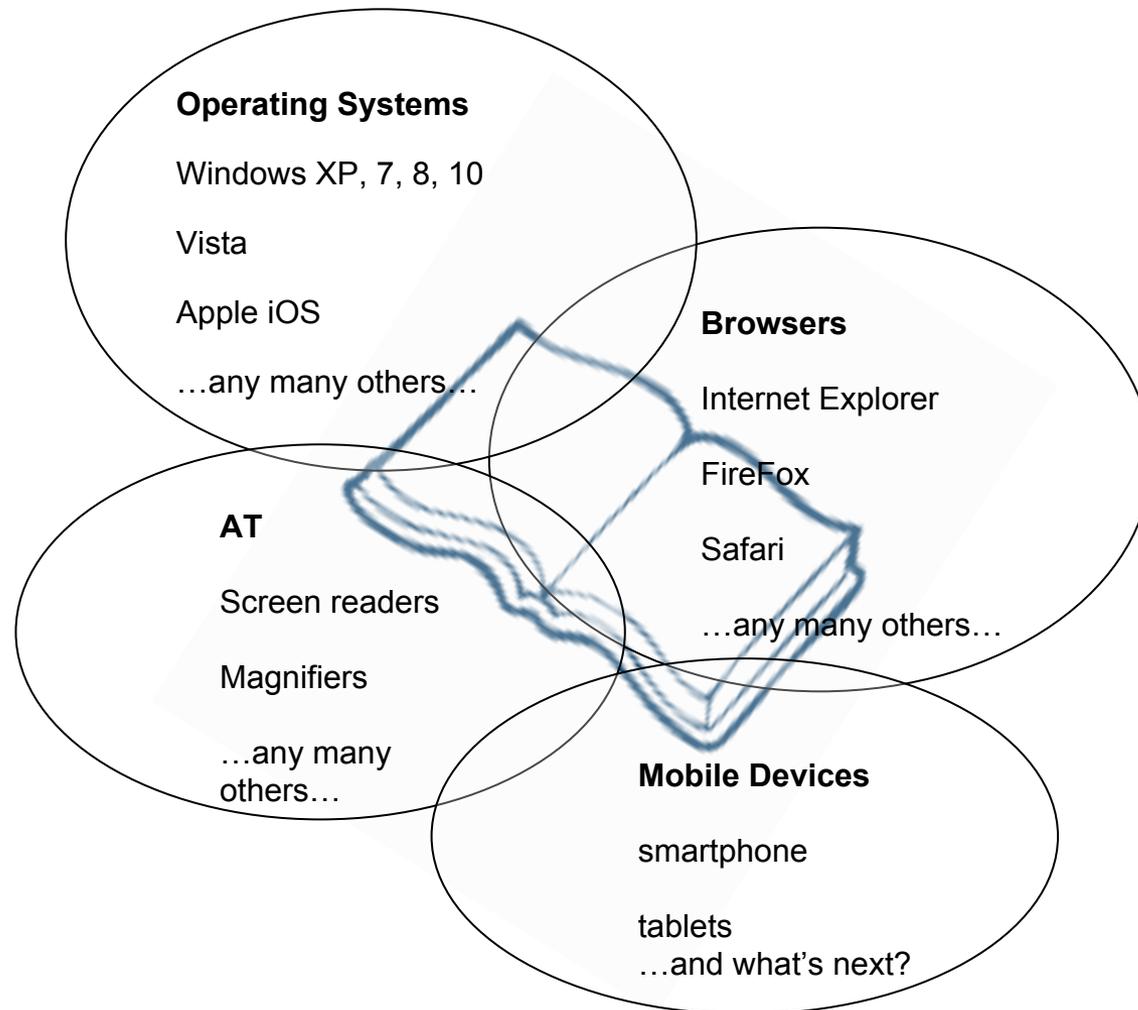
Our Evolutionary Approach

Platforms

- Accessibility Roadmaps
- Reviews

Communication and Outreach

- Awareness
- Customer Feedback

Collaboration

- Continue to participate
- Share experiences

The Future
NEXT EXIT

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THANK YOU!
michele.l.bruno@cengage.com

Please submit questions, comments, or suggestions about Cengage Learning's accessibility support to accessibility@cengage.com.

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QUESTIONS?

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