Good afternoon, everyone, my name is Sabrina Cofer, and on behalf of choice and ACRL would like you welcome to you to today's program, best practices to make accessibility services more visible online and web content more accessible, which is sponsored by Springer nature. Today discussion is one of a series sponsored webinar, and that addresses new ideas and developments of interest, to the academic library community, before we get started I would like to point out a few features. And all the attendees, are muted and cameras off, and don't worry about generating noise or feedback, we got that taken care of. The main area of the screen you can follow along with the presentation, materials, we're using the Q&A feature today. And please use it to ask questions about presenters, and do expect many questions, and likely don't have time to get to them all, and do apologize for that. And that being said, we'll answer as many times as we have time for, at the end of the presentation, and please do time the questions, for the Q&A module, and also live captioning available for today's session provided by 121.
To toggle them on or off, or view the live transcript, please use the CC button, on the bottom right corner of your screen, and have the opportunity to download the transcript at the end of the session.

And chat.

And also note we are recording today's program and everyone who registered should feel a follow-up email.

To archive version and over to KT

>> I'm going to put a tiny URL of the presentation, in the chat and people are able to download the slides if you want to follow along on your own machine or for later.

And really excited for the seminar today tips and tricks sharing library accessibility services and spaces via website, my name is KT finish Vaughan.

Librarian at Washington and Lee University, which is a small private liberal arts college in the mountains of Virginia in the United States. My research and practice interests have to do with providing accessible spaces and services and thinking about disabled patrons and academic libraries, I am also a disabled person and I have a variety of other smaller disabilities. But primarily have mobility disorder that affects my joints both because of arthritis, and series of accidents in athletic youth and nonathletic adulthood.
So this is both a research, practice and a personal interest of mine. Can I have the next slide please. So there we go. Getting started.

Today what we're going to be talking about are 3 main things, and quickly want to talk about why it's important to have accessibility information on your website, the bulk of what I want to talk about are best practices for how to create accessibility content on the website, and then I have a few articles at the very end I'm going to share the links for you all, on how to get started thinking about how you want to post and go about doing it.

Before I get started I want to acknowledge the work of Amelia Bronco and Carly Spina and their who have also done research into the types of information that academic libraries post to their websites. Amelia this work is largely with ARL libraries and through her home institution of the University of Illinois at Chicago. And so she and I have found some slightly different things because I'm just in a different type of academic library, But I think that that among the four articles and I'm going to give to you from the three of us, you'll get a good start for where to go next. So the way I think about academic libraries, is they need to be a centre of belonging and welcoming institutions and inclusive spaces for all faculty staff and community users.

The framework of third place theory.
The thing that humans have a first place, home, they sleep and socialize, and belong to them, and second place, work, for students and faculty and students and classroom or the lab, the place they do business and study, and to learn. And then we need third places. To be places where we can do both of those things at once, socialize and work. And meet with other people in a communal space, and also just feel comfortable in ourself. It's often called the home away from home. And I think probably in popular culture, one of of the most well known spaces is the cheers bar, or maybe the barbershop, but the library is the space we know a lot of faculty, and students find the third place, and unlike, barbershop or bar, the library doesn't require you to pay anything to get the privilege of using that space. And I think we already are used to think thing about how we provide different types to have spaces for different types of student and faculty needs. And on this slide I have four images. The first one is of a student studying in a very quiet space in the stacks. The second one is have students studying in a communal space but still individually and fairly quietly. And then second level, and third picture of student inside a loud social area.
And two students hugging before I took the picture, and so moving back and forth between the social and work. And this 4th picture of a library event had an author talk and people coming for a specific event, the reason I want to show you this is because we want to think about how we provide these third places not just for theoretical majority and also for students and faculty at the margins, and that includes disabled students and fabbing faculty.

And also because if we don't tell people what kinds of spaces and services we have, they won't come and use them. And we know that this is particularly true for students who have disabilities because Elliott Brunskill from the UIC has actually talked to some of her students about what information do they need to know about their libraries in order to be comfortable coming to visit them. There is two quotations here from the 2020 paper.

I first one is: I would definitely want to know what the physical space is going to be like. Without that detail I'm not coming, I'm just stay at home instead of library.

And second quotation from a different student, I would also look for things that might reduce my anxiety to coming. We know that library anxiety is real and we also know that disabled people have real needs that they need to know will be met before they take the risk of coming space. And so providing
this information on our website allows us to alleviate that anxiety, and welcome and include those who come in in the physical and virtual areas.

Sorry.
The things I often hear from people is we don't have disabled students on campus or faculty and staff in our libraries.

That is not true.

You may not see people who have disabilities because you don't see their disabilities.

According to the CDC 26% of Americans on average have one or more disabilities they've reported via surveys.

And that balances out across a wide variety of different conditions. So although in my research, I've found that most people imagine a person using a wheelchair as their exemplar of a person who has a disability. In reality, that's a very small portion, Eve, of the people with mobility disorder.

I have a mobility disorder and don't use a wheelchair or cane and wouldn't know I was disabled unless I told you.

We have 4 major different areas in libraries.

Mobility cognition hearing and vision, people may have more than one of these and they may not tell you that they have one.

I often do not. Because there is a stigma attached to being disabled and sometimes I know there is nothing you can do about it and I don't need anything from.

And all right, I want to move into best practices.
And assuring that you know that you need to have some information on your website, what should that look like? The first best practice and the reason I put this in yellow, it's the most important one, and really have to remember, to do this together with the disabled community on your campus, and that may be student faculty, staff or library staff and remember if 26% of the American population has a reported disability then you have those people around to talk to. The phrase "nothing about us, without us "was the rallying cry of the disability justice movement that started in 1970's." And it's really important number in this particular context, because it's easy as librarians, for us to think we know what people need, but we don't unless we ask them, and that's definitely true in disability circles, because I can tell you what I and what other people who have similar disabilities as mine need, but I don't have a vision impairment or not hard of hearing, and I can't tell you what people who are experiencing that may need in library spaces, and so we need to talk to them all.

Our second best practice is think about how we're going to present this information on the website, and so the first thing to mention is that there is a debate happening right now around and within the disability community about the use of the phrase "disabled people" and people with disabilities.
I have the tendency to use them interchangeably, and as two different concepts that we don't have time to go into right now. But should be aware people who identify as disabled they generally preferred disabled people. If you are thinking about categories of people might be better to think about people as types of disabilities. And second thing you want to think about is this line between empowerment and control and this is something we struggle with in libraries, a lot, lot. Thinking about how much do you want to close down the services that you provide to people, how much do you want to limit how much support you can give to people and how much you want to make it so that they can achieve their goals within the library on their own, I would argue that that's probably a good thing to be thinking about with all of our websites, but particularly important talking about accessibility. And another particularly important thing is where to follow on the line between the legal minimum. In the united states defined by the Americans with disability act. And the inclusive maximum. I don't think you can really aever achieve the inclusive maximum. And so there's probably some kind of balance there. But I've seen a lot of library websites, in which they talk about how they
are providing ADA required compliance or other kinds of legalese language.

And I can tell you in my research and colleagues research, that's a real turn off to people with disability, and it says, you're only being accessible because you have to, because the federal government tells you that you have to and not because you know it's the right thing to do.

And final thing to think about -- and again balance, universal design and accommodation language.

And universeful design, think about how to minimize the most barriers for the most people to use our spaces effectively, and accommodation, thinking about how we can help the one person in front of me with their specific need. And so it might be useful given the circumstances to do one or the other.

But if you lean on universeful design as general statement practice you would will supporting most people at once, and also allow for unique cases.

All right, my third best practice: To make this an easy thing to find.

Because if you bury it on the website no one will ever find it and might as well not created in the first place, on the screen right now two images.

One the top part of accessibility from the library page of Washington and Lee university.
And the URL that is fairly logical it's it's our library URL slash about slash accessibility and this page lives on the about the University Library page which puts it, two clicks away from the homepage and that's pretty much the farthest that I would put it from the homepage. And the other thing that we did which is shown in the second image on the screen, s that we put a link to it in the footer of our website. So it's right between the copyright notice, and the privacy policy, but that means is that if anybody does a text search on the page for the word accessibility, they will find it every time and get to right away. And other schools have put under a policy page, diversity page. Something that has to do with services and spaces. Or even on the main menu itself. T's your website you can figure out where to put it, talk to the people at your university to see what they think would be most useful. Okay, so mostly what I talked about here is the meta-level of what to do with creating your statement, and I want to talk about content now, because that is one of the biggest and scariest pieces. And there are 3 things that I recommend people have absolutely on their pages. The first one is accessibility statement. A lot of academic libraries this year, have written antiracism statements or diversity inclusion statements and other things like that. And this is in the same vein, in which you want to say
something about your intentions with regards to providing accessibility spaces and services to people with disabilities and disabled student and is faculty, and staff. And think of the language you want to use there, more on the legal or moral end of things, universal design and accommodation, kind of thing. And the second really important piece is make sure you have contact information on there. That's useful for both, if people need more help they can get it. If they have questions are not answered, and have a specific need. They can reach out to somebody who they can have some sense of confidence will be useful to them, but also you need to have something down that helps people figure out how to report a barrier in the United States, this is a legal requirement for public institutions that if a person with a disability encounters a barrier, they are report it under the American with disabilities act, and can get it resolved. So have that contact information there, tell people that they can report a barrier that they won't be in trouble for it, and then make sure that the person answering that email knows what to do with that report. And then finally, I also suggest that you put in some characteristics of your physical facility. I realize I told you at the beginning you shouldn't just think about people with wheel chairs, and that absolutely applies here as well.
People who are low vision or blind or Deaf and hard of hearing have different physical needs in a space than a person in a wheelchair or use a cane.
But you should have, where can people park, where are the elevators and all that basic things, and things lining do you have a sensory friendly space, and space where is people can go get help in the building.
And so those are the basics.
And the next thing you can start thinking about, is what else do we want to start putting on to the page.
And this is where talking to your community members is really important.
Because, it may be that they want less on your page than more.
Or maybe they want All of the things listed.
You really need to listen to users in this case to figure out what is going on.
And so first thing you want to think about is what dedicated services do you have in the library.
So you might have adaptive technologies like ergonomic keyboards or magnifiers four monitors that you can check out from the desk. Or you might have media programs, things that help students and faculty convert PDF's to more readable format.
And take written word and put them into the speech.
And if they're aVA veilable.
On our computers or if they need to check them out or register for them you need to tell them about that so that they can get to it. And then also some universities have reservable spaces in their libraries that students who are registered with the office of disability services or something like that can come in and use. And research shown that students don't always realize those spaces exist. So again, promote them on this page. And next sort of things are ones we might not think about as accessibility services but that absolutely. And so one is quiet zones. Students with sensory processing disorders may really struggle with the loud social spaces that are a little more common in some of our libraries now. And really need those silent study floors, or individual study rooms and make sure you highlight where those are and how students can access them, and have two things I just love from accessibility standpoint, virtual reference, and interlibrary loan and document delivery. Virtual reference is a godsend to people who can't come into the library physically, and talk to the somebody on the reference desk. Or people who need to communicate better through text than speech.
I mean after all, in the pandemic, virtual references what kept most of us alive because we didn't want people to be coming and talking to us face to face, so that's huge. A lot of us during the pandemic instituted curb side pick up and paging service, and that helped a huge number of people whom the stacks is the least accessible part of the library, and there is not a lot we can do about that. But, if we have the ability to pull materials off of our shelves and make them available to somebody in a stigma-free fashion, that can really help in giving people access to our books. And of course the third thing is, services that you don't yet provide but you could in talking to your users on your campus you will be able to identify what would people find helpful, and investigate if you want to institute those and then put them on the website. So my very last best practice is that you have to follow through on what you promise on this page. So, if you are going to have contact information, as I said: Make sure the other person on the other end of email can handle both request for help and questions about barriers and make sure you trained your staff. My research has shown and not surprising at all. You tell people they're accessible and they come in and treated poorly because of their disability they will never come back.
And they'll feel like you lied to them about how welcoming you were. Second, you want to continue designing for your accessibility so continue thinking about how can you improve on your system to be able to show more things on that website. Because that's the right direction to go in.

And third you want to make sure you stay engaged with that community, if you go out and ask for help putting the website together, and never talk to them again, they will feel used, and obviously don't want them to feel that way, because you are in this webinar learning about this topic.

And the other half of the webinar today is to talk about how to make the website itself more accessible, it doesn't help to put information about the accessibility of the physical space up on the website if people can't use the website.

So in a minute I'll turn it back over to Jude and holly to talk about that.

But I do want to show you 4 articles that are particularly helpful in thinking about what kind of context you want to provide on your own website, and how do you go about doing that.

You have 2 articles from colleagues, from college and research libraries and one from Carly Spina and Margaret Cohen, that's a spec kit from ARL all three of those articles have more of an NRL large research institution perspective to them, and then my work with Stephanie warlick.
Which looked at four year colleges in Virginia. We found that whereas the arrow libraries are almost universally providing information on their websites. Most of our small liberal arts colleges or not and so there's a lot of room for growth there. So I'm going to turn things over to Jude and Holly at this point, and look forward to answer your questions later.

>> Thank you very much KT. And so I will start by saying that KT mentioned how the ADA on such regulation is a massive turn off. And hope it's not too much for turn off, because I will be talking about that in a little bit of depth. And couldn't agree any harder with the notion that just striving to meet the legal minimum is a massive turn off and shows a stunning lack of ambition, as a profit making organization a stunning lack of commercial ambition as well, and couldn't agree more with that.

And so today we're going to briefly cover a few aspects of accessibility how it relates to libraries and how to evaluate the accessibility of suppliers who you licensed content from, there's going to be a short introduction where we cover why we need to address accessibility the law, what this means for librarians. What exists to help you assess accessibility, and then we're going to give you a speedy introduction to the wonderful World of voluntary product accessibility templates, talking about what
they are and how you can tell a bad one from the good and if you managed to stay asleep through that then we're going to finish by highlighting a few other ways of assessing supplier accessibility and some top tips for doing so, as well. Next slide. Next slide, please.
Thank you.
So, why do we need to -- is the next slide up actually.
There we go.
That's better.
So why do we need to address accessibility?
The Centers for Disease Control and Prevention published figures in 2018 that estimate that 26% of US adults experience some form of disability. That's a lot of students, faculty, and researchers in your institution who will need or benefit, from accessible content. Centers for Disease Control and Prevention, 2018 As librarians you'll be very aware of the challenges that the pandemic brought in terms of making content accessible when students couldn't physically come to the library. Blended learning was already on the agenda, and the last few years have forced a rapid shift towards it. As public spaces open up again, the integration of online technology and traditional classroom-based teaching and learning will stay relevant.
Conversely, some disabled people who previously may have been able to avoid digital barriers are now forced into using digital methods of access because face 2 face interactions are potentially dangerous for their health. Of course as well as enabling online learning, libraries have been increasing digital content in recent years for a number of reasons, including reducing the need for archive space and the possibilities of 1 digital copy being read by multiple users at the same time.

So how is the law relevant to accessibility? First of all, an important caveat - I Am Not A Lawyer and none of this should be interpreted as legal advice. Please seek advice from your in-house lawyers on all legal issues.

Having said that, going to start talking about the law, so brace yourself. In the US, the law that covers accessibility is the ADA, which prohibits discrimination against individuals with disabilities in all areas of public life. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else.

For technology and web accessibility we're mostly talking about ADA Title III, which prohibits discrimination on the basis of disability in the activities of places of public accommodations.
And websites are classed as place of public accommodations. Other legislation can build on the ADA, or be relevant to web accessibility.

Some examples include: New York State Human Rights Law; the New York State Civil Rights Law; the New York City Human Rights Law, and the Unruh Civil Rights Act California. Just a few examples.

There are definitely other ones as well. On top of this, The Rehabilitation Act of 1973 also prohibits discrimination on the basis of disability and applies to any program that receives federal financial support. In 1998, Section 508 was added to the Rehabilitation Act, incorporating standards for the accessibility of information and communication technology.

That can be anything from websites to documents, printers, desktop, and mobile software.

Next slide please.

What does this mean for librarians? Section 508 says that ICT that is developed, procured, maintained, or used by federal entities needs to provide comparable access to all service users whether they have a disability or not.

The enforceable part of Section 508 is primarily focused on procurement and implemented within the Federal Acquisition Regulations - federal entities are required to select the product
that best meets accessibility requirements when they procure ICT.
For example, say you work in a federal entity and you're buying some printers.
You've narrowed down your search to three printers that meet your business needs.
Section 508 says that you should look at the accessibility level of each of them and pick the one that's most accessible.
In practice, Section 508 gives the people that are making acquisitions a way to compare different products fairly.
The Section 508 regulations only apply to federal entities, and only in the context of ICT.
The ADA is much more broadly applicable and covers more ground.
It also doesn't explicitly address web accessibility, but a number of US courts have ruled that commercial websites are places of public accommodation and so are subject to the ADA.
Is there a standardized report for identifying product accessibility.
Luckily yes, sir.
The information Technology Industry Council designed a format to help buyers and sellers of (ICT) products meet their obligations under Section 508.
Standardses and by extension, compliance to the ADA.
Suppliers may use this format -
known as a Voluntary Product Accessibility Template (or VPAT) to produce a conformance report.
Next slide please.
Rather a lot of information on this.
As I said earlier, I'll be providing a link to the slides at the end.
A bit dense.
A completed VPAT is called an Accessibility Conformance Report, or ACR.
In practice, organisations nearly always just use VPAT when referring to the report, so we'll be doing that.
This on screen now is a sample of our own VPAT for the Nature.com website.
Looking at a VPAT you should expect to encounter a few pieces of explanatory information: The VPAT template edition and version: We use the International Edition, which includes all available standards.
Other suppliers might use the individual Revised Section 508, EN 301 549 or WCAG editions instead.
The VPAT® registered service mark is shown, and the latest version, currently 2.4.
Also, Name of product: Including version of the product being reviewed (if applicable - products aren't necessarily always versioned).
Report date: Specifying when the report was last published or updated.
Product description: A brief explanation of the product.
Contact information: Which is where follow-up questions can be sent.
Notes: Includes any further information about the product or the report (this may be left blank) Evaluation methods Used: these describe the tools and strategies that a supplier has used to evaluate the accessibility of their product.
You may see Assistive Technologies like screen readers Such as JAWS or NVDA.
Or voice input software like dragon.
You may also see a range of accessibility testing tools (e.g Pa11y, axe, WAVE, Tenon, SortSite, among others).
Some suppliers might describe a specific manual evaluation method (e.g.
WCAG-EM, Trusted Tester).
Etcetera.
You should also see Standards/Guidelines: The Standards/Guidelines that are covered in the report - e.g.
WCAG 2.0 A and AA.
There must be at least one standard/guidelines or combination of the three that are applicable to the product being assessed. This table does not tell you if the product meets that standard/guideline, only whether or not the product has been assessed against it.
The Applicable Standards table is followed by a section (not shown) that defines the Terms used - Supports, Partially Supports, Does not Support, Not Applicable, Not Evaluated. We'll cover a couple of those in the next slide, where we show the accessibility conformance report tables.

Next slide, please.

So we shown a different VPAT on this slide. We borrowed an example VPAT from the accessibility consultancy Deque (it's shorter than ours!).

These tables are the meat of the Accessibility Conformance Report (ACR) - they tell you how the supplier has assessed their product against each criterion in the included standards. You might see notes above the table applicable to the product or to the report (for example versioning information, additional product description, information about what the document does or does not cover, or other things the supplier thinks are relevant).

These may be left blank.

And Under the notes is a table of three columns: Criteria, Conformance Level, and Remarks and Explanations. There are multiple rows in this column, one for each criterion in each standard.

The Criteria The criteria column contains references to the standard that's being described.
This screen shows the first few criteria of the WCAG standard, but you may see criteria from Section 508 instead (or in addition), or from the comparative EU regulation, EN 301 549, if the supplier sells their product in Europe as well as the US. The next column is conformance level. And that's where the supplier states whether or not their product conforms to each criterion.
This is a single value for the entire product - a supplier can't claim Supports if most of their product conforms, but they have a few pages or features where it doesn't.
The last column is remarks and explanations where the supplier justifies the Conformance Level they've selected. The point of this column is not to contain an itemised list of every defect, but a supplier is expected to be honest and specific about examples where their product falls short.
Too little information means that you can't make an informed decision about the product, and too much information can obscure the degree of conformance by overwhelming the reader with data.
It should be concise.
Next slide, please.
So it's possible to get some clues about a supplier's understanding and commitment to accessibility Through the VPAT -- if they have one.
There are some warning signs you can look out for.
None of them are absolute guarantees that the content is inaccessible, but if you do see -- you may hear my cat in the background, apologies for that. But if you do see these -- I have a very loud cat, the volume level may increase.

Out of date template or mismatched formatting If the document has no version information, it could be Version 1, which was superseded in 2017. -- quite a while ago now.
A document that claims to be Version 2.x needs to use the matching terminology (i.e.
V1 uses Supports, and Supports with exceptions; 2.x series uses Supported, Partially Supported) Document -- if you see the document hasn't been updated for a long time. Especially in the case of fast moving software like websites, you'd expect the VPAT to change fairly regularly.
No updates for more than 12 months can be a sign of a lack of necessary process. That said, they're time consuming to prepare and need specialist knowledge, so many suppliers do full reviews of their VPATs on a yearly basis.
Another sign to look out for Ironically: Everything passes! That can be a warning sign - 100% conformance is extremely hard to achieve.
As I mentioned on the previous slide, you can only claim you support something if it's genuinely supported everywhere throughout the website.

And so suppliers which have website that date back, decades, and millions of pages being worked on by millions of teams around the world is actually very hard to say you support a certain criterion.

Contains marketing language A VPAT is not the place for advertising how amazing and cost-effective a product is. It's meant to be a warts-and-all statement of facts.

No useful detail in Remarks and Explanations column, for example: Remarks column left blank Remarks column just says yes or no without elaboration.

Remarks text simply repeats the text of the associated WCAG criterion.

Missing content in cells.

Each cell should have content.

If a product meets a requirement, there must be a description on how this is achieved.

If a product does not meet a requirement or only partially meets a requirement then this must also be described in detail.

Suspicious Not Applicable Conformance Level claims Some VPATs say Not Applicable instead of Does Not Support.

Only when a product does not have a feature can the specification Not Applicable be used.
For example, if a VPAT for a video player specified Not Applicable for the Captions requirement, then that would be a red flag.

Only automated testing (or no testing at all!) Listed in Evaluation Methods.

Automated testing tools can only -- even though very valuable part of developers kit -- can only test approximately 30% of all possible accessibility errors.

If the supplier's methodology consists only of automated testing, or if the kind of testing they've used isn't described at all, then the accessibility conformance can't be accurately judged.

Next, slide, please.

There are also some signs you can look out for that indicate that the supplier takes accessibility seriously.

None of these are absolute guarantees that the content is accessible, but if you do see these, you may gain some reassurance.

First of all if it's produced by someone who specialises in accessibility Ideally the VPAT will be produced by someone who didn't have a hand in actually making the software.

People generally don't intentionally create faulty software, if they mark their own homework, they're less likely to catch their own mistakes.
Some companies commission external accessibility companies to produce their VPATs for them. Others use their own in-house experts.-- dedicated to it.

Honest disclosure of defects is another good sign. No product will be perfect so seeing these defects clearly listed may indicate that a thorough audit has been completed, and that the supplier understands the topic.

Publicly available Is it a standard document, available to everyone, that you can get to easily from the supplier's Website?

For instance we publish VPATs in the public source code repository Github, where a full change history is maintained. We link to those documents in our accessibility statements. Again, it's meant to be a warts-in-all disclosure, and clients need to be honest about the accessibility levels.

So a bad VPAT doesn't necessarily mean a bad product. Producing a VPAT is a skill that needs to be learned, and since the Section 508 Refresh (2017), a lot of suppliers are learning how to write these documents for the first time. Some are not based in the US and may not have encountered Section 508 requirements before.
They could be serious about accessibility, they could have a reasonably accessible product, but are new to documenting their conformance in this format. Because VPATs are voluntary, not every supplier will have one for a given product. Some suppliers will scramble to produce one if you ask them for it, and VPATs produced in a hurry will probably not be very good. You could also find yourself with multiple suppliers who all have good VPATs, and you need to choose between them. Which is a good place to be in. So the intention of the VPAT is for it to be an aid in assessing a product's accessibility. It's not the only method you can use, you can go beyond comparing VPATs and ask questions about the supplier's organisation too. There are some questions for suppliers that might be useful. Do they have people responsible for accessibility? Do they have someone or a team sorely responsible for accessibility? How senior are these people? The answers to those questions is ow seriously they are taking accessibility, For how long have they been addressing accessibility? Accessibility does take a long time to truly be accessible.
And change culture of a company takes a long time. Who on product teams is responsible for accessibility? Accessibility should be everyone's responsibility. Suppliers should bake accessibility into their organisations. There shouldn't be one person on a product team who's job it is to do accessibility, and is the supplier the member of the value 500 or similar organization dedicated to improve accessibility? Next slide, please.

Finally we get to the top tips. Thanks for staying away for this.

Top tips

Check the VPAT uses the latest template and that the document is actively maintained. An actively maintained document is a sign that the product is being regularly reviewed. Some suppliers do this every 12 Months, us included. Check there is honest description of existing defects is a good design.

Most suppliers will not achieve 100% conformance. The larger and more complex the product, the less likely they are to be able to honestly make that claim. It's reasonable to ask them if/when they plan to remediate the defects that they've described as well.

And where you see gaps or warning signs of a bad VPAT ask your supplier for clarification. It could be a sign that there are problems with the product, Or just the supplier is inexperienced with the VPAT Document format.
And also ask suppliers questions about their commitment to accessibility. 
And do suppliers view accessibility as an ongoing task. And that's something that you want to be to try and identify from your suppliers. And one tip that's not on here actually, but feel it's important. If you feel you hearing all this today, try and find someone in your organization who already does accessibility in some regard. Try and find a developer try and find someone in a legal team there'll be someone in any reasonably sized organization who will be able to help, and I think that's very important to reach out within your organization and start talking to other people as well. 
It can be very, very helpful. 
And last slide, please. 
And with that, we come to the end of the presentation. It's available to you at the URL on screen now. 
And see Hollie also put in the chat. URL bit.ly/evaluate-access. 
And thank you very much for your time. It's been a real pleasure to get this opportunity And I believe, we now have some time for questions. >> Thanks so much, KT, Jude and Hollie we now have plenty of time for questions, and encourage anyone has questions from the presenters please send them through the Q&A.
I think we have a couple in here so far. And we'll just get started. Like I said, any questions you have in. So let's see. Kelly has asked a broad, big question. Basically, you know, balancing between asking for advice from people with disabilities without overburdening them. And so I wonder if you all have some comments on that?

>> Jude: Yeah, it's an excellent question, and don't have a baked in stone answer. But I do think that may be one way to chief that would be asking if you are over burdening them. And so I think that is potentially a way to start that conversation to ensure you aren't over burdening them. And ask are you right to do this. Comfortable with LE doing this, is this going to overburden you, I don't know KT. What do you think do you have any...?

>> KT: Yeah, one of the things that is a real concern in doing research in critical studies is we tend to be approaching people who get asked for their opinions a lot, and then never see the benefit of the research that comes to them. And interesting library folks that talked about feminist approaches to research, and critical approaches to research
that think about the research subjects not as subjects but as partners.
And so, I think if you approach it thinking about building a relationship with the community, as opposed to stealing the intellectual property of the community, that will go a long way. And so you are not just swooping in and saying, please help us make the website better, and we are saying, we want to make things he haddier for you, we want to improve your quality of life.
And what does that look like?
And I think that you will get a better response.
And also if people say, I don't want to participate in this, you need to respect that.
That's the crux of the whole thing, that's really important to think about.
Okay, let's see.
Other questions here.
One from Chris, How do you measure the effectiveness of your website with respect to accessibility, how well is it working for you and how do you know.

>> Jude: How do you measure the effect of website with respect to accessibility.
There is multiple ways and range of testing tools to do that.
There is a way we produced one of our own called PALI as a way to prevent accessibility remediation in an
automated fashion, bearing in mind we only account for 30% of those areas.
One part of the jigsaw puzzle.
And measuring the effectiveness of the website, you have to talk to disabled people as well.
And that's really the gold standard, and it can be easy for companies to focus first of all on the technology.
And I think that really accessibility as an outcome of a company that has the right culture in place where everybody cares about accessibility, and where they're doing universeful design as KT rightly mentioned.
And where you are involving the disabled community, and I think that's really key.

>> KT: I think when you are trying to evaluate the promotion the pages, information pages, you can look at basic statistics -- librarians are good at.
Was the service used more before or after we put it on the page, let's you know whether people are seeing that.
And again, going back to the student and asking if this meets the need you said you want the.
And with the work being done, on what they like to see on the page and following that up a few years later, and this is what we have.
Is this useful for you.
Is a useful thing to ask.
I can tell you what is useful for me with my disabilities but can't tell you what is useful for somebody with a different set of disabilities. You have to ask the people and not try to predict it ahead of time.

>> Sounds like communication is key.
>> Community and communication.
>> Yes.

Great.

Looks like another question here. From Danielle who asks.

For accessibility services information on a library website, any guidance if we put that information in one place, or distribute it to relevant pages or both?

>> KT: I would do both.

[Chuckle] one of the principles of universeful design you provide multiple different ways to achieve the ends they're trying to receive.

And so if what you want is for people to know that they can use your accessibility lab, or your JAWS software, and then put that information anywhere a person might go looking for it. And that might be on an accessibility page, but might also be on a page about the spaces in the library, if you have a page listing the study rooms you have. And include the accessibility room on that page.
Because that's one path that a person might try to get to that information.

>> **Hollie:** I think I would like to emphasize what KT just said. As a disabled woman myself. I'm Deaf, if I'm looking for accessibility information on a website, I'm usually stressed out. And usually under a stressed case. And not looking for information in the more logical way. The more ways you give people access to the information, the more people are likely to find it. When they're worried if they're going to find it or not.

>> **Right.**

>> **Right.**

>> **Sort of a relate the question.** Christine asks: Where do you house the VPAT statements and who do you share them with?

>> **We have them up on GitHub.** And publicly available. I'm sure Hollie right now is putting a link in the chat. We share them with the world, and when we have a conversation with the customers, about such stuff. We provide them that link. Let's see... another question. From Amy who says: How do we best communicate -- sorry, flipped around.
How do we best communicate database accessibility barriers to users on our website?

>> KT: That's a hard one. 
[Laughter] -right? 
Because we don't want to look like we're shifting blame. 
And we have relationships with our vendors. 
As a library director I have relationships with Springer and other vendors. 
I don't want to push too hard but at the same time I really want them to be accessible. I think that there's a balance in which you're trying to strike. 
You know we are doing what we can and we are pushing these vendors to comply and to go beyond compliance, and these are the ones that that will work best and if you need information from these and you run into those barriers. -- because not everyone has the same barriers. 
If you run into the BAFRiers let us know and we can do what we can. 
Librarians can do things on one on one basis, they can do for people, that they can't do for everybody at the same time. That's really hard

>> Jude: Yeah, I echo what you say KT. 
You don't want to be validating the state of inaccessibility. 
And so you really want to be -- you really want to be -- if it's a suppliers content.
Then that supplier must be pushed to produce more accessible content, definitely.

>> Sabrina: Yeah, and along that line, maybe the relationship between vendors and libraries Anne asks: If a library test a vendor site, and find accessibility issues is the library responsible to get that fixed or vendors to fix the issues. So commenting on that relationship.

>> Jude: That stuff comes down to the contracts and what's in the contractual agreement. For the most part that is standardized -- mostly. And that's all in the nitty-gritty of the contract. [Computer tone] at the end of the day it's the responsibility of both to ensure that there is accessibility. You know, the supplier is obligated to provide accessibility content to the customer, and the library is obligated to provide accessible content to the end user. In terms of who is actually legally responsible for it. That's in the contract.

>> We have a question from Josie do you have tips about how to advertise accessibility services to campus community. My library has a very new accessibility page, but very few students seem to be aware of the page/services.

>> There are a lot of ways to do that. So first I would reach out if you have an office of disability services and see if they won't link to it from their resource page or things like that, that has
been successful for me in the past, and just making sure that they know successful for me in the past, and just making sure that they know that it exists, will help a lot because they have a lot of connections with the community. If you have a student group or an employee resource groups that both are are focused on disability community, then that's a group to reach out to hopefully you already have a relationship with them from having played the page.
You can also post it on your social media and the library is trying to be better and same way you promote other new things in the library, you can promote the accessibility page, you shouldn't feel squeamish about that.
It's a good thing you have done, you can also, you know, make sure it gets into things like library one shots, when people are doing orientation to the library for first years they talk about library accessibility.
And get that in.
It's a cultural attitude you really have to cultivate of identifying people you think it's going to help, and also recognize accessibility helps everybody.
And get that in front of as many people as possible.
And there is a slightly snarky thing among disability advocates referring to people who don't identify as being disabled as being temporarily-abled.
Because at some point everybody has a temporary disability or permanent one. And we see a lot of college students who busted knee playing basketball, and suddenly need to know how to get into the library that doesn't use a set of stairs, so everybody could use this page you just need to figure out how to get it out in front of them.

>> Great.

Sort of along those lines Kristina asks. KT any tips for finding people with disabilities willing to partner. For focus groups testing?

Yeah. Again, if you have an office of disability services or a disability resource coordinator on campus and they're a good group to reach out to be cautious, because those are oftentimes people who go into that line of work themselves have a disability but they're also often allies and so they can't necessarily speak from a position of identity, but they can help connect you with people who are in the disability community. Washington Lee, we have a new student group, and saw them on social media I reached out to them and they've become a wonderful partner. So there are groups and that's a nice place to put it.

If you have faculty who are teaching disability studies, those are good people to go to.
Who can again either, either themselves may be disabled or might know other people that you could connect with, it's a lot of just that one to one relationship building. And it takes time. See the question, from Amy who asks: Where can librarians gain technical training on how to understand the VPAT technical barriers I often don't understand the tech lingo but need to review the VPATs.

>> Amy, I am so sorry for you. This is such a huge barrier. Reviewing VPATS is really hard, even for people who produce them. It's... um... they are in one sense a poor way of advertising accessibility levels. Because it requires so much technical knowledge to review them. And so really, I think the best thing to do is first of all, if you got anyone in your organization from a technical background -- have any software developers you can talk to. Do you have anyone in legal you can talk to. They may know someone who is able to help you -- may be not. And short of that, there are third-party consultants who will be able to assist with that kind of stuff. And so, people like level access or DQ, and others I'm sure are able to provide some assistance with that.
And outside of those ways of doing it, the only other way to do it is to learn all of the technology and that's like an 8-year journey or something, takes a long time to build up that expertise to be able to review them properly.

>> Hollie: I would add something if a vendor, is interested in their customers able to understand the VPAT they would written in human language in the first place. It's reasonable if you find the document is too dense, it's reasonable to ask the vendor for clarification on something. Sometimes it can be written in a way that seems to obscure the level of conformance, sometimes they're not necessarily trying to do that. They are writing a technical document, and sometimes their brains haven't switched into the right gear to aim the technical document to nontechnical individuals, and so asking the vendor as well is another option.

>> That's a great point.

Yeah, looks like we're at 2:59.

So right at the end here.

And I think, answered a lot of questions, and so I think we're ready to wrap up.

Thanks so much to KT.

Hollie and Jude taking the time to present today, and thank you to the attendees for the questions and comments, really informative discussion.
And remind viewers we recorded today's program, and be on the look out for follow-up email from choice and ACRL and with the link to the recording.
A few minutes after the presentation to fill out a brief survey. We'd really appreciate it. Your responses help improve our presentations. So thanks again to all of you for joining us. We hope you learned a little bit from the session, and we hope to see you again in the near future on another webinar.