Eight UNC system libraries responded to the survey. The major takeaways from the survey include: 1) all of the older facilities present significant physical accessibility barriers that would require significant funding to resolve; 2) we do not have standardized policies, services, software, or equipment for serving patrons with disabilities (we all help upon request), but see the value in developing best practices and guidelines across the UNC system; 3) we all work with the campus ADA coordinator to provide services to students with disabilities on demand; 4) the libraries need to promote NCKnows and other virtual services that can assist patrons with disabilities in using our facilities, collections, and services; and 5) we encourage negotiation of system-wide licenses and lobbying the legislature to provide central funding for online resources.

1. Are your physical facilities ADA compliant?
   Two institutions indicated they were compliant, but they have relatively new facilities. Libraries with older buildings identified problems with entrances, elevators, bathrooms, stacks, and service desks. Some libraries mentioned that their signage is not translated into braille.

2. What policies guide your services to support patrons with disabilities? Please provide links and/or a description.
   All of the institutions list their policies on their websites. We would need to take a closer look at the web pages to better understand their policies.

3. What services/accommodations do you provide to support patrons with disabilities?
   In general, all of the institutions indicated they do whatever they can to support folks with disabilities, but did not elaborate on what they actually do. Several mentioned providing physical space, accessible workstations, and retrieving materials. In most cases, patrons need to request the service. Several institutions just provided a link to the services. We would need to take a closer look at the web pages to better understand their services.

4. What equipment/software do you provide to support patrons with disabilities? Please check all that apply.
   Adjustable-height furniture, large keyboards, and Kurzweil readers are the most common equipment provided by the respondents. All institutions provide some type of screen/print reading and speech recognition software. Respondents mentioned Google & Mac accessibility features along with Read/Write.
5. **Do you have space(s) dedicated for specific needs of patrons with disabilities?**

Four institutions had dedicated spaces. Three libraries have a specific room with highly specialized equipment & software. One library has a special study carrel.

6. **Who is responsible for assisting patrons with disabilities in the library?**

The institutions were unanimous in stating that all of their staff are involved in supporting the needs of patrons with disabilities. It would appear that the bulk of the responsibility falls on faculty and staff in the circulation and reference. Only one institution has a committee devoted to accessibility and service to patrons with disabilities.

7. **Does the library work with the campus ADA Coordinator or the campus office of disabilities to support patrons with disabilities?**

Except for one institution, all others work with their campus ADA Coordinator. The exception institution has not yet reconnected with the new ADA Coordinator after a retirement. Several libraries consult regularly and participate in professional development workshops with the campus ADA Coordinator. In some cases, the campus office of disabilities purchases specialized equipment to be housed in the library.
8. **Who is responsible for obtaining resources that need to be converted to a format that can be used by a patron with a disability?**

Most of the libraries indicated it was their responsibility to obtain needed resources, but the responsibility within the library was shared by a variety of different units such as collection management, reference librarians, interlibrary loan, and library technology. Two libraries indicated resources are obtained by units outside of the library.

9. **Who is responsible for converting the resources and providing them to the patron, and what is the average turnaround time?**

Five libraries indicated their campus office of disabilities or accessibility has primary responsibility for converting resources to a medium accessible to the patron. However, four libraries stated they do some conversion.

10. **Are you aware that accessibility of the online resources you purchase or lease is required by law? (Section 508 of the Rehabilitation Act)**

All institutions indicated they are aware they are responsible for purchasing/leasing online resources that are accessible to those with disabilities.

11. **What process is in place to consider accessibility when your library creates its own web-based resources and services?**

Most libraries follow their institution’s accessibility standards and use W3C guidelines when creating content. Some libraries also mentioned using validation tools, reviewing markup with usability or web development departments, and using standards-based responsive frameworks.

12. **What features do you incorporate into your library website to enhance accessibility by patrons with disabilities? Please check all that apply. (W3C standards: W3C Guidelines)**

The three features most often used by responding libraries were: alt tag for images; sufficient contrast between text and background colors; and using markup instead of color, images, formatting, etc. to convey meaning. Most libraries stated they need to work on the presentation of audio & video (i.e. closed captioned videos, text descriptions, etc.)
13. What issues, concerns, or challenges have you experienced in supporting library use by patrons with disabilities?
Funding appears to be the primary challenge in supporting patrons with disabilities. Libraries with older buildings are especially impacted by budgetary constraints. Staff development, parking, marketing of services, and working with publishers/vendors were also mentioned.

14. In what ways can UNC System libraries collaborate to improve accessibility?
Five main themes are evident in the seven usable responses:

- System-wide negotiating power and guidelines to purchase/license ADA software and equipment.
- System-wide negotiating power and guidelines to purchase/license ADA compliant online databases and/or unified library system (including pressuring publishers/vendors to provide text compatible with ADA software).
- System-wide sharing of best practice guidelines for base-line services (in-house).
- System-wide sharing of best practices for staff training and education.
- System-wide negotiating power to request funding to assist older buildings to be more accessible.
15. What role do your library faculty and/or staff have in online courses if any?
Library faculty and staff provide a variety of services to distance students across the responding libraries:
- Three responses mentioned offering virtual reference through NCKnows or some other service as highly effective in addition to traditional services.
- Two responses stated that librarians teach online courses or workshops.
- Four responses mention that librarians are embedded in courses and collaborate with the teaching faculty to provide information literacy instruction.
- Four libraries create online guides, videos, and/or tutorials that they embed into learning management systems.
- Two libraries mentioned a current or future presence in a new learning management system.

16. How can the UNC System libraries help make UNC Online courses and content more accessible?
System-wide cooperation, sharing of content, adherence to best practices (WCAG, Section 508, etc.), standardization, and applying the W3C checklist are ways to make online courses and content more accessible. The Quality Matters rubric steps instructors through addressing accessibility issues when they are creating an online course. The Carolina Consortium has helped with cost savings and might help us work with publishers/vendors to facilitate content sharing.

17. What opportunities can you think of that UNC System libraries could engage in to benefit students in UNC Online courses?
Suggestions for engagement included: marketing virtual library services like NCKnows more effectively; customizing virtual chat for UNC system students; negotiating system-wide licenses for databases, e-books, and online systems; and lobbying the legislature to provide central funding for databases/resources for all NC students.

18. Please share any other comments about accessibility in the Library.
Accessibility is a problem at Pembroke and one that will require work and budgetary support to address.