

York University York University York University -- York University Accessibility Symposium

>>Good morning, everyone. I think we'll start in about two minutes or so. Brief welcome, everyone, to York University for the OCUL Accessibility Symposium. I'd like to begin today's proceedings with a land acknowledgement. We recognize that many Indigenous nations have long-standing relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous nations. The area known as Tkaronto has been taken care of by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat and the Metis. It is now home to many Indigenous peoples. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. I'm grateful to see that so many of you have been successful in braving the elements to be with us in person. The irony of such a powerful storm and its effects on the accessibility of this very symposium is not lost on us.

This makes us extra thankful to our wonderful streaming and captioning service providers, the ITC here at York, and AI-Media for offering an accessibility alternative to take part in today's event. We are joined by over 44 live remote registrants representing colleges and universities, school libraries, government, industry and consortia across the province, country and internationally in the United States. Welcome, everyone, and thank you, merci, meegwetch for being with us today. I would like to introduce Joy Kirchner, Dean of Libraries here at York University, who will be sharing some opening remarks with us this morning. Joy is currently the vice-chair and incoming chair of the OCUL, the Ontario Council of University Libraries. Her national and international roles include Spark steering committee, Stark advisory board, equity and inclusion committee and past chair of Carl's advance research committee. Joy is active in advancing accessibility in higher education. She currently represents OCUL libraries on the Council of University Libraries's accessible procurement working group, which recently developed an accessible procurement guide to assist universities with procurement of services and equipment that is mindful of accessibility needs. And with that, I'd like to invite Joy to speak with us. [APPLAUSE]

>>Good morning, everyone. Thank you for braving this storm. We were so worried that we wouldn't be able to host this event this morning, so we're delighted we can. Offer a very warm welcome to all of you. Thank you, Andrew, for those lovely remarks, our associate dean in the libraries at York. Before I begin, I just really want to acknowledge the OCUL, the Ontario Council of University Libraries. We have a number of community practices. One of them is an accessible community practice.

I think all of our universities internationally have a keen interest in supporting accessibility and students who come to our institutions. It has been a real pride point at York University. We've been seen as a leader for decades in this space, providing accessible content, accessible services, and I just want to acknowledge, I know we have some other administrators here from student services who also walk in that space with us, with the libraries. So thank you for also joining us. But of course we don't just rest on our laurels. We want to constantly improve and understand where we need to improve, and working with OCUL is incredible for us because of course there's a strong contingent of universities

and libraries. Ryerson here is represented, and University of Toronto and Guelph and many others who are here who are very active in this space and help support accessible content. But you're going to here a little bit more about all kinds of other partnerships we have to provide accessible content, and that includes at York our partnerships and memberships with organizations like AERO, Bookshare and others. We're constantly developing the depth and breadth of accessible materials we can provide to our students and that is definitely the library's space in accessibility. Along those lines we've also add a new resource. Perhaps others have done this as well in our libraries. We've registered to participate in the Internet archives program to obtain accessible content. But of course we're also investigating too, and you're going to here in in the program a little bit more from Meredith and Andrea about our role in researching different kinds of infrastructure, different kinds of accessible providers in the landscape of the survey they captured, so they will be sharing the results. There's a lot of work. I'm very excited by our keynote speaker and hearing more from him next. I'm thrilled to see panels and others on our program today and of course the all- all-important copyright concerns, which is a big part of providing access to content internationally and locally. So with that, I just want to thank everybody for coming and bracing the storm. I want to congratulate all those who were involved in putting this fantastic program together, and to thank OCUL for seeing the merits of this program and awarding a grant to support this program. So thank you very much for that, and to all of you, thank you very much. Thank you, merci, meegwetch. Thank you again for coming. [APPLAUSE Good morning. My name is Meredith. I will just go to the logistics of the day, and then we'll get started. This morning starting off, I want to make sure that everyone knows that there are sheets on the tables for any notes you want to take throughout the days. So help yourself to anything else. We will be having catered breaks. Anytime you want to get up, grab a coffee or tea, please do not hesitate to do so. We will be having those breaks at 1045, 12 PM will be our lunch, 3 PM will be our afternoon break. We have an accessible copies of the program, we have them in large print as well as any of the slides. Let me know, and I will be able to obtain it for you. For the facilities, we do have an Atkinson buildings, we have accessible washrooms 106B and one and the general neutral washrooms are connected at 130. I would like to welcome our key note speaker today Jay, who is an associate professor at the University of Waterloo. He is committed to disability right through his courtship teaching. His work brings together rhetoric, writing and clinical pedagogy. His books include, disability rhetoric, followed by academic a Belizean, it is open access and available online. In 2018, he published disabled upon arrival. For our talk today, but allows the audience to hold their questions for the end. With that said I would like to introduce our guest to the stage. Hello, good morning. I just was not very betrayed that you want to use the space at-- the notecards in the pens on the table can be a way to ask questions if you are not comfortable raising your hand. If there are things that pop up while I'm speaking, you can write those questions and I will make sure to collect them. They are large print and regular size slides, and if you need them, we will get them to you. And I think I would like to say is thatwww I have created a website for this talk. Accessibility.WordPress.com if you go there you can get a digital version of the talk in the slides. A lot of the stuff that I'm going to talk about our links there. Another reason for this is that there might be people who could make it today. You can just relax while talking, and not take notes because you can

go back and take those lights. Most of the time while I talk is to highlight the much more interested work of other people, so I tried to link to those things so that it hopefully it brings it to those things. My talk is going to be a kind of map. I'm just going to go to my site from here. I have three metaphors, for my talk. Steep steps, the retrofit, and universal design. These things are going to be familiar to all of you. I'm making arguments to people in the room that are already on board with. This is a way that you can go out and train these things as you make arguments for the excess abilities, that I know you're arguing for and working towards. I would just take one second. The first thing that I'm going to be assuring is the Ryerson University. Are many of you members of the 808 alliance? A few. If not you should join your mailing list. They are advocacy efforts are crucial to a lot of what we're doing. They do things like create form letters that you can send to your MPP, things like that, that I think most of us would find really useful. No service or >>Thank you for your patience. On either side of the stairs thereof railings. They are narrow upwards. The railings in the middle of the stairs also. The individual receiving the picture is David Polsky who is the chair, this is from a YouTube video that he created like a walk-through of this space, to highlight the way it is and accessible. Even as a brand-new student space, you are sort of invited Stu to follow these railings but it will take you right to the column. If you got lost in the middle of the stairs, you might find that on the railing. This is the first metaphor that we are working with. That is the steep steps. This could be at Ryerson. This is definitely at York, at my own campus at Waterloo. I think that this works a lot more -- is a lot more as an architectural feature. It's a pedagogical feature of compasses. The scary part is that even these new student spaces that are sort of build as creating a cultural student experience, they are also inaccessible. One of the other features of the new wares in space called the hangout steps, are just giant steps not only designed for accessibility, there designed to be hung out on. The 33rd Avenue-- in front of our daily on one Cisco Avenue in Toronto. Daily and pantry is called stasis preserve. You see all the items in the window. This ramp is put over top half of a set of stairs. There is no railing on the ramp. It looks like it is foldable. You can take it away and use it or not. It also leads up to the sign for the building. I use this as an example of the retrofit. Because it shows that when we have solutions for all the steep stairs around us, there are often unacceptable solution. They add a layer of danger, the outer layer of delay, and send a message that the space was not designed for range set up bodies. -- all these ways we get our buildings up to speck as per the AODA or other legislation, they send the message that disability is a back door or side door identity and concern. So I think we can find these kinds of ramps all over the place. One activity that I think we could hypothetically think about would be for a single day, moving across our campus using only accessible entrances. So you can't open any doors that don't have a button. Not allowed to use any stairs. You can only use elevators and ramps. And just to think about how much more effort that would require within your day. I also think that what we see outside the window here, lots of snow, it's such a litmus test for the true intentions of a campus. The last things that are shovelled and cleared and safe are those accessible pathways. And the narrowest pathway is the thing that gets cleared first, and that's the path way that is demanded of most bodies. So I do think this is -- I don't know if people are familiar with the family circus cartoon where you can see all the footprints and you see where the kids have gone throughout the day, at the end of the day. You can

imagine Similarly, in the digital realm, try using your computer to access library or university webpages for a date, but you're not allowed to use -- and see how much work you will get done. The metaphor is similar. Their backdoor inside door concerns. There are lesser things that we think that our aesthetic concerns. The message against sin is that this doesn't come through the front door. I have three bear types argument. That is rendered strangely. For another version of it, it is also rendered strangely. This is the Canadian Museum of human rights, in Winnipeg. This is a sweeping circular structure, , but what we see at the bottom is that there is a ramp that leads into the building. The main entrance to the building is a ramp. Instead of building the steep steps, it's a ramp into the building. To the level entrance. This is over head view. The steps are made from the fancy stone, and you can see from the website that the stone itself is not part of the message, the architects wanted to feel like veins coursing through this base. This matches the accessibility. The feature is also the argument that the building wants to make. As opposed to the ramp at the back of the building. This is an example of how you might design a space, from the beginning, thinking of the broadest possible range of bodies and minds, that might accept that space. That, in a nutshell, is a universal design. Interesting about it, is that not has become a set of guidelines, but it is that spaces and negotiation, that all the spaces we inhabit are in process and that they can be changed. And that they need to be responsive to the bodies that move through them. We offer here the excuse, I work in an old library, in a historic building and it is already built. The spaces are not built. They are constantly building. Universal design helps us to see that. This is the quote from the Canadian Museum of human rights. Quote universal design is an orientation designed based on the following premises. Disability is ordinary and affects most of ice from some part of our lives. The design works well for people with disabilities, it works better for everyone. This is a kind of bad joke. One way to think about is, is to say, if within this room there is a group of people who don't need to be here, don't need to hear any of this and that is people who are disabled and people who will never be disabled at any point in their lives. The joke is that is nobody. The truth is, disability is something that we will all experience, it's a continuum to our lives. The experience of disability, because a stigmatized, has been negative. It does not need to be as negative as it is. We should all be invested. In making that experience as much as negative that it is. We all have a personal stake in this. There's a saying within disability rights community, that if you're not stable now, someday you will be. People find that to be a threat. But that speaks to the stigma around an explicit. When you hear when someone-- I want to go into these metaphors a little bit more. This is again the steep steps image. I think that the steep steps are more than just a physical feature of campuses. They are an ideological feature. They we have a sense that universities are able to sort people. Whether those steps are billed on a set of standards for reader, but we also know that universities- - you can draw them like that.or you can be artistic. You can do a three dimensional version. This is the horizon point. These are the steps. What I want to think about is, if this was a kind of graph, with annex and all I ask is, what are the forces that we see pushing up the stair stairs? What other forces we experience this pushing down? How can we think about the fact that students start on different steps? That there are threshold sometimes. For how far we can go. That even when we have ascended the steps, the fact that we have ascending them, might create a situation where people are

invested in retaining the same forces, because they are the ones who help them get up the stairs. Think about that. You can schedule if you want to. You can even discuss it with the people at the table. Just a couple of minutes.>>OK. We will finish our conversations. We will come back to this. A couple of more things to say about the steep steps. To put this into concrete terms. Anywhere from 69% of undergraduate students report having disabilities. We also should assume that many students, within invisible disabilities are hiding them and are not tempted to come in. 27% of Canadians have university degrees, but only 70% with mild or moderate-- two thirds cannot complete their degrees in six years. The other big piece of this, is that these students graduate with 60% more student debt, by the time they graduate. This is only going to be exacerbated as some of the changes we seek him down. The other thing to say is that that only accounts for the students who go through the office of disability services. Despite the fact that one in seven Canadian has disability, only 2% of Canadian students actually seek a correlation. That is a really important thing to pay attention to. If you read the Globe and Mail, or popular media, or twitter, you would believe that there is an epidemic of students with disabilities, all asking for a free handout. That is absolutely not the case. I was at a meeting the other week, and had a colic set that same line. There are all these disabled students, and they are all one thing on Wednesday unfair advantages. That is not true. The office of disability services in North America, their average operating budget is to -- are unique diversities are freckled with demons. And there are only more of those. But many deans make as much as the entire operating budget of this office. Data suggest the work load per full-time staff member is 1 to 250. I think that sounds great. It is much closer to 1 to 1000. That is the caseload. Per individual. Our full-time individual. We know that those numbers are not going to get better over the next three years. The other really important thing to say is that in North America, 94% of young people with learning disabilities, they have accommodations. 94% of them. If you have a diagnosed learning disability, 94% of those individuals will get accommodation. 17% of those same students will get accommodation. The very thing that allowed them to graduate from high school, that help them to get into universities, they don't go and get them. At University. There is something really wrong. We know that university is a much more disabling environment for those students. With those types of disabilities. What is going on that is forcing them to do this? Students who do seek accommodations, they wait. They get their accommodations during their third year or when they've reached their crisis. What is it about the culture on university campuses that tells people that even though you had accommodations to get here, you should hide your disabilities? The other piece to connect here with his audience in group is that most of the scholarly conversations in academia is not at all accessible. That includes an awful lot of what we might call open access. Just as one means of illustrating this in 2007, Thompson and all tested a huge sample of government education's citing Canada and US. 45% of these pages even use the text equivalent to describe visuals. Only 24% past basic navigational criteria. The research is a bit old now, but I don't know that things are getting better. I urge you to think about this space and what it takes to move through it, as an analog to the digital spaces that accompanied university campuses. What are we supposed to? Most of the time, the solutions that we have our retrofits. First the company's accommodations, they go to the office of disability services, and they play a game. I have a

couple of game metaphors. The first I would think I would face it is like Las Vegas. What happens for once to than the one class stays with that student in that class. Students on my campus need to have new diagnosis every year. The need to negotiate accommodations over and over again. The message to teachers is that disability is like a game walk them all. When you have a disabled student and you get there email, you smack it with an accommodation and you continue teaching as usual. What happens for that one student in that one class, you don't take it forward. You are not encouraged to change your teaching as you move forward. You're encouraged to make a temporary accommodation. It's like that ramp in front of that store. It can fold up and go away, when there are no disabled bodies. And it's not a change to the space that is permanent. The other thing -- well, that's very much what the experience is for students walking into an office of accessibility services. They're throwing a diagnosis over or a range of accommodations over and they're hoping that it lands on something on the other side that will help them. But 90 per cent of the accommodations that happen are extended time on tests and exams. I don't give any tests and exams in my classes. There are a lot of classes where that doesn't happen. The second most common accommodation is notes on lectures. I'll turn to formats for lectures. I don't lecture. I do a ton of collaborative and group work in my classes. I think there are a lot of people in this boat and for those people the accommodations that they're given, they're not just retrofits. Remember when Volkswagenon got in trouble for defeat devices? They're defeat devices. They make it seem like you're doing something but you're not changing it at all. You're just taking those accommodations, applying them to nothing and no change happens. So that's unfortunately the situation in many ways. So the other piece of this is thinking about what it takes to retrofit access to, for instance, proprietary journals, journals that come from Routledge or Taylor and Francis. I think that process, have people heard of the academic VIP process? So one of the ways to get alternative formats of journal articles from these huge proprietary publishers who control so much of the publishing industry is to become an academic VIP. To do so you need to disclose a disability or faculty members are actually encouraged to do this for students. So the faculty member would disclose the disability and seek this VIP status where they have to provide some verification of the disability. That's the way they would get an alternative format of the article. Again, it's a backdoor process, and it's a process that does not take somebody's privacy or self-advocacy into account. if we reversed the Las Vegas metaphor -- , and how can we use this retrofitting process to circumvent the stairs? Take a couple of minutes with your group to chat about that. OK, you can finish her conversation. I know I'm not giving you much time to talk, but I feel like it is worth it because some of the stuff we I want to make sure you apply exactly to the context you want to be applying it to. It is also a kind of universal design. It is the universal design of teaching is borrow from architecture. Through the disability rights movement. It is the idea that we can design pedagogy in teaching from the beginning, with a much broader idea or conception who is in the classroom. We start to do that, we create a classroom, that is better for the students in the classroom. That means multiple means of delivering content. I'm not using myself as a perfect example. I would give my talk that I would have large print copies, electronic copies that if I'm having a discussion in class I would allow that to happen on the message board as well. I have often found and I am old enough to have used the message boards, but I found out that it

shows who had a lot to say in the classroom. That really advanced the community of learning that I create in the classroom. I wasn't just relying on the students would raise their hands every other day. That would be multiple modes of engagements. And importantly, multiple modes of showing what you know. Assessment. That is really important to me. I have a soapbox issue. That is the amount of time that we spent accommodating to test and exams. There is no good educational data that shows that timed tests or exams lead to learning to better learning outcomes. My own campus in Waterloo, they are the culture. It is not video gaming, or the student pub. It's tests. And you feel it. You freely during finals. No-- no educational research shows that you learn more. Not through the threat of the stress and distress, not through the test themselves and I strongly believe that the disability offices have-- the professors should justify their tests and exams every time they want to use it. The only thing that researcher shows is that these tests are good for reinforcing racist and sexist hierarchies that already exist. The only thing that research shows is that they do reinforce these things. This is just a huge waste of resources. Any three frustrating. That universal design is this idea that you would not have just that modality. We would have other ways of people to show what I've learned. Other ways for them to prepare, to put those things together, to effect what they want. That is universal design. The other piece that I will say, because ask if you think about accommodations and how we move these forward, within the disability rights movement there is the Savior called the electronic curb cutter. It is the idea that the curb on the sidewalk is good for wheelchairs, strollers, for people who don't like tripping and falling - it is just good. It's the proper sidewalk design. I remember when we used to keep building sidewalks without curb cuts, but that seems that have changed. How many of you have a smart phone with you today? Electronic curb cut concert says that everything that your phone does that is cool was originally a niche on the market. It was originally extended to those people that that only could prove their disability. Optical character recognition, speech to text, text to speech, geolocation, all of these things that your phone allows you to million things, all those things were originally done and seen as special. For a particular group of disabled people. That is the idea in the classroom, as well. That should be the ADA in terms of what we are doing to make research and educational resources accessible. This will have outcomes that move far beyond what we think they are. They are not wraps around the back. They are curb cuts that will allow for access for other people that we cannot fully foresee. That is a technology that allows us to take a print text and turn into a searchable document. The digital humanities, the field, would not exist, if you haven't started using optical character recognition to make the stakes to make them available for other people. A huge amount of what is the value right out of Google, comes from something that was done for visually impaired people. It is not a small thing. These changes become very big things. In the time that I have left I want to talk a little bit about the fact that well, a little bit about the overlap between the value of open access, which remove financial barriers to information and the ways that have that has not matched up with the desire to make things more accessible. I think we had a clash of values. Unfortunately, they need to make accessible versions of their text, because they will get sued. People who are running journals, like me,, I will tell you who the staff is of my journal. Me. My journal is highly accessible, to create accessible PDF, I rely on a pro bono relationship with accessible IT. They

rendered the PDFs in up most highly accessible way possible. For me to do that, it would be a week off all nighters every month. A lot-- what is happening in this fear, for the most of the open access materials is that they are not accessible. The PDFs are not accessible, the HTML is not accessible. This is because this is seen as a virtual thing, those people are not being called on the fact that these things could and should be designed with excessive bleeding mind from the beginning. It just takes a little bit of extra resources for that to happen. I talked about universal design as being a design. It is really difficult to argue for those buildings are shown at the beginning to be tore down. It is difficult for us to argue that they need to be retrofitted properly. But the digital world, that we create around education is easy to retrofit and fix. It is easy because we are constantly rebuilding it. It is easy because it is not difficult to teach a bunch of Peter Santos and software engineers, how to code accessibly. But, we are not doing it. On our own campus, I did get one research assistant who helps me to code ecstasy.--- Accessibly they do not teach HTML accessible design. That's what student to as hobby. It is actually very difficult for me to get an RA. That RA has an experience that will get them work for the rest of them lives. And it is easy enough to make the change, but we're not doing it. I have a couple of guidelines, for ways that I should we should be thinking about accessibility in our digital architecture. These are my three guidelines. I matching these with W3 is a kind of global standard for accessibility. These are the three suggestions. I think we should give bodies the same attentions we give to all the rhythms. Algorithms. What I mean by that, is that W3C guidelines argue that quote in addition to assistive technologies,--' markup language I know that many developers don't understand it accessibility's virtues. Algorithms don't care about accessibility. But we cater so much to writing literacy of those. If we add alt text or an image to make it more searchable, then-- why won't we add-- that is the first piece. If we can as much for the bodies that as much as the-- I can give you one example. The anybody do the Facebook tenure challenge? There's this challenge of Facebook, to take a picture of yourself 10 years ago and now, to see how you've H. As you can guess, there's it's an actually a data mining exercise. It is going to give Facebook a huge amount of knowledge that they can turn into AI to do recognition of faces. It would be really interesting to similarly mine the descriptions of those changes. You could develop a really interesting program that we pre-populate descriptions of people's features with some suggested criteria. How do people describe how they look? Again, they know that this algorithm is going to be able to recognize people faces and that it is going to be really valuable to them. That is an example of giving bodies the same attention to algorithms. The other things I would say is equivalency does not equal's equity. The way we describe images are captioned videos, it's not enough to have a verbatim word for word translation of what is being said. There is a terrific perk I encourage you to read, it is called reading sounds. What it looks at is all of the rhetorical values of an entire soundtrack, not of what each is being said. It can be really frustrating when you're watching a show, when the captioning is off, but that captioning is generated by an algorithm. It is not taking into account what the soundtrack is. This came into really sharp focus for me in my graduate class in the fall, when we watch the film called a quiet place. Have you seen it? The interesting plot point of the film is that you can make a sound. The family that is most suited to survive in this world, is the family with the deaf daughter, because this family knows ASL. They don't need to make a sound communicate.

They can tell each other how to stay alive, because they're not making a sound. Putting in a captioning for this movie wasn't truly frustrating. For the most the movie there is nothing. And this moving is powerfully about sound. Even to know that there is a background-- it is so much that makes the a part of what makes it creepy. At that point you can think about how it works in other contexts. Equivalency does not equal-- scientists need to think about what is the rhetorical choices that they have made in putting those together. They are not renderings of data only. They have rhetorical intentions. The way we put together an caption things like infographics, which are usually rhetorical. They take data and turn it into something much different. We act as though given the equivalency, just getting the range of numbers, or access to the charge, that is conveying those things are supposed to convey. That is the other room we need to take into account. You don't get equity of access information just by getting in equivalency. The third piece is that all text are translations of translations waiting to be translated. What I advocate for, explain language. From the disability rights community there is this movement around making average using academic jargon so that people can have access to the argument they're making. My book, academic able-ism, as much as it was possible it's an academic book that I try to write in plain language. This has purchased beyond expanding the audience. That axis around language can also be axis around commercial content. As I finish I want to take you back to my website for a second. I have raised a lot of problems. And I haven't really sold anything. It was supposed to be the three little pigs, am the perfect house at the end, but I haven't really sold anything. We all know this is a huge issue. Although steep steps and crappy ramps they exist in our campus, and libraries. Here are a few things we can do just a start. There is a link here to the book, academic a Belizean and it's open access. It is developed according to the guidelines for building accessible books. You can find a link to articles to those guidelines here. The other thing I urge you to do is to see the ethical framework for publishing, that looks at guidelines for accessible. If you are involved in teaching, there is a list of hundreds of university design teaching activities that is appendix of the book and is open access and it is accessible. If you are in it teaching situations you can go here and try one thing. If you try it is like a gateway drug. I don't know which one, but it is one of them. The idea is don't let these accommodations sit there. Don't assume that this is something you would only do if you only knew you had a disabled student in the room. You should assume all the time the disabilities present. You should assume all the time that the things we do to accommodate that will help students in ways you may not proceed just like the digital curb cut or effect. If you're somebody who is passionate of this, in terms of allocating, for the vehicle for that leaving being real-- I think these it is kind of personal focus of mine. I always think, in this room as well, we need to think about disability and ourselves. There's a couple of guidelines here for, there's a qualitative study about how faculty ends off Force the-- this is about a faculty members accommodation axis, all of these things are oriented about thinking-- if we are in the position of hiring, we are in a position of advocating for the, we are part of this steep step process to. This is a great website that gives different situations about different ways you can make your presentations more accessible. I said we had time to ask questions on note cards. If there are any, you cannot them out. We have lots of time for questions and I would love to answer them>>And I was just saying that we have some down some survey work around Suffolk faculty and

staff annexed stability issues and found that of the objections that are in front of it, 10% is attitudinal, 20% is just a lack of knowledge of how these things are creating barriers. There is-- people say they don't have time to learn the new workflows we ask him to do. And in some ways it's a legitimate thing. >>How would you address that? I think that is a shared responsibility,. I think it should be part of the educational far because well. It is ridiculous that we have these, well it's part of the issue with disability. All of these university campuses there's always ways that it gets studied as a thing to be cured, but there is very little engagement or study disability is identity or disability as advocacy of rights issue. That is a part of why we have a situation where we have all these documents and websites that are not accessible. Yet we have all these students who need to learn how to make. It takes resources you can get an RRA to help translate the knowledge. That really means finding someone who can help you build your website for your research, but if I want to get one of the RA I can just apply to the Dean of arts office. It is valuable for those students to be involved. It is worth every penny. It would also be worth four researcher or pedagogical recent to get a small grant to make information accessible. That would be a tangible value for the student. That is what I think. I think what we do for the majority of students is seen as an investment and will be due for the students who need accessibility seen as a train. We need to start praying this around a huge-- the real waste is the fact that up to 20% of students have disabilities and that we are losing them left and right. That is a huge lost to the intellectual potential of our country. It is never framed as such. It is framed as a natural thing and they probably shouldn't be there. It is simply not what is happening. We are losing huge number of people who have a lot to say. I huge value to our society and our culture. When you look at that as the cost, the loss of those people and that potential? That it doesn't look like much to have an institutional contract with someone who can make all PDFs and websites accessible. That is a small investment. One other thing, this is a long answer. I cannot order a textbook if I try to not have a textbook, I get phone calls and emails from the bookstores like mad. They have money to make. It is difficult for me to prove to them I don't want a textbook. It is more difficult to say, please I want the old edition, because should be in use copy. Why is nobody checking with me before my syllabus is finished? Why are they checking which taxpayers is going to be in the bookstore? Why isn't there the same amount of effort in asking how you have made all those materials accessible? Many people say, I don't have the time to do that, but what they really mean is I didn't plan for this class. The simplest - Gateway tractor date is that I get to social media around the time when every single person is working on the syllabus and I say, how are you planning your syllabus? Here are some guidelines for making sure that what you're going to use is accessible. If that gets built into the planning process over and over again it is easy. Make sure you choose screen nibble PDFs. It is not hard. You just have to plan that way. I don't know if the bookstore is a good example or not, but they badger me like heck to buy their book and nobody's badgering me to check if I have accessible PDFs for my course. Huge amounts of money-- I going to desire to learn-- every time I bring up accessibility, it is not a part of the discussion. This is a Waterloo based company, they could be doing a lot better. The same could be said for blackboard or other companies. We paid him a huge amount of money. They could be a lot better. There a lot of things that could building to make the process easier. That was a long answer. I know that question is why a

lot of your here. Other questions?>>In the current political environment in Ontario, my concern is that the AODA will be completely watered down and how do we make the case to not necessarily in our case library administration but University administration that this is still important, still worth investing the money in? >>I one, now is really crucial time. There's a key consultation that is happening now. The report is being written. I can't name the people involved. The provincial government has asked for report. It's being worked on now. Join the AOD a alliance mail list will give you a template for a letter that you can send an edit an attitude and say, IMX, I work in this field, and this impacts my job, and these are the things that I really need to happen for this to be effective as of legislation. Now is a crucial time. The other piece for me is, we need these levers that are out of the law. One of the key levers on university campuses shame. I strongly believe in its power. On my own compass, when it snows like this, we take pictures of ramps that haven't been shoveled, and retain plan ops and we put them on treater. It's kind of in a whole move maybe. It is the only way to get that done. The parking is accessible-- when we shamed them, they fixed the washroom. And they do it in a week. That is pretty powerful. Thinking about about the higher operative admin, those folks are really success of sex-- it's what David Lepofsky is doing in that slide that I showed, which is a simple agnostic thing of walking through the space, but in doing so, revealing the intentions of the space. That shame, those videos, there are a few different versions of them, short and long, that was covered in the Star. That has had a lot of views. Ryerson will think twice, right? I don't think they're going to fix that space, but they will think twice before they do it again. On the flip side, when you create a truly accessible space space, I'd like to see that celebrated. That's part of the issue too. If you can access some funding to make things accessible and then have a big unvariables that's really valuable as well. If there are any anonymous questions, let's pass them up. Or just note card questions.

>>I'm at Ryerson, and I don't know when we're ever going to address that. But I am on the UDL committee, and it's me from the library and another co-worker from the learning and teaching office. We go on a road show and we get young faculty, TAs, and that's about it. And they believe in the philosophy, they can understand it, right? But we're preaching to a small sector. But we're also aware that the Ontario human rights releaseed a new report where they kind of say that UDL will be mandatory in a way. Do you think that that might give it some teeth, like maybe a student will bring it to the Ontario human rights tribunal if a professor does not practice UDL?

>>It's possible. The OHRC has been very powerful. It's made huge changes. For instance, there was a masters student at York who came through the human rights commission with a complaint saying that students shouldn't be compelled to name an actual diagnosis. That's changed from offices of disability services do every in in Ontario and it happened like that. That's huge. In the States, that's not the case. In lots of places that's not the case. Protecting that right to say I'm not nameing this diagnosis has shown that that commission is a real lever for change. So I do think that that will be another avenue, is those kinds of complaints. But it's unclear to me what is really meant by universal design. The kind of checklist checklistification of universal design is problematic. It assumes that there are never complicates of access. It assumes that the labour of access is this transparent thing. And it can be -- well, anything that gets turned into a checklist can become narrow. That said, it's better than

nothing. It's much better than nothing. But I also worry a little bit because I've been on those UDL committees, and they really appeal to administrators because it looks like the way to not invest at all. It looks like the free way to have accessibility, and it downloads that labour on to -- we know, for instance, 50 per cent of classes in at Ontario colleges and universities are taught by people with no benefits and no job security. Fifty per cent of the classes will be made accessible by people who have very little institutional power? That seems to me to be an unethical downloading of labour. So I don't know. But I think the gateway drug version or the evangelical version of it, like you said, is power powerful. For instance, again, this is a soapbox issue for me, but why, when I get -- when I have an interface with the office of accessibility services to say this student will need alternative format or extended time on testing, why do I only get the legal minimum? Why don't I get some other suggestions too? It's an opportunity to interface with somebody. To say beyond this range of mandated accommodations, here are other things you can consider in designing this course and in designing future courses. Because I think lots of instructors would like to know. It's about education sometimes. I worked really hard when I was in west Virginia to have exactly that done. I had a 4,000 student writing program that will had no test exams and lectures. We went to the office of disability services and said let's come up with a different range of accommodations. If for those 4,000 students was the only thing, it wasn't helping anybody. So we came up with a range of accommodations for peer review, collaborative work, and then we had a list, called an addendum, it was a letter that came along with that accommodation letter for every single student that said said: Here's a range of other things you can do that will help all of your students. So having a little extra push on that evangelical thing, just like having the Bible in every hotel room, like have some more of those suggestions and ways to circulate them. And you said it's true, most of the time the people who come to these things already know, right, the people who you really want to reach and give a shake, they don't come. But lots of times those people who do come are like thought leaders. They're influenceers. So extending -- for instance, having some video examples of things that they do that are universally designed in their classroom and sharing those, then you're more likely to get uptake from other people, having more than just a checklist. The Instead of just saying have alternative formats of your talk when you give it at a conference, it's a short video that's transcribed and accessible, but that says all the reasons why you would do it, that addresses all the counter-arguments that people already have. It's a little bit more than saying: Do this. It's giving examples of what the benefits are, and even sometimes addressing head on the resistance. That doesn't really answer. I don't know how to answer your question. And that's the point. That's the work we have to do.

>>I just have another question. It's from our online, live extreme. Thoughts on precarious employees employees. As mentioned, most likely, as mentioned the most likely to help to promote or support this without endangering their livelihood, especially those of us who have a disability ourselves, who incidental have to hide it to be employed.

>>Yeah. That's another advocacy point, is just at Ontario colleges and universities right now, it is very uneven. The process for faculty and employees to seek accommodations is a human rights complaint waiting to happen. It's a lawsuit waiting to happen. At my own university, to get an accommodation, I

need to go and talk to my chair. That's unacceptable. That's why nobody is seeking an accommodation. If you have to talk to a chair or a dean, that person determines whether you get tenure. That person determines promotion, determines your performance review every year, determines your teaching schedule. They should have no access to this process. That's the ones most resistant to it changing because they feel like they want to be patted on the back for being good people, and this would acknowledge that they in some cases aren't. So there needs to be a central fund that doesn't come out of a department or faculty budget for accommodations, and there needs to be an anonymous and protected way for people to seek those accommodations. Otherwise people just won't get them, especially precarious folks. Some universities have a good system in place, but most don't. So anything you can do on your own campus to advocate for that practice I think is really important. I'm in the middle of being -- we are on the delay cycle at Waterloo in terms of getting this done. They keep pushing it back. But that's what I would say. And I think if faculty themselves were protected, then those people could do the work that they are already doing much better.

>>It's break time. Thank you, Jay.

>>That you will. If you have other questions, come see me. I'll be around. Maybe through the online portion as well, if there are questions that come out of this, I can have a look and find a way to respond that way. Thank you. [APPLAUSE]

>>Hi. We're just on a little break. We'll start up again at 11:00. Thanks.

>>Could I invite all the presenters for this next segment to the front, please? We're about to start. So it's just after 11:00. I'd like to invite everyone back to their seats. Great. So for this session, I'm very privileged to introduce our panellists. We have Victoria Owen, who is the Information Policy Scholar-Practitioner, in the faculty of information at the University of Toronto. Followed by Katya Pereyaslavskaya, accessibility library at Scholars Portal Portal, Ontario Council of University Libraries. We have Asako Yoshida, Liaison Librarian Social Science from the University of Manitoba, followed by Althea, Copyright Strategy Manager from the University of Manitoba. This session is on Canadian perspectives on the Marrakesh Treaty: from inception to implementation. I'd like to invite Victoria to start us off.

>>Thank you very much. I'm going to give you an idea of the inception of it, of how it all began. So in 2013, so this is not how it all began. This is where we are. In 2013, there was a Marrakesh Treaty to facilitate the access to published works for persons who are blind, visually impaired and otherwise print disabled. It was historic. It was the first users' rights treaty that was ever negotiated through the world intellectual property organization. So it was an enormous success on many counts. It made -- it forced a recognition from rights holders and member states to find a way to promote access to individuals who were part of -- who were excluded from other aspects of their legislative framework. And it was very challenging to do. I was involved. I was involved for a number of years prior to the 2013, and it was a long, slow process to get us there. But it was a coalition of organizations and individuals from around the world. We had great leadership in Canada, I have to say, both at the organizational level, at the World Blind Union level, the CNIB. We had some wonderful people in our government. So elected leaders but also the staff in industry Canada at that time helped us a lot. They

helped it move forward a lot. So after the Marrakesh Treaty, so we have the treaty, and now there's a big responsibility on us to put that in action. So we have the infrastructure, the legislative infrastructure, and now we need to put the pragmatic infrastructure in place. As far as I know, we're not there yet. Yesterday, we had 49 countries who ratified Marrakesh. Thailand was the last one yesterday. So that's great news. Canada was number 20 to ratify. Canada's ratification was the one that brought it into force. So they were waiting on that. That also, being the 20th, also hampered our legislation somewhat, I would have to say. I'm going to go back to this one. Because I was involved with the Canadian library association at that time, we were part of the negotiations and part of the ratifications, and we were asked to appear. So the final ratification was in the Senate, and we were asked to appear in the Senate, and we went and we had some problems. We articulated the problems that we had with that legislation. So we had a problem with commercial availability. We had a problem with reports, and we had a problem with the remuneration. So we presented that, and we had a very captive audience from those senators. They were really engaged by that information. But one of the things -- this I did in my information policy course. This was a mistake that we had made. So CLA and other people who had this problem with these aspects of the legislation, we didn't consult broadly enough. So CNIB had a representative there, and Diane Bergeron, and she was a blind woman and she came in with her dog and she wanted the ratification to take place. So the senators had offered to send -- so this was June 30th or something, so everybody was leaving for summer holidays, the recess, and they wouldn't be back into the fall. But the senators offered to send the legislation back to the legislators, to Parliament, the House of Commons, and asked them to fix those things that we brought up. Diane said no. They gave the nod to -- and I gave the nod to -- if I were them, I would have done the same thing -- the people who were the beneficiary group wanted that legislation then. So they had the last word. So what I would say is from the CLA and from other people, because now we're using this flawed legislation, and now we have these impediments that we have to work around as we put this into practice. So it's a good lesson. You have to shore up all your partners beforehand. So you speak with a unified voice. Because we were on the same side and we just missed that. So Mea Culpa on that one for a long time to come. I was the director at CNIB chronlibrary for the blind for 20 years. I work with the World Blind Union. In the 1990s we put causing together a list of things that we needed, a list of requirements for the legislation. So we put that together and we had started working on that, and wending our way through making contacts at the world intellectual property organization and moving forward on that. What we now know is this is only going to work -- the legislation is only going to work if libraries are involved. Even though we're not mentioned specifically in the Marrakesh Treaty, we're authorized entities. We fulfilled the requirement to be an authorized entity. I was in Marrakesh. That was a big fight -- a big discussion, a big negotiation that we didn't win, that we were included, but we weren't specified. But I tell everybody, I tell the legislators, the people at WIPO, if it weren't for libraries, this thing would be dead in the water. So the responsibility is on us. We're going to make this happen. So we have to do it at the ground level now. So you all have -- Canada was the 20th. Does anybody in this room feel like you've presented Marrakesh? Have we done that? Nobody feels like we've done it yet. OK. So we did a test case in April 2018. I was involved -- I don't know how I was

involved. I'm just involved. And I guess because I was -- one of the things was because I was at U of T. There was a Kyrgyzstan was doing a WIPO seminar, and they wanted to demonstrate to their people, to their -- the group that was there and to their legislators how it worked. So I became a partner with the DAISY con consortium and I followed the information for libraries group. So we did a test case and we had -- they had a blind legislator in Kyrgyzstan, and he made a request for a book, and they had a blind student who made a request for the book. So we took that on at U of T and so I was looking at all the email exchange from the time we said we would do it to the time we up uploaded the files to drop box. And all the back and forth, and who was involved. So it took -- I talked to toulary Al Fred about it. It was going to use the resources of U of T. You can't get anyone more committed than him. He said yes, and we located some Russian language material that the legislature wanted. It was a book on Gandhi. And then the student wanted something on entrepreneurship. So we had in the collection the material to fulfill this request. So it took us two weeks, so from the time the request came in in. The Russian's view was at off-site storage, had to come in, be scanned. ACE helped us a lot. It had to go then, after it was scanned, it had to go to the daze dazey people, daze DAISY file. So they made an audio file of that in Russian. It happened in the space of two weeks. So two weeks, that's a long time for somebody who is waiting for material in an educational environment to wait. In a way, we knew it was a pilot project. In a way we were testing the procedures. I think that's where we need to be committed now, is how we're going to put those procedures together so that it happens much more quickly than two weeks. We also had an ice storm. That was in April. We had an ice storm. Scarborough campus was closed. Nobody came to work. So we tested that exchange process. We used two Marrakesh Treaty countries. This was all the -- so we gave them a lot of formats. So there are a lot of formats now of those books that are available. There's a DAISY format, Braille formats. They're now in a repertoire somewhere. The next person who asks for them, they're available. So we were looking for some leadership. We had leadership at Scholars Portal, and now we need to find out what those procedures are and standardize them. We're actively seeking partners to agree on protocols. So I'm involved in an initiative between CARL, the Canadian association of research electronically and ARL. That's one of the things we would like to do, is have -- is to establish a protocol for those exchanges. So we don't all go out and make our own. So we can build on each other's knowledge and services, and then I think in Canada, and I think in a number of places, we need to find where that repertoire repertoire, where that database of a repostore of materials is going to be so it facilitates access. So one of the things that I did want to ask you about is: Have you -- I know we haven't implemented it exactly. I know you haven't. But do you find that legislation helped you in any way? Did the revision to the copyright Act for Marrakesh help you in your work already? Did it clarify anything about seeking permission or formats or did it change anything for you yet? Anybody? Nothing yet? OK. And then I think what's important for us is that as we implemented, and I think we're going to ramp up and try to implement it this year. So we need to identify the steps. I would really like us somehow centrally to capture what the disadvantages that we encounter. Is that commercial -- how much does that delay us? How deeply do we do it? It only has to be reasonable, in a reasonable time, for a reasonable cost, with reasonable effort. It's no back-breaking. Don't bend over backwards. Do a

reasonable effort. And then I think we need to quantify the impediment somewhere centrally so we can use it. If we need to refine that legislation. People are behind us for this, and there is legislation that's implemented around the world that is better than ours. So if we see these impediments have been slowing delivery, we have a good case to make. And then somewhere to capture them centrally. Before I do that, I worked on with University of Toronto, with CARL, with World Blind Union, I worked on this booklet, the Getting Started Guide. It took the Marrakesh Treaty -- so what it does is it's a template. So this is the treaty language. This isn't the Canadian legislative language. But what Mark Schwartz and Christina Winters from Saskatchewan and I are doing are Canadianizing this. This has been -- what's the word? This has been adapted for in space to their legislation. They just ratified. They adapted it. They also worked on it. I had an international team work with me on it. They took it and adapted it to the Spanish legislation. So we're going to do it with the Canadian legislation. It should be ready by the end of February. So then it tells you -- it answers a lot of questions. It's aimed at libraries and library workers. It's aimed at us on the ground, the people who will deliver this. It tries to answer the questions that you're going to have about it. I have some print copies. It's available electron electronically. It's on the website. It may be on the CARL website too. You can take it and put it on your own website if you want. It's there in a number of formats for you to make use of. It's there in I think five languages right now, Russian, English, French, Spanish -- maybe four languages. So we're looking -- it's also available in who did it? Latvia or somebody did it. Somebody just did it, according to their legislation in the European Union. So there are quite a few versions up there, and now I'm going to stop because I'm out of time. Thank you. I guess we'll wait for the questions with the panel.

>>We'll do questions at the end of the session.

>>Thank you very much. I'm glad that my order is up to Victoria, so I don't have to cover a lot of this basic ground and very important context from Marrakesh, because I'm still there so much that I don't know, and I feel like it's different learning things than actually having been involved with this process. My presentation will focus not so much on providing information but more seeking feedback from you guys. I figured I've got a roomful of intellectual people who have done work in this area and perhaps we can brainstorm a little together about where we can go from here and what opportunities are offered. I have speaking notes, so I'm going to switch into my reading mode. I'm sorry if it might sound boring, but I thought that was the best way of utilizing my 15 minutes. As the number of countries who have ratified continues to grow, the question of building an effective exchange of accessible text across our national borders has been raised by Ontario council, where I work, by our accessibility community. My aim is to start a conversation about practical implications of how we can grow our international partnerships, what technology and policy implications need to be considered in order to position ourselves to take full advantage of this provision. In an effort to support our users with print disabilities more fairly and more effectively. Also, what gaps do we have with regard to content, and how can these partnerships be utilized to fill them more effectively? So this presentation was designed to offer you some information about Marrakesh but, more importantly, to solicit your feedback and ideas, which I could communicate back to our consore Shaw in order to have have a list of for the

coming years. I need you to engage with me on this issue and formulate a clear idea of how college libraries can engage with international partners under the Marrakesh provision and what opportunities this can create for us on the national level as well. So what is all the buzz? The Marrakesh Treaty to facilitate access to published works by visually impaired persons and persons with print disabilities, commonly known as the Marrakesh Treaty, Marrakesh provision or just the treat treaty, and I switch between all of these, so that's what I'm talking about, it is an intellectual property, as Victoria said, and it was adopted in Marrakesh on June 28, 2013. So the two key provisions which Victoria also talked about, I'm just going to highlight it because these are things that we really need to any in the context of this presentation. The first, it allows libraries to act as authorized entities. So it just says we can take advantage of this, we can act on behalf of our users. The second is that it enables the international exchange of accessible text across national borders. First, we can, and then this is how we can. So this treaty came into full effect on September 30th, 2016, following its ratification by 20 states, Canada being the 20th. As Victoria mentioned, as of last night there are now 49 countries that have ratified the treaty. So why does this matter to us? Canadian research libraries are responsible for providing access to information to a very diverse user base, including people with print disabilities. While not every organization has policies and procedures to say define their role as a producer of accessible content, libraries have an obligation to support individual requests to make their content accessible to patrons with specific needs. How each library does this varies, including their capacity to build expertise in this area. So this means scanning print material where digital copies are unavailable turn image PDFs into OCR files and to be more compatible with specific wises or software that a given user may have access to. Providing access to collections can also mean working with publishers to acquire digital copies of print materials and where not available find finding solutions through collaboration with agencies and services like the Canadian national institute for the blind, centre for accessible post-secondary education resources, eportal, which is offered now in Ontario to all Ontario universities and colleges. It's a service that I manage, or alternative educational resources Ontario, AERO, to name but a few. So there are a number of options. Work flows around provision of accessible text can also be complex, making it hard for institutions to adhere to one single set of standards, quality, metadata, and to be fair to the requesting patron providing them with access within a fair period of time. Being able to trade content across national borders can open up stows a wealth of materials, which have previously been justify limits, but we also need to pause and think about quality. For all of those people who like to tidy, like I do, if the process of international exchange sparks joy and you feel ready to borrow someone else's content, you shall take a minute to reflect as to whether or not you're able to loan your stuff in exchange. In order to move forward with any kind of collaboration, we need to clean up our own messes and adhere to a reasonable standard. So I'd like everyone who is involved with the production of accessible formats to think about their content right now. I've created a quick self- self-audit cheat sheet you can use as a part of this reflection. So there is a link on the slide. It's [Bit Bit.ly/ocontractual Marrakesh](https://bit.ly/ocontractualMarrakesh). It will take you to one page of questions that I feel are a good start to start thinking about what it is you have, what is your collection of accessible materials and things you can do with it moving forward. Any future collaboration will raise the following

questions outlined on the list list. So you might as well reflect on them before starting a conversation with people. Things like how many files are you currently hoarding? I'm using the word "hoarding" because in my experience there are institutions that just keep everything regardless of quality, reuse or discoverability. The next logical question is how good are they? Quality can be measured by level of accessibility like structure, quality of scans, diversity of formats and metadata. How many duplicates are there? Let's face it, there are probably a lot? And what types of formats do you produce, how many are out of date and unusable? How are your files organized, if at all? I would say probably less organized than you think. And I can think of only a handful of institutions who are exceptional in this area, and York is one of them. There are still some who rely on binders, printing emails with corresponds with students or faculty, physically archiving these emails in a binder to keep track of requests. I feel that that kind of recordkeeping needs to move forward. How these files are named, and is there consistency across all content following a single file naming convention? The likely likelihood is there are a number of students who work with technical stuff who do the scans on behalf of the library, and who kind of use different systems to make different people -- to offer accommodation to different people. So it's very hard to guess what standards might look like when you look at your collection as a whole and how things are named and how things are chunked or marked up. The main question you should also ask yourself is: If you'd like to share what you've got in order to borrow what someone else has, will it be an embarrassing or empowering exercise? In other words, will they be grateful for it or will they just be worried but and your work flows or lack thereof thereof? So my recommendation is as follows: Tidy up your messes, find a reasonable way to organize and keep the good stuff, follow some kind of consistent system. Be proud of the quality of the content and how well it's organized, and make people want it. Let's look at opportunities. I really wanted to take advantage of having all of you in the same space today to capture a collective direction, which will help to inform our next steps in the coming few years. So I've created a handful of simple poll questions and a word cloud to help us visualize this together. So if you could participate, that would be amazing. You could navigate to [SLI.do/OCUL](https://slid.do/OCUL). And just answer a couple of these questions. Let's pause. If we could do that together, that would be extremely -- I would be extremely grateful. And happy. There might be a bit of an issue with this. So why don't we resume, and then I will tweet it instead. How about that? How do you I resume my presentation mode? Sorry. Perfect. Thank you. So we'll resume. I'll tweet those links and try to engage with all of you, plus others, during lunch. Let's do that, and then we'll share feedback in the afternoon. So Canadian libraries are well positioned to take advantage of the Marrakesh Treaty, but I feel there are a few things that need to happen before we do so collectively. First, make sure that your country -- the country you'd like to trade with has ratified the treaty. Some of these steps are outlined in the getting started guide, but this is kind of a quick synopsis. Check the WIPO list for an update which countries have ratified the treaty. Know the profile of your collection and quality of content so you can speak to it, you can explain what you're looking for, what kind of requests you receive and what you're able to offer in exchange. Set a standard on the national level. This is something that I think could happen potentially via CARL. Setting up some kind of a working group to broaden our reach, expertise and introduce a specific set of standards on the national level. I'm talking

about the file naming convention, quality of scans, kind of what is our goal, what is your aim and what is the bare minimum that we should expect people to do. Compile collections or create subsets of collections by theme or

quality of formats and have a sense of what they are. Identify potential partners and reach out to establish an effective dialogue. Share your standards and discuss means of sharing content. I think before moving on to sharing, we have to get a sense of how many people, how many institutions on the national level are interested in participating in this, and to do this together so that we don't have situations where each school does this kind of on an ad hoc basis. It would be so much better if we could do this together. When I receive a request from a student, think broadly about your options, if the content is less time sensitive, you've done your due diligence and looked for commercial content and saw that was not available, and then you can share your experiences with your community. So the guide, I'm going to skip a little brief intro on the guide, since Victoria has covered that already. The following are a number of questions which I'm struggling to answer and I would love to get some help from you answering them. One, how will the implementation of the Marrakesh Treaty change the current accessibility landscape across Ontario and more broadly across Canada? This is a question which refers to our needs as a community, as well as independent institutions, and how they can be fulfilled via this treaty. What are the gaps and what type of content do we struggle with?

Secondly, what policy language can we develop at the very reach across the Ontario Council of University Libraries membership to ensure balance and a fair approach to copyright and accessibility and factoring a protocol for international exchange? It sounds like Victoria is already hard at work at the next step that I thought that we needed help with. So it's possible we might have to scrap this and say this has been done. And who will be taking the lead, and how can we ensure maximum benefit from all partnerships? Let's face it; it takes time to reach out to people, cold calling, emailing, setting up a -- cold calling -- so making sure that this is a meaningful effort and a meaningful connection that you're creating. And then what other collaborative opportunities exist to help mobilize national level initiatives to advance cost-saving and innovation in the area of equitable access to information? Lastly, what tools and technologies are available to us to facilitate an international exchange, such as ACE platform for content delivery or even the cloud. There are so many possibilities, but the question is what technology would your partner have access to and how to make this an even, fair playing field, I guess. So thank you very much for your feedback. My Twitter handle is shown on the screen. I'll be tweeting those links that didn't come through and I'll check on my very, very clever slideo survey questions which didn't come up, but I swear they're there. Thank you. [APPLAUSE]

>>We are from next door, from my colleague is the copyright specialist manager at the university and also she is a librarian. She has a librarian degree. We are coming from very much public service perspectives of libraries and we just want to share what kind of lessons we learned as we tried to implement alternative format support at our libraries. Basically, I'm a Liaison Librarian at the University of Manitoba library, which is the humanities and social science unit library. I also led the accessibility service implementation team, which is a public service working group established to implement and advance accessibility service and support at the libraries from 2011 to 2018. In the

process, I drafted procedures to support alternative format for screen reader users, initially considering six scenarios. But as we deal with Marrakesh Treaty and all these players, things fell apart, so now it's kind of dormant and we have to revisit eventually. Also, I implemented a pilot project to support alternative format in April 2018.

>>I'm the Copyright Strategy Manager at the University of Manitoba. I provide copyright support to all units of the university, including the libraries. Something that might be a little different or similar from other institutions is that copyright isn't actually in the library. That often is the case. So it's actually more under the legal affairs side of things at the University of Manitoba. So part of what we were hoping to also talk about today is the discussions and the interactions that you might have with legal or with copyright people when you're thinking about the Marrakesh Treaty. We thought we would provide a little bit of information about Manitoba, just in case people haven't been there or aren't super familiar. I'm from Manitoba. I love Manitoba, but I know some people might consider it a fly-over or drive-through provinces. So we have about 1.3 million people. Winnipeg, largest city, but we are under 1 million people. Obviously, the comparison, 13.4 million in Ontario, and then in Toronto, 6.4 million. So we are dealing with a much smaller base.

>>Sorry. This is Manitoba.

>>Yes. It does look a little more like Nunavut. And just the University of Manitoba in general, we are the largest research intensive university in the region region. We have all the professional programs at universities in Manitoba, so medical, doctoral, legal. That's all housed there. We have 38,000 students, faculty and staff. That's about 30,000 full-time equivalent. So we have a good-size university, and 11 unit libraries on two different campuses, both downtown and in the south end of the city. One of the reasons, in addition to the Marrakesh Treaty that we really started looking into our alternative format support was that we now have an accessibility for Manitobaans act, so much like the Ontario legislation. It came into effect in 2013, but there are several standards and they are taking much longer to come out. So the first standard, customer service, 2015, we have an employment standard that we should see this year, information and communications, the built environment, and then transportation, which will be coming later. So one thing that we anticipated was with this legislation, we might see an increased request for accessible formats. Really, as we look through at this and what we currently have as standards, we're also thinking that the information and communications standard will probably be fairly informative to us. The legislation mostly focus on education, looking at standards not being met to revise the legislation, but also if an organization hasn't followed one of these standards there's potential for administrative penalties, et cetera. The goal is that it will be an accessible and inclusive province by 2023.

>>Which is two years or one year earlier than Ontario, so very ambitious agenda we have. Always we look next door, Ontario, and see what kind of collabo collaboration and examples with respect to accessibility and implementing efforts. What I experienceed was that small collaboration and coordi coordination happening in Manitoba with respect to accessibility. When we implemented the first standard at the university, basically we came together in a collaborative way with the University of Winnipeg, Brandon University and red River college. But across libraries, as far as I know, there's no

connection, no collaboration, and definitely we want to seek out connecting and collaboration in the future months. Also, being Manitoba, the University of Manitoba library is a part of the regional agency for academic libraries from Manitoba to BC. As far as I can see, I don't see any specific project pertaining to accessibility yet. I just want to talk about our pilot project for supporting alternative format. As I said, this is very much from the public service perspectives and a ground-up approach, and run by a team of public service staff on the ground with experience with diverse users, including those with disabilities. When the Marrakesh Treaty was adapted in Canada in September 2016, libraries gained the leverage to negotiate further with vendors, publishers and to explore options to supply alternative format to patrons with print disabilities. I'm not quite sure. It depends on your library's collection policy, but from 2011, at the University of Manitoba library, we shifted towards the e-book rather than print books. Often we receive requests for inaccessible e-book titles. That's where our project started. Traditional accessibility support for print books is done by the internal library loan unit of the library, and they do the production, PDF production for the print books. Basically, we used the Marrakesh Treaty as a shield and our guide. The first lesson we learned is that being in Manitoba and looking at what's happening in Ontario, I felt that we need more potential national and provincial structural support around alternative format supply chains. I thought about the previous panellist, who mentioned the CARL initiative, but also maybe through Canadian research network, because that's where we have a clear kind of collaboration taking place in the area of collection management, and also the data management initiative coming from that area. So maybe we can latch on about the accessibility as well. Also, down south the past year, legislation that adopted the Marrakesh Treaty last October and in a couple of months they will be rolling out the revised copyright Act. So we expect that a lot of change and initiative, more visible initiatives will be happening, so we're looking forward to finding some key connection and network to our colleagues. Also, we felt the need to -- basically basically, we needed clear bridges, more bridges to support alternative format across college and university libraries in Canada. Lesson learned, second lesson learned, is contextulizing.

>>I'll say briefly, because obviously we'll be hearing more about copyright and section 32 this afternoon. But basically when talking with libraries about this section, these were the things that I did highlight, and I think you might find with legal counsel, other copyright people, potential issues and how will we interpret them? there's, of course, the commercial availability. Because I did have some questions about formats, because I don't work in the libraries. I don't have that end-user experience. So I don't always know if the commercially available format is something that's going to be accessible from the user's perspective and from the kind of assistive assistive that they technology that they might be using. There's questions about royalties and reporting, all things we've heard could potentially be things that could be complicating our trying to implement the treaty. And then there's, of course, sharing accessible formats internationally. As someone who is legal counsel, I can imagine some legal counsel might feel a bit concerned and cautious because legal counsel tend to be cautious, about knowing whether or not the accessible format is somehow already available in a reasonable time, et cetera, when we're thinking about doing any cross-border sharing. One thing that really did become apparent to Asako and I is that there needed to be a lot of communication and engagement between

legal and the library so that I could better understand the ground level. Why something that a vendor might say "this is accessible," in practice, from a user's perspective, there's a watermark or something prohibiting the use of a screen reader. So it's more context and I think more open conversation and nuanced understanding of the actual experience of the user that will help us to know how to apply this legislation in a way that it's both compatible with the copyright Act and takes into consideration things like accessibility legislation.

>>This is a graph of the alternative format request we supported from 2011 to 2018. I monitored, from September 2017 to March 2018, and I received 19 alternative format requests. Based on these cases, I designed a pilot project and implemented a group of alternative format support team. Since then, the total amount became 32 requests we supplied -- we responded to. Just before this conference, I requested how many print book scanning requests came through for the purpose of accessibility at the interlibrary loan unit, and they said they scanned about ten books during the year 2018. The impetus of this pilot project is that under the first standard of AMA, we have this active offer principle, which is that librarians have to say: How can I help? In that context, we felt that if they are looking for alternative format for any scholarly materials we carry and that they need, we're obliged to respond to. So we realized that we have to have some kind of system going. So that kind of started this pilot project. Before 2011, I believe that -- around that time, I relied on contravention of e-book platform to kind of bypass the page limit that you get. But before this time I believe some of the PDFs are not accessible at all. I mean, some of them are just downloaded and passed on to the user, but many of them are not actually accessible. But things have changed. But we still have a problem, and we have to navigate through those mazes of different platforms and suppliers. We only have a few minutes. OK. These are some of the vendors and publishers that we dealt with, and many of them have alternative format programs, and often you find the request form for alternative format on their site. We found that as long as we have the print copy of the title, they quickly supply the digital, accessible format. And also, some vendors, because of their platform, it's very difficult. Basically, the e-book titles are not accessible. However, I found the channel to get to the digital production manager, and every time we request, they supply the accessible format. Because of the Marrakesh Treaty, I could explore what the options the library has. As a result, we managed to -- the faster turnaround time for supporting alternative format and it's cost-effective for the libraries. In terms of -- there are two important studies or projects evaluating e-resources products, and one is from the U.K. The other one is from the big ten alliance evaluation project. These are very useful. If you think that all the digital PDF or whatever, the files are accessible, you might want to check these results. The reality against what you might hear from the PR or marketing spiel of the publishers or vendors. Given the fact that our time is short, not much left, basically the library implemented and explored alternative format supporting through a pilot project following the implementation of accessibility legislation for standard of customer service at the university. Having the Marrakesh Treaty on our side to support the patrons with print disability helped the provision of alternative format support at the university libraries. We would really like to seek out possible development of networking infrastructure in the support of alternative format in higher education. Thank you. [APPLAUSE]

>>The rest of the panellists can come back up to the table. We'll take questions now. Do we have any questions from the audience? For any of the panellists panellists?

>> panellists?

>>I'm not sure whether this is -- applies to what you're talking about now, but I'm curious to know if the States has accepted it and it's going to -- there's legislation coming. What's that going to mean for Bookshare? Because Bookshare now, we get a little fraction of what we're allowed access to. So is that going to mean that we have access to everything, do you think?

>>Are you asking a specific panellist or just anyone?

>>Somebody who, I don't know, if you've looked into Marrakesh and how it would affect that. Is that just conjecture or do you know?

>>Are you going to -- is anybody going to OLA? Brad Turner is coming. You could ask him how they plan to do it. I would think that they would look at this as a great opportunity. Their whole philosophy is to get the material out there. So it's wonderful, actually.

>>Would that mean we're going to tap heavily into the Bookshare network?

>>I think we have to work out the mechanism for exchange, because it's still an international exchange.

>>Please use the microphone in front of you.

Now I can see that it's on. Do you want me to repeat that?

>>I have a question. So if Bookshare is a good source of alternative format, period, then we're tapping into the network rather than creating our own network for libraries?

>>They're doing things that are in the public domain. I mean, they have a different opportunity now, I think. But I think there are a number of organizations. I'm on the ABC board at WIPO, the accessible book consortium. They are creating a database. It's problematic. I think it's an opportunity for access, but it's also the world intellectual property organization and they're interested in the rights holder rights. They're not such big proponents of the user rights. So they have put this in place, and kudos to them. It's really wonderful. They stepped in where nothing else was available internationally. Opinion you can participate participate. The other thing they do that is wonderful is for countries that are non-Marrakesh. So they can can -- they will get the permissions to move -- to allow them to get the material. So it is improving access, and the director general of WIPO is a big proponent of it. But the mechanisms and the environment at WIPO are really very pro-rights holder. So I feel like I'm the good cop when I'm on that board: No, you can't say that. No, you can't make that a requirement. Because they get away with what they could get away with, unless there's somebody saying: No No, users have that right. That's the other thing. We don't manage rights holder rights and I don't think rights holders should manage user holder rights. It's a step in the right direction for international collaboration. It's a mechanism that is in place now. So I would support it, but I would also support other channels. I think Canada has a great opportunity to do something. I'm sure the US will do it, NLS, the library of Congress, depending on how their funding goes in the next few years, they have always been a big central force.

>>Any other questions from the audience?

>>I'm wondering if there's a plan at some point to have some kind of national repository where, if scanning and accessible format copies are being created in libraries and other institutions across the country, if we had some central place. I know there are some repositories that exist already, but they're scattered. They tend to be in different sectors. Do you think we'll ever get there? I'm just thinking how wonderful that would be for facilitating the exchange with other countries, if we had one central place.

>>I'd like to see it. I was looking at -- all the years since voila has been announced and is in place now, I'm wondering if there's an opportunity there. Voila is the library and archives Canada. The backbone of that is OCLC. That's an international background, international framework where I feel like something could happen there, some infrastructure could be made to facilitate that kind of database, exchange, repository, whatever it's going to turn out to be.

>>I think we should look at what mechanisms, as Victoria said, already exist on the national and international levels, not to reinvent something. Because from our perspective, we have the accessible content eportal, and it does the trick. It is an accessible text repository that's now available to all Ontario universities and colleges. We've had inquiries outside the province, people from UBC. You guys talk to us. But then the question of funding, the question of serving, our immediate community, any kind of conflict of interest, we panic, sustainability, who is going to pay for this, what kind of infrastructure work needs to happen moving forward. So the idea of expand expanding, it would be fairly straightforward to expand the use of ACE on the national level, but then we would have to ask these questions: What will the funding system look like? Will we just expand the use of the service, but we continue digitizing only within Ontario Ontario? Because that's really the heaviest kind of part of the work flow and the time and the staffing that we have dedicated to the process. So we can open the collection wider on the national level and have -- offer access outside of the province potentially for things that are already there and that we're scanning for Ontario only. But in terms of being a service that digitizes for other institutions outside of Ontario, that would be much more difficult for us.

>>I think that's what you're asking, right?

>>Or even a place to deposit accessible format copies that have been created locally, right? So if you have ones that are created and -- you talked about them, Katya, all the collections that probably each institution has. If there's a place to centrally deposit them, they become visible and discoverable.

>>We've had this conversation over maybe three or four years for ACE, and every time we run into the issue of standards, quality, there are a lot of variations from one institution to the next. So putting that, dumping that all in the same collection will greatly affect the quality of and overall experience for the user, where they won't know what they're looking at anymore, and their experience with content and quality will vary significantly. It's been a vicious slick for us. Every time we get excited, here's a university that has 5,000 files, they give it to us and we put it in ACE, and we talk about standards and it loses momentum. If we had a dedicated person that could pilot it maybe for a year or half a year and try to do it practically, potentially Althea wants to volunteer.

>>I see lunch is almost done, so we'll take money more question.

>>Thanks. Very quickly, maybe instead of thinking of standards, could you -- maybe a set of consistent criteria for judging the quality of that material? Because given the choice between taking a

digitized copy of a textbook for starting fresh, I might take that digitized copy with no OCR, rather than just having to do that myself. But if I knew it ahead of time, that would be useful.

>>Yeah, and how to communicate that and differentiate that quality within the collection.

>>That's one of the issues that the ABC book consortium is dealing with too, because they can ingest a lot of material from a lot of different countries, but the standards are so different. For people who are reading for leisure and self-, just their own learning, their lifelong learning, it's different than the requirements for people who want -- who need the structure, who need that internal structure to navigate. Because we're talking about students, and we don't want them to be put at a disadvantage. If a sighted student can use an index a table of contents, it's only fair we do that. But the issue ABC is looking at, and IFLA -- WIPO, I mean, is being able to identify them in the record, so that people, when they select it, they will know it's a flat audio file, for example, or unstructured. So that will help. And then when we talked about -- when you talked about what the reasonable -- what the format is, what is commercially available, I think we go with what the person wants, what the person asks for. It isn't something else. It isn't meant to be a substitute. It's the format of their choice, for their access.

>>Excellent. We'll end it off here. I'd like to thank our panellists for an amazing presentation. Thank you so much. [APPLAUSE]

>>I also wanted to give a shout out to York University. When I was director of library services at CNIB, they were a great partner. That was in the 1990s 1990s. They've always been a leader in accessibility. I think they still are. So thank you very much for hosting this.

>>Thank you, Victoria. It's really nice of you to say that.

>>It's always been true for us.

>>Thank you. Good news piece for this afternoon. We will be having our live captioning in the room. They were able to get through the snow to get that screen up here, so I'm really happy. That will be set up during the lunch break. They're just doing final touches there. I want to thank this panel again. I will give you a token of our appreciation from York. Thank

>> Hello. Hi, everyone. Good afternoon. We're ready to call back. I hope everyone enjoyed lunch and had enough to eat. There's lots left, so please feel free to help yourself some more.

>> Also a lot of drinks and coffee to please feel free to help yourself to anything at any time. I also would have a special announcement here from Victoria Owen.

>> Thank you. This is just a little follow-up from the announcement about the pilot project. If any of you from your home libraries would like to participate in the pilot project with Karl and NRL, you can send me an email off-line but what we do need is the highest level buy-in. We need - if you operate in the library system, we need the chief chief line requirement on. We're working with people who are doing the work on the ground, but we didn't get momentum in Australia - we were the two countries that started, we're two developed countries that could do some exchange and it just didn't happen. So that's one of the things that I think we need to start with is to get that high level and then we will do some announcement through Karl about what it is what we're going to do.

>> Hi, I'd like to introduce Heather Martin. Hello, Heather. Heather is famous with a lot of us. Heather Martin is a copyright officer, e-learning and resource services at the University of Guelph and is here to present. Thank you.

>> OK. First of all, be sure everyone can hear me. If you can't at any point, just wave because sometimes I move away from the microphone too far and if I do that, let me know. Secondly I want to warn you that this is about copyright. There is a lot of copyright in -- a lot of copyright in it and if you've had a big lunch I don't be offend ed if anyone falls asleep! I will try to keep it more interesting. So copyright is often seen as a barrier to accessibility and rightfully so. I think I have heard lots of people say this, I'm sure you have too, we have accessibility legislation provincially in Ontario and some of the other province s obligating us to do certain thing and we have a Federal copyright Act that seems to not - that seems to prohibit us doing some of those things. Is it possible to actually successfully provide alternate format copies and stay within copyright law? It is and it's easier now than it has been in the past. So copyright - the problem with copyright, if you see it as a problem, is that it protect s works in all formats. Basically every work imaginable from software to obviously books, newspapers, images, works of art, you name it. Everything is subject to copyright protection. And the notion is that it is to protect copyright oiners from - owners from unauthorised uses of their works, which I think everyone can understand. You put a lot of time and effort into creating a work. You don't want it to be distributed and randomly copied, especially if that's your source of income. I think everybody understands the premise behind copyright. The other issue for those of us who need to make copies is that the term of copyright in Canada is the life of the author plus 50 years. Soon to become 70 years thanks to the recently renegotiated NAFTA agreement. That's a long time. So chances are when you have something that you need to copy it's still going to be in copyright, it's not going to expire for quite some time. So generally I say to people when in doubt, presume something is protected by copyright. Having said that, we do now have creative commons and other kinds of open licences that will often grant you these rights up front. They're wonderful. I am not going to spend a lot of time on them today but certainly there are ways in which copyrighted material can still be copied without you needing to seek permission. And we also have exceptions in the Copyright Act as well. So you've heard about Section 32 this morning. I am going to talk a fair bit about it today. There are other exceptions in the Copyright Act as well. Exceptions are actually exceptions to the rights that copyright owners have. They're also known as users' rights. You heard Victoria talking about that this morning. And exceptions essentially allow for the reproduction of works without permission or payment, in specific circumstances and generally within defined limits. The exceptions usually have parameters around them that specify when and how they can be used and whether there are any restrictions on limitations around that. These are some of the exceptions that you may take advantage of when you're making accessibility format copies. Everybody has probably heard of fair dealing. Fair dealing is probably the broadest and most flexible exception in Canada. In US they have fair use. Fair dealing allow s for copies to be made for research, private study, education, criticism, review, parody, satire, news reporting. Generally, fair dealing - because one of the requirements of fair dealing is that you're copying - your copying also has to be fair, not that fair is defined in the copyright legislation, but it's

generally accepted that it doesn't allow for the copying of entire works. So fair dealing may enable you to make copies of some things, an article, a single chapter, an image occasionally, in certain formats but it's not going - it doesn't give us the blanket permission to make the copies that Section 32 does. There are educational exceptions in the Act that could allow you to make accessibility format copies for purposes of instruction. And also for use in exams and tests. There are library and archives exceptions in the Act that may allow you to make accessible format copies in some cases. These are generally exceptions that are fairly narrowly defined. And then there's Section 32. And I'm going to just talk a little bit more about the history of Section 32. Section 32 was introduced with the 1997 Copyright Act amendments into the Act so they're prior to 1997 was no exception in the Act that was specifically for persons with perceptual disabilities. So I actually can't remember - I don't know if anybody in the room knows. Do you remember what you used to do before there was Section 32? Ask permission for everything, I guess! You know, I really don't know how we handled that pre-1997. However, thanks to some very successful lobbying, on behalf of - sorry, on the part of organisations such as CNIB and other organisations that were acting on behalf of users with perceptual disabilities, the Section 32 exception was introduced into the Act in 1997 and we've been using it ever since. It had limitations, some similar to what we have now. It excluded reproductions of cinematographic works, and back then of sound recordings and broadcasts as well. It prohibited the making of large print books and it of course had the commercial availability requirement that we still have in the Act today. And many of these limitations to this exception were the result of lobbying - aggressive lobbying on the part of rights holders organisations who were concerned that this was going to be the thin end of the wedge and that really wanted to ensure that they protected their copyrights. And so, when this legislation was introduced, there were - these were considered to be safeguards that would protect copyright owners' rights while also allowing copying for users with perceptual disabilities. After 1997, the next significant amendment to the Copyright Act was the Copyright Modernisation Act which happened in 2012. So that was quite a fairly long stretch. There were lots of attempts at copyright reform in the interim but, because of elections and other things happening, we didn't actually get the Copyright Modernisation Act passed until 2012. In terms of accessibility, the amendments were fairly minor, depending on how you look at it. Education was added to the list of fair dealing purposes. Before 2012, education was not actually listed separately. We relied on private study, research, criticism and review to enable educational copying. So it's quite possible that, you know, that did in fact expand the scope of fair dealing as far as the education sector was concerned and I bring it up here simply because our fair dealing policies, for instance, changed and were broadened as a result of this, which may have also permitted a wider range of accessible format copying as well if it fell within the parameters of fair dealing. The 2012 amendments also mandated a five-year review of the Copyright Act. Essentially, the Act - Parliament had to review the Act every five years. And I'll talk a little bit more about that later. That's where the 2017 copyright Act review comes in. The other really quite significant thing that happened in 2012 was that digital law provisions - digital locks are also known as protection measures. These were introduced in the 2012 legislation and essentially what happened is they made it - they - they made Act of copyright infringement to remove or circumvent any type of digital lock or

protection that was on a work. Think things behind password protection, things with copy limits, I'm sure you can all think of examples, digital watermarks. So to remove those things is considered copyright infringement until the new digital law provisions that were introduced in 2012. Technological protection measures can either control access to the work itself or they control your ability to copy - copy and paste, or make copies of the works. So there's two ways in which a work can have technological protection measures attached to it. The new law did have some exceptions. So, if in fact you were copying under Section 32 on behalf of a user with a perceptual disability, there was an exception that said that it would not be infringement - you were permitted in fact to remove a technological protection measure in order to make those copies. But the problem was that there was a requirement that, in doing so, you didn't unduly impair the technological protection measure. And that was kind of a confusing term. Nobody really, I don't think, was quite sure what it meant. You know, once you take it off, can you put it back? At what level can you not unduly impair it? There were lots of questions around that. And so I think it was if not an absolute barrier I think it dampened people's - there was a lack of clarity around whether or not you could actually remove a TPM in order to make an accessibility format copy. So I think that it was a problem. I'm not going to talk a lot about the Marrakesh Treaty but I do want to talk about the way the Marrakesh Treaty changed the Copyright Act once again. I think there were amendments made in 2016 to the Copyright Act that were required as a result of us ratifying the Marrakesh Treaty in Canada. So Canada, as you heard this morning, was I think the 20th country to ratify that - brought the treaty into effect and then there were some things in our copyright law that needed to be adjusted in order for our law to be in line with the treaty. So there are a number of things that changed. The language of Section 32 was updated to clarify specific works that the exception applies to. Before that, there had been some kind of omissions and things that were not clear but this basically - Section 32 was amended to make it absolutely clear that both the type of content you could copy as well as the type of copies you could make that it covered everything. There were some omissions before that that were sometimes a source of confusion. The restriction on making large print copies of books was removed. That had been around for a long, long time - since Section 32 was implemented - and that was taken away as a result of the Marrakesh Treaty amendments in 2016. So that was great news. There was a modification to the definition of print disability to include artistic works as something that a person with a perceptual disability would not be able to perceive. And there was an expansion to the purposes for which digital locks can be circumvented when you are copying - making accessible format copies and it was expanded to include situations in which a non-profit organisation is making copies to share internationally so that you could also remove a digital lock in order to enable that to happen. And the other thing that was really good news is they took away this unduly impair language, so it kind of lifted some of the confusion and concern around that and meant that it was - there was actually no restrictions on when you are able to remove a digital lock when you are copying for the purpose of creating an accessible format document or accessibility format work. Unfortunately some obstacles remain. Victoria talked about some of them this morning. Cinematographic works are still excluded. The commercial availability requirement is still there. It needn't be interpreted restrictively but I think it's still something people find onerous and it

would be nicer if it wasn't there. And the other thing that I haven't mentioned yet but I think is a cause for concern for anyone who is making accessible copies is often the terms and conditions of licences that libraries have with vendors of content will prohibit the making of accessible format copies, or else they - if they don't prohibit it, they - it's more restrictive than is allowed under the law. So that is a bit of a problem. And one of the things that I'll talk about in a minute is the ways in which the Copyright Act review has taken on some of - some of these issues. So I don't know if everybody followed the Copyright Act review last year. It was kind of my main source of reading material for most of the year! It occurred throughout 2018. The review was scheduled to start in 2017, by the time it was really under way it was 2018 and it took most of the year to get through it. There was extensive public consultation. There were more than 40 public meetings across six cities in Canada. More than 209 witnesses appeared before the committee. Some of whom are in this room. There were open mic sessions certainly at the cross country tour, people were able to just come up to an open mic and ask their questions and make their case for copyright changes that needed to happen and there were also 191 written submissions, or briefs. Again, can come from any member of the public, they came from individuals, And organisations - international organisations contributed briefs to the review. So there -- review. So there was a huge body of material there. And I would say it & significant number of different and conflicting interests that were brought forward in terms of how the Copyright Act should change and I'm not even going to start to talk about what those were at this point. I wanted to talk specifically about submissions that addressed accessibility and there actually weren't very many. I can't claim to have read all the submissions or completed reading all the testimony but I am only aware of three that actually addressed accessibility-related issues. One was committed by the - submit by the CNIB and it wasn't about Section 32. And then in the 11th hour, both the OCUL accessibility community, a bunch of members from that community, as well as the OCUL video community decided to submit something about the cinematographic works limitation in Section 32. We just thought too good an opportunity to miss, nobody else has said anything about it. And so our feeling was that we really shouldn't miss the opportunity and I think members of the OCUL accessibility community sent ours in less than 24 hours before the deadline. But it's in and it's up on the website. I've incline colluded the - included the link at the bottom of this slide to our submission. So if you want to read it in its entirety, please do. We had a single focus and that was to remove the limitation on cinematographic work, that was our primary recommendation. There were other issues we could have tackled. You only get 2,000 words and we - we also felt that some of the other groups had tackled issues such as protection of contract overrides, so protection of exceptions from contract overrides, there were a number of submissions especially from library associations about that. So we didn't feel we needed to necessarily readdress it here and we te sided -- decided to focus solely on the issue of providing accessible format copies of videos and films and how Section 32 as it is currently written makes that extremely challenging. So we talked about the AODA requirements and what we or obliged to do under those requirements and we talked about the challenges of providing accessibility format versions of video content, why that is a problem for us. And then and a shoutout to Mark Whiler on this one, because it was his idea and it was brilliant, we included a detailed case study of a University student who needs - a fictional university student

who needs to have an alternate copy video - in order to complete her classwork and how the - how Section 32 in fact puts her at a disadvantage. You know, not only when compared to her class mates but compared to people with other types of disabilities. So this was essentially what we focused on in our submission. And I'll just read you our main recommendation which was sort of the key to the whole thing. Currently Section 32 of the Copyright Act does not provide a technologically newt al exception for providing al ternally format materials for people with perceptual disabilities. We recommend removing the limitation on cinematographic works in order to facilitate caption ing, or any other way to make a cinematographic work accessibility to a person with a perceptual disability. So your question might be, well, what happens next? And that's a very good question. The committee is in the process of reviewing all those submissions. They are scheduled to have a report, a public report, that should be available within the next few months. I've heard as early as March, although that seems pretty early to me. But hopefully before the summer we will see the committee's report and that should include recommendations, so changes they feel need to be made to the Act. And I think it's probably also realistic to expect that a lot of the submissions they receive probably they won't see their requested changes or recommendations reflected. In some cases they're contradiction distinctry, so some people will be happy and others not so happy. Will there be changes before the next election? Probably unlikely. Even if this report came out in March, the election is scheduled later this year, it's probably not realistic to expect any changes to the Copyright Act will happen before then. So I feel like our work was not wasted, though. The submission that we made and also the submission of the OCUL video community as well which is equally important, certainly flagged an issue that had not been raised in the other submissions and I think that we - we hope that we made it clear how problematic this is in terms of inclusionivity and equity. In the education sector in particular but everywhere when we have this limitation on cinematographic works and as everyone here knows they're a format that's being increasingly used across all sectors. So my hope is that by submitting the brief that we've raised this issue, made some of the members of the committee, some of our own MPs aware of it and whatever happens in the election we will see some change in the legislation that will address this issue in the future. Thanks.

[APPLAUSE]

>> Thank you, Heather, for sharing all that valuable information. I just want to open up the floor for any questions. We are going to have to shorten up our Q and A a little bit to get back on track but we want to make sure we give space for questions. From the audience or any from our friends that are joining us online.

>> Hi, Heather.

>> Hi.

>> You know, over the years one of the things that's come up in the context of the exemption to copyright for accessibility support is the idea of ownership that nowhere in the exception does it say that a student or even the institution is required to own the text book that is being turned into an accessible format. I'm just wondering with the interpretation of that, I mean, if you could talk a little bit about where that is with your colleagues, whether that is clear to them as it is to you and maybe how

that question of ownership and copyright exception has cropped up in different initiatives that people are in this room are involved in around transcription and supporting people with alt format

>> That is potentially a long answer. So to answer the first part of your question I believe from what I - from conversations I've had with my colleagues I believe we have a common understanding that ownership is not required when you copy under Section 32. That's not to say it doesn't have to be a legal copy. I think it's quite clear you can't make a copy from an infringing copy but you don't have to own the copy, you can legally acquire it -- acquire, it for instance through interlibrary loan. Borrowing it from a library, from your instructor might be an option too. There isn't necessarily agreement. I think it's because of - I should say there isn't necessarily agreement across all institutions. I know that, you know, certainly when ACE was implemented the feeling was, you know, through some extreme caution they were going to be careful not to - they were going to keep ownership of collections separate and in fact - so I believe the rule is and you can correct me if I'm wrong, but an institution has to own a copy of the work before the accessible format copy can be made. There have been efforts to try and change this. I'm going to continue with them. I think that now as we head into collaborative futures where we're going to be - and I think that may not mean something to all of you but if you're an OCUL library in the joint purchase of a new library services platform there will be issues around shared collections and shared patron - potentially shared patron data base which will blur the lines a lot. So ownership might mean something completely different to news that model. So I think the conversation has to be opened up again and we have to look at the legislation and just reaffirm the fact that it actually doesn't prohibit you from making copies from another institution's collection. If anyone, you know I'm happy to talk about this at length with anyone afterwards if you disagree with me or have any evidence to the contrary.

>> Any more questions?

>> Thanks.

>> Thank you, Heather.

[APPLAUSE]

>> Thank you, again, for presenting, I just want to give you a token of appreciation.

>> Thank you very much.

>> So we have our next two panel presentations. I am wondering if they could make their way up here. So Sioban, Corinne, Andrea. And Meredith. OK. So our next panel we have two presentations. The first one will be by Sioban Linnen, who is the virtual reference and accessibility for Ontario library colleges service and Corinne Abba, who is the AODA coordinator, diversity and human rights services and their presentation will be on library e-resource accessibility project - LEAP. And then after that we will have Andrea, the associate dean digital engagement and strategies at York University libraries and Meredith Hatton, manager here at York University library and we will have time for questions at the end of both presentations.

>> Good afternoon, everyone. So thank you for having me. Unfortunately my esteemed colleague, Sioban, could not be with us today, but she is fine and safely at home taking care of her child. So we wish her the best. So my name is Corinne, and I would like to share with you our work on LEAP, which

is the Library eResources Accessibility Project. An initiative that seeks solutions for library e-resources. First things first, as always, I want to make sure that this event is accessible to you. We're all pretty familiar with how to engage to make things accessible but I do want to make sure the space is comfortable for you, everyone can hear me OK and interact with the presentation and the way of your choosing. As mentioned, our presentation today is going to involve two panel presentations followed by a group discussion. Throughout, we endeavour to be inclusive of the full range of diversity with respect to ability, culture, language, gender and other forms of difference. I would like to thank our organisers and captioners for providing access and this presentation is available in alternate formats on request and if you do experience any barriers throughout the presentation let me know or one of the conference organisers so we can address that. Basically I want to start by providing some context for LEAP. Where we're coming from, some rationale for that work. I'd also like to establish our vision and describe what we're building, the tool that we are building in order to meet and exceed our legislative requirements, specifically as it relates to library data basis. And I'd also like to discuss where we're going, our next steps in the project, how we can collaborate with you and the wider community going forward, so building a community of practice as well. The first step, though, is to identify gaps and barriers in our library services. So I would like to introduce you to Jey. She needs to do a basic key word search to find arls and they will be -- articles and they will be doing that to use the main data base. Have you ever experienced a data base results page using a screen reader software? Has anyone expected. So -- experimented? Not many. We're going to try to replicate this experience, using a video clip and we've provided a transcript for those who can't access the audio. This might give you a sense of the experience and keeping the mind the variability of all users' experience. So if you give me a moment. And I hope I don't need assistance.

>> Search button pressed. Page has 12 regions and 100 links. Result list contains accessibility. George Brown College library and men language you, menu sub and menu sub adding level to the resources to our library, search menu, magazine and (Audio echoing)

>> OK. Thank you. So what you've just heard is the results that a screen reader would read when entering some basic key words like accessible training, just as the example. So this is all the information, all the pieces of information, the coding, the headings, et cetera, that is processed through a screen reader. So for this example, and thank you for sitting through it, I do think it's important to try to replicate that experience. I know it does take a long time but the point is it takes a long time. So that took about two minutes to reach the first article on the list of results and that article is not even in English so our patron probably wouldn't be pleased with that as a starting point. So the question to you - does this process surprise you? Does it mortify or horrify you? It does me. So this is the process. To be fair, an expert screen reader user would very likely be speeding up the process. Speeding up the speaking voice using the tab function to skip over many of the headings and they would, because they're adept, reach the results much faster than us using a screen reader. But not as us using our vision to interact with this page. Right? So I just want to underline the burden of our inaccessible resources should never fall to - fall to our patrons. That should never be our expectation. So what's the solution to this particular barrier? We propose LEAP. So the primary purpose of LEAP is to assist

Ontario college libraries in ensuring the accessibility of electronic resources by meeting and exceeding the legislative deadlines under the AODA in support of accessibility electronic resources. So LEAP will better help us understand the accessibility features and the limitations of specific data basis and will give our library staff the tools required to help mitigation or - mitigate or minimise that impact on our students. In the meantime, I don't want to forget about Jey, so these are real people. So in the meantime, Jey would seek support with the library staff who could help them navigate the data base which is not ideal that but would be the kind of work around at that point. So just to give you some background and establish our vision, in 2015, college libraries and the Ontario Colleges Library Service or OCLS, undertook an environmental scan to understand accessibility requirements, identify guidelines and best practices and gain an understanding of what other libraries were doing to help address this gap. We didn't find any existing solutions that would meet the specific needs that we outlined and so we decided to build a custom tool for colleges to assess e-resources and also engage in a process of collaboration which will allow us to share our results and assessments. So the LEAP tool would have two main components. First, it would guide library staff, step by step, through the process of assessing an electronic resource based on an established set of access yict criteria. The tool also embed instructional content so the library staff, regardless of their experience or expertise, can easily complete such assessments. The second component is to have a repository of assessment reports so as library staff move through the assessment, the results will be captured, there's going to be a score that's tallied by the tool and the report, with results and the score, would be housed in a repository that can be accessed by participating libraries. Since we're building the tool, not just the tool but the assessment process, an important early step for our LEAP Steering Committee was to compile a list of criteria from the range of web accessibility standards. So we work from a list of over 100 criteria and narrowed that down to 33, which we then grouped into specific categories addressing four main components - appearance, navigation, structure and content. So that it could apply to any given data base. Ultimately we needed to come up with one list of core criteria that could be used as the basis for our assessment process. So the thing about accessibility criteria is it can be pretty technically complex for non-experts to evaluivate. So it was important to develop an easy to follow assessment process that was supported by detailed instructions that guide the evaluator through the end to end process. So as part of this development, we ran two user testing phases with our steering committee as well as with library staff from our AODA committee. During these phases our groups used four draft models to go through the assessments of actual e-resource product and provide valuable feedback to us on the testing process and instructional content - how we had put it together, whether going through it was effective, et cetera. So the four modules are aligned with our list of four criteria, which I mentioned - so interface appearance, navigation, structure and content. Currently these modules exist in draft formats and we use Google forums to do that and we want ed to provide the examples so you can think about and visualise how the assessment components would work. So just some brief snap shots here. Each module is set up as a multipage form. There will be a brief introduction at the beginning of each module along with a list of the tools that will be required to complete each module, including the software required, or browser extensions as needed. The modules are then broken down

into a series of tests which are based on the list of accessibility criteria, developed by the LEAP steering committee. And then each test basically starts out with some background information that will help the person evaluating understand why this particular criteria is important and what they need to look for in order to properly assess an e-resource. So in this example we're looking at labels. Is it properly label sod that, for example, when a screen reader runs through it they're actually hearing what is there and all the coding is correctly identifying things for them? And then following that, there are instructions. So in this example the test instructs the evaluator to download a specific extension, to locate specific fields within the page and then conduct a visual assessment. So this is another snap shot. Our goal is to make sure that each test is easy to follow so staff know how to look for it and when they do the inputs, filling out the forms, that it's consistent and it will result also in consistent scoring. So each module contains several tests. On average, during our testing period, each module took about 30 minutes to an hour for people to complete. Our as staff become more familiar with the process and the tools they're using this time will decrease so it will become easier and more time efficient to use. A key requirement of the tool thinking about the people who will be using it and making sure that that experience is a good one for them is the ability to save work as well as to move back and forth, to skip tests, to return to them, as needed, so we can make this as part of people's daily work flow and not have them overburden them, so they can go back to them as they can and as needed. So where we're at now, we are ready to begin the tool. So we did a lot of background work, a lot of research, a lot of testing and we're ready to build. So we issued an RFP and have awarded the contract to an Ontario developer. We anticipate building the tool in the winder and spring of 2019 with user testing in the summer and potentially a second phase of development to follow. The decision was made to build the tool using druple which allows us to meet most if not all of our requirements, including web accessibility standards. The tool will consist of the assessment modules, a repository of completed assessments as well as user dashboards and other features like a forum space. In addition to building the tool itself, there are other key deliverables and we're in the process of assembling working groups to begin in the spring to complete work related to several key areas including tool implementation. Sot what will it look like at the local level to incorporate this tool into our procure ment or acquisitions process in we also have a group around shared work flow. So recommendations outlines the responsibilities of various stakeholders and how to enable sharing and ensure the assessments are review and refreshed periodically. We also want to focus on competency building, change management and training for staff who will be using the tool, to making sure all the supports are in place. And then finally would be the tool launch, communications with the college and our stake holders, and then have work flow beginning at the local level. Of course we're also looking to expand beyond, we're kind of working on this now at the college level but we are consistently looking for people of interest and how to expand that work as we go forward. So in terms of the LEAP tool, we envision library staff evaluating their existing data base collections and integrating this process into their acquisitions work flow so that accessibility can really be considered in a very meaningful way through data base trials, et cetera. We want to be able to share our findings with vendors and use those findings to advocate for changes that promote accessibility better vendor agreements, changes

to the data basis, et cetera. We want to translate our evaluation results into user support, so this would include building - providing summaries of accessibility features and also providing any workarounds for known accessibility barriers - how can we help people overcome that, how can we put the supports in place that they won't experience the barrier to that degree? And then of course we want to build our competencies amongst library staff to establish a stronger foundation for addressing accessibility issues. As we look forward, and as we try to envision the project's success, we look to you and the wider community for opportunities for collaboration. To support the success of our library patron, we want to continue to build a community of practice, kind of under the guise of finding solutions for everything is kind of our approach. For us, this means nurturing accessibility champion, appealing to our experts, developing collaborative standards and sharing best practices and integrating accessibility into our every day work flow. So I look forward to the panel discussion that follows. I wanted to offer these questions to get us thinking about next steps of the project, especially in terms of collaboration and how you might be able to participate. And that's all I have for you. So I will flick it over to our next presentation and then we will do the big discussion at the end. Thank you.

[APPLAUSE]

>> Alright. So today Meredith and I will talk to you about our journey into assessing the accessible content provider landscape. And I guess I'd want to share with you, first, how this survey actually came to be. Meredith came to me, as director of accessible services at York University libraries and said, I think it's time to renew our digitisation infrastructure. And the question I had for her was, you know, what is happening in the broader landscape? Are digitisation requests increasing? Is this projected to be an ongoing need? Could we have an idea of what the landscape might look like? And so this led to the collaborative development of this survey, which was circulated in Canada, in the US, between September and October 2018. And we had 24 responses with 75% of them being pro-Canada and 6% from the US. -- from Canada and 6% from the US. So in looking at this slide, we asked who provides accessible formats at your institution and what I want to draw to your attention is that respondents could pick more than one service provider, first of all. And looking at this slide, we see that libraries have much responsibility in this space but tend to share this responsibility with a number of other entities. Both for Canada and for the overall sample. So in the US, libraries are less involved in this role as only 50% of the six respondents listed libraries in this area. And this is consistent, actually, with a recent libraries take aim report on accessible, instructional materials in higher education. This report was released in 2017. And it took an in-depth look at the provision of accessible materials in US higher education and I have a little quote from this report they had like to share. They found that rarely is the library a leading provider of accessible content for students with disabilities. This is particularly true for content and materials required for classes. Most often, disability resources and services will bear the responsibility of providing and/or creating accessibility course content. So this was, again, a study in the US. We didn't find that to be true in our sample but it's just interesting to bear in mind as we'reing through the - moving we through the rest of the data we will be providing for you. We also wanted to have an understanding of the popularity of accessible formats. So we looked at PDF, ePUB and Braille. And the take aim report suggests that many hope that ePUB will be the de facto standard for

digital publishing to accessibility can be built into digital content. So looking at this content we see there's a long way to go, that the ePUB as depicted by the read line is the least popular and we still see the preference for PDF so there is still a way to go. We wanted to now know more about computing platform preferences and unsurprisingly PC still dominates the landscape but it was surprising for me to see that Mac is gaining and only 23% of the responding institutions actually provided both PC and Mac platforms for their users and there were only two in the sample but you can imagine that this might be significant to the - at the user end, where they only support PCs but they indicated in the survey that their users actually prefer Macs, so some challenges from an infrastructure point. So I will invite Meredith to -- invite Meredith to talk to you about some books. The next part of the survey we had a focus on accessible books. And from this the survey results from the respondents, 8 institutions in Canada had less than 800 book requests per year. Vast majority of the data set, both in Canada and the US, and more broadly, had asks over 100 and more cases - in more cases more requests of 200 plus. The singles are quite loud and clear from this data set here that the requests are quite numerous and high in demand. The average turnaround was another question we had - the average turnaround time for 350-page book, looking at this high demand area we wanted to look at what are the service level demands. For most of the sample was able to turn around a book in one week or less. 28% of Canada service providers were able to turn around a book in one day, which is pretty remarkable. None of our US respondents were able to match the Canadians' leaders on that turnaround time, which was interesting from our survey respondents. Percentage of book requests requiring an original scan. 14 respondents we had 14 respondents in this area. - 36% of the requests are in the 20 to 40% range. 64% of the requests are in the 5 to 15% range. Next question that we had in regards to content, do you make use of essential repository? And we had asked to select all that apply so people could select from all the multiple options, what they're doing in regards to exception repository. So from this result, you see that there's a lot of repository use in-house and this should be a thought of an area of opportunity. The opportunity perhaps is greatest in the US where 60% reported they're not making use of a repository, offer however in contrast 6% were not making use of repository. So we found that the Canadians are making use of repositories for obtaining - for retention. The next question - how many faculty staff and students does your institution provide all formats per year? This turned into a very interesting divide. Canada and the US are lined up for the -- are aligned for the most part. 80% is about the dividing line. So you have a dividing line at the 80 users. So they go up to 80 users or less or once they get past the 80 users they're serving well plus the 80 users. With 35% of the institutions serving 100 to 200 users per year. Arrangements with publisher via repositories. Respondents were allowed to use all that apply for this question. As you can see, we see book share Canada, book share US and SIA. To bring some background, if you're not familiar with those resources, book share US is the one that we are able to obtain accessible content but we go through (unknown term) to obtain that content. From looking at that, you can roll up the SIA to book share US to book share Canada to see there is a demand for utilising that publisher file repository. Another area that came out that stands out is access text network. And with a very high usage. I also don't want to forget Errol, once again is one of the more predominant ones as well. For publishers outside of the

larger sharing networks have you had any luck obtaining accessible versions of e texts, e-books for registered students? We had a nice response, there was excellent response rates from the respondents. There is lot of hope in this slide and by large institutions have been successful in obtaining etexts for their students as we see from the results. And we also were able to obtain a listing of - from our respondents who had had great success with obtain ing etext and eve,s from -- eversions from this text of the following. I will now turn it back over to Andrea for digitisation services.

>> Thanks, Meredith. I hope that that previous slide and I was so excited there were a couple of respondents who gave us these massive lists of publishers and I'm hoping that if you've had challenges with publishers in the past you can use this data in your argument s to try to secure - and I did want to mention that we have published this data set, it's completely open and there for you to use to for whatever it is that you might need it for. So back to our original question, that inspired this survey, was digitisation services. And the demand for digitisation services. So, you know, this is the slide that I needed really to renew digitisation infrastructure so, again, overwhelming yes for offering digitisation services, and we see - and this really surprised me, but I guess it shouldn't have, that digitisation requests over the last three years have increased, close to 60%. And, you know, 20% have remained constant. So there's still great demand in this area. And we can see from this chart, number of digitisation requests fulfilled per year, that the overall - for the overall sample, 50% of the overall respondents see over 100 digitisation requests per year with a quarter of these being in the 500-plus category, which is significant. So in Canada, 40% of our users report over 100 requests per year, with over 20% of Canadian superintendents being in that -- respondents being in that 500-plus requests per year category. So our students required to purchase material s for which they are requesting alternate formats. That was our question. So we do see in this sample that library collections are actively being used to fulfil alternate format requests. The qualifiers in the data show - and you will see this if you go through the data set - that Section text books, so a lot of libraries had policies not to buy text books so that the students had to buy the text books so they could be digitised. Bearing in mind the digitised distributors across the country, we saw that breadth of service providers in this space, where pliebry - libraries are not always represented, this data may hint at what is lost when libraries are not involved in the accessible content provider landscape in that students need to make up that shortfall and purchase all materials. That is a question that we don't want to have the answer to with the data from this data set but it may be an interesting question to ask in future studies, whether that really is the case. So funding sources for purchase of digitisation equipment, really no surprises here with respect to the distribution we have seen across campuses. And then for hardware use for digitisation, so honestly what I was really hoping for was getting a tip, you know, somebody who would be able to share we've got this amazing set-up and we want everyone to know about it and you must buy this particular scanner. And what we saw instead was the overhead scanners have not really seen a lot of uptake, at least from our respondents. And we see a lot of document feeder and flat bed set-ups persisting. For image capture preferences, you know, there's a lot of - it's all over the map. What was interesting and what I highlighted in the data here is that some of the institutions exclusively offered only certain levels of resolutions. So two in the sample only black and white. Six in the sample only

colour and 60 in only grey scale, which seems to dominate in that regard, but then looking at colour it's quite present there in the space. So for post processing operations and use, again I can imagine this data set being useful for folks to refer to if you're looking for perhaps other means by which you would augment the quality. OCR is pretty much standard across the board. Descrew scrueing is tied to a good OCO result, all text being there in the response. Didn't see a lot of image clean-up which I found surprising and this may be a certain percentage of the sample is not using library materials. All of us may have had at some point a book that was completely underline and you needed to edit and if you wanted to be able to provide that content to a student in a timely manner you needed to commit to that digital erasing. And so then speaking to software use for OCR creation, I'm assuming there is probably not a lot of surprises here with that data as well where we have Ommaney professional, addone -- oni professional and adobe acrobat software by way of some broader campus agreement and Abby was prominent in this space. And we also just wanted to ask about software for delivering mathematical materials. So please have a look at the data set. If certain solutions aren't working for you, you might want to try CAR or math type, so there is quite a breadth of - it gives you an idea of this area being a very challenging space and people trying a lot of different things. So then, you know, asking about the percentage of respondents who offer professionally Microsoft produced materials and we're talking OCR verification and correction and only 40% of our respondents were this this space and what was interesting when we looked at the replies in the states all of this was done in-house. And in Canada those who did offer this service were looking to make use of service providers as well. And so I'll bring Meredith back to talk about Braille and tactile Braille.

>> So we wanted to have some more information in regards to Braille and tactile Braille and for different reasons we had challenges with fulfilments, making sure that we got the time for our students and we wanted to see what was going on in the broader landscape. From that, we found that Braille is at 70% across the board and tactile Braille is 55% across the board with all respondents, which tells us that demand is high across all the sampling. Timelines for providing Braille and tactile Braille - as we all know, the work, time effort and cost of creating and acquiring Braille materials have been variable depending on the types of material that needs to be provided. In this graph, we dw k see these Timelines are much less variable in contrast to turnaround times for PDF or ePUB which is a great detriment to those users. Braille and tactile Braille requests are fulfilled by - so this tells us some really interesting information. We kind of knew what was going on here in Ontario but interesting to see what was going on outside. For the five US respondents who replied to this question, all had in-house solutions for Braille production, so they had a department within their institution they were able to go to to get their Braille fulfilled while in Ontario we have access to Arrow and as we can see from the survey results that we lean heavily on their service. And then noting the rest of Canada, the remand being a combination of outsourcing and in-house production. I'm just going to bring Andrea back to explain the data set and what's available.

>> OK. It's probably not going to work so we can deposited in our repository all of the data in CSV format and this process of the survey having gone through the informed content process and everybody knowing that this data would be open, we're very happy to share this with you. Here we go.

Let's see if it pops up. So please do - I tried to create a link that might be easier to access, so please do click on it. The question set is available there. We will be following up with these slides, we just need a bit of time to add some of the alt text and ensure they're accessible as well. Finally, I just wanted to thank everyone who helped us with survey development, a very special thank you to the York University libraries accessil team, so Vivian, Claudio, Laszlo, and Veronica. We spent a number of sessions together around the table just really trying to get at some of the data and so Nancy Wait from McMaster University libraries for her help with that and thank you very much.

[APPLAUSE]

>> Any questions for the panel?

>> I have a question for the LEAP project.

>> Use the microphone, please.

>> So I have a question for the LEAP project. Will you be using, maybe, like students as test cases just to see how they navigate the data bases and where they get stuck using their various screen readers?

>> That was kind of part of the initial assessment. The idea, I guess, is sort of is the answer. We do want to make sure we 're looking at the variability of user experience and of course people use screen readers in different ways and people use other things other than screen raerds or different - readers or different types of screen readers. The goal of LEAP is to establish a core assessment that will try to address all of those things. So, included in all of our work going forward, I think we will periodically check back in and see if we're able to make recommendations and have improvements be made, then have user testing again for that particular data base to see if those improvements are felt by the people using screen readers. So that is kind of how we're looking to kind of re-engage with our user base, our patrons, as we go forward. That's sort of the idea. But hope to suggestions. Thank you

>> Any other questions?

>> This is also for Corinne. You mentioned you started off with 100 criteria and got it down to 30. I wonder where the 100 came from.

>> I will refer to my notes, if you don't mind. It came from various lists, so the (unknown term) list for sure, where is it? Yes. So we looked at the WCHE2.0, obviously, section 508, the amendment to the rehabilitation Act from the States, barrier free walk through was another thing that we looked at the, the Tata mere accessibility checklist, the ASCLA - so the Association for Specialise and Cooperative Library agencies and also the Matta horn protocol. Those are listed in my noets and the slides that are available

>> Thanks

>> No problem.

>> Thank you. Hello. It's interesting that you've separated the data between Canada and the United States. I'm curious to know if there's any lessons to be drawn from that.

>> I think there is because we did find similarities. We found some similarities and then some differences and I think both those things are really valuable for us, for what we'd like to do to improve our service levels and go to the next step. Also in saying that it also gives an opportunity for

partnerships at some point in time with reaching out to different institutions in the US

>> So I will admit that I was looking at the questions from the live stream and completely blanked when you asked your question. Could you repeat it for me?

>> It's interesting on the survey how you divided the data between Canada and the United States. I'm just curious to know if there's any lessons to be learned from either side, like what are we doing right and what could we improve upon?

>> What I think is fascinating and I should put a link up to the report that I was reading and I'm just going to grab that and it was really speaking to - so this is the library's Take Aim report on material. So they're talking about the US accessibility landscape in the broader context and that whole study which was highly qualitative, so this kind of supplements with a bit of quantitative data and looking for - to what extent are there findings more broadly represented? What was fascinating was they were doing all of this research because they were looking to make the case for a repository, for a repository which is something that we do in OCUL, right? We've been able to unite and to do that. So it became very clear in reading that report that in certain ways, even just the way that libraries were less present in this space than they are in the Canadian context, I thought it would be useful to actually contrast the data sets just because we have some fundamental differences in who is actually providing the services. So I think we should be congratulated more broadly for the consortium efforts, the conversations we're having today to put our minds together in trying to solve those challenges. And I think that's definitely happening in the US as well, but we've definitely had some initiatives too that we should be grateful for

>> Something to notice for the US, they do have fantastic data bases that we use here in Ontario, access tags and Book Share, which have been for myself at York University I found that our team have gotten great use from those resources, from the user experience side of it to what's also available in the actual data base, I want to call it data base but it's not.

>> Any other questions?

>> (Inaudible) what do you kind of moving forward in terms of the level and volume of requests? It was shown in the chart that it was increasing. However, my experience is that two different institutions here in Ontario, one where the number of requests have decreased due to the accessibility of accessibility PDFs and professors sharing more (inaudible) compared to the institution where it's heavy text book base (inaudible) so I wonder how the information you collected, what you see moving forward in the next year or five years?

>> So I definitely think that - and you know I think much more research could be done and this was really just a taste. What I found really heartening with the success we've had with publishers to obtain those alternate format, my question is do they serve the requests sort of - all forms of requests or are they limiting only serving certain types of needs and not all across the board? I definitely - knowing that infrastructure has maybe a five-year timeline any how, personally I would be looking to at least improve work flows. I think it is very institution specific, right. And it is sobering to see that, from an open access perspective, and as more of us move into the open educational resources space, that there is much advocacy work to be had in that area to ensure that the formats that are made are

accessible. So perhaps our work might look a little different and we may not be digitising as much as but we might be serving the community respect of exceptional markup for accessibility purposes. Do you see anything similar?

>> Yeah.

>> I was just thinking that, in addition to - it is Hartening to see -- hearten to see that there are a lot of independent publishers who will share files in electronic format upon request. It would be feet neat to find out what their usage agreements are. The bulk of our students, you know, are - since we're using Arrow to source their text books there's an expectation to pay through the book store to get that book. But, you know, if we could figure out where - which publishers don't have that ex expectation when they sair share the alt format, it would be good to have an idea of saying this is (inaudible).

>> Your question makes me ask and just following up on our keynote's remarks earlier, do our students need to trade their confidentiality in some cases to actually be able to have access to these formats? So I love that idea. I love that idea of mining those agreements and seeing the trends and what the landscape looks like in that area.

>> Yeah, I just want to add that the (inaudible).

>> Good. OK.

>> Students are only identified as a code. So no need to (inaudible).

>> So we have the online question. And it is will the LEAP be made available to more than just Ontario colleges? I am at a small institution in BC and this would be an amazing resource nationally

>> That is a great question. Everything is open to discussion at this point. The idea that we foresee is, because we're developing this specifically for the Ontario college libraries, and supported by that, that's kind of the focus right now. But what we think is - and it will - because it's kind of a crowd sharing experience, so institutions will be participants, different institutions within the college sector will be responsible for evaluations and then we will all their those results -- share those result, how we foresee it at this point is that other institutions - there will be different levels of participation and access. So other institutions like a small institution that does haven't the capacity could in some way and I don't know if it would be fee based or anything like that at this point I have no idea but they could access just the results if they wanted to. Other institutions could participate by doing the evaluations and contributing in that way and then having access as well. So we're thinking about different levels of access to try to accommodate the most amount of people and to try to engender participation wherever possible. But recognising that some people don't have the capacity and we do want to make these results available, we do want to share widely and collaborate, wherever possible.

>> We're just looking at the (inaudible). An institution in Quebec and the university of New Brunswick were also asking that question but you've addressed that.

>> If they would like to contact myself or Sioban, maybe if you want to add our emails to the chat, but it's also on the slides as well, which will be made available.

>> There's no more questions, it's break time. And thank you so much for the panel.

[APPLAUSE] (Short break)

>> Hello, everyone. If I could ask you to take a seat, we'll be starting in a few seconds. I'm so - thank,

everyone. I'd like to welcome Suzanne, the director of talent acquisition and development at York University. Suzanne will be moderating our student panel which will speak to the students' lived experience with obtaining accessible content at post secondary institutions in Ontario. So welcome, Suzanne.

>> Thank you, Andrea. So I'd like to start off the panel by just introducing you to our four guests here. So on the far left we have Jessica watt kin, and she's going to tell you a little bit about herself. So, Jessica?

>> Is this on? Is this on? Hi. My name is Jessica Watkin, I'm a blind PhD candidate at the University of Toronto. I love disability theatre, access on stage, and, I guess, I'm supposed to say what my aspirations are. I'm hoping to teach. I would like to be a professor at an institution, and I would also like to constantly be a part of the academic artist and non-profit sector. So I really love working in performance spaces, and working with blind people at the CNIB and I love working with students and teaching, et cetera, et cetera. Thanks

>> Great, thank, Jessica. Next to Jessica we have Ty. Tell us a bit about yourself.

>> So my name is Ty, I'm a fourth year medical student at the University of Toronto. Before starting medicine, there I did a bachelors in Masters at UBC and I'm a proud Inuit Caucasian medical student. Future aspiration, hopefully (inaudible) residency program, specifically emergency medicine

>> Next to Ty is Faith.

>> I'm in my last semester of law school so here at York. I'm very interested in disability rights it's one of the things that inspired me to pursue law. I've been volunteers with the AODA alliance which is I guess a grass roots disability rights organisation I've been working with them and their chair since I start and last year I should say I also did a placement at Arch disability law centre downtown Toronto which is a clinic that focuses on disability rights. My aspiration is to pass the bar in June.

>> Thank you, Faith. And then we have Ben.

>> Does this one work? Awesome. My name is Ben, I'm a first year student at Santi co college. I'm legally blind and lost my vision about two years ago so I've been taking a break from school. This semester is the first thing I've done since I think February 2017. And in the meantime I've been doing a bit of blind sports like baseball and hockey. Future aspirations I guess is getting my diploma and possibly getting either of those sports into the paralimb wicks -- Paralympics.

>> So I think this is a wonderful opportunity to hear from four very aspiring students and very different fields. To learn a little bit about what they can tell us about accessibility post secondary institutions. So they've each been given a list of questions before today so I'm going to ask each one of them the same question and let them sort of respond. And they're very open to getting questions from you as we go along or you can hold off your questions till the end. They're very comfortable with either format. So I am going to start by asking the first question and maybe we will start again at the end there with Jessica. Can you share your experiences with obtaining accessible content at the institution you are attending?

>> Yes, I can. Accessible - gaining accessible content, so I started graduate work at the University of Toronto four years ago with my Masters, and I had - hello. I had originally finished my undergraduate

degree at the University of Guelph which is significantly smaller than the University of Toronto, which I knew. However, I did real The ease of access to which I was accessing my especially content. If did a double major in English and theatre. I was reading on average 15 books per term with my ears. I learned to knit while doing that so I wouldn't fall asleep! And Athol is in the back and he did all of those - that content for me which is really great. To coming to UFT, my experience was very different because I was doing graduate work and something that - graduate work in the humanities doesn't work on syllabus-based, course-based work. I don't have a syllabus in September that is the same through to December, it does haven't the same texts. Luckily I'm in a department - the department of theatre is very, like, social justice infused and so we actually went paperless, so all the Professors upload digital copies on line but sometimes they could upload them two days before the read ing was due, to trying to say that that is not OK, they don't understand that, academics don't understand things like that. Accessibility and like equality and stuff. Equity. So actually a lot of my texts in my first bit was predominantly through my fak ule Tiwi was kind -- faculty which was brand new to me but a it wasn't screen reader available, which is difficult for someone who doesn't read with my eyes. I'm trying to read deep theory with my ears with which is 1,000 times harder than anything else I've experienced so it's a slow process. Moving into my comprehensive exams, I read 150 plays in a 6-period and wrote a four-hour play. Those needed to be accessible and OCR accessible and it was the first time that, I guess, the University of Toronto library services had been approached bay faculty -- by a faculty member rather than a student to get the text accessible. But what my department is and I think it's just me not shutting up about how blind I am and how much I need equity in this graduate program, but they actually - they didn't want to release the list of the 150 plays until all of them were accessible to me. So they worked with my director and the accessibility officer at my department which is very small, worked with the accessibility services in the library at UFT to make those access ible for me, which was really great and I now have an underground black market of all these plays which I'm really popular in my department right now! But it was - that for me was the first step in, like, kind of big change for me. Not only my department taking such a big step in my own accommodations which has never happened, but also to have the response from accessibility services be so open to kind of that change in process. The only other thing I really want to mention about my access to content is a lot about how quick it comes. So I'm a graduate student. I don't know sometimes which texts I need for a conference paper, maybe I'm writing that conference paper a month or two days before I present it, and sometimes I need things much faster than sometimes I am very aware that you can provide it for me. A lot of the times I'll be like, hey, I need this in OCR readability by the end of this month and sometimes I will never hear back. It's infuriating. It's one of those things where, like, I want to finish and do all my work at the same level as all of my colleagues but I literally continue. I do have a CCTV that I can use, if I need to get a book, but it takes a lot longer and it's massive - maybe half the size of this table but it's not portable, not something that I can take on the bus with me, or whatever, so in terms of usability that's frustrating. And the other side of all of this, that is me as a student, I'm also a TA now, I mess up everybody's everything when it comes to TAing because there's even less of - it seems less of a structure to access those texts. If I'm TAing I need to get those texts before September, especially

if I'm teaching a tutorial on a play or a piece of text. My last comment will be we still have no system at UFT right now for me as a blind TA and as somebody who is applying to teach a course as an undergraduate course next year. I want to make all my course content accessible. I am not a member of faculty and so my department doesn't know accessibility services at the library services, the library doesn't know and it sometimes feels like on top of doing a PhD and being blind and a PhD on a really emotionally heavy subject, I also have to then do extra labour constantly and not just advocacy labour but labour of let me figure out this new system for you all, not accusing anyone, but it is something that I don't get enough for! I wish there was an extra stipend for the amount of labour I have to do to get that.

>> That's great, Jessica.

>> Thank you.

>> I saw a fellow panel members as you were talking nodding as though they were kind of relating a lot to what you were saying. Let's hear from Ty and hear your thoughts on this particular question. I will just repeat it - your experience with on staining accessible content at the institution you're attending.

>> Yeah, I guess my answer to that is I feel like it's more of a process as time goes on I find that there's newer technologies as well as I think improvements on older ones. So it's about, I guess, keeping an open mind to accepting new formats and trying to learn, as time progresses. But I should state that, like, this is - this is kind of like a new domain for me because it was relatively recent that I had the formal diagnosis. It took, I guess, a mishap during the curriculum for I think it to get flag and for me to seek help. But this has been my whole life and so I think - I'm still new to the field and so I don't - or I haven't had experience in getting content as - but, sorry I'm a little nervous here.

>> You're doing great.

>> Thanks. I appreciate that. So the question again - do you mind repeating the question?

>> Sure, would you like me to come back to you?

>> No, I want to give the answer. I have a lot to say. I just went blank.

>> I don't want to rob you of your moment! Your question is your experiences with obtaining accessibility content at the institution you're attend k

>> This just relates to the fact this has been so late and I find that the biggest strugglesy have is knowing what is out there. And so I guess my go-to resource is the accessibility services as well as the things beyond it, online resources like Book Share, which I plan to subscribe to. It's about learning as I go. That's how - and I guess just communicating with peers.

>> Thank you so much. Faith? Tell us about your experiences in gaining accessible content at York?

>> Sure, so my story with accessible content is a little bit different maybe than my peers and that I have a physical disability. I have Rumaila toid -- rheumatoid arthritis in over 40 points and so it's being physically strong enough to be in school. It's very physically demanding to be in school and one of the things for me would be carrying heavy text books. I can't. So right now I have a huge Canadian income tax act that's annotated and I can't carry it to school. So accessing accessible content here at York has been very good for me. In the first year all the law couldn'ts have the same classes. So I was able to get an accessible text book for all my classes. The trickiness got into upper years, so in second and

third year where you're able to pick the courses you want and go into whatever direction of law you want but what that means is the text books aren't always available. My experience so far in at York has been you as a student you are set up with accessibility services, they check all the boxes for accommodations you need, one of those for me was accessible content. So basically there's an online, like, software where you go, you sign in and

>>Basically, one of the biggest issues for me in terms of getting accessible content is what happens if my text book isn't available. They are really good at the library. If you purchase the book, they'll cut off the spine and scan the whole thing for you which is great but means out-of-pocket expense. I would say overall in the past three years that would be one of the barriers, if something isn't available in accessible content, like last year, for example, I couldn't get my evidence text book it was going to take too much time. It ended up buying the online version. I would say getting accessible content at York has been pretty good in general. It ends up costing - a lot of things with disability ends up costing so much money out of pocket. I'm seeing nodding heads so you guys know that.

>>Thanks, Faith. What about you, Ben? Tell us what your experience has been.>>I Wanted to agree. I think that York is usually pretty good about providing accessible resources. One of my biggest issues be-I started here back in September of 2016 was a month later I was declared legally blind and I didn't really have vision problems when I was a kid or anything like that so for me, I was adjusting to post-secondary education for the first time and also trying to do it with only 5% of my vision left so one of my biggest problems was I didn't really know what kind of accommodations I needed but the nice thing about accessibility services here is we sat down, we talked, we worked together, really extensively, and we figured out some different things I could do. Where I ran into other problems was, like, some professors - I'm not going to name names - some professors are a little less willing to accommodate people or maybe not just as knowledgeable about what people need. Like, I had this one professor who refused to post her slides online because she said - and I quote, they were her intellectual property even though she was paraphrasing from a text book she didn't write. But she said she would be willing to give me copies of hand-written notes which is all well and good but even the sighted people in my class couldn't read her hand writing so it wasn't really useful. I still managed to pass that course though so I'm kind of proud of myself for that! Yeah, so, another thing - now I'm finding it is pretty good for the most part. I get a PDF of the note or somebody sends me a copy of the slides which is great but it is kind of a good thing, kind of a bad thing that a lot of courses are moving towards a paperless format which is awesome, we're saving the trees, that's great, but where we run into problems is a lot of these online activities aren't really friendly to people who can't see that well. Like, you will have these workshops and mini game activities where you have to click and drag different pictures into boxes but I have no idea what I'm clicking on or where I'm supposed to move it so it's like what am I doing here? I guess what I'm trying to say is that there are some good things there are some bad things. I've had really great experiences, some experiences that are iffy but for the most part I think that as long as people are willing to work with you, you can sort of figure it out and make it work. That doesn't mean there isn't room for improvement, there definitely is, but I guess that comes with time and people speaking up and saying, "Hey, why don't we try to do things a little differently? Have you

considered this or that or the other thing?"

>>I wonder if I could pause with the panel now and see if there are any questions from the audience based on what you've heard? Yes, there's a question in the back.

>>Thank you for your comments, folks. I just want to get some clarification from Faith because I'm not sure I understand what you said about - when you said you had to purchase the text book and that's expensive. I'm not sure if I understand the difference - because every student has to purchase - I'm assuming would have to purchase the text book is. There an added cost or is it the fact you don't keep the text because now it's been half destroyed to get - is that what you're referring to?

>>I should have clarified. Right, so everyone has to buy a text book, right, but one of the advantages, I guess, was that if a book is already destroyed buy York library services, I don't have to go and purchase a book to be destroyed, yeah. That's - thank you for clarifying. That was my mistake.

>>Any other questions? OK. So maybe we'll start with Ty this time. And I think you've touched on this a little bit but maybe if you want to expand a little bit more. The kinds of barriers you encountered in securing accessible content. Any specific barriers and potentially what could have helped you better?

>>Yeah. So, I can only speak to my experience but I guess it helps to understand what makes me a bit different in that I'm 28 and I was diagnosed at 28 although I've had this my whole life. So to be prompted with a situation like, wait a minute, maybe there's something here you thought wasn't - to get to that position took a lot and then once there, it - there is a whole process of acceptance of, like, OK, like, what does this mean? Is this true? What do I do? And then after that, understanding what is available to me, what resources to take. So all of that was, I guess, over the last - I don't know - year, so I think the biggest barrier for me personally was that idea of acceptance because I think ultimately no-one wants to be different, right, and so if I've gone my whole life going, "I think I'm normal," and then, boom, you know, I think I'm not but then it makes me question, well, what exactly is normal? Like, if you test me on a certain test and if I don't do it, is that not normal? No. But if we use that as measures of normal then, yeah, I'm abnormal. So it's all about reframing - it's reframing what we define as knowledge and that helps me kind of overcome, I think, what society -- helps me kind of overcome what society quotes as disability. I see it as an indirect strength. It makes me realise I've developed all these coping strategies because this was there so, in a way, yeah - but in order for me to get to that point, that took a lot so I think that was my biggest hurdle.

>>Thank you for sharing that. It must have been quite an ordeal process to go through.

>>Thanks.

>>Thank you. Faith, what did you find is your biggest barrier?

>>Sure, I'd say one of my biggest barriers so far has been a lack of awareness of universal design and I can share an example from this semester. So, I'm in my last semester at Osgood and it is the first time I've seen a classroom with a laptop, my tax law lec there's no lap tops allowed and I'm told I can have accommodation but now one of the issue who's asked for accommodation - I didn't ask for accommodation so I'm sitting there with my note book but one of the issues is if you ask for accommodation you're singled out so all the students who do have accommodation are publicly seen by the other students because if they're working on a laptop now everyone knows they have

accommodation and that fits into one of my other issues or barriers I've had so far at Osgood in terms of universal design and that would be it's Law School, it's very competitive so one of the policies is everything is done confidentially. We have confidential student numbers we use for all our assignments, mid terms and exams but one of the issues is when you think about accommodation and how it fits into the process, if you want to advocate for yourself, if you need to talk to your prof, if you're having an issue, you're automatically taking yourself out of the confidentiality policy because the prof won't necessarily know which exam - like confidential exam numbers are students that have accommodations but they'll know this pile of five exams accommodated. That's an issue I have because when I first started at Law School I was used to advocating for myself in my medieval history degree at Waterloo, I would always go up to my profs at the beginning of each course and say, "Hi, I'm a student with a disability, I need accommodation for your classroom." First day of Law School I went up to my prof and said, "I'm a student with disability." He said, "Faith, you don't need to tell me that. It's confidential," then you run into an issue and you talk to the prof and they don't want to talk to you and you go to student services and after four or five emails back they say, "Why don't you talk to your prof." It's just - I think there is a lack of awareness of how universal design can really play into making our learning environment accessible. I think one of the things Osgood does really good is they have a recording policy so all our classes are recorded. You miss a class for a disability reason, for a non-disability reason, you know, maybe you're just an audio learner so listening to a lecture another time would be helpful, that's always available. If we look at universal design, it is showing how the recordings can be helpful for everyone. That's probably my biggest barrier. On paper, everything is supposed to be good, but there's these conflicts with how the system works.

>> Sounds like you've run into mixed messages about how you declare and sonno. Thank you for that. Tell us a little bit about some of the barriers you encountered.

>> I wanted to build on that communication thing really quick. This happened earlier this year for me actually. I went to the library asking about getting a PDF, screen writer -- screen reader compatible version of a text book. They said we can't do that, you need to talk to your student adviser. The student adviser said to talk to counselling services. I emailed them and they said, "You have to call this number and make an appointment," I'm like, OK, I can do that so I made an appointment and talked to them and they said you can just go to the library and ask for a PDF copy and I was like "wait. What?" [LAUGHTER] so what ends up happening is I just went and Googled a PDF copy of the text book myself after going 33 a week of trying to figure out, hey, how am I supposed to get this to work exactly? So I guess one - yeah, one really big thing is communication between different departments because they don't always know what you need because, again, like you said, there's the whole confidentiality thing, professors aren't allowed to ask you but then you tell them and they're like, "I don't need to know that," but when you have an issue, when it comes up you have to tell them, "Hey, because of my disability I can't do this. Is there something we could do about that?" They say, "Well, maybe." Another problem for me specifically - and I guess I can kind of relate to the professors too - is neither of us really know what I need because I'm still new to this whole studying with a disability thing because when I was in high school I could see normally. Now I really can't. Like, yesterday - there's

the microphone. Blind people problems, I'm sorry. Yesterday I had to write a math test but I couldn't read the paper and there wasn't an online version or a PDF so what I actually ended up doing was my professor and I ended up talking to each other and he ended up scribing for me, writing out all the equations, reading the questions to me. I just had to tell him the process that I would have taken to solve all of those problems which is great. It's kind of funny because he's always saying don't do the math in your head, use your calculator. I'm like, well, I can't see my calculator. I don't...but that actually ended up working really well. I thought it was really interesting. So, I guess what I'm saying is, again, one of the biggest things is communication, another thing is people's willingness to accommodate you and their ability to accommodate you based on what they know about whatever it is you're going through. I think it is important for anybody who needs an accommodation to be able to effectively communicate what they need but I also think it is important that you sort of try a lot of different things, experiment, explore, push yourself so that you can figure that out and articulate it as best you can because at the end of the day you are your best advocate so you need to know how to do that if you really want to succeed.

>>Thank you, Ben. That's great. Thank you for sharing. You wanted to add something else and then I'll go to Jessica.

>>When I was given the formal diagnosis, I thought there would be some sort of process of, OK, what's out there for me? I don't know, it seems easy enough to, oh, this is what people with disability use. They find this really helpful and then this is your disability, there's kind of like a list that I think I would really appreciate but it doesn't exist, at least I don't know of one that exists. I think that would help you out, Ben.

>>Jessica, tell us a bit about some of the barriers you've run into.

>>It fit in nicely with what everyone is saying because something just this year - I could talk for hours about all the barriers I feel like I've experienced over the eight or nine years I've been in post-secondary but in terms of just this year, I sat down with my director of my entire department and she said to me, "I've always been taught that disabled people should know what their needs are." I was like, "Tamara, I've never taught a course before. I don't know what I need." The biggest thing for me - I hear you, Ben. I hear you saying we as disabled folk - and I have been the person to tell a bunch of blind kids - I mentor a ton of blind people at CNIB and I'm like you've got to know what accommodations you need, what access you need. I'm the biggest advocate for that and then I get into the situation and I'm going I don't know what I need. It's not that I'm not willing to try new screen readers, new software, cursual, learning how to use OCR - like I recently just bought a new Mac computer and iPad so I can read and write at the same time and I'm totally willing to try everything. I only get paid for four and a half years to do my PhD and in my undergrad, you got actually a discount - I don't know, something - Guelph does this lovely thing where if you take a lower course amount you get reimbursed for the course you don't take which I think is radically cool. I only get paid for four and a half years. Am in my third year now. I had a bunch of professors like, "Why don't you try out a bunch of stuff?" Pardon me? I don't have time for that. You only pay me for four and a half years. Sorry, a lot of my stuff is about money but it might be because I feel like that's unfortunately the world we live in and I

would like to figure out the best way to access this content and the best way to read and similar to what you're saying, Ty, there is, for me, for a blind person, like, there is a list of, like, well, have you used Kerswell? Have you used zoom text? Have you used Ever Note? I see that list and I'm in theatre so sometimes I'm teaching a studio course where I need to be holding my iPad with a script and teaching at this moment or I need to be holding a script and interacting with my peers in a course situation and I don't know how to do that. There's no Kerswell that solves that problem, you know. Then it's up to me to figure it out which is great, I'm happy to do that labour but I need some sort of support, I need someone to understand what I'm going through and, like, emotionally support me as well because not only am I trying to get through all this material, I'm also trying to do 800 other things. I think the biggest barrier for me is to know what I need. I think we all just said that. I guess I'm rearticulating it into more of a capitalistic sense as well that university costs money. I know you said that as well, Faith. It costs money and I think in had it panel just before me, the ladies were talking about Mac versus PC. For context, ADP - I don't remember what the acronym is - assistive device program or whatever - it only supports PC. I got an iPad through ADP which is like you can apply for this money to supplement your access needs, specifically for visually impaired although I'm not sure if it's for all different kinds of disabilities and when I told the people at the CNIB that I was applying for an iPad which is an Mac thing, they were like, "The government's not going to say yes to that." Mac is in my opinion superior for blind people. Accessibility is way better but the government doesn't acknowledge that so we don't get funding to support the accessible technology we need either so the screen readers are better, the apps are better. Everything's infinitely better. I'm not sponsored! Although I wish! But, you know, I just got this Mac and I'm like, " This is amazing I had to pay for that by myself. The access to the new solutions I'm creating - I'm so proud of creating them but it's taken a lot of labor and a lot of stuff that I don't know if my colleague whose are sighted, who are not disabled have had to go through the same thing that. It's the biggest barrier for me and combine with that the understanding of my faculty, of my accessibility services advisers, that's the work I have to do. When you ask me what's best for me, there's a behind-the-curtain of that question. I have to produce these needs out of nowhere and that's hard. That's hard work. You're asking a lot from us and, yeah, that's my thought.

>>That's great. I wonder if we can pause here. You've heard the panel speak about some of the barriers they ran into. Any thoughts that have been provoked for now that you'd like to ask them or comment on? Yes?

>>(Inaudible)

>>OK.

>>(Inaudible) Having just presented on the PC versus Mac, I actually wanted to ask the panel, do you find that in the general case, that - or have you had the tune to try both platforms, both Mac and PC and is there is noticeable difference because that would inform our purchasing strategies. Are Macs superior in your opinion?

>>Any thoughts? Ben, do you want to start?

>>I guess I can take that. I know where it is now. I can do it this time. I was going to say that back

when I could see normally I had an android phone. I really liked it but as my vision was getting worse I couldn't use it. They have accessibility features but they weren't very intuitive, I guess, so I ended up switching to an iPhone and I love Voiceover, so much so to the point where I don't really use my PC at home anymore if I can just because for me trying to find the mouse or trying to learn how to use a screen reader like Kerswell or Dragon doesn't really appeal to me and Windows has a narrator program too which I use on my laptop but I'll be honest, I hate it. It's kind of glitchy too. It's just really not pleasant or easy to use and when you're doing like 20 hours of class a day and then an insane amount of reading and stuff too, it's like you want to have something you can rely on, something that's consistent, something that's easy to use and personally that's why I like Apple products, just for accessibility features.

>>Any other members? Ty?

>>Yeah. What I find useful is actually comparing how Windows approaches a problem versus Mac and I think it's soph to say that I think Mac has much more - they're much more focused on the user experience and so it gets - I think it really identifies what isn't working and gets rid of that. I guess the value ligate out of Windows versus Mac but I think both are great. I have both.

>>One more person at the back?

>>I have a question from the live feed. So, first an effusive note of congratulations. The individual saidia folks are doing great and I'd like to echo -- the individual said you folks are doing great and I'd like to echo that. The individual adds, "I would like to add to Faith's comment about accessible formats earlier. Yes, all students have to buy text books but let's be honest, most will be used if they can,"ing so they're favouring to use text books, "But a disabled student can't buy used text books and use money because they have to show a receipt for a new text book," I guess in this case, yes, this is not equitable access.

>>Thank you. A comment at the back?

>>Thanks very much. I had to weigh in a bit on the Mac versus PC thing just because I work in assistive tech. In my opinion, they both have their respective uses. The Mac has good quality built -in speech that some students really appreciate. Unfortunately, Dragon has just ceased support for Dragon Naturally Speaking on the Mac platform and comparative ly Kerswell 3,000 is a better program on the PC when you look at it. Depending on what you need, one platform might be better than the other. I actually ed to ask you guys though, I mean, a lot of times you must get documents that maybe the original document quality isn't that great so when you're using readback, when you're using software that has built-in OCR, maybe you're hearing a lot of clangors, like a lot of mispronounced words in the readback. I'm wondering, you know, how much that is your experience or how much you guys. To get the sort of documents where the source text is cleaned up or does it depend on the situation? Is it sometimes just getting things that have been quickly scanned in OCR, is that good enough? What's your experience with document quality?

>>Jessica, you want to speak?

>>Thanks, Athol. I - so those 150 plays I was mentioning, a lot of them were in translated texts, Spanish, so they would be pronouncing the names right but then a word like "though" would be

like...and I'd be like, what's that? I think there's a lot of times where I'm reading a text where - I think Aneta, I have talked to you about this as well, the words come out so wonky and I don't know how to identify it to the people - there's no way for me to say it other than, "The words are wonky." When something responds back. Sometimes I can't read the thing which for all of us probably is not acceptable. Also, I would say I would love it to be cleaned up. I had a book scanned that the scan was really bad and so when I listened to it on screen reader, there was I guess lots of flecks on the scan, like a dirty lens or whatever, and it kept telling me there were ellipses like dot, dot, dot. I thought he might be like a really William Shatner writer, taking intentional pauses. It was Patrick Anderson's *Autobiography of a Disease*. I thought that might be intentional. I don't know. That directly affects the way I read the book. To answer the question more fully, there are ways where I'm like "I need Dawn Haraway's manifesto in two days." I would sacrifice quality for immediacy if it is a list of 150 plays they knew six or four months in advance, always a clean version would be - in my experience.

>>I'm going to move on to the next question if that's OK, and maybe start with Faith this time. The next question is really just about some of the coping strategies you've adopted or figured things out that you'd be willing to share with us?

>>Sure. So, I have had arthritis for over 20 years, so I grew up with it. I guess that doesn't make it any easier, though, to necessarily handle. I would say the biggest supports that I've had in Law School have been just my team of people, however you want to call it. I have really supportive parents and I have a really loving partner and I really struggled living on my own in my first year and then I thought I was going to have to get attendant services and that's another out-of-pocket expense for a lot of disabled people. I was worried about that and then my partner ended up moving to Toronto with me. I'd say people in my life are a big support in terms of being there on bad days when there are barriers. Another great support I've had in that category would be at Osgoode there's two mental health counsellors that -- I've had is that - my counsellor has the mental health training and the law background so that's been helpful for me and I think based off our discussion today, a lot of the issues that caused me a lot of emotional distress are usually barriers so just being able to talk to a mental health professional that also has training in terms of how the environment is affecting the person, that's been a really great support. I would say the people in my life and also the mental health counsellors at Osgoode.

>>Excellent, thank you. Ben, tell us about your coping strategies.

>>What I really like to do is keep myself busy, I guess. So when I'm not focussing on the stress of school or getting a bus on time or whether or not I'm going to get hit by a car when I'm crossing the street, I like to play baseball or hockey or play piano or guitar or something. I find that it's kind of weird, like - it's kind of frustrating sometimes just because there are a lot of things that I can't do anymore that I used to be able to, like drive or read a book or watch a movie. So I have a little more free time, I guess. But one of the things that helps me a lot is just being able to talk to my friends and family -- that helps me a lot is being able to talk to my friends and family or counsellor and channel it into positive things like music as an outlet or sports.

>>Thank you. Jessica.

>>Similar to everybody else, I have a therapist who I love, I've got a loving partner and friends and chosen family and very practising interdependents right now. If I can't get a text fast enough I call out for a convoy on Facebook, "Who wants to take me into the 14-floor library, into the stacks?" I've got a really supportive supervisor but I think the biggest thing - short anecdote. In December I was at a symposium - first weekend of December I was in a symposium in concordia, it was pissing down rain, I fell down a flight of stairs and sprained both ankles. I was with three sighted people. It was their fault, not mine. I sprained both ankles, I couldn't walk and I was in Montreal and humour is a coping mechanism I use which may have been relevant here but I have had people tell me it seems - coping is like a defence mechanism or coping mechanism but it seems like a way I work through it. I'm also an artist so do a lot of art performing embodied practices. I'm in a - shameless plug here, I mentioned earlier I was knitting, I am part of an art collective coming to the X space downtown on March 1 called Productive Discomfort so using rug hooking - I'm making a rug which makes me sound 75 and that's fine, I'm owning it, but it's very therapeutic and embodied practice. I find a lot of things I do in terms of coping tends to be a bit more embodied. I have been blind since I was 18 so almost 10 years but I find that I process a lot in my brain because I'm in academia, and not in my body. I have been trying to really bring the processing down. I feel like my anxiety goes up when I don't process with my body. I get sick and get tummy aches which sounds hippy-dippy but it helps me, doing yoga, making art with my body. I do writing but I don't find it as therapeutic. I don't cope as well unless I'm kind of in my full body so Humor and body practice for me.

>>Thanks. Humour is often seen as a coping mechanism on more than one front, for sure. Thank you. Ty, tell us about your coping strategies.

>>Yeah, so, I won't add - I think you guys brought up great points, investing in friends, family and activities you do all those myself. But to, I guess, identify some practical ones, I kind of think of it as coping mechanisms in an academic environment versus coping mechanisms outside of academia and also because of, I think, my situation, my coping mechanisms before my assessment and after have also evolved. So, in academia, I find that keeping a very clear desk space prevents a lot of distractions. I find having earbuds in my ears takes away those small sounds, creaks in the floor, the car driving by, the small distractions. Try to identify all key dead lines and to find a product, that's probably the biggest issue I have, is time management. But I do make an effort to start weeks in advance. Outside of academia, I find making my bed every morning, washing my dishes, just the small things because I find that when the things around me are disorganized it's probably a reflection that I'm disorganized and so I almost use them as indicators or measures of, like, oh, I've got lots going on because I've got clothes on the ground. I try and keep track of that as well as keep a daily journal. Every day I write down what I did that day. I have been doing it for the last four years that's been great and taken a lot of anxiety out. After the psycho ed assessment I have taken advantage of the SQ four R method that changed everything. I think before the psycho ed I was doing it but I didn't know it existed. I think that's applicable to anyone, it's a great way to learn. Afterwards, I knew it was more appropriate for me so I have really owned that. I've used Kerswell that's revolutionized my life. Before it, I was a very, very, very slow reader and with it, I think I returned back to normal. I had no idea. It's

life changing. But I think the biggest coping is to - it's all about perspective. In any conflict, there's always, always, always a good and a bad and it's to try and focus on the good sides. For instance, I think I opened up this panel with me stuttering and I had to stop. I can choose to look at that as a very embarrassing moment but I think that's quite negative and I think I'm arer probably going to take more of the approach that, well, maybe I should have prepared more and I was able to get through it. I took a stop to breathe, I should congratulate myself. It is trying to take a moment and take a lesson out of it and see how it affects future behaviours. I find that's - to try and distill and realise everything is perspective. I chose to get out of bed because I wanted to. I wanted to be here. I should be happy about that.

>>Before we move on to last question which I'll ask Ben to start with, I want to appreciate the wisdom that you shared. I think many of the things you talked about in terms of coping, we could all learn from those things so thank you very much for that. Let's go to Ben to look at the first question - last question, I should say. What do you think we can do to improve the services that you receive on campus and what would you like to see?

>>I'm going to pause for a second because I can do this the super long way but we don't want to sit through that.

>>No.

>>So I'm going to try to condense this, I guess.

>>The condensed version would be great.

>>Yeah. So, I think one thing that's really big and I'd say still really important is just awareness. That's a huge thing. Like, it's not specific to the school actually but just as an example, my dentist recently in his building got a new elevator. It doesn't have buttons anymore and there's no Braille in it. There's a touch screen now but the thing about the touch screen is that it doesn't announce what floor you're on, it doesn't really tell you what floor you're going to or anything like that so if you can't see, you're screwed! So what I'm talking about with awareness here is that I think it's just important that awareness and communication - so we actually want to be able to talk to accessibility services or the professors or even just other students so that we can kind of explain like, "Hey, this is what's going on with me. This is the kind of help that I need. If I'm not doing things necessarily up to speed or if I'm messing something up, this might be why. Maybe you can help me out. Maybe we can help each other out." Anything like that really.

>>That's great. Thank you. Jessica, tell us about what we could be doing differently to improve services.>>I Think the first thing that I would suggest is to spend more time with the community that you want to serve outside of a mechanical 45-minute meeting. I know that's asking a lot but you'll understand so much more if you spend time with the community. I was volunteering with the nub nib for a moment and I was working with this woman who was a new hire and I was the first blind person she'd met and she had been working there for six months. I was like, "That's not OK." Sorry. Like, she was like, "What do you need? What do blind people need?" I was like, "I don't speak for all blind people but you should probably meet some." I would suggest to make an effort to get to know the communities that you want to serve and do better for. I also practice interdependence which is when a

service provider provides something for me y also want to feel like I can give something back to them. So I guess like - and it's much more complicated than that so read up on interdependence but treat everybody like a human and also remember that you're a human and not a machine as the provider, as some buddy who is inclined to want to support and help people. -- somebody. I know when I feel like a human being and the person I work with feels like a human being, we can make more change together y think we can think better together. My supervisor was very honest with me with my PhD when she's going through a hard time and her boundaries and she will acknowledge when I'm having a hard time and I think that interert dependence, that acknowledgment of humanhood, personhood is really effective in making good changes so I would say meet with your communities more, spend more time with them, learn from them as opposed to making assumptions and I think more qualitatively, getting that kind of sense, the nuances, and as well, admit you're also a human and that you have needs as well and I think I'm much more likely to open up to somebody who's like, "I have a hard time with X," and then I'll be like, "I have a hard time with X too. I like pizza, you like pizza, it's great." It is a much more efficient way of making connections and the first step. For me, both examples are from experience of not feeling like a person and no-one knows what my experience is. From my lived experience, those are my two pearls.

>>Thank you. Ty, tell us a little bit, what services could we improve?

>>When I went through all that stuff, quite early on I had an advocate who connected me with someone. She had called and just after introducing her name she said she had dyslexia and like whatever and afterwards it didn't matter. It was an in clusive approach where there was no border between one providing the service, between one receiving it where I flt level. I wasn't trying to catch up and meet some sort of threshold. The person providing the service was at my level and she had done that through, I think, demonstrating a weakness. I think the best service, not only listening but also to understand when we de fine some sort of boundary between one group and another, it perpetuates the divide and it's about breaking that divide because if you measure anyone you're going to find a disability so it's not a matter of someone's not disabled versus someone is, we're all disabled to a certain degree. It's about, I think, removing the divide.

>>Thank you. Faith, would you like to finish us off with how you would like to see services improve?

>>Sure. Some great points from my colleagues. I think just to add to that, one thing would be just communication and I guess just to speak to some of the comments I made earlier, just making sure that policy makes sense when it's put together in terms of context. I think that there's just been a lot of times in my education where I haven't been able to receive an accommodation because of a policy and I think just to speak to what Jessica was saying, I think it's important when we're making policies to remember the people we're making the policies for. I think that consultation is an important part of that, yeah.

>>So a lot of real focus on making connections, humanising the interactions with one another, building that awareness of who you're providing services to is kind of what I've heard. Maybe I'll just turn it over to our audience and see if there are any final questions you'd like to ask this outstanding panel we've had here this afternoon. Yes. Somebody got a microphone for this lady right here?

>>Hi. In terms of consultations - and this is something actually I'm struggling with right now myself because I also work in my particular library in a UX area and it's how do we consult with a wide variety of people because our regular recruitment methods aren't - because, again, there will be things like posters, right, and possibly email but our university, Ritter only under very certain circumstances that we can actually send out emails so in terms of types of recruitment methods that would reach a wide array of students, do you have any suggestions for me?

>>Ty?

>>I don't know what the business term is but I think the best way to disseminate any sort of knowledge is to, I think, advocate for the student body to talk amongst themselves and so to create some sort of incentive to do that and in a way that's not stigmatising. And that's actually one of the reasons why I'm here, is because it's vulnerable for me to be here but it's easy for me to say that given my position, I think, where I'm at right now. It's easy for me to say but had you told me the diagnosis with I was 10 years old it would be a different outcome but I think by me being here - when I was 10 I still had the same thing so I want to show by example that it can be done. Anything can be done if you work hard enough. So, that should be celebrated and should be encouraged among the student population so that no-one feels outed. I don't want to - like, I felt vulnerable to sometimes bring it up with certain class mate but now I'm of the mindset I don't really care. I think we need to get there and the sooner we do that, I think it will.

>>Any other thoughts from panel members on that question? Ben?

>>I don't know if this might actually be helpful or not but I think it's this week actually the CNIB and some other organizations are hosting an event for White Cane Week. What's happening is - yeah, I think it's this weekend a lot of people from the technology sector and even a few different clubs and sports for the blind people are getting together at the community center so the whole point of the event is just showcasing different kinds of technologies and activities for people with visual impairments. The thing that I thought was interesting - I have been to this event a few times in the past - is that you decent really see a lot of stuff there about education specifically so something that you might consider doing, and it doesn't just have to be for the visually unpaired community specifically I'm sure people with other conditions get organized and get together a lot too but look into participating in event like that because you might be able to reach a wider audience that way.

>>Thank you. Any other questions from the audience before we wrap up? OK. So I just want to thank the four of you. It has been amazing to be part of this panel with you as the moderator and I have learned a lot just from listening to you and I'm sure the audience has as well so thank you for your courage to come up here in front of everyone and, like you said, to be vulnerable in front of others is really quite a courageous act so thank you for that. I'll pass over to Andrea to wrap up. [APPLAUSE]

>>(Inaudible)

>>Hi, everyone. Thank you for your patience. We were just conferring about - you know, we have a half an hour planned to have a little bit of an exercise to capture our take-aways from all of the discussion and the panelists we had today and I just want to honour everyone's time so I know that we're at close to 3:50 and we were looking to wrap up at 4 and I'm wondering, by a show of hands, if

folks would be amenable to staying 'til 4:20 so, an extra 20 minutes past the time that we'd agree -- that we'd agreed on. I guess the question I'd have is if your schedule permits you to stay 'til 4:20, could you raise your hand? I'll see to what extent we can engage in this exercise. What do you - I guess we're - OK, we're kind of at - do you want to come up and we'll explain what we were looking to do and we'll just find a provisional means of getting your feedback and then we can be sharing that with the broader community.

>>Sure. What we really wanted- there's some sticky notes and pens on your paper. If you could take away key issues or things you'd love to see us work on or move forward, because often when we have these come-together meetings we end up forming as a group and moving forward on a project. One time Arrow came out of a meeting like this where we were all complaining about the government. [LAUGHTER] if you want to write down things and we could probably distill them for afterwards and as a group people could say, "Yes, I'm excited, let's move forward on this," and we might come together in the future. That's what the notes and pens on your paper are for. 2 minutes as you leave and grab your coats. I think Andrea wanted to say good-bye first.

>>Yes. So, just in the way of some closing remarks and some well deserved thank yous, at this point we've come to the end of our day together and we'll be compiling, as we just discussed, a list of take-aways from our diverse roster of speakers and from the rich and generative discussions we've had at the forum, both here on site and online. The OCUL accessibility community will be taking the ideas that you share with us back to inform future directions and projects but I hope that we're actually able to expand our reach to communities both local, national and international to lend each other some inspiration for future innovations, for providing equitable access to educational materials for all. So, without further ado, I would really like to thank the following people for their effort in putting today's event together. So, our wonderful keynote speakers and our student panel. If I could get a round of applause for them. [APPLAUSE] The accessibility Symposium Planning Committee. So Meredith Hatton, Aneta, Kelly, Mark Wheeler and Nancy, if you could stand up for us one more time so that we can acknowledge your -- stand up for us one more time so that we can acknowledge your efforts. [APPLAUSE] thank you. I'd like to thank the OCUL accessibility community more broadly and Scholars Portal for their support. On the York university library side, Joy Kirchner, Darren Craig, Paul Harrison, Lorraine Toth, Anitha, Suzanne, Janet, Laszlo, Veronica, Tony, Kinette, Tom Scott y would like to thank the York university facility services. When with we came in this morning, many people weren't able to make it and they showed up. They were able to pull things together and get this roomset up for us, to Atkinson for the use of this room. I have heard lot of great comments about Sammy's catering for the Middle Eastern feast we enjoyed so thank you to Sammy's and to the catering service s. I have also received a flurry of tweets from our livestream audience congratulating us on the quality of the livestreaming so thank you to Learning Technology Services, to ITC, for your fantastic streaming capabilities. Thank you so much. I think they deserve a hand for the great work they've done. [APPLAUSE] Ai Media, as you can see, is live-captioning us as we speak so thank you to Ai Media for the live-captioning of this event. I'd also like to thank - and this worked wonderfully - all of of your conveners and our moderator for really helping to keep the conference or the symposium on track and

I'd also like to thank the following sponsors for the event. The Ontario council of university libraries, York university libraries, McMaster university library, University of Toronto libraries, Ryerson university library, Laurierr university library and most of all thank you , merci, migwich to ever one for -- to everyone for being here and watching online. I would like to wish everyone here safe travels home and if any of the sum posium team can be of assistance in helping you find your way around -- if any of the symposium team can be of any assistance in helping you find your way around campus, please let us know. Thank you, everyone. [APPLAUSE]