

British Columbia College and Institute Library Services (CILS)  
2012 CILS Advisory Committee Meeting – **APPROVED**

June 14, 2012 | 9:30 am – 11:30am | Langara College | Building C, Room C408 | 100 West 49th Avenue, Vancouver BC V5Y 2Z6

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*2011/2012 CILS Advisory Committee Meeting*

**In attendance:**

Nathan Anderson	Representative, Disability Services Articulation Committee
Stephen Blaeser	Librarian, CILS, Langara College
Vanessa Brown	Library Technician, CILS, Langara College
Dan Carkner	Library Assistant, CILS, Langara College
Patricia Cia	Head of Library Services, Langara College (also representing the Council of Post-Secondary Library Directors)
Shuyan Dai	Library Technician, CILS, Langara College
Judy Harris	Manager, Policy & Research, Industry Training Authority
Jennifer Jesso	Student Representative
Roop Johal	Student, Kwantlen Polytechnic University
Linda Ma	Department Services Assistant, Library Services, Langara College
Chris Marshall	Manager, Provincial Resource Centre for the Visually Impaired (PRCVI)
Clayton Munro (Chair)	Acting Director, CILS, Langara College (also Acting Dean of Student Services, Langara College)
Betty Noble	Department Head, Program for Visually Impaired, VCC
Laura Taylor	Library Assistant, CILS, Langara College
Vince Tomassetti	Manager, Assistive Technology - BC (ATBC)
Ryan Vernon	Librarian, CILS, Langara College

**Regrets:**

Shirley Coomber	Coordinator, Post-Secondary Communication Access Services (PCAS)
Debbie Ellis	British Columbia Director, National Educational Association of Disabled Students (NEADS)
Susan Keyes	Executive Director, Learning Disabilities Association of Vancouver (LDAV)
Greg Link	Manager of Enrolment Services, BCcampus Management
Janet Mee	Director, Access & Diversity, UBC
John Mulka	Executive Director, Services & Operations, CNIB
Dickson Ng	Operations Manager, Access & Diversity, UBC
Miles Stratholt	Manager, Disability Oversight, Ministry of Advanced Education

**1. Introductions**

Acting CILS Director, C. Munro, welcomed the participants to today's meeting. Roundtable introductions were made.

**2. Approval of Agenda**

Agenda was approved as distributed.

**3. Approval of Minutes of June 16, 2011**

Minutes were approved with the following amendment:

- Page 5, under PRCVI report – last bullet should read:  
**SET BC** (not STEP BC)

**4. Business Arising from Minutes**

**a) Statistics breakout for subject areas by disability**

As recommended by B. Noble at last year's meeting, CILS data for subject areas by student disability is included in this year's statistical report.

**b) Update on ACTION item from last year re:**

*D. Ellis to contact B. Noble re Braille resources and bring concerns back to the NEADS Board.*

- D. Ellis from NEADS is not present at today's meeting. No update available.

**5. CILS and Langara Staffing Update (P. Cia)**

P. Cia provided overview of staffing changes in the Library and CILS

- G. Makarewicz left Langara earlier this year to pursue a career with Capilano University. Instead of hiring another Director right away, the College is undertaking a Strategic Visioning exercise that will establish a clear direction for the Library over the next 5 to 10 years. In the interim, P. Cia has taken on the role of Head of Library Services until which time a new Director is appointed.
- R. Vernon will begin a one year term with the Library as Technical Services Librarian starting on June 18.
- New CILS librarian, Tara Robertson, has been hired to replace Ryan. She starts on July 16.
- J. Dosanjh now works at VCC
- D. Carkner replaces J. Dosanjh as CILS Assistant in this permanent position.

**6. [CILS Annual Report 2011/2012](#) (R. Vernon)**

The CILS annual report was distributed at the meeting. R. Vernon gave a Powerpoint presentation titled, *CILS: What we do. How we do it.* [CILS future plans 2012.pdf](#)

- Who is CILS?
  - There are 4 fulltime support staff and 2 librarians in CILS. Additional student aides are hired on a term specific basis depending on workload.
- What we do
  - Provide equitable access and support for students with perceptual disabilities by meeting their academic needs with learning materials in alternate formats, including electronic text (e-text), digital audio (MP3), Digital Accessible Information System (DAISY), and Kurzweil.
  - Library function: over 60% of requests are filled from our own collection; 132 items were borrowed and 110 were lent from other institutions

- CILS staff work directly with clients and partners to identify their specific needs and provide them with appropriate resources to help them succeed
- How we do it
  - Production of alternate format materials
  - Sharing of materials from the CILS inventory or through reciprocal borrowing agreements with other organizations; leveraging economies of scale
  - CILS collection total 1.5 terabytes of accessible resources
  - CILS librarians employ rigorous metadata standards to ensure that these valuable resources are discoverable
  - Funded by the Ministry of Advanced Education
- Challenges faced by CILS
  - Manage increasing number of clients and demand for services without an increase in funding
  - Longer production/wait times to fill requests; right now average production time is 7 days
  - Staffing shortages

Questions and comments from the panel:

- B. Noble commented on the recent progress that has been made with regards to
  - The United States and Canada sharing books across borders
  - Specifically, the [TIGAR](#) project which seeks to represent the rights of people with print disabilities in the context of copyright and WIPO (World Intellectual Property Organization)
- Response to C. Marshall's inquiry about user interface: Our clients have access to the CILS catalogue through the regular Langara Library web site, but they see only items that are part of the CILS collection. Items that CILS do not have may be requested through our partner institutions via interlibrary loan.  
  
**ACTION:** J. Harris recommended and librarians agreed that it would be a good idea to place a notice on the CILS web site to inform clients that other titles/resources may be available through partner institutions.
- B. Noble asked whether CILS is still using publisher files. The answer is yes, but we are less and less successful at acquiring items because of the ongoing cuts to Libraries & Archives Canada. The framework that would have allowed them to work with the publishers on our behalf is no longer intact. CILS can request items directly from the publishers, but we are required to enter into contractual obligations, which we are reluctant to do.
- V. Tomassetti wanted to know if CILS performs further mark-up on files that we do get from the publishers. R. Vernon: It depends on what the student needs. We may use the publisher's pdf file to extract the text for diagram descriptions.
- B. Noble: Is CILS still participating in the DAISY Consortium? E-pub3 files are now easier and more accessible. R.Vernon: We are interested in finding out more and may add it to our format offering pending further investigation.

## 7. CILS Service Statistics 2011/2012 (S. Blaeser)

S. Blaeser thanked R. Vernon for making CILS services that much better over the last 4 years, especially with student outreach activities and partner contacts.

S. Blaeser spoke to CILS service statistics for the past year. Please see full report here:

[CILS stats 2012.pdf](#)

- Statistical highlights for CILS in 2011/12 include:
  - CILS converted approx. 262,700 pages of print into alternate formats, up 15.7% over the previous year
  - Total CILS requests was 3565, a 220% increase in requests over 5 years
  - 64% of the requests to CILS were fulfilled using the existing CILS collection or through interlibrary loans
  - Total CILS Students: 979, up 58% over 5 years
  - CILS Production: 1411, a 202% increase over the last 5 years
- Factors that gave rise to the steady increase in number of students since 2006:
  - More awareness among students and disability coordinators
  - Lots of students coming through the K-12 system
  - More push of services/outreach activities
- New this year:
  - CILS is now tracking fill times
  - Additional information have been added to the weekly reports that are sent to institutional Disability Coordinators
  - No longer giving reimbursements for 2nd copy of textbooks
- Meeting demands:
  - More production of pdf files (up 62%)
  - Return of hard copy on request
  - Server capacity upgrade: 1.5 to 7TB
  - Offering new formats: E-pub and Mobipocket (2 different ebook formats)
  - CILS is now able to cross reference disability with subject areas

Questions and comments during discussions:

- Student, J. Jesso, was asked if she liked using pdf files. Response: They work well with her JAWS screen reading program, provided files are well marked up. Also recently using iPad for reading pdf files.
- J. Harris asked about Kurzweil. It is proprietary software that is quite expensive to purchase. Its format is much like pdf and offers text to speech support for reading. Many K-12 students use it, but it may not be available to them once they graduate from high school.
- V. Tomassetti: The Kurzweil program may be more expensive but it is equipped with a lot of study skill tools that are very useful for studying purposes. Grants may be available.
- Due to funding restraints, CILS no longer reimburse for the 2<sup>nd</sup> copy of textbooks that are required for production. Consequently, students are financially liable for both books because they cannot resell books that have had their spines cut off to allow for scanning.

- CILS is looking into acquiring a scanner that could scan pages without having to cut up the book. This hardware, estimated to cost approx. \$100K, will be included in CILS's Grant Request to the Ministry of Advanced Education. It was noted that it would be more cost effective in the long term to purchase this scanner than to reimburse students for the 2<sup>nd</sup> copy of their textbooks.
- Interested participants were invited to tour CILS facilities after the meeting.

## 8. Student Reports

- a) **Jennifer Jesso** is visually impaired. She works fulltime and is still going to school. Jennifer began her undergraduate education in 2000 at Capilano University and transferred to SFU in 2005 to complete her English degree. After that, she finished her B.A. in Elementary Education and Teacher's Training. Throughout those years, Jennifer had enlisted the services of CILS.

Jennifer demonstrated the use of her Braille Notetaker. This device converts text files that are read via the Braille display and the small memory card is capable of holding all her textbooks and work related material. Since 2005 the turnaround time for getting course material from CILS has been significantly reduced. This year, she had most of her requests filled at the beginning of the term.

At one time, Jennifer worked as an on-call teacher for B. Noble at VCC. Last summer, she took a program at Douglas College for teaching English to ESL students, and once again CILS was there to assist her. Right now, she prefers to use pdf format files on a combination of laptop, iPad, and Braille Notetaker. Currently she is studying for her Master's Degree at UBC and was just recently hired fulltime as an Assistive Technology Specialist at CNIB.

- b) **Roop Johal** emigrated from England 3 years ago. She is a CILS client and currently studies at Kwantlen Polytechnic University in the Psychology Program. Roop has dyslexia and uses pdf files with Kurzweil, which was previously not available to her in England. She has adapted quickly to the technology and is doing well. Roop expressed her gratitude for the services provided by CILS.
- Advice from students to help CILS improve its services:
    1. Hopes to be able to get reimbursed for books in the future.
    2. Would like to have Braille format for Math/Science/Chemistry courses
  - Roundtable discussion ensued regarding the need to have Braille formats for technical material and for learning foreign languages. Challenges and opportunities for Braille production:
    - UEB (Unified English Braille), a new Braille standard, is much better for learning as opposed to audio files
    - High production costs for technical Braille material
    - Require expertise and time for transcription, especially of diagrams and charts
    - Students are prevented from furthering their education at the post-secondary level because the Braille program ends after high school
    - CSG (Canada Student Grants) may not be available for post-secondary students
    - Compounding the problem is that different post-secondary institutions use different textbooks
    - B. Noble noted that UEB, the new Braille standard, may add efficiency to the production of Braille. For example, Australia now uses a one-button computer program to produce novels, but it will still need intervention for technical Braille. UEB is much more computable and therefore should be more efficient and less costly.

- B. Noble explained the differences between UEB and literary Braille  
**ACTION:** B. Noble will forward link to article on Rapid Braille.  
**UPDATE:** Here is the link. Document is available in different formats:  
<http://iceb2012.net/cms/index.php?page=papersreports>

## 9. Round Table Reports

Members presented short reports of their organization's highlights and significant plans.

### Vince Tomassetti, Manager, Assistive Technology-BC

- [Handout](#) shows client profile for post-secondary students who were accepted for equipment based on their disability.
- 2 main categories of clients: Clients with a learning disability=117, clients with visual impairment=91, total: 208 students – may not all be using CILS services
- Works with CILS to accommodate students through loan and grant programs for technology plans/equipment
- Many technology trends - many moving towards mainstream technology and portable devices, which are becoming more and more affordable
  - Kurzweil programs and other scanning software, e.g. K1000 just announced
  - Cameras and similar hand-held devices – takes image of word and converts into formatted e-text and reads back to user
  - Hover cams to replace scanners
  - Open book program
  - Pearl with OCR, capable of instant portable access to printed materials
  - Intel Reader: stand alone camera, has good lighting and accuracy
  - iPhone software: can take pictures and convert into OCR
  - Hand-held magnifier (like a mini, closed caption TV) for people with low vision
  - iPad: e-pub and pdf formats
  - iPhone: has apps like DAISY and Read to Go, among others.

**ACTION:** During discussion re student preferences for using dedicated DAISY hardware vs. mainstream devices for viewing documents, C. Marshall offered to send, as an example, the link for a module from the ARC-BC web site which outlines how to access ARC resources with alternate devices (such as the iPad) using various apps. In the future, it may be possible to read Kurzweil files on an iPad. Here is the link:  
[http://www.arc-bc.org/Help/download/Opening\\_and\\_viewing\\_ARC-BC\\_files\\_on\\_iPad.pdf](http://www.arc-bc.org/Help/download/Opening_and_viewing_ARC-BC_files_on_iPad.pdf)

### Nathan Anderson, Representative, Disability Services Articulation Committee

- Biggest issue coming out of Articulation Meeting is textbook reimbursements. Have put in formal request to Miles Stratholt at the Ministry of Advanced Education about using the CSG to purchase 2<sup>nd</sup> textbooks, but given current discussion, it seems that 1 year's worth of reimbursements could easily offset cost of purchasing specialized scanner.
- At Douglas College and SFU, new registration dates for all students is now in June, up from August; Disability students register even earlier. They can expect to have all requests in by July and students should have their textbooks ready in time for the Fall term.

- Bringing forward question from BCIT re feedback following review of Trades Program last year for BCcampus and the issue of building capacity of accessible resources for trades students.  
R. Vernon: The positive outcome is that we now have a much closer relationship with Queens Publisher that will enable CILS to get trade publisher files more easily.
- CILS has noticed a lot more trades students and requests for trades materials than in the past

**Judy Harris**, Manager, Policy & Research, Industry Training Authority

- Ongoing: upgrade to ITA web site and goal to incorporate more accessibility protocols.
- Does not have funding for creation of basic curriculum for the Trades program. A lot of ITA's materials come from sharing agreements with Alberta.

**ACTION:** CILS to follow up with J. Harris to get contact info. in Alberta to facilitate sharing of resources.

- Moving towards more enhanced methods of assessment

**Chris Marshall**, Manager, Provincial Resource Centre for the Visually Impaired (PRCVI) and Accessible Resource Centre - British Columbia (ARC-BC)

- [Handout: PRCVI/ARC-BC Program Report](#) – June 2012
- Highlights of particular interest to this group:
  - 700 students in PRCVI are vision impaired, 100 of which are Braille users
  - ARC-BC is here to stay as a program, not a project
  - ARC-BC has about 4,000 registered users from all school districts in BC
  - ARC-BC Titles: 3729
- New web site for ARC-BC has backend system for custom reports. Registered users are required to login for access; provides better tracking and reporting.
- Joint initiative with SET-BC and CRANE Library on the Bella Colla Project. Project involves conversion of 260 books on First Nations heritage and culture. ARC-BC will produce the Kurzweil files and CRANE Library is donating the use of sound booths and volunteer readers.
- PRCVI is involved with major stakeholders from North America and the international community in discussion and planning for the implementation of Unified English Braille Code (UEB)

**Betty Noble**, Department Head, Program for Visually Impaired, VCC

- Program went through an extensive review recently and they are beginning to go over the recommendations and to develop an action plan
- Part of new strategic plan will be looking at more collaboration with the mainstream programs at VCC
- One idea is to look at working with the Business Dept. at VCC to offer a prerequisite foundations program that will help blind and visually impaired students integrate into the regular Administrative Assistant Program. Regular courses are more group-based rather than self-paced, and that will hopefully help students become more competitive and prepared for work in regular corporations.

- The Basic Program is now course-based, resulting in some transitional issues. It appears that courses are too difficult for some of the students.
- Lots of ESL students don't have the capacity to do ABE courses, and they also don't have the computer skills to integrate into mainstream programs - looking at how to help them integrate.
- Programs that are currently using curriculum from 2 organizations require that students purchase their textbooks, which can range from \$110-150 per book. Students who are not eligible for funding are having a hard time coming up with the money. Is CILS able to purchase a license so that students can borrow the material as opposed to buying them?  
R. Vernon: Unfortunately, under the Copyright Act, CILS is prohibited from producing and lending alternate format textbooks (for whole classes) that are commercially available.

**10. Feedback for CILS – consider how you have worked with CILS over the past year and give us advice/feedback on areas for improvement**

- B. Noble likes the trend towards PDF, which is easier and takes shorter time to produce. She asked if CILS has thought about inserting descriptions of diagrams into pdf files, using less complex text structures. S. Blaaser: In terms of PDFs, it still takes a lot of time to tag and insert descriptive elements, but it may become simpler in future.
  - R. Vernon suggested trying it out as a pilot for students who want e-text but would also like to have descriptive elements tagged in pdf. Ask for student feedback afterwards.
  - V. Tomassetti pointed out that if students have e-text, they could open file in MS Word and then save it as a pdf document.
- C. Marshall: At the last CAER meeting, Vancouver participants agreed to host the next CAER AGM. This time, they hope to have concurrent corporate training for the technical aspects and to share knowledge around new formats and technology. They could work with CILS to coordinate.
- R. Vernon: CILS has greatly benefited from a closer relationship with PRCVI over the years and more recently with CRANE. Suggestion to expand that kind of collaboration with staff and production managers across Canada.
- C. Marshall will email PRCVI report to Linda for distribution and access [update: report was scanned and link attached]. He recommended that for next time, Linda could ask for reports electronically in advance of meeting so people who want them in alternate format will have it.
- B. Noble also suggested that it would be helpful in the future to have Powerpoint presentations made available in advance, with alternate descriptions of them and/or a Braille version of the slides handout.
- CILS appreciates all the feedback and encourages everyone to send in their comments at anytime.
- C. Munro thanked the CILS team. He enjoys working with them and being involved in the work they do.
- C. Munro thanked all the participants for their ongoing feedback and contribution.

Meeting ended at 11:30am.