



# Equally Effective Alternate Access Plan (EEAAP)

This document is intended to facilitate proactive planning for equitable access to University procured [Information and Communication Technology \(ICT\)](#) products and services. When medium or high-impact systems, software, or processes do not fully meet accessibility requirements, this document is completed by a representative agent of the department or unit requesting procurement as part of our commitment to ensure timely and accessible access to all users. Individuals may request assistance by [submitting a request online](#).

## ICT Vendor & Product/Service Information

Vendor Name & Website	Economist Intelligence Unit <a href="https://libguides.utk.edu/az.php?q=economist%20intelligence">https://libguides.utk.edu/az.php?q=economist%20intelligence</a>
Vendor Representative & Contact information	EIU Service Desk ( <a href="mailto:eiuserservicedesk@eiu.com">eiuserservicedesk@eiu.com</a> )
Product Name & Version	EIU Products (2010 & 2012 platform releases)
Product Description	Online magazine and video news platform as part of the UTK Library database. It includes Country Analysis reports (featuring Country Commerce and Global Forecasting Service) in addition to the Financial Services Report provide advice on foreign investment and national business practices.
Describe Product Purpose	Providing information and data regarding current events and historically current events (1996 - present)
Intended End-User & Per Annum Estimate	Any UTK faculty, staff, or student for academic or personal use. <b>Unknown</b> .
Lifecycle	<b>Unknown/Indefinite</b>

## Requestor Information

Requestor	Phone	Office Location	Date initiated
Elyssa Gould, UT Library	865-974-6908	Hodges Library	11/24/2020

## Institutional Response

Use this table to document known product/service accessibility issues. Under the “Description of Issue” column, identify known product accessibility issue(s) from *validated* vendor VPAT/Accessibility Conformance Report and/or other documentation. Then, for *each barrier* identify alternative solution(s), required resources, and identify responsible parties. Add more rows as needed.

Accessibility Barrier	Equally Effective Alternative Access		
Description of Issue	Alternative Solution	Required Resources	Responsible Party
<b>Keyboard Navigation is difficult.</b> [WCAG 2.0 SC <a href="#">2.1.1</a> ; <a href="#">2.4.1</a> ; <a href="#">2.4.3</a> ] (1) Some of the dynamic content we experienced such as in the “World in Focus” carousel on gfs.eiu.com/ did not function as anticipated when interfacing with a keyboard. It cycled	<ul style="list-style-type: none"> <li>○ Describe alternative solution.</li> <li>○ How will the end user be informed of solution?</li> </ul> <p>(1, 2, 3) Users who interface with a keyboard, but do not use screen readers should be advised of the limitations of keyboard navigation on this site. Most key functions are accessible by keyboard, but may not function intuitively.</p> <p>(4) <b>**There is nothing we can do about this part of the site**</b>, but the vendor should be informed that it is fully non-functional in general and with keyboard.</p>	<ul style="list-style-type: none"> <li>○ List required campus resources to accomplish alternative solution.</li> </ul> <p>(1, 2, 3, 4) Nothing unusual; Vendor required to respond to (4) in particular.</p>	<ul style="list-style-type: none"> <li>○ Name, Title, and Department of parties responsible for implementation</li> </ul> <p>(1, 2, 3) The accessibility review team at OIT will recommend/draft a statement, the library staff will be responsible for editing if needed and posting somewhere obvious. We strongly recommend creating web space or consistent presentation for these.</p> <p>(4) Library staff should contact the vendor to see what can be done to make this functional.</p>

<p>unexpectedly and then did not respond to more natural cycle functions (e.g., tabbing to and selecting an advanced tab).</p> <p>(2) Dynamic content is presented out of order and/or presents content that is not visible when interfacing with a screen reader and/or keyboard.</p> <p>(3) Reading order was sometimes disarray and confusing. There was no capacity to skip to main content.</p> <p>(4) Data.eiu.com was completely non-functional with keyboard (and also with mouse, but experience was different) on the date of testing.</p>			
<p><b>Screen Reader Users are not supported for major parts of the site.</b></p>	<p>(1, 2) **These are not things that we can proactively address** due to the rolling nature of content on the EIU site. Essentially, either the</p>	<p>(1, 2) Accommodation plan/service/staffing needed to support users who are unable to access the content</p>	<p>(1, 2) Library Staff</p>

<p>(1) Alt text missing for several images within collections. For example, in the <a href="#">collection on Belgium</a>, the map of Belgium has no Alt Text. Moreover, several images that should have been marked as decorative (e.g., the triangles next to the headers in the navigation pane, the lines separating content on the page) were read out with nonsense alt text.</p> <p>(2) Some cases exist where images of text do not have alt text as needed (e.g., “Countries” and “My Reports and Services” <a href="#">on the home page</a>.</p>	<p>vendor will need to dramatically improve the attention given to ensuring equitable access to visual elements for screen reader users (e.g., alt text, no images of text), or the Library should be prepared to offer the <b>accommodation</b> of live guided support for users who need verbalization and navigation support when using this system.</p> <p>Accommodations as this are inherently more restrictive for both the end user and the service provider (Library staff in this case).</p>	<p>on this (or other?) databases due to inaccessibility for screen readers and the users thereof.</p>	
<p><b>Navigation is often inconsistent and confusing, especially for keyboard and/or screen reader interaction.</b></p>	<p>(1, 2) <b>**We are limited in our capacity to address this on our end.**</b> The EIU site includes sections that were apparently built at different times with different coding styles, resulting in an inconsistent look, feel, and</p>	<p>(1, 2, 3, 4) Nothing unusual; Vendor required to respond to rebuilding request for the more archaic coded parts of site.</p>	<p>(1, 2, 3, 4) Library staff should contact the vendor to see what can be done to make this functional.</p> <p>Statement of this limitation to be included in the accessibility</p>

<p>(1) In the <a href="#">ASP portions of the site</a>, page titles are present, but buried under a lot of menu and other information, making it difficult for a screen reader user to identify their location on the site without a great deal of wasted time.</p> <p>(2) Different pages and areas of the EIU site have very different look/feel/and navigation style. e.g., compare  <a href="http://www.eiu.com/">http://www.eiu.com/</a> to  <a href="http://www.eiu.com/index.asp">http://www.eiu.com/index.asp</a>. The ASP page structure and formatting is outmoded and difficult to use in addition to being very different from the non-ASP.</p> <p><b>Implications:</b> This has negative implications for keyboard and other assistive technology users, users of screen readers, and users with</p>	<p>navigational function for the site on the whole.</p> <p>The best we can do at this point is to (a) inform users that there are different kinds of user experiences within sections of this site (so they are prepared) and (b) encourage the vendor to update the ASP portions of the site to the more modern code found elsewhere.</p>		<p>statement in a visible location for those who need it.</p>
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<p>some types of learning disabilities who will struggle with adapting to changes in the system for finding desired content.</p>			
<p><b>Images are not always accessible/visible for all.</b></p> <p>(1) Color is sometimes used inappropriately as the only means of conveying information, such as the line graph on “ViewsWire: November 24th 2020” in which the several lines can only be understood as distinct based on color; this means that individuals with various color blindnesses will not be able to interpret the content.</p> <p>(2) Color contrast is insufficient in other cases where color alone is used to convey information (e.g., map of South and Central America)</p>	<p>(1, 2) Users can be advised to use third party browser extensions that enhance contrast, such as <a href="#">High Contrast</a> for Google Chrome. This may help many users overcome these limitations of the site.</p> <p>However, the vendor should be advised that the problem could be avoided by, for example, adding a shape or thickness difference element for line graphs and using patterns/textures in addition to color for color coded maps.</p>	<p>(1, 2) Access to a third party browser extension such as <a href="#">High Contrast</a> for Google Chrome. This could be proactively installed on all library and lab browsers.</p>	<p>(1, 2) Library staff, OIT Lab support staff; Library staff to inform the vendor.</p>

<p><b>Neither Closed Captioning nor Audio description are provided.</b></p> <p>(1) The first global forecasting service video has no captions; however, all subsequent videos do.</p> <p>(2) None present. This is not a major concern for the majority of the video content we assessed, which was mainly “talking heads.” However, in some instances, such as around 12:09 on video 8 [no direct link available], speakers refer to or present visual content without verbalizing what is being displayed. This content is thus inaccessible for blind users, those with low vision, or those with certain limits to cognitive processing. The vendor falsely claims that there are</p>	<p>(1) Because only one video is affected, the library staff should be prepared to provide a transcript or an alternative hosting of this video with captions (would require copyright approval). A simpler solution would be for the vendor to caption that video and continue captioning as they did for videos 2-9 in that series.</p> <p>(2) <b>**There is nothing we can do about this proactively**</b>, since this content is released on rolling basis. The vendor should be informed that (a) audio descriptions verbalize what is presented visually on screen, which is not the same as “audio” (e.g., people speaking) and (b) that this criteria can be met in the context of their videos simply by having speakers verbalize the relevant content of any graphs, charts, or images they display during speaking sections – audio descriptions of people and their settings in this context are not necessary.</p>	<p>(1) With copyright permission, we would use Canvas Studio, Panopto, etc. to host this video in captioned format locally and inform users of its existence.</p> <p>(2) Vendor required to respond re: awareness of what AD is, its function, and how to produce content that meets the needs of AD without undue strain (very possible for this type of content).</p>	<p>(1) Library staff</p> <p>(2) Library staff to inform vendor</p>
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audio descriptions, confusing the fact that videos have audio with audio description, which are not the same thing. The vendor should be informed about the distinction.			
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## Accessibility Statement

The accessibility statement should be posted conspicuously wherever the end user will interact with the platform or software.

### Commitment Statement

The University of Tennessee and the UT Libraries are committed to providing high quality, accessible content to all members of the UT community. We strive for WCAG AA compliance for all of our vendors. Not all products are up to this level, and in situations when they are not, we are committed to providing equitable opportunities to UT community members who need alternative access.

### Economist Intelligence Unit: Compliance Status

OIT Staff reviewed the Economists Intelligence Unit (EIU) site for accessibility. They report that the EIU partially meets, but does not fully meet, WCAG criteria at the A and AA levels. We are aware of several limitations that will primarily affect

- users who interface with a keyboard or other assistive technology (no mouse) and
- users who interface with screen readers.

Some less common accessibility limitations on the site will affect those who are color blind, have low color contrast discernment, or who are deaf or hard of hearing.

We are working with the vendor to address these limitations and will update this statement as issues are resolved. In the meantime, we remain committed to accessibility. As such, if you find the EIU site to be inaccessible in part or whole, please consider the solutions provided below.

## Product Usage Information for Users with Disabilities

### *If you use a screen reader...*

- Please be aware that different parts of the EIU site have significantly different functionality for layout, navigation, and interfacing.
- Though the site primarily uses text to convey information, there are several instances in which graphs, charts, and images are used to convey information that is not in the text. These rarely have alt text available.
- Content is sometimes presented out of order when tabbing through the site. These limitations are significant. Please contact the library staff at [Phone / Email] to request guided support through the use of this site as needed.

### *If you interface with a keyboard or assistive technology...*

- Please be aware that dynamic content (such as manually advanced carousel content) on the website generally works with a keyboard, but may be awkward and non-intuitive in the way the website responds to key commands.
- Please note that tabbing order is sometimes inconsistent or non-logical, but most content can be accessed by keyboard. If you encounter limitations in accessing content by way of keyboard or other AT, please contact the library staff at [Phone / Email] to request guided support through the use of this site as needed.

### *If you are color blind or have low color contrast perception...*

- Please know that several of the images and graphs on the EIU site use color to convey meaning. Sometimes the distinction among colors is insufficient. If you encounter limitations in accessing content because of use of color, we encourage you to first try using a browser plugin to improve contrast, such as High Contrast for Google Chrome. If such tools do not provide you access, please reach out to the library staff at [Phone / Email] to request guided support using this site as needed.

### *If you are deaf, hard of hearing or otherwise require captions on videos...*

- Please know that most, but not all, of the videos on EIU are captioned. If you encounter a video that is not captioned that you'd like to access, please reach out to the library staff at [Phone / Email] to request a transcript.

## Accommodation Planning

If EEAAP workarounds are inadequate to provide equal access for a specific individual's situation, an accommodation plan is necessary.

- **If a student may need an accommodation to use the product/service...**
  - Contact Student Disability Services ([sds.utk.edu](http://sds.utk.edu)).
  - Describe the product/service and the barrier that may need to be accommodated (this allows SDS to prepare for meeting accommodation needs in a timely fashion).
- **If a faculty or staff member, member of the general public, or other non-affiliated person (visitors, vendors, guest speakers) may need an accommodation to use the product/service...**
  - Contact the Office of Equal Opportunity and Accessibility ([dae.utk.edu/aoa/](http://dae.utk.edu/aoa/)).
  - Describe the product/service and the barrier that may need to be accommodated (this allows EOA to prepare for meeting accommodation needs in a timely fashion).

## Administrative Approvals

*By signing this request, you affirm that the plan has been reviewed and is an acceptable solution that meets UTK compliance requirements and all disability related legislation.*

Title	Name & Signature	Date
Department Chair/Requestor Manager		
Dean/Division Administrator		
ADA Coordinator		

## Supplemental Information

### Applicable Disability Legislation

- Rehabilitation Act of 1973
  - [Section 504](#)
  - [Section 508](#)
- [The Americans with Disabilities Act \(ADA\)](#)
- UT System Policy
  - [IT0126 - Accessibility](#)

### Document Revision & Control

Date of EEAAP Creation	
Next Scheduled Review (Annual)	
EEAAP Revision and Update Log	