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Wading in the WCAG Waters: First Steps Toward Facilitating Accessibility Change at your Institution

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This is not going to be an in-depth workshop for accessible design for content. We'll go over the basics. It is meant to give you a broader foundation for affecting overarching accessibility change at your institution. That involves more than knowing the technical steps for making the web page accessible. So what is our agenda today? Well, as promised, we are going over the basics. We'll review the basics associated with digital accessibility and the international standards that define it. We'll talk a bit about the pitch, learning methods and messages for engaging high-level stakeholders in institutional accessibility development. Finally we'll discuss strategy. Exploring strategies for building the communities, resources, and work flows necessary for real accessibility growth. As Kun mentioned earlier,

we're going to make sure to leave -- actually I think --

My apologies. It was Mary Ann or Wendy that mentioned that captioning is available. I will be describing any contextual images for purposes of audio descriptions. I will not be describing, however, decorative images. I'm going to go ahead and ask one of my cohosts to add a link to the chat. It is an accessible Google doc and HTML versions of my presentation slides.

<http://bit.ly/NWACC-Pres-Handout> . This will include any links that I reference throughout the presentation. There will be a couple of slides with references if you are looking for links associated with quotes or reports that I mention throughout the presentation. So the basics. You need to know your stuff. When most people hear the word accessibility, they hear you say approachability or availability. Rarely are they thinking about the fundamental ability to access processes within a given space. To be frank, most people take that access for granted. When they are introduced to accessibility in their context or frame of reference, it can feel foreign or intimidating. Adequate means knowing how to define digital accessibility and how to achieve it. This way we're prepared to counter the idea of the work as something extra and define it as something better. So what is digital accessibility? Luckily accessibility in the context

has been defined for us by the Americans with Disabilities Act as multiple Office of Civil Rights resolutions. Accessible means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equality effective and equality integrated manner with substantially equivalent ease of use. Basically designing with accessibility in mind means that you are recognizing and allowing for the diverse and complex ways in which people access and process their work. Users may process information visually. But they may instead process information auditorily. Perhaps tactilely, and more likely unique to the individual that uses a number of methods. Regardless of the audience, if you've designed with accessibility in mind, they are good to go. Are there standards or guidelines? This is usually one of the first questions that you'll get from people who are new to accessibility. Really they just want to know who defines the How. U.S. case law directs us to the World Wide Web consortium's Web Content Accessibility Guidelines or WCAG 2.0 or 2.1. For those of us in technical fields, this is where we begin. Let's look at WCAG 2.0 here. Web Content Accessibility Guidelines (WCAG) 2.0 or 2.1 Not necessarily where we would direct those we're bringing on board as the guidelines can be a little overwhelming and difficult to

interpret for beginners. Web Accessibility in Mind or Web AIM has developed a more user-friendly checklist for practical use. WebAIM's WCAG 2 Checklist So it covers all of the WCAG guidelines in a little bit more plain language. This is a fantastic tool for beginners to have on hand when getting ready to draft and format digital content. Web AIM has simplified their checklist further by generating the set of web accessibility principles, a quick reference that summarizes the WCAG guidelines in key areas where accessibility barriers are prevalent. WebAIM's Quick Reference: Web Accessibility Principles Providing alternative text, making sure content is well structured and clearly written, providing heading structure. For our purposes, one of the intended learning outcomes of the presentation is that participants leave with an elevator pitch version of the main elements to consider for accessible digital design. My last slide provided a couple more technical starting points for your own development and purposes. You may distribute these resources to folks as a part of your own awareness or training campaign. People are often pretty intimidated by the How when they see the number and threats of elements that must be considered. In preparing for this presentation, I challenged myself to compress all of the more user-friendly accessible, digital design trainings I've developed into one slide. Before we move on

to the next portion of the presentation, I wanted to leave you with a genuine, compact list of the nuts and bolts in plain language. Something you can share with folks who want to know how and need a clear place to start. Number one, color and topography. These are the visual aspects of digital design. People with vision and cognitive learning disabilities like dyslexia, ADHD, etc. This involves color use and contrast. Never using color alone to convey meaning. Always using appropriate color contrast, and font type and size. Avoiding all caps, and no smaller than 12 point. Use of white space. Keeping your content as simple and clear as possible using white space effectively so as not to overwhelm users. Number two, structure and navigation. These are the more programmatic aspects of digital design. You are thinking about people using adaptive technology. This involves true hierarchical heading structure, list structure, table structure with header, rows, and columns. Number three, media and non-HTML. This is a combination of visual and programmatic and in addition to the described above, you are thinking about accessibility for people who are blind, deaf and hard of hearing, deaf/blind. This involves alternative text for images, captions, transcripts, accessible designs for PDFs and PowerPoints. Both of those involve all of the elements listed under color and topography and structure and navigation.

If you have any questions regarding the items and what they mean, you can come back to the slide during the question and answer portion of the presentation. So what have we done at PSU? In terms of the basics? We're making sure that these foundational technical resources are available to our faculty and staff while making sure that we refer folks to an internal, more essentials-based, digital accessibility basic training and series of environmental resources. I'm going to show you a quick look here. This is our training opportunities page that gives folks an opportunity to check out Web AIM's initial introduction to web accessibility, and refers folks to the more specific digital resources web page, and includes our training series. That's

<https://www.PDX.edu/accessibility/digitaltraining>. It includes the basic intro for how to design accessible content within specific environments.

And that's

<https://www.pdx.edu/accessibility/resources>. Then we've got our digital accessibility testing and validation page. It refers back to the guidelines and checklists for which we're responsible. It includes some evaluation tools, information about manual testing and adaptive technology. Okay. So let's say that we're now equipped. We know the basics. We're prepared for questions. But what's the pitch? How do we get people's attention? How

do we get them on board? I can safely say it is not by throwing that Web AIM checklist or the list of essentials that I showed you at everyone we encounter on campus. These are resources that we need on hand so that we are adequately prepared to support folks once they are on board. People are far less motivated to take the first step by the How than the Why. They have presented and written several books over the years on business and human behavior, particularly with regard to enabling intrinsic motivation to others. We talked about our impulse during moments of change to focus solely on the How. Battering people repeatedly with here's how you do it. Here's how you do it. Instead he tells us that people are more motivated when they get answers to why they are doing it in the first place. Why it matters. Why they should care. How their role can contribute within the context of the big picture. And the reality is most folks in higher education are philosophically there already in that they want their content to reach the digital audience. Most wouldn't choose to discriminate by making their content inaccessible. The problem is that folks are often afraid to take on that responsibility. Employees in higher education are notoriously overworked. We're all wearing several different hats. When folks are faced with a responsibility on top of everything else, they want to hear from the

top this is something they need to do. They need the institution on board. So do we. I don't know about your institutions, but I know that at most colleges and universities it is really tough to get on the schedule with top administrators. The ones who make the big decisions. When you do, you have to be ready. How do you get the attention of the high level stakeholders? Bottom line. Don't jump in with the How or with legal obligations first. On this slide I have a caution symbol containing the judge's gavel. Don't start with the accessibility gavel. Focus on the business and ethical rationals first. The most intrinsically motivating of the Why. Then briefly touch on legal. We don't want obligation to be the only or primary motivation. We want stakeholders to be invested. To want to make accessibility a high priority, common goal. Here's where you start. What are the primary rationales? Number one, this is a particular one. Accessibility is good for business. It allows for greater compatibility across devices and browsers. This is especially noteworthy when academic course work and campus life resources were already becoming increasingly digital before it become a COVID-19 imperative. Another one of the substantial ways in which digital access affects growth and attention is that accessible content increases search engine optimization. This means your digital content will be easier for all users to find and navigate. It is

also profitable. The recent study commissioned by DQ systems found that 70% of Internet web sites in certain industries were inaccessible to the vision impaired, missing a \$6.9 billion market. Number two, accessibility is the right thing to do. Period. According to U.S. Census data and a recent report by the CDC, approximately 26% of United States citizens identify as having a disability. That's at least one in four people. This is an enormous population for institutions of higher education to exclude simply because digital content has been designed without accessibility in mind. This is especially relevant since the stated mission of many higher education institutions is to establish an environment that embraces diversity, equity, and inclusion for all. It may be necessary for people with disabilities, but it benefits everyone. People who are older or aging, people for whom English is a second language, people using older or slower technologies, people who are new to using the web or who use the web infrequently, people who predominantly use mobile and smart devices. Frankly people who are in stressful situations. It currently applies to all of us. Or people who are multitasking. It has built a whole awareness campaign around the digital accessibility rationale that accessibility is essential for some, but useful for all. I'm going to take a look at their web site here. I'm having trouble accessing the tabs.

Explore the impact and benefits for everyone. We're going to go ahead and watch a couple of their promotional videos. I show you not because I need to get you on board. You are there. You are here. I show you to give them another resource to use to get the attention of folks on the campuses. The link to the full collection is in the references. <https://www.w3.org/WAI/perspective-videos/> We're going to look at a couple. They are all less than 2 minutes long.

[Text to Speech video playing]

>> I want to make sure. I'm just going to double check my setting here. I want to make sure that I'm sharing computer sound. Okay.

[Keyboard Compatibility video playing]

>> All right. We just watched the video on Essential for Some and Useful for All. I'm going to go ahead and look at one more. This is their perspectives video on keyboard compatibility.

[video playing]

>> All right. I'm going to take this back for the presentation really quick. Only after we talk about how good digital accessibility is for business. Why it is the right thing to do. The third and final rationale; it is the law. The ADA and section 504 of the Rehabilitation Act which applies to higher education institutions receiving federal funding making it clear that equal access is a civil right and denying that access is a civil discrimination. OCR

cases have more clearly emphasized that this applies to digital spaces. It is good for business, it is the right thing to do, and it is the law. Okay? I think we have their attention. How do we get them on board? They don't have the time for policy or procedure development. So come with a plan. Are you proposing a university policy? If so, have a couple of examples for them to review and a list of stakeholders that you plan to involve in the development. You can't do this alone. Set aside the fact that you probably don't have the time, you may not be taken seriously, and you likely won't get very far. I know. Bad news. A book I'm really enjoying right now is *Leading Change* by John P. Kotter. He says individuals alone, no matter how competent or charismatic, never have all of the aspects needed to overcome tradition and inertia, except in very small organizations. Basically you need to make this about more than a lone crusader. If you really want to get high-level stakeholders on board and overcome years worth of digital design and publishing practices that don't consider accessibility. What have we done at PSU? In terms of the pitch? It is a long game. I think it was my third morning on the job that my director pulled me into a meeting to talk about the plans for a development for the accessible IT procurement work flow. It's been about a year since the meeting. We're now ready to come back with a

functioning resource-backed work flow. That initial meeting they didn't want to hear a detailed breakdown for the plan for the How. They were more interested and invested in the Why. It became clear to me in the first few weeks of the new position that if our goal was really to make the highest, most far reaching impact as possible, in terms of propelling the university's commitment to inclusion and accessibility, we needed to focus on two far reaching areas. The number one is the accessibility of public-facing PSU-authored web content. And number two is the accessibility of high impact level PSU IT purchases. So design for public spaces and accessibility procurement for IT. Since then, as we develop new processes and work flows, we've been pitching again and again to the Office of General Council, the Technology Administrators Group, the Office of Academic Innovation. All in an effort to get the genuine feedback and polish that we need to come back to the Executive Council with a finished, working product. This brings us to strategy. Which in retrospect might be more effective coming before the pitch. But I kept it as the third portion of the presentation since you'll need to have the strategy in place before the pitch and some after. And let's face it, in higher education as evident from my own experience, that pitch is going to have to happen multiple times and for multiple audiences.

If we were doing this presentation in person, I would ask for a quick show of hands for how many of you have a surplus of committees, work groups, task forces on your campus. Maybe committees on committees. Most of whom need to be on board with accessibility in order for accessibility change to truly take hold at the institutional level. I imagine there's quite a few. At each of your campuses. I know there are at my campus. It might take a minute to get all relevant campus partners on board. So how do we build an effective and growing digital accessibility community? How do we make sure that we're not doing this alone? Ironically, my first suggestion is, in fact, to start a committee. I know. I'm just adding to the problem. I can hear you all laughing behind your mikes. If you want to get high level stakeholders on board, they need to know you are anticipating the barriers that may arise internally from folks on the ground who will ultimately be doing this work. Use a low commitment, high output committee for work group. I want to talk about what that means. I know you are all hearing me say low commitment and high output. It sounds like it might be impossible. But you want to use a low commitment, high output committee or work group as a foundation for bringing key content developers on board. You want to turn potential objectors into co-champions for accessibility. Who do you need

involved? At minimum? Well, you want to target key areas where accessibility improvement may be perceived as more of a challenge. Also maybe stack the deck a little bit and target a couple of folks that are already predisposed to an accessibility plan to help move things along in the initial group. So think of someone from IT. Someone from the Library. From Contracts and Procurement. Absolutely. From the Communications team. All right. Whatever office is responsible for your web communications. Someone or someones from Student Services. Someone from Academic or Instructional Support. From Disability Services. Definitely a faculty member. And don't expect committee members to come equipped. Nothing will kill a new committee's trajectory and potential for progress more than a hey, folks. How do you think we should tackle this? With no predetermined agenda? New committee members may not have a clear idea of what this is yet. Again they may be philosophically on board, but not necessarily have an idea of how to tackle this. And this is where you start talking about the How. You want to talk about the need, you want to give a brief Why pitch to this group first, but also get into the How. This group is your dry run. Come prepared with the knowledge that this has been done before. That the policies, resources, trainings, and work flows have been built in other institutions.

In a lot of places, it is working. Or at least it is working so much better than it was before any of this was taken on. How do we craft the overarching list. How do we come up with the right details for the committee to consider? First, identify the areas in need of growth. On your campus. I don't know about your campuses. But at all of the institutions where I've held teaching or staff positions in the past, lack of awareness has probably taken the cake as the most prevalent accessibility barrier. Again content developers are rarely consciously choosing to leave people with disabilities out of consideration. The reality is that it is not even in their peripheral. This is typically your first hurdle. Build awareness without fear. Craft a message that conveys the imperative while also letting folks know that they are supported. And that the resources they need are available and accessible regardless of how you define it. Next identify those areas in need of definition or work flow. Do you have a digital accessibility policy? If not have you taken a look at policies put in place at other institutions? Start there. Use these as a template and work with your committee to identify those components that are most relevant to your institution. To have accessibility digital design resources at your fingertips. How available are these resources to folks on your campus? Is there any web presence devoted to accessibility?

Thinking in terms of long-term goals, how might you make accessible, digital design not only available, but required for content developers on your campus who are responsible for public-facing content? Are there any other mandatory trainings for folks in the university office? You could maybe partner with them and build on the work flows. Do you have any procedures in place for accessible IT procurement? Similar to the digital accessibility training techniques I described for procurement, you can build on work flows that exist through your Contracts and Procurement office. Are there any existing IT security check points for new contracts perhaps where you could add accessibility as a component? Probably the most intimidating of these recommendations is the development of the actual work flows and assets for accessibility digital design training and accessible IT procurement. This is when folks typically wonder how do we build or find these resources? First, and I can't emphasize this enough, do not reinvent the wheel. Others have done this before you. I know because I researched a lot of their stuff before building on my own work flows. Take a look at what's worked well at other colleges and universities through your own institutions' lenses. This is something that your own committee and folks that you are turning into co-champions for accessibility. This is something that they can

help you with and often something that folks are willing to take on. You can task your colleagues with conversations before busy work. Ask them to find out what other schools are doing that isn't working. This shouldn't be open-ended or undefined. We talked about the high output and low effort committee; right? You are asking people to join you in the efforts. They have all sorts of responsibilities like you do in addition to accessibility. So pick several institutions beforehand that have been doing this work already. Take advantage of the resources that exist out there. Like the excellent accessibility list serves, the IT access list serve, see who has been doing this work; right? And I'm not necessarily talking about folks who are, you know, flying the flag and doing it perfectly; right? I don't know if we have any institutions that are doing it perfectly. There are folks that are doing this work for some time. It is so much better than it was before. Pick a couple of institutions that will be comparable in size to your institution. And put together a list of questions for folks to ask. You've got some questions. You've got some context. Most people in your committee will be willing to take 20 to 30 minutes out of their week to make a call. Ask some questions. Take some notes. Most importantly one of those questions should be, "Can we get a copy of your

trainings? Your work flows, your policies, your templates, just send it all over." Most institutions are willing to share. Speaking of what have we done at PSU. Well, as I mentioned previously the focus of my first year here at PSU has been the accessibility of public facing PSU-authored content and the accessibility of high-impact PSU IT purchases. In terms of the first agenda item, I was really lucky that my arrival coincided with a planned migration from seven to eight. There's a lot you can do when folks are moving between digital houses. Not the least of which is the reduction of PDF. People don't realize the non-HTML they have posted until they are tasked with moving from one web space to another. Most could be archived, deleted, or maybe even converted to HTML. Like most universities new PDX.edu employees have always been required to take a digital content management training through the Digital Office of Communications. New employees need access to edit the web site. They have to take an intro to the enterprise content management training system. During the move, new and old would be required to take the training to acclimate themselves. I went ahead and built the series that I shared with you before. And I worked with the Office of University Communications to make it a prerequisite. No one was going to get access without taking the new

accessibility training. I'm going to look at videos quick. I realize that I can close some of the tabs that I've shown you. And simplify this a little bit. Okay. So I made this five-part digital accessibility basics training series. Which really is the basics; right? Each video is less than ten minutes long. I made it available publicly on the web site. For purposes of partnering with university communications to make this required -- apologies that I'm not signed into the D2L course. I can't show you that right now. I created the D2L course and popped it in there. I created very simple quiz questions basically to show that somebody has watched the videos. All right. People can take the quiz as many times as they want. They have to take the training and pass the quizzes before they take the enterprise CMS training. The reality is that this method can work at your institution regardless of whether or not you are in the midst of a digital move. It was convenient to catch everybody all at once. It may be more gradual without a move. If you make it a prerequisite, all new digital content developers will be trained. Which means that eventually everyone will be trained. In terms of accessibility IT procurement, this was the scary one. Remember folks, my third day on the job. But like I said, others have tackled this before me. Many are in the midst of taking it on now. They know what's working for them and what is not. I've

put together some informational interview questions. I'm going to show you a copy of them right now. I'm going to take a second to refresh here. The first is a set of ground work. If we are looking at what other colleges and universities are doing, what is the average yearly enrollment, what is the approximate number of employee-faculty, and staff, and then start to ask questions of what is their system and what is not working for them. I might have an idea in my head of what processes we need in place for accessibility IT procurement that have been tried and aren't working. What departments and organizations explore new technologies most frequently, who are the primary decision makers with regard to new technologies. I'm going to scroll past these questions. What carries primary responsibility at your institution for reviewing Voluntary Product Accessibility Templates, VPAT. Does your institution have an Equally Effective Alternative Access Plan (EEAAP)? Do you have a copy? Always ask for copies. Do they have a process for establishing exemptions? If so, can we have a copy? What are three things working really well? What are three things that could use improvement? I gathered some possible contacts from the ITAccess and ATHEN list serves, folks that I engaged with at conferences. And I set my co-committee members to task. Now like I said, low commitment, high impact, I gave them a list of

contacts. Here's somebody's number. Here's a list of questions. Can you talk to somebody for me? What's awesome is that it facilitated networking and relationships between other schools and the folks in my community who are just building on that commitment to digital accessibility. But it also meant that all of that research was being gathered. It is not just me engaging and trying to find out what other folks are doing. This gave me such an excellent road map to see what is it that we need. It was a gold mine. Or at least a silver one. It gave us a starting point for what we needed. We needed to define product impact levels. Check points for procuring parties. Resources and templates, like a sample VPAT, an IT accessibility road map template. If the VPAT is showing some serious errors, an equality effective alternate access plan, something that we can have procuring parties fill out and keep on file. If there's a product that's the only product that could possibly meet functional outcomes, but it is not fully accessible. I'm going to show you -- I'm not going to show you all of the resources we ended up developing as part of the work group. I'll show you a visual that I developed to kind of help explain it as we sort of go around campus and pitch it to groups to get their feedback. As we beta test the work flow. It is going to make me refresh here. All right. So I'm going to zoom in here for just a second. Okay. So this gives you just

a basic idea of all of the research that we looked into. What are other institutions doing? Okay. We need to establish the impact levels and we need to establish the check points for each of those impact levels. We heard what folks were doing in terms of security reviews that are already in place. We heard what folks were doing in terms of asking for accessibility documentation. What information do procuring parties need. Because one person, one committee can't be responsible for managing all of the procurements on campus. Rather we want to create assets and resources to equip our procuring parties. What information do they need in order to adequately and effectively interact with vendors to get the VPAT or the IT accessibility road map? How can they establish accessibility expectations? Is there a contract link perhaps? At the highest impact level do we need to do some functional accessibility testing to make sure this is going to be a product that's going to work for the university. Really that research was an essential step in something that really got our digital accessibility work group excited. Thankfully most folks were willing to share what they had. We weren't starting from scratch. We were borrowing and reworking based on our institution's needs. I looked at so many different IT accessibility road map templates before putting together roughly, okay, I think this is what would be the best resource for our

procuring parties to handle for the vendors. Let's look at it as a group. Get feedback from everyone. Again I can't be the lone crusader. I looked at so many equal access plans. I put together a rough approximation of what we might need. Lots of feedback. Pitch it to multiple groups. Getting an idea of what our institution needed. I wasn't starting from scratch. It was one of the reasons that I love the field. We help each other. And on that note, does anyone have any questions?

>> I will go over some of the questions that we already received. And you are welcome to post any additional questions into the chat. We'll go over those questions one by one. Perhaps a couple of questions in the e-mail. I'm going over them first right now. One of the questions that I have is, "What steps and strategies would you recommend for an equally effective alternative accessibility plan for assistance like the integrated lab assistance or other products, for example?"

>> Yeah. That's a great question. Like I said a couple of slides ago, I think the most important thing is to look at examples from other institutions. See what other folks are doing. A lot of people have posted their equally effective alternative access plan templates publicly. If you Google EEAAP, you'll find a lot of examples from several other institutions. You may see campuses reference an EEAAP but not post them publicly.

The likelihood is, if you reach out, is you'll be able to get a copy. I really recommend looking at a copy of what other folks are doing. The reason why is because EEAAP templates that are already in place have had a minute to be tested by the procuring parties that are filling them out. And when you have a procuring party that's looking at a product they really are making an effort. I want to make sure the product is accessible. They looked at several digital products. It is the most accessible out of the products that accomplish this certain goal. There's still some usability issues. Got to have an equally effective alternative access plan in place for users. When you share that, aside from it being an incredibly long and overwhelming acronym, procuring parties are like I'm not equipped for that. Who is going to fill that out for me? Can the disability services office do it? Information technology? Can they fill it out for me? Again you can't have one person manage all of these. Actually for me as the IT accessibility coordinator, I'm less of an expert on the product than the procuring party. They've done way more research on the product. They know how it is meant to be used. They know why they are getting the product; right? They're more familiar with it. They are more equipped. I think one of the most important things aside from looking at the other folks EEAAP and getting an idea from comparing

them and looking at them and what has worked well and providing enough that it is overwhelming or terrifying, in addition to that, you also want to make sure that you have some clear explanatory text about what an EEAAP is. We built our template. We thought it was really good. We took it out for a data test with procuring parties. We ran into lots of the same barriers I just talked about. I'm not equipped to do this. I don't know how to provide an accommodation. An EEAAP is not an accommodation plan. Accommodations are determined on a case-by-case basis by qualified individuals working for Disability Services offices. You can't possibly develop an EEAAP that is going to cover all possible accessibility avenues for every user. Instead you are looking at what the barriers are based on the VPAT, the accessibility road map, and you are describing alternatives. It might be as simple as saying -- let's say it is a math homework portal; right? And there's a couple of assignments within it that are not accessible via screen reading software. So the department says we've pre-downloaded PDF versions. We have them in storage ready to share with the DDRC for conversion as needed. They don't have to figure out are there PDF versions? How would we download that? There's some preset steps in place to shrink that amount of time between a carrier and when an accommodation might be available.

Ideally beforehand. I think really just thinking about those fears that folks are going to have about filling out an EEAAP beforehand and benefiting from the work that other institutions have done before you.

>> All right. There's another related to the question. And talking about accessibility improvement plans. So do you want to address the difference and any good resources for coming up with the improvement plans?

>> I'm not necessarily familiar with that specific terminology. In terms of accessibility improvement plans, my first thought would be that might be something that a vendor would be putting together for their product. Definitely when one of the assets that we discovered that was really important for institutions whose processes for working well for procurement was that they had an IT accessibility road map and template on file that they -- that procuring parties could give to vendors.

Because vendors might have a VPAT that, you know, that shares these are all of the things that are compliant. These are all of the things that aren't currently compliant. We are working on them. Usually that working on them is kind of vague. There's not a very clear road map of when those things are going to be fixed. And the IT accessibility road map template basically says to vendors, okay, all of those problems that were

listed on your VPAT, I want you to list them all here with any known or documented work arounds that you are aware of and your timeline for when the things are going to be fixed. Through an IT accessibility road map, you are essentially asking a vendor for a remediation plan. Sometimes vendors will already have one put together. They are called accessibility conformance reports. I'm not familiar with accessibility improvement plan as a specific terminology.

>> All right. Next question is, "Everyone is working and teaching remotely, accessibility has become even more crucial and also lost in the shuffle. What steps are most important to quickly facilitate accessibility in the new remote realities?"

>> I think the most important thing is making sure that resources are available as much as possible. I think that the work to make -- the work to make course materials accessible is -- it is work. But it is often less intimidating than folks think that it is. You know, they have -- they have a PDF that they've been distributing. You know, they don't realize that if they just make a couple of quick changes in their original Microsoft Word document or their original PowerPoints to make those original Microsoft Office assets accessible and export them to PDF. There's just a few tiny tweaks. It is nothing as extensive as what PDF remediation looks like in Adobe. In the broader picture encouraging folks to

take advantage of the HTML spaces they have. A lot of folks aren't using their learning management systems to the full extent they could. Instead of using, you know, posting information directly in HTML and in the resources, they are creating the HTML assets which are inevitably harder to maintain in accessibility. I think the resources and support are available for converting course materials to a more accessible format is the most important thing. Making sure that folks are aware of the inaccessibility of the digital assets. Like I said, right at the beginning of the presentation, you talk about accessibility and a lot of faculty members especially hear availability. They won't even necessarily know what accessibility means. And so it is building that awareness without fear is building awareness while having those resources in place. And making clear all of the support systems on campus that are available. Whether that's a Disability Services Office, instructional design support, often colleges have, you know, an Instructional Design Office that helps faculty to create online materials and making sure those folks have the resources that they need and they are equipped to provide advice in terms of accessible design. So it is -- more than telling folks your stuff has to be accessible. But making sure they know where the resources are.

>> All right. And just a reminder, everybody who

had questions are welcome to post them in the chat. We'll go over them one by one. And next question is, "How do we address the issue of, 'I fully support this effort. I just don't have time to adjust my additional video,' or 'I have created stuff years ago,' and 'What do I do for that volume of stuff like videos or other materials?' and 'I can begin working on a newer version, but the prior ones, I don't know.' How do we respond to this?"

>> There's a couple of things. You know, I think one thing in working with our PDX.edu is the volume. I have 70 PDFs that I typically make available on the web site. Typically first we talk about, okay, what's mission critical? What are the things that you really absolutely need up there. Really it is the ten that are being used regularly. Let's focus on making those ten available. The remainder can be made available by request. So that you can make them accessible overtime and give yourself a little bit more time. A lot of folks are posting more non-HTML assets in particular than online than they need to. The other thing is that it is often significantly less work. To convert non-HTML content to HTML than it is to make it accessible. So that's the other thing. I ask folks to think about what about making a quick HTML page. Does all of this information actually need to be available? When we're talking about videos in particular, same thing in terms of volume. What's

mission critical? Let's focus on that first. The other is limiting choices, right? Videos posted to a public-facing space must be accessible, according to X policy. If you don't have a policy, that's one of the first things you want to work on. Even though the laws are in place, often folks need to hear from the top that it is an institutional priority. When there's an institutional mandate, the public-facing stuff needs to be accessible. Options. Okay. A) you can't -- you can caption it. Here's all of the resources that you need to do this. Here's a resource to, you know, -- resources to easily create your transcript. Resources to easily time it. Okay. I understand you don't have this time. Here's these resources to contract out. Right? These are your options.

Because it has to be accessible. So one of the things that we did kind of as an incentive for folks. We set aside a small portion of the budget for captioning during this move. And we set up a caption -- a request system where folks fill out a form. This is the URL. This is the space. It is public-facing. Et cetera. Et cetera. And we order captioning. We send them a zeroed out invoice that says promotionally as a part of the new space, we are funding your captioning. However after the entire web site is launched, you will be invoiced for the cost. What's great about that is A) it gets people motivated. Free captions. For this limited

period of time. Also they see how little it costs for the public

Public-facing videos. The 2:00- to 3:00-minute public-facing videos in the public spaces. Like I said, our focus right now is on public-facing content. Our Office of Faculty Innovation works on academic content. My focus has been public-facing. We get people excited and transition them.

>> All right. The other question remaining right now is asking, "Shall we be able to share the documents you showed during the presentations? The specific research questions and the others you shared from each step?."

>> On the procurement work flow, all of the resources that I shared with the exception of those procurement documents, and you'll see in the accessible Google HTML versions of the slides. They have links to all of the reports and resources I mentioned throughout the presentation. In terms of the questions, I'm more than happy to share those questions with folks and send them out. We're still in beta in terms of pushing out our accessible procurement process. I can likely share that overview document to give you an idea of what our work flow is going to be. Perhaps not necessarily those internal documents quite yet. I'll double check on that. I'll definitely make sure that I share the overview document and I'll share the questions that I put together.

All right. Thank you, Michele. I think that's all of the questions that I have right now. Thank you. Thank you for your presentations and thank everyone for participating in our webinar today. We will be sending a survey e-mail later. We will attach documents previously mentioned. It is okay to share within the e-mail and also the PowerPoint. That's the accessible version of the PowerPoint that we will be sending via e-mail. So look for the e-mail that will show up in your inbox and the survey asking for your feedback. So that we can improve our -- so that we can have additional webinars that we will be hosting throughout the year. And thank you, everyone for joining our webinar today. We will also be distributing the recording later on. Thank you, everyone.