

# IT, OTL, & ADA Digital Accessibility Team

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Partnership, Leadership and Vision



# Agenda

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- Our Team
- The Why
- Our Impact
- Examples
- Trends
- Our Vision
- National Leaders

# Our Team

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- **Ellen Hogan:** OTL Accessibility Technologist
- **Joshua Kaufman:** ADA Coordinator
- **Bill Casson:** Digital Accessibility Specialist
- **Alex Martinez:** Academic Technology Specialist
- **Beth Mawhinney:** Digital Media Curator and Remediation Assistant
- **Tiffany Bowers:** Digital Media Curator and Remediation Assistant
- **Claire Blyth:** Digital Media Curator and Remediation Assistant

# The Why

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## Statements

*"Professors expect us to read things in class. And that's not an issue for most people. But when we are supposed to be silently reading, it means I need to read the text which isn't always provided in an accessible format."*

- DU Student  
Global Accessibility Awareness Day 2022

*"The University of Denver is its people—**all** its people. We aim to attract bright and motivated students and give them every opportunity to thrive. We rely on engaged faculty who are passionate about their teaching and their scholarship. We depend on talented staff to support the operation and mission of the University."*

- Chancellor's Statement on  
Diversity, Equity and Inclusion

# The Why

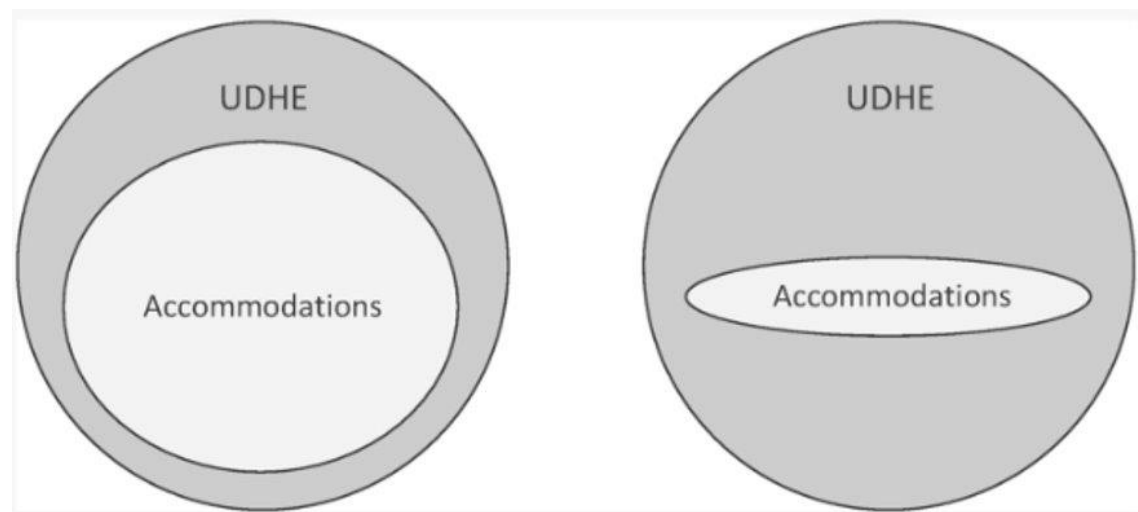
## Universal Design for Learning

### **Accommodations:**

Access is provided in response to a request by someone with a disability, typically through a service office on campus. (reactive)

### **Accessibility:**

**All users can perform a function or** access content as-is, without requiring individual support or having to provide documentation of disability. (proactive)



Source: Creating Inclusive Learning Opportunities in Higher Education: A Universal Design Toolkit by Sheryl E. Burgstahler, 2020

# The Why

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## Compliance & Risk Management

### It's the Law

- American's With Disabilities Act (ADA)
- Section 504 of the Rehabilitation Act (Section 504)
- Federal Communications Commission (FCC)
- 21st Century Communications and Video Accessibility Act (CVAA)

### Office for Civil Rights (OCR)

Launched investigations of over 100 colleges and universities

### Digital Accessibility Lawsuits

2020	3503
2021	4055
2022	Numbers are expected to and on track to grow
1000+	Since 2018 - Gottlieb & Associates alone

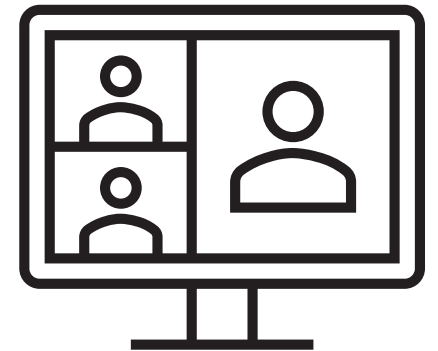
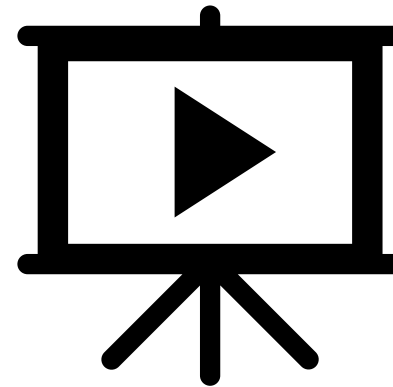
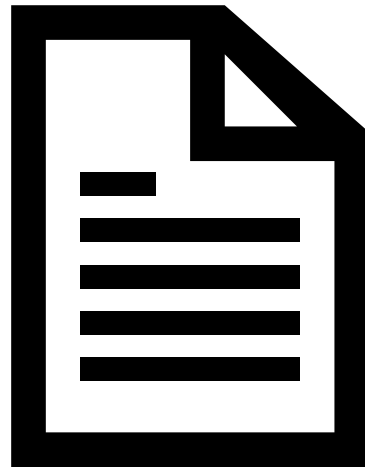
### DU's Insurance Deductible is \$250k!

If you are called on the carpet that cost will likely be borne by your division.

# Our Services

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- **Digital Remediation:** PDF, PowerPoint, video, audio and web
- **Education & Training:** Faculty and staff workshops, hosting conferences, presenting at conferences
- **Software Procurement:** Review enterprise software



# Our Impact

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2021-2022

## **Workshops, Trainings and Conferences**

- 15+ faculty workshops
- 5+ staff workshops
- 3 national webinars
- 55 consultations
- Hosted DU's Global Accessibility Awareness Day

## **Remediation Projects**

- 400+ PDF
- 60+ PowerPoints
- 200+ videos
- 40+ Podcast

## **Software Reviews**

- 20+

## **MarComm Partnership**

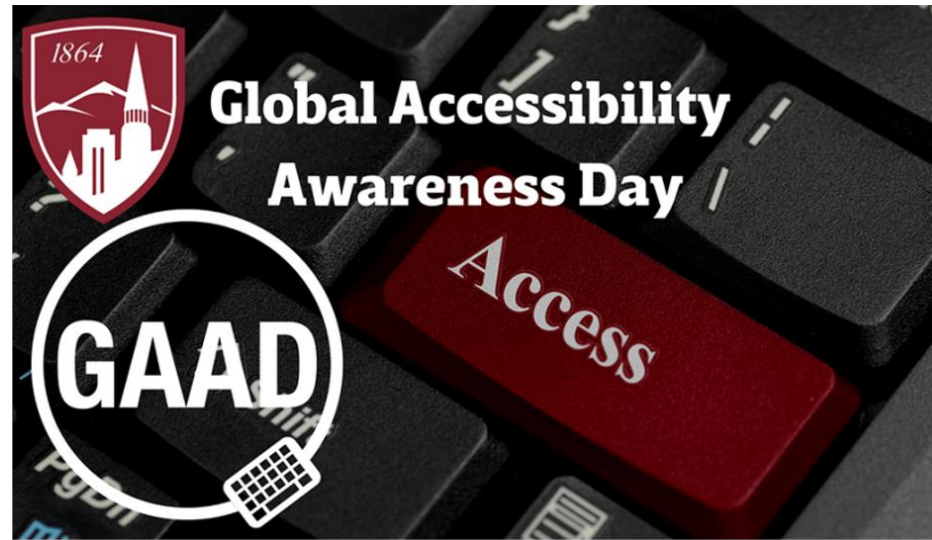
- Brand Guide digital accessibility checklist
- DEI Style Guide digital accessibility checklist



# GAAD 2022

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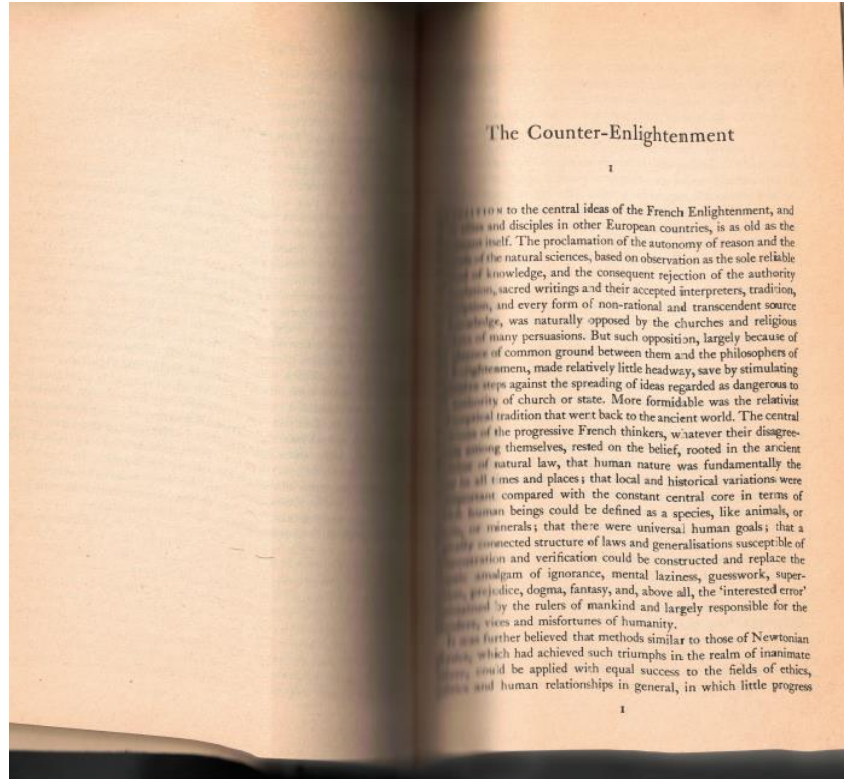
## Inaugural Event



DU's Global Accessibility Awareness Day 2022 took place on May 19th in AAC.

# Examples

## Alt Text Format



### Common Errors:

- Orientation is crooked/blurred
- Binding scanned instead of single pages
- Notes and Mark Ups
- No OCR or tags

### The Counter-Enlightenment

#### I

OPPOSITION TO THE CENTRAL IDEAS of the French Enlightenment, and of its allies and disciples in other European countries, is as old as the movement itself. The proclamation of the autonomy of reason and the methods of the natural sciences, based on observation as the sole reliable method of knowledge, and the consequent rejection of the authority of revelation, sacred writings and their accepted interpreters, tradition, prescription, and every form of non-rational and transcendent source of knowledge, was naturally opposed by the Churches and religious thinkers of many persuasions. But such opposition, largely because of the absence of common ground between them and the philosophers of the Enlightenment, made relatively little headway, save by stimulating repressive steps against the spreading of ideas regarded as dangerous to the authority of Church or State. More formidable was the relativist and sceptical tradition that went back to the ancient world. The central doctrines of the progressive French thinkers, whatever their disagreements among themselves, rested on the belief, rooted in the ancient doctrine of natural law, that human nature was fundamentally the same in all times and places; that local and historical variations were unimportant compared with the constant central core in terms of which human beings could be defined as a species, like animals, or plants, or minerals; that there were universal human goals; that a logically connected structure of laws and generalisations susceptible of demonstration and verification could be constructed and replace the chaotic amalgam of ignorance, mental laziness, guesswork, superstition, prejudice, dogma, fantasy, and, above all, the 'interested error' maintained by the rulers of mankind and largely responsible for the miseries, vices and misfortunes of humanity. It was further believed that methods similar to those of Newtonian physics, which had achieved such triumphs in the realm of inanimate nature, could be applied with equal success to the fields of ethics, politics and human relationships in general, in which little progress

# Examples

# Alt Text Format

4. Data collection is costly because considerable detail has to be gathered and because interviewing in general, which is a technique required for collecting some of the appropriate data, is expensive in terms of both time and financial support.
5. As already implied in some of the points above, the scope of this kind of policy study is limited. As scope expands, detail (and in that sense, rigor) is almost surely going to have to be sacrificed.

This type of model is a good example of the mix of strengths and weaknesses that any particular choice of model is likely to impose on the study of policy. The person or persons doing the study should be aware of those strengths and weaknesses and choose the model best suited to the purpose.

*Example B: A Structural Model.* One more example will help underscore the general points made above. A submodel focusing on the impact of patterned parts of both the external and internal environment on policy actions and, at least in principle, on policy results in society has here been labeled a structural model (see Ripley and Franklin, 1975, for an example of its use, primarily in explaining dollars available to individual federal agencies that compete in a budget process over time). The general model employed for such a study is portrayed in Figure 3. Perceptions and processes are omitted. They are replaced by patterned parts of the external environment, by patterned structures inside the government, and by previous policy actions. This model, like the previous example, seeks to explain policy actions. But it goes about seeking those explanations in a very different way. Again, some fairly clear strengths and weaknesses are attached to this way of investigating policy. In some ways, they present a mirror image of the strengths and weaknesses outlined for the first submodel.

The strengths can be summarized in three points:

1. This model is more suitable for investigating ongoing programs than the other model, which is more suitable for investigating new programs in their early stages. The model rests on assumptions and can be made to incorporate research techniques appropriate to continuing programs, some of them with long histories. Policy actions in such programs and results stemming from them can, in principle, be investigated using this model.
2. This model can be used in connection with data collection priorities that allow both considering from them can, in principle, be investigated using this model.
3. The first two points imply that this approach to the study of policy allows a long period of time to be covered. People's (policy actors') memories are not a source of data, so relevant policy data can, in principle, be reconstructed for the past from documentary sources. These

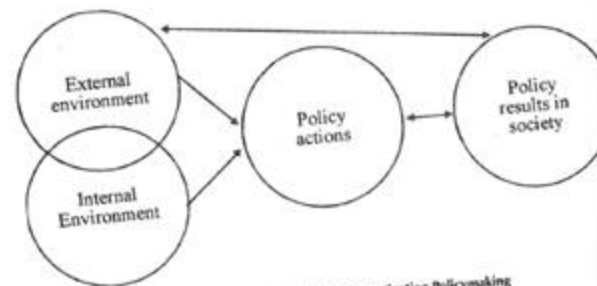


Figure 3. A Structural Model for Investigating Policymaking

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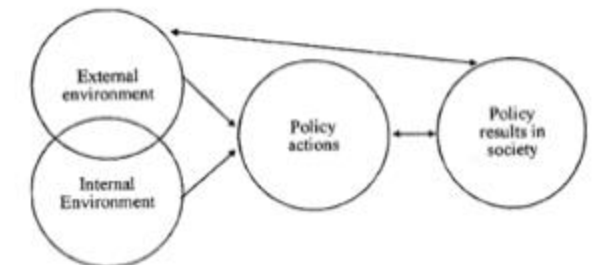


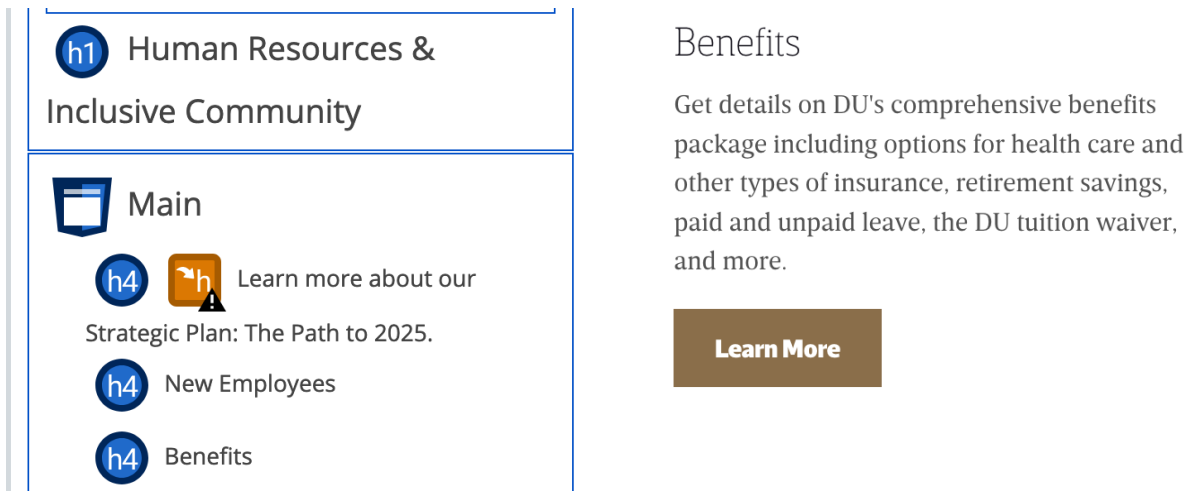
Figure 3. A Structural Model for Investigating Policymaking

# Examples

## Web

## Most common web accessibility issues:

- HTML heading structure (H1-H6)
- Descriptive alt text on images
- Tab navigation
- Color contrast
- Calendars
- PDF



The screenshot displays a website layout with several accessibility concerns. The main header is 'Human Resources & Inclusive Community' with an 'h1' label. Below it is a 'Main' section with a 'h4' label. The 'Main' section contains three items: 'Learn more about our Strategic Plan: The Path to 2025.' (with an 'h4' label), 'New Employees' (with an 'h4' label), and 'Benefits' (with an 'h4' label). To the right of the 'Main' section is a 'Benefits' section with a paragraph of text and a 'Learn More' button. The 'Benefits' section has a 'h2' label. The 'Learn More' button is a brown rectangle with white text.

**h1** Human Resources & Inclusive Community

**h4** Main

**h4** Learn more about our Strategic Plan: The Path to 2025.

**h4** New Employees

**h4** Benefits

Benefits

Get details on DU's comprehensive benefits package including options for health care and other types of insurance, retirement savings, paid and unpaid leave, the DU tuition waiver, and more.

**Learn More**



# Examples

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Video with  
auto-  
captions



# Examples

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Video with  
remediated  
captions



# Captions Should be...

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- **Accurate**
  - 95%+ accuracy
- **Consistent**
  - Uniform style and presentation
- **Clear**
  - Identify speaker
  - Include relevant audio other than speech
- **Readable**
  - Synchronized with video
  - Don't obscure visual content
  - Displayed large enough to read
  - Chunked into readable sections
- **Equally Accessible**
  - Convey meaning AND spoken word
  - Preserve the intention of material

# Local & National Trends

- DU marketing to families with neurodiversity students



- Increase students with DSP accommodations (1 out of 5)



- Universities with a centralized digital accessibility office





# Higher Education

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## Digital Accessibility Services

- Rutgers University [IT Digital Accessibility](#)
- UCONN [IT Accessibility](#) and [IT Accessibility Roadmap](#)
- Stanford [IT Office of Digital Accessibility](#)
- U of Washington [Accessible Technology](#)
- U of Chicago [Center for Digital Accessibility](#)
- Yale [Usability and Web Accessibility](#)
- CU Boulder [Digital Accessibility Office](#)
- CSUSM [Accessible Technology Services](#)
- UNC – Chapel Hill [Digital Accessibility \(unc.edu\)](#)
- Syracuse [University Accessibility at Syracuse](#)

# Digital Accessibility Vision

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## Budget planning & policy

### Budget Allocations & Policy

- Centralized Office of Digital Accessibility
  - Software and Hardware for Remediation
- Permanent Full-Time Staffing
  - Increased Student Employee Team Providing Marketable Skills
- Include on all DU Maintained Webpages
  - “Report an Accessibility Concern”
  - WCAG 2.1 guideline and University Accessibility Statement & Policy
- Closed Caption Statement & Policy

# Next Steps

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# THANK YOU

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# Extras Slides

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# Moving Forward

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## Timeline

### **Communication and Education – 2022 - 2023**

- Monthly trainings
- Information and resource notices
- Develop plans for either departmental or centralized processes
- Remediate content that comes to our team

### **Remediate All Newly Procured or Produced Content – 2023 - 2024**

- Increase remediation capacity
- Cut out low traffic or outdated legacy content
- \*Except excluded content

### **Remediate Legacy Content not Culled – 2024 - 2025**

- Remediate legacy content
- All high priority content remediated to WCAG 2.1 standard for start of 2025–2026 AY

# Bad News

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## **Pay Now or Pay Later?**

We get to pick whether we pay now or later!

Front loading or remediating?

Always easier to bake accessibility in from the start

## **Exceptional, High-Profile University!**

R1 Designation

Consistently ranked top university

Kennedy Mountain Campus

National Champion Athletics – Hockey, Skiing, Lacrosse, Women's Triathlon  
Ranked #3

## **About the Disability Community**

19% of students identify to disability services both nationally and at DU

Up from 12% in 2012 and expected to grow

Disability is the largest minoritized group nationally and worldwide

Only minoritized group folks can join at any time

# Beyond Compliance

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Closed captions have many benefits

- **Increased view time**
  - As much as 80%
- **Search Engine Optimization**
  - Your content becomes searchable, increasing exposure
- **Improved clarity**
  - When there is background noise or audio isn't an option
  - When audio quality isn't good
  - The speaker has an unfamiliar accent
- **Improves focus, retention and recall**
  - Improves learning outcomes
- **Supports DEIA**
  - Content is more accessible to non-native language speakers
  - Supports access for those with a variety of disabilities
- **Improved access for those with learning disabilities**
  - 19% of students at DU work with DSP, many of those have learning disabilities



# Captioned Content

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## Digital Multimedia Content

- Created or posted by units, office or staff
- Webpages
- YouTube
- Social Media – Twitter, Facebook, Instagram, TikTok, Etc.

## Available to the Public and/or Campus Community

- Video and Audio, Created and Purchased
- Campus wide meetings or events
- Used in the classroom (caveat below)

## Course Material

- All new media procured or used
- Automatic captions ok unless DSP approved accommodation
- Legacy content must be captioned when updated
- Goal of all media campus wide by end of 2024 – 2025 AY

No Captions

# Examples

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Video with no  
captions

