

Digital Accessibility 101 Video Transcript

Just really quickly as we're getting settled.

We still have some people coming in, but we have quite a few speakers with us today on this very important topic on digital accessibility here.

So welcome, everyone to our monthly lunch and learn here this month for September.

So we appreciate your coming out. At least it's not raining today so you didn't have to walk across campus in the rain.

So that was a good thing. So luckily it wasn't yesterday because that would have been really chilly.

So welcome.

I'm Debbie Lammers, the assistant vice chancellor of learning and development, and we get the great pleasure of hosting these every month.

So I'm going to just do some really quick introductions while everybody's getting settled in and beginning to eat through lunch.

We've got several of the presenters here in person, and we've got a couple that are online that will be joining us to do presentations today.

First off, I'd like to introduce our moderator for today with the group is Amy Dahlbach.

She's the organizational development manager for information, strategy and services.

And I'm Amy brings a deep commitment to universal digital environments and was a driving force behind accessibility efforts on campus.

Last year, she co-led the c, U. Anschutz Digital Asset Stability Working Group,

where she played a pivotal role in advocating for the creation of Campus Digital Accessibility Program Manager,

a position that now resides within her team. And then we have Tarah Dykeman.

She's going to be joining us virtually today, and she's the digital accessibility program manager for the campus.

She leads digital accessibility efforts by providing guidance on compliance requirements,

expanding our resource library, offering consultations and monitoring our progress.

We also have Nicole Lawrence joining us today, and she's the digital communications director in the communications, uh, the Office of Communications.

She leads the web and communications teams in our department overseeing the university's main site pages,

HubSpot newsrooms, and many other digital communication initiatives.

Then we also have Christopher Rodriguez. He's going to be joining us virtually as well.

And he's the web accessibility UX designer.

And he's on the web development team.

He develops for and ensures Sitefinity content meets accessibility requirements as well as providing accessibility reviews of web content.

And we have Lynee Sanute. So, you know, and I'm I'm going to apologize for anybody's name I mispronounce.

I am trying my best. She's a senior instructional technologist at the Office of Digital Learning.

She's experienced and passionate about teaching strategies, technology tools, and accessibility,

with a knack for turning complex requirements into practical, engaging training.

Then we have Lauren Fontana is the director of the Office of Disability Access and Inclusion,

where her team oversees all student disability accommodations here on campus.

Stephen Blackwell, who's from our central H.R.

He's our HR principal, professional and accommodations coordinator.

So he does a lot around the ADA side of the world. Kimberly Spiering.

She's a senior associate university counsel.

She's one of four in-house attorneys based here on the institute's campus and work with the system office to develop

policies that would comply with the state law regarding digital set subset ability that went into effect on July 1st,

2024. So they're all here to give you some updates and provide you with some really valuable information on why this is so important to our campus.

And, I'm going to turn it over to. Here you go.

So thank you so much. Yeah. Thank you.

Okay. Hi everyone.

Thanks for joining us today. That was quite the introduction. Thank you Debbie.

So essentially today is really about talking through what digital accessibility is, why it's important to you,

how it impacts our campus community, and really where you can go to find various tools and resources here on campus.

As Debbie mentioned, we have a ton of experts here to share some incredible, important information that kind of help you along the journey.

Let's see if we can get the slide and answer here. Okay. All right.

So let's talk about the goals for today. Again let's talk about accessibility and why it matters.

There is a compliance component wrapped around it. So we'll talk through that a little bit.

And we'll explore practical strategies for integrating acceptability into your everyday work.

And again sharing resources and tools available to support accountability efforts across campus.

Keep in mind that, um, the slide deck will be shared out after the presentation.

There's a lot of valuable resources and links that we want to share out with the community, so we'll share that with you all.

And then also, there's a lot of valuable content in this presentation.

So we would kindly ask if we can hold questions until the end.

And then we'll have some dedicated time for Q&A. Again, we have various digital.

Digital accessibility, accessibility efforts. Excuse me.

Resources on campus here to present. Some are online, some are in person.

Again we've got Tarah. We've got Chris. We've gotten Nicole, Lynee, Lauren, and Stephen.

We also have Kimberly here from legal for any questions as well.

So again a great group of people. So let's get started.

We'll start with Tarah for overview and compliance.

Thanks, Amy. Hi everyone. I'm Tara Dykeman.

I'm the digital accessibility program manager for our campus.

So I'm going to be giving you all an overview of accessibility and talk series.

Some ways you can make sure you are compliant with, um, Colorado's accessibility law.

So to start, what is accessibility?

There can be a lot of confusion around this term. In general, accessibility means that products, devices, services, environments,

and facilities are usable by as many people as possible, including those with disabilities.

Digital accessibility specifically refers to the practice of designing um digital products like websites,

applications, and documents so that folks with disabilities can use them effectively.

So this includes designing interfaces that can be navigated with assistive technologies like screen readers,

ensuring content is perceivable by folks with visual impairments,

providing alternatives for audio and video content, and making interfaces operable for those with mobility impairments.

So the goal of digital accessibility overall is to ensure that everyone, regardless of their abilities, can access and use digital content and services.

Okay. So next, we're going to be talking, looking at some examples of accessibility.

And as we're talking about disabilities this might include disabilities like blindness,

low vision deafness, hearing impairments motor dexterity and cognitive disabilities.

And that's not all inclusive. So some examples of digital accessibility include alt text for images.

So image descriptions for folks who may not be able to see an image.

Also color contrast standards, so making sure there's enough contrast between background colors and text or graphics.

Heading levels and reading order, which is structuring and organizing content properly for screen reader users.

And then some examples of physical accessibility include curb cuts so that supports

wheelchair users, people using strollers, bicycle skateboards, scooters, things like that.

Ramp entrances to buildings, which has a similar benefit as curb cuts and push buttons for doors.

So this also benefits wheelchair users, folks who may not be able to pull open doors, um, either due to mobility or maybe your hands are just full.

Okay. So next, why does accessibility matter?

There are a lot of reasons. So in addition to accessibility being the right thing to do and a matter of civil and human rights,

it's also a legal requirement for us at the university.

Um, Colorado's accessibility law, or HB 2111 ten, as we also call it.

and title two of the ADA require us to provide accessible digital content and services.

So in addition to that over 28% of the US population has a disability.

That's more than 1 in 4 people. And disability impacts a lot of us and will likely impact all of us at some point in our lives.

So especially when we're considering temporary disabilities and the impacts of aging.

And really accessibility benefits everyone. It improves the user experience and it promotes equal access.

And for us, our commitment to accessibility aligns with our values and dedication to being a leading university,

That fosters community and excellence.

Okay. So now we're going to look at what compliance with Colorado's accessibility law looks like for us.

So CU Anschutz follows a multifaceted approach to compliance, um, which is everyone's responsibility at our campus.

So we need to proactively provide accessible digital content and information and communication technology,

or ICT, that meets established standards.

We need to provide reasonable accommodations or modifications upon request, and we need to demonstrate ongoing progress in accessibility efforts.

So really, we should be adhering to all of these approaches as we're continuing to make progress toward proactively providing accessible content.

We need to provide reasonable accommodations and modifications when requested.

We also need to be able to demonstrate our progress by having a plan for making our content accessible and working toward those goals.

And there's a link on this slide which you'll receive access to after the presentation that gets into a little more detail on compliance,

frequently asked questions as well. Okay.

So, next we're going to move into the most common accessibility issues we see at our campus.

So keep these in mind as we're talking to our presentation because we'll, we'll cover these in more detail.

Let's see. The top issue we typically see is using CU gold text on a white background and vice versa.

So this does not meet color contrast standards. Another common issue is using long URLs or non descriptive link text like "click here".

Another issue is not applying heading levels and proper heading structure.

We see a lot of inaccessible images, so alt text might be missing, incorrect, or they're images of text. And lastly, using inaccessible PDFs is really common too.

And PDFs are just really difficult to make accessible overall.

Okay, so some guidelines to remember as you're starting or continuing your accessibility journey.

Focus on progress over perfection.

You do not have to make all your content accessible overnight,

but you do need to continue making progress toward accessibility and make it easy for people with disabilities to request assistance.

So this is the key thing. Make it easy for folks to ask for help.

You also do not need to remove inaccessible content like your course materials and canvas.

So, as I've been saying, focus on making progress in your accessibility efforts

while providing reasonable accommodations or modifications when they are requested.

So overall, we're reducing but not eliminating the need for accommodations.

And providing those reasonable accommodations is still one way to be compliant as you make progress in your accessibility work.

Okay, so next you might be wondering where do I start?

Like, what's the most important thing for me to make accessible?

So I put together some criteria for how to prioritize your work.

So highest priority are things that are widely used.

Public facing, legally required or required to complete important task.

So this might be public websites, widespread communications, and course syllabi.

Medium priority are things that are internally used but frequent or essential for operations.

So things like internal websites, um, resources for faculty and staff.

And lowest priority are things that are rarely accessed

or supplemental information or something that's complex to remediate.

So this might look like optional course materials or internal PDFs.

And lastly, for you all, I have some helpful resources.

Thanks, Abby. And, to start, the first link is our resource library that covers kind of all areas and topics of accessibility.

And this is continuing to be built out. We also have an asynchronous training available on Skillsoft.

So CU accessibility fundamental fundamentals.

This is labeled for digital communicators but it is relevant for everyone.

And I put together a planning template for you all.

So this will help you prioritize your accessibility work and also points out some quick wins you can start with.

There's an accessibility testing tools page for things like when you're dealing with documents and websites and things like that.

If you have questions or need guidance, just email digital accessibility@cuanschutz.edu.

I get all those emails, um, and we can walk through one of your documents or content that you would like to make accessible.

So then you have a good baseline. Moving forward. I also encourage you to join the digital accessibility community.

Connect, receive relevant news and tips through that.

And also CU Boulder will be providing a virtual content and document accessibility workshop in November.

So once I have the details on that, I'll share that information to this community.

So yeah, definitely encourage you to join. We do get a lot of questions like what happens if there is a barrier report?

So, we have a centralized web page where folks can submit accessibility barrier reports.

And if we receive a report that has to do with your digital content, we'll reach out to you so you can address the issue.

So that's the first step when there's a barrier report. And lastly, I failed to put the link up here, but

there are procurement technology risk assessments conducted through our campus, through Isaac.

And, that includes gathering accessibility information from vendors.

So I'll follow up with that link. So you all have that available.

And. Yeah, thank you all. Now we're going to go over some practical strategies and tips for making your content accessible.

Okay. My notes didn't transfer over, so I'm glad I printed them off.

Okay. So today I'm going to talk about some accessibility tips as they relate to digital assets.

So, when I talk about digital assets, I'm talking about any like marketing or communication items that exist in digital form.

So some examples would be emails or social media posts, any images that you're creating, any web elements, video, podcast, etc.

So those are just some examples. So the first time I'm going to talk about is correct use of imagery. So Tarah kind of mentioned this about alt text, but I'll go a little bit more into detail.

So images should be used to support your material, not replace.

On occasion we see people sending emails as images that is not accessible just due to all the text in there.

People cannot read that text. So what we want you to do is, um, some examples of supportive imagery would be hero images.

So you can see an example up here. That supporting image is a hero image, or images embedded within the actual email or web copy.

Additionally, you want to avoid using images that have text within them unless absolutely necessary.

So you can see up here in this example, I actually do have some text within the image, but the alt text is pretty descriptive.

And it actually says what is within, what is within that image.

So I'm actually going to go a little bit more into detail about alt text next.

Okay, so image alt text should be meaning meaningful and describe exactly what's being shown within the image.

As I mentioned in the previous slide, make sure to include any any image text within your alt text.

So you can see here on this example, um, this supporting image, it says supporting image with DNA.

So very exact. Make sure that you're explaining this image perfectly.

That just helps with accessibility and screen readers.

For video and audio, make sure that you have captioning and transcripts.

I do have in the resources section that information on captioning transcripts and best practices for alt text.

So that will help you a lot when you're doing all of this. So this is just kind of quick tips, but that will kind of go more in depth.

And I'll show you those links in a minute. So color contrast, Tarah kind of touched on this a little bit as well.

But just make sure that you have a strong color contrast between the text and the background.

CU gold on white and vice versa is not accessible.

So make sure that you're always remembering that.

You will find the CU color guidelines as well as a color contrast checker within my resources as well.

And that's going to be really, really helpful. I think those are like the two biggest things that I use when I'm creating digital assets.

So structured content. When you're creating content for digital platforms, make sure you're following a logical structure.

So some examples of this would be if you're creating web page content, a newsroom article and email, things like that.

This will be extremely helpful for screen readers.

So you can see my examples here. Just making sure that you have those headings,

have those headings there. So heading one, heading two, heading three etc.

This is just really helpful to have that logical and organized content.

And then make sure you use legible fonts. So a minimum of font size 14 points and the line spacing of 1.5.

And then according to brand guidelines I can't have to throw that in there.

Make sure that you're using Roboto or Arial.

As far as the preferred digital fonts.

In this example, you can clearly see that one is slightly more readable than the other.

Here's a more in-depth example of the hyperlinks that she was talking about.

So just make sure that when you're creating a hyperlink that the link text is very specific to where exactly the user is going to end up.

So you can see here this one says this is an example link to our home page versus the other one which isn't the best.

It just says click here. Additionally make sure that it's visually distinct.

So the classic underline and blue color is kind of the best to stick with.

And then QR codes. In digital forms, these usually aren't,

should be avoided and usually aren't clickable.

So I like to say to use these only when you're bridging the gap between the physical and digital world.

So for example these are really good for posters and fliers.

Even digital posters work too, because people need to grab their phone and snap a picture and get to the link.

But in general, you can see this example of a social media post.

You usually try to avoid them in social media posts because people can't click through to them,

and they're usually already on their phone, so they're sort of pointless.

So when you're creating QR codes, just think about who your audience is, what medium they'll be using this for, and whether or not a QR code is actually necessary.

And then here's some digital accessibility resources.

So this first one. This is basically everything I talked about just now just a little bit more in depth on our communication site.

So these are those digital asset guidelines. The alt text best practices that I was talking about,

this color contrast checker and CU colors and then information on captioning and transcripts there.

And then I also saw a question about digital digitally accessible design templates.

So you can find a full list at that last link. So whether you're trying to find images for a newsroom article, social media post,

we also have links to PowerPoint templates and different things like that.

So hopefully that'll be really helpful when designing for digital forms.

Thanks.

I think it's my turn. There's a lot to web accessibility, so I'm going to try to move through pretty quickly.

I have a lot of content here for everybody, so bear with me.

If I move a little faster, let me know. But we're starting at, with a definition here.

So what is web accessibility? Web accessibility means that websites,

tools and technologies are designed and developed so that people with disabilities specifically can use them.

More specifically, people can perceive, understand, navigate, and interact with web content and contribute to the web.

I wanted to briefly touch on some different types of disabilities that affect access to web content that you have.

Auditory. This includes deafness and hearing loss, cognitive, which can include dyslexia and sensory overload uh neurological,

which can include things like seizure, seizure disorders. Um, this also comes into play with video and flashing content.

So you want to be really mindful to try to avoid using flashing content there.

Physical. This can be motor impairments or limited mobility and visual.

This includes blindness, color blindness and low vision.

And then I also wanted to briefly mention some different examples of assistive technologies that are out there.

So you have screen readers. This includes Jaws, Nvda,

that's the one I use, and VoiceOver. There is speech recognition software such as Dragon or Google Assistant.

You have screen magnifiers. This this can include a physical device that goes over the screen to magnify content,

and also virtual software that allows you to zoom into content.

There are braille displays which translate onscreen text into braille,

allowing users to read web content through touch, and there's also closed captions.

I wanted to briefly touch upon the screen reader experience.

I know a lot of people probably haven't used the screen reader to navigate through web content,

so I wanted to kind of paint a picture of that for people. So starting out with sort of some defining terms. What is focus?

So focus refers to any web element on a page a user is currently interacting with.

So for example, if a user is playing a video and they're triggering a pause button for that video,

we would say that that pause button is currently in focus. Related to that we have focus order.

That's the sequence or order in which elements on a web page are navigated through using keyboard inputs.

And lastly, focus outline. That's the visual outline interactive elements get when they are in keyboard focus.

If you've ever tabbed through like our Anschutz page or anything, if you've ever done that,

you might notice that when you're hitting an interactive element, you should get an outliner on it.

And that's what the focus outline is. So screen reader users navigate through a web page largely using the keyboard tab button.

They also use the arrow buttons and other keyboard inputs, and when a web element is in focus for them, it should be announced to the screen reader.

Next we're going to talk about WCAG. So to address global web accessibility concerns, the W3C, also known as Worldwide Web Consortium,

established the International Web Content Accessibility Guidelines.

It's a mouthful or WCAG in 1999. We're currently at WCAG 2.2, which was implemented in 2023 with 13 guidelines.

And WCAG 3.0 is currently in development. I believe they want to launch that in 2026 tentatively.

So the current 13 guidelines are organized under four guiding principles.

These are perceivable, operable, understandable and robust.

And this is often referred to as the acronym POUR. And we're going to get into those next.

So WCAG perceivable--this maintains that information must be presented in a way that users can perceive it using one of their senses.

It can't be blocked from all senses. A few examples of this are:

Captions or descriptions for audio and video content are provided where appropriate.

Color contrast ratio is at least 4.5 to 1, and color is not the only method used to convey information to people,

and text can be resized without the loss of content or functionality.

Next we have operable. If users can effectively navigate a website, it's considered operable.

If a site requires users to interact in a way that's not possible for them to do.

A website is not meeting this principle. Examples of this include people who can't use a mouse, which is pretty common,

should not should be able to effectively navigate a website using just the keyboard or or voice controls.

And that's known as keyboard only users.

So with that in mind. Users can pause, stop or hide content that automatically moves, blinks or scrolls and lasts longer than five seconds.

So things like videos, I should have the ability to pause it. And users are provided enough time to read content.

Okay. Understandable. The principle of understandable is just as it seems.

Users must be able to understand the information presented to them, as well as understand how to operate within the user interface of the website.

So examples of this principle include the language of the pages specified.

Labels are provided when content requires input from the user, such as forms and buttons are labeled.

And navigation is consistent and predictable across the site, making it easy for users to find their way around the pages and the site.

And finally robust. This maintains that content must be flexible enough so that it can be interpreted by a wide variety of possible user agents,

as well as technologies that may evolve. Examples of this include

the site is compatible with assistive technology such as screen readers.

There's clean, well structured code with complete start and end tags and future proofing.

So designing content with future technologies in mind and ensuring that content remains accessible as that technology changes.

Good example--mobile tablets.

I think a lot of us nowadays access web content with mobile and tablet devices, and that has to be accessible as well on those devices.

Moving ahead, we are going to we're going to talk about WCAG conformance.

So the WCAG guidelines are categorized by three levels of conformance.

So you have a which is the lowest or bare minimum conformance level.

And web content must comply with these requirements. Next you have what's known as double A.

This is the mid-range conformance level. Web content should comply with these requirements.

And finally you have triple A which is the highest level of conformance.

Web content may or may not comply with these requirements.

And important to note here, the typical goal for most website owners is double A conformance.

And double A is also the standard by which most legal requirements are judged.

So if you see a with care guideline categorized as A or double A, you'll probably have to follow it.

Next, I wanted to briefly go over my personal web accessibility testing process.

So initially, pages are checked with an automatic web evaluation tool such as the WAVE plugin or SiteImprove.

Next pages are manually checked for keyboard accessibility. I wanted to do some slides on this, but for the sake of time I had to cut them.

But there is a dedicated web page which explains this and there's a link to it here if people are interested.

Pages are then checked in mobile view and when content is scaled up to 200%.

And finally, pages are tested with a screen reader. We test to make sure all critical content, interactive elements, inputs,

and functions are understandable and usable by screen reader users,

as well as any dynamic page changes such as announcements, notifications, pop ups, page reloads.

All of that is accurately being conveyed to screen reader users as well.

Finally, just wanted to touch upon some basic web accessibility essentials.

This is by no means exhaustive.

There's a lot to web accessibility, but these are some of the essential things to look at when checking content for web accessibility.

So jumping in. We have audio and video content. So for audio only such as a podcast you want to make sure transcript is required at WCAG level A.

For video only, such as with no audio.

You'll want to do a transcript or audio description, which is required at WCAG level A, and the video with audio, which is probably the most common,

captions are required at WCAG level A. And video should avoid flashing content altogether.

Preferably. Otherwise, it should be limited to less than three flashes a second.

Next, you would zoom in to 200% on a page.

And what you're checking for here is, does any of the content overlap or become far apart?

Do you have to scroll horizontally to read anything? Is content being cut off and do links, buttons, forms,

and menus still function with the content zoomed.

Next you want to check things in mobile View. You can do this on an actual mobile device.

Or there's also browser tools which simulate a mobile view.

And there's a link to how to do that, some instructions are on how to do that.

But what you're checking for here is is content still viewable and mobile view is anything being clipped or overlapping similar to zooming in.

And then our interactive elements such as buttons and links big enough to be tapped on by a user.

Sometimes I get really small, so you have to make sure those can be tapped on still.

And then color, you want to make sure that the text and background color has a contrast ratio of at least 4.5 to 1.

I linked to some different tools you can use to check that.

And then you also again want to ensure color is not the only way of conveying meaning or information.

And then moving into images.

So all non decorative images should have alt text. I think that's WCAG A.

Images of text content are generally discouraged.

I think we've mentioned that as well before.

And if they are used confirm text is present either in the body text accompanying the image or in the alt text.

And if you're using a decorative images, you should have alt text to empty quotations.

This basically tells the screen reader to completely ignore that image.

Forms and buttons. You want to make sure form controls and buttons have labels.

If you don't see a visible label, check for a hidden label attribute.

Um, sorry, Element or ARIA Label attribute or title attribute in the code itself.

And then moving into body text.

You want to confirm that page titles are unique and descriptive, marked as an H1, and there should only be one H1 per page.

Look for generic link text like "read more" or "click here".

These should be changed to better reflect the description of the link,

and the link and body type should be underlined and have a different color from surrounding text.

That's usually a dark blue. This just helps people.

They could be like visually, they could have visual issues.

It helps them if there's a big content, block of content with text, just visualize where that link is more easily.

And finally tables. Tables should only be used for tabular data, not for content layout.

And if data tables are present, ensure there are row and or column headers.

This gives context to users, especially screen reader users, about that data.

And finally, I just provided some really good access web accessibility resources for you all.

So a link to the W3C, a link to the current WCAG 2.2 guidelines.

A link to the WAVE browser plugin, which is free and I highly recommend it.

A link to NVDA screen reader if anyone wants to download that and give that a try.

It's really useful and helpful. Like I said, that's the screen reader

I use. A link to our UC Denver Anschutz at Web Accessibility page where we have a ton of resources there for you all,

and the link to SiteImprove if people want more information on that.

And that's that's all I got for you. Thank you. Hi everyone.

We sure given you a lot of information so far, right? Yeah.

I'm fortunate that both Amy have already introduced me, but again, I'm Lynee Sanute.

I'm with the Office of Digital Learning, and so I'm going to talk a little bit about course materials here on campus and online.

And you probably already have an idea, right, of what the top three issues are with online course materials.

Maybe. Any guesses? You can shout it out or type it online.

Now we've got the Chipotle.

The lunch coma maybe. Yeah that's okay.

So let's see. Do I use the right button?

There we go. Copyright issues. So documents, images and text organization.

Surprise, surprise. So first when we're looking at our courses here, documents, we're talking mostly about scanned PDFs.

I mean, on this campus. And it's not unique to this campus.

We love a scanned PDF. We've had it on our drive for forever.

I mean, it's like it's like a comfort blanket, right?

It's there. But really, it's what those end up being are images of text.

It means that a screen reader, which Chris just talked about, can't access or read them.

So for a student or any student, regardless of disability, you're giving them something that they can't highlight, that they can't search.

It might be blurry, depending on how long ago that was scanned and how clean that scanner was.

But the good news is that most articles that we're using, especially on this campus,

are available through open access databases or really online or through even the Strauss library.

And those online versions are thousands of times more accessible than that scan.

Yeah, and it's very simple to link to that or use a permalink

and put that in your course and you can have both.

You can keep that, that PDF security blanket and also put that link and you've solved that problem right there.

So it just makes everyone's life a little bit easier. And then in the event that we don't have access to the online version, we can remediate it.

It's a little bit it takes a little bit more effort, but it is possible.

And it's just a process where you tag it and you, you know, restructure it so that the screen reader can still use it.

Second images. Nicole and Chris both talked about this.

So adding alt text, which on a medical campus could be a little complicated, right?

Depends on what the images. And if it's an exam, how do we add alt text to not give away the answer?

Right. So we have to be really diligent about what we're doing.

And also, you know, low contrast, you know, scanned image

is not great. Or have you scanned in an image of your handwritten notes?

I've seen that before. It happens. Right where there's no judgment here.

So no judgment zone. But again, for any student, that means that

they might not be able to read it. They might miss all the information within that image.

So adding a description or just checking your color choices with one of those tools, it can make a huge difference.

And again, text organization, which is all those headers that we're talking about here and organizing it.

We love to go through and bold or underline. Online.

For me, underline means a link. So if you like to underline things, maybe write a post-it note, put it on your monitor that says don't underline.

Yeah, it's what works for me. But you know, if you use the heading header structures, it also helps when you have to edit later.

Because if you change for brand guidelines, if you change the font, it will change all the headers in one go.

Instead of having to go one by one, by one by one and change the font.

It just makes your life so much easier. So just some things to think about.

So when we're thinking about. How do we do this?

Honestly, the biggest thing, and I know I work a lot on training. It's finding your motivation.

And Tarah talked about, well, it's the law. So some of you, you know, we don't jaywalk, right?

None of us jaywalk. We just follow the law. That's our biggest motivation.

And you're already compliant, right? Like you're not behind on getting up on accessibility.

Some of you are just already there, and that's great. And kudos to you.

Some of you might need to, like, find that,

maybe you're competitive in your department. Start a competition.

Go to the dollar store and buy a sheriff's badge. And whoever, like, gets everything remediated and up to speed.

Gets to wear that badge. Or maybe you have buttons to like,

I don't know, by someone an ice cream. I mean, people love competition.

But some of you, it might just be that you want everyone to have equal access to materials,

like whatever it is that's going to motivate you to get this done.

Tap into it, because it's what's going to make it easier to get these things done.

If you have the right mindset, it makes everything better.

And then you have to make a plan. It's if you're looking at that pile of laundry and just going, oh my goodness, I'm never going to get that folded.

You're just going to walk away from it, right? But if you're like, okay, I'll do five minutes.

You end up folding more clothes. Other than five minutes you get started.

So once you have that plan in place. You can get it going.

So these are some of the strategies that I use. One is blocking time.

Sometimes you have to do it so that not everyone's schedules are meeting for every single moment of your day, right?

So 30 minutes, once or twice a week, you have it to either take training so that you can learn some how to make things accessible,

or you work on things in your courses or your work materials to remediate them.

If you have a response like a student that asks for accommodation.

Respond to that immediately. Right. That was part of it.

That was part of Tarah's outline for the plan, is that we have to show that we're not only making consistent progress,

but that we're responding to requests and making it easy. Batching tasks.

This is like where I tap into the oh, I can be a robot sometimes.

Right. So instead of just going into one area and doing things one at a time, like I'll fix the headers here, add alt text,

I just go this 30 minutes, I'm only working on alt text and then if I can't figure it out, I move forward like this is too hard.

Okay move forward. Next image alt text. Just keep going.

Or if you can't find the online link for one of your articles, move forward.

Skip it. Don't get stuck not knowing what you're doing and just keep going.

And then you can ask for help later, because getting stuck is what keeps you in that hole of I'm never going to get this right.

And then finally, file organization. I've been on some CU campus for a total of, I don't know, over a decade.

And I've seen the most incredible file names here.

It's like S17354 underscore my last name.

Sanute 2025. I mean, who can intuit that other than me?

So, you know, knowing your naming conventions,

especially if you share documents across the department version control and keeping it clean is also incredibly helpful.

And if you share a lot of our courses here have multiple instructors.

So being able to intuit what is going into a course and keeping it clean also makes it easier as you go from semester to semester.

And of course, progress, not perfection.

Like making a difference every day, whether it's one, you know, one thing that you're putting out or one page in your course,

it's going to help the students in your course, or it's going to help the students that you assist.

Right. I know a lot of us are staff here. Something that's student facing, if you're making progress. It's retrofitting is hard.

So just take a moment, take a deep breath, and know that you're making a difference by working at it every day or every week.

Right? Every day might be a little bit too much to ask. So at the Office of Digital Learning,

I've been tasked with creating training that's for faculty and staff.

And these are a couple of the trainings that I have created so far.

It's still growing. And the first one I have is Foundations of Accessibility.

And. These are all meant to be, one

they're optional. Two you don't have to finish them in one go and they're on demand.

So I'm not saying any of you are working at, you know, 11 at night, but still you were you can take this training them.

They're on Canvas. You can self enroll. And for foundations of accessibility what you're going to do is you're going to practice

on creating those descriptive links and working on how to create alt text or charts,

tables, images that are more geared towards this campus.

Looking at color contrast and seeing examples of what works and what doesn't work.

And then there's also lessons on how to edit captions and Panopto so that they're accurate.

For your videos and easy to understand. Does anyone use Panopto in here?

You might have faculty that do so,

you'll be the expert which your mileage may vary in terms of if that's a good skill you want or not.

Next we have course remediation tips and tricks.

And so what I have here is a lot of you will already know it's like keyboard shortcuts.

They make your life so much easier when you're doing edits for accessibility, and just even using your mouse and keyboard shortcuts.

That just saves you so much time. And then also tips on how to replace those PDFs with links from online,

so including the open access databases, the Strauss library, how to make that work for you.

And I also have a productivity challenge where you walk a professor through how, what choices they should make so that they can remediate their course.

With less pain. You know, because they've been charged with the same thing we all have.

And then if you work with a lot of Microsoft products, I do have this accessibility tips course and I say course, but they're really micro learnings.

So it includes how to use those built in headers and styles, which we've talked about, and also how to use Smart Art,

the best practices for Smart Art, and how to make Smart Art more accessible because it's not accessible when you use Smart Art right off the box.

This is Smart Art. I've made it accessible. You can't tell that from right now, but it is accessible.

And then I've also curated a set of the Microsoft tutorials so that if you want to look at ones that are specific to accessibility,

you can kind of keep building your skills and access them.

And then if you like learning by doing, I have two challenges or a challenge and an adventure.

Or you can just pick quizzes that you're learning based on the questions and it gives feedback.

And again, it's not it's well, it's not anonymous. Like you're not graded.

No one's. No. Like I'm not spying on you to say like, oh, they missed that question.

You know, definitely not doing that. We're here to support you.

We're here to work with you because we care about accessibility.

And once you get this, this slide deck, the first link is where you'll access all those trainings and the library's growing.

I also do live training as well.

And then the second one is a question that comes up a lot, which is how do I create accessible equations and formulas.

So this is open access. So if you have people asking you about that it's there.

Thank you. Okay, I'm going to zoom through this because we want to have time for you all to ask questions, if you have any.

I'm going to talk briefly about student accommodations.

ODAI Office of Disability Access and Inclusion handles all student disability accommodations on this campus in general.

It's faculty's responsibility to ensure that their course materials meet the digital accessibility requirements.

You may have instructional design teams within your school, college, or program that can help you with this.

You can also reach out to Lynee's team, the Office of Digital Learning, and they can help you too.

So hopefully all of your course materials are accessible in the event that either they aren't right now

and a student needs access to something while you're working on making the existing material accessible,

or it's something that is not going to be made accessible for one reason or another.

A student can come to ODAI and ask for an accommodation to get access to those materials.

Just a couple quick examples is not exhaustive. List with course materials.

Some students need alternative formats of their textbooks. We as ODAI get those for the student.

You don't, as faculty don't need to do anything to get that for them.

Closed captioning and transcripts.

If a student has an accommodation for this, and you are not currently providing accurate versions of these, which, again, you should be.

But if for one reason or another, you're not. ODAI will provide that for a student who has that accommodation.

Other area where we see some digital accessibility accommodations is with assessments, tests, exams, quizzes.

Some students need to use text to speech software to take their assessments.

We provide the software. You provide the version of the assessment that that software can read.

Electronic version of a paper assessment. You as faculty provide that to us.

Or a paper version of the electronic assessment. Sort of the opposite of that.

Again, you would provide that to us and we would provide it to the student when they're taking their test with us.

So very quick, just a couple of examples. But,

we're happy to answer questions either at the end of this or you can reach out

to us individually if you have specific questions about student accommodations.

My name's Stephen Blackwell, and I'm the ADA coordinator

for the campus. Uh, and similar to our students, we also have obligations to our employees as well as our visitors and our applicants.

And so, similar to what, we've shared around the accessibility, and accommodations that we can make for our student employees.

We can do a lot of those same types of things and had the obligation to do a lot of those same types of things

for the other individuals who interact with our content, um, and our, our different environments on campus.

So you do have, uh, those individuals that need those accommodations.

You're more than welcome to reach out. We're a little bit different than ODAI in that we will generally partner with you and with the

employee or the applicant or the visitor who needs that accommodation to identify

what they may need, as well as coordinate resources in order to meet those needs.

And just a couple of resources here.

These are both links to the ODAI website.

So we have a whole section explaining to faculty how accommodations are implemented and then how to use our accommodation system, which is called AIM.

So when you all get this, when you get the slides to click on those links and get those resources.

All right. Lots of lots of material. Questions?

We need to come around with a mic so the online folks can hear you.

I'm. I think I'm turning them on. Any questions?

In person, we can start with. And then we can go online.

Oh, we got one. Speak louder. We want to you something online.

The two questions are two documents are going to be shared with us and all the presentations that we just watched.

Yeah. Okay. Yeah. All the slides into two part. The other one is scanned documents as PDFs.

I'm talking about literally putting a document, an old document into a scanner.

That's a no no. Or sometimes we export document as a PDF for display purposes, and we display it on the web as a PDF.

Is that also a no, no or no? We're just talking about literally scanning an old document each.

Yeah. Great question. Yep. You're going to answer that. Sure.

So if you didn't hear it, the question was about. Scanning something like into a copier.

As a as a PDF or exporting as a PDF. So if you're exporting something from Word as a PDF,

you want to make sure that you've run the accessibility checker in Word before you export as a PDF.

So that would mean that your your headers are in the correct order.

All of your images have alt text in them.

If you have images in that in that document before you export it, because it is so much easier to fix accessibility in Word than it is in Adobe.

It's just it's a lot. It's so typically like in Word, if you look at the bottom left,

it'll say like accessibility investigate or there's a tab that will say review and you can

click uh check accessibility or, you know,

run Accessibility Checker and it guides you through all the things that you need to check in Word to make your document accessible.

And you do that before you export it to PDF. Any other questions?

So do we have any on line or looks like actually we have one here in person.

Thank you. I this is a real simple question.

I'm hoping the mention of 14 font for all documents.

Wow, that seems really big. And so I had previously heard things like, don't ever use font less than ten.

So, 14 just seems again, large, especially when I just think about the volume of documents I create.

So is that a suggestion from CU Anschutz, or is that actually the regulatory requirement?

Okay. I guess that's the answer.

That's the requirements, I guess is the answer.

Um, yeah. It's just, 10 is too small. Yeah.

Sorry. I know that's maybe not the right answer, but.

Do we have any online question? Yes we do.

Oh, sorry. I was also just going to jump in with the font size question.

It's kind of varied because,

if it's a digital document, folks can, you know, zoom in on that as well.

Agreed, ten is too small. So agree with Nicole. So it it's a little more complex I think as well.

And Chris, feel free to jump in too. Yeah I think it it kind of depends on the type of font used and then also the background color.

So if it's like a white background and the font is like a thicker font, it can probably be okay.

You can probably check it with like the WAVE plugin tool as well to make sure it meets contrast.

But yeah, I would say between 12 and 14 is usually standard.

But it kind of varies for those reasons. Yeah. I think that looks like we have another question up here.

Hi. I put a lot of stuff on Canvas.

And Canvas gives you the green dial to tell you if you did it right.

And it's such a thrill when it turns green. So my question is, who is checking our work and where are they checking it?

Because my number one is to get that green.

That's my motivation, not the students.

Just kidding. But I guess who's checking it?

And are they looking at the Canvas green dial? So that green dial is Anthology Ally.

So it's a it's a tool. And it's not so much that like when I look at it,

I can look at it at a course level and I can look at it at like the campus level, you know, and it's not going to be perfect.

Right? Like, because some people have a course where they have copy and everything over, and if they haven't cleaned it out, it won't be accurate.

Or if someone does the, the approach of I've kept the scanned document and I've also put the, the nice link that's accessible.

That's still not that's still going to affect that that green dial because the scan documents are not accurate.

So it's not it's not so much that we're like, oh, I'm looking at your course.

And it's green. Oh, she gets a gold star. Or like, oh, it's orange or red and you're in trouble.

It's more so, like, have you made progress or someone's,

someone has requested help. And you are diligently trying to help that student.

You're making it easy for them to access your course.

You know, that's what's important. It's okay.

You know, Tarah can probably weigh in a little bit more on that.

But this isn't meant to be, you know, punishment, you know, or we're coming after you with an accessibility whip.

Like that's not the point of accessibility.

So I don't think anyone's, you know, job is to sit there and look at all of those dials from that perspective.

But Tarah let you weigh into. Yeah. Thanks, Lynee.

I think I agree with everything you said.

I'll just say, like I do, monitor our overall scores, like by school and college just to see if we're making progress.

As Lynee was, you know, saying, you may never get to 100% depending on, like, what's going on with your course.

Maybe you're linking to an accessible journal article, but also keeping the inaccessible PDF version so that could impact your score.

So we take scores with a grain of salt. But just, you know, we're looking at is there progress being made overall?

And like, if, you know, there's a very drastic kind of low score, that might be something to be concerned about.

Do we have any online questions? Yes we do. Can you talk about how to navigate accessibility issues when using Canva templates?

Okay. Canva templates. Question. And.

I can try to answer this. Our brand team is usually the ones to create these campaign templates.

But the link that I've given you in the resources section, all of those should be, uh, they they are, they shouldn't be.

They are digitally accessible. And there's a really, really good wide range of templates in there.

So if you just start there, that should be a good place to start.

And then if you have any questions about the actual accessibility, like how to make them accessible,

I would reach out to our brand team because they work in it much more than I do.

So brand@cuanschutz.edu and I'm really sorry, Sarah, if you're listening.

And I'll just add like, definitely go with Nicole's brand templates.

She just mentioned there can be issues like if you're using a random template in Canva or, you know,

for whatever reason, um, and then you export it to a PDF that I have seen issues in that case.

So yes, go with the branding. I think we'll do one more here,

in-person question. And then I think for those folks online with questions, please,

we encourage you to reach out to the accessibility mailbox, which is in this presentation.

And then those of you here in person will be here after if you have any questions you want to ask us as well.

Okay. Go ahead. Thank you. I'm just wondering about alt text or social media posts when you have kind of a carousel,

the few slides that have text on it, from my understanding

that information is in the caption, it's, I'm just a little confused on if there's a lot of text on a social media post.

Do we include all of that text in the alt text?

Thank you. Technically, yes.

So we try for our social media posts. We try not to put too much text within those if we can.

And if we d, it is best practice to put all that text in there if we can.

Yeah. Yeah, I, I second that.

Oh, is that Chris? Sorry, Chris. You second that. Yeah, I think,

she's right. Nicole's right. It's a best practice.

I think if any time you have, like, a text in an image, you want to include that in the alt text, preferably.

Yeah, I think that's what the question looks. Thank you.

Thank you all so much for joining us today. And we're here if you have any questions after the fact.

Thanks.