

Washington State University EIT Accessibility

Accomplishments, Challenges, and Lessons Learned

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Topics

- » EIT Accessibility Accomplishments
- » EIT Accessibility Challenges
- » EIT Accessibility Lessons Learned

EIT Accessibility Accomplishments

- » Increasing administration and staff awareness and support by having more discussions and providing plans for addressing electronic and information technology accessibility (EIT) at WSU.
- » The establishment of the IT Accessible Technology Committee (cross-campus) and the inclusion of EIT accessibility as part of various other committees/councils that are across the WSU system.
- » Requiring a WSU online web accessibility training for all web content developers and designers. - Participants must renew this online training annually.
- » Providing faculty and staff more online materials, tools, virtual trainings, and on-demand sessions on how to make and ensure digital content and technology is accessible.

Accomplishments (Continued)

- » Proactively incorporating web accessibility standards into the development of the new University web design templates, and ensuring these templates remain accessible when used across different web CMS platforms (WordPress, Umbraco, Drupal, etc.).
- » Providing Centralized Captioning Services for ensuring the massive increase of University virtual meetings, webinars, conferences, and events had live/real-time captioners and ASL interpreters provided.
 - Upon request and/or proactively.
- » Disability, EIT accessibility, Universal Design, Universal Design Learning are now becoming part of University Diversity and Equity discussions, trainings, and certificates.
- » Providing computer and hotspot loan options, drive-in Wi-Fi locations, and some campus facilities, so students, staff, and faculty can more easily access distance delivered courses.

EIT Accessibility Challenges

- » COVID-19: Having the majority of face-to-face courses move to an online environment with little notice.
- » Students not having adequate access to WI-FI and computer hardware when courses moved to distance delivery.
- » Having limited resources, finances, and support dedicated to ensuring EIT accessibility.
- » Effectively training and supporting faculty and staff during a pandemic.

Challenges (Continued)

- » Moving to a new virtual proctoring service two weeks before the semester began.
- » Not having live/real-time captioners available for synchronous non-classroom events because of a national captioner shortage.
- » Not overwhelming faculty and staff with digital accessibility requirements.

EIT Accessibility Lessons Learned

- » Faculty have become more aware that having accessible EIT and creating accessible digital materials proactively, as part of their course design process, benefits all their students - not just those with disabilities.
- » Having consistent software tools (TEAMS, Zoom, Panopto, OneDrive, AIM) and digital accessibility processes that are used across the entire University System help with ensuring access and when moving to learning and working remotely.
- » Being transparent and providing clear communication helps everyone know what is happening, what to expect, and gets everyone on the same page.
- » Continue incorporating accessible technology and UDL as part of academic technology trainings (LMS, Panopto, Zoom, etc.).

Lessons Learned (Continued)

- » Providing faculty and staff with easier access to digital accessibility remediation and checking tools helps them create accessible digital materials independently and proactively as part of their workflow and design process.
- » Have process alternatives on hand when current processes are no longer working.
 - Example: Having a backup for when live/real-time captioners are not available.
 - Backup Examples: Finding services that utilize Artificial Intelligence (AI) +human editor, Automatic Speech Recognition tools, providing captioned recordings of events.