Accessibility Compliance Planning

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Workshop Objective

This workshop will outline the key components of an accessibility compliance plan including awareness, constructing the plan and connecting campus stakeholders for maximum impact.

We will discuss methodologies that your unit or institution could utilize as a roadmap to complete a workable accessibility compliance plan.
Accessibility Planning

• Introduction
• Creating awareness
• Building relationships and champions/advocates
• Starting a plan
• Summary
Creating Awareness
Cynthia Kauder

• Encourages individuals to become invested in a cause
• Facilitates solutions through open dialogue
• Drives people from Pt A to Pt B and beyond
• Invokes responsibility and perpetuates pride
• It empowers others; the impact can be exponential!
Awareness – Methods

1. Highlight lawsuits, settlements and compliance mandates
2. Frame accessibility within the realm of usability
3. Engage and interact
4. Communicate
5. Ask for Feedback
Awareness – Lawsuits and Settlements

- Great “attention-getter”
- Higher Ed Accessibility Lawsuits, Complaints, and Settlements
- Civil rights issue – we should *want* to do it

Shows disparity between different groups; may focus on disabilities
Awareness – Mandates

- TGC 2054.451, 1 TAC 206 and 213

- Section 508 Refresh, items to emphasize:
  - New requirements – may cause a change in priorities or scope
  - Urgency – compliance required by January 18, 2018
  - Availability of and degree of assistance that can be provided

Focusing completely on mandates may minimize the human element
Awareness – Usability

• Disruptive technology necessitates change
• Accommodations are no longer good enough
• Address complacency and historical norms
• Design and develop for the masses – is that really possible?

Positive focus that shows benefits of inclusiveness and access for all
Awareness – Engage and Interact

• Talk it up and start discussions; present when asked and volunteer to share information

• Attend regular meetings

• Lobby to create a committee, subcommittees, and a special interest group on campus

• Hold training sessions

Gives stakeholders a more complete picture
Awareness – Communication

• Develop a communications plan
• Utilize campus information channels to celebrate successes
• Host campuswide events
• Get students involved

Creates a campus community that is empathetic to needs and invested in the accessibility initiative
Awareness – Feedback

- Set up meetings/interviews with stakeholders
- Develop questionnaires (and report results as appropriate)
- Be accessible and attentive
- Address concerns and go the extra mile

May highlight gaps in communication; allows modification of message to maximize impact
Awareness – How Feedback Helps

• Allows you to evaluate user needs
• Helps you determine gaps and “pain points”
• Aids in prioritizing issues
• Justifies expenditures based on campus needs
• Promotes moving forward in a strategic direction
Awareness – Lessons Learned

“Let us not look back in anger, nor forward in fear, but around in awareness.”

- James Thurber
Building Relationships
Dave Easlick

- Develop political and resource capital
- Listen for “real” issues, resolve when able
- Get commitment (especially in writing)
- Build a network of champions
- Stay positive
Relationships – Capital Growth

• Collect data and personal stories

• Find EIR/EIT that embraces best practices in accessibility

• Meet with leaders/stakeholders, inside and outside your agency/campus

• Use feedback to refine the stories you share
Relationships – Listen

• Pay attention to perspective statements, such as “Making PowerPoints ADA compliant is too hard!”

• Some questions regarding accessibility or statements refusing action often cover other pain points

• Could a lack of digital literacy be the real issue hidden in this statement?

• Use your capital to help address these issues when possible.
Relationships – Commitment

• Encourage agency/campus leadership to commit to the accessibility initiative by:

  • Writing an email to other leaders or stakeholder groups
  • Writing a social media post or blog entry for campus/agency distro
  • Appearing in a video short addressing the importance of accessibility
  • Serving as a keynote for an awareness initiative

• REMEMBER: You may not receive this type of commitment on the first try. Do not give up!
Relationships – Network Development

• Make a list of accessibility champions and sort by “group”, such as faculty, students, staff, community leaders, etc.

• Enlist them to address their peers as appropriate

• Encourage social interaction between champions and nay-sayers, especially during awareness initiatives

• Make them a primary source of feedback for future planning initiatives
Relationships – High Impact Targets

• Human Resources Leadership
• Student Services Leadership
• Information Technology Leadership
• Library Services Leadership
• Most importantly…Academic Leadership
Relationships – Take Away

“Alone we can do so little; together we can do so much.”

- Helen Keller
How to start a plan
Deb Dandridge

“Planning is bringing the future into the present so you can do something about it now”

- Alan Lakein
Plan – SMART Planning

S.M.A.R.T

- **Specific**
- **Measurable**
- **Agreement**
- **Realistic**
- **Time-bounded**
Plan – Specific

• State exactly what needs to be done and why you are doing it

• Who is going to do it, i.e., assign responsibility
Plan – Measurable

• How do you know “it” is being done
• How do you know when “it” is done
• Will there be an increase in “x”; or conversely a decrease in “x”
Plan – Agreement

• Support from Executive Managers

*Use data, e.g., what are the statistics nation-wide; what are the statistics for your campus if you need persuasion*

• Support from additional expertise

*Anyone who needs to do what you cannot do yourself, e.g., policy writers, web designers*
Plan – Realistic

- Multi-year timeline – *it cannot all be done in 1 year or even 2 years*

- Gap analysis/risk register
  a. *What is the gap between where you are today and where you want to be?*
  b. *What items, if left undone, present the highest risk? Start with those first.*

- DIR Survey can help identify gaps but should not be the Plan
Plan – Time-bounded

• Create a timeline with milestones for when “x and “y” and “z” will be accomplished

• Approach the timeline action items much like formal project management
How to start a plan

An Accessibility Framework, DIR

http://publishingext.dir.texas.gov/portal/internal/resources/DocumentLibrary/Accessibility Implementation Framework.pptx

Organizational Components

- Gain top level “buy-in” and set organization expectation levels
- Ensure accessibility policies are defined
- Develop strategy and implementation plans
- Create an organizational model
- Assess business needs and make accessibility investments

Implementation Components

- Plan Strategically
- Automate for productivity and quality
- Validate thoroughly, early, and often
- Grow awareness and provide education / training
- Measure and track progress
Plan – Resources for creating a plan

• Texas DIR

  “Accessibility Implementation Framework”
  http://publishingext.dir.texas.gov/portal/internal/resources/Document Library/AccessibilityImplementationFramework.pptx

• Ontario, Canada

  “How to create an accessibility plan and policy”

  “Hrdownloads’ Multi-Year Accessibility Plan”
  https://www.hrddownloads.com/multi-year-accessibility-plan
Plan – Resources, cont.

• University of Iowa
  “web.accessibility.focus” web pages
  https://uiowa.edu/google-search?search=accessibility

• University of Washington
  “What One School Learned from DOJ/OCR Accessibility Rulings at Other Institutions” webinar
Start a Plan – Takeaways

“A goal without a plan is just a wish”

- Antoine de Saint-Exupery
Round Table Discussion

• What are your pain points for starting or revising your institution’s accessibility compliance plan?
Summary

• Key Points
  • Awareness
  • Relationships
  • Plan Development

• Takeaways and handouts