

Real-time transcription is available by visiting <ICT.intellitext.us> with your smartphone, tablet, or laptop.

2021 Annual Campus Accessibility Forum

University of Nevada, Reno

Information & Communication Technology (ICT) Accessibility Committee

December 8th, 2021, 4pm – 5:30pm

via Microsoft Teams

Introduction

Steve Smith

Chair, ICT Accessibility Committee
Chief Information Officer and Vice Provost,
Office of Information Technology

Agenda

- Overview
 - Scope
- Accomplishments, Ongoing Efforts, and Challenges
 - Digital Accessibility
 - Physical Accessibility
 - Cultural Accessibility
- Q & A

Scope: Digital

■ Websites & Web Content

- University Website, School of Medicine & University Libraries Websites, etc.
- Headings, Links, Images, etc.
- PDFs, Word, Excel, PowerPoint, etc.
- YouTube, Vimeo, Kaltura, etc.

■ Software

- WebCampus, MyNevada, Office 365, Creative Cloud, etc.

■ Instructional Materials

- Syllabi
- Assignments
- Digital Textbooks & Supplemental Materials

■ Research & Scholarly Works

- Theses & Dissertations
- Databases & Journals
- Research Websites & Applications

Scope: Physical

■ **Physical Accessibility**

- Accessible parking
- Approach and entrances to buildings
- Restroom facilities
- Employee spaces

Scope: Cultural

- **Cultural Accessibility**

- **Students Accommodations**

- Alternative Testing & Media Services
 - Auxiliary & Classroom Aides

- **Employees Accommodations**

- Alternative Work Arrangements

Digital Accessibility – Compliance, Procurement, & Testing

Kalena Pelekai-Wai

ICT Accessibility Manager,
Office of Information Technology
Chair, ICT Policies & Procedures Subcommittee

Compliance - Office for Civil Rights (OCR)

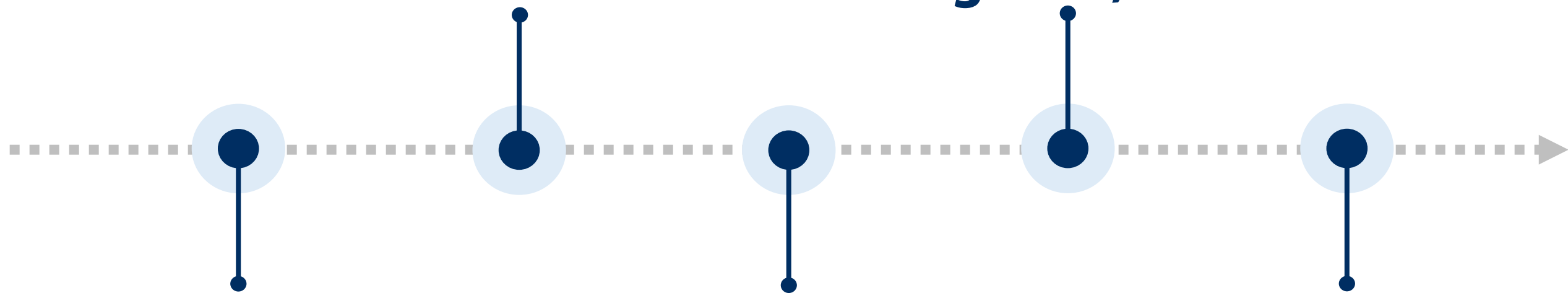
5th Progress Report
January 15, 2021

Entered into OCR's
Rapid Resolution Process
August 2, 2021

April 19, 2018
CAP Implemented

July 23, 2021
6th Progress Report

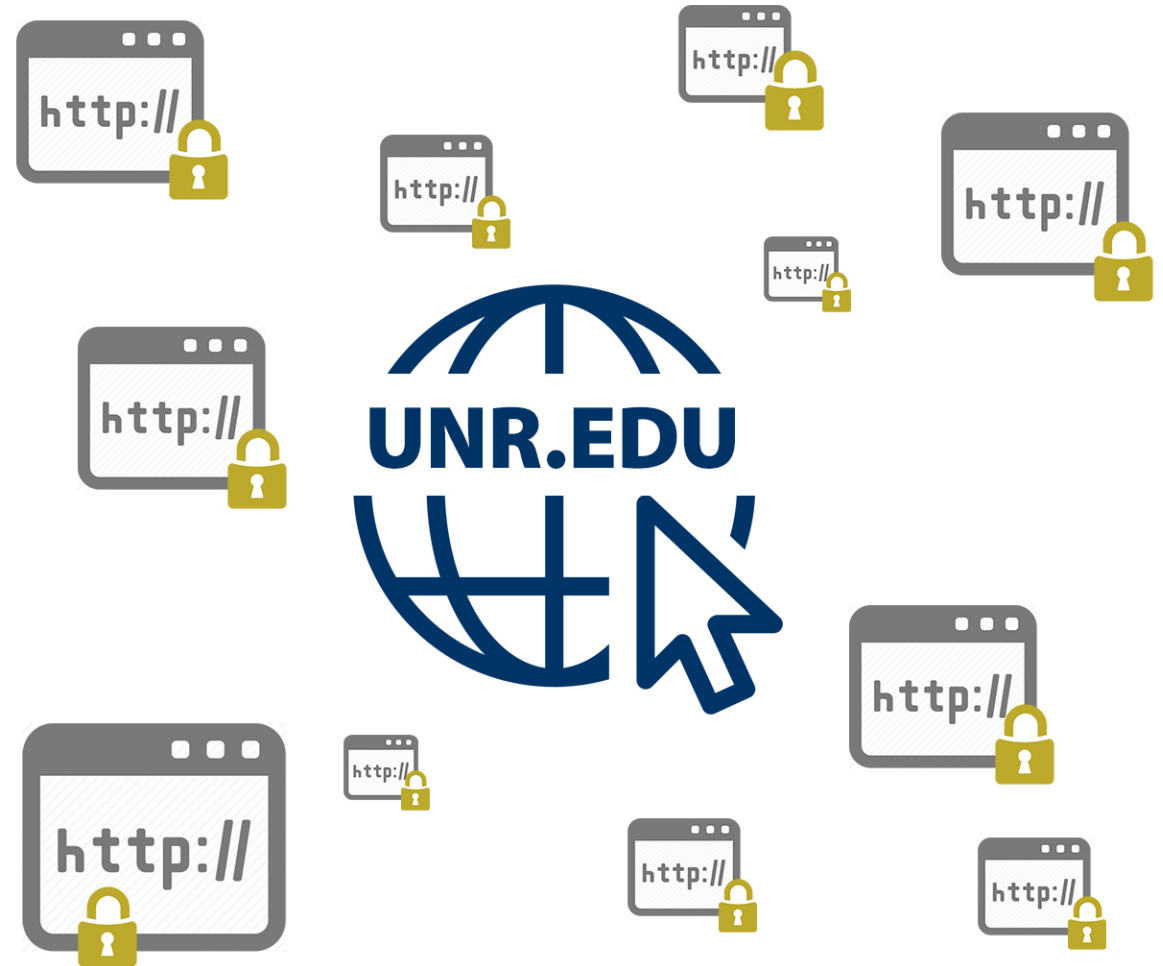
December 1, 2021
Rapid Resolution Process
Issues Remediated



Compliance - Digital Asset Registry

■ Breakdown

- 303 total websites
- 262 in Siteimprove
- 224 active
- 86% coverage
- Active, Publicly Available: 169
 - CMS websites: 3
 - UNR websites: 55
 - External websites: 111
- Active, Login Required: 55
- Development/Testing: 38



ICT Procurement Process – Explanation



ICT Procurement Process - Improvements

■ **Process**

- Single entry point
- Objective requirements
- Testing separate from basic review

■ **Ticketing (TeamDynamix)**

- Enhanced tracking, automated messages, and more functional record-keeping

■ **Form (EEAAP & Exception)**

- Updated form
- E-signatures via DocuSign



ICT Procurement Process – Data Summary

- On track to conduct about the same number of reviews (requisitions) as the previous year with a slightly reduced average turnaround time

Year	ICT Accessibility Reviews	Average Turnaround Time
2016	32	135
2017	55	120
2018	68	82
2019	230	81
2020	457 total (372 requisitions)	21
2021	353 (as of 12/6/21)	19
Total	1195	-

Testing Process

- Prioritized Testing Schedule
 - High-impact/high-use digital assets
 - Instructional ICT
 - ICT used by large numbers of users
- AMP by Level Access
 - Automated, Manual, and Functional Testing
- Types of ICT Tested
 - Publicly-available websites
 - Login-required web applications
 - Desktop & Mobile Apps



Digital Accessibility – Functional Testing

Jeanine Mooers

Software Tester,

Disability Resource Center / Office of Information Technology

Background

- UNR Employment
- Assistive Technology Background

Accessibility Testing Challenges

- Early testing procedure challenges
 - Lack of specific use cases
 - Issues not being resolved
- Common accessibility issues
 - Lack of synchronized audio descriptions with videos
 - Inaccessible text on “cards” contained in courses
 - Lack of confirmation when an item is selected
 - Lack of alternate text describing images
 - Unlabeled or poorly-labeled items
- Large number of issues with software/applications/websites

Accessibility Testing Opportunities

- Testing Procedure Improvements
 - Use of AMP to create use cases and reports
 - Pre-testing software demonstrations
 - Post-testing follow-ups to explain accessibility issues

Digital Accessibility – Web Development

Ray Lee

Senior Web Developer,
Office of Marketing & Communications

University Website Refresh Project

■ New updates

- Navigation improvements
- Updated video embed
- Move away from tabs to accordions
- Updated Nevada blue

■ Accessibility-first development

- Research on font styles
- Componentized design

■ Extend universal design

- Admissions blog, Silver & Blue and Venture magazines



University Website

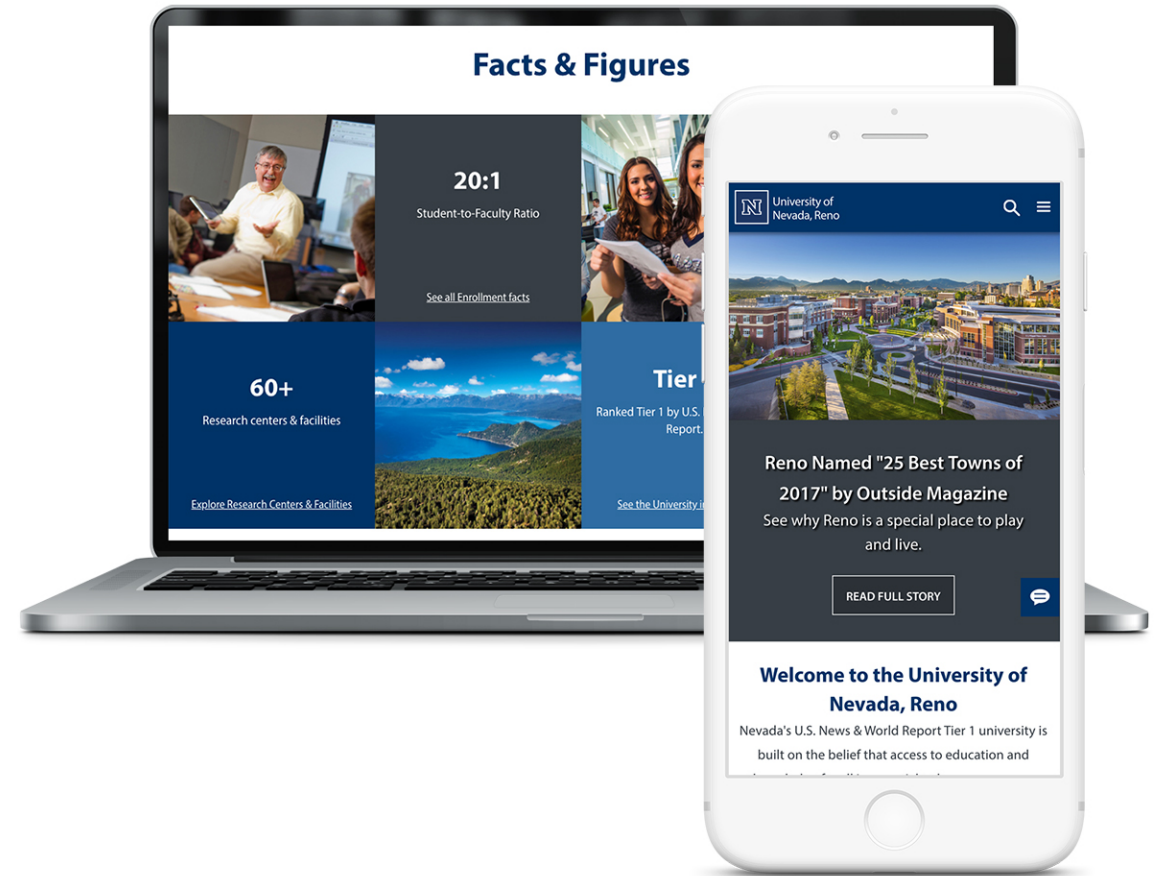
■ Siteimprove Next Gen

- **Web: 10 development issues**

- 3 false positives
- 1 ARIA-related
- 2 Level AA
- 4 Level A

■ What's next

- Working with Siteimprove to remove false positives
- Fix identified issues
- Updating the CMS schemas
- Improve user testing



Digital Accessibility – Content Accessibility

Jennifer Shelton

Web Strategist,
Office of Marketing & Communications

Ensuring Accessibility in the CMS

- All content is checked for accessibility **before** being published
 - CMS contributors trained to review content with SiteImprove browser extension that includes both software and manual user checks
 - Sent for review by a member of MarCom before published
 - Failure to routinely check work in the staging environment may result in reduced or removed CMS access.
- Similar process for PDFs – every PDF goes through an internal clearinghouse process in the CMS and is checked by SiteImprove before it is allowed to be published
- In the previous instance of the CMS, we had 7K+ inaccessible PDFs and more than 27K unused documents
 - Live site: currently 612 PDFs, 0 inaccessible PDFs

CMS User Access

Currently 105 active users in the CMS, including Med School and Nevada Today contributors.

Campus users can request access to the CMS:

Access to the CMS requires the following:

- Authorization from their Dean or VP (similar to Formstack)
- One user per unit
- Users must be continuing employees (no student workers, GAs)
- Users are encouraged to have enough web work to ensure 6-10 hours per month in order to maintain proficiency.
- Request form at unr.edu/web

Units do not need to designate a CMS user. We are happy to maintain your web content for you.

Document/Media Accessibility

- All documents linked from the public website, whether they are behind a login or not, must be accessible.
 - PDFs are checked by SiteImprove and hosted in the CMS
 - Word/Excel/PPT, etc. use the built-in checker and are hosted in NevadaBox
- All videos require human-edited captions. Auto-generated captions are a great start, but a human must review and correct.
 - Best practices for captioning: <https://dcmp.org/learn/captioningkey>
- No text in images (includes flyers/graphics with event details)
 - Use the University events calendar to get this information on your website
- Accessible charts and graphs components in the CMS; reach out to cms@unr.edu for more information.

Digital Accessibility – Instructional Materials

Don Massie

Instructional Technologist,
Office of Digital Learning (ODL)

WebCampus File Accessibility – ALLY Reports

■ Course and Content Information

- Allows ODL to identify trends and focus efforts
- Top content deployments and problem severity

■ Longitudinal data

- Trends are skewed due to pandemic

Content Type	Total Count Fall 2019 (2567 courses)	Total Count Fall 2020 (2866 courses)	Total Count Fall 2021 (2849 courses)	% Change 2020-2021 (-0.6 %)
PDF Document	54453	59171	69656	+ 17.7 %
Word Document	28715	36926	47148	+ 27.7%
Image	23638	53666	57010	+ 6.2%
Presentation (PowerPoint, etc.)	21152	22983	29251	+ 27.2%
Other	10008	13781	17429	+ 26.5%
HTML	1446	3397	2827	- 16.8%

File and HTML Content Accessibility Checkers

■ Ally File Checker

- Individual files
- Full course data

■ Rich Text Editor - HTML Checker

- Alerts
- Decorative image option

The screenshot displays the Ally File Checker interface. The main editor area shows a document titled "Ally Downloads Demo Page 1 - scanned PDF". The document content includes a heading "What is Lorem Ipsum?" and a paragraph of Lorem Ipsum text. Below the text is a decorative image placeholder showing a grid of letters and symbols. The right sidebar contains the "Accessibility Checker" panel, which lists "Issue 1/1" with the message: "Image filenames should not be used as the alt attribute describing the image content." Below this, there is a "Change alt text" field with the value "latin_archaic.gif" and a "Decorative image" checkbox. At the bottom of the sidebar are "Prev", "Next", and "Apply" buttons. The bottom of the editor shows a status bar with "217 words" and an "Accessibility Checker" button.

Video Captioning

■ 2018

- 662 videos and 211 hours captioned

■ 2019

- 872 videos and 235 hours captioned

■ 2020 (end Fall semester)

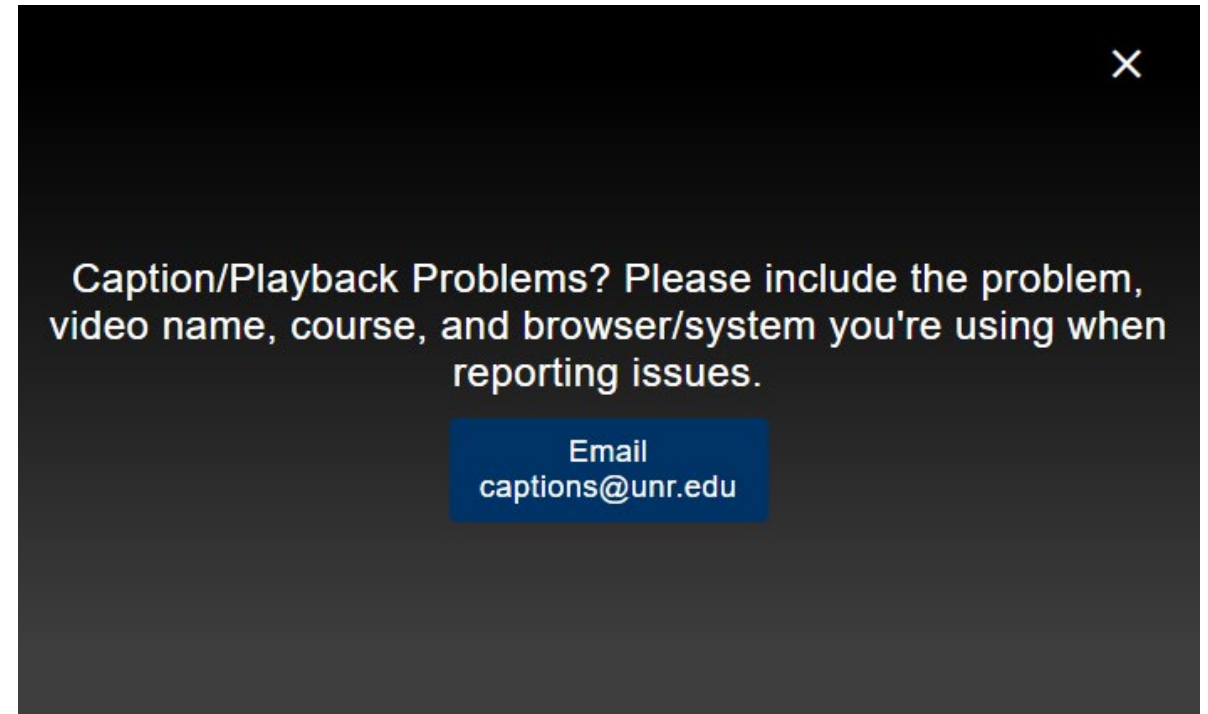
- 3,435 videos and 895 hours captioned

■ 2021 (2020 Wintermester to date)

- 1638 videos and 523 hours captioned

■ Feature Updates

- Administrative content options (editable machine captions)
- Caption editor is being used
- Captioning issues being reported



Technology Updates and Works in Progress

■ Zoom

- Record to cloud (for captions/transcripts)
- Import .vtt caption files to WebCampus (editable)



■ Mathpix for STEM content

- Testing in progress



■ ODL Accessibility Resources for Instructional Materials

- Website updates ongoing



Instructional Resources & Training

■ Instructional Design Team

- Assistance with making your instructional materials accessible
- Captioning services: captions@unr.edu

■ Training

- Basic Web Accessibility - Face to Face, Virtual, or Online
- Hands-on Accessibility Sessions
 - Creating Accessible Office Documents
 - PDF Remediation For Accessibility
 - Accessible Files in WebCampus: Hands-on With Ally
- Departmental sessions/small group sessions can be scheduled upon request



Office of

Digital
Learning



Physical Accessibility

Dean Hitchcock

Senior Director for Planning and Construction,
Facilities Services

Presentation Outline

- Introduction to Facilities Services
 - Role of Planning and Construction
- The Americans with Disability Act
 - Definition and Requirements
 - Barrier Removal Studies and Prioritization
- University Efforts Toward Barrier Removal
 - The 2018 Study
 - Transition Planning
- Strategic Planning to Address Campus Needs
 - Process
 - Types of Projects and Costs
 - Funding Levels
 - Three-year System Plans

Facilities Planning & Construction Role

- Plan, Design and Construct
 - New facilities
 - Renovations and renewal of existing facilities
 - Large infrastructure improvements
 - Large maintenance repair projects
- Oversee an average of 365 distinct projects annually
- Average annual project expenditures of \$76.4M

Americans with Disabilities Act (ADA)

- **Disability:** *a physical or mental impairment that substantially limits a major life activity.*

*The Americans with Disabilities Act (ADA) protects qualified individuals with disabilities from discrimination on the basis of disability in services, programs and activities provided by state and local government entities...The ADA ensures that people with disabilities should be **able to arrive on a site, approach the building or facility and its amenities, and enter as freely as everyone else.***

- Department of Justice

ADA - Requirements

State and Local Governments are required to:

- Conduct a Self Evaluation – assess all barriers to facilities, services, programs, and activities
- Develop a Transition Plan – list barriers, prioritize them for removal, and work toward removing them



Prioritization of Barrier Removal

General Priorities Based on Barrier Types

- Priority 1: accessible parking, approach and entrances to buildings
- Priority 2: Regulated elements along routes
- Priority 3: Restroom facilities
- Priority 4: Other features and amenities
- Priority 5: Employee spaces, based on need

Prioritization of Barrier Removal (cont.)

- Prioritization is not strictly regulated by law. Priority should be given to barrier removal which would provide the greatest access. Reasonable and justifiable priorities should be established in coordination with program access, capital planning goals and budgetary considerations.
- The Disability Resources Center (DRC) has created a working group to assist with prioritization.

UNR Self Evaluations

- 2007: Initial Self Evaluation
- 2008: Developed a Transition Plan
- 2018: Conducted Second Study – focusing on athletic facilities, residence halls, and off-campus properties; shared results at a public meeting in September
- 2019: Updated Transition Plan

ADA Barrier Removal

- Spend approximately \$250,000 per year in addition to any funds spent as part of building renovations
- Up to 20% of the renovation cost addresses ADA compliance issues
- Working on Priority I items – Prioritized with the assistance of the DRC Committee; emphasis is on greatest access



2018 Study Summary

Identified a total of 1,485 items at +\$12.75M cost:

Priority Level	Number of Items	Rough Order Cost
Priority 1	485	\$7.35M
Priority 2	181	\$1.90M
Priority 3	577	\$2.39M
Priority 4	45	\$350K
Priority 5	224	\$760K

Progress to Date – Facilities Services Funds

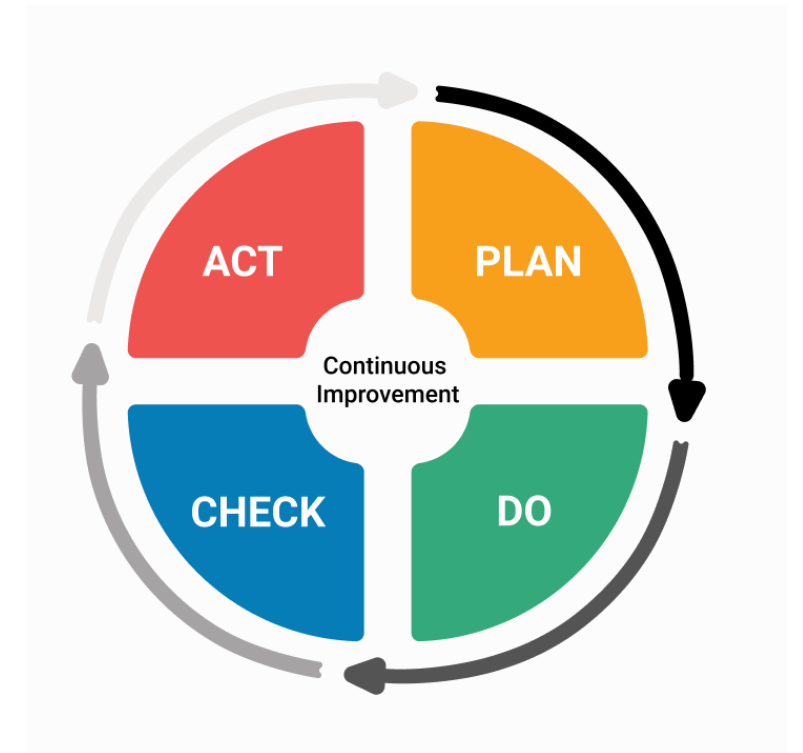
Fiscal Year	# of Projects	Total Cost
2015	15	\$334,716
2016	13	\$645,496
2017	5	\$168,052
2018	11	\$519,649
2019	3	\$208,278
2020	3	\$531,346
2021	6	\$109,000
2022 (estimated)	11	\$460,000
TOTAL	54	\$2,976,537

Progress to Date – Major Renovations

Fiscal Year	Full Building Renovations	Total Cost	20% ADA
2016	Lincoln Hall	\$8,617,517	\$1,723,503
2017	Thompson	\$4,700,000	\$940,000
2017	Palmer	\$12,100,000	\$2,420,000
2018	Agricultural Education	\$2,600,000	\$520,000
2019	Manzanita	\$9,400,000	\$1,880,000
2019	Facilities Services	\$4,945,300	\$989,060
2020	Chemistry/Physics	\$18,000,000	\$3,600,000
Total:		\$60,362,817	\$12,072,563

Continuous Efforts to Remove ADA Barriers

- All construction plans are required to meet current building codes, but we recognize there is a difference between code and convenience
- Undergo an additional plan review by the DRC Plan Review Committee
- Planning & Construction personnel have ADA goals – to address where possible, not just where required
- Developing benchmarks to measure our performance
- Strong commitment to listen, seek input, and make improvements



Cultural Accessibility – Neurodiversity Alliance

Karl Fendelander

Founding member of the Neurodiversity Alliance

Editor-in-Chief and Content Strategist,

Office of Marketing and Communications

Neurodiversity Alliance
Raising awareness,
promoting access



Neurodiversity
Alliance
University of Nevada, Reno

What is neurodiversity?

- Neurodiversity the idea that people with neurological and/or psychological conditions deserve respect, should not be pathologized and are entitled to live full and satisfying lives.
- Neurodivergent traits include but are not limited to:
 - Learning issues
 - ADD/ADHD
 - Autism spectrum disorder
 - Anxiety
 - Depression
 - Mood disorders
 - Other mental health issues

Why is it important?

- A 2018 survey of **University of Nevada, Reno students** found:
 - **30%** reported having been diagnosed with a mental health disorder at some point in their lives
 - **53%** believe there is a public stigma about receiving mental health treatment
 - **79%** reported emotional or mental difficulties affecting their academic performance at least one day in the 4 weeks leading up to the survey
- **Spring 2022** will be the first time we have ever collected this sort of data from faculty and staff

Neurodiversity at the University

- The **DRC Peer Mentor Program** started in 2018 to help neurodiverse students
- In 2019, the **lilac tassel** was designated for neurodiverse graduates and allies
- In 2019, the **Neurodiversity Student Working Group** was formed and has given several presentations to faculty about teaching to neurodivergent students and Universal Design for Learning
- In 2020, the University Neurodiversity Alliance grew out of a Faculty Senate Diversity Committee charge to become an official Presidential diversity initiative in 2021

What the alliance is doing

- **Raising awareness** through panels and presentations, including the Northern Nevada Diversity Summit, the College Autism Summit and others—with more to come!
- **Researching neurodiversity at the University** through the upcoming Healthy Minds Survey (partnering with Counseling Services)
- **Serving the University neurodivergent community** by identifying needs and opportunities and working to address them, and by making sure neurodiversity is represented in strategic planning
- **Promoting access**, including Universal Design for Learning, through work with other campus entities and speaking out against ableism

Neurodiversity Alliance founding members

Andrea Juillerat-Olvera

University Lead Interpreter, Disability Resource Center

ajuillerat@unr.edu

Mary Anne Christensen

Assistant Director, Disability Resource Center

maryac@unr.edu

Jeffrey Hutsler

Associate Professor, Department of Psychology

jhutsler@unr.edu

Karl Fendelander

Editor in Chief, Nevada Today

kfendelander@unr.edu

Zhizhong Li

Assistant Professor & Assistant Dean of Diversity, Equity & Inclusion, Orvis School of Nursing

zzl@unr.edu

Jim Cherney

Associate Professor, Department of Communication Studies

jlcherney@unr.edu

David Branby

Creative Director, University Marketing & Communications

dbranby@unr.edu

Don't hesitate to contact us:
neurodiversity@unr.edu



Cultural Accessibility – Student Accommodations

Tyler Smith

Disability Accommodations Coordinator,
Disability Resource Center (DRC)

Disability Resource Center Mission Statement

The purpose of the Disability Resource Center (DRC) is to ensure that students with disabilities have equal access to participate in, contribute to, and benefit from all university programs.

Our goal is to act as a catalyst for the elimination of both attitudinal and architectural barriers that present themselves throughout the university community. The DRC directly supports students with disabilities in achieving their goals-strengthening a climate of campus diversity.

Disability Resource Center Overview

- Students self identify and register with the DRC
- Intake Process – Screening, Assessment, and Impact on Learning
- Accommodations
- Implementation of Accommodations

Who Are We Serving?

Disability	Fall '21
Learning	291
Substance Abuse	6
ADHD	560
Cognitive	80
Vision	29
Deaf/Hard of Hearing	38
Physical	139
Speech	3
Other Health	632
Psychological	1065
Total	2912

Cultural Accessibility – Employee Accommodations

Maria Doucettperry

Director, Equal Opportunity and Title IX

ADA Coordinator

Cultural Accessibility & The ADA

- **ADA and the ADA Amendments Act key provisions:**

- Prohibits discrimination in employment of individuals with disabilities in all aspects of employment.
- Requires employers to provide a reasonable accommodation for known disabilities of qualified applicants and employees.
- Requires employers to keep all medical records and information confidential.

Cultural Accessibility & The ADA (cont.)

- **What is discrimination?** Exclusion, Stereotypes, Microaggressions

- Exclusion: Denied access; Social isolation or marginalization.
- Stereotypes: Positive and negative generalizations about a group of people, including people with disabilities.
- Microaggressions: Indirect, subtle, possibly unintentional discriminatory comments or behavior toward members of a marginalized group, including people with disabilities.

- **What is a reasonable accommodation?** A reasonable accommodation is a modification or adjustment to a job, practice, policy, or the work environment that allows an individual with a disability to participate equally in an employment opportunity without creating an undue burden for the employer.

- **How do I file a request for a reasonable accommodation at the University of Nevada, Reno?**

Visit www.unr.edu/eotix

Questions & Answers



The End

- Thank you for your time and attention!
- Feedback survey
 - www.unr.edu/accessibility/survey
- For more information, please visit:
 - www.unr.edu/accessibility
 - www.unr.edu/marcom
 - www.unr.edu/digital-learning
 - www.unr.edu/facilities
 - www.unr.edu/drc
 - www.unr.edu/eotix

