



Developing and Implementing an Accessibility Strategy: One Organization's Lessons (So Far)

Presenter: Ken Petri, OSU

The Session begins at 1:00 pm CST

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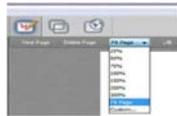
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Developing and Implementing an Accessibility Strategy: One Organization's Lessons (So Far)

Ken Petri
The Ohio State University
15 January 2015

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Some Caveats

- Ohio State: Not your average organization
- Long history of support for accessibility
 - Value and necessity of accessibility is an assumption
- A "strategic" approach, though, a new thing for IT accessibility

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A “Hot” Legal Environment

- Though not the first at universities, Penn State (2010) jump started the thinking about accessibility in strategic terms
- Since:
 - Northwestern and NYU
 - Florida State
 - South Carolina Technical College System
 - Louisiana Tech
 - University of Montana
 - Ohio: University of Cincinnati
 - Ohio: Miami University (on-going)

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A Working Legal Definition of Accessibility

- *“Accessible’ means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. A person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.”*
 - Youngstown State settlement (a few weeks ago)

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New and Future Legal

- Montana decision establishes “independence” and “same time frame”
- Berkeley library decision on alt media compresses time frame and requires faculty to provide reading lists earlier
- H&R Block settlement applies standard to mobile apps
- At AHG, ED OCR lawyer Paul Grossman says the direction is toward “no ad hoc work arounds”

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Grass-roots? Not enough. Learning from Penn State

- A central committee on EIT accessibility and a system of departmental/unit liaisons
 - Establish Communities of Practice
- Accessibility audit of its complete technology environment
- Establish an Electronic and Information Technology (EIT) Policy Statement
 - guides development of accessibility strategy
 - fully implement across all disciplines
- Implement institution-wide training, instruction, and support on the EIT Accessibility Policy and procedures
- Create procedures that require the University to purchase or recommend only accessible EITs (unless not feasible to do so)

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Ohio State Strategies (Plural)

- Approved by senior leadership in three major units: OCIO, Student Life, ODEE
 - All groups to tailor to their own needs and organizational goals
 - Allow for their own time tables, but consider each as a "contract"
- All unique, but common bits:
 - Accessible purchasing procedures (RFP and contract language, with questions asked of vendors)
 - Prioritization (find the things that need triage first) and risk assessment
 - Standardization of evaluation procedures
 - Remediation plans
 - ADA "exception"/accommodation plans
 - Training and awareness
 - Integration into workflows, tooling
 - Transparency

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Broad Lessons 1

- Obtain senior administration/leadership support
 - Form a central committee
 - Unit/org liaisons
 - Communities of Practice

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Broad Lessons 2

- Establish guidelines and support them with a policy
 - Guidelines can/should follow WCAG but put them in language that fits with organizations development practices and focuses on implementation
 - Create information, awareness, and training around the guidelines and policy
 - Let these influence hiring of developers, consultants, and content creators

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Broad Lessons 3

- Prioritize evaluation and remediation according to risk assessment
 - Allow for "exceptions"

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Broad Lessons 4

- Create procurement and development guidelines
 - RFP standard questions and contract language
 - Work with vendors/consult with internal groups
 - Make accessibility a part of standard development and creative practices

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Broad Lessons 5

- Work with each organization's/unit's goals to "embed accessibility"
 - Promote (require!) unique, tailored solutions in order to promote "ownership"

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Measuring Success

- Monitoring progress
 - Self-reporting?
 - Automated scans?
- Ohio State
 - Has prioritized systems to review and set goals for when reviews should happen and with what regularity
 - **But** need knowledgeable teams or progress will get undone
 - **So** hire personnel and developers with proven accessibility knowledge and/or be willing to train

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Resources

Ohio State's accessibility plans and ADA Exception
(<http://go.osu.edu/gladac>)

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Thank you for participating!

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NEXT SESSION IS **MARCH 19, 2015**

What is speech recognition software, how it is used, and what you should know about when authoring web content.

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