



DISTRICT WIDE ACCESSIBILITY TASK FORCE REPORT

SENATE REPORT



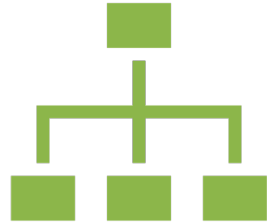
“If disabled people were truly heard, an explosion of knowledge of the human body and psyche would take place.” — Susan Wendell



BACKGROUND



Gaeir Dietrich (consultant)



Lack of clear process and responsibilities



Complaints

FINDINGS: GENERAL STRENGTHS


- Accessibility Task Force
 - Active & Committed Accessibility Task Force
 - Chaired by Vice Chancellor and supported by Chancellor
 - Committed to strategic, structured solutions moving forward
- Champions
 - Core group of knowledgeable individuals
 - Dedicated to improving access for people with disabilities
 - Many see accessibility as part of their job duties
- Training
 - Group of individuals involved in training
 - Distance Education positions are highly dedicated



FINDINGS: GENERAL STRENGTHS

- 4. Web Teams
 - Web teams understood the need for accessibility of websites.
- 5. Awareness
 - Awareness of Accessibility Issues is strong, doesn't correlate with compliance
 - The concept of Accessibility is not completely unknown





“The one argument for accessibility that doesn’t get made nearly often enough is how extraordinarily better it makes some people’s lives. How many opportunities do we have to dramatically improve people’s lives just by doing our job a little better?”

— Steve Krug

FINDINGS: GENERAL ISSUES



Law suits



Complaints



Process/procedure concerns



District webteam delays



Admin/faculty lack of ownership



Need for hardware and software



District's role (clear policy/communicated vision/commitment)





ACTIONS TO BE TAKEN



MANDATORY TRAINING

“THIS IS NOT DSPS PROBLEM THIS IS A
FACULTY INSTRUCTION ISSUE.”

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- Accommodation and accessibility:
Faculty, Admin, & Staff
 - “The Academic Senate must be
involved in this.”
 - Anyone teaching online must be
trained
 - Faculty need personal ownership
 - Training
 - Implementation
 - Accessible required
material



DISTANCE ED HAS TO BE A PRIORITY



MENTORS



GRANTS

“Distance education compliance is key and there is a clear current deficit.”



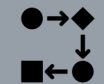
DO 508/ADA COORDINATOR POSITION



“Disability service offices are set up to serve disabled students.”



“This is a broader issue than just students. We have staff and faculty and admin and classified- that funding is not allowed to be used for employees.”



Allows for different funding and fixes



Course reviews, curriculum reviews, and program reviews all need to include accessibility of review criteria



ADA coordinator role: facilities and technology help



DO 508/ADA COORDINATOR POSITION

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- Allows for different funding and fixes
 - Provides appropriate district-based support
 - ADA coordinator role: facilities and technology help
 - “Disability service offices are set up to serve disabled students.”
 - “This is a broader issue than just students. We have staff and faculty and admin and classified—that funding is not allowed to be used for employees.”



HARDWARE & SOFTWARE

“HARDWARE AND SOFTWARE FOR INSTRUCTION IS THE BIGGEST TARGET YOU HAVE IN TERMS OF LIABILITY AND LITIGATION. THAT AND TRAINING.”

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- My math lab, Alex, Canvas problems
 - Publisher and vendor content
 - “The vendors do not have to produce an accessible product and for the most part they do not.”
 - The district task force may need to take a role in this



FEEDBACK PROCESSES



Clear process for student feedback needs to be provided (focus groups)



Staff also needs a clear outlet for providing feedback



Follow-up evaluations of new/revised processes



Course reviews, curriculum reviews, and program reviews all need to include accessibility of review criteria



There needs to be accountability for inaccessible content

WHERE TO BEGIN

Course reviews, curriculum reviews, and program reviews all need to include accessibility of review criteria

Job postings

“These are basic civil rights. This is the same level of legal responsibility as civil rights— and not just faculty, but admin assistants and admin as well. Anyone who puts anything online must be responsible and follow the law.”

Accessible Online Classes

OEI Course Exchange Classes are required to be accessible (POCR Team)

Faculty Evaluation

“The perfect place for this is in the faculty evaluation. Every faculty member must be aware it is their professional responsibilities. It is state law so it needs to be in there.”

COMMUNICATION CHANGES



Communication has to change and education must be embedded in the communication; technology.



"The three campus communication PR people must get together once a week or otherwise and implement these communications."



"If your media/comm people would just meet every week release some tips to faculty then it comes on their mind and they can't pretend it doesn't exist."

OUR RECOMMENDATIONS

- Senate involved in planning process and trainings – ensure things happen
 - Support District Office 508/ADA Position
 - Involve Curriculum & PR Committees
 - Accessibility in Faculty Evaluations
 - Job Postings
 - Conduct required
Accessibility/Accommodations Trainings (Flex week/Ongoing)
 - Distance Education (POCR splice)
 - Opening day presentation (Gaier)
 - Include Accessibility in evaluations






OUR RECOMMENDATIONS

- Obtain more clarity between district and campus roles web based
- Campus forums
- Read the report entirely
 - At least look at:
 - “Road Blocks to Solutions”
 - “Mitigating Strategies”
 - “Accessibility Checklist”





“Let’s stop ‘tolerating’ or ‘accepting’ difference, as if we’re so much better for not being different in the first place. Instead, let’s celebrate difference, because in this world it takes a lot of guts to be different.”

— KATE BORNSTEIN

