UNIVERSAL ACCESS

ENGAGING THE COMPLEXITY OF WEB ACCESSIBILITY THROUGH COLLABORATION

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TEMPLE UNIVERSITY
TWITTER HASHTAG  #ADALIB
WHO IS ACCESSIBILITY FOR?

Image by Jerry Wong. Available at http://flic.kr/p/drmYif
WHO IS ACCESSIBILITY FOR?

• Members of the University community who self-identify as disabled
  – 4% of Temple

• Members of the University community who do not self-identify as disabled with the University

• The world at large
About 560,000,000 results (0.42 seconds)

1. **Home - Business Plans - Research Guides at Rutgers University**
   libguides.rutgers.edu › Research Guides › Rutgers University
   Resources for SBDC workshop on writing a business plan.

2. **No. 25 Subject Guide - Business Plans - Thomas J. Long Business Library**
   www.lib.berkeley.edu/.../bbg... › University of California, Berkeley Libraries
   Jump to Market Research - See also the Long Library's Market Research Resources Guide. Many detailed market research reports can be found in the ...

   www.lib.ncsu.edu/business/plan › North Carolina State University
   Business Plan Research Start Guide. Librarian: Jennifer Garrett. Here are some recommended resources for starting your research, organized around the types ...

   libguides.babson.edu › LibGuides › Babson College
   Oct 24, 2013 - This is a guide to some of the most helpful sources for developing a
The power of the Web is in its universality. Access by everyone regardless of disability is an essential aspect.

Tim Burners-Lee
ACCESSIBILITY AND THE LAW
ACCESSIBILITY AT PENN STATE
...gratuitously denied its blind students and faculty equal access to information and thereby to an equal education opportunity...
“...in addition to resolving problems at Penn State, this will serve as a wake-up call. We hear these kinds of complaints from students and faculty all over the country...”
we’re hoping that the Penn State [complaint] will have a wide impact and that it will be a wake-up call for other universities

Chris Danielsen
ACCESSIBILITY AT LIBRARIES
Library website

LibGuides

Databases

Help System

OPAC

Online Repositories
OUR APPROACH

Cross-departmental collaboration

Address System issues FIRST

Create internal guidelines

Train content creators

Incorporate into yearly goals
BEST PRACTICES
IDENTIFY WHO IS IN CHARGE
COLLABORATE
Establish Goals & Realistic Timeframes
Approximately how many guides are you responsible for? *

- 0-5
- 5-10
- 10-15
- 15-20
- More than 20

Approximately how much time have you spent remediating your guides including the Edit-a-Thon? *

- 1-2 hours
- 3-5 hours
- 5-10 hours
- 10 hours or more
I have spent over 200 hours or more on this project already and have much more than that to come.

survey responder
MAINTAIN OPEN COMMUNICATION
CHOOSE USER-FRIENDLY TOOLS
# Important WAVE Icon Key

Below is a key to reading and understanding some of the most helpful, important WAVE icons in evaluations.

<table>
<thead>
<tr>
<th>Icon</th>
<th>What is it?</th>
<th>What does it mean?</th>
<th>What do I do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image]</td>
<td>Alt text missing</td>
<td>An image with no alt text has been detected on the page.</td>
<td>Add descriptive alt text to the image. See the “Alt text” section of the ADA LibGuide for more information on best practices for alt text creation: <a href="http://guides.temple.edu/ada">http://guides.temple.edu/ada</a></td>
</tr>
<tr>
<td>![Image]</td>
<td>Alt text on image in link missing</td>
<td>An image being used as a link, and which has no alt text associated with it has been detected on the page.</td>
<td>Add descriptive alt text to the image. See the “Alt text” section of the ADA LibGuide for more information on best practices for alt text creation: <a href="http://guides.temple.edu/ada">http://guides.temple.edu/ada</a></td>
</tr>
<tr>
<td>![Image]</td>
<td>Alt text suspicious</td>
<td>An image with potentially incorrect, incomplete, or otherwise unhelpful alt text has been detected on the page.</td>
<td>Alt text should describe what is presented by an image, briefly and accurately with a short phrase. Phrases describing the fact that an image is an image, such as “picture of” or “image of” are considered unnecessary for accessibility and may cause this icon to appear if used in an image’s alt text.</td>
</tr>
<tr>
<td>![Image]</td>
<td>Heading possible</td>
<td>A piece of text appears to be used as a section heading, but is not using accessible heading tags.</td>
<td>If the content flagged with this icon is intended to serve as a section heading, consider dividing it into a separate box to ensure that content is easy to read. If you must create a subsection within your boxes, use the heading level that makes the most sense for the hierarchy of information.</td>
</tr>
</tbody>
</table>
PROVIDE (A LOT OF) TRAINING
Alt Text

When adding an image to a LibGuides page, always make sure to put a meaningful description into the alternative text, or “alt tag” of the image.

The alt tag is a brief description of the image and its purpose on the page. Remember that the users who will be seeing the alt tag will likely not be able to see the image, so be sure to include all relevant information about the image’s appearance here.

For best practices on creating alternative text, please consult the ALT Text Guidelines Google Document (opens in a new window).

Video Content

Make sure that any videos you wish to include on a guide have closed captions.

Closed captions must accurately relate everything spoken as well as all relevant background noises and sound effects, and users must have the ability to turn them on or off during playback. Many videos on Youtube come with accurate closed captions. Any videos that you create should be uploaded to Ensemble, as these videos will be sent out for captioning automatically within a few days of being uploaded.
4. Copy the link to the screen-reader version of the LibGuide from the address bar of your browser, as shown below.

5. Go to http://wave.webaim.org/ to use the WAVE evaluator. Paste the screen-reader version of the LibGuide’s link that you just copied into the Web page address box of the WAVE evaluator tool, then hit “Enter.”
How did you learn about ADA guidelines? Check all that apply.

- [ ] Attended July training session
- [ ] Reviewed ADA Libguide at [guides.temple.edu/ada](http://guides.temple.edu/ada)
- [ ] Reviewed handout received at July training
- [ ] Attended Edit-a-Thon in December
- [ ] Sought one-on-one help from a colleague
- [ ] Did independent research on web accessibility
OVER 70% REPORTED LEARNING ABOUT ADA GUIDELINES MULTIPLE WAYS
Over 70% reported learning about ADA guidelines multiple ways.

Edit-a-thon and handouts were most popular.
The edit-a-thon was hugely beneficial. Expecting us to apply ADA guidelines on our own and update guides accordingly is time consuming and...
...requires the assistance of our more tech savvy staff. It was good to have time set aside for us to ask questions and help each other.

survey responder
FOLLOW-UP

Image by gfpeck. Available at https://flic.kr/p/8ymgpWpg
How have you dealt with video content that does not meet ADA guidelines? (Check all that apply)*

Note: This largely refers to any videos on non-compliant platforms like Vimeo or videos that lack closed-captioning or transcripts.

☐ Linked to it rather than embedding it
☐ Deleted it
☐ Created my own compliant version for hosting on Ensemble
☐ Asked video creator to include closed captioning (CC)
☐ Left it up as it's a video from one of our vendors
☐ Other: ____________________________

Have you eliminated any content in order to apply ADA guidelines?*

☐ Yes, I've eliminated content because it did not meet ADA guidelines.
☐ Yes, I've eliminated content, but sought creative ways to reintroduce similar content in an accessible format.
☐ I have not eliminated any content.
67% admitted to eliminating content from guides in order to apply ADA guidelines.
RECOGNIZE
LESS
IS
MORE

Image by Thomas Friol. Available https://flic.kr/p/dgLQUw
How has your approach towards creating online content changed since learning about ADA guidelines? Check all that apply. *

☐ My approach has not changed.

☐ I use less embedded media (videos, photos, etc.).

☐ I link to reusable content either created by me or a colleague, reducing the amount of time spent checking new content (e.g. boxes you've created and use repeatedly, search boxes in the box repository).

☐ I consider accessibility at the beginning of the design or content creation process.

☐ I now aim to create content that is universally accessible to all.

☐ Other: _
SO, HAS ANYTHING REALLY CHANGED?
SO, HAS ANYTHING REALLY CHANGED?

NOT SO MUCH, UNFORTUNATELY
JUST OVER HALF OF GUIDES CREATED SINCE EDIT-A-THON DID NOT INCLUDE ALT-TEXT
LOOKING AHEAD
QUESTIONS?  THANK YOU!