Welcome to our 5th annual UW TechConnect Conference

Key points to remember:

➢ Networking event starts at 3:45 in the HUB Ballroom
➢ Use #uwtechconnect to connect on social
➢ Be sure to check-in with your Husky Card
Accessibility & Inclusion: “Ignite-Style” Presentations

Moderator: Pete Graff
Bringing underserved edge cases into focus: Who are you overlooking & why?

Lauren Manes, User Experience Designer
Cassy Beekman, Director of Enterprise Document Management
Overview

> Diversity at UW

> Thinking differently to support edge cases
  – Learning to notice opportunities to support underserved groups
  – Applying accessible and user-centered design processes
  – Potential pitfalls

> Diversity and inclusion in the workplace
  – Why
  – How
Context: Definitions

> **Diversity**

Having a wide range of different viewpoints, backgrounds, and demographics represented in any given group.

> **Inclusion**

A process by which underrepresented and/or minority viewpoints are actively solicited by the majority, and individuals are given room and safety to share their experiences and viewpoints and have them incorporated in decision-making.
# Context: Diversity at UW

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Faculty</th>
<th>General population of Washington</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Winter 2018 enrollment</td>
<td>Fall 2016 - Seattle only?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UW Student Data</td>
<td>OVP Academic Personnel</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Caucasian</strong></td>
<td>59.8% (Bothell)</td>
<td>29%</td>
<td>30.5%</td>
</tr>
<tr>
<td></td>
<td>56.8% (Tacoma)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>55.7% (Seattle)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>54.4% (Tacoma)</td>
<td>42%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>53.1% (Seattle)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>48.8% (Bothell)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Context: Diversity at UW

18-24 yo in WA
0.72% trans

2013
UW Tacoma students
10% homeless

2017-2018 enrollment, all three campuses
Record number of underrepresented students
Over 3000 community college transfer students
30% of first-years are first-generation degree earners
Greater % of first-generation students and low-income students
14% international students
Context: Diversity at UW

Age?
Veteran status?
LGBTQ?
Economic status (current or past)?
Reduced mobility? Reduced manual dexterity?
Reduced sensory (visual, auditory) processing?
Cognitive impairments? Mental health issues?
Neuroatypicality?
Currently experiencing, or from a background of food insecurity or housing insecurity?

Language of origin?
Currently caretaking a family member?
Long-distance commuter?
Body size?
Able to access sufficient health care?
Legal residency in jeopardy?
Currently a parent? A single parent?
In recovery from addiction?
Working one or more jobs while attending school?

What happens when two or more of these identities intersect?
Think differently to support edge cases

> Cultivate your own empathy

– Consume media from groups that aren’t your own identity: films, novels, nonfiction, poetry, journalism, talks, music, restaurants, visual art, technology.

– Stay curious and humble.
Think differently to support edge cases

By the numbers

This feature is only crucial to 0.7% of our users, so it can wait for a future release.

It's ok if that task is not as easy as it could be -- it only happens quarterly, so it's not like it's costing users minutes every day.

Using other criteria

Allowing students to specify a preferred name that's different from their legal name is crucial to protecting trans students' safety and mental health. Seeing an incorrect name can cause real emotional distress, and revealing the wrong name to others could out students without their consent and could even compromise their physical safety.

The task in question is student registration for classes, and if they don't get the classes they need because the interface doesn't work or the back end crashes, it can delay their graduation and end up costing them money and time.
Think differently to support edge cases

Cost to users if they need to recover from system error or user error:
- Time
- Financial
- Emotional
- Social
- Impact on other dependent, downstream user tasks
- Other?

Risk to users if not implemented:
- Physical
- Emotional
- Social
- Financial

Users that deviate from "average" or "standard" on any relevant metric
- Look for outliers and consider the unique impacts on them
Accessible design process

> Be an advocate
> You are not your users
> Prioritize accessibility and edge case support
> User feedback and testing early and often, in context
> Accessibility / edge case improvements lead to a better product
User-centered design process

> Conduct research about your chosen group
  – Data is still relevant
  – Literature review
  – User research

> Iterative design and testing
What to watch out for

> Anecdotes ≠ data; an individual experience is not universal.
  - Avoid stereotyping, caricaturing, and making unfounded assumptions

> Educate yourself on the basics.
  - Any given individual with one or more minority identities that you do not share is not responsible for educating you about the difficulties of their experience.

> Make and hold space for people with disadvantaged identities to represent themselves.

> Look to the intersections again. How do identities compound and amplify barriers?
Let what you learn from cultivating your curiosity, humility, and empathy guide you to *ask better questions* to support your edge case users.
Building teams to support all users

> Draw on existing UW resources: the Office of Minority Affairs and Diversity has a Staff Diversity Specialist and a Staff Diversity Hiring Toolkit. Check out these pages before beginning your recruitment: [http://www.washington.edu/diversity/staffdiv](http://www.washington.edu/diversity/staffdiv)

> Avoid bias in the position description (e.g. Textio)

> Assemble a diverse interview committee

> Ask about candidates’ experience promoting diversity and inclusion in the workplace or through volunteer activities

> Make your interview as accessible and inclusive as possible

> Be careful when evaluating “fit”

> Ensure that your position advertising, onboarding, and ongoing workplace culture are in alignment with your values of creating a diverse and inclusive workplace
Research support for building inclusive teams

> **Better products**
https://open.nytimes.com/why-having-a-diverse-team-will-make-your-products-better-c73e7518f677

> **Smarter business decisions**
https://hbr.org/2016/11/why-diverse-teams-are-smarter

> **Increased revenue**

https://economics.mit.edu/files/8851

> **Happier employees... *when inclusion & trust exist***
Further resources and sources

Sources

Honor Native Land: A Guide and Call to Acknowledgement
Quick Stats of Student Enrollment
FACT SHEET 2016 - Office of the Vice Provost for Academic Personnel
US Census Bureau: Quick Facts, Washington
How many adults identify as transgender in the United States?
University of Washington fall 2017 entering class sets record for diversity, resident students
UW Tacoma homelessness a serious issue

Further reading

UW's UX Design Guides
Universal Design: Process, Principles, and Applications (UW DO-IT)
UW Students Struggle with Housing and Food Costs
Educause: A Conversation about Diversity, Equity, and Inclusion and Top IT Issues
Center for Talent Innovation: Innovation, Diversity, and Market Growth
NY Times: What Google Learned From Its Quest to Build the Perfect Team
Detrimental Effects of “Best in Show” Hiring Processes in Tech
NY Times: How Design for One Turns Into Design for All
UW Tech Policy Lab - Diverse Voices
Design Thinking: Empathy Maps

Lauren Manes
lmanes@uw.edu

Cassy Beekman
cbeekman@uw.edu
Thank You
Accessibility in Procurement

Terrill Thompson, UW-IT Accessible Technology Services
Ray Hsu, Procurement Services
Karen Crow, Environmental Health & Safety
Santiago Cortez, Academic Human Resources
Why Accessibility in Procurement?

> We're increasingly dependent on third-party software, services, and web applications.

> If there are barriers for some groups of users, we have little or no ability to fix them.

> If there are barriers, the university is assuming substantial legal risk, not the vendor.
Therefore...

- We **must** ensure the products and services we're procuring from third parties are accessible to all users.
How Do We Do That?
Step 1 of 3

> Solicit accessibility information.
  - Be specific about accepted documentation:
    > Accessibility report from an independent accessibility expert/consultant
    > A completed UW IT Accessibility Checklist
    > A VPAT (must be VPAT 2.0, based on WCAG 2.0 not Section 508 standards)
Step 2 of 3

> Validate accessibility information received.

– Vendor statements are a starting point for accessibility conversations.
– Ask "What have you done to ensure your product/service is accessible to users with disabilities?"
– Ask follow-up questions
– Ask vendors to demonstrate how to perform key functions without a mouse
– Develop the capacity in-house to conduct accessibility evaluations / collaborate
Step 3 of 3

> Include accessibility assurances in contracts.
  – Include a roadmap, with specific measurable goals and timelines
  – Implementation
  – Maintenance of accessibility
Accessibility in Contract Negotiations
The Procurement Perspective

- It takes a village
- It is an iterative process – small meaningful steps
- By collaborating with the UW Accessibility Technology Team, Procurement Services now has a policy to address accessibility in 7.2.15
- We are seeing positive changes from a few anecdote examples
- Carrot vs. the stick
Karen's Perspective

> Karen Crow
  Outreach & Health Education Analyst
  Project Manager for Website Redesign Project

Environmental Health & Safety Department
Contact: karenlc@uw.edu
Santiago's Perspective

> If it takes a village, who is your village?
> ATS, Procurement, AGO, CISO
> How soon should you start the conversation?
> AP initiated the accessibility review and provided a list of accessibility blockers during the first two weeks of the contract/review process (four months)
> Accessibility was always on the table during negotiations
Santiago's Perspective – Leverage

- Policy #188 – Accessibility: Accessibility | OCIO

- UNIVERSITY OF WASHINGTON IT ACCESSIBILITY GUIDELINES: UW IT Accessibility Guidelines

Santiago's Perspective - Contract Management

> (1d) Incorporation of performance measures and measurable benchmarks in contracts;

> (3) To the extent practicable, agencies should enter into performance-based contracts. Performance-based contracts identify expected deliverables and performance measures or outcomes. Performance-based contracts also use appropriate techniques, which may include but are not limited to, either consequences or incentives or both to ensure that agreed upon value to the state is received. Payment for goods and services under performance-based contracts should be contingent on the contractor achieving performance outcomes.
Thank You
Promoting Accessibility Efforts and PDF Remediation Options

Gaby de Jongh, IT Accessibility Specialist
Ashley Magdall, Web Support Specialist
Ana Thompson, Learning & Access Designer

UNIVERSITY of WASHINGTON
Why does it matter?

- the UW’s vision to “…educate a diverse student body and its values of diversity, excellence, collaboration, innovation and respect”
- the UW’s obligations under Section 504 of the Rehabilitation Act of 1973
- Americans with Disability Act of 1990 together with its 2008 Amendments
- Washington State Policy #188 – issued by the CIO
- UW Executive Order 31 – Nondiscrimination and Affirmative Action
- UW Administrative Policy Statement 2.3 – Information Technology, Telecommunications and Networking Projects and Acquisitions
Key Terms

> Adobe Acrobat Pro
  – PDF editing software

> Directories (on the uwb.edu site)
  – Example: “uwb.edu/it”, “uwb.edu/advancement”

> Remediation
  – Conversion of a digital document into a resource that is accessible to individuals with disabilities

> Universal Design for Learning (UDL)
  – Educational framework based on neuroscience that guides the development of learning environments that can accommodate individual learning differences
The Tacoma Method

- AutoBatch for Adobe Acrobat Pro
  - Automated remediation process
  - Triggers “Autotag Document” feature in Acrobat Pro
- Overwrites old files
- Status of each document is documented
Immediate work

- Focus on uw.edu website electronic documents
- Generated large report with all PDF location’s
- Organized PDFs by website “directory” & primary web contact
- Emailed reports to the primary contact, they coordinate / delegate
  - Deadline given with regular email reminders containing suggestions and resources for help
Bothell | PDF Pilot by the numbers

> Report pulled: 2,943 PDFs
  – Approximate: Some said not all PDFs on their site were included in the report
> Useful PDFs pulled: 2,277
  – Removed links to external PDFs not in our control
  – Removed broken or duplicate PDFs
> PDFs I submitted for remediation: 122
  – Pilot engagement was voluntary, but widely appreciated!
    > Time was primary constraint, lack of supervisor support secondary
> About 17 “directories” under uwb.edu were updated
  – Out of about 140+ directories
Bothell | Buy-in & options

Buy-in

> **Informed participants**
  > Accessibility isn’t optional
  > Pilot was a free but a limited time opportunity

> **Offered a framework on how to sort info and consultation meetings**

> **Participants only needed to verify which PDFs were still relevant**
  > Campus-wide problem of too much content, lack of maintenance

Available options

> **Vendor:** $9.23/page with Vastec (free for pilot)
> **Campus trainers:** Ana (Bothell) & Gaby (Seattle)
> **Self-teaching & remediation:** available resources on uw.edu/accessibility
Bothell | Pilot Takeaways

> HTML (web pages) is most accessible format
  > Avoid PDFs!
  > Move info from docs → web pages
  > Range of accessibility by platform:
    > HTML → MS Office docs → PDFs → PDF Forms

> Research what your colleagues do, utilize skills and share the load
  > Developers pulled PDF report for me, I sorted/organized

> Avoid mass submissions
  > Complicated/time consuming to organize and redistribute

> Change workflow to avoid knee-jerk reaction of adding PDFs to site
  > Changing workflows are faster than training on and doing PDF remediation
  > If unavoidable: train 2-3 team members and/or budget for vendor remediation
Bothell | Long term action plan (1 of 2)

UDAL Initiative

> UDAL = Universal Design for Active Learning
  - Established in March 2016

> Comprises principles, research and best practices of Universal Design for Learning (UDL) with added emphasis on student engagement and physical spaces

> UDAL Core Team formed June 2016
  - IT, DLI, Advancement, DRS representation
Accessibility Plan
- Formed November 2017
- Currently finalizing plan proposal

Training & Remediation
- Training sessions with IT Liaisons, Commuter Services, CBLR, Student Affairs, Academic Affairs
- “Free” Adobe Acrobat Pro licenses for IT Liaisons
- Limited remediation services
Successful Practices/Lessons Learned

> Successes
  – Identify your advocates
  – Understand the workflow
  – Partner with Disability Resources for Students (DRS)

> Lessons
  – Focus on low hanging fruit
  – Be aware of your approach
  – Have resources in place
Resources

UW Document Accessibility Website
UW Bothell Accessibility Website
Thank You
Q & A

Moderator: Pete Graff