

WEBVTT

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00:00:05.370 --> 00:00:10.190

Sean Keegan: Good morning and good afternoon to everyone depending on your time zone.

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00:00:10.360 --> 00:00:17.790

Sean Keegan: Thank you for being here today for the Accessibility in IT event, our session this morning is teaching accessibility and accessibly.

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00:00:18.040 --> 00:00:20.449

Sean Keegan:

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00:00:20.530 --> 00:00:29.489

Sean Keegan: Why not both? And we have a guest speaker, Kate Sonka, from teach access, who will be participating today

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00:00:31.150 --> 00:00:35.109

Sean Keegan: some housekeeping items before we get started, next slide.

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00:00:38.650 --> 00:00:48.470

Sean Keegan: This is sponsored by the Accessibility in IT program, which is part of IDEAL IT and is in partnership with the office of digital accessibility.

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00:00:48.490 --> 00:00:57.570

Sean Keegan: my name is Shawn Keegan, and I am the director for the office of digital accessibility and the program lead for the Accessibility in IT pillar

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00:00:57.990 --> 00:01:00.829

Sean Keegan: a few key things today.

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00:01:01.300 --> 00:01:13.510

Sean Keegan: if you are able to please have your video on as we go through the session but we do ask that you mute yourself during the presentation today.

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00:01:14.500 --> 00:01:17.489

Sean Keegan: we will be recording this meeting.

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00:01:17.540 --> 00:01:25.920

Sean Keegan: and we will post that recording shortly after on the Accessibility in IT website

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00:01:26.440 --> 00:01:34.400

Sean Keegan: captioning is available in the bottom of your your menu bar and zoom. So we do. Have a live captioner

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00:01:34.890 --> 00:01:37.780

Sean Keegan: who will be transcribing the session today.

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00:01:38.840 --> 00:01:49.470

Sean Keegan: and we will be using the Zoom chat So please feel free to ask questions in the Zoom chat, we will also

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00:01:49.490 --> 00:01:57.029

Sean Keegan: be posting a link to a Google form. So there is a Q and A Period. So please ask questions as we go through today.

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00:01:58.560 --> 00:02:10.630

Sean Keegan: we're going to pause for a moment to share Stanford's Land acknowledgment. you are welcome to read the information on the slide that's been posted, and we will also post this text in the Zoom chat. Take a moment right now.

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00:02:31.480 --> 00:02:32.610

Sean Keegan: all right.

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Sean Keegan: moving forward.

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00:02:38.010 --> 00:02:40.939

Sean Keegan: So here's our proposed agenda for today.

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00:02:41.000 --> 00:02:58.830

Sean Keegan: When we will start, we have a welcome and land acknowledgment. we'll cover the agenda very quickly and have some opening remarks from Steve Gallagher. The majority of the session today will be a fireside chat with Kate Sonka, and I'll talk a little bit more about and introduce Kate here in a few minutes

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Sean Keegan: we have time for an open forum discussion, question, and answer and, as we mentioned, please ask questions in the Zoom chat as well as a link to the Google form

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00:03:10.560 --> 00:03:18.629

Sean Keegan: multiple ways to reach out to us and and ask questions. and we will have time at the end of the session today for that conversation.

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00:03:18.690 --> 00:03:27.000

Sean Keegan: and then we'll just have some closing remarks and provide a little bit of an update on what's coming next. And what are some of the future IDEAL IT activities that are happening.

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00:03:27.680 --> 00:03:41.420

Sean Keegan: We have people joining from across Stanford today, and as a quick introduction to our guest speaker, please feel free to use the zoom chat right now to introduce yourself and your role here at Stanford.

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00:03:42.090 --> 00:03:46.200

Sean Keegan: And we can share that with our guest Speaker.

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00:03:49.050 --> 00:03:50.360

Sean Keegan: Okay?

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Sean Keegan: And next slide, all right.

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00:03:55.840 --> 00:03:57.969

Sean Keegan: So we'll do a quick check

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00:03:59.380 --> 00:04:01.949
Sean Keegan: is Steve available?

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00:04:04.610 --> 00:04:13.699
Steve Gallagher: I am here

Sean Keegan:wonderful. Thank you, Steve. I would like to welcome our CIO for Univeristy IT Steve Gallagher, for some opening remarks.

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00:04:13.850 --> 00:04:14.700
Sean Keegan: Steve.

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00:04:15.130 --> 00:04:23.720
Steve Gallagher: Good morning, everybody. It's really great to see you all here. I'm just looking to adjust my screen here, so I can see more of you

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00:04:24.620 --> 00:04:25.679
One moment.

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00:04:26.950 --> 00:04:49.079
Steve Gallagher: there we go! there you are, so great it's really fantastic to be here this morning. I just wanted to say a couple of words first for those of you who don't know me. My name is Steve Gallagher. I am the University CIO and and also leads UIT. And I really want to call out the I'm also the co-chair of the CIO Council, because that's really

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00:04:49.080 --> 00:04:58.360
Steve Gallagher: Such an important group representing the IT community across the University. But also it's the CIO Council who also is sponsoring

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Steve Gallagher: IDEAL IT

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00:05:00.440 --> 00:05:19.930
Steve Gallagher: And it's really been a big year. In the sense that we have added a new pillar to our IDEAL IT suite of programs around digital accessibility. And it's because digital accessibility is foundational to inconclusion. Importantly, to make sure that we are thinking about

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00:05:19.930 --> 00:05:48.709

Steve Gallagher: inclusion from multiple dimensions and digital accessibility is clearly an important one for our entire community. Honestly within Stanford, but notably the world at large. Ensuring that we are thinking about how we are communicating our Stanford presence in ways that are accessible to the entire world across multiple dimensions. And for those of you who aren't as familiar with IDEAL IT This is our

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00:05:48.750 --> 00:06:14.069

Steve Gallagher: suite of programs around diversity, equity, inclusion, and belonging that 5 years ago we set out that we were going to focus on programs that truly would move the needle in terms of the impact for our community, and that we would only launch programs that we could support in the sense of doing them with high degrees of quality and high impact.

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00:06:14.070 --> 00:06:29.329

Steve Gallagher: And certainly our digital accessibility program, you know, meets all of those criteria. And one of the things that I also like to emphasize, at least from my perspective and hopefully from yours as well. Since you're joining us this morning is that when you are

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Steve Gallagher: creating services

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00:06:31.990 --> 00:06:50.459

Steve Gallagher: and sites and products, digital products that are digitally accessible. oftentimes, or almost always, they are better in design right by thinking through digital accessibility from the very get go often leads to just more elegant products.

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00:06:50.460 --> 00:07:20.380

Steve Gallagher: better services, and just a better user experience. Right? So this is why it's so important that we think about these things, not as an afterthought, not as overhead. But we think about digital accessibility from the very get go from the genesis of our developing websites from the genesis of how we develop products. And honestly, one of the main things we need to focus on and the years ahead, is how we influence

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00:07:20.460 --> 00:07:32.279

Steve Gallagher: our vendor partners to be thinking the same way, and quite honestly, how do we actually sort of provide more teeth in terms of how we are green lighting partnerships

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00:07:32.280 --> 00:07:54.549

Steve Gallagher: with vendors versus others. We have a recent experience in terms of how we've been assessing chat bots as one example of this and ensuring that we are endorsing a chat bot strategy that's going to ensure the highest levels of digital accessibility. That does not mean mandates. It does not mean, the exclusion of everything else. It does not mean that we'll have

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00:07:54.550 --> 00:08:08.880

Steve Gallagher: some degrees of flexibility where we need to, but we really want to make sure that we are providing more guidance, and in some cases more teeth, in terms of how we are approving relationships with vendors, how we are influencing them

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00:08:08.890 --> 00:08:24.719

Steve Gallagher: and sending the signal to our key vendors that we don't just take this seriously. In many cases we are going to require you to meet standards around digital accessibility. So we have made so much progress over the last couple of years.

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00:08:24.720 --> 00:08:39.149

Steve Gallagher: But it doesn't really happen unless we really are working with the broader community which all of you are representing for us to make really sustained and meaningful traction, and to build our momentum going forward. So

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00:08:39.190 --> 00:09:06.880

Steve Gallagher: I am really, really happy to be here this morning. I just want to convey to you the level of importance. This is not just in terms of all of us on this call. But I can tell you personally that our provost Persis Drell. She herself has staked out the importance of digital accessibility which resides within UIT

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00:09:06.880 --> 00:09:13.529

Steve Gallagher: but the mission that we all share in terms of ensuring that our, web properties.

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00:09:13.530 --> 00:09:21.759

Steve Gallagher: that our product strategies are all really being done with the highest level of attention towards accessibility.

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00:09:22.030 --> 00:09:30.870

Steve Gallagher: So Sean, with that I'm going to end there. But I just. I'm super happy to be here, and I really appreciate everyone who's joining today.

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00:09:31.970 --> 00:09:34.339

Sean Keegan: Wonderful. Thank you very much, Steve.

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00:09:34.510 --> 00:09:46.059

Sean Keegan: And I think it's a wonderful segue into what we're going to be talking about today, teach access and about teaching accessibility, information and also accessibly as we go on.

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00:09:48.800 --> 00:09:51.419

Sean Keegan: Rodney I would like to turn it over to you.

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Rodney Carter: Thanks, Shawn. So Steve mentioned IDEAL IT where CIO Council strategic program, we are a system of interrelated programs that include more

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00:10:07.910 --> 00:10:34.029

Rodney Carter: resource groups Stanford WIT and Stanford people of color in technology. We have 2 recruitment pillars, neurodiversity in IT and Year Up our IDEAL IT foundations, we call this our flower model. it's actually more like the stem from which new petals grow and our newest program accessibility in IT if you go to the next slide.

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00:10:36.050 --> 00:10:47.020

Rodney Carter: We also wanted to announce. We now have CIO Council co-sponsors, who, I believe, are both on the call. Tom Kramer from the libraries, and Brad Immanuel from UIT

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00:10:47.240 --> 00:10:50.319

Rodney Carter: next. And I think I'm turning it back to Shawn.

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Sean Keegan: Perfect. Thank you, Rodney.

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00:10:56.620 --> 00:11:12.450

Sean Keegan: So one of the things that we've talked about within the Accessibility in IT program is not focusing on that regulatory minimum. one of the hats that I wear here at Stanford University, as part of the university IT is

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00:11:12.630 --> 00:11:16.609

Sean Keegan: leading the office of digital accessibility. And oftentimes

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Sean Keegan: what we're doing there is focusing on that that regulatory requirements. What's the technical conformance that is required? When we kind of look at some of these different products and

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00:11:28.120 --> 00:11:37.560

Sean Keegan: solutions that are in the marketplace, and what the Accessibility in IT program allows us to do is is kind of really expand that and and talk about.

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00:11:37.720 --> 00:11:44.470

Sean Keegan: how do we make informed choices? How do we choose to embrace

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00:11:44.580 --> 00:11:51.580

Sean Keegan: digital accessibility and even more broadly, access and inclusion for people with disabilities

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00:11:51.800 --> 00:11:53.760

Sean Keegan: and and a lot of that starts with

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00:11:53.820 --> 00:12:07.630

Sean Keegan: kind of our values and what we believe, and making some choices when we are faced with a well, this is an easy thing to do. This might be more work, and it might require more accountability.

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00:12:07.900 --> 00:12:12.779

Sean Keegan: And so it may not be the easiest path, but it could be the right path.

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Sean Keegan: And so that's one of the kind of the differences between kind of looking at just the regulatory minimum versus the hearts and minds, and doing this because it's the right thing to do

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00:12:23.760 --> 00:12:24.819

Sean Keegan: next slide.

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Sean Keegan: So we'd like to go ahead and move on to our conversation with with Kate Sonka.

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Sean Keegan: I'm gonna give a little background of Kate. Kate is the executive director of Teach Access. Previously she was the Assistant Director of Inclusion and Academic Technology at the College of Arts and Letters at Michigan State University.

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00:12:48.980 --> 00:12:57.870

Sean Keegan: Kate has more than 12 years of experience in higher education, and has worked to improve teaching and learning with technology through course, design and support.

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00:12:57.900 --> 00:13:18.989

Sean Keegan: experiential learning, training and mentorships for faculty members and students, and other duties as assigned in exploring how accessibility exists in professional and academic spaces. Kate was one of the instrumental individuals to establish the teach access, study away Silicon Valley program

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00:13:19.210 --> 00:13:25.010

Sean Keegan: she was key to implementing the teach access, faculty, curriculum development Grant program

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00:13:25.150 --> 00:13:33.480

Sean Keegan: and founded the Accessible Learning Conference at Michigan State University. Kate. Welcome to the Accessibility in IT program here.

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00:13:34.600 --> 00:13:49.520

Kate Sonka (she/her): Thank you so much, Shawn. so great to be with everybody here. Just really happy to have this conversation. I really encourage you. Please ask questions along the way, I'm happy happy to address those at any point but love being in this group.

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00:13:50.790 --> 00:13:53.099

Sean Keegan: So let's start off.What is teach access? What is the teach access trying to accomplish?

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Kate Sonka (she/her): Actually, excellent question. I'm so glad you asked Shawn. So we are a nonprofit organization. And we've been around actually longer than we've been an official nonprofit. So we actually achieved our 501 C3 status in 2021

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Kate Sonka (she/her): but we were founded much earlier. So in 2016 and from 2016 to 2021, we operated as an entire sort of collection of volunteers, and our mission has remained the same since the beginning. and that's to close what we call the accessibility technology skills gap

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Kate Sonka (she/her): And so it's this notion, and and I'll find a link and drop it in the chat here in a second. But it's this idea that industry

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Kate Sonka (she/her): writ large. But certainly this was born out of tech industry. So some of your neighbors up there in the Bay Area

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Kate Sonka (she/her): who are saying, you know, when we hire recent graduates

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Kate Sonka (she/her): from any school, many schools. they're going through our orientation programs. And we're saying, Hey, we're the accessibility team. How many of you heard about this or learned about it when you were in school.

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00:15:07.870 --> 00:15:17.929

Kate Sonka (she/her): What they're finding is not many. We're raising their hands. It's not something that is taught broadly across the curriculum, in the higher, in higher Ed, in the Us.

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Kate Sonka (she/her): Absolutely, there are people who have been teaching it for some time, programs that have existed.

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Kate Sonka (she/her): so it it happens, but not on a large scale, right? And so any incoming students, you know, it was sort of a hit or miss on whether they would be aware of what disability is, aware of what accessibility is.

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Kate Sonka (she/her): And so they thought, Well, how how can we start to move the needle on this. So this is back in like I said, around 2015, 2016,

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Kate Sonka (she/her): they thought, Well, why don't? Why don't we start to partner with our colleagues and colleges and universities and disability advocacy groups to close this gap, the gap being

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00:15:55.230 --> 00:16:07.410

Kate Sonka (she/her): they can't find enough students, recent graduates who know at least a little bit about these topics to be in those organizations, to work in those organizations. So that's where teach access came from.

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00:16:07.540 --> 00:16:32.600

Kate Sonka (she/her): And so one of the key phrases that I say, probably every day, but it's a crucial one is that teach access is about teaching accessibility less so. The teaching excessively part, and I know we'll get into that a bit more. And so you might hear me say it again. But what that means is that we really are looking at and have been working towards. What do you all need in your roles in the institution?

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00:16:32.640 --> 00:16:40.359

Kate Sonka (she/her): whether you're instructing supporting instructors, procuring all of those things are important. But what do you need

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00:16:40.400 --> 00:16:47.299

Kate Sonka (she/her): to be able to help students learn about what accessibility is and disability?

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00:16:47.320 --> 00:16:49.949

Kate Sonka (she/her): the teaching excessively side

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00:16:49.970 --> 00:17:11.779

Kate Sonka (she/her): crucially important. But that's more making the materials themselves accessible. adding captions to lecture videos, etc., etc. ensuring that syllabi are, you know, run, run through the checker, if you will, the accessibility checker, we're focused more on this other side. What do you need as an instructor or someone supporting instructors to help

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Kate Sonka (she/her): teach your students about this topic.

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Kate Sonka (she/her): and we have a variety of programs. I know we'll get into some of those around what that is. But that is our goal. How do we help more and more students learn about these topics, so that as they go into the workforce. And whatever role

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00:17:30.250 --> 00:17:37.969

Kate Sonka (she/her): doesn't have to be an accessibility role specifically, they know to bring this this knowledge with them. so, yeah, that was a a long answer. But that's who we are.

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00:17:38.340 --> 00:17:54.679

Sean Keegan: That's okay. long answers are acceptable. And to a certain extent this kind of goes back to what Steve was mentioning in his welcoming remarks was, You know, how do we influence our vendor partners it. It's helpful to

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00:17:54.760 --> 00:18:05.770

Sean Keegan: be able to influence them when there's already people within their organizations who are advocating and supporting for these accessibility topics at least. and that inclusion, aspect as well.

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00:18:06.450 --> 00:18:07.320

Sean Keegan: Now

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00:18:08.040 --> 00:18:14.749

Sean Keegan: I am now somewhat familiar with teach access and teach access has a saying.

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00:18:15.220 --> 00:18:23.840

Sean Keegan: To realize a world where technology is born accessible. Can you expand on that a little bit more? What is that? What does it really get to?

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00:18:24.910 --> 00:18:49.719

Kate Sonka (she/her): Absolutely, And Steve really set this up for us in his intro. So thank you, Steve. I I did not pre-arrange that with him. but what we're really looking at is this notion that if we're able to scale, not if when we're able to scale. And as we scale our goal is to reach a million students by 2030. So imagine that scale.

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00:18:49.990 --> 00:19:01.209

Kate Sonka (she/her): they will not all be accessibility experts. That is, that's part of our plan. That is that our part of our plan is not that we're creating a bunch of experts. What we're creating is

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00:19:01.320 --> 00:19:18.499

Kate Sonka (she/her): a group, a large group of students who are going out into the workforce that know a little bit about these topics. They even they know what disability is. They know what accessibility is. They know where to go, find more information about these topics, perhaps.

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00:19:18.500 --> 00:19:37.319

Kate Sonka (she/her): or know that. Hey? I'm probably joining Google, for example. And there's an accessibility team there. So there's there are experts in the organization to support me or I'm going to work at Stanford, and I know there's an IT Accessibility group. that I could join. But this born accessible notion is, imagine at that scale.

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00:19:37.390 --> 00:19:39.620

Kate Sonka (she/her): in several years from now.

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00:19:39.670 --> 00:19:45.830

Kate Sonka (she/her): what will happen is we'll be at the start of a product or a process or a project design phase.

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Kate Sonka (she/her): Well, okay, let's start this app, we're gonna create a new website. We're going to create a new app. We're gonna a physical product, even whatever that might be. This is gonna be amazing. Let's do it. The goal is, we have students, recent graduates who will be at the table and say, I love this idea, Shawn, I can't wait to make this app.

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00:20:04.470 --> 00:20:18.439

Kate Sonka (she/her): How do we make sure that it's accessible from the beginning, so that we don't get to the end. And they don't get to the end of these product and and processes design phases, whatever you'd like to call them. However, you want to categorize them

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00:20:18.520 --> 00:20:34.179

Kate Sonka (she/her): and realize. yeah, we never talked about accessibility. And now it's gonna cost us a lot of money a lot of time. unfortunately, we know sometimes the answer is, we don't want to do those things, so let's ship the product anyway, and it's out there. And it's inaccessible.

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00:20:34.240 --> 00:20:38.909

Kate Sonka (she/her): So this born accessible notion is, it is included from the beginning.

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Kate Sonka (she/her): And we're not again expecting that everyone who maybe is impacted by our work or programming will be the expert at the table, but they will be the advocate at the table to say, Hey, let's just make sure that we figure out how accessibility is woven throughout the process.

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00:20:55.270 --> 00:21:02.670

Sean Keegan: And I think it's such an a a crucial part of this. It's that when you see consumer products. And I think I always go back to

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00:21:02.850 --> 00:21:12.789

Sean Keegan: when voice over the screen reader, on the iphone first was released. It was such a radical change from, you know, it just was shipped by default.

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00:21:13.390 --> 00:21:21.600

Sean Keegan: and and that was a conscious decision that was made with the IOS team that we are going to build it into the product, and it will just be there by default.

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00:21:22.360 --> 00:21:35.980

Kate Sonka (she/her): Yeah, in fact, we're we're so lucky one. So one of our co-founders is Mike Shabanick, who is now the head of accessibility at Meta, and he was actually a core part of that team at the time. with voice over. And that was

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00:21:36.270 --> 00:21:48.879

Kate Sonka (she/her): it. Wasn't. That voice over was sort of the innovative product. Right? I mean, screen readers existed right? They already existed. The the product existed. What was quote innovative in that time was exactly what you said, that it was.

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00:21:48.990 --> 00:21:55.509

Kate Sonka (she/her): Well, it should just be included on everyone's iphone or laptop, or whatever like, why are we charging extra

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00:21:55.610 --> 00:22:00.089

Kate Sonka (she/her): for this feature? It should just be available to everyone? and so

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Kate Sonka (she/her): I think that's the key, right? There is that. Well, if we understand that all of us will be impacted by disability in some way, at some point

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00:22:08.140 --> 00:22:18.409

Kate Sonka (she/her): we could join this community at any day either permanently, temporarily. We will know someone, or maybe already do know someone who has a disability.

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00:22:18.420 --> 00:22:35.360

Kate Sonka (she/her): That's when you start to think this isn't for a certain small subset of people over here. So that's just a special thing that you know we we'll just. That's for this community. It's for all of us. All of us will benefit from it. All of us will be impacted in some way. or know someone who will be impacted.

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00:22:36.440 --> 00:22:46.629

Sean Keegan: So we talked about this, this idea of being born accessible. and and I've I've talked to people about this and with teach access. And there's often this, this

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00:22:47.110 --> 00:22:51.679

Sean Keegan: perspective, that that this is really focused solely on

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00:22:51.690 --> 00:23:05.019

Sean Keegan: programmers and developers. you know, how do other areas such as the graphic or visual designs. you know, project management, or the arts intersect with these goals of teach access?

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00:23:05.740 --> 00:23:28.700

Kate Sonka (she/her): That's a great question. I mean, certainly it's crucial that we have programmers, computer scientists and so forth. A part of this right? They're they're creating so much of the technology that we use and is the basis of that. I think even your example earlier, Shawn, about procurement or maybe it was Steve. I think both of you kind of into that ever mentioned it. But the idea that

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Kate Sonka (she/her): you're in a procurement role, we let's make sure that accessibility or that software that we're acquiring is accessible both

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Kate Sonka (she/her): for the end user side, but also the employee side, right? So on the back end, if you will, because we'll have disabled colleagues who need to be using the software or will be using our software

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00:23:49.240 --> 00:24:09.679

Kate Sonka (she/her): And so when you start to think about other ways that other disciplines that can be involved in this. I mean, certainly. when we're thinking about design, graphic design. the arts writing. You know, there are technical writers that are hired by companies and organizations to describe what's going on.

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00:24:09.680 --> 00:24:19.450

Kate Sonka (she/her): they need to make sure that not only are they thinking about how to describe accessibility of a product. But then they're creating an accessible

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00:24:19.750 --> 00:24:26.250

Kate Sonka (she/her): you know, handbook or guidebook, whatever word you'd like to use for people to understand how to consume that product.

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00:24:26.330 --> 00:24:30.489

Kate Sonka (she/her): and ensure that that's accessible. And so

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00:24:30.820 --> 00:24:56.399

Kate Sonka (she/her): I think you know, all of us in this room who've been in technology or around technology understand that it's a part of every aspect of our of our lives, really. And so when you start to frame it that way, you realize that everyone has a part to play in that I mean, I for a long time worked at Michigan State University. It's a big agriculture school. there's. I mean, it's Ag is one of the biggest colleges on that campus.

137

00:24:56.680 --> 00:25:10.340

Kate Sonka (she/her): certainly. You can think about agriculture and farming and the different ways that technology impacts that practice and that should be accessible for the community that's using using those services and products. So

138

00:25:10.510 --> 00:25:14.109

Kate Sonka (she/her): it really, I mean it. It cuts across all of us.

139

00:25:15.590 --> 00:25:43.550

Sean Keegan: So we talked about this a few minutes ago. You brought it up we about the difference between a teaching accessibility and word that I think we created for this session teaching accessibly our spell checker kept throwing up every time it saw that word. And historically, when teach access first began, as you mentioned, the emphasis was on teaching accessibility best practices. teaching that understanding

140

00:25:43.550 --> 00:25:47.690

Sean Keegan: about accessibility, people with disabilities, not

141

00:25:47.800 --> 00:25:51.400

Sean Keegan: on how to make a course content accessible.

142

00:25:52.280 --> 00:26:06.320

Sean Keegan: But as the title of this session was, you know, we're talking about digital accessibility in the curriculum and teaching accessibly. Could you talk a little bit more about that difference? And why are both of these approaches valuable?

143

00:26:07.150 --> 00:26:21.119

Kate Sonka (she/her): Absolutely, and I I was just scrolling back through. I was reading everyone where they are coming from. There's you know, I I know there are librarians in the bunch here. There's others who are working in spaces. Yeah, center for teaching and learning. so I,

144

00:26:21.200 --> 00:26:47.900

Kate Sonka (she/her): all of us, but especially any of you who are working to support faculty and and instructors can understand how we might go to someone. Shawn. Let's say Shawn's teaching a course, and and I'm ready to. You know he's teaching an intro to computer science. Course, I'm like Shawn. You aren't mentioning accessibility right now, what do you need to be able to do that? We have resources. We could offer training. We can put you in touch with someone in industry to call into your course, etc.,

145

00:26:49.020 --> 00:26:53.760

Kate Sonka (she/her): Shawn. If he's new to this. All of that sounds really cool, but

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00:26:53.770 --> 00:26:58.899

Kate Sonka (she/her): he might not actually understand what it is at the base, what I'm even asking him to think about teaching

147

00:26:59.060 --> 00:27:17.090

Kate Sonka (she/her): And so what what we know is that while our end goal is really, how are we ensuring that students are able to learn about this in their courses. And what's going to be, you know, needed to support instructors and doing that? we also know that instructors have to learn about it as well for themselves.

148

00:27:17.130 --> 00:27:33.519

Kate Sonka (she/her): and certainly there are many schools and universities across the Us. That have offices within that can support that but it looks different across every school and university. Right? So some have really robust

149

00:27:33.520 --> 00:27:50.150

Kate Sonka (she/her): accessibility groups. And and you know, the centers for teaching and learning, maybe, are the spaces where that happens, or disability services, offices, are able to support faculty and learning. What are these topics? How do I make my own materials accessible, let alone try and teach someone about it.

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00:27:50.690 --> 00:27:56.170

Kate Sonka (she/her): But there are many schools and universities and colleges across the Us. That don't have

151

00:27:56.230 --> 00:28:13.649

Kate Sonka (she/her): such a robust, maybe space to go And so that is definitely part of our conversation as well. Because I can't approach you, Shawn, and say, Do this to teacher students. if you don't understand it first for yourself to feel comfortable, being able to teach

152

00:28:13.650 --> 00:28:27.140

Kate Sonka (she/her): But also, you know what's a what's a really crucial part of education is modeling ,scaffolding, mentoring all of those sorts of words for you to teach about it. But then not have accessible materials yourself.

153

00:28:27.210 --> 00:28:30.819

Kate Sonka (she/her): sends a different message. And so how

154

00:28:31.350 --> 00:28:41.110

Kate Sonka (she/her): you know our work is still our goal is still very much in the teaching accessibility space. But certainly the teaching accesibly piece is a crucial and important part of

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00:28:41.150 --> 00:28:52.880

Kate Sonka (she/her): of the work. to make sure that. either we help you understand? Okay, there are mechanisms at your institution that you can get this, or here are some things that exist

156

00:28:53.010 --> 00:28:59.860

Kate Sonka (she/her): outside of your institution that can help you sort of get to that space of the teaching accesibly side, which isn't really a word. You're right. It's existed for a little bit, and that's spell check always gets mad at me. And I'm like, you don't know. Spell check. We're just gonna do it.

157

00:29:00.010 --> 00:29:16.990

Sean Keegan: We're changing the way we do things.

Kate Sonka (she/her) :Yes,

Sean Keegan: Let's just inform our partners at Google. They just they need to upgrade.

Kate Sonka (she/her): They do.

158

00:29:16.990 --> 00:29:34.660

Sean Keegan: So. One of the things that teach access has done , in that you were instrumental in and implementing is the teach access faculty, curriculum development grant program. Can you talk about that grant program that's available to faculty to help them with teaching accessibility in their courses.

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00:29:35.050 --> 00:29:37.880

Kate Sonka (she/her): Absolutely so.

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00:29:38.060 --> 00:30:08.030

Kate Sonka (she/her): faculty. And all of you, I mean, listen. I I worked in hired for a long time. You're asked to do a lot of things right, and sometimes there's not always support in any way. You want to slice that word but definitely, sometimes the financial side, right? Because it will take your time or your effort or to do something. And so, as we were reflecting on, how might we be? What is one way that we could support faculty? So certainly I can go to you, Shawn, and say, hey? Why don't you start teaching this?

161

00:30:08.130 --> 00:30:15.900

Kate Sonka (she/her): But you're a busy guy. You have a lot going on. And so what if there is a world we envision a world where we're able to provide you with a stipend.

162

00:30:15.960 --> 00:30:29.340

Kate Sonka (she/her): that you can use. Typically what we see. and what we've been doing is providing that to you at the start of the summer, so that you can be paid during the summer to do this work. But the idea being

163

00:30:29.790 --> 00:30:43.150

Kate Sonka (she/her): with the stipend. It will allow for you to develop curricular items, curricular materials that you can then use to teach in your courses or course in the ensuing academic year.

164

00:30:43.200 --> 00:30:44.919

Kate Sonka (she/her): and so

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00:30:45.370 --> 00:31:09.849

Kate Sonka (she/her): really trying to understand, you know, when and I heard it a lot as well. When I was at MSU, and in my previous institution. it's great to ask faculty to do things, but sometimes it's really hard to fit that in among many other things. And so it's a little bit of a putting our money where our mouth is. We're saying, Hey, Shawn, this is really important. You need to teach this, and if there's no support of any type that we can offer you.

166

00:31:10.100 --> 00:31:23.269

Kate Sonka (she/her): what's your motivation to do it? You are a great guy. You want to do it, but you're just like, Hey, I have. I I have a lot. I have to figure out how to prioritize this. And so that's really the goal behind it is to provide a little bit of support

167

00:31:23.340 --> 00:31:42.969

Kate Sonka (she/her): for faculty to spend time really thinking through. Okay, here's my course. and this is a space where it's not just computer science. And and I will get that link what we're talking here. We have, had a variety of different disciplines that have been a part of this and the idea is

168

00:31:42.980 --> 00:31:54.469

Kate Sonka (she/her): they're looking at a course where accessibility could be taught and isn't And they're using these funds to create materials that work for their curriculum, to be able to teach that.

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00:31:54.590 --> 00:32:00.209

Kate Sonka (she/her): And so our goal again, when you think about the scale that we're trying to achieve.

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00:32:00.220 --> 00:32:23.859

Kate Sonka (she/her): is also around different types of disciplines, of course and making sure that materials are open to everyone afterwards. And so I'm going to drop this link here. this is to our curriculum repository, and as any good repository it will always continue to grow, it can always be improved.

171

00:32:23.890 --> 00:32:43.389

Kate Sonka (she/her): but the idea is that we're collecting the materials that grantees are creating and putting them into this free O.E.R an educational resource repository. so that you can go in and find things that align with your discipline or maybe there's a different thing you're interested in that you'd like to incorporate into your course.

172

00:32:43.420 --> 00:32:55.760

Kate Sonka (she/her): we're always looking to add to it. So we're always happy to grow it. If any of you out there have things you'd like to contribute. Please do But that's really what the Grants program is about is recognizing.

173

00:32:56.020 --> 00:33:01.389

Kate Sonka (she/her): Sometimes people need just a little extra support to be able to make this happen for their course.

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00:33:01.440 --> 00:33:10.229

Kate Sonka (she/her): and one thing that I should mention also that's crucial about the Grants program is that we are not setting out to say, create an entirely new course.

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00:33:10.310 --> 00:33:16.740

Kate Sonka (she/her): you know. Raise your hand if you've been on a curriculum committee and know how quickly they move.

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00:33:16.870 --> 00:33:26.900

Kate Sonka (she/her): They do not, at least not the ones that I've been a part of. and so it would take a long time. There's also a lot involved in that. If we were to say, Sean, you have to make an entirely new course.

177

00:33:26.990 --> 00:33:41.460

Kate Sonka (she/her): Well, then, what's gonna come out? You know what? What's going to balance it, so that we are ending up asking students to enroll in 200 credit hours, you know, for

a bachelor's degree, for example, And so what we're really looking at is, what could you do now in the course that you're teaching?

178

00:33:41.480 --> 00:33:54.590

Kate Sonka (she/her): where could you start to introduce a module a week you know a lesson. However, your course is structured and that's really the purpose behind those grants is to to provide faculty, the space to explore that and do that.

179

00:33:55.930 --> 00:34:15.429

Sean Keegan: So so what I heard was stipend and summer, that's available. And so when does that process actually start. I think that's something that I know there's a number of people as I was looking at the chat. And who's here that help support instructors on campus. When might that be? Something? They need to be aware of?

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00:34:15.500 --> 00:34:41.589

Kate Sonka (she/her): Excellent question to all of you out there. But we generally open it. Early spring. so usually it comes online application open sometime in March. it's not a long process we try to keep it not overly burdensome and so it's usually open about up 2 months, amonth and a half and then closes, and then we'll

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00:34:42.040 --> 00:35:01.160

Kate Sonka (she/her): alert people earlier. But we always like to do the public announcement on global accessibility awareness Day, or GAAD which is the third Thursday in May. And so that's when we kind of say, like, here they are. The new batch. Isn't this exciting? And then people are off and and running on whatever timeline works for them over the summer.

182

00:35:01.240 --> 00:35:12.600

Kate Sonka (she/her): There are times when grantees maybe don't teach a course in the fall, but they teach in the spring or depending. If you're on quarters, you know, maybe you don't teach the first quarter, but you teach the second and third

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00:35:12.630 --> 00:35:27.199

Kate Sonka (she/her): so it's not that you have to teach every single semester or quarter within the ensuing academic year. But you teach at least one time. So let's let's help you prepare for that. is what that looks like.

184

00:35:27.690 --> 00:35:28.919

Sean Keegan: Perfect. Thank you.

185

00:35:29.390 --> 00:35:46.300

Sean Keegan: Now, another program that teach access does, which is something that I that unfortunately I came on in in full disclosure. I I support the teach access organization in a specific role. is the study away Silicon Valley?

186

00:35:46.720 --> 00:36:00.390

Sean Keegan: Can you talk about that and what that looks like? And I know it probably looks a little bit different the last few years due to covid and and travel restrictions and such. But can you talk a little bit about what it does and what it's like for for students to go through?

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00:36:01.220 --> 00:36:10.280

Kate Sonka (she/her): Yeah, this is one of my most favorite things that we do. because students are great. I mean, students are the best. And so this is where we really get to interact with students?

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00:36:10.350 --> 00:36:38.350

Kate Sonka (she/her): so perhaps some of you out there familiar with the term study abroad. we're, you know, immersive learning experience somewhere. study away same concept. But we're away meaning in the Us rather than abroad outside the Us. And so if that helps you kind of frame what we're what we're about to talk about here. so study a way the idea is that students are able to really immerse themselves for some amount of time and a learning experience.

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00:36:38.350 --> 00:36:57.499

Kate Sonka (she/her): and prior to the pandemic, we ran this program twice. We were able to do 2 of them 2018 and 2019 and we took students to Silicon Valley. And so actually, the first year we we did have them housed at the Stanford Guest House. I believe I'm calling it by the right name. Yes.

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00:36:57.610 --> 00:37:08.210

Kate Sonka (she/her): actually both here, I should say both years, we did that both your students stayed at the Stanford Guest House because Stanford has been a long standing partner of teach access

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00:37:08.300 --> 00:37:32.770

Kate Sonka (she/her): and we had students coming from several different schools. across the U.S. Of course, at the time I was still at Michigan State, so I had Michigan State students there. But we had students from Stanford, of course, and and other bay area schools, California schools, as well as East Coast schools, etc. But the idea is that we had a group of about 40 students who were together over a week

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00:37:32.880 --> 00:37:49.580

Kate Sonka (she/her): and each day they visited a different teach access industry partner and so that included, you know, over both years we were on Google's campus, Yahoo, Facebook, Meta, we saw

193

00:37:49.650 --> 00:38:03.600

Kate Sonka (she/her): who am I missing? I am missing a few Intuit. Walmart e-commerce Apple, a couple of others, and each day students, we would get them to this location where they would then get to learn directly from industry partners.

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00:38:03.630 --> 00:38:11.819

Kate Sonka (she/her): and so that, learning again, keeping in mind, we're not trying to make them all experts. but a lot of what they were learning was.

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00:38:12.150 --> 00:38:28.230

Kate Sonka (she/her): what does an accessibility person do in this organization, or The teams there would bring in people from different parts of their organization. So for example, maybe from the recruiting office to help students understand, what does it even look like to get an internship here, or a job

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00:38:28.260 --> 00:38:51.489

Kate Sonka (she/her): or UX research teams, etc., etc. So students really got to spend time on each campus during the day learning from from the the partners there. Of course they got to try lunch at these places and be more, you know. Marvel at the the the choices, of course. But what was really important is that they also were networking

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00:38:51.490 --> 00:39:01.050

Kate Sonka (she/her): both with industry and the faculty on the trip. But each other. because, you know, especially if you think about the 2018 group that was

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00:39:01.530 --> 00:39:08.389

Kate Sonka (she/her): can ideal, or possibly I should say many of them to. Most of them have graduated from their bachelor's programs at this point.

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00:39:08.470 --> 00:39:18.889

Kate Sonka (she/her): and that means that they're all out there working in their careers. And so if they aren't, you know they they have built this network where they can reach out to each other and say, Hey.

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00:39:19.150 --> 00:39:23.669

Kate Sonka (she/her): I'm doing this thing would love to talk to you about it. And so it was really this

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00:39:24.010 --> 00:39:52.760

Kate Sonka (she/her): really exciting week where students got to just see each other meet each other. especially for students, for example, from Michigan, who don't spend a lot of time in the Bay area really help them understand? Like, okay, when I'm here. And I hear about Google, or even Stanford's campus. What does that look like? What does that even mean? Can I picture myself there? Is that the place for me so it gave him a chance to really see themselves in these roles and see themselves in these places.

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00:39:52.920 --> 00:39:55.429

Kate Sonka (she/her): of course. Then 2020.

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00:39:55.640 --> 00:40:15.390

Kate Sonka (she/her): We were not able to be in person. and our goal had always been to do some sort of virtual program to reach more students, right? Because I mentioned it was a smallish group of about 40. and you know, that's of course, size or space. I should say we're limited by space, and how many students we could bring through.

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00:40:15.390 --> 00:40:29.139

Kate Sonka (she/her): And so our goal had always been. If you know some sort of virtual aspect to the program, and then the various sorts of experiential in person opportunities. And we're we're now getting back close to that. And so

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00:40:29.730 --> 00:40:34.579

Kate Sonka (she/her): we, we ran the program virtually in

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00:40:34.940 --> 00:40:54.470

Kate Sonka (she/her): 2021 and 2022 and 2023. So I guess we've done it 3 years and it was really sort of an you know, a virtual lecture program, if you will. we're the same types of people that we would have met in person. We're coming into a zoom room and sharing what they were doing, and students were able to interact with them and connect with them and so forth.

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00:40:54.660 --> 00:41:08.549

Kate Sonka (she/her): We are a hundred percent ready to have another in-person experience next spring. and we think it's very likely that the Bay area will be where we would end up again. for that first one. But

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00:41:08.670 --> 00:41:18.710

Kate Sonka (she/her): future plans include other regions of the U.S. Because we know that students are getting jobs. Of course, all across the country there's tech hubs and different places or different types of hubs.

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00:41:18.770 --> 00:41:26.829

Kate Sonka (she/her): and so our goal is to eventually have in-person programs and in various parts, of the Us. So

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00:41:26.840 --> 00:41:28.149

Sean Keegan: that's right.

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00:41:28.240 --> 00:41:38.740

Sean Keegan: Yeah, very exciting. And I think I'm slightly biased to the West Coast. But looking forward to the broader opportunities for students.

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00:41:38.790 --> 00:41:53.540

Sean Keegan: we're coming to. I just have one quick question I know you mentioned teach Access has been around since 2015-16, with kind of industry partners came together. really been kind of a a nonprofit organization in the last

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00:41:53.570 --> 00:42:02.329

Sean Keegan: couple of years. 2 and a half, almost 3 years. So there's been some pretty significant growth and financial support that's gone into to teach access.

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00:42:03.220 --> 00:42:07.359

Sean Keegan: What's keeping you up at night?

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00:42:07.420 --> 00:42:10.710

Kate Sonka (she/her): Oh, what is'nt? You know?

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00:42:12.710 --> 00:42:22.039

Kate Sonka (she/her): I would say as any nonprofit, you know. Certainly the financial sustainability. we're seeing, of course.

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00:42:22.060 --> 00:42:33.040

Kate Sonka (she/her): across all types of industries. But definitely, we've seen this in tech. And actually, just because yesterday, a couple of days ago, Ford had a had a big round of layoffs. And so.

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00:42:33.050 --> 00:42:47.509

Kate Sonka (she/her): you know, it's this piece of. We know that we have this great, exciting work that we're doing you know, it's it's crucial that we're doing this. It will change and impact so many aspects of

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00:42:48.390 --> 00:42:53.490

Kate Sonka (she/her): the workforce really are thinking about what our students will be doing as they graduate?

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00:42:53.530 --> 00:43:09.540

Kate Sonka (she/her): and so how do we make sure that we can continue to be sustained. to reach those goals. And so we we've been very fortunate to have some partners. who who've really stepped up, of course, along the way to to help us grow But

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00:43:09.610 --> 00:43:14.970

Kate Sonka (she/her): there's always the question of, and then what happens tomorrow when when they maybe don't.

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00:43:14.990 --> 00:43:27.089

Kate Sonka (she/her): they're they're facing their own financial questions. And how do we make sure that we can keep this work moving? So I would say. that's not maybe the most exciting answer. It's it's really

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00:43:27.170 --> 00:43:46.409

Kate Sonka (she/her): a functional answer. But I'm excited about all the programs we're doing. It's the how do we make sure that we can continue to support the organization, to do those exciting programs and be able to have you know, for example, Stanford students participate in the next study away and support your faculty and all of you in doing this. so

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00:43:46.450 --> 00:44:06.169

Sean Keegan: what the the one thing I I will say, as as you know, we both talk to our partners in the industry and such, and and seeing the the significant layouts happening. But I also know that that you follow kind of the the various slack communities and the accessibility job communities. The one thing that I did see was a a general trend, even though, while these labs are happening.

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00:44:06.180 --> 00:44:11.010

Sean Keegan: there were always a fairly strong heartbeat in terms of

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00:44:11.420 --> 00:44:20.479

Sean Keegan: positions around digital accessibility or people with, you know, program management. But you know, managing or having some

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00:44:20.680 --> 00:44:27.460

Sean Keegan: knowledge and awareness of accessibility that still kept happening during these layoff periods. And so I think

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00:44:27.630 --> 00:44:34.329

Sean Keegan: very much what you've been talking about is is helping to build that culture of access for students going into the workforce.

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00:44:34.380 --> 00:44:43.480

Sean Keegan: can be a positive thing in terms of having some skills that companies are still really, really looking to to fill.

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00:44:44.500 --> 00:44:53.590

Sean Keegan: I think we're going to pause and take some questions from the audience. And I'm going to turn to you, Karen.

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00:44:57.150 --> 00:45:00.629

Karen Bettucchi: Great excuse me, thank you.

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00:45:00.780 --> 00:45:17.140

Karen Bettucchi: Yeah, we definitely have some questions. So the first one is for either Kate or Shawn, or both. What are your best practices for teaching media creators to make accessible media rather than making media accessible or scrambling to retrofit it?

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00:45:20.150 --> 00:45:25.519

Kate Sonka (she/her): That's a that's a good question, Shawn. Do you want to start? You want me to?

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00:45:25.640 --> 00:45:32.839

Sean Keegan: Well, I I think the first one is, and I think it goes back to something you said really, early on Kate as you were

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00:45:32.910 --> 00:45:41.349

Sean Keegan: talking about what needs to happen as you're thinking about, you know, shooting a video or preparing a video and and setting aside budget

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00:45:41.640 --> 00:45:43.499

Sean Keegan: And so I think

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00:45:43.970 --> 00:45:57.190

Sean Keegan: you know, part of that may be, you know, when when we look at the cost of of sometimes for very professional programs. It's like, we're gonna have a video room, or we may have cameras. And and we're gonna write a script, and we put a lot of time and investment in putting that together.

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00:45:57.960 --> 00:46:08.829

Sean Keegan: Only to think, oh, wait! We forgot to even think about captioning, or who's going to do it, or how? So? I think one. The 2 things that come to mind at the very beginning would be, you know.

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00:46:09.870 --> 00:46:16.249

Sean Keegan: the captioning process. And is it going to be done internally? Or if it's going to be outsourced? And if it's outsourced.

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00:46:16.400 --> 00:46:23.670

Sean Keegan: you know, setting a side budget for it? And then the second thing would be audio descriptions. Is that something that

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00:46:23.920 --> 00:46:37.629

Sean Keegan: we're going to be able to build internally to the video as we're talking about it and kind of announcing what we're doing. or is that something we're going to outsource? So I to me it is very much a matter that's starting very early on. And what kind of?

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00:46:38.290 --> 00:46:40.629

Sean Keegan: And it's like, what do we want to have accomplished?

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00:46:42.360 --> 00:47:04.770

Kate Sonka (she/her): Yeah, I everything Shawn said, for sure. And honestly, one of the best ways that I learn any anything around accessibility is truly by following disabled content creators, and influencers. So if you are someone out there who's on social media. whether you're active or you. You know a lurker, or whatever the term is we're using these days.

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00:47:04.770 --> 00:47:16.689

Kate Sonka (she/her): There are so many disabled content creators out there on Instagram. You know all the places tik tok wherever you are, and they often share

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00:47:17.370 --> 00:47:27.730

Kate Sonka (she/her): one their own content until you can see how they're putting together their own content. And I learn a lot from that like, oh, interesting! The way that they maybe

246

00:47:27.830 --> 00:47:44.439

Kate Sonka (she/her): added captions to that, or added a description to the post. Or, you know, some of those really functional accessibility things technical things. but also in thinking about the story. They're even telling how they're setting up what they're sharing. and a lot of times they provide tips

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00:47:44.440 --> 00:48:03.050

Kate Sonka (she/her): for free, which is incredible. but they'll share. I'm specifically thinking about Katarina Rivera. She goes by BlindishLatina is her handle on Instagram. If you're in that space. She's also on LinkedIn and she provides things all the time about, hey?

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00:48:03.050 --> 00:48:30.899

Kate Sonka (she/her): Here's some tips. If you're going to create this kind of content. And so, you know, in the disability community, as as many of you perhaps heard over time. nothing about us without us, and so I may think I know what works for for this, but it's really connecting with disabled content creators who are making audio and visual types of posts and content and watching what they're doing and and learning from them and picking up tips there. So yeah.

249

00:48:33.150 --> 00:48:35.260

Karen Bettucchi: great, thank you.

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00:48:35.530 --> 00:48:38.160

Karen Bettucchi: This second question is for Kate

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00:48:38.260 --> 00:48:55.840

Karen Bettucchi: with the goal of making technology accessible from the beginning. How can we match that with the rapid generative AI enthusiasm going around and creating new tools and startups? Or does chat based AI tools automatically lend themselves to accessibility. Already?

252

00:48:57.690 --> 00:49:10.039

Kate Sonka (she/her): I think it's both actually From what I've started to see. Admittedly, I haven't been in the space myself a lot to feel like I can really give you a substantial like. Yes, this is exactly how this will go.

253

00:49:10.100 --> 00:49:27.980

Kate Sonka (she/her): But again, looking at conversations that are happening in various groups, you know, there are some spaces and universities and colleges that are like absolutely not. Let's figure out how to shut it down. We can't let it in. And then there are other groups that you know the second half of that question that are saying

254

00:49:28.230 --> 00:49:34.290

Kate Sonka (she/her): this could actually be really useful in some ways, for some of the things we're trying to do. And so I think.

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00:49:34.340 --> 00:49:38.199

Kate Sonka (she/her): while it certainly is growing very rapidly.

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00:49:38.280 --> 00:49:44.969

Kate Sonka (she/her): I do think there are some parallels between it and other types of technology. Technology changes so quickly.

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00:49:44.980 --> 00:50:05.360

Kate Sonka (she/her): and so some of the ways, you know. Do I have a specific answer on Chat Gp, chat gpt for you right now. I do not But what I would look to Are other conversations about as new and other types of technology emerged in the past? what were some of the conversations around how to make those technologies accessible.

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00:50:05.360 --> 00:50:29.249

Kate Sonka (she/her): Some cases, maybe it was successful. In some cases, maybe it still hasn't been made accessible. and that's really something that if you look at organizations like the world, wide web, consortium web, accessibility, initiative, or W3C way or W. AI. So many acronyms. as those groups work to try and put any type of guideline around

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00:50:30.090 --> 00:50:52.730

Kate Sonka (she/her): development of any type of technology. You know what what's happening there? What's the conversation that those sorts of groups are having And I saw Dave Jaffe in the comments here. You know you have faculty on your own campus like him. who've been working in the space for a very, very long time, and are so knowledgeable about it. But reaching out to those faculty those instructors, colleagues

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00:50:52.760 --> 00:51:10.349

Kate Sonka (she/her): and seeing. What are they hearing? What have they been been exploring? I mean. Sorry I didn't mean to put you on the spot specifically, Dave, about Chat Gpt, but sort of more broadly being able to connect with people within your own communities. on your own campus and and get that conversation going

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00:51:11.980 --> 00:51:13.999

Karen Bettucchi: great. Thank you.

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00:51:14.960 --> 00:51:24.669

Karen Bettucchi: Another question for Kate. Can you share some of the creative ways, faculty grant writers have integrated learning about accessibility into their courses?

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00:51:26.000 --> 00:51:30.229

Kate Sonka (she/her): Hmm! So there are.

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00:51:31.230 --> 00:51:41.610

Kate Sonka (she/her): I would. Yes, hold on, let me think for a second so certainly, and check out the repository, because all the materials that have been created are in there. And there could be some really interesting things that

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00:51:41.610 --> 00:52:04.180

Kate Sonka (she/her): that you find there. But what comes to mind, I don't know how helpful or specifically relevant it is for this group. But in this last round not round 5 who we just awarded, but the previous round. we had some, a faculty member who teaches in sport and recreation. And so speaking, you know, to Shawn's earlier question around, okay, computer science. Yes.

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00:52:04.180 --> 00:52:16.999

Kate Sonka (she/her): what about other disciplines? That was one where I was like. All right, let's let's see what happens here. You know, this is an interesting proposal. And that faculty member was really talking about. Certainly the ways that

267

00:52:17.910 --> 00:52:21.539

Kate Sonka (she/her): in the course that that she was teaching, the ways that

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00:52:21.750 --> 00:52:49.139

Kate Sonka (she/her): she wasn't ever speaking, maybe about disability before and yet many of those students and her courses were going to be going out into. Maybe you know, parks and recreation offices or becoming trainers those sorts of things, and considering some of the people you'll be working with some of the clients, you'll have We'll have disabilities. And how are you creating experiences for all of the people who will be coming through your offices or your work?

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00:52:49.170 --> 00:52:50.860

Kate Sonka (she/her): And so

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00:52:51.000 --> 00:53:03.590

Kate Sonka (she/her): the work that she created was certainly around like the the sort of more luxury type stuff. Just here's some information. Let's learn about it. But then I know she did some really interesting things with the final project

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00:53:03.600 --> 00:53:13.340

Kate Sonka (she/her): and the way that she had her students consider what they were creating, and and the different types of you know, students they might work with in the future.

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00:53:14.440 --> 00:53:24.280

Kate Sonka (she/her): yeah, I don't know if that's a super satisfying answer for everyone. I'll you caught me up. I'll have to think if there's some others. But yeah, there's some really interesting things in there. Spend some time poking around.

273

00:53:30.320 --> 00:53:32.020

Karen Bettucchi: I forgot to unmute myself.

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00:53:32.090 --> 00:53:42.500

Karen Bettucchi: here's another question. This one's for both of you. Please tell us about the technical tools used for web applications, accessibility, testing and compliance.

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00:53:47.750 --> 00:53:49.590

Kate Sonka (she/her): You want that one Sean? You know me.

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00:53:49.750 --> 00:53:51.250

Sean Keegan: Why don't you go ahead and start?

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00:53:51.370 --> 00:54:01.840

Kate Sonka (she/her): Okay? so certainly, if you aren't familiar with any of the tools that Webin provides webin is a really big resource. I'll drop their link there

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00:54:03.920 --> 00:54:34.980

Kate Sonka (she/her): Oh, it actually just came up right with their contrast checker But Webeing offers a lot of materials. that can help with sort of general testing and so forth. again, I would reference the WC 3 way while they don't have a ton of specific you know. Easy checkers like a call color contrast checker. they certainly offer guidance on how to check for those things, so I would search them.

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00:54:35.750 --> 00:54:38.530

Kate Sonka (she/her): there's also

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00:54:38.540 --> 00:54:40.689

Kate Sonka (she/her): some

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00:54:40.760 --> 00:55:02.919

Kate Sonka (she/her): things you can add to your browser, for example. like the wave tool which is powered by way webbing. that can help you check things like really high level errors that may be may exist there, to be sure, that's not a hundred percent going to be

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00:55:03.480 --> 00:55:13.289

Kate Sonka (she/her): it's not gonna 100% capture everything. So you'll always want to make sure you're doing Other types of checks ensure that you have people who can help you with testing

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00:55:13.370 --> 00:55:18.580

Kate Sonka (she/her): But yeah, there, there are some some tools like that that you can, that you can tap into.

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00:55:19.350 --> 00:55:28.609

Sean Keegan: And and I just just to piggyback on that. We oftentimes reference way webin as well. They have a fantastic series of resources on their website.

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00:55:28.740 --> 00:55:31.639

Sean Keegan: and just written in a very practical.

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00:55:31.740 --> 00:55:57.929

Sean Keegan: you know, functional manner, as opposed to lots of technical jargon. It's just just do this and that will address that'll help address your web pages. Accessibility content. I posted in the Zoom chat a page that we have at the office of digital accessibility on how? What? Maybe some browser plugins, some manual accessibility techniques, some websites scanning and monitoring solutions. We offer here at Stanfor.

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00:55:58.090 --> 00:56:08.850

Sean Keegan: So please take a look at that resource and and reach out if you'd like more information, or if there's a specific tool that you'd like access to that we provide.

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00:56:11.520 --> 00:56:23.420

Karen Bettucchi: : And I think we're at time. So that was perfect. So thank you both very much. And thank you all for submitting such great questions.

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00:56:25.710 --> 00:56:27.600

Kate Sonka (she/her): Great. Thank you all so much!

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00:56:28.040 --> 00:56:29.090

Sean Keegan: wonderful!

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00:56:29.670 --> 00:56:32.980

Sean Keegan: All right. I think we need to bring back

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00:56:38.240 --> 00:57:04.629

Rodney Carter: Rodney. I think you are up. Yeah, that's me. So we have a few events, because it's the summer coming up. there'll be an IAMRemarkable, which is a Google program that is geared towards helping people understand the importance of self promotion. That will be virtual. We're hoping to have an in person IDEAL IT social in August

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00:57:04.630 --> 00:57:23.190

Rodney Carter: and Neurodiversity in IT will be having their lunch and learn that's held through. Be well, healthy living. There'll be a summary to this program, and they link to the Zoom recording. That'll be in our next IDEAL IT Newsletter, which I believe will be August.

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00:57:24.650 --> 00:57:27.210

Rodney Carter: next slide

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00:57:28.710 --> 00:57:40.080

Sean Keegan: back to Sean. Thank you, Rodney, and and thank you all for joining us today a huge thank you to Kate as our guest speaker today

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00:57:40.290 --> 00:58:03.120

Sean Keegan: and the Accesibility in IT working group who helped contribute to the the session today and for asking asking questions. that was really helpful, and I'm glad people were able to provide their questions. So we can address them today. thank you to Steve for helping set up the conversation today as we started off.

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00:58:03.510 --> 00:58:14.500

Sean Keegan: and we would ask that you provide honest feedback on this event using the IDEAL IT Events feedback form greatly appreciate it.

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00:58:15.310 --> 00:58:26.310

Sean Keegan: Once again our sponsors are our sponsors for accessibility in it. Tom Kramer, Brad Emmanuel. Thank you so much. And the larger Stanford CIO Council.

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00:58:27.050 --> 00:58:36.510

Sean Keegan: and as also a partnership with the office of digital accessibility. As I put on my other hat, and the larger IDEAL IT community.

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00:58:36.700 --> 00:58:45.339

Sean Keegan: Thank you all once again for participating today have a wonderful Wednesday. We look forward to seeing you again at our next session.