

FOOTHILL COLLEGE

ACTiON Meeting

MINUTES

Date: June 18, 2012

Time: 12:00-1:00 p.m.

Location: Altos Room

Attending

Judy Baker, Hilary Ciment, Brenda Davis, Margo Dobbins, Carolyn Holcroft, Akemi Ishikawa, Kay Jones, Kate Jordahl, Brian Lewis, Simon Pennington, Steve Sum

Agenda Items

- Welcome and introductions
- Purpose and goal of taskforce
- Report on current status of online accessibility requirements and compliance at Foothill College
 - Timeline for complying with accessibility requirements
 - Existing support and resources for faculty
 - Invitation to 2012 Summer Online Accessibility Bootcamp hands-on training events
- Identify faculty needs for verifying compliance and for meeting requirements (e.g., training, software, tech support, etc.)
 - Brainstorm solutions for meeting identified needs
- Taskforce Action plan for 2012-2013

Discussion Detail

- Welcome and introductions
Taskforce members went around the room and introduced themselves
- Purpose and goal of taskforce
The goal of the ACTiON taskforce is to ensure that all required instructional materials delivered electronically at Foothill College are in compliance with Federal accessibility requirements. This taskforce will serve to get input from faculty, staff, administrators, and students about how to address accessibility issues in fully online and hybrid courses at Foothill College.
In this challenging economic climate, individual resource requests may fall on deaf ears, but as a group, the taskforce can gain leverage when making these requests. Realistic goals are to be kept in mind. It is understood that 100% compliancy can never be met, but clear efforts must be made towards meeting accessibility requirements. Liaisons are needed from each division to keep focus on this issue. Liaisons are not expected to be accessibility experts, but can point peers in the right direction, can provide feedback between faculty and ACTiON, and can be advocates for accessibility in conversations within each division. Accessibility compliancy must be kept in the forefront of division priorities.
- Report on current status of online accessibility requirements and compliance at Foothill College
 - Timeline for complying with accessibility requirements
With the recent loss of the FGA Technology Training Specialist, efforts have been made to concentrate on strategizing and planning. The tentative timeline was created to help meet accessibility requirements, incrementally, to meet the goal of full compliancy by Fall 2014. Faculty can easily feel overwhelmed with the prospect of meeting all requirements by the deadline date, so emphasizing the phasing in of the accessibility requirements is most important.
 - Existing support and resources for faculty

- Presentations have been made at division meetings and to the new faculty group to inform and to spread the word. Emails reminders are sent regularly to Etudes trained faculty.
- Tutorials are available on the FGA website:
<http://www.foothill.edu/fga/accessibility.php>.
- The District will begin upgrading MAC users with Word for MAC 2011 to convert files into compliant documents.
- An accessibility compliance presentation will be included in Opening Day activities.
- President Judy Miner will send out hand-written letters of appreciation to faculty who make their course accessible.
- Once the new Technology Training Specialist and student employee are in place, FGA will be more fully staffed and prepared to focus efforts on assisting faculty with meeting compliancy goals. Although this will help provide more one-on-one consultations because every instructor does have unique needs, faculty do need to be reminded of staff limitations and to be conscience of timely requests for assistance.
- Invitation to 2012 Summer Online Accessibility Bootcamp hands-on training events
Past accessibility workshops have not been well attended and the content was too broad and general. The bootcamp will address the faculty's request for trainings that are less generic and geared towards specific aspects of accessibility conversion. Scheduling the bootcamp during the summer will also help raise attendance.
- Identify faculty needs for verifying compliance and for meeting requirements (e.g., training, software, tech support, etc.)
 - Brainstorm solutions for meeting identified needs
 - Some faculty have voiced concern over compliance and the loss in the quality of their teaching materials. This trade off can be frustrating, but it can also help faculty explore new options and perhaps replace outdated material. Accessibility does not have to be boring.
 - Forcefully remind publishers that they are responsible for providing accessible alternatives to their materials.
 - The Disability Resource Center will provide ACTiON with information on their accessibility training processes.
 - Find out what faculty are using and create sub-taskforces to address specific accessibility requirements such as captioning, social media, voice threads, etc. and then share information with peers who also have interest in those areas.
 - Instructors have voiced interest in understanding how students with disabilities are experiencing their online course. It will enable the faculty to better assess what approaches are necessary to make changes and achieve compliancy. It will also help dispel the myths and misunderstands of what students with disabilities experience as online learners.
 - Participation in workshops such as Creating Accessible Online Courses via @ONE (<http://www.onefortraining.org/node/584>) was recommended. It was requested that reimbursement for attending workshops with fees be considered. Jayme Johnson, Web Accessibility Instructor/Training Specialist with the High Tech Center Training Unit for the California Community Colleges (HTCTU), one of the facilitators for Creating Accessible Online Courses, is an excellent resource and is receptive to providing workshops at Foothill College.
- Taskforce Action plan for 2012-2013
Keep spreading the word and keep accessibility compliancy in the forethought of the faculty. Encourage everyone to share concerns, tips, solutions, etc. with each other and with the taskforce. Invite positive input from those who have successfully completed or made the conversion. Reinforce that the process is a positive experience by showcasing the success stories, especially from a department or discipline specific perspective. For example, if a math instructor can present their successful conversion to their peers, it will encourage other math faculty to meet accessibility standards. Taskforce members are advocates and can provide support and counsel throughout the process.

Handouts/Documents

- Tentative Timeline for Accessibility Compliance Draft 3
- Strategies to Promote Compliance with Accessibility Requirements