

Humanities & Social Sciences Roundtable



Hum-Soc Roundtable

Agenda

- > Intros
- > Accessible IT
- > Writing for Brevity and Clarity
- > Wrap Up



CREATING ACCESSIBLE DOCUMENTS



UW Context for IT accessibility

- > Inclusive campus culture
- > Civil rights/social justice foundation
- > Compliance awareness
- > Universal design framework



“Accessible”

“...a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, & enjoy the same services as a person without a disability in an equally effective & equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally & independently as a person without a disability.”



What do these schools have in common?

University of Cincinnati • Youngstown State University • University of Colorado-Boulder • University of Montana-Missoula • UC Berkeley • South Carolina Technical College System • Louisiana Tech University • MIT • Maricopa Community College District • Florida State University • CSU Fullerton • California Community Colleges • Ohio State University: University of Kentucky • Harvard University



Universal Design

“the design of products & environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

The Center for Universal Design www.design.ncsu.edu/cud

Creating Accessible Documents in Word

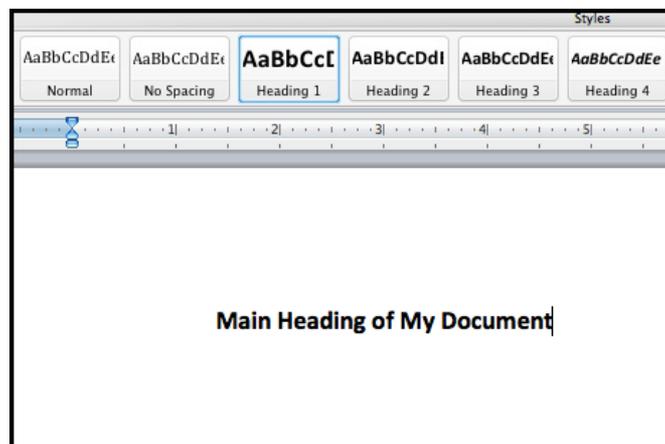
Checklist

- > Use headings
- > Use lists
- > Add alternative text for images
- > Identify document language
- > Use tables wisely
- > When exporting to pdf, understand how to preserve accessibility



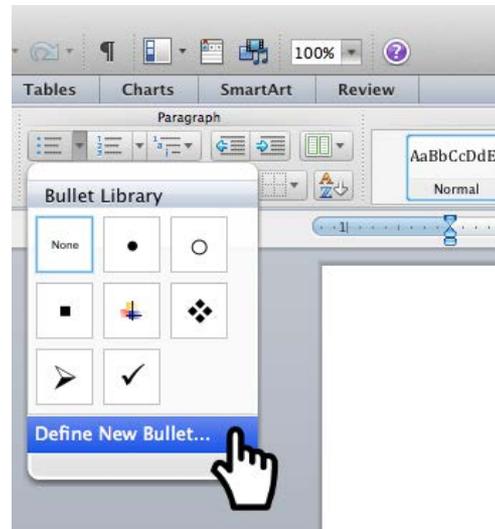
Use Headings

Using good heading structure helps people without eyesight to understand how the document is organized. Screen reader and Braille users can also jump between headings, which makes navigation much more efficient than if there are no headings.



Use Lists

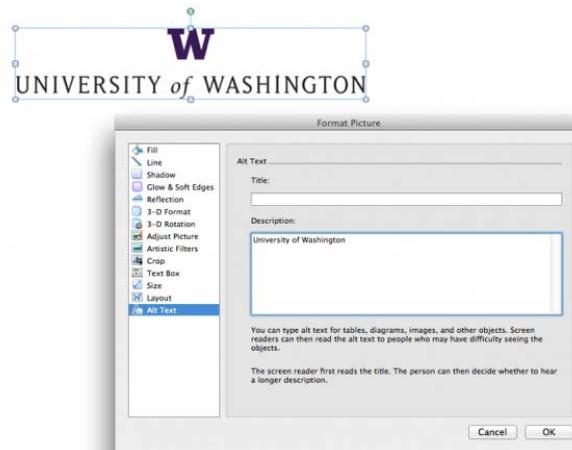
Lists should be created using Word's built-in tools for ordered (numbered) and unordered (bulleted) lists. Without using these tools, a list is not *really* a list, which makes the content more difficult for screen reader users to fully understand.



Add Alternative Text for Images

In most versions of Word, you can enter alternate text by right clicking an image and selecting *Format Picture*. Within the *Format Picture* dialog, select *Alt Text*.

To enter alt text in Office 2007, right click an image and select *Size and Positioning*. Then select *Alt Text*.



Identify Document Language

In Office 2011 (Mac), select Tools > Language from the application menu to define the default language. To define a different language for part of the document, select each foreign language individually, then select Tools > Language to define the language for each.



Use Tables Wisely

For simple tables, the only step necessary for accessibility is to identify which row contains the column headers. To do this in Word, select that row (Table > Select > Row), then right click the row and select "Table Properties". This brings up the *Table Properties* dialog. In this dialog, click the *Row* tab, and check the checkbox that says "Repeat as header row at the top of each page".



Creating Accessible PDFs from Word

Do not print to PDF. This method of creating a PDF does not preserve the document's accessibility features.

Word 2013 and Word 2010 (Windows)

- > Go to File > "Save As..." and select PDF from the choices provided. By default this produces a PDF that preserves the document's accessibility features.
- > When saving, select *Options* and be sure that "Document structure tags for accessibility" is checked. This is checked by default, but could become unchecked under certain circumstances.
- > If you select "Minimize Size" to reduce the size of your PDF, be sure to repeat the preceding step, as this option might uncheck the "Document structure tags for accessibility" checkbox.

Word 2016 (Mac)

- > In Office 2016, Word can now generate a tagged PDF that preserves a document's accessibility features. To use this feature:
- > Go to File > "Save As..." and select PDF from the choices provided. By default this produces a PDF that preserves the document's accessibility features.
- > When saving, be sure the box labeled "Best for electronic distribution and accessibility" is checked.



How Are We Doing?

From UW PDF Accessibility Tool (PAT)

- > 38,305 PDFs collected via Google Search API
- > 26.4% created by Microsoft Word
- > Of the top 4000 PDFs, 25% are **tagged**



Where do I get help?

Resources

- > Global Accessibility Awareness Day (GAAD) is **Thursday, May 18**. Now in its sixth year, the purpose of GAAD is to get everyone talking, thinking and learning about digital (web, software, mobile, etc.) access/inclusion and people with different disabilities.
- > Explore With Hadi. Meetings are typically held on the **2nd Thursday of each month, 9:00am – 10:00am**, in the Access Technology Center (MGH 064D)
- > **AccessibleWeb@U** is a community of UW web designers, developers, and other interested individuals who discuss and share ideas on accessible web design through their online discussion list and through monthly meetings.
- > UW Document Conversion Service: tinyurl.com/uw-doc-convert.



UW- IT Accessible Technology Services

UW-IT ATS provides services that can help you with accessibility of your websites, software, video, and other technologies.

Services include:

- > Evaluating websites for accessibility
- > Testing technology products as they're being considered for procurement
- > Providing presentations and customized training for your web and online course designers and developers, content authors, instructors, and other stakeholder groups
- > Providing demonstrations of assistive and ergonomic technology, scientific equipment, and furniture within an access technology showroom and assisting individuals and campus IT units in making selections
- > Creating and supporting online resources to promote the development, procurement and use of accessible technology campus-wide.

To inquire about or receive services from ATS, drop by the Access Technology Center in Room 064 of Mary Gates Hall, call 206-685-4144 (voice/TTY) or send an email message to help@uw.edu.



Writing for Brevity and Clarity







30 seconds

- Users spend an average of 5 hours each day on mobile apps and web
- However, 50% of that activity lasts less than 30 seconds
- Create meaningful content that can be consumed in 30 seconds



CONCISE CONTENT IS NECESSARY



51% of web traffic is on mobile
(Nov 2016)

WE DON'T READ. WE SCAN.

- We're usually in a hurry
- We know we don't need to read everything.
- We scan for relevant things.



Source: [killerinfographics.com/
10-reasons-to-invest-in-visual-communication.html](http://killerinfographics.com/10-reasons-to-invest-in-visual-communication.html)

CUT THE FAT

- Cut 50% of your content
- Use plain language
- Avoid acronyms
- Be direct
- Be friendly



Example 1: Cut fat

Volunteers at the University Faculty Housing Service render a useful service to new and visiting university faculty and staff requiring short or long-term housing. (25 words)

The University Faculty Housing Service helps new and visiting faculty and staff find housing. (14)

We help new and visiting faculty and staff find housing. (10)

New to Seattle? We'll help you find housing. (8)

Example 3: Use plain language, avoid acronyms

With the fat:

The ACHTN's mission is to fully characterize the safety, immunogenicity and efficacy of HIV vaccine candidates with the goal of developing a safe, effective vaccine as rapidly as possible for prevention of HIV infections globally.

Low fat:

We are looking for a safe and effective HIV vaccine.

Example 4: Cut repetition

The annual event provides students with the opportunity to showcase the many ways they are **engaging in leadership and service**. Through a gallery of student projects and oral breakout sessions, students present their **engagement and discuss their service and leadership** experiences with other students, faculty, community partners, civic and university leaders. (52)

The annual event allows students to demonstrate their leadership and service through a gallery of projects and group discussions. (20)