

Faculty Staff Diversity Mini-Grant Application. Electronic submission is required. A signature page signed by each team member is required; please include a scanned/digitized copy with your submission or send the signature page separately to the Diversity and Inclusion Office.

Project Title - Developing Electronic Document Accessibility Expertise of Training Staff

List the members of the team and indicate their roles on the project. One member should be identified as Team Leader.

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|---------------------------|--|
| 1 (required) Jody Gardei | Role on team: Team Leader & Accessibility Trainer |
| 2 (required) Tracy Russo | Role on team: Team Member, eLearning and Accessibility trainer |
| 3 (required) Marie Yowitz | Role on team: Team Member, Accessibility coordinator |

Contact Information for Team Leader:

Jody Gardei
Office phone: 231-591-2112
Email: JodyGardei@ferris.edu
Campus mailing address: Alumni 121

Project Summary/Abstract If the application is approved the project summary will be posted on the Diversity and Inclusion Office website.

The purpose of this project is to increase inclusivity across campus through working to ensure full accessibility by all populations of digital and web-hosted Ferris documents. Employees will be trained to configure digital media in accessible formats using current strategies featured in the annual Accessing Higher Ground conference scheduled for November 12-16, 2018. To accomplish this, a modified Train-the-Trainer model will be used where Jody Gardei will attend this life-changing conference to increase her expertise in the configuring inclusive digital media. After the conference, Jody will incorporate her learning into her currently scheduled accessibility training. Additionally, Jody will collaborate with the eLearning team and Marie Yowitz to create learning materials supporting faculty course developers who need meet new online course quality standards addressing digital accessibility for diverse students. This collaboration following Jody's conference attendance will better equip eLearning and the Accessibility Coordinator to provide future comprehensive training options for Ferris employees how to make their digital materials accessible and inclusive to the diverse populations in our Ferris Community.

Project Narrative. Please be Concise. Structure your narrative as follows. Do not omit any section.

1. Discuss the need for this project;

Background: The new policy requires employees of the University to follow accessibility guidelines in order to comply with the ADA and section 508 of the Americans With Disabilities Act. The creation of accessible media and information resources used on web pages and in the learning management system requires skill development for Ferris employees to comply with these items.

Creating accessible media benefits students with documented disabilities and students with undocumented disabilities. Disabilities range from those people can see to those that are not easily seen yet experienced. Those who are blind, deaf, have lost some of their hearing or sight, or have a mental disability. The reality is, all of our students, employees and constituents benefit when media is created with accessibility in mind.

Concise Need: In addition to updated standards, best practices and new methods are continuously being made in this area. Attendance at the pre-conference workshops and the conference will provide Jody with up-to-date skills and knowledge in addition to making connections with others she reaches out to throughout the year.

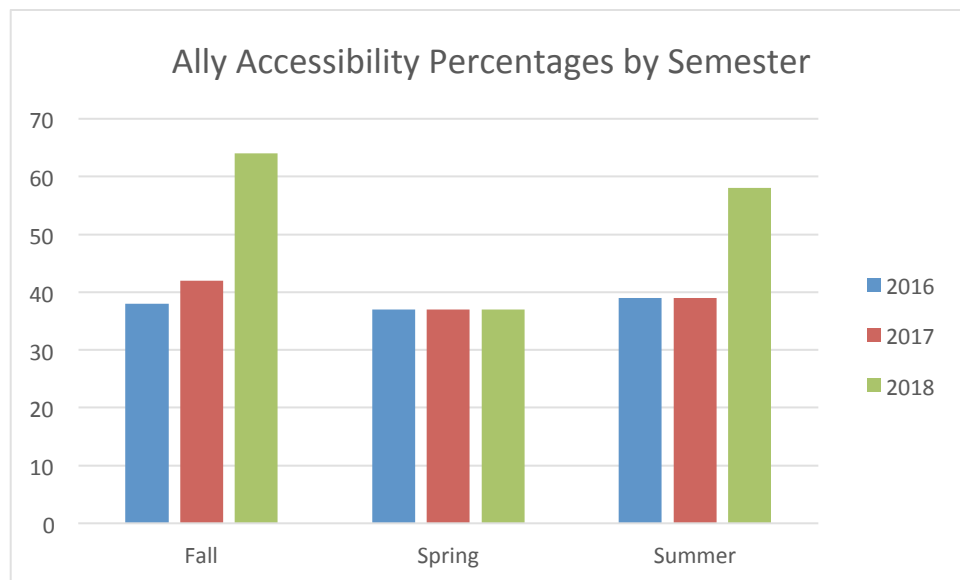
Project Need: Financial support to provide this training utilizing an outside resource is expensive and would be difficult to coordinate. Jody would like to continue to develop her skills to support employees in the creation of accessible media and information resources. She will be available to assist those who create electronic documents when they need assistance and provide skill development workshops throughout the year.

Jody has been consistently providing Accessibility training and support to campus since the initiative began in 2014. She has trained 212 people on document, PDF, and video accessibility since 2014 and has taken it upon herself to continue to provide this training to the Ferris community well into the future. This training will benefit the entire Ferris State University community and anyone who interacts electronically with the University.

The data in the following table shows that the Accessibility training provided to date is making an impact on the accessibility of materials offered through Blackboard. Training was offered to faculty:

- December 18 & 19, 2017
- January 4 & 5, 2018
- The week of March 28, 2018
- The week of March 5, 2018

The following graph show the percentage of accessible media in Blackboard courses that were scanned by Ally by semester and year. You can see the percentage of accessible media has increased this past year.



2. Provide a detailed description of the project, including how it will be implemented and the specific roles of each member of the team;

In order to provide accessibility training that is current, Jody needs to immerse herself into an organization dedicated to training people to implement the “how” of creating accessible media. If approved, she will attend the AHEAD Accessing Higher Ground pre-conference workshops and the conference in November 2018. Sessions and workshops include:

- What’s new in WCAG 2.1
- Evaluating and Repairing Word and PowerPoint Files
- Automated Live Captioning with Higher Ed in Mind
- Automation in PDF Accessibility: What Can and Can’t Be Done
- Students’ Perspectives: Leveraging Student Workers to Expand Services and Increase Sense of Belonging
- Promoting Document Accessibility Efforts and PDF Remediation Options
- How to design and create accessible documents and contribute to barrier-free education
- More than Disability....Captioning for the world
- How to CADET: free caption and audio description authoring software from WGBH’s NCAM
- “We don’t have enough staff assigned to making IT accessible!”
- Hands-on Video Accessibility Workshop (with Able Player)
- Design Considerations in Delivering Accessibility Training in Online Higher Education
- *Everything you need to know about accessibility testing

- Navigating Resistance: Discussing Accessibility with Faculty
- Fantastic Forms and How To Fix Them
- What's new in Acrobat
- Understanding WCAG 2.1
- Powerful Presentation Skills for the Accessibility Professional

Jody will attend the pre-conference training and conference in November. When she returns she will share what she learns with the eLearning team and update the training offered through the Staff Center. It is important for people being trained to understand why they have to create accessible materials. It is also one of the hardest things to demonstrate during training. Jody will collaborate with Tracy and Marie to develop online accessibility learning videos that may be used in any accessibility training to show different examples of accessible and inaccessible media.

Tracy will also be utilizing new knowledge and skills to implement the Wintermester initiative scheduled for winter break.

Jody will deliver training in December and schedule sessions for spring 2019. Tips and tricks will be shared with the Ferris community twice per month during spring semester.

3. Provide the timeline for the project. Be sure to specify at what point the grant will be considered complete. Final Report is due within 3 months after completion;

- Register for pre-conference workshops and conference – by September 20, 2018 (early bird rate will apply)
- Make travel and lodging arrangements – by September 28, 2018
- Attend pre-conference workshops and conference – November 12-16, 2018
- Share learning with Tracy and Marie. Tracy will use new skills for the Wintermester initiative – November 2018
- Compile new learning and apply to workshops in December – December 18-20, 2018
- Schedule more comprehensive or new training and workshops for Spring 2019 semester.
- Work with the eLearning team and Accessibility Coordinator to develop video showing why accessibility matters by February 2019.
- Provide eLearning team with updated training materials and resources for the eLearning Institute – May 2019
- Send workshop evaluation after each training workshop for Spring 2019 semester.
- Compile final report by July 30, 2019.

4. Describe the target audience and indicate how many participants are expected. Discuss how the project will be publicized and promoted and, if appropriate, how participants will be selected.

This training will benefit anyone who attends Jody's accessibility training at Ferris State University; faculty, staff and students. Jody will also be able to update other accessibility trainers, such as Jackie Hughes and Tracy Russo in eLearning and Marie Yowitz. Thirty participants expected during spring 2019 and another 20 in summer 2019.

5. Discuss specifically how the project relates to the current Ferris State University Diversity and Inclusion Plan;

Goal 4: Recruit, employ, and retain a diverse workforce.

A. Develop a clear and consistent message to faculty, staff, and administration that having a diverse workforce is an institutional priority and that efforts to create and maintain an inclusive campus community include faculty, staff, and administrators as well as students.

Goal 5: Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research.

Faculty must be encouraged, given learning opportunities, and provided with adequate resources to improve inclusivity in their classes and in their scholarly work.

Goal 6: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations

Collaboration is one of the university's core values, and developing and growing partnerships is a key component of the university's mission. These partnerships are part of creating a truly diverse and inclusive university. They provide faculty, staff, and students with the opportunity to engage with different communities, and they bring people from those communities to Ferris. They make it possible for Ferris to work with others to support student success across the state, at all of our campuses and within all of our cohorts.

6. List at least 3 measurable outcomes for this project/event. For each outcome, identify how it is connected with the Ferris State University Diversity and Inclusion Plan. Include a description of how the outcome will be assessed.

Outcome 1: Build upon existing partnerships between the Staff Center, eLearning, and the Accessibility Coordinator to deliver up-to-date Accessible Document and PDF training and video captioning training to the Ferris State University community.

This outcome is connected to goal six: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations. Staff and student employees are often called upon to help faculty update electronic documents to make them accessible. Some staff are also making documents for the Ferris State University website and these documents need to be accessible. Teaching people about electronic document accessibility is providing an avenue for faculty, staff, and students to collaborate and support inclusion at Ferris.

After the conference in November, Jody will meet with the eLearning team and Accessibility Coordinator to share with them what she learns at the conference. She will update the current training for creating accessible documents, PDFs, forms, and videos to include the new best practices she learns about at the conference and pre-conference workshops. Training will be delivered December 18-20, 2018. Assessments will be sent to the participants to evaluate the effectiveness of the training.

Tracy will be able to implement her new learning during the Wintermester initiative that is being conducted over winter break. This is a pilot of six classes being offered online over the course of four weeks. She will assess the accessibility of the courses offered and provide insight as to where more focus is needed as training for spring 2019 is developed and implemented.

Outcome 2: Improve inclusivity by partnering with eLearning and the Accessibility Coordinator to develop accessible electronic courses and materials for online, hybrid, and face-to-face classes.

This outcome is connected to goal five: Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research. This training will provide participants with adequate resources to improve inclusivity in their classes by making electronic materials accessible to all students.

After the conference in November, Jody will partner with the eLearning department and the Accessibility Coordinator to design and offer updated online learning accessibility training module that may be used during accessibility training and conversations. Elearning will provide graphic and video editing and production resources to the project. The Accessibility Coordinator will help with communicating the availability of the training and awareness of the Electronic Information Technology policy.

Understanding why accessibility is important is key to people continuing to implement what they learned during accessibility training. An assessment will be developed and delivered pre and post-workshop to the participants to evaluate the effectiveness of the training and ensure they have a clear understanding of why they need to continue to improve access to their electronic learning resources. We will also assess the percentage change in accessible materials as reported by Ally for the spring semester.

Outcome 3: Promote an inclusive campus by helping people understand why accessibility is important and regularly share accessibility tips and tricks to the Ferris State University community.

This outcome is closely tied to goal four: Recruit, employ, and retain a diverse workforce. By helping people understand the importance of accessibility and the tie it has to our shared culture and by sharing information about accessibility, we are sending a clear and consistent message to faculty, staff, and administration that efforts to create and maintain an inclusive campus community, including faculty, staff, and administrators as well as students.

After the conference in November, Jody will create a bi-weekly UWN and Facebook communication that shares accessibility tips-and-tricks with Ferris State University faculty and staff until the end of the 2018-2019 school year. This will be assessed by measuring the increase accessibility ratings offered in the Ferris website management tool and Ally in the Blackboard Learning Management System.

Jody, Tracy, and Marie will develop a small teaching module on why accessibility is important and share examples of accessible media on mobile devices commonly used by our students. A pre and post-assessment will be given during workshops to evaluate the effectiveness of the module.

Budget and budget Justification. Use the attached budget form. Required components are:

1. Itemized list of expenses with a brief explanation of each;
 - a. Conference Registration, \$850
 - b. Travel Expenses: \$900
 - c. Lodging: \$1,007
 - d. Food: \$220

- e. Marketing & Printing: \$200
- f. Other: \$1,700
- 2. Itemized list of funds anticipated from other sources;
 - a. Other source of funds: I am able to contribute \$200 from the Staff Center budget.
- 3. Amount requested from the Faculty and Staff Diversity Mini-Grant.
 - a. Amount requested: \$4,677

See the Mini Grant Rubric for additional guidance. If required components of the grant are missing, the grant will be returned.

Final Report.

A final report is required. Failure to submit the final report will exempt all team members from future mini-grant funding.

Expected completion date: April 30, 2019

The final report is due 90 days after the expected completion date. Final reports should be submitted to the Diversity and Inclusion Office.

Budget Overview			
	Requested Grant Funds	Funding from other Sources – Staff Center	TOTAL BUDGET
Conference Registration	\$850		850
PARKING	\$100		100

RENTAL CAR	\$300		300
HOTEL	\$1007		1007
AIRFARE	\$500		500
FOOD	\$220		220
PRINTING & DUPLICATING – program materials		\$100	100
PROMOTION – marketing materials for workshops		\$100	100
ASSESSMENT TOOLS – Use tool paid for by the Staff Center		\$0	0
VIDEO CAPTIONING	\$200		
Accessibility Training Materials and Software Identified at the Conference	\$1500		1500
TOTAL	\$4677	\$200	\$4477