Okay. Scott are you ready?

I am ready. Let's do this.

Let's do it.

There is a lot of good, exciting information.

Yes, for sure.

So welcome everybody to

our Ask the Accessibility Expert webinar.

So who is with us today?

One second.

So today it's going to be me, Michal Roche.

I'm the Director of Marketing here at Verbit.

We have Scott Ready,

our Senior Customer Success and Accessibility

Strategist and Evangelist here at Verbit.

Scott will introduce himself in just one minute.

We're starting with a small introduction and

then we got so many great questions

from you all during the last week,

very important and interesting one and we'll try to

address as many as we can this webinar.

Then we'll have a session of Q&A,

so you can feel free to add your question

during the webinar and that at the time of the Q&A,

we'll pick a few questions

and we will address them as well.

So Scott, very exciting to introduce you.

Please go ahead and tell us a little bit

about your background before we

start going deep inside all of the questions.

Awesome. Well, thank you Michal.

Thank you.

I am so excited about how many responses we've

received from this webinar and manning this webinar.

I'm excited that you all are able to join us both here

live and also watching the webinar afterwards.

My name is Scott Ready.

I've been with Verbit for almost a year now.

Prior to that, I worked at

Blackboard and oversaw accessibility at Blackboard.

I was with Blackboard for 14 years.

Prior to that, I was in higher education.

I was a faculty member and a

Department Chair for an interpreter training program.

In that program, students were

learning how to become sign language interpreters.

Then I also became the Director of

Online Education at that institution.

Prior to that, my career's

always centered around accessibility,

and in one way or another from a state agency

to other corporations in private practice.

My parents were both deaf.

They were instructors at

the Missouri School for the Deaf,

so I had the awesome privilege of

growing up living on campus.

They had housing for faculty members,

so from the age of three until I was 11,

I actually lived on campus of the school for the deaf.

So I had one great question.

One person asked, "Well,

how do you become an accessibility expert?"

Well, I think the best clue to that

is having been in the field long

enough so that you have a lot of gray hair.

So anyway, I look forward to

the questions that you all have asked

and look forward to our dialogue.

Michal, you're on mute.

Can you hear me now?

Yes.

All right, perfect. So we start with the first question.

How you can drive

your campus to be inclusive for all students?

This is a great question to start up with.

Really basically, it's a cultural shift.

It really is, and what do I mean by that?

Well historically,

everyone put the responsibility of accommodations in

higher Ed on one department

and that was the Office of Disability Services.

It was viewed as their responsibility

to make it accessible.

Well now, if we take a look at the physical environment,

it's the architect's responsibility

to ensure that the facilities

are designed and built in a way that is accessible,

but when it comes to the digital environment,

there are many contributors to

the building and designing of the digital environment.

So since it doesn't just fall

on one or a few individuals,

everyone needs to take ownership for creating

components of the environment

that is able to be accessed.

So does this mean that everyone has to

become a digital accessibility expert?

Absolutely not.

But there are some basics that everyone can

do such as adding an alt tag to

an image or using the correct formatting

when creating a word or a PDF document,

and captioning all video content.

Inclusion really requires that we

no longer look at just an accommodation

but how will what was once viewed as

an accommodation now benefit all students.

It's the digital curb cut effect.

In academia,

a key component of this that I have found is research.

No one's going to disagree that it isn't nice to have.

But nice to have doesn't fund

the costs of making an inclusive learning environment.

What will the return on investment be?

What impact will this have on

learning outcomes and student engagement?

This is where research comes into play.

As we all know, every instructor is hired

because they bring subject matter expertise.

Content items have been constructed into

a learning path to meet specific objectives.

A lot of money and time has been invested in

the expertise and design of content.

Would it be a waste if students

weren't engaging with that content?

If we were able to increase the ability of

the student engagement with the content,

thus gaining the needed knowledge,

wouldn't it be worth it to also invest in

how the content is designed and delivered?

So even if we only look

at it from an accommodation perspective,

there are 60-80 percent of the students on every campus

who have a disability that are not

disclosing their disability to the institution.

So even looking at it from an accommodation,

there are numerous research articles

and thesis that have been

done on the benefit of inclusive learning environments.

What I like to point to regarding captioning was done

by Katie Linder at Oregon State University.

It's titled, A Rising Tide: How Closed

Captions Can Benefit All Students.

This research was done with over 2,000

students at 15 institutions across the United States.

One statistic I'll throw out is that

75.5 percent of the student respondents said,

closed captioning were helpful because they are

a learning aid. Michal.

Yes. All right.

So next question.

Next question is, what is the best way to get

faculty buy-in and train everyone effectively?

Followed by, how do we get faculty to

understand the importance of

making their courses accessible?

We also had a question in

the chat and 60-80 percent seems high.

Where did you get that statistic?

I'll be glad to provide you

the resource of that statistic.

I'll put the link either

in the eDoc because I'll have to pull that up.

Well, I'll provide you that link.

Thank you Maureen for asking.

So on that second question, this next question.

Yeah.

There's a few institutional factors

that really come into play regarding this question.

Is this something that is being

mandated from leadership or is it

a grassroots cultural shift that's taking

place or is it somewhere in between?

The answer really will

vary on your individual institution.

I know we're talking to a lot of institutions here today.

But the successful institutions that I've worked with,

have had as a minimum executive

or leadership endorsement and support.

There is a fiscal component to this,

and if that is not

supported then oftentimes it's not successful.

Is this part of a larger initiative such as

maybe meeting an institutional strategic plan

for inclusion?

If so, then show how all of this ties

together and enables the institution

to realize their goals.

If we're just looking at

accommodations and typically faculty will

adhere to the requirement of

the accommodation letter that they

receive as long as it

doesn't require too much additional work.

If it does, then typically,

they will provide some push-back or refer them back to

the Office of Disability Services

to aid in that additional work.

So having covered some of the factors involved,

changing a culture from the top-down or bottom-up really

takes time with a clear established plan.

Building in other incentives such

as departmental team meetings,

fun competition between departments,

recognition of work and effort that's been put forth,

you could have a faculty course showcase.

Those always help to promote involvement.

But the most important question to

answer is the, so what?

That so what is from a faculty's perspective.

We have to present the content in

a way so that the faculty are able to

realize the benefits to

all students as well as to themselves.

It can't just be for the one or two students that I,

the faculty member, might have that has a disability.

That's bringing us to the next question.

What is the easiest and most efficient way

for instructors to create captioning

for audio materials used in

class or with course management systems?

Awesome. Great question.

If these are instructor created audio materials,

then the first step is to start with a script.

This will not only help the captioning but will

also make a more succinct and effective piece of content.

Then the script can be

used as a first step to captioning.

Even when a script is created,

rarely does anyone ever follow

a script to 100 percent but this will provide

the basis to then add

those tangents and additional thoughts

to the base content.

There are three variables that

I recommend to take into consideration.

Accuracy, turnaround time and cost.

The most cost effective way for the institution

may be for the instructor to manually create the caption,

but the turnaround time maybe longer than acceptable.

Remember that on the average,

it takes four to five hours

to manually caption a one-hour session.

So this option might not

even be a scalable viable option.

If the content is being prepared for

the following semester and time is not a factor,

then having an instructor manually

create the captions might be an option.

Taking those three variables and weighing the need

per scenario is really

what I recommend that you take a look at.

That is why we offer institutions

options as to how we caption content for them.

For example, an ASR automatic speech recognition plus

one human type editor approach

might meet the need for turnaround time and cost,

then we leave it up to the institution to

finalize the captioning for the 99 percent accuracy.

There's a combination of ways that you can work towards

achieving your goals depending on

the scenario and the requirements of that scenario.

Hopefully, this provided a framework as to how to

achieve the goals while still being cost effective.

Perfect. We move to the next question.

So who is liable if a faculty member

refuses to comply with accessibility requirements?

We've never had anybody not

be willing to comply, have we?

First of all, let me say this, I'm not an attorney.

I will not provide you legal advice but

the precedence of cases would

demonstrate that the institution is liable,

even if a faculty member

or any other employee refuses to comply.

This is where your HR policies come into play and what

can vary depending on state law,

are you unionized or nonunion?

All of those factors come into play,

so I'd really highly recommend that

your legal counsel should be the ones

that are in the best position to answer

this question for your institution specifically.

Okay. That leads us to the next question.

Am I correct in telling

my faculty that all videos they make

and post to their course sites in

our LMS must be closed captioned,

and that the closed caption must be

word-for-word and in sentence structure?

What about third party videos

with closed caption that have

not been edited for

word-for-word and in sentence structure?

Excellent question.

There are several questions in this one

so I'll try and address them all here.

First, the question now to ask is what policy and

expectations have been established at

your institution with your legal counsel?

So what's the expectations that have

been established with your faculty members?

Then if the course is an open course and where anyone

can gain access to the course such

as an open MOOC for example,

then yes, all videos must be closed captioned.

If the course is a course requiring

the participants to register,

then the requirement says that the student is to disclose

their disability with proper documentations

and accommodations will be provided.

Now, that is adhering to the law and

not necessarily best practices.

Regarding word-for-word or equivalent meaning,

it is common practice for false starts and

auditory fillers to be removed from the captioning.

So when we look at requiring it specifically

to be word-for-word or the equivalent meaning,

those removals aids to ease

the eye fatigue and also accommodate the speed of speech.

So the goal in captioning is to provide

an equitable message and experience.

Honestly, that can go beyond just the words,

but it can also add in audible cues such

as an overwhelming sigh,

that can really communicate a lot

and it's not a specific word.

So that's why I like to go back to

the equitable message and experience.

Perfect. Next question.

Just sent an email to faculty reminding them that

all video content presented in class must be captioned.

How do I support faculty while holding them

accountable for access to captioned video content?

Excellent question and very practical question and

a question that a lot of institutions are facing.

The first step that I

recommend is to make sure that there is

a clear process and workflow for faculty to follow.

Do they know how to review

the content to make sure it meets

the accuracy guidelines in addition to being captioned?

Some of the auto-generated captioning

really in my opinion should be turned off.

It really creates more harm than good.

So do they know how to evaluate that?

Do you have subject matter librarians on campus that can

assist in locating video content that has been captioned?

If you're purchasing content,

are there clear procurement policies

and processes in place

to evaluate and improve

the accessibility of video content?

Often times, the biggest barrier to overcome is

the barrier of not knowing what to

do in order to accomplish the goal.

Providing those clear steps to follow

is what I consider the first step.

Then depending on the culture at your institution,

faculty may be expected to

capture their own course content

or there may be

a centralized process where

the faculty submits their content to be captioned.

I always recommend having an open dialogue as

to what their perspective is regarding

this responsibility and help to shape

that perspective and it's a win-win for all.

Okay. Next question.

Many faculty are now recording the lectures and

posting them to LMS system to be viewed later.

The recording system contract

allows $1,000 for closed captioning.

However, that money is quickly

used since so many videos are being created.

We want to promote UDL.

Any advice on policy/guidelines for

producing accessible video content like this?

Yes to the first question.

I must ask with

a general audience such as

this related to lectures being posted,

does the institution focus regarding

these lectures on accessibility or inclusion?

Those are possibly two very different focuses.

Many institutions are moving towards captioning or

transcribing lectures

knowing the benefits for all students.

You have English as a second language,

you have your search capabilities,

multi-modal engagement, and so many other benefits

to providing captioning and

transcribing the lecture captures.

So this is really focusing on

inclusion and with the three variables;

accuracy, turnaround time, and cost,

often the variables and focus with lecture capture,

inclusion, at this time is

really on turnaround time and cost.

This isn't to say that accuracy

is not important and that we

shouldn't always strive for

the 99 percent level of accuracy.

But a 90 percent accurate transcript might

suffice for an inclusive environment

where it wouldn't if it were an accommodation.

So the exception to this,

is if the content is provided openly to

the general public such as a MOOC again,

then everything must be made accessible.

Now, in addition to being inclusive,

if there is a need for

accessible content as an accommodation,

then ensuring that content is

99 percent accurate is critical.

Some institutions are also taking into

consideration any lecture content that is going to

be used more than one time and making sure that

that content is meeting the accuracy requirements.

So many institutions have put together

a digital accessibility policy and I would recommend that

each of you Google digital

accessibility policy in higher ed

and start reviewing the policy in accordance

with your institution's leadership style and culture.

There's a lot of information available

there that will be able to glean from that.

I'll talk a little bit more

about that here in a little bit.

All right, perfect. Next question.

How to afford captioning for recorded lecturers?

Yeah.

Again, the cost.

How can we afford it?

When I'm asked this question,

I love to go to

the evolution of the physical environment.

Fortunately, I'm old enough to

remember when institutions were

asking the same question about cutting out the curbs,

everywhere the side walk in the street met,

or having to put an elevator

in a building that was being renovated.

Elevators aren't cheap. They require

an ongoing maintenance cost,

but it was quickly realized how those

modifications to the way it used to be

provided a much greater benefit

to the campus population as a whole.

So with more than 85 percent of

videos on Facebook being viewed silently

and everyone engaging with

TV in a restaurant or in an airport,

through captions, captions are

really becoming the norm in our environment.

Just like a curb cut and elevators are now.

So I've had the majority of

people I've talked to tell me that they

prefer to have the captions turned on during

a movie so they can pick up on everything that's said.

Students expect recorded content to be captioned.

So where do we find the budget?

Well, we build it in as a cost of doing business.

Honestly, it outweighs the cost of losing students,

students who drop out

because they were unable to engage with

the content or was unable to experience the benefits.

Michal, you're on mute.

Sorry. Next question.

How can we set up a system for obtaining interpreters for

all deaf students wanting to

participate in after-school sport and activities,

and field trips with the organizers

recognizing their responsibility to provide

their interpreters and making their interpreters as

the ticket for the interpreter's part

of their activity budget,

while still along the student

the opportunity to self-advocate

by requesting the service?

Great question. Really, this question can

be answered from two perspectives.

One from a K12 environment perspective

and then also from a higher ed environment perspective.

So this is again an excellent question

and it's a delicate dance that's been

taking place for years now.

Let's take a look at the K12 environment.

The first step would be to make

sure there is leadership buy-in.

Then it becomes part of

the expected process in order to ensure that access is

provided because oftentimes we're looking at

areas that are outside of the classroom environment.

Depending on the student,

there may be activities

where they don't want the interpreter there.

So they can just fit in with the other students.

I love it when I see students working

together to make sure communication just takes place.

It's always the school's responsibility to provide,

if it is requested and part of

the student's IEP in the K12 environment.

I've seen too many times where

the school creates a dependency

by making those decisions for

the student regarding those types of activities.

So it needs to be a joint effort between

the student and the K12 school

to identify what needs to be

provided and what the student really truly wants.

Now let's shift to the higher ed environment.

Now, if the event is an open event to the public,

such as a sporting event,

then for students, it would fall under

both the Section 504 and Americans with Disabilities Act

because it's an open event.

Is the responsibility of the organization

to provide equitable access.

Regarding field trips and

activities that are associated to the students' class,

then is just an extension of their classroom.

So in higher ed,

there is a responsibility on

the student to be a self advocate,

but the institution needs to have

the processes in place for the student to request

for all activities throughout

the entire student lifecycle and

the ability to make a grievance

if services aren't provided.

The thing that I love about this question

is that it's really expanding from

the classroom into

the entire student academic experience,

and that is so important when you're looking at

the well-rounded educational experience of any student.

Next question.

If you have a small web team,

what are the three most important areas

other than adding image alt tags,

to start with and why?

Great. My opinion, well,

first of all you nailed it,

with adding the alt tags.

That is a definite.

If I were to recommend

the three other most important areas,

first of all to be, make sure that the color contrast on

all images and content is in accordance with WCAG 2.1.

For example, WCAG 2.0 Level

AA requires a contrast ratio of at

least 4.5 to one for

normal text and three to one for large text.

Then WCAG 2.1 requires a contrast ratio of

at least three to one for

graphics and user interface components,

such as the form input borders,

and that information is available on WebAIM's website.

So I always like to give credit to

the organizations that have posted that.

So WebAIM is a great resource

for that kind of information.

The second area that

I would recommend would be to caption

all video content and to transcribe all audio content.

Then the third would be to make sure

that the navigation is accessible.

So if you can do alt tags,

color contrast, captioning, and navigation,

then you have conquered

a very large part

of accessibility within your environment.

Next question.

How should we approach making

large amounts of archived materials accessible?

Yeah. This is a very relevant question and one that

many institutions are facing right now. Let me do this.

Let me share with you

the approaches at some institutions are taking.

For some institutions, they're first reviewing and

evaluating how relevant the archived materials are,

by conducting an inventory and determining what

is reusable content and what isn't.

Doing some cleaning. This is

accomplishing really two goals.

It's the content cleanup and

planning for content remediation.

Then during that evaluation,

they are classifying the types of content items.

The reason for this is so that

they can estimate how much time and

cost will be associated with remediation of those items.

Creating an accessible PDF for example is much

less expensive than captioning a one-hour lecture.

So there are other institutions that have

maintained a good archival process and now,

they're just needing to identify

the various content items and the volumes

so that they can build a remediation budget

that will accomplish their goal over time.

Well, there's other institutions

that are just biting the bullet

with a onetime allocation and remediating the bulk.

If not all of their archive, all at once.

Typically, they're starting with the most

recent and working their

way backwards, back through time.

So hopefully, this has provided

a couple of starting points to

consider as to how other institutions

are achieving this monumental task.

Nice, next question.

We have a student who is blind

in a completely online program.

Any tips to assist in

this student's success would be appreciated?

Most definitely, well, the first tip

that I would recommend is becoming WCAG 2.1 compliant,

and being sure that

the information that you

have in the learning environment.

First of all starting with

the actual environment itself as accessible

and then all of the content that's being added to

the environment is accessible according to WCAG 2.1.

Then be proactive on all the basics such as alt tags,

properly formatted documents, clear navigation.

Those are things that we can be proactive about,

making sure that that's already taken care

of so that we don't have to go

in and be told that an image doesn't have

an alt tag and

have to go in and take the time to remediate it.

We can just go in and make

sure all of that's taking care of.

But I have to say that the best tip that I have regarding

this is to have open communications with the student.

Proactively ask the student to find out

what challenges they are

experiencing while learning in this environment,

then be prompt in making those remediations.

Third, I would like to also take an opportunity to

discuss audio descriptions in the academic setting.

I'm often asked about providing audio descriptions,

and if we look at a movie that is Strain, for example,

it's easy to know according to the plot of

the movie what needs to be described audibly.

The one performing the audio description

can evaluate if the car is passing,

if the car passing is important to the plot

and provides valuable information

or isn't just background.

But in the academic setting,

describing something in accordance with

the pedagogical objectives of why that video is

being used requires a subject matter expert

in order for the relevancy to be identified.

So for example, if

the topic being studied is the attire worn during

the colonial period and a movie of Thomas Jefferson

and Samuel Adams discussing

the Declaration of Independence is used,

it would be easy to focus on

the Declaration of Independence and

all the subsequent visual information

around the declaration,

when in reality that would be

off point for the subject matter being discussed,

and that subject matter being the period clothing.

So in my opinion until we further define how

we are to provide

accurate audio descriptions in the academic setting,

we're doing a disservice describing

them in the same way we do a Hollywood movie.

So I would love to see those of us that are in

the field along with consumers

of audio descriptions come together

and really further define

what this needs to be in

the academic setting and how we accomplish this.

So thank you for

allowing me to go off on a little bit of a tangent there,

but I really feel like this is something important to

be shared also in taking a look at audio descriptions.

Okay. Back to the questions.

Thank you, Scott. So next question.

In working with faculty to develop online programs,

what are your top three must have

so that faculty are building accessible materials?

Love it, absolutely love it,

and what you're going to see is that my top

three are going to be beneficial to all.

But first there must be

a clear outline that leads into

an easy to navigate storyboard.

Over the past 20 years,

I have seen too many online courses and programs

built by just throwing content in and

adding some discussions and assessments,

not really going through and

addressing the navigational challenges that

individuals with cognitive disabilities

face and ultimately what it does is,

it makes the navigation better for everyone.

So really planning out how that content's going to

be accessed and the navigation

through storyboarding is my first must-have.

The second one is that

all documents must be formatted in an accessible way.

PDFs must be readable by a screen reader,

Word documents must use correct formatting style guides,

PowerPoints must be formatted with

the appropriate ordering and image identifications.

So for example, if we go back to the PDFs,

when PDFs are uploaded that are actually just an image,

then individuals are able to select and copy and

paste and use that content that's included in the PDFs.

When Word documents don't use headings, for example,

everything is just general text,

then you're not able to have a table of content,

you're not able to navigate through

that Word document with ease.

Then PowerPoints, they need

to be able to have the appropriate ordering

and alt tags so that information can be shared.

I had several instructors that we're

using alt tags on images as a teaching tool,

not only to provide

information if you are using a screen reader,

but also information related to

that image that relates

to the content that they're being taught.

So they were using it for

more than just an identification,

but really for a strong pedagogical purpose.

Then you should expect this answer from me,

but third all video content used

must be captioned and

audio content needs to be transcribed.

There are so many scenarios where individuals are

having a difficult time understanding what's being said,

have it be an accent,

have it be an individual

that is losing their hearing as they are getting older,

a returning veteran that might have a hearing loss.

In the electronic environment,

in the online environment,

sometimes it can be very challenging when you don't have

a face to look at to be

able to understand exactly what's being said.

So those are my top three.

Perfect, next question.

What do you see as the biggest challenge for

the higher education in digital accessibility?

Okay. Here I go. You ready?

Oh, sorry.

By what I see as

the biggest challenge is

viewing digital accessibility as optional.

Okay. An institution would

be an uproar if a student who uses

a wheelchair was unable to enter

the library because there were

steps and no ramp made available.

Why is there not the same outrage when

it comes to digital accessibility?

I know those of you that's on

this webinar and listening to

this webinar are here

because you believe in digital accessibility,

and want to see a change.

But throughout higher education,

I still see an overwhelming presence of

denial and willingness to accept minimal accommodations.

How many campuses can say there are little to

no digital barriers in

all areas of the student academic experience?

Not just in the classroom.

If you walk throughout campus,

you'll see institutions that have equipped with

swimming pools with chair lifts,

gems with accessible equipment,

but yet a document or a video cannot

be accessed in the classroom or in the student union.

So the biggest challenge is

not viewing digital accessibility is

viewing digital accessibility as optional.

Is there a program that can generate photo and

video description for the deaf, blind and deaf-blind?

Excellent question, and honestly not that I know of,

not for the academic setting.

Those areas are very subjective items and really require

a subject matter expert to state

the pedagogical reasoning behind

the use of the photo or the video.

So I do not know of

any technology that has the ability to do that.

Okay. How can

higher education institutions recruit and retain

qualified interpreter stuff keeping in mind that

the content in higher education is different

than conversational interpreting needs?

Excellent questions. So the first place to

start is to start with a certified interpreter who

has either certification or

prior experience in the educational setting.

The best place to

find out about resources if you haven't done

so already is really to connect with

both national and local organizations

such as the registry of interpreters for the deaf,

the National Association of the Deaf,

and local interpreting agencies

and organizations for the deaf.

Reach out to any interpreter training programs

that might be in your area.

When there's not enough to meet the demands., again,

depending on your location,

looked to be able to contract with interpreter providers.

One such provider is Access Interpreting, for example,

and they are able to contract with institutions,

with educational organizations to

be able to provide interpreters.

So that would be my recommendation.

How can higher education institution address

the increased demand for

support by students with disabilities

when the staff does not increase to meet the demand?

This is a common challenge

that's being experienced by institutions nationally,

and I would recommend that connect with AHED,

the Association on Higher Education and Disability.

You can go to their website and

if you're not already associated

with them it's a great organization in

this role to be a part of.

Within the organization,

are individuals who have encountered

the same challenge and have delivered webinars and

white papers on how they were able

to expand to meet the needs.

Much of it really relies on the Kaltura

of the institution and the supportive leadership.

But AHED would be the one that you can get

together and talk to the colleagues to

be able to glean from them as to how they were

able to successfully accomplish this.

So how do I know if my university

meets ADA compliance requirements

followed by I would like to know how to build

our budget correctly so it can include ed-tech tools.

Excellent questions and the first one I would

recommend searching out other institutions,

digital accessibility policy.

Do a Google search on that.

There's a lot of information that's available on the web

and look to see how others are accomplishing this,

and then compare it to the WCAG standards and of

course the ADA and Rehabilitation Act 504 and 508 laws,

as well as your individual state laws.

There are consulting agencies

that have consultants that can

come and provide a review and

assessment if that's something that you would also like,

and there's a lot of information out there on the web.

So I'd recommend first of all start by doing

a search on digital accessibility policy in higher ed.

Now regarding the budget,

we'll be delivering a webinar that is focused

on building a budget from accommodations to inclusion.

So there are a number of

items to take into consideration when doing this.

Typically, when asked us question,

the institution is looking to expand their accommodations

budget as well as fund the

proactive, more inclusive approaches.

So I typically will ask questions such as,

is this a centralized budget approach?

Or is it a centrally managed

but decentralized funded budget

or is it entirely decentralized budget.

So all of those budget approaches are out there within

higher education and building that budget

really differs depending on the approach

that's being used and then with some institutions,

anything that is considered technology because there

was a part of this question about ed-tech tools,

anything that is considered

technology falls under the IT budget.

So partnerships within the institution,

with other departments in order

to achieve the overall needs.

So I recommend more to come on budgeting

and stay tuned and join

our webinar that we're going to focus on budget building.

Yeah. We will send you

all notification and save the dates will be in November.

So stay tuned for that.

Next question, this is a time for our Q&A,

so by all means if you have any question that you

feel is not being answered today if

you have anything to add,

this is the time for Q&A,

so you can click on questions and start adding yours.

Well, as we are waiting for others to add questions,

one question that came in towards the end was,

how does Verbit partner with Kaltura and Panopto.

If an institution already

licensed either of these products,

what does a separate license

or how does Verbit contribute?

So I just wanted to let you all know that we do have

integrations into both Kaltura and Panopto,

and we can take a look at your scenario.

It depends for example on Kaltura,

it depends on which version you're on,

and what you're looking to

accomplish as to are you looking for

just the automatic speech recognition or are you

looking for the human editing on top of

that so we can look at

your specific scenario to

help you to further expand that,

but we do have integrations

with both Kaltura and Panopto.

Okay. We have a question now in our chat.

So how do you make your course accessible to all types of

disabilities such as visual disabilities,

cognitive disabilities?

Excellent question, first of all,

let me say your course is

never going to be 100 percent accessible.

Okay? It just won't,

there's no way that you can address

every individual or combination

of disabilities out there.

But there's a lot of things that can be

done that cover the basics like I

mentioned a little bit earlier

making sure your documents are accessible,

making sure images have alt tags,

making sure that any kind of video is captioned,

any kind of audio is transcribed.

Covering those basics will take you 90 percent of

the way to making sure

that your online course is accessible,

then making sure that there is an open opportunity,

a clear understanding with

your students that if they run into

a situation where they're not able to engage

with the content because of a disability,

then how are they supposed to then communicate that back?

Where are they supposed to go?

Are they supposed to go the disability services?

Is there a direct email

that they can send that information to?

Having those clear lines of

processes in communications so that students

know will enable you to then

take care of any other scenarios that might come up.

So we have another question

here about the caption line length.

We will discuss that.

So what happens is that we saw this question,

it was just a few minutes before the webinar.

What we'll do, we got maybe 50 or 60 amazing questions.

So we're going to follow

this webinar with a nice playbook with.

We will add all the questions that we

received and we will address

each one of them including this one,

so you will get an answer for this

for sure in the next few weeks definitely.

Any other question?

Okay. There is another one that came through the chat.

Is a study abroad program

perceives a need for extra caregiving on

a trip but the student does not agree

with the needs and feels prepared for the trip?

Can the study abroad program force the option?

This would be the same for

field trips and other program activities.

Christine, that's a great question

and I don't want to give you a blanket answer

because hopefully and all of these situations that it is

a joint negotiated agreement

between the institution and the student.

Your obligation is to

provide the accommodation when it's requested,

and if the student is saying no,

then you've met your obligation

by being willing to provide it.

Of course, you want the best success for that student.

But ultimately in higher ed,

it's up to the student and if they decline it,

then it might be a situation where

that student experiences failure, and that's okay.

Okay. Scott, I think this is it for today.

I would like to thank everybody who joined this webinar.

Thank you very much everyone.

Thank you so much, Scott,

for your time and your great answers,

and as I said before,

we will follow up with this webinar one

with the link for this webinar for all the ones who

couldn't join and all the ones who would

like to hear this webinar once again,

and as well with

a nice playbook with all questions that we received.

We'll make sure to send it to you in the next few weeks.

Thank you, everybody, have a great rest of the day.

Thank you for joining us.

Thanks, everybody.