

**PATRICK** Well, thank you all for joining us today in this webinar entitled, "Campus-Wide Response to Captioning, Moving Towards Full Compliance." My name is Patrick Loftus, and I'll be moderating today. Today, I'm excited to be joined by Dawn Hunziker, who is the IT Accessibility Consultant at the University of Arizona. This presentation will last about 45 minutes or so, and we'll save the last 15 minutes for questions at the end. And with that, I'm just going to go ahead and hand it off to Dawn, who has an awesome presentation prepared for you all.

**DAWN HUNZIKER:** OK. Hi, everyone. OK. So today, I'm just really going to talk about what we're doing here at the University of Arizona and what we're doing to try and move towards full compliance for captioning on our campus. And before we go that route, I wanted to give you a little bit of information about the U of A.

We are a land grant institution, and we have about 42,000 students, 12,500 faculty and staff, about anywhere from 2,300 to 2,500 students with disabilities on campus. And our deaf and hard of hearing students and staff account for about 75 individuals on campus. And that doesn't include any visitors and community.

Part of being a land grant is to-- I need to move that over a little bit. Sorry. Part of the land grant is that we are tasked with connecting with the community and providing educational opportunities to help address concerns and make sure that education is accessible for everyone. So I think that really tasks the U of A with making sure that our information is accessible for everyone right from the get-go.

We do have-- sorry. We do have a strong commitment to captioning, and that is on our website. The address is [itaccessability.arizona.edu](http://itaccessability.arizona.edu). And if you go under guidelines, there's a link to captioning commitment, which will then also link you to some resources that we've put together around captioning. And what I'm finding is that page is-- the captioning resource page-- is in constant update mode. We're always adding new information, new resources, new ways of acquiring or creating captions with different technologies. And that's just absolutely fantastic, because that shows how much support there is out there for captioning nowadays.

DRC, the Disability Resource Center, is identified as a campus resource. So we help individuals, we help departments, students locate captioned media. We create captured media

and we work with vendors to add captions. And we define the content that requires captioning.

So right now, what we're really looking at is prioritizing what needs to be captioned first. We're reaching out across campus to say, hey, who has what? Where is it located? And because U of A is very decentralized, what we're finding is that, along with the 3,500 hours of material that we have on the official UA YouTube, iTunes U, Vimeo channels, that there's outliers out there for our colleges and individual departments, and maybe class content that is posted in various locations, as well.

And what we are also finding is that-- you know, we provide the best practices and resources, but we're finding that, as we reach out about captioning, we're opening the doors to discuss other access barriers. And when I talk about the land grant, I talk about, well, OK, so for your community course, do you have a question in that registration page that says, would you like to request disability accommodations? Or do you need information in an alternate format?

Of course, we're working with those individuals that are creating those community classes to create that content accessibility right from the get-go. But there's just a lot of information out there that is a professor that's been teaching here on campus for over 20 years, and it's just a copy of an article that he's had forever, and it's still relevant. So a lot of it is talking to faculty about researching for their documents.

And it's interesting. When you open the door for captioning, everyone is interested. Everyone seems to know about the search engine optimization that happens when you caption a video. And they're very interested in having that opportunity.

We have a lot of English as another language learners that are on campus and accessing our content. So everyone is very interested in that captioning. And once we have that hook, if you will, then that opens the door for additional conversations.

So our academic content-- we have lots of ways that classes are offered on campus. And I'm sure that this is true in your institutions, as well. We do have face-to-face, hybrid, and fully online classes on the U of A main campus. In fall of 2015, we opened our UA online campus. And that has grown tremendously. We have some MOOCs-- I would say, probably, about five, under five, MOOCs. And that number is growing. And then we also have, as part of the land grant, we provide D2L community courses, which allows us to have community members sign into our Desire2Learn platform without having our net ID or our authentication process.

In looking at all of that, it's huge. So one of the things that we do in our UA online and our UA main campus classes is, because students are registered with those courses, we reach out to the faculty, and we let them know that there's a deaf or hard of hearing student in the course, ask them about their media content. And to give you some numbers as examples, last fall, we had 167 courses that we reached out to. And that was combined UA main campus and UA online. Of that, we had 41 students that had requested accommodation services. And we ended up captioning about 45 of those courses out of the 167.

This spring, we jumped a little. We have 174 classes, and we have about 32 courses that have media in them that need captioning. And the way that our process works is we talk to the instructor. We reach out. We get access to the D2L. We have it set up, and we've worked closely with our D2L team so that we're able, the DRC staff, are able to add ourselves into a D2L course to check for accessibility.

Whether that accessibility is for media, for accessible documents, checking for quiz accessibility, what have you, we're able to access that content and add ourselves as needed, without needing permission from the instructor. That was a key win for us, in that when the instructor signs up for having a D2L course, that one of the checks that they sign off on by having a D2L course is the knowledge that DRC may add ourselves into their course for accessibility reasons. And that's just made a huge, huge difference in our ability to respond to academic accommodation requests.

So as we reach out to instructors, a lot of times we get links to videos. And I know that, like other institutions, a lot of instructors tend to use those YouTube videos that are thrown up. And you know, they're copies of PBS videos, or BBC, or videos that we know the original source is captioned. So our job, too, is educating faculty to let them know, hey, go to the original source to find that, and you already have a captioned video.

We'll send them the link, if we're looking for that. In fact, I just saw an email this morning where an instructor was like, I forgot to tell you this. And we're going to be watching this movie, XYZ. And our captioning team, within 30 minutes, sent them a link to a captioned version that the library already had. So it's knowing what those resources are and just getting that into the hands of the faculty member.

And I can say that, once we've captioned content for faculty, a lot of times, they keep using that content because they like that it's captioned. If we're using a YouTube video, around

copyright, there's that question about copyright, we download that YouTube video and put it behind our authentication process. And it's tied to the course.

And then, we're not going to police the faculty on copyright. Our job is to make sure that the content that the faculty is choosing is accessible for all their students. And if the copyright police want to come to us for that, then we can discuss accessibility. And we've talked to our general counsel office, and our feeling is that accessibility will trump copyright in that respect. And then that copyright discussion would actually happen with the faculty and the department in that area.

We do have, in our UA online and our UA main campus, we are using Panopto for our lecture capture system. And that's actually where we're hosting the videos that we caption, if we are captioning third-party content. And one of the things that I want to clarify with Panopto is that, based on analytics, a lot of students don't go back and look at that content. So we don't automatically caption the Panopto lecture captures that happen in course.

What we do is we let the students know, hey, it looks like your instructor is using Panopto, which is a lecture capture system. He's recording the course. If you miss a class, if you want a course, a class date captioned, let us know, and we'll turn that around for you anywhere from 2 hours to 24 hours. We'll get that to you right away.

We do have a pharmacy student here at the University of Arizona where she just proactively says, I want all of my stuff captioned. And we caption all the Panopto recordings that are happening from the College of Pharmacy for her. And it's a very competitive field in that area. And if it's requested, then we take care of that without any hesitation. But we don't caption that automatically right from the get-go.

Oh, my gosh, the instructional designers collaboration is wonderful. So let me move on to the next slide that talks a little bit about the partnerships and our public content and that, archives. I can't say enough about what our institution does, in terms of the collaboration and the willingness to jump in and take care of things.

So there's a lot going on campus right now. We have a brand new president. And part of that is all of this media. I had outreach from our news correspondents saying, hey, we're going to have this video, this two-minute clip, announcing our new president. And we expect it to be up for tonight. We agree to have two-hour captions turned around for that media.

And everybody worked as a team. There was a live stream broadcast of his announcement. We had that with a CART writer locally. We broadcast the captions for that live event. And the teamwork-- you know, I was just flabbergasted, and excited, and so pleased to see the thank you's, and thank you's in big capital letters. You rock. You're awesome.

And you know what? Right back at them. Because without what they're doing, we couldn't do what we're doing. And I think it just shows the collaboration and the willingness to jump in and do what we need to do to make sure content is accessible.

So on your screen, you're seeing a lot of different logos for a lot of different entities that we're working with. I've already talked about what we do for Panopto and how we're collaborating on that. iTunes U, that's a big discussion a lot, because of the Berkeley litigation, or decision, that came down. And I spent a couple of days adding up what we have in our iTunes U. And you now, there wasn't an easy way for me to get access to the analytics. And I ended up just sitting and adding numbers.

And while the amount of content that we have on iTunes U-- and a lot of it is from 2009 through 2011. There's a few things that are current but-- and part of what I did is I sent a message out to staff with the news items. I share news items with the campus.

And I say, hey, guys, take a look at this. While you're at it, it's spring cleaning time. Take a look at your videos. Let's clean out some of this stuff, archive it. Do we still need it? If it still needs to be up there, then let's get it captioned, OK? So let's think about this, and let's think about how that video represents the university. Is that how we want the U of A branded? Is that what we want for representing our campus? And if it is, great. Let's make it accessible.

What we're doing for iTunes U, I have several College of Medicine users. And it's amazing to me. They're called Grand Round sessions. And it's basically seminars, continuing education credits, that are offered through our College of Education. And they posted the seminars, after the fact, onto iTunes U. And within minutes, they have 5,000 downloads for those videos.

So what we're doing is we are creating a link on the main site that will link someone to a captioned version of that seminar through Panopto. In order to create a captioned version in iTunes U, it's a lot of extra work, I think. And it's just not as seamless as we could-- it requires that manual intervention.

Whereas Panopto, we'll set it up. We check a box, and anything that's added to that folder

gets captioned at the time rate that we want. Nobody has to touch it again, other than to check and make sure the process is still happening and there's not a glitch or server break in that area. And that's the wonderful thing with all of those integrations that are happening on campus is that you can turn it on and assume things are going, unless you hear otherwise. Obviously, check in periodically.

For Think Tank, that's our tutoring center on campus. They provide services for students who are having academic issues. And we captioned all of the videos that they provide as resources for those individuals. And a lot of them are homegrown videos. And as they update their videos every year, they contact us, and we get those captioned.

Our Dean of Students Office, Student Affairs and Enrollment Management-- we worked with the marketing team because they're hoping to produce those marketing materials for our unit, for the student affairs. And I'm reaching out across marketing, across campus, and saying, before you give the dean of students their final video, get it to us and we'll caption it so that, when you hand off that video, it's a package. The captions are with it. Nobody has to do anything else with it. A lot of our content is hosted on YouTube, some on Vimeo.

Campus health-- oh, my gosh. I went to a social media group meeting on campus and talked about captioning on Facebook. And someone from campus health was there, their video producer. And they took it on themselves. They had extra student workers. And they said, no, we'll just caption our own.

Because they're kind of little funny scripts about what happens if you're not drinking enough water, and the health related stuff. And they make them kind of funny and interesting skits. And they already have the transcripts, so they just add those to their YouTube channel and get them to time. And they're doing a wonderful job of captioning their own material.

And one of the things that I told them is, if that ever becomes something that you don't have time to do this one, or maybe you have a really long professional video that you've created, and you want to make sure you have those professional captions, let's go ahead and get those captioned. So that door is always open for them to come back and request captions through our unit.

The Office of Instruction and Assessment and UA Online, I cannot say enough about those two groups. They are wonderful groups. UA Online has an Office of Digital Learning that works with faculty and instructional designers across campus. And same with Office of Instruction

and Assessment, where the faculty are going to these units to learn how to put content online.

And we're talking to them about not only captioning, but universal design and accessibility of their documents. And they have picked up the ball, and they refer people to us all the time, as needed. We caption their content so that it's accessible right from the get-go. And I just can't say enough about that partnership.

And finally, with our UA libraries, one of the things that happens with UA libraries is, if the library owns media, then an instructor can request a digital version of the media be posted in our Panopto system. So it's, again, behind authentication process. And if that video, that original media, is captioned, automatically, a captioned version gets added. An instructor has to request that and an uncaptioned version be added.

And what happens is the library creates a second copy that's not captioned. So that captioned version is still there, still available. So we are, by our process, through our process, automatically creating a captioned version whenever that original media is captioned. And if it isn't, and a class with a deaf or hard of hearing student is in the course and using one of those videos that isn't captioned, then the DRC picks it up, and we go ahead and get it captioned.

And I can't talk enough about the collaboration that we have across campus. And I know I keep saying this, but it just is so impactful. Because I am out and about across campus, and one of the things I do is, if there's an announcement for an instructional design meeting, even though I'm not an instructional designer, I'm there, because I have resources and information that they need to do their jobs.

Going to a brown bag with faculty, and if it's anything remotely around-- there was a seminar not too long ago that talked about note taking. Does it really fit with captioning? Does it really fit with IT accessibility? No, but that door would have been open for me to throw that in there to talk to them about some of the services. And it gives me information on what faculty are getting for their continuing education, professional development content, as well, to see where those gaps are.

And I can't tell you the number of times that I go to a meeting and I think to myself, do I really need to be here? I really don't need to be at this meeting. I know what this is all about. I know what they're talking about. I know what's going on.

And the number of times that the last five minutes of the meeting I end up with, oh, my gosh,

this is happening on campus. We totally forgot to get a hold of you. Or will you join us? And those collaborations happen. And now, I'm a part of another group.

And a most recent example of that is I was attending-- we have Adobe Enterprise management system on campus, and I was attending a guidance committee on that. And it was just a really busy day. And it's a meeting at the end of day. And I thought, oh, I don't want to go. And I went.

And what ended up happening is that I found out that marketing staff from across campus are coming together, kind of a grassroots effort. It has some leadership from upper admin, as well, but they've come together. And what they want to do is create this group of resources, this set of resources, for marketing staff across campus to really set our brand, to solidify that look, and create a look for the U of A, especially with the new president coming in and everything.

And one of those subgroups of that group is videographers. Oh, my gosh. Right then and there, we can add guidelines in about captioning. We're posting about captioning in the Slack channel. And we're getting that built right into guidelines for videographers that's going to be provided for campus. So if I wouldn't have been at that meeting, I would have missed that whole piece. And I wouldn't have even known this group even existed on campus.

Instructional designers-- again, that one's huge. And there's an instructional designer special interest group. And again, do I really need to be there? I'm not an instructional designer. But boy, that's when you can stand up. And they're talking about something, and you stand up and you go, hey, don't forget about.

And it was interesting. I was actually at a meeting, and someone mentioned-- she says, you were there. And I was really expecting you to say, hey, don't forget about, and you didn't. And I said, oh, well, I don't know. I either tuned out, or I figured they knew by then. So that was a funny little aside.

Let's see. I'm so used to taking questions as I go. This is a very different venue for me. So captioning, archives-- outreach activity. Oh, my gosh. I can't tell you the number of emails that I've sent. And just being at meetings and saying, hey, let's do this. We're working with you. We're partnering with you.

What we've discovered is everybody knew captioning needed to be done. And I'm sure this is the same at your institution. And everyone was concerned about the cost. Everyone was



concerned about, well, how hard is it for us to do this? And finally, DRC just said, you know what? Let's just do this. Let's see what this entails. Let's take a gander at this.

And we've reached out to public relations staff. I have a great listserv that's called-- it's a group for learning and teaching with technology. And I can guarantee that almost every unit has a representative on that group. And that group is so good at forwarding my messages on to others that it's pertinent to in their department.

And the message that I just sent out this week that had links to the Berkeley decision to pull content from their sites, I added that for them so that they could read and see what's going on with that. And then I said, what's U of A doing about captioning? And I told them, spring clean. Clean up your archives. If it needs to be captioned, let's go ahead and caption it. Here are some resources for you. Contact us. Here's what we're prioritizing.

And I gave them a list. And I said, we're prioritizing public content. If it's on a website, if it's posted and I have access to it, we want to caption it. Reach out to us. MOOCs, our D2L community courses that are for the community members, and there was one other one. And it was conferences and events that are hosted on the campus. And think about that as you're working through this. And my inbox has easily 20 to 30 emails sitting in it, waiting for me to get back to it, with people that have said, hey, this is what we're doing. I don't know if this falls under.

Because one of the things that I said is, even if your project doesn't look like it falls under one of these categories, still reach out. Still request. Still ask, because we'll probably go ahead and caption it. I didn't say we'd probably go ahead and caption it, but I just said, it doesn't hurt to ask. We might say yes. Or we might queue it. You know, spring break's coming around, and we have some student workers that we want to keep on staff for keeping us going and keeping us up to date on our accommodation requests. And we'll be able to work it in during that time, during those down times. So it doesn't hurt to ask.

We do have a suggested access statement that talks about requesting a transcript or a captioned version of audio material as a disability related accommodation, to contact DRC. And it provides our email address. We're really thinking about using that with archives that are before X date, based on the Miami University litigation. We're thinking 2012. We really haven't solidified that yet.

The next thing I know that you'll all be interested in is how we're paying these bills. And the U

of A is very fortunate to have had leaders that easily-- I want to say 10 years ago, we set up an institutional account. And it's managed by the Disability Resource Center, but it's a university account. So it's an account that shows our campus commitment to accessible and equitable access. And it really pays for those uncontrollable and unpredictable expenses.

You have a student enrolled in a music course, and we need a Braille version of the music book. It's paid for from that account. We have students who are deaf or hard of hearing, and they're traveling abroad. They're going to participate in the study abroad program. We pay interpreters to go on that study abroad project with that student. And that all comes out of that account.

Our captioning is paid for that account, support for our testing accommodations. So it's really been a key account to help us ensure that the campus is accessible as possible, and not have that budget limitation that is so prevalent. And I think that's one of the reasons-- no, I know that's one of the reasons why DRC is saying, let's just start captioning. We need to do this. It's the university responsibility.

And the discussion just kept spinning around, who's going to pay for this? Is it the department? Is it us? Is it coming out of a central fund? And we finally just said, you know what? We need to be done with discussing the budget, and let's just move forward. We need to move forward because the longer we table this, the more videos there are that are out there.

And as I've seen in other institutions, you hit that peak. You hit that peak of information so that, once you get a lot of content captioned-- people aren't creating new content every day, you know? Once they've created something that's professional and that's representing their unit, it's usually up there for a year or two, right? It depends on how time sensitive it is.

My discoveries-- wow. Use campus resources, like I mentioned with the library. Making sure that you have your key partners on board and knowledgeable about what you're trying to do, and how they can help, and working with them to help with that.

I talked a little bit about copyright and what we're doing with that. Again, access trumps copyright. And that's one of the things that faculty are often concerned with having disability service staff on their courses, that we'll see if they're using too much in terms of a book, or too much in terms of a video. And we're not going to get into the policing effort.

Technology-- A plus B equals C? Not always. So you have to have someone on board that can

look at something and troubleshoot and go, OK, now A plus B is not equaling C right now. So do we jump to D? Do we jump to D? What's another feature that we can do that with and work with that? So just having the ability to troubleshoot that. And I think we've all probably experienced that one way or another, right?

Data-- Oh, pulling together the data for both this presentation and then also for the campus, because we have admin that are very interested in knowing how much media we have. Where are the videos? How long are the videos? How much are we talking about?

And we actually hired a library science graduate student to help just sit and dive through websites, to see if they could get that information for us. Because it was time that I couldn't dedicate to it. And of course, I get squirrel moments. I go, oh, look at that. And then you go off and you look at something else that's related to that. And you find all kinds of cool things, but you need to have someone that's structured to pull that data and post those links. So I now have an Excel spreadsheet that's sitting in my inbox that is just full of links and videos that she's discovered, and just went through websites looking for different search words and seeing who had what posted where.

Student workers-- I don't think we could do it without having student workers help coordinate. We are still working to figure out whether we want student workers to create transcripts for content and then send out the transcript and the video to get an SRT file and have that matched up, in terms of a time stamp file. That's still something that we're discussing. I do know that we've had instances where there's been corrections on videos. So I think that that quality check-- that quality assurance check-- needs to happen, regardless of whether you go with a vendor or use student workers.

And then, communicate. Talk to people. Get yourself out there. Make sure they know who you are. Invite them to come and talk to you and contact you. Even if you're referring them to somebody else in your office, just having that network person out there is awesome.

And there is a discussion that we are having because, for Twitter and for digital signage, staff want open caption versions. And one of the things that I'm working with our staff on is-- you know, we're an Adobe campus, that's a fairly new announcement that just happened this past month-- is that all of our staff have access to Adobe Premiere, which, if they are a marketing type person, they should know how to use that Adobe Premiere program. And they can create their own open captioned video.

We'll provide them with the SRT file. But when you get into the business of recreating a video-- one of the things that we discovered is that we were providing open caption videos for commencement. They were sending us a video file. We were creating that video file with open captions. And we were creating the video file to be a bigger, higher definition video that they couldn't use. And no one told us, until after the fact.

And so there's a whole discussion of should we be in the business of recreating someone else's video? And that's one of the things that recently came up, in terms of digital signage. We don't know what size TV they have, we don't know what they're posting it on, so should we really be in the business of creating that media?

And I think we need to be in the business of providing that time stamp file so that they can take care of what they need to take care of. And there's so many tutorials out there for how to do XYZ, that they can rely on those resources. And we're happy to point them to those resources. Of course, push comes to shove, there's somebody that's swamped, they can't do it, then let's talk. Let's See if we can't find somebody on campus that can help us.

In terms of technology, the other piece that I forgot to mention during the academic discussion, was that we are using VoiceThread. And if you haven't looked at VoiceThread, it's an intriguing discussion, innovative, interactive tool that's happening. And it's very popular. It's [voicethread.com](http://voicethread.com).

And one of the things that we're working with VoiceThread on is we want to have something set up similar to Panopta, where we check a box, and anything that gets posted for a certain course gets captioned automatically. Right now, what happens is, if we have a student who is deaf or hard of hearing in a course, we have to watch that thread very closely.

Because typically, an instructor will post a VoiceThread-- it's like an audio media, video file where it's asynchronous. So the instructor will post a question and have it as a video. And then, they want the students to post their own videos, because what they're finding is that people just talk. They talk more. It's more interactive than if you have that written discussion.

And so we have two-hour or eight-hour turnaround time, depending on what the requirement is for the VoiceThread and our discussion with the student. And that one, it's still very manual. So we may come in on a Monday morning and have a lot of VoiceThreads that we need to process. It's working with the instructor to make sure that maybe they don't have something due Monday morning, so that we do have time to process it, get the content to the student.

One of the cool discussions that happened out of the VoiceThread component, though, is-- and I still enjoy talking to faculty about this-- is when they have a deaf or hard of hearing student, a lot of times-- and again, this is that idea of opening that door and having bigger discussions about accessibility. One of the things that we talk about is, OK, so you have a deaf student in your course, are you going to ask everyone to create a video comment to your question? But oh, hey, you're a deaf student, and you can just type your response? I said, that's not really fair. So either open up for your class, so that anybody can type or do a video comment, or allow the deaf student to sign their response. We'll hire an interpreter to have that voiceover created, and we will then caption that.

And we had a student that did that. And oh, my gosh, it was a fantastic video, because the student was-- he says, you know, if you have questions about me, and what I'm doing, and how I sign, or how I learned sign, or whatever, come and talk to me. I want to talk to you. And it was just such a fantastic video to watch. And it was the perfectly universally designed video. And that one, you can tell I'm still excited about that. And just having the ability and convincing an instructor to allow that to happen was fantastic. That was a win for us, for sure.

So the future-- You know, we're going to continue to increase awareness and support. It's going to take time, but we're consistently moving forward. And like I said, I reached out to the College of Medicine, and we have a good number of videos that we're already captioning for that medicine Grand Round area on the iTunes U. And just continuing to outreach and spread that word. And I can't tell you how many times I get new contacts from each email I send that says, hey, don't forget we're a resource for you.

Whether we move this to a central, or provide a central campus support for captioning, along with accessible documents, that's an ongoing discussion. And then, we're thinking about captioning access along with that document conversion services. And there's something new every day, in terms of the YouTube Live and the Facebook Live events that are happening now.

And what we're discovering on campus is those events aren't so live in the moment. They're planned. So if we're planning them, then let's look at getting captions added for those right from the get-go, so that that's accessible right from the start.

We are in the process of working through our requests for proposal for captioning services.

And that's been an interesting process. And lots of feedback from the campus on that. So like I said, it's an ongoing, but very exciting time to be involved in IT accessibility and seeing all the different ways that we're outreaching and can work with the community.

So next is my contact information, so that you have that. And I think it's time-- we have lots of time for questions, so I'd really like to spend some time on that.

**PATRICK  
LOFTUS:**

For sure. Yeah, we'll get right into questions in a second here. And Dawn, thank you so much for that presentation. A lot of useful tips and advice in there. And I'm sure everyone found it very useful.

So we have a few questions coming in here. And I guess, the first question here is going to be-- someone's asking, how many people, Dawn, are on your team? And I'm assuming they're referring just to within disability services.

**DAWN HUNZIKER:** That's a great question. So I'm the IT Accessibility Consultant, and I have a colleague, Jeff Bishop, who is an IT Accessibly Analyst. So we're working on that IT Accessibility component.

And then, in terms of captioning, we have two staff members. One is the primary coordinator. She is also our alternate. So we've modified her title to be-- I think, it's Alternate Media Coordinator. So she's working both in coordinating document conversion services and our captioning coordination services. And then she has a supervisor who helps her, if there's really busy times. And then they have a student staff of about 20 student workers that we cross-train to work between our testing accommodations area, our document conversion services, and captioning. So it's a pretty good team, in that respect.

And something I wanted to point out, too, that I forgot to mention is that part of that is that we do have a separate area for document conversion and captioning. A lot of institutions tend to try and use interpreters or CART captioners to create that content and performing the task of coordinating the captioning and coordinating the services.

And we have not gone that route, just simply because our interpreters and CART captioners are full-time in the classroom and out and about on campus. So we really want them to have that focus. And we take care of coordinating the captioning services and the document conversion in a separate area of our unit.

**PATRICK  
LOFTUS:**

Great. Thanks, Dawn. Next question here. Someone's asking, where do the funds come from that are in the account used to pay for the captioning services? Is that a fee that is charged

during tuition?

**DAWN HUNZIKER:**No. So we have an account that the university has set aside. And last I heard it, I think it was a couple of million dollars. But I also hear that we go over that on a regular basis. But it's money that the institution has dedicated. And we find the money for accessibility.

So we talk to them on a regular basis. And of course, we're working to be fiscally responsible. So we're not just spending just to spend. We show that there's a need. We show that it's an accommodation for an employee, for a student, what have you. And we keep very close tabs on that account. And it's something that was centrally set up through the institution.

And it's managed by DRC. I guess I could say it belongs to DRC, but it's not part of our budget. Like I'm not paid out of that budget. Several of our staff members aren't paid out of that budget. So we do have a separate DRC budget that we use for our office supplies, and staffing, and all of that neat stuff.

**PATRICK LOFTUS:** And this is kind of a related question. Someone was asking specifically about how much you allocate for captioning.

**DAWN HUNZIKER:**We don't have an allocation amount for captioning. Since we have that account, until somebody tells me to stop spending, I'm going forward and moving with that. And that's what we need to make sure that our campus is compliant and accessible for others.

**PATRICK LOFTUS:** Thanks, Dawn. Also kind of related to that in a way, someone's asking, are your student workers work study, or regular part-time?

**DAWN HUNZIKER:**Both. We do have some work study individuals. But we don't limit that job to be a work study job, because what we find is a lot of work study students come in expecting one thing, and it's a rote job. And if you are bored by sitting and doing the same thing over and over again, this is not the job for you.

And we're very upfront with student workers on that and letting them know that, if this isn't working for you, that's fine. There's other opportunities for you out there. But sometimes, we do have the student workers come across at our work study students. And that works out great, as well. But they've applied for the job and we find out after the fact that they're work study.

The other piece of the budget-- hm. I lost that train of thought. I'll have to come back to that if I

think about it.

**PATRICK** No problem.

**LOFTUS:**

**DAWN HUNZIKER:** Sorry.

**PATRICK** Those do tend to come back at another point in the question round. So switching the topic,

**LOFTUS:** someone's asking specifically about open captions and closed captions.

I remember you said-- and this is kind of a combination of questions that are coming up. I remember you said, Dawn, that your library captions one version of the video, and then another video is uncaptioned. Are those open captions on the captioned version? Or do you also use closed captions in other cases?

**DAWN HUNZIKER:** So that's a mixture. And what that is dependent upon is how the original media provides the caption file. I know that I have it on my to-do list to revisit with the library, because they're finding that the newer media has the caption file in a different track of this DVD, or something like that. So if it's able to be closed caption and the captions can be toggled on and off with Panopto, great. But if not, then they burn those captions in for us, so that that caption is right in there.

And that's actually what started the conversation-- there was a faculty member that thought that the captions disrupted the visual quality of the video. And that's why they offered the uncaptioned version, for that reason. But yeah, I don't know how many faculty actually choose that as a feature. I need to get back with them to check on that data.

**PATRICK** Got it. Thanks, Dawn. Another question here. Someone's asking for you to clarify. Is your

**LOFTUS:** centralized funding only for disability-related needs? I'm assuming that means also accommodation-related needs. Or does it cover university ADA 504 compliance and anything for universal design for living principles?

**DAWN HUNZIKER:** Good question. So primarily, the accommodations, but it could also be-- you know, if we need an automatic door opener placed on a door, and if a building is being renovated, or there's major renovation happening, we build that into the funds for that building renovation. However, if a staff member or someone, an employee, moves into a unit that didn't have an automatic door opener, or they need one for their office door, then the central funds could be used to



pay for that component.

So again, a lot of it is disability accommodation related, that ADA compliance. In terms of universal design, it's not necessarily used for faculty development to create universally designed courses. That is training that we provide, but we wouldn't necessarily pay for webinars off of that account for providing a universal design training, if you will. At least, that hasn't happened yet, to my knowledge.

**PATRICK** Great. Thanks, Dawn. This one's another specific question back to the U of A library. If  
**LOFTUS:** someone-- I'm sorry. If a U of A library owns a DVD of a film with no closed captioning, and a professor needs that film with closed captioning, who does the closed captioning for that library DVD?

**DAWN HUNZIKER:** If the film is being used in a course with a student with a hearing impairment, who's deaf or hard of hearing, then DRC would pick up the tab and take care of that. We would provide that as part of the accommodation process.

**PATRICK** Got it. Thanks, Dawn.

**LOFTUS:**

**DAWN HUNZIKER:** And then what we do is we make sure that the library-- I want to add onto that-- we make sure that the library keeps those captions tied to that film, so that if that instructor has that film in the future, then he has a captioned version in the future, right? So that we don't lose that creation standpoint.

**PATRICK** Thanks, Dawn. Another question here. Someone is asking, am I correct that, when you have a  
**LOFTUS:** deaf student in a course that uses VoiceThread, your office gets access to that VoiceThread in order to keep up with what needs to be captioned?

**DAWN HUNZIKER:** Yes. And that's a good question. Yeah. What we have the instructors do is add us as editors to the VoiceThread. And because of the way VoiceThread permissions are set up, that sometimes gets to be a little crazy. But like I said, our campus is-- DRC has been around on the U of A campus since the 1970s. And our campus is just phenomenal, in terms of the response we have from faculty to say, I'll do what needs to be done to make sure everyone has access.

And we have also worked with our the VoiceThread vendor, but also our VoiceThread administrator. And DRC has admin access to VoiceThread, so that we can add ourselves as

editor. And I think that that's a fairly new process that happened just last fall. We had, probably, three or four VoiceThread courses last semester, and then it fell off.

So we're just starting our seven-weeks session. And we now have a VoiceThread. And we're having that discussion with an instructor of how to add us to that VoiceThread as an editor.

Since I'm mentioning our admin access-- I mentioned that we have the ability to add ourselves to D2L courses as needed, for accessibility. The other thing that I've talked to units about and that-- like our main, official U of A YouTube channel, we have DRC staff on that channel as administrators so that we can go in and manage those videos and request captioning, without needing to go through someone and have that third-party involved for getting captions uploaded.

You know, Panopto, we have an Panopto admin rights. So there's several units where we've worked closely-- and that's really the role that I play, too, is I take on the responsibility of training our staff to learn what that technology is and how to work with that technology. So then we become another resource for that tool on campus, as well as we're not adding to the workload of others because of the stuff that we need to get done.

**PATRICK**

**LOFTUS:**

Great. Thanks, Dawn. And this is kind of another higher level question, but I'll just feed it to you to answer, anyways. Someone was asking, we were under the impression that all media needed to be captioned, regardless of whether there is a student needing access. Is that true?

**DAWN HUNZIKER:** I think it is. But at this point, I think that, like other institutions, U of A needs to focus on what's out there and public. Because I think we have a pretty good handle on making sure that the students have access to what they need. But eventually, we do want all of our online content, or all our content that is provided for all classes to be captioned, if they're using videos. And that's definitely a goal, it's just not necessarily a priority.

I'm prioritizing those public videos where I can go to a website, I can push play on a video, and I have instant access to that content. Same with the courses, the community classes. If I can register and, within a short turnaround time, I have access to that course content, then we shouldn't be having to jump through hoops to make sure that content is accessible after the fact. We should make sure that that's accessible right from the get-go. So I'm really working on prioritizing those higher level areas and more public-facing content areas right now.

**PATRICK**

Thanks, Dawn. There's a couple of questions coming in kind of along the same lines as this

**LOFTUS:** question. But someone's asking, does your staff caption? Or are you currently using a captioning service? I believe you said you use a mixture, correct?

**DAWN HUNZIKER:** Yes. We do use a mixture, but we are not-- so we don't provide-- well, the only way we would provide an SRT file is if we upload the video to YouTube. Or Panopto now has that service where we can time stamp the video and download the SRT file. But that's pretty time intensive on our end.

Captioning vendors exist, and they do a great job at it. You know, I'm all for sending it out to the vendors and having them do that portion of the job and work with us and collaborate on that. I don't think we need to recreate the wheel on that.

So I like the mixture idea because, if there's something that needs to be turned around very quickly and it's very easy, we have the ability to do it. But if we have something that-- like I said, with the announcement of the president, we requested rapid turnaround on those videos so that, when it was posted that night at 10 o'clock, by 8 o'clock the next morning, we have captions on those videos. We can't do that in-house. And that was invaluable.

**PATRICK** Great. Thanks, Dawn. We'll go for a few more questions here. Someone wanted you to clarify.  
**LOFTUS:** Is the Disability Resources Center paying for the captioning of public-facing content on U of A websites? Or is that another department?

**DAWN HUNZIKER:** We are paying for it through the institutional account. So it's the university paying for it. But we're coordinating it, and we're paying the bill, basically. But we're delegating it through that institutional account.

So all of our accommodation captions and the captions for the public content are all happening in the same office, same unit. We're not separating it out right now. We're keeping track internally in our own database, in terms of what's our public content, our UA news content, versus classroom accommodation videos. But in terms of paying the bills, we're not separating that out at all. We just pay the bill and move forward.

**PATRICK** Got it. Thanks, Dawn. Another question here. Someone's asking, what would you say is the  
**LOFTUS:** best way to spread both awareness and support for captioning on campus?

**DAWN HUNZIKER:** Get out there. Network. Make sure you're on those key listservs that happen around campus. And sometimes it bogs my email down like gangbusters, but I'm on listservs for web

developers, for instructional designers, for the IT staff that are on campus. And just making sure that you're advertising, you're attending those meetings. And if you see something that you think can have-- I think it's bigger than just captioning. I'm looking at it from an IT accessibility piece.

Right now, a major focus is on captioning. This week, Jeff and I presented to the IT directors on campus-- and it's a big group of IT personnel across campus that are leaders in the IT area-- and just said, hey, we want to come and provide training for your area. If your area is providing videos, contact us. We'll caption them.

So it's sending that message out repeatedly, and saying it over and over and over. And like I said, I can't tell you, I think I've sent three or four messages within the last six months asking about who have videos on their site, and let us know so we can talk about captioning. And every time I send that message out, I get 20 to 30 messages back again. And they're always different, new individuals.

We have information on our website about it. And we're in the process of creating a letter for the campus to raise that awareness and let them know about our resources. But we're working through the politics of all of that and making sure that the admin know what we want to do and what they can expect, budget-wise, as well.

**PATRICK** Thanks, Dawn. A couple of questions are surrounding your point you made earlier about how  
**LOFTUS:** you caption for lecture capture.

**DAWN HUNZIKER:** OK.

**PATRICK** So first is, why are you not auto-captioning all of them? And the second part is, when you send  
**LOFTUS:** out that email to students, which accommodations and disabilities are you listing on there, including the autism spectrum, dyslexia, deaf, hard of hearing students? And what kind of response rates do you get from those students?

**DAWN HUNZIKER:** Both, very good questions. So in terms of communicating to students, so the message about if we know that a lecture capture is happening in their course, we let them know. And that goes out to the deaf and hard hearing students, anyone with a hearing impairment. And I believe we do have a couple of students in the autism spectrum that have captioning as an accommodation, so anyone with that. We have a way to mark students for accommodations in our database. And anyone that's marked with that captioning accommodation gets a notice.

Why don't we caption everything, in terms of lecture content? We did that for the first pilot, when we had it as a pilot. Oh, my goodness. We were teaching classes, and it was called Centennial Hall, and it was a class of 1,500 students. And we implemented lecture capture in that auditorium, and we captioned every single lecture.

And analytics just show, across the board, that for-- and I need to clarify this-- for face-to-face courses that are being recorded with lecture capture, very rarely do students go back and watch the whole recording again. They're going back, and they're looking at a piece of it. They don't go back and look at it at all. They may look at it, just because they missed that class.

So we're offering that same opportunity to the deaf and hard of hearing students, it's just we're going to turn that around as quick as they need it when they request it. Because if they have an interpreter in the course, or they have a CART writer in the course, we're paying-- and this shouldn't be about budget, but you're paying double to caption content that no one's looking at. OK? So it's really looking at that fiscally responsible.

Now, would we make a decision to do that? Wow, I don't know. I estimated that out, and it put us up into the million of dollars for captioning. And that was just those classes. With the number of classes that I knew were using lecture capture, that you were meeting three times a week, that's three hours a week, 16 weeks. I mean, I multiplied it all out, and it was like a million and a half dollars that we would spend just on that course component.

And I think that money is better spent on that public content and on those classes that are flipped classrooms. So if an instructor is using our lecture capture to provide the lecture content ahead of time and using the face-to-face venue for that discussion and activity related, collaborative learning related component, then yes, of course, those courses get captioned. That's not even a question. Where it comes into play is when it's a recording of a course that you've already attended. I hope that helps clarify, but let me know if there's questions related and clarification for that.

**PATRICK** Yeah, I think that was a really good overview. I think that would answer the person's question.

**LOFTUS:** It is 3 o'clock.

**DAWN HUNZIKER:** And I want to add--

**PATRICK** Oh, sorry.

**LOFTUS:**

**DAWN HUNZIKER:** I want to add, really quick. If a student requests that their Panopto courses lectures be captioned all the way through, of course, we're going to do it. We're not going to say no, if a student requests to have them, like I explained with the College of Pharmacy. Yes, of course, you can have that. It's just that we ask the students to request it, rather than automatically providing it.

**PATRICK** Right.

**LOFTUS:**

**DAWN HUNZIKER:** Thank you, Patrick.

**PATRICK** Absolutely. Sure. I was just going to say, it is 3 o'clock. So for those of you who need to go, no

**LOFTUS:** problem. You'll receive an email tomorrow with a link to the full recording. I think we're just going to do one more question anyways here.

**DAWN HUNZIKER:** OK.

**PATRICK** Dawn, someone's asking, just in terms of your student workers again, how long did it take to

**LOFTUS:** train one of your students? And what exactly does their day-to-day job look like? What do they do?

**DAWN HUNZIKER:** Like I said, for our student workers, they come in about a week before classes start and have training. And our coordinators have been very good. They have manuals that the student can refer to as they're working through. So we start them with a very simple process, and work them up through the process. We also have lead student workers that will help train the new student workers. So setting up that hierarchy, if you will, so that they learn to rely on each other and learn from each other is a key component, as well.

I would say to get them up and running and full capacity is probably, easily, a couple of weeks. But again, that's document conversion. That's using OmniPage, Word, downloading content from D2L. And the downloading content from D2L is something that our lead student workers do. But yeah, I would say, easily, a couple of weeks for them to feel familiar with it.

Transcribing and captioning-- it's create a transcript of the course. And with transcription, it's for any videos that are four minutes and under. So they're not really long videos.

And then there's quality control. There's guidelines. We give them the guidelines around the

captioning procedures. When there's music, you put music in the bracket so that that gets tied in, and working with that. So yeah. And student workers, I think, is a constant training. It's another employee, and it's that constant check in, make sure everything's going OK process.

**PATRICK**

Great. Well, thank you, Dawn, so much. And thank you, everyone, for joining us today.

**LOFTUS:**