

Five Year Accessibility Compliance Plan

**MAU: Department of Community Sustainability**

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**\*Based on MSU (template), CANR, and School of Planning, Design and Construction Five-Year Accessibility Plans.**

# [MSU Statement on Accessibility](http://webaccess.msu.edu/Policy_and_Guidelines/index.html):

http://webaccess.msu.edu/Policy\_and\_Guidelines/web-accessibility-policy.html

# General Statement on Accessibility by MAU

The Department of Community Sustainability (CSUS) is an interdisciplinary department that addresses contemporary issues of sustainability in agriculture, recreation, natural resources, and the environment. The department engages with colleagues, students, stakeholders and communities to address social choices within specific environmental, economic and cultural contexts that advance or conflict with sustainability goals.

The department, housed within the College of Agriculture and Natural Resources (CANR), is committed to the MSU Web Accessibility Policy. We encourage and support our academic units in the endeavor to provide accessible content for all members of our community.

In addition to supporting accessibility endeavors in the classroom and on campus, our efforts will include areas of research and outreach via Center for Regional Food Systems, the Guyer-Seevers Program in Natural Resource Conservation, Institute of Water Research, Urban Food Systems in Flint, Michigan: Identifying Leverage Points, and the Omo-Turkana Research Network.

## Key goals

1. Build awareness about accessibility standards with faculty, staff and students, educators and researchers.
2. Provide consultation and resources within CSUS and affiliated groups, centers, and institutes.
3. Provide information about training opportunities and additional resources offered by CANR and the university.
4. Evaluate and review efforts annually to determine where improvements are necessary.
5. Create an environment to improve learning conditions for all members of our community that allows us to increase our reach.

# Process and Training

## Training

CSUS’s strategy for accessibility training includes face-to-face training, online materials (<https://www.canr.msu.edu/support/policies/accessibility_resources/>) and CANR- and university-level training.

## Communication

CSUS has assigned an accessibility liaison who is part of the CANR Web Accessibility group. This liaison serves as a local point of contact for faculty and staff members (<https://webaccess.msu.edu/Help_and_Resources/liaisons.html>). All faculty and staff (79) will receive communication with reminders of accessibility requirements at the beginning of each semester. We will also hold a workshop each year to bring people up to speed on MSU’s accessibility requirements. The intent of these communications is to regularly involve all faculty and staff in the college.

Faculty and staff in can also submit materials to Agriculture and Natural Resources (ANR) Technology Services accessibility specialists for auditing. In return, they will receive feedback and any required training.

# New Content

CSUS will regularly review new content we are employing for our courses and sites. This content is expected to meet accessibility standards, and if it does not, we will take steps to remediate. We take steps during the purchase process and launch process to guard against non-accessible content being launched. If launched content is later deemed to be inaccessible, we will take steps to evaluate and remediate said content.

Faculty and staff will be regularly notified of the accessibility policy, encouraged to attend training and provided with contact information for local, college-level and university resources.

New public-facing websites are built using a standardized reference design, which meets the current WCAG 2.0 AA standards. New content is integrated into websites using standards-compliant templates. The creation of new websites is discouraged in favor of using existing websites that are already compliant.

# Existing Content

The Department of Community Sustainability offers 67 courses each year and hosts approximately 6 websites. Because of this large number we are not able to evaluate and remediate every course and site at once, so we are working in stages by identifying high-impact areas first and then working down the list. The Center for Regional Food Systems, the Guyer-Seevers Program in Natural Resource Conservation, Institute of Water Research, Urban Food Systems in Flint, Michigan: Identifying Leverage Points, and the Omo-Turkana Research Network do not conduct courses at MSU that require remediation.

## Websites

Websites are being audited and prioritized for remediation. Updates and remediation will continue according to priority throughout the five-year plan.

## Courses

Faculty will be directed to MSU’s central course remediation resources and directed to ensure that all course materials are accessible.

## Documents

Faculty and staff are asked to comply with the accessibility policy when creating new materials, including course materials and web content. Any document requested for posting to CSUS and affiliated websites will need to be made accessible prior to posting. Local and CANR resources are available to audit any document. Following an audit by CANR, faculty and staff will be provided with remediation guidelines, as well as training resources.

## Applications

Applications are being audited and prioritized for remediation. Updates and remediation will continue according to priority throughout the five-year plan.

# Purchased or Outsourced Content

CSUS rarely purchases services or content which is not done in collaboration with IT Services or other units on campus. When we do use purchased services or content they are reviewed for accessibility before purchasing and/or launching the content.

CSUS will follow the EIT Accessibility procurement process developed by MSU Purchasing before purchasing a product to ensure that it complies with university policy. For more information, see [www.webaccess.msu.edu](http://www.webaccess.msu.edu).

Faculty and staff are being asked to take the accessibility policy into account when purchasing or outsourcing content. They will also be responsible for remediation of new or existing content.

# Strategic Planning

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| Strategic Plan by Year |
| Year 1  **2016-17 (Y1)** – N/A |
| Year 2  **2017-18 (Y2)** – N/A |
| Year 3  **2018-19 (Y3)** – N/A |
| Year 4  **2019-20 (Y4)** –  Communication with CSUS leadership about this issue:   * Chair * Associate chair * Affiliated group, center, and institute directors and communicators   Break down accessibility rules into processes where possible; raise awareness in content-centric units:   * Ensure all videos produced for CSUS are properly captioned. * Update accessibility processes with document creators in CSUS. * Improve website update process to include any required accessibility checks. * Ensure sites created in the future are as accessible as possible.   Establish CSUS resources:   * Identify department liaison and ensure they receive necessary training. * Attend college-level accessibility meetings (liaison). * Train student workers in accessibility (liaison). * Identify accessible templates that can be created to help faculty and staff.   Send communications to all faculty and staff:   * Introduce department liaison and accessibility policy. * Ensure faculty and staff know the importance of reacting quickly to any accommodation requests. * Provide department, college and MSU points of contact.   Meet with faculty and staff in CSUS:   * Reinforce previous college and university communications. * Invite CANR main college liaisons to an CSUS faculty meeting to review policy-related response, and available training opportunities and resources.   + Encourage faculty to begin remediating their course content, such as their course syllabi (which is now required). * Provide information on accessibility policy, content remediation and requests for accommodation (liaison).   Begin regular communications plan:   * Send emails to faculty and staff before and throughout the semester, including available training opportunities. * Provide updates in CSUS faculty and staff meetings, at least once a year.   Begin auditing and remediation:   * Begin auditing the CSUS website. * Begin remediating CSUS site content.   Begin development of accessible department document templates.   * CV, PPT, flyer, report, etc.   Remediation target for CSUS courses:   * 50% publicly facing sites. * 50% online courses. * 10% face-to-face courses. |
| Year 5  **2020-21 (Y5)** –  Continue regular communications with faculty and staff in the department:   * Continue to establish processes for auditing and remediation of different types of digital materials. * Send email updates to faculty and staff before and during the semester   + Encourage faculty to include language in courses inquiring about accommodations.   + Encourage faculty and staff to include language and funding in grant proposals.   + Encourage faculty and staff to include language in contracts with outside vendors. * Attend CANR accessibility meetings with main college liaisons (department liaison). * Add to training materials and to orientations for new hires and new student hires. * Ask for accommodation requirements in event registrations – particularly for webinars in case live captions are needed. * Determine what is possible for integrating accessibility into the purchasing processes.   Continue training of department liaison and students.  Continue development of accessible department templates, as needed.  Begin inventory of all digital materials to establish priorities for remediation:   * Use per-document metadata to ensure accessibility-related information travels with the document. * Create a master inventory in a living document or database system, starting with existing course information/lists.   + Share CSUS website audit report with Program faculty to begin the process of Program-related web content remediation. * Advise faculty about accommodation needs for their courses, and new content projects by outside vendor contacts, as needed.   Begin setting overall priorities for meeting accessibility:   * Base priorities on the high-priority properties identified by the inventory process. * Focus on materials with a wide audience that is public, paying or both. * Include the needs of college leadership, which may be more important, but perhaps less popular, materials.   Continue remediation efforts on a priority basis and as requested.   * Continue remediation sites, including new and remediated document content. * Determine whether additional resources or communication will be needed to meet the overall goal.   Remediation target for CSUS courses:   * 75% publicly facing sites. * 75% online courses. * 40% face-to-face courses.   Review five-year plan and remediation targets achieved; make updates accordingly. |

# Resource Allocation/Investment

Our department has invested funding in a communications specialist in order to put accessibility as a priority. As we move forward in our work on accessibility, we will be looking for opportunities to become more sustainable.

CSUS has invested in making accessibility a priority in the following ways:

* The department liaison has been named and their responsibilities are established.
* Students employees have/will complete(d) training in accessibility standards.
* Faculty and staff are provided with training materials and accessible templates to integrate into their work.
* New content posted to our sites must first be made accessible.

# Additional Resources

N/A

# Future Needs

* Adobe software licenses (particularly Adobe Acrobat Professional).
* Continuing training at no low, or no cost.
* Additional templates and tools for accessibility.
* Funding to help continue to provide evaluation (auditing) and content remediation would be helpful.
* Best practices guides for accessibility across the university, including using high-visibility materials, such as [www.msu.edu](http://www.msu.edu) as examples.

# Additional Comments

N/A

