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Transcript Making Your Presentations Inclusive

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>> CHETNA: Hi, welcome, everyone.

We are going to be letting people in for another minute or two and then we will get started.

Hi, everyone. Thank you so much for joining us. We'll just give it another little bit for a few more people to join.

All right. We will go ahead and get started. It looks like we have leveled off on our attendance.

Thank you all and welcome to the Office of Research Awareness Series. We are thrilled to be joined by -- I'm Chetna Chianese. I'm the Associate Director of Proposals. And we are thrilled to be joined by William Myhill who is the Director and ADA Coordinator. We have Melanie Domanico who is the Accommodation Specialist. They will be presenting today on making your presentation inclusive, big responsibilities and little tricks for accessibility.

This event is being captioned with CART services. The event will be recorded and slides and recording will be available on the Office of Research website in the next few days. Registrants will receive an e-mail with the links and a post event survey within the next couple of days. We'll have time for questions throughout.

I will turn this over to William and Melanie now.

Thank you.

>> MELANIE: Thank you, Chetna.

>> WILLIAM: I hear Melanie. Melanie.

>> CHETNA: Okay. You are good.

>> MELANIE: Okay, everybody can hear me? Okay. Great. Thank you. I was having a few issues initially.

Thank you for that introduction, Chetna. And William is going to be referencing several resources throughout this workshop. Which are available at the link that William will be placing in the chat.

Okay so William just put the link in the chat for you to reference. And William is going to share his screen now to give you a brief tour of these resources. So you can recognize them as we mention them.

>> WILLIAM: All right. Some of the resources we'll be mentioning are the accessibility technology tool kit, the color contrast tutorial, guidelines for CART and ASL interpreting, the planning resources for live events, reading order guidance, the SU PowerPoint templates that are available that come already and basically set up with accessibility built into them. But it's important that we understand some of the things we will be talking about today because it's very easy to make them inaccessible very quickly once you start adding content. And the WebAM contrast link. Back to you, Mel.

>> MELANIE: You can go to the next slide. Here's our presentation overview. These are the topics that we will be covering in this presentation. Video, text, color and contrast, image description, flashing elements, captions, language choice, screen readers and PowerPoint specifics, planning, and distribution.

Persons with disabilities are often an afterthought when it comes to planning events leading to unnecessary barriers to full inclusion. This presentation will provide you with tools to pro-activate plan and include accessibility features. So that persons with disabilities are not unintentionally excluded or treated differently. So we are going to watch this short video to help with the ground work for the workshop entitled Disability Sensitivity Training Video.

>> Good morning, Alice!

>> Poor Bob. Like so many of us, he doesn't know how to interact with people with disabilities. It's pretty easy, really. People with disabilities are people first.

>> We need the same things like every person needs. Like respect.

>> Attention.

>> Uh, okay. People need to be more specific.

>> The easiest way to show respect to focus on the person, not the disability. It's okay, you will get the hang of it.

>> One easy way to focus on the person is to watch the person signing. And not their interpreter.

>> Or their companions.

>> It's really cool that you like to help, but do us both a favor and please ask me first. What you think might be helping, I got you.

>> Oh no.

>> Might actually not.

>> If you'd like to offer me help, let me hold on to your elbow. Don't take mine.

>> Would you like to take my arm?

>> Sure.

>> Assisted devices help our lives. They are really important.

>> Grabbing them makes it weird for everyone.

>> What?

>> Please only touch our devices and service animals if we have given you permission. And don't take it personally if I ask you not to. Remember that my service animal helps me all the time. Neither of us would like it if we were separated.

>> Remember, we make our own decisions. We sign documents, vote, volunteer, work, and pay taxes.

>> We get married.

>> So don't under estimate us.

>> Just because I'm blind.

>> May I help you?

>> Does not mean I'm deaf.

>> Just because I'm deaf doesn't mean I'm blind.

>> And just because I use a wheelchair doesn't mean that I can't sweep you off your feet.

>> So take a deep breath, relax, we don't bite.

>> Unless we are hungry.

>> How are you?

>> And if you are not sure what to do, just ask.

>> Hi, would you like to see a menu.

>> No thanks, but can you please read it to me?

>> Definitely.

>> Treat us the way you would want to be treated and we'll all be okay.

>> Good morning.

>> Good morning.

>> Good morning, Alice.

>> Good morning.

>> Awkward no more. Nice job, Bob. Go forth and be human. There's no need to be awkward.

>> MELANIE: Okay. What thoughts or questions does this bring up for you or anyone? You can raise your hand or use the chat.

>> WILLIAM: Anything surprise you? Well, that's okay. Shall we continue, Melanie?

>> MELANIE: That's fine. We can go to the next slide.

So text size, font, and quantity on a slide. It can be difficult to choose a text size because environmental factors such as the screen size and the distance from the screen can vary dramatically depending upon the venue. Seating arrange.

And number of persons in the audience. It is suggested that you use 18 point or bold 14 point or larger fonts. There are different perfectives on what makes an accessible font. We recommend sans Serif fonts because they generally provide more space between characters. A large quantity of text on a slide create difficulties. Put the high points and elaborate on them like I have been doing.

>> WILLIAM: Coloring contrast. Students were accessed, what access barriers are most common in society. On the right side of the slide there is a blue, orange, gray, and green pie chart.

>> MELANIE: William, what does 48 in this chart mean to someone who is color blind?

>> WILLIAM: How is this, Mel?

>> MELANIE: It's much better.

>> WILLIAM: If you have the privilege of distinguishing the color in this graph you might conclude that 48% respond preponderance but if you cannot distinguish these colors due to a visual impairment, these numbers have no meaning. Consider that you rarely will know the needs of all of your participants in your trainings. Therefore, do not use color alone to convey information. As in this example the previous example, use text to accompany color to convey information.

On this next slide, on the left side of the slide there is a yellow background with the phrase how is this contrast? Written in three different colors. Mustard, light green, and dark blue. Notice how much easier it is to read the dark blue text? This is because it complies with the recommended 7 to 1 contrast ratio of the web content accessibility guidelines Level AAA. On the right side of the slide there is a multi-colored background with the phrase, how is this contrast? Overlaid in white text. Because of the many colors in the background, the text is quite difficult to read.

As a quick summary, to maximize contrast, use dark bold text on light backgrounds or vice versa. Avoid similar text and background colors such as yellows and greens, purposes, and blues, oranges and reds. Also, avoid red or orange with green and avoid red with black. And lastly, overlay text on a solid-colored background.

>> MELANIE: Image description. Do not assume everyone in your audience can see as well or better than you. Intentionally describe all images. For example, one specialized assisted technology for braille users is the refreshable braille keyboard. This shows a standard keyboard combination with a row of electronic text being read by a white hand. This image includes an Alt tag. We will demonstrate alternative text later in this workshop. Flashing elements. Avoid distractions and possible seizure triggers. Flashing elements can be distracting for people who with ADHD. These are less common on websites than in the past. But they still have flashing objects in PowerPoints so avoid these in your presentations.

>> WILLIAM: Captions. It's important to select videos that have accurate caption.

Auto caption tools are improving but can be notoriously inaccurate. When you make your own videos, make sure to check and correct the captions. Up load your self-made videos to Kaltura. Kaltura is a free SU web tool. If you'd like to learn more, visit our resource page. Have you tried Kaltura.

>> MELANIE: Software tools are so lame. You are always making these crazy suggestions.

>> WILLIAM: Perhaps we can talk a little bit more about language choice in our presentation.

>> MELANIE: I think that is a good idea.

Words and phrases like lame and crazy cast disability in a negative and deficit-based context to refer to something being wrong or bad. This can be offensive or hurtful to people with disabilities. So we are just going to do a brief activity. We are going to break into -- I think it will have to be two groups because it's just William and I that will be facilitating them. And we'll go over these questions briefly and have a brief discussion. And the three questions we are going to go over, what's the problem with phrases words like lame and retarded? And I just gave you a little bit of background on that. And what other examples can you think of? And what are some better ways to talk about disability? Language is important when you are presenting so we just want to take a little bit of time to talk about that in a bit more detail.

>> CHETNA: Ready to open the rooms now?

>> MELANIE: Yeah.

>> CHETNA: Okay. I think I did this right but if I didn't, I may be moving people manually. Okay. I didn't do this right so I'm just going to be assigning people manually really quick.

[breakout session]

>> CHETNA: Okay. It looks like Williams' room has come back and Melanie's is still in the timer.

>> WILLIAM: I thought they were a few seconds left.

>> CHETNA: My apologies. I should have said it. Once you close the breakout rooms, it gives you a 60 second period to come back. I should have set that differently. There is Melanie.

>> MELANIE: Can you hear me?

>> CHETNA: Yes.

>> WILLIAM: Yes.

>> CHETNA: And I think everyone has come back from the rooms.

>> MELANIE: Okay. So I know my group had a pretty good discussion. We got through a lot. So this is just our chance to do, really, a quick debrief. William, I don't know if you want to speak on behalf of your group or somebody else does. I can just tell you our group, my group, really talked about how to refer to somebody with a disability. You know. Identity first verses person first. Which I know we were going to get into in this debrief. But that is what most of the questions were about and, kind of, how to talk about. Someone brought up, is it someone who has a hearing impairment or someone who is deaf and what is the difference there? We talked about that briefly. And I know I will go into that a little bit if your group didn't get into that.

>> WILLIAM: We did. We did talk about that. Yes.

>> MELANIE: Okay. If you want to give a chance to -- if there is anything else that you came up with that we didn't come up with.

>> WILLIAM: Just a quick synopsis. Our group did think of a wide variety of words that we do not consider to be acceptable these days. We talked about where they were in history as actually having a place being terms of art. Things like the term moron or imbecile. We were able to do those things.

>> MELANIE: Great. Yep. We came up with a few things -- that is great you kind of got into the historical aspect of where they came from, how we have evolved. We didn't get to that point. And we came up with a few euphemisms. Falling on deaf ears. Pull yourself up by your boot straps. Those hinges we talked about.

But I will end then since we all talked about how people refer to themselves. I will end with the recap of that. Okay?

So if a person with a disability refers to themselves -- well, sometimes you counter attempts to euphemize or take the disability out of the language. Such as differently abled or diversability. If a person with a person with a disability refers to themselves, that is fine. But people with a disability commonly refer to themselves as disabled. Identity first language is used in the context of taking pride in one's cultural identity of being disabled. But the general guidance here is to use person first language when you don't know how people with disabilities identify. And switch to identity first language when in the company of those that have identified themselves in this way. Okay?

Now we are going to talk briefly about microaggressions. It follows up with our language discussion. Microaggressions are brief every day exchanges that send -- because of their group membership. The persons making the comments may be otherwise well intentioned and unaware of the potential impact of their words.

Can anyone think of an example of a microaggression?

>> WILLIAM: In the chat there is some examples, Melanie.

>> MELANIE: Okay. We have calling a grown woman a girl. You speak English well for a Latina. Wow, you are really smart for a woman. Not offering closed captioning. That is all good examples. Anyone else?

Okay. We can go on to some additional examples that we have to share. So here are some examples of microaggressions toward people with disabilities. Asking a person with a disability, "what happened to you?"

what is your disability? That is an invasion of privacy. Or saying something along the lines of, "you must be so brave. I can never deal with that."

that is patronizing. Assuming a disability is inability. Assuming helplessness or belittling or con den sending. Saying "Aww, he is so cute."

referring to a little person. I have some examples I do. You know, often I will be talking with a supervisor and they may be aware of the person's disability, I don't disclose that. But maybe the employee has. So they know what the disability name is. And they may say something to me. Well, my sister has that disability. They don't need that accommodation. You know. That is an example of a microaggression. Because multiple people can have the same disability and it just impacts people differently. So you're just assuming something that's incorrect that the person -- the disability is impacting them differently than the way than at person knows. That is another example of a microaggression that happens quite often.

>> WILLIAM: All right. Let me make sure I've optimized this and then we will -- yes. Okay.

So screen reads on PowerPoint specifics. Persons who are blind use screen reading software to navigate all kinds of content. Such as Word documents, websites, PDFs, and e-mail. Using a screen reader takes practice and conquers barriers to content access due to poor content design. In this short video clip, some of these barriers are demonstrated. We are just going to watch a short segment. Let me advance this.

>> Now I'm going to go over and show a few examples about how that can fall apart. I have a couple graphics on this page.

>> Mark Sutton hand on the Macbook pro image. >> The first one is well described and uses an Alt tag.

>> You are currently on --

>> To describe what that graphic is all about. Now we go to the next graphic.

>> Reader 042116.

>> Much less useful. It's important to use those elements. It's also true for tables. I'm going to move to a table.

>> FDA approved medication. Table three columns. >> The table is pretty self-explanatory. I will move into the table.

>> Medicine. Approve. Column two of three.

>> If I go down into the table. As I move across.

>> Approve 1975. Column two of three.

>> We are getting the labels for the column headers and row headers. So it's important when programming tables, forms, and other elements on the web pages to use the proper HTML codes. I'll go to the second table on the page.

>> Medicine. Row two of five.

>> And as I'm in the table I move across it.

>> November 1995.

>> I get a date but I don't know what that date is associated with. So it's important, as I was saying, to include proper coding tags for all of these elements. These are just a few highlights of a screen readers capabilities. And some of the ways in which the experience can fall short for a blind user. The life of students, faculty, are able to provide.

>> WILLIAM: The video provides a good example how challenging it can be to use a screen reader as it is highly dependent on the quality of information provided. In part, the user discussed alternative text or Alt text. Recall this pie chart. A lot of visual content can be included in a graph. This is a fairly simple one. But that information is not accessible to a blind user. Therefore, it's important to also add alternative text to graphs and tables and be descriptive of the content. I'm going to demonstrate how you can find and add these Alt tags. To do so, I'm going to exit from presentation mode. Once I'm looking at the graph, if I simply right click on the table, I get an option for editing Alt text. And here in the right-hand pane we see there is Alt text associated with this graph. It says cognitive 6%. attitudinal 48%. Physical 28% and sensory 18%. It tells me quite specifically what information is conveyed visually for somebody who is using a screen reader. I will go back to presentation. When preparing your alternative text, we suggest that you reflect on the purpose for using the image or the graph. There is a painting on the slide that we will now describe. For example, if you were delivering a history lesson, you might describe this painting as a depiction of the signing of the Declaration of Independence by John Trumbull. However, take a look at this picture for a moment and think, what alternative text might you use if you were delivering an art history talk? I'm going to stop sharing. And please use the chat or raise your hand. How would you want to describe this image if you were doing so in maybe an art history context?

Jessica says more specific to the style of the painting and the techniques used. Very good points.

Diane adds, describe the scene, the medium in which it was created. And Mariah notes, you might describe the colors that were used. The use of positive and negative space. All great comments.

Let's switch gears again. What if you were having a conversation around critical race theory. How might you describe this in an alternative tag if that were the focus of your conversation? Again, feel free to use the chat or you can raise your hand or just speak up. Note the lack of anyone of color in this context in which powerful decisions are being made. Great point, Jessica. Scene of room with approximately 30-white males. Thank you, Chetna. Interpersonal symbolism, whose seated standing near or apart from others. Thank you, Diane. So the point of thinking through these different ways of looking at a single image, is for us to frame what the purpose of our use of this image happens to be. We'll go on to, let's see --

>> CHETNA: William, I had a question. So should the Alt text include, you know, like Diane is suggesting, symbolism? Or should it include only a description or should it include text that you are planning to say while you are giving your presentation? Because I had always put Alt text as a clinical description and left the commentary for the actual presentation.

>> WILLIAM: That is a really good approach, Chetna. To be fairly synced with your alternative text, keeping it around 25 words, max. But you are always going to be wanting to think about it from the purpose of which you are choosing that to use that information. If it's a table or a graph or an image. Why are you using that? And if you find that you are just using it as filler, as just something to add to your PowerPoint to fill some space, we would suggest just removing it. It doesn't have any real purpose that adds to your presentation.

>> MELANIE: There is a couple more comments in the chat, William.

>> WILLIAM: Thank you. Putting out that they are making decisions about their rights on stolen land, juxtaposing how conversations are being had and where. Great points. Thank you, Kathryn.

And Diane adds, good question. I always grapple with the level of detail that will be optimal for screen readers. Thank you all for those comments.

Let's tackle something a little bit more complex. So let me share my screen once again. So on this slide, we have a complex diagram of a biological process. When you have a complex scientific diagram, aim to break it down into smaller discreet and more digestible components. For example, we have separated this diagram into two separate diagrams for which the presenter will want to develop a synced summary of what the diagram is conveying. This 1:synced diagram can be used as the alternative text. As well as, spoken to describe the contents of the diagram. Or as Chetna was noting, you can elaborate a bit further when you are talking about it. Again, reflect upon the purposes for which you are using the image or the graph when preparing the Alt text.

On a separate slide, we've placed the second part of the diagram. Notice that we've placed essential text in textbooks. So that a screen reader can access it. So as a comparison, on the previous slide, there is -- one more slide back. On this particular slide, the title is actually embedded in the image. Which is not going to be accessible to a screen reader user. So when you have essential information like that, it's important to place it in a text box that a screen reader can access. Rather than only having it represented in the image.

All right. Going on to reading order. Reading order refers to the order that a screen reader will read content on a slide. For a screen reader user, when content is not ordered logically, it can be confusing or nonsensical. On this slide there is a text heading, image with alternative text, and a text box. By default, PowerPoint will order these elements in the order they were added to the slide. So we recommend that you chuck this order and possibly make changes to it. To show you how to do that, I'm going to exit from the presentation mode. On the home menu, the top left of your screen, and then slightly across to the editing menu on the right, I'm going to select the drop-down arrow next to the word select and go to the selection pane. Now what we have here is when I click on the first item in this list, it highlights the image. And a screen reader would read the alternative text associated with that image. Then it would go to the title and lastly it would go to the text. What we can do, very easily, when we go to this selection pane, is drag and drop the arrangements. So it becomes more logical. For example, we would want the title to be at the top so it opens up what the content of the slide is going to be about. And then what other information is conveyed, you use your best judgment as to what is the most logical organization. When you have more complex slides, you might have multiple elements that you need to order. I'm going to stay in this mode and go to the next slide.

>> CHETNA: William, can I ask about hyperlinks that you have in that slide? Is there anything special you need to do with hyperlinks? Or just put them in and they are accessible already.

>> WILLIAM: That is a great question. Thank you, Chetna. These particular hyperlinks where there is orange text in the text box. What you want to do is embed the link in the text that is descriptive of where you will go when you click on that link. If you provide only something like click here and then you provide just the URL, it's not clear to the screen reader user what clicking here is going to do. Where you are going to go. So by embedding the URL in the actual text of the destination, the screen reader can read that text that you've got attached to that link and it will read that information about where you will go if you click that link instead of just reading the raw URL. Does that help, Chetna?

>> CHETNA: That is perfect. That is exactly what I was looking for. And the last question, hopefully, I see that you have a lot of notes in the notes pane. And my understanding is that those are helpful for -- as an alternative to Alt text as well? Should we be putting information in the notes pane to help people?

>> WILLIAM: That really will be up to the presenter. It can be helpful. I tend to develop my talking points in the note section. And oftentimes our talking points are really the summary of what is most important about a particular slide. So leaving our talking points in the note section and distributing that PowerPoint to participants of a workshop, allows them, in a sense, get into the thinking of the presenter. So it can be useful, but it's not necessary. Does that help, Chetna?

All right. I will go on to table design. Or tables. Tables are effective ways to convey information. Here's a simple table. But they can create barriers to screen readers if they are set up without accessibility in mind. This is easy to do. While we are in this presentation, we are not in this presentation mode, I will demonstrate how to do this. By clicking on the table, we get an option at the top to go to table design. And then once you have clicked on table design, we can go across to the far-right side. You will notice that header row is checked. I will uncheck that for a moment. And then columns I will uncheck that. If those two header elements are not checked, the screen reader will not know what the reader is. So we want to make sure that we check any of the rows and columns that contain headers. And in this particular table, we have headers in that first row. And we have headers in that first column. So these settings will tell the screen reader how to read this information in the most meaningful way to the user. For example, each number will be read in context of its two headers. Such as, access consultations, staff, 39. Also, when presenting this table to a live audience and assuming not every participant has the acuity or line of vision to clearly see the table, being intentional about what you describe. You do not have to read everything in the table. For example, if it's important to highlight the numbers of staff and fault who have reasonable accommodations in place, instead of saying something like, "look at difference between staff and faculty accommodation numbers."

be intentional and say "395 staff compared to 188 faculty have reasonable accommodations in place."

all right, we are going to return to our presentation mode. And on to you, Melanie.

>> MELANIE: Thank you, William. So planning for your presentation. So first thing you will want to do is consult our Planning Resources for Live Events. And then you will want to check out the physical space of a training or an event in advance to make sure it offers accessibility. When you publicize your event, include a statement such as if you are requiring an accommodation to attend, please contact Jane Doe at phone or e-mail. Always have a contact person and more than one way to get in contact with them. Planning continued. Consult the guidelines for CART. CART stands for computer aided realtime transcription. ASL Interpreting. You will want to provide ASL interpreting or CART when requested and for events for greater than 100 people. And for audience of 50 or more people. Provide options for persons with food allergies. Consult the accessibility technology tool kit to make your marketing or promotional materials accessible. And use the checklist for planning inclusive events.

Distribution. Distribute your accessible presentation slides and materials in advance electronically so that participants can follow along on their personal devices during the presentation. Make your materials available during the presentation. Such as by storing them in a Cloud. For example, Google drive. And share link to the Cloud so participants can access the documents during the training.

>> WILLIAM: Replacing the link to -- we are placing the link to the resources again in the chat. This is an opportunity to grab that and bookmark it so you have access to those resources, more or less, for perpetuity.

>> MELANIE: And here are some takeaways for all of you. So plan ahead for accessibility of space, materials, and accommodations. Always use a microphone in a physical space. Be mindful of your language and use inclusive language. And limit slide content to bold highlights using clear fonts and text.

>> WILLIAM: Build accessibility into your PowerPoints. So when you distribute them, perhaps, after the presentation, people will have a way to access them if they are using a screen reader. Provide clear contrast between your text and your background. And clearly describe all information that you present in your tables, your graphs, and your charts.

Thank you so much for your attention. We are happy to take some questions right now. Feel free to use the chat, raise your hand, or speak out.

>> CHETNA: Sarah, did you want to speak? Okay. There you go.

>> SARAH: Thank you for this info. If you have done what you could but also due to ongoing things, have forgotten a piece, what are some of the "in the moment" accessibility increases you can do in an emergency. For example, say you attend an event and you are not the presenter but you want to show allyship, what are some things you can do?

>> WILLIAM: Thanks, Sarah. You raised really good points. What I would of course emphasize is the proactive nature of planning is always going to be really important. But in showing allyship, when you are in a presentation and you see there is a CART -- is CART service being provide and there is a microphone available, one thing you might notice is sometimes people that want to ask a question of the presenter will just stand up and start speaking. And it's really great to be an ally and to yourself stand up and ask for them to use the microphone. And just allow that wait time for the microphone to be passed to them. So there are little ways you can interrupt ableism in the moment. Melanie, would you want to add anything? Any other suggestions?

>> MELANIE: Talking about presentations specifically, um, I don't have anything specific in a presentation setting. I think you gave a really good example, William.

>> WILLIAM: Similar example that occurred recently on our campus with a blind faculty member was where there was -- there was a lot of information on slides in a presentation. And a blind member of the audience could not discern what that information was. So they spoke up and they advocated for themselves and said could you describe the information on the slides? You will notice we have been intentional about doing that to model how that is done. So you could do that as an ally. Or you could do that to advocate for yourself as well. I hope those suggestions are helpful to you, Sarah.

>> MELANIE: I do have an example. I just thought of one. We have the ability to report an accessibility concern. If you attend something and you are finding that there was multiple issues with accessibility and you want to report that, and we've had that happen for different events on this campus, you can report accessibility concern and it comes to William and I and we can address it with the appropriate department.

>> WILLIAM: Any other thoughts or questions? Down to just the last few minutes.

>> CHETNA: Yeah, William and I had talked -- oh, there is a question in the chat. Let's work on that one.

>> WILLIAM: Thank you, Shannon. We spoke about not using a full URL because it would make it easier if we wrote over the URL so someone can read and know where they are going. I was recently part of a meeting uploading hyperlinks to chat from participants and I was told I could not do that. That it needed to be the full URL text. Do you know why? I was confused as the reasoning.

It's more difficult to -- it's a good question. When possible, when you are adding hyperlinks to a chat, use short ones. Like the bit link we've been using. Ones that could be read by a screen reader but aren't so long and complicated as often URLs are. I'm not sure I'm getting at your question very well. But the general idea is wherever we are providing URLs in some format, if we can embed them in the actual text, attach them to the text, it's going to provide a more context to the screen reader user.

>> CHETNA: William, I think four or five years ago we were told that. That we should be using full links rather than hyperlinks. And I think there was a switch that said no, it should be descriptive rather than just the URL. So maybe some older guidance.

>> WILLIAM: Thank you, Chetna, I appreciate that clarification. And Melanie has posted into the chat, it is the more specific URL, a place where you can go to report accessibility concerns on campus. That would be technologically based or any other accessibility barrier that come directly to us.

>> CHETNA: So one last question. For example, we talked about this before. We didn't have any accessibility requests for this presentation. Maybe I shouldn't even say that even. But what do you do if -- should we do all of these things as well even though there has been no accessibility request?

>> WILLIAM: It is best practice. We try to provide some guidance. Melanie was talking about sizes of audiences. When we know we will have more than 100 participants, we suggest as a matter of course that we go ahead and get the ASL and the CART. Or the CART at minimum. And that when we have audiences of 50 or more, we similarly do the same and have a microphone to enhance people's -- to enhance the use of the CART service and to increase the ability for people with minor hearing impairments to understand. Those are just general guidelines. There are no hard and fast rules. But it's a way for us to support the disability community by just being proactive and planning "as if."

>> CHETNA: All right. So I want to thank Melanie and William. I think this was a great presentation. I'm glad we had so many folks that were able to attend. William, you want to say this last slide.

>> WILLIAM: Melanie will.

>> MELANIE: This is our e-mail that we share. ada@syr.edu. If you want to reach out to us with anything. Thank you.

>> CHETNA: Yeah. So please -- thank you very much William and Melanie. As I said, I will be sending the slides and recording via e-mail, as well as, a post event survey in the next couple of days. Join us for our next event in our office of research awareness series next Wednesday at 10:00 a.m.

we will be hosting our open access librarian for placing your book in the rapidly changing academic publishing landscape. And that information is on our website research.syr.edu. I want to thank you for joining us.

>> MELANIE: Thank you.

>> WILLIAM: Thank you.

>> CHETNA: I forgot to record the event. I have a note to myself to record everything and I didn't record. I'm so sorry. Okay.

>> WILLIAM: Will have to improve upon it and do it again.

>> MELANIE: I know. And we have all the resources too.

>> I was going to say the resources are really great and robust. Chetna, don't be too hard on yourself.

>> MELANIE: And we do have a recording. We did tweak this for all of you. There is a recording on the Office of Diversity and Inclusion website. It's not as robust. We made it and made it more specific to research, but there is that as well.

>> CHETNA: Okay. I will make a note there.

>> Thank you both.

>> CHETNA: Thanks, Sarah. I told my boss she could get a recording of it. So that was -- okay. I will figure out what to do there.

>> WILLIAM: Thank you, Lydia.

>> CAPTIONER LYDIA: Thank you.