

Engineering at Illinois IT Governance: Education Working Group

Final Recommendations and Report on Activities
during the 2025-2026 Academic Year

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Executive Summary

The Education Working Group (EWG) for AY2025-2026 was charged by Executive Associate Dean Philippe Geubelle with three specific focus areas: digital accessibility adoption, review of the campus-wide Teaching & Learning governance portfolio, and identification of instructional service gaps. The committee met four times during the academic year. Based on these meetings and additional communications and discussions over emails, the committee makes the following recommendations:

1. **Digital Accessibility: Establish a College-Wide Implementation Framework.** The College should fund and designate a single accessibility point-of-contact in each department to coordinate compliance efforts, provide faculty with simple step-by-step checklists, and ensure consistent messaging about deadlines and consequences. Faculty awareness of accessibility requirements is critically low, and there is currently very limited dedicated funding to address the extensive and diverse needs across the departments. The committee developed and distributed a 21-question faculty survey on accessibility needs to department heads; results should inform future resource allocation.
2. **Active Grainger Participation in the Boldly IT Teaching & Learning Subcommittee.** The new campus-wide Boldly IT Technology Governance framework may provide a useful venue for coordination, collaboration, and visibility around instructional technology issues across the University of Illinois. The Teaching & Learning Subcommittee, chaired by Dean Brooke Elliott of Gies College of Business, covers the full instructional technology portfolio, including classroom technology, LMS, assessment systems, media/AV, and instructional labs (all areas critical to Grainger College of Engineering). Ensuring active, informed faculty representation on this subcommittee will help address the educational IT needs across the College. It is recommended that the College proactively submit its needs (AV refresh, accessibility, computational resources, etc.) through this governance channel.
3. **Fund the AV Refresh Plan.** Engineering IT has developed a proposal to upgrade 57 instructional spaces to a standard hybrid-capable configuration over five years, at an estimated annual cost of approximately \$400,000 (equipment, facilities, and one additional FTE). While this proposal may not address all the needs across all the departments, it represents a notable improvement in strategic planning compared to prior years and directly supports Dean Bashir's goal of making all 400- and 500-level courses available in a hybrid format. The committee recommends that the College commit funding to ensure equitable classroom technology across departments.
4. **Address the Persistent Pattern of Unresolved Prior-Year Recommendations.** The committee notes that most recommendations from the AY2023-2024 and AY2024-2025 reports remain unaddressed, including AV refresh funding, Citrix performance investigation, improved communication pathways between faculty and IT providers, a recommendation tracking dashboard, and EWS/virtual lab communication. The College should establish a formal mechanism to acknowledge and respond to EWG recommendations (even when the response is that a recommendation is not feasible) so that the next year's committee can focus on unaddressed issues. A contributing structural factor is that Engineering IT lacks

sufficient autonomy to independently set upgrade schedules or enforce technology standards without navigating complex approval and funding processes across departments and the College.

Engineering IT Response to:

Executive Summary #1. The Accessibility Feedback Is Valuable

- The accessibility findings are one of the most useful outcomes of this year's work.
- The survey suggests many faculty remain uncertain about expectations, responsibilities, timelines, and available support.
- Regardless of the amount of work occurring across the College and campus, these results indicate we have more work to do in communicating resources and support options.
- The report provides helpful input as we continue planning accessibility outreach, training, and support efforts.

Executive Summary #3. We Appreciate the Focus on Instructional Technology Needs

- The report appropriately highlights continued needs related to classroom technology, instructional computing, and support for teaching.
- We appreciate the committee's support for continued investment in these areas.
- Many of these initiatives involve multiple stakeholders, funding sources, and planning processes, which can make progress less visible from a committee perspective.
- The report provides useful faculty input as future priorities and investments are considered.

Executive Summary #4. We Can Improve Visibility into Decisions and Actions

- The report raises a legitimate concern regarding visibility into how recommendations are evaluated and acted upon.
- A recommendation tracking process and [dashboard](#) already exist, but there is an opportunity to improve awareness, maintenance, and communication of those resources.
- In several areas, the discussion may be less about whether action occurred and more about whether progress, decisions, or constraints were visible to committee members.
- Improving that feedback loop is a worthwhile takeaway from this year's report.

1. Introduction

At the request of Executive Associate Dean Philippe Geubelle, a committee representing Grainger College of Engineering faculty, administrators, and Engineering IT was formed to conduct a strategic assessment of the College's educational computing and instructional technology needs and return advisory recommendations. The committee's primary standing responsibilities are:

- Reviewing policies concerning the sustainability and prioritization of any needed educational IT that enhances the College's teaching mission, both at the Engineering College level and at the campus level.
- Considering IT support for new educational pursuits in our College, anticipating new opportunities, and responding to interests and initiatives from all units.
- Monitor, assist with prioritizing, and provide feedback on the implementation of any proposals concerning educational IT.
- Assist with monitoring, providing feedback, and reporting on the progress of work to align Engineering IT services with campus-level IT services, in particular with respect to teaching.
- Coordinating and communicating with the other IT working groups with overlapping interests.

In addition, the charge letter for AY2025-2026 requested particular attention to the following topics:

5. Digital Accessibility Adoption: Implement digital accessibility across educational platforms and resources.
6. Teaching & Learning Governance Review: Review the Teaching & Learning governance portfolio from Tech Services (with the Dean of Gies serving as chair of the campus-wide subcommittee).
7. Instructional Service Gaps: Identify instructional services that faculty need but do not currently have, and recommend how to close those gaps.

2. Actions of the Committee

The committee met on the following dates during the 2025-2026 academic year: October 24, 2025; December 5, 2025; February 24 and 26, 2026; March 3 and 5, 2026.

Key activities during the year included:

- Development and distribution of a Course Accessibility Needs Assessment survey (21 questions across 6 sections) to department heads, designed to gauge faculty awareness, current practices, barriers, and support needs related to digital accessibility.
- Discussion of digital accessibility challenges, including a focused session on March 3rd addressing faculty awareness, departmental coordination, and the absence of a clear college-level implementation plan.
- Review of the Boldly IT Technology Governance Executive Committee Charter (effective August 2025–December 2028) and the DRAFT Teaching & Learning Subcommittee Charter, to understand the new campus-wide governance structure and its implications for Grainger.
- Review of the AV Refresh Cycle Proposal prepared by Engineering IT Shared Services, detailing a 5-year plan to standardize and upgrade 57 instructional spaces.

3. Findings and Recommendations

3.1 Digital Accessibility Adoption

Digital accessibility was the primary charge item for this year’s committee. The committee approached this topic through direct discussion, review of existing reports, and the development of a faculty-facing survey instrument.

Findings

- Faculty awareness of accessibility requirements (ADA, WCAG, and institutional policies) is critically low. Many faculty do not know about current mandates, what is expected of them, what the deadlines are, or what the consequences of non-compliance may be.
- While Engineering IT may have efforts underway, the survey results indicate that these efforts are not yet sufficiently visible, clear, or actionable to faculty. Departments are independently hiring staff to address accessibility, but training and approaches are inconsistent across units.
- At the CIO level, very limited funding is available. To the best of this committee’s knowledge, only two products and two hires have been allocated.
- The idea of designating a single accessibility point-of-contact in each department remains important and should be elevated as a visible, funded, and consistently communicated implementation strategy.
- Screen reader testing of course materials is virtually unknown among faculty. Most have never attempted it and do not know how.
- Templates for accessible course materials are challenging because courses use different platforms (Canvas, standalone websites, various document formats). Simple, platform-agnostic step-by-step instructions are more practical.
- A September report on where IT can help with accessibility exists, but has not been distilled into actionable, faculty-facing guidance.

Faculty Survey

To better understand the landscape, the committee developed a comprehensive Course Accessibility Needs Assessment survey organized into six sections: (1) Awareness & Understanding, (2) Current Practices, (3) Barriers & Pain Points, (4) Support & Resources, (5) Communication & Implementation, and (6) Department-Level Insights. The survey contains 21 questions and was distributed to department heads for faculty completion. The survey received 22 responses. The full survey instrument is included as Appendix B. The detailed results of the survey are presented in Appendix C.

Overall, the results indicate that faculty recognize accessibility as important, but many do not feel equipped to interpret requirements or implement them efficiently. A large share of respondents reported limited familiarity with accessibility expectations, uncertainty about what is legally or institutionally required, and confusion about deadlines and responsibilities. The most common barriers were lack of time, lack of clear instructions, and the large volume of existing course materials that would need to be reviewed or remediated.

The results also show that faculty heavily rely on PowerPoint slides, PDF readings, Canvas pages, quizzes, and syllabi. These are precisely the types of materials that respondents identified as difficult to make accessible, especially slides and PDFs. More than half of respondents reported that they do not currently check the accessibility of their course materials, and none reported using screen readers for testing. This suggests that the current challenge is not simply a matter of compliance, but one of capacity, clarity, and practical implementation.

The strongest message from the survey is that faculty need actionable support, not only general information. Respondents repeatedly asked for dedicated staff or student assistance, step-by-step checklists, clear guidance on what is required versus merely recommended, and support for reviewing and converting materials. The preferred support model appears to be a combination of centralized resources, department-level contacts, and trained student or staff assistants. The report recommends that the College and IT prioritize a coordinated accessibility support program that reduces uncertainty, provides hands-on assistance, and focuses first on high-impact course materials for upcoming semesters.

Recommendations

- The College should fund and designate an accessibility liaison in each department to serve as the single point of contact for faculty, coordinate with Engineering IT, and ensure consistent implementation.
- Develop a simple, visual "Top 3 Things to Do" checklist for faculty: (1) Make your course landing page accessible, (2) Make your syllabus accessible, (3) Make your slides accessible using PowerPoint's built-in accessibility checker.
- Create a centralized communication plan with consistent messaging about accessibility requirements, deadlines, and consequences, delivered through department liaisons rather than mass email.

- Invite representatives from the campus Office of Accessibility to present to the College and provide guidance on training and compliance expectations.
- Convert the existing September IT accessibility report into a simple, visual infographic that faculty can quickly understand and act upon.
- Once compiled, use the survey results to prioritize resource allocation, identify departments with the greatest need, and tailor support accordingly.

3.2 Teaching & Learning Governance Review

The committee reviewed the new campus-wide Boldly IT Technology Governance framework, which will significantly shape instructional technology decisions across the University of Illinois.

Findings

- The Boldly IT Technology Governance Executive Committee (effective August 1, 2025, through December 31, 2028) is chaired by Dean Venetria Patton of the College of Liberal Arts & Sciences and includes Dean Rashid Bashir of the Grainger College of Engineering, along with other vice chancellors and deans. It is charged by the Office of the Provost and meets four times per year.
- The first subcommittee to be established under this framework focuses on Teaching & Learning, chaired by Dean Brooke Elliott of Gies College of Business. Its portfolio encompasses the full range of instructional technology services: Learning Management Systems (Canvas, Moodle), assessment systems, classroom technology, instructional labs, media and AV, e-portfolio, polling and surveys, student information systems, and course operations.
- Grainger should monitor and participate in the Teaching & Learning Subcommittee to ensure the College's instructional technology needs are represented in campuswide discussions.
- Many of the EWG's historical concerns (e.g., AV refresh, computational resources for instruction, Citrix performance, and faculty-IT communication) overlap with topics likely to be discussed by this subcommittee, although the committee's direct authority or financial impact on Grainger infrastructure remains uncertain.
- A recurring concern across multiple years of EWG reports is that Engineering IT lacks sufficient autonomy to independently set upgrade schedules, enforce technology standards, or execute strategic plans. The new campus-wide governance framework adds another layer of oversight, and the committee is attentive to whether this will enhance or further constrain Engineering IT's operational flexibility.

Recommendations

- Grainger should ensure active faculty representation on the Teaching & Learning Subcommittee, ideally including members with direct experience in the College's instructional technology challenges.
- The College should proactively share its AV refresh proposal, accessibility needs, computational resource needs, and instructional service gaps through relevant campuswide

governance channels to increase visibility, identify collaboration opportunities, and ensure Grainger's needs are represented.

- Future EWG reports should monitor whether the Boldly IT governance framework provides meaningful value to Grainger's educational IT needs, including visibility, coordination, collaboration, and potential constraints on Engineering IT's operational flexibility.
- The EWG recommends that the College provide feedback on the DRAFT T&L Subcommittee charter while it is still being finalized, to ensure that engineering-specific needs and the unique scale of Grainger's instructional technology demands are adequately represented.

3.3 Instructional Service Gaps

The committee was charged with identifying instructional services that faculty need but do not currently have. This charge item is informed by the committee's own discussions, the AY2024-2025 report, the AV Refresh Cycle Proposal, and the historical pattern of prior-year recommendations.

AV and Classroom Technology

The Grainger College of Engineering currently manages over 240 rooms across 30 buildings with an AV team of only 3 FTE. Classroom technology is inconsistent in reliability, features, and user experience. Few rooms currently support hybrid instruction, and the Dean's goal of offering all 400- and 500-level courses in hybrid format is not easily achievable with the current infrastructure.

Engineering IT has developed a detailed AV Refresh Cycle Proposal to address this gap. The plan proposes upgrading 57 rooms (approximately 20% of total supported spaces) to a standard hybrid-capable configuration over five years, beginning with 11 rooms in FY26. The estimated annual budget is approximately \$400,000, including \$275,000 for equipment, \$65,000 for facilities and networking costs, and one additional FTE. Room selection for the first year prioritizes spaces with the highest support ticket volumes and oldest equipment (some dating to 2011).

The committee views this proposal as a significant improvement in strategic planning compared to prior years. Previous reports identified the need for AV refresh but lacked a concrete, actionable plan. The current proposal is well-structured, data-driven, and aligned with the College's strategic goals. The committee recommends that the College follow this or a similar proposal to ensure equitable upgrades across departments, rather than relying on individual departmental budgets that vary widely in capacity.

Prior Unresolved Recommendations

The committee reviewed the status of recommendations from prior years and found that most remain unaddressed:

- Communication Pathways: Faculty remain overwhelmed by the array of IT services and often do not know what falls under Tech Services versus Engineering IT, indicating a need for clearer communication, better visibility of existing services, and more consistent

department-level guidance. The monthly Engineering IT email reaches some faculty but is not sufficient by itself; key resources, dashboards, and service updates need to be promoted through department-level channels and recurring faculty-facing touchpoints. Departments with designated IT contact persons function significantly better, confirming the value of liaison roles.

- Recommendation Tracking Dashboard: A recommendation tracking dashboard exists in the portal; however, it has not been updated in a timely manner and needs to be more prominently promoted, actively maintained, and incorporated into the EWG feedback process.
- EWS and Virtual Lab Communication: The AY23-24 report recommended developing a communication plan regarding EWS and virtual lab usage and support. This has not been implemented.
- Feedback Loop: The AY22-23 report explicitly requested that the working group receive positive or negative feedback from executive and administrative groups on its recommendations. This structural issue persists.

Computational Resources

The Campus Cluster (Illinois Computes) remains heavily used for instruction. The Google Colab Pro opportunity has not been financially viable, with estimated costs of approximately \$100 per student per month for a minimum of 10 months, placing it out of reach for broad instructional use. The need for GPU access for AI/ML courses continues to grow, and Engineering IT is pursuing opportunities through Illinois Computes/Vocareum and NCSA DeltaAI, with DeltaAI currently available and Vocareum pilots expected during the summer and fall.

The committee also acknowledges the rapid growth of AI-enabled tools that can interfere with educational goals across the College. These tools go beyond well-known providers such as OpenAI, Anthropic, Google DeepMind, and xAI, and have the potential to significantly disrupt student learning. The committee recommends developing a clear College-level strategy to address the challenges instructors face in managing students' reliance on AI tools.

Note that some of these developments are recent and emerged after earlier committee discussions, so future planning should incorporate updated information from Engineering IT regarding Vocareum and DeltaAI availability.

Recommendations

- Fund and execute an AV Refresh Plan.
- Establish a college-level strategy to address the growing impact of AI tools on teaching and student learning.
- Develop and communicate a clear plan for online course offerings, specifying courses, modalities, and required IT support.
- Ensure future EWG committees have visibility into the College funding model so they can make informed recommendations about resource allocation.

- Strengthen department-level IT liaison roles to improve communication between faculty and IT providers.
- Establish a formal mechanism for the College leadership to respond to EWG recommendations.

Appendix A: Charge Letter — Education Governance FY26

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

THE GRAINGER COLLEGE OF ENGINEERING

306 Engineering Hall MC 266

1308 West Green Street

Urbana, Illinois 61801

September 25, 2025

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Elaine Robbins (erobbins@illinois.edu, Engineering IT) – Ex Officio

Alireza Talebpour (ataleb@illinois.edu, CEE) – Chair

Huy Tran (AE)

Saurabh Gupta (ECE)

Dear Colleagues:

Thank you for agreeing to serve on the Grainger College of Engineering IT Governance Education Working Group for the academic year 2025-2026. This working group is critical to helping ensure that IT support of the educational needs of faculty, instructors, and students in the College is of the highest quality and reliability.

Your recommendations and comments are advisory to the Executive Associate Dean, with primary responsibilities for:

- Reviewing policies concerning the sustainability and prioritization of any needed educational IT that enhances the College teaching mission, both at the Engineering College level and at the campus level.

- Considering IT support for new educational pursuits in our College, anticipating new opportunities and responding to interests and initiatives from our units.
- Monitor, assist with prioritizing, and provide feedback on the implementation of any proposals concerning educational IT.
- Assist with monitoring, providing feedback, and reporting on the progress of work to align Engineering IT services with campus-level IT services, in particular with respect to teaching.
- Coordinating and communicating with the other IT working groups with overlapping interests.

In particular, over this academic year, I would like to ask you to:

- Digital Accessibility Adoption — Implement digital accessibility across educational platforms and resources.
- Teaching & Learning Governance Review — Review Teaching & Learning governance portfolio from Tech Services (Dean of Gies is serving as chair).
- Instructional Service Gaps — Identify instructional services that faculty need but don't have. What are the gaps we could close?

You will also be asked to provide an assessment at the end of the academic year (no later than June 1, 2026) on the current state of IT support for instructional activities. Dr. Talebpour has graciously agreed to chair this working group.

Sincerely,

Philippe H. Geubelle

Bliss Professor of Aerospace Engineering

Executive Associate Dean

Appendix B: Course Accessibility Needs Assessment — Faculty Survey

Course Accessibility Needs Assessment

College of Engineering

Faculty Survey & IT Planning Framework

PART 1: FACULTY SURVEY

Section 1: Awareness & Understanding

Q1. How familiar are you with course accessibility requirements (e.g., ADA, WCAG, institutional policies)?

Type: Multiple choice

- Not at all familiar
- Slightly familiar
- Moderately familiar
- Very familiar

Q2. Have you received any communication about accessibility requirements for your courses?

Type: Multiple choice

- Yes, and it was clear and actionable
- Yes, but it was unclear
- No

Q3. If yes, where did you hear about it?

Type: Checkbox — select all that apply

- Department leadership
- College-level communication
- IT or accessibility office
- Colleagues
- Other (please specify): _____

Q4. What aspects of accessibility requirements are unclear to you?

Type: Open response

Section 2: Current Practices

Q5. Which of the following have you already implemented in your course?

Type: Checkbox — select all that apply

- Accessible syllabus
- Accessible Canvas
- Captioned videos
- Accessible PowerPoint slides
- Screen reader-friendly documents (PDF, Word)
- None of the above

Q6. How do you currently check the accessibility of your materials?

Type: Multiple choice

- Built-in tools (e.g., PowerPoint accessibility checker)
- Manual review
- Assistance from staff or students
- I do not check

Q7. What platforms do you primarily use for course delivery?

Type: Checkbox — select all that apply

- Canvas
- PowerPoint
- PDF/Word documents
- External tools (e.g., coding platforms, simulations)
- Other (please specify): _____

Section 3: Barriers & Pain Points

Q8. What are the biggest challenges you face in making your course accessible?

Type: Checkbox — select up to 3

- Lack of clear instructions
- Lack of time
- Lack of training
- Tools are difficult to use
- Uncertainty about requirements
- Lack of departmental support
- No dedicated personnel
- Other (please specify): _____

Q9. Which of the following tasks are most difficult for you?

Type: Checkbox — select all that apply

- Making slides accessible
- Structuring Canvas/course pages
- Captioning videos
- Making PDFs accessible
- Designing accessible assignments
- Testing with screen readers
- Other (please specify): _____

Q10. Have you ever tried using a screen reader to test your materials?

Type: Multiple choice

- Yes
- No
- Not sure how

Q11. If you have not used a screen reader, what prevents you from doing so?

Type: Open response

Section 4: Support & Resources

Q12. What type of support would be most helpful to you?

Type: Checkbox — select up to 3

- Step-by-step checklists (e.g., "Top 3 things to do")
- Templates (Canvas pages, syllabus, slides)
- Short training videos
- Live workshops
- One-on-one support
- Department-level support person
- Automated tools
- Other (please specify): _____

Q13. Would having a designated accessibility contact in your department be helpful?

Type: Multiple choice

- Yes
- No
- Not sure

Q14. If your department already has accessibility support, how effective is it?

Type: Multiple choice

- Very effective
- Somewhat effective
- Not effective
- Not applicable

Q15. How much time could you realistically dedicate to improving accessibility in your course?

Type: Multiple choice

- Less than 1 hour
- 1–3 hours
- 3–5 hours
- More than 5 hours

Section 5: Communication & Implementation

Q16. How would you prefer to receive guidance on accessibility?

Type: Checkbox — select all that apply

- Email
- Short checklist document
- Website/resource hub
- Canvas course/module
- Department meetings

Q17. What level of detail do you prefer in guidance?

Type: Multiple choice

- High-level checklist
- Step-by-step instructions
- Detailed technical documentation

Q18. What concerns do you have about accessibility requirements or deadlines?

Type: Open response

Section 6: Department-Level Insights

Q19. Does your department currently provide support for course accessibility?

Type: Multiple choice

- Yes
- No
- Not sure

Q20. If yes, what kind of support is provided?

Type: Open response

Q21. What would be the most effective way for the College or IT to support your department?

Type: Open response

Appendix C: Course Accessibility Needs Assessment — Results

The Course Accessibility Needs Assessment was conducted to better understand faculty awareness, current practices, barriers, and support needs related to course accessibility. The survey received **22** responses and provides a useful snapshot of where faculty currently stand in relation to accessibility requirements. Because the findings are based only on the **22** responses received, they should be interpreted as indicative of respondent perspectives rather than representative of the entire College.

Course Accessibility Needs Assessment

22 responses

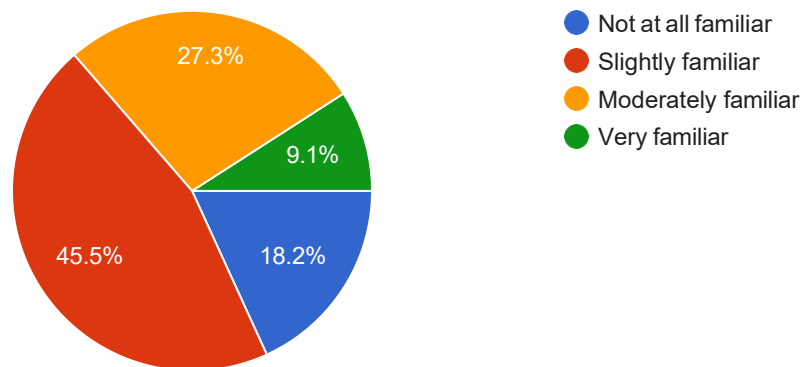
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Section 1: Awareness & Understanding

How familiar are you with course accessibility requirements, including ADA, WCAG, and institutional policies?

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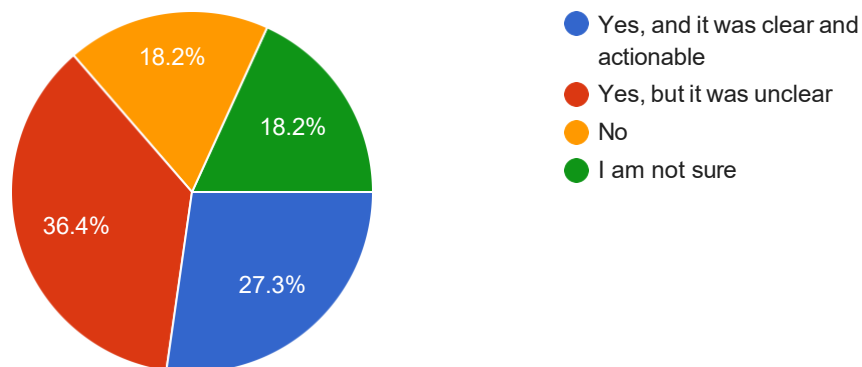
22 responses



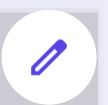
Have you received communication about accessibility requirements for your courses?

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22 responses



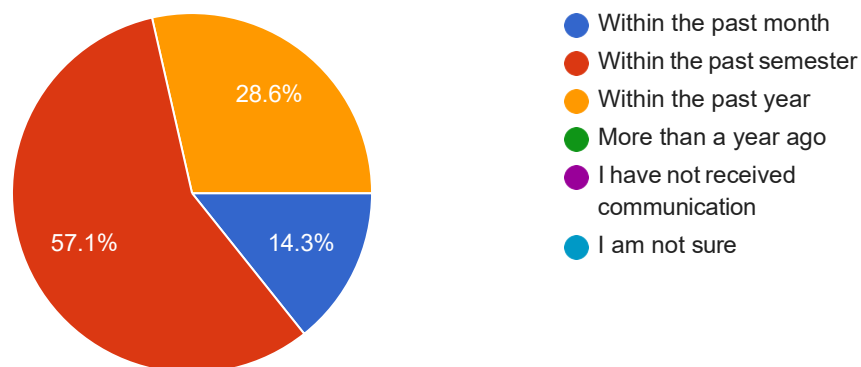
Communication Follow-Up



If you received communication about accessibility requirements, when did you most recently receive it?

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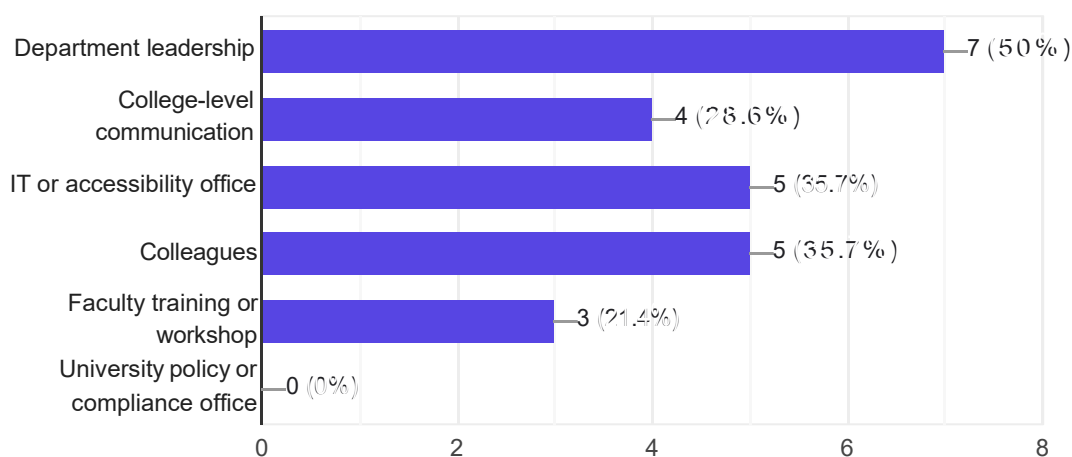
14 responses



If yes, where did you hear about it?

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14 responses

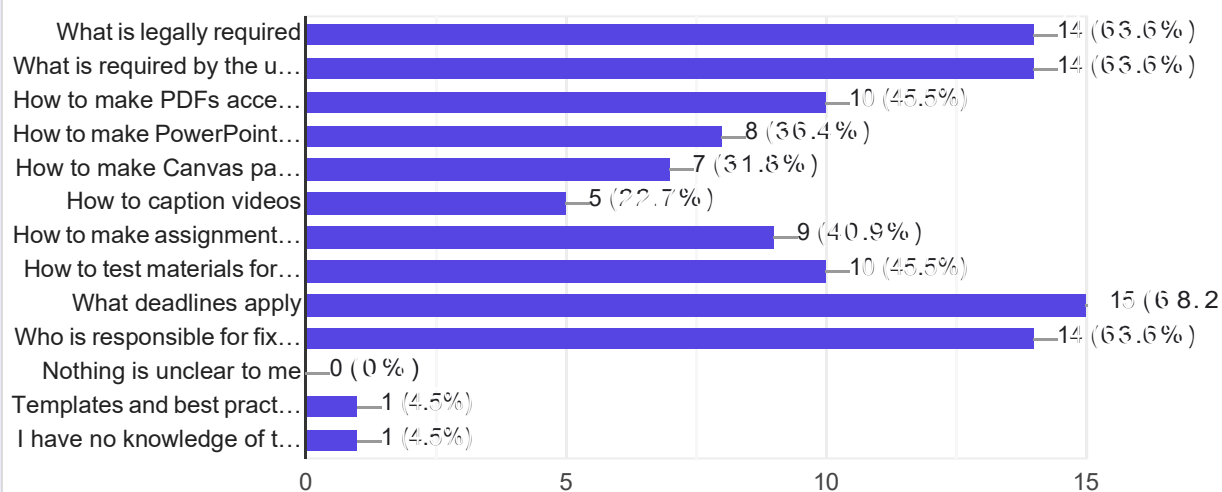


Accessibility Requirements

Which aspects of accessibility requirements are unclear to you?

[Copy chart](#)

22 responses



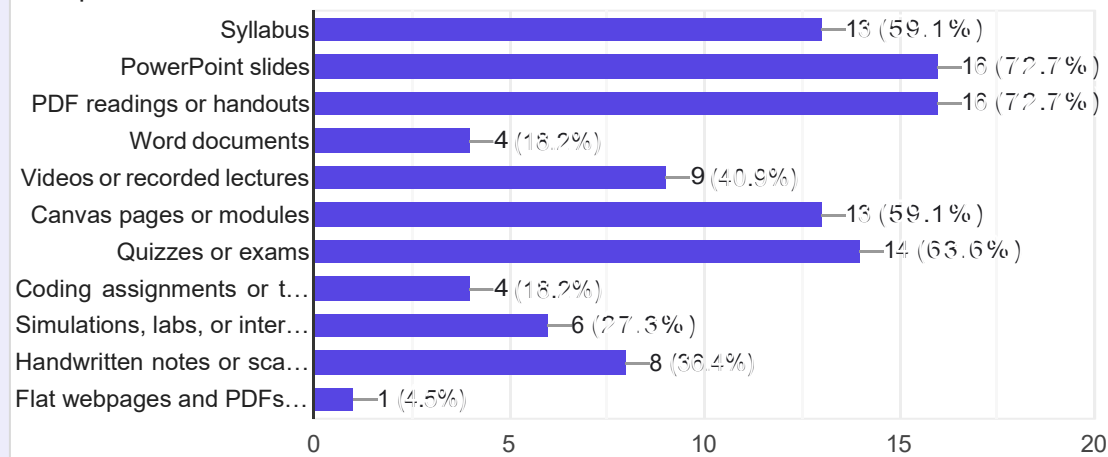
Section 2: Course Materials & Current Practices



What types of course materials do you use most heavily?

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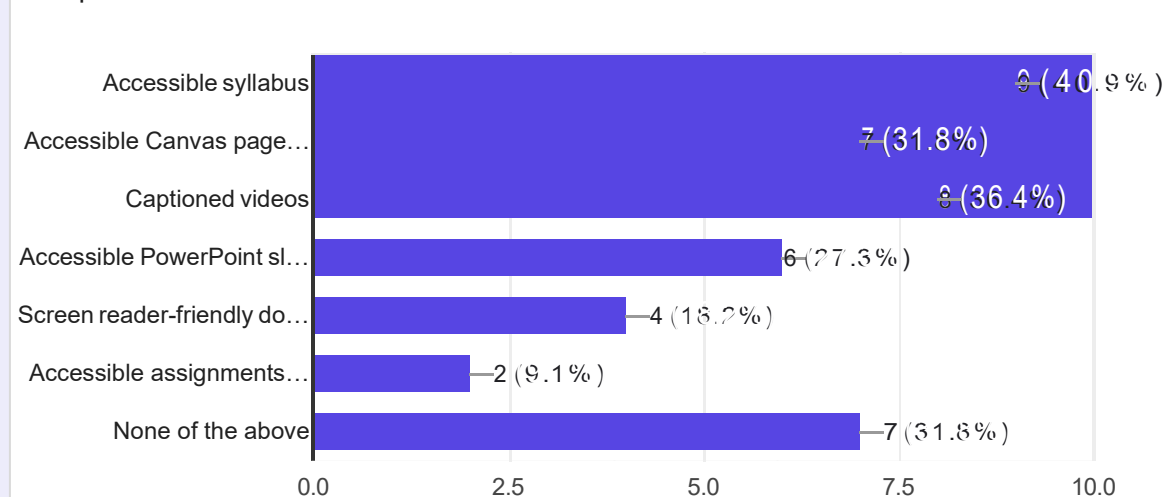
22 responses



Which of the following have you already implemented in your course?

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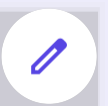
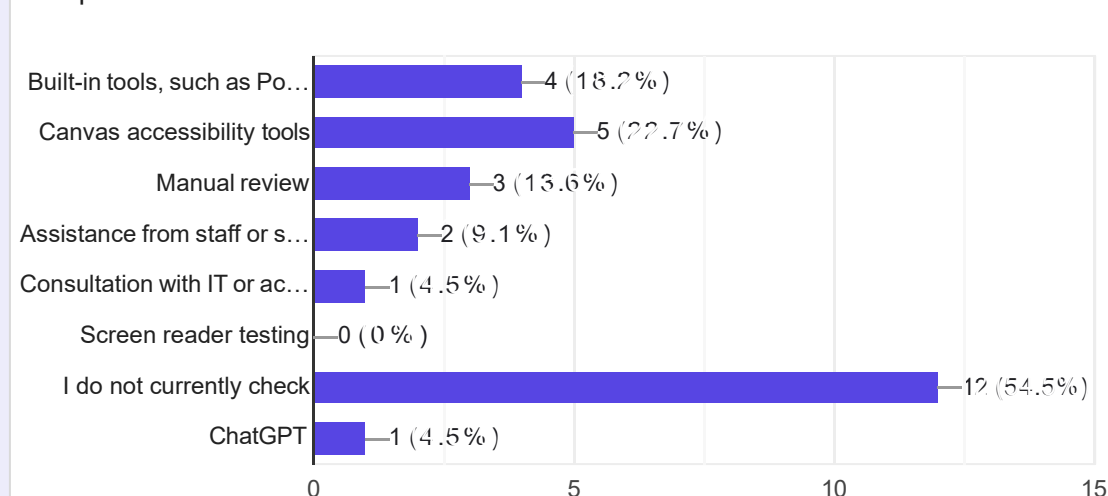
22 responses



How do you currently check the accessibility of your materials?

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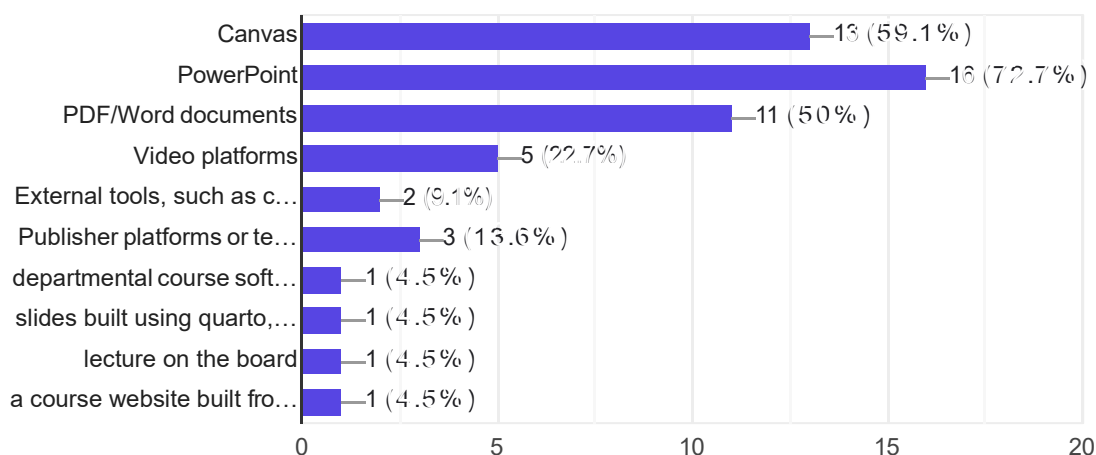
22 responses



What platforms do you primarily use for course delivery?

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22 responses

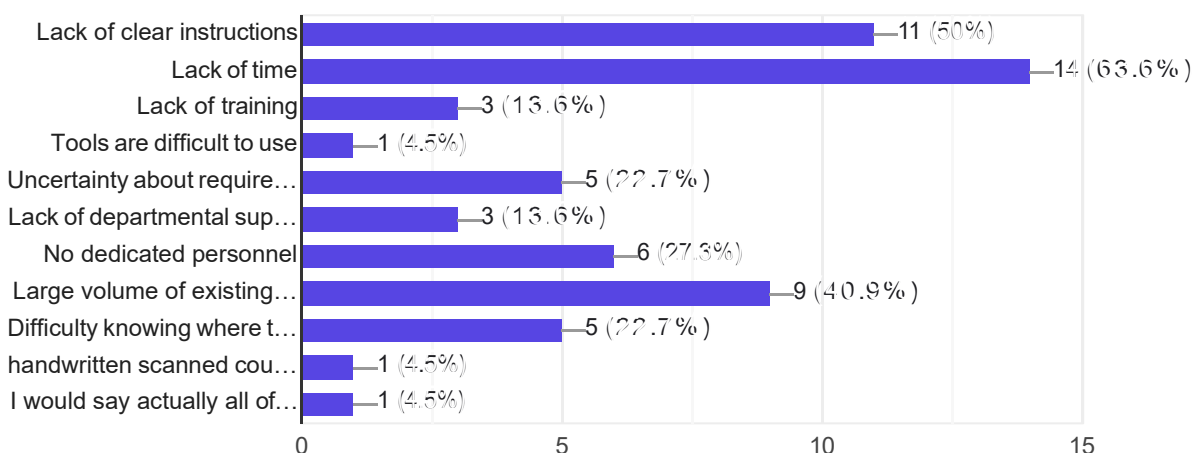


Section 3: Barriers & Pain Points

What are the biggest challenges you face when trying to make your course materials accessible? Select up to 3.

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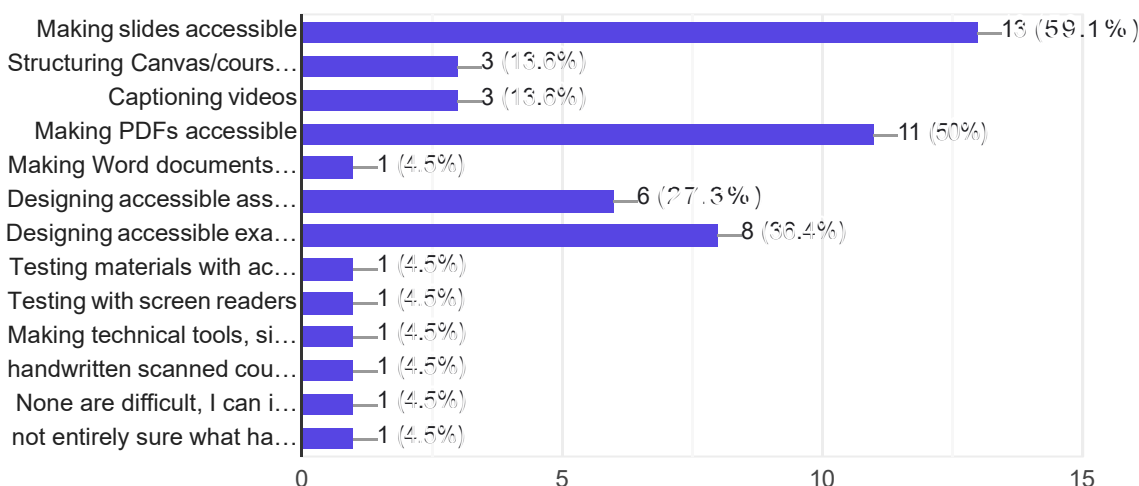
22 responses



Which accessibility tasks are most difficult for you? Select up to 3.

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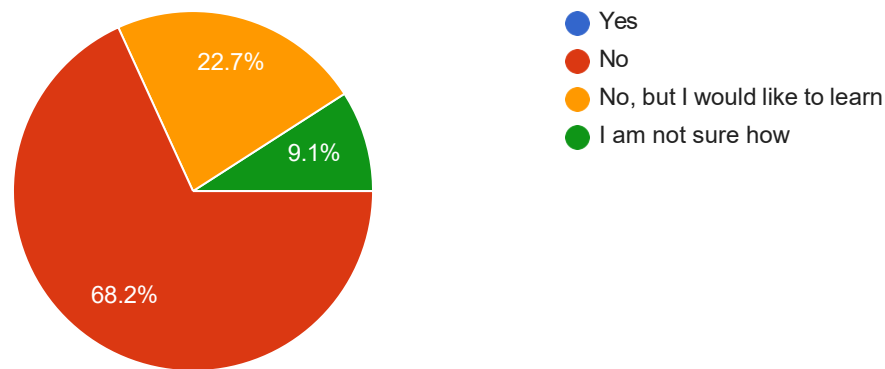
22 responses



Have you ever tried using a screen reader or similar assistive technology to test your materials?

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22 responses

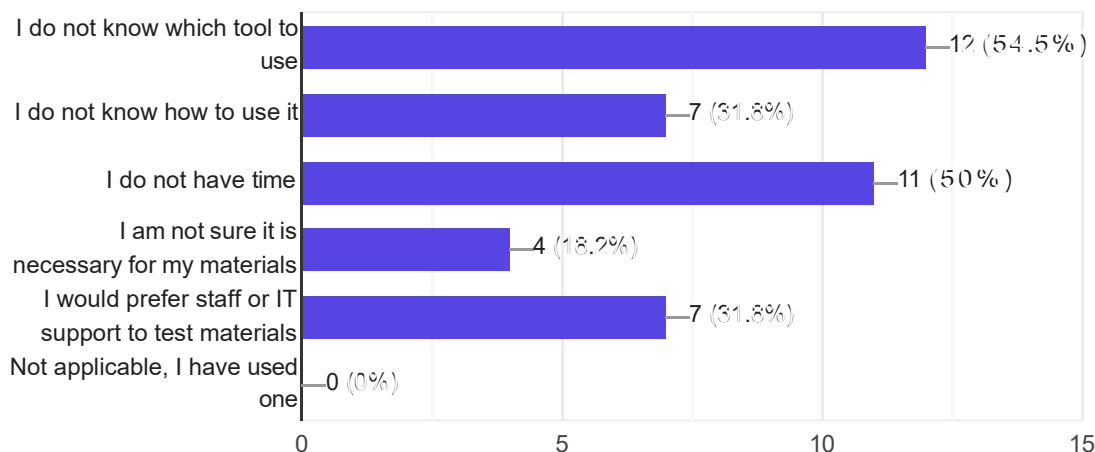


Screen Reader Follow-Up

If you have not used a screen reader or similar assistive technology, what prevents you from doing so?

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22 responses

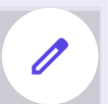
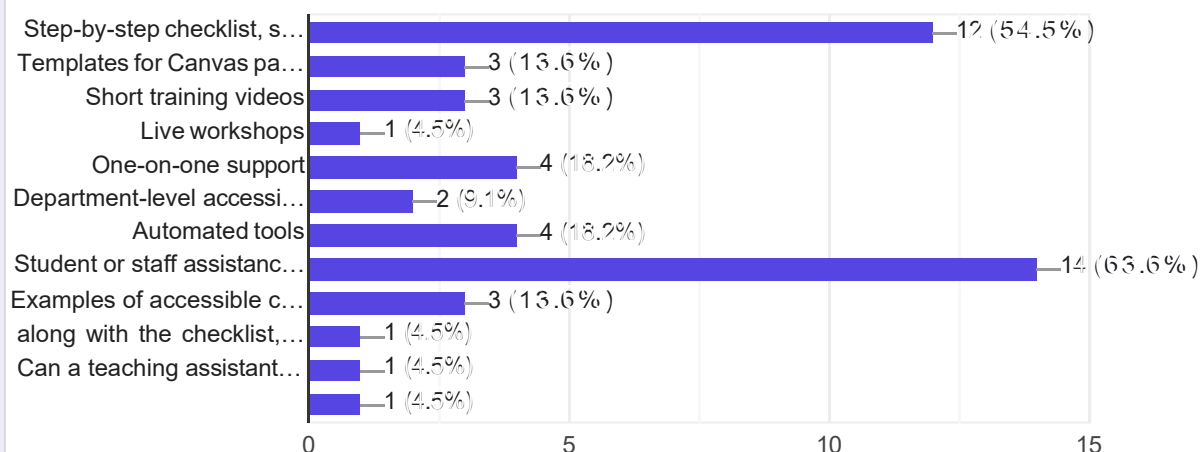


Section 4: Support & Resources

What type of support would most help you take action in the next semester? Select up to 3.

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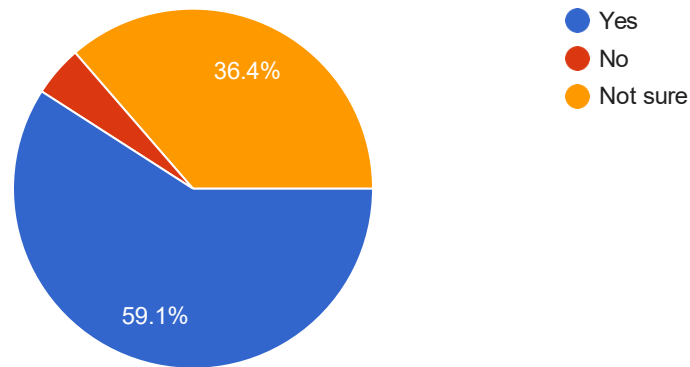
22 responses



Would having a designated accessibility contact in your department be helpful?

 [Copy chart](#)

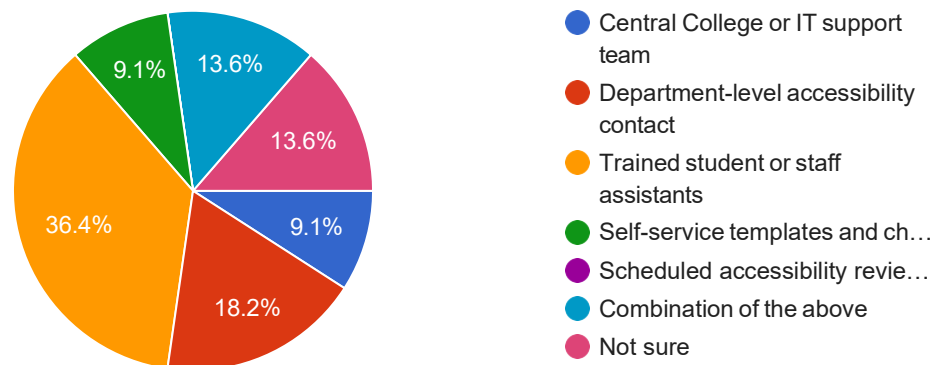
22 responses



Which support model would work best for your department?

 [Copy chart](#)

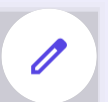
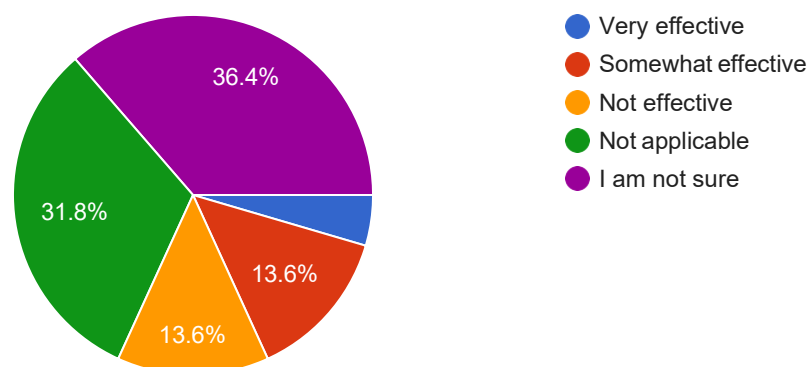
22 responses



If your department already has accessibility support, how effective is it?

 [Copy chart](#)

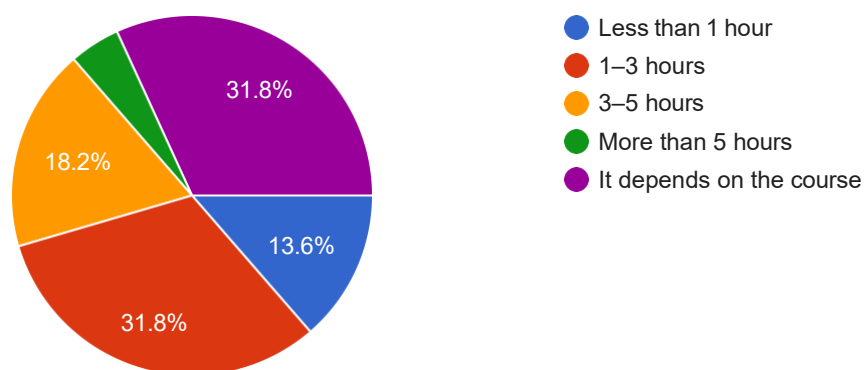
22 responses



Per course, before the semester begins, how much time could you realistically dedicate to improving accessibility?

 [Copy chart](#)

22 responses

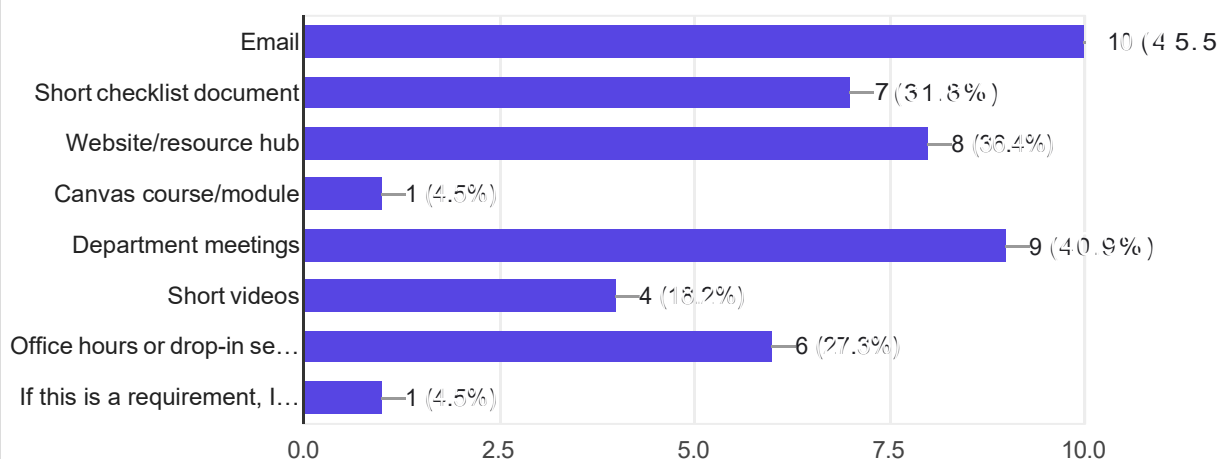


Section 5: Communication & Implementation

How would you prefer to receive guidance on accessibility?

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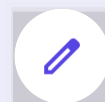
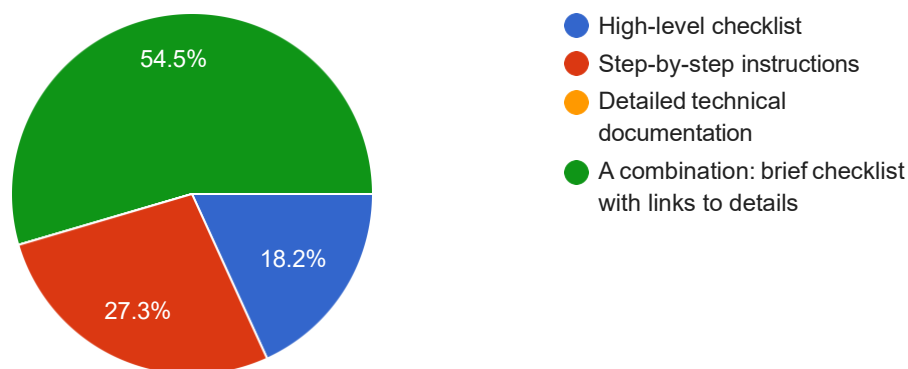
22 responses



What level of detail do you prefer in guidance?

 [Copy chart](#)

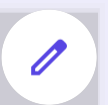
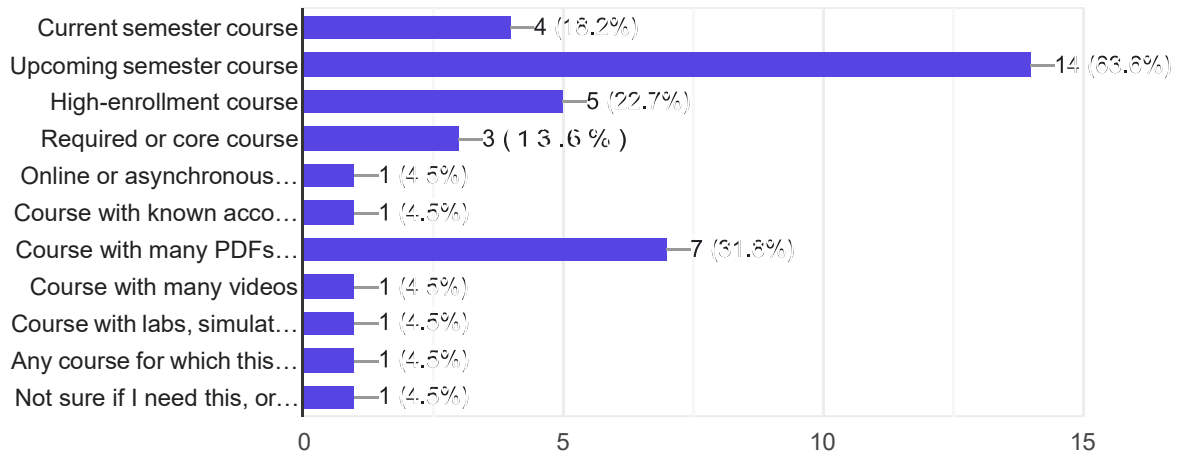
22 responses



Which materials would you want help with first? Select up to 3.

 [Copy chart](#)

22 responses



What concerns do you have about accessibility requirements, deadlines, workload, or available support?

11 responses

The DRES facility needs to accommodate all of my students during exams. It is extremely challenging to manage and administer multiple versions of exams simply because the facility lacks sufficient capacity to seat all eligible students at once. Coordinating 10 different exam versions introduces unnecessary logistical complexity, increases the risk of inconsistencies, and places a substantial administrative burden on course staff. Ensuring adequate space for all students would significantly improve fairness, efficiency, and the overall exam administration process.

The fact that we need to make powerpoints available to students. This will enable other professors and people from around the country easy access to use our material and make minor modifications to make it theirs. I am ok providing PDFs but I am not ok providing powerpoints.

I am concerned about making every item of my very digital, very complicated course "acceptably" accessible. E.g., Can I provide inaccessible legacy materials as additional resources (old tests for additional practice), or would I have to remove them to keep the University out of trouble?

converting an entire course worth of handwritten letter notes into accessible materials is an insane amount of work that I cannot do by myself. It makes me more likely to simply not offer any lecture notes to students

Not enough time to update technical content to my liking already, so someone would have to do this checking for me.

Getting surprise complaints about accessibility that suddenly require lots of time investment on my part.

I have no time and no technical skills to do this. It would need to be done by a supporting student/staff.

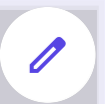
How much work is this? I have a lot of different requirements. I will do it if it will actually help someone!

The deadline has already been pushed back a year. So is it just going to get delayed further? If so, what's the point? Given that screen reader technology is only going to continue to advance faster with AI, I'm not sure I totally see the point in this exercise. If I have a student who requires accommodation, we already have DRES to work with on their needs.

I am spending quite alot of time making my lectures slides accessible.

Very limited time available to customize course material

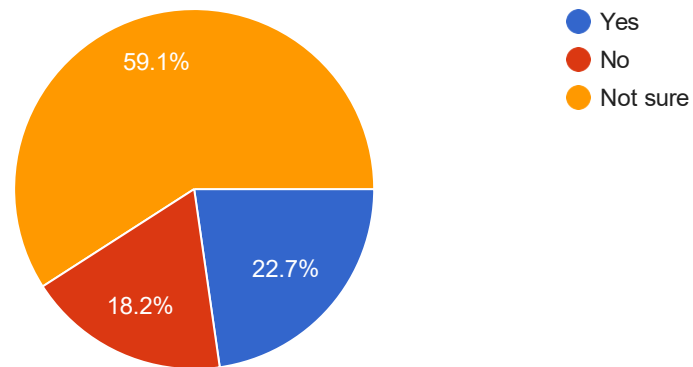
Section 6: Department-Level Insights



Does your department currently provide support for course accessibility?

 [Copy chart](#)

22 responses



Department Support Follow-Up

If yes, what kind of support is provided?

4 responses

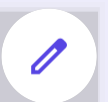
Prof. Maryam Ghadiri

Graduate students to update course materials

Staff person who is supposed to help

We have dedicated instructional staff and grad students who have assisted with this.

Final Thoughts & Recommendations



What is the single most important action the College or IT could take to help your department improve course accessibility?

15 responses

what is NEEDED vs. what is helpful

A dedicated person to help make my course materials accessible. I barely had the time to create my own content for the baseline material.

for those who are interested in building course materials, some kind of "getting started" guide to remediating most common issues. This will mean that future development can include accessible design instead of just being made inaccessible and then needing to be fixed.

Provide staffing support to actually carry out the mandate

clear checklist of what needs to be done

Review materials and list specific changes needed

a document with a high-level overview of accessibility requirements, and clear, quickly actionable links/checklists for how to achieve them. I often have courses with a range of content, so a clear contact (ideally within my department) to help me frame my specific content to accessibly would also be very useful

Sending someone to do it for us

Clarity in communication; heading off potential surprises in newly discovered inaccessible material (somehow!); providing support for transforming large volumes of material.

This is something that should not fall onto faculty. It needs to be done by dedicated students and staff.

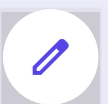
Tell me if it's necessary.

Automated tools to take care of this seems the highest impact possible. I think many faculty don't really have a clear idea of what may actually need to be done anyway or even if they have a problem (beyond vague pronouncements that "PDFs are bad; provide Powerpoint instead" which seems crazy). So having tools that can be fed documents and provide an accessible version would be highly beneficial.

3 first steps

Hire people to make the lectures, reading assignments, videos, and documents accessible. For me, it is a very large amount of "busy work" with no intellectual component that uses the faculty part of my brain.

Provide detailed guidance



Is there anything else you would like the College or IT to know about course accessibility needs?

5 responses

Why provide powerpoint? Again, we should protect the professors and the work they put in overall.

This is something that should not fall onto faculty. It needs to be done by dedicated students and staff.

No

By making faculty do such a large amount of busy work to make things accessible, you are taking them away from doing other tasks and activities.

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