



Accessibility Summer Camp

Virtual Conference Program

June 17, 2022

Welcome & Keynote Sessions

9:00 AM – 9:50 AM Central Time

Welcome Remarks

Cliff Nelson

Director, Instructional Technologies & Academic Support, WSU Tech

Keynote Session: Make Your Content More Accessible

[Michael Vermeersch](#), [Susi Miller](#)

Accessibility does not have to be overwhelming; every educator can apply some simple design methods to make their courses more accessible! This session will cover specific steps and tools to make content more accessible for a variety of disabilities, as well as providing an annotated checklist to help you develop these habits of mind while designing and to find resources to assist you.

Breakout 1 Sessions

10:00 AM – 10:50 AM Central Time

1A: Web 2.0 Tools and Accessibility

[Wendy Torres](#)

Web 2.0 technologies have allowed faculty to reach students in a whole new way. When used effectively, these tools can help focus the attention of students and help faculty reach different kinds of learners on different levels. Not all Web 2.0 tools are accessible to people with disabilities. This session will discuss and illustrate what to look for when you are evaluating Web 2.0 Tools. Participants will get concrete examples of what to look for, as well as a scoring template they can use for evaluation.

1B: Breaking the Exclusion Cycle: Shared Perspectives on 2D & 3D A11y

[Ashley Coffey](#) & [Alexa Huth](#)

Ending digital exclusion is a must. How can we do that? By listening to people with disabilities, creating inclusive technology, and using new tools without putting up barriers. While it might not be simple, the goal of digital inclusion in 2D and 3D technologies can change many lives. Ashley Coffey and Alexa Huth bring their lived experiences and enthusiasm to this interactive session. Participants will learn how inclusive digital spaces can create impactful experiences and bring people together in meaningful ways. They will also learn how to identify and help resolve inaccessible digital experiences in everyday life.

1C: New Accessibility Features in Microsoft Office

[Rob Gibson](#)

This session will provide an overview of the newest accessibility features in the Microsoft Office Suite. Entirely new accessibility ribbons and features were recently introduced as part of Office updates. This session will offer an overview of the newest features and functions.

1D: Assistive Technology Users: Understanding the Representative Range

[Belo Cipriani](#)

There are many levels of assistive technology users. Becoming familiar with the needs of the groups that exist within this community will help any content creator and accessibility support professional better serve their students, clients, and centers. This training will introduce participants to the different types of assistive tech users, as well as provide tips to improve their experience in digital environments.

1E: Self-Advocacy and Planning for Postsecondary Education

[Julia P. Gorman, M.Ed.](#)

This presentation is centered around the three parts to self-advocacy: knowing yourself, knowing your needs, and knowing how to get what you need. With the utilization of interactive, intentional activities, attendees will learn how to strategically support their transition-age students in planning for postsecondary education through self-advocacy and self-determination. Attendees will walk away with strategies, tools, information, and continued support to further aid their students' access to postsecondary education.

1F: Communicating to your Community: Accessible Communications in the 21st Century

[Kevin Andrews](#), [Libbie Rifkin](#) & [John LaRue](#)

This session seeks to explore a strategy for executing accessible communications throughout a large and often decentralized institution with the intersection of disability studies, design, and information technology accessibility. WE will share the broad work of a communications group and its configuration of stakeholders addressing accessibility challenges in a sweeping digital domain.

1G: Ensuring Accessibility: Key Questions for Third-Party Systems Review

[Innovative Educators - Alex Pecoraro](#)

Technology continues to be a critical component of student success initiatives at our institutions but in a recent TopHat survey students indicate they struggle to access required technology. How can institutions carefully screen resources to ensure third part- services are accessible? Join us for an important discussion about how we can carefully review systems with an eye for accessibility! Attendees will leave with a checklist and confidence in selecting content moving forward! This session is geared towards new and emerging professionals or those adjusting to new roles.

1H: Syllabus Management and Accessibility: Ensuring Compliance with Lake-Sumter State College and Concourse Syllabus

Concourse Syllabus - [Karen Hogans](#), [Dr. Christopher Sargent](#), & [Dr. James Martin](#)

Lake-Sumter State College (LSSC) used to manually handle syllabus documentation and accessibility compliance through a small team, which resulted in a time-consuming process that still brought forth handfuls of inconsistencies. In 2020, LSSC began the search for a tool that would positively impact accessibility compliance within their syllabi. During and post Concourse implementation, LSSC discovered that the syllabus management system saved hours of manual labor, provided a sense of reliability as syllabi became consistent, and ensured documents would be accessible for all students, including those who used screen readers for their syllabi.

1I: Accessibility-First Design and Development

Waypoint Ventures - [Samantha Haney](#) & [Karin Carlson](#)

Learn how we transformed our learning content to be accessible for all audiences. Waypoint Ventures transforms its learning content by designing it from the beginning to meet the needs of people with visual, auditory, cognitive, and/or social disabilities. Our development team - designers, writers, developers, artists, and editors – are regularly educated on best practices so that accessibility is fundamental to our products and not bolted on. We likewise rigorously test completed content to ensure that we haven't missed a thing. Accessibility design, screening, and testing are part of our overall service offerings.

1J: Universal Design for Learning: How Brightspace Supports You in Teaching Inclusively

[D2L - Sambhavi \(Sam\) Chandrashekar](#)

Covid has been instrumental in bringing disruptive changes to educational practices. Teaching and learning moved online faster than ever in history. Many instructors started teaching online for the first time. The flexibility this brings about can benefit students optimally if the features and tools built into online education technologies for facilitating inclusion are used appropriately. This session offers a brief introduction to Universal Design for Learning (UDL) principles and demonstrates how D2L's Brightspace LMS supports the practice of UDL through various features and tools that help make the educational experience more inclusive by catering to diverse learning needs.

Main Session 1

11:00 AM – 11:50 AM Central Time

Accessibility and Online Learning Tools

[Heather Merchant](#)

Non-LMS learning tools are becoming an ever-more important part of online classes. They help us increase engagement; they can make learning fun for students; and they can help students and instructors stay organized and on-track. However, if the online learning tool isn't accessible, it could be causing more problems than it solves for learners utilizing assistive technology. But how do instructors know if their chosen tool is accessible or not? Join us as we learn how to acquire accessibility information and determine if the chosen tool meets the accessibility needs of our course and our students.

Exhibition Hall

12:00 PM – 1:00 PM Central Time

Topical interest and sponsor breakout rooms are available for you to network with conference attendees and speak directly with our sponsors! Come and go as you wish.

Breakout 2 Sessions

1:00 PM – 1:50 PM Central Time

2A: Math in my world: accessibility through choice of assessment

[Marisha Marks](#), [Ann Simao](#)

In this session we describe a community college math course in which students are provided with a choice of relevant and authentic assessments leading to learning mastery and success. The age-old question in math classes is "When will I ever use this?" When we design courses with this question in mind, student engagement grows exponentially. This course incorporates journal entries to determine where students are struggling. These journal entries have shown that students enjoy the practical application of course material. We discuss the underlying Universal Design for Learning framework, provide practical examples, and consider strategies for balancing faculty workload.

2C: Access and Wellbeing in the Wellbeing Enhances Learning (WEL) Model

[Asa Olson](#), [Kely MacPhail](#)

The COVID-19 pandemic demonstrates that a lack of accessibility negatively impacts student wellbeing. Literature also indicates that students with disabilities, regardless of type, are especially impacted and more likely to develop mental health problems than students without disabilities. A lack of accessibility in learning environments contributes to these mental health concerns, especially burnout, stress, and isolation. This presentation identifies practices teachers can use to improve accessibility, facilitate connection, and help students manage stress in accordance with the Wellbeing Enhances Learning (WEL) Model. It also describes the role and relevance of accessibility in this model.

2D: Protecting Your Business & Expanding Your Reach with Digital Accessibility

[Marisa VanSkiver](#)

Accessibility in the real world is all about making an environment and product usable by everyone. The most common example many of us might think of includes wheelchair ramps as an alternative to a flight of stairs. Digital accessibility is that same concept, just applied to the digital world. Your website, your social media, all of your digital marketing content needs to be created to be inclusive to all audiences. Luckily, those steps are getting easier and easier and I'll walk you through the steps to work towards true digital accessibility in your business. Bonus! Following digital accessibility best practices protects your business from lawsuits and improves your Google search rankings.

2E: Building a Culture of Accessibility & Belonging

[Karyn Page](#), [Terese Goren](#)

Through a proactive approach, Envision will share a process of how educators, leaders and students can work together to create a culture of accessibility. Working together to provide an accessible environment ensures that universities produce graduates that are job ready. Envision will provide quick tips that you can adopt now to set you on the course of a culture of belonging.

2F: Exploration of Educational and Technological Tools in Universal Design for Learning (UDL)

[Miguel Perez](#), [Madelyn Smith](#), [Jenette L. Smith](#)

Diversity in higher education has received a lot of attention in the past two decades. While gathering less attention, but equally important, is leveling the learning field for all students. Universal Design for Learning (UDL) is an educational framework designed to support all learners in achieving equal and equitable learning opportunities. In this session, we will: Explore the Universal Design for Learning framework, and explore educational and technological tools available to educators to achieve UDL.

2G: Introducing Accessibility Studies: An Academic Voice for What Should Be Common Sense

[Naomi Petersen](#)

Everyone needs to understand accessibility for personal well-being and professional success. Come hear about the nation's first Accessibility Studies Program, thanks to a multidisciplinary collaboration of faculty, students and disability services. Find out the curriculum, the strategy for its online structure and certificate model, and the institutional logistics (drama! Intrigue!) of implementing it. Students' capstone projects illustrate the wide-ranging influence of the program to promote advocacy and practical solutions—and research literacy. Come troubleshoot ways to incorporate the knowledge base and skills of accessibility competence into your own context. Be inspired to develop your own community of learners about accessibility.

2H: Using Accessibility Data to Make Institutional Change

Blackboard – [Krista Wright](#), & [Amy DiMola](#)

Every higher education institution faces challenges with making content in their learning management system (LMS) accessible. Ally is a tool that integrates within the LMS that provides data about accessibility issues in content, the amount of accessibility improvements made, and so on. This session will focus on a meaningful analysis of the national data about the current state of LMS accessibility. For example, in 2020-21 across 11.8 million courses, there were 90.5 million PDFs, of which 13.03% were scanned. The session will conclude by providing ideas to further your institutional accessibility goals, even if your school doesn't use Ally.

2I: How Digital Class Syllabi Support Equity and Accessibility

Simple Syllabus – [Matthew Compton-Clark](#), [Shelby Huddleston](#)

Gain insight from innovators at Cowley Community College and Simple Syllabus to learn how the industry-leading syllabus management platform, Simple Syllabus, has helped overcome accessibility and equity concerns for students while saving time among faculty and administrators. Used by over 150 colleges and universities across the United States, Simple Syllabus is here to help educational partners reach their vision for success one syllabus at a time.

Breakout 3 Sessions

2:00 PM – 2:50 PM Central Time

3A: Creating a Culture Shift - Finding Our Place

[Vanessa Garza](#), [RaLynn McGuire](#)

Can a university shift from a stand-alone accommodation model to a proactive approach to accessibility? We think so! We have been on a journey to shift the campus culture. This presentation will focus on the journey of creating the role of accessibility specialist, increasing campus-wide partnerships and visibility, gaining support for new initiatives, and creating an accessibility policy.

3B: Supporting Learners with "Invisible Disabilities"

[Star Peterson](#)

Learn how to make your learning environments more accessible to autistics and ADHDers as well as to individuals with sensory processing disorders, dyslexia, psychiatric disorders, chronic illnesses, traumatic brain injuries, and other so-called invisible disabilities.

3C: Avoid It Like the Plague: PDFs and Why You Should (Nearly) Never Use Them

[Chrystal Trapani](#), [Kristin White](#), [Jenna Ashley](#), & [Sarah Camp](#)

Many educators use PDFs in their courses, but most have not considered the accessibility implications when using them. The reality is most PDFs that are posted to a digital learning platform are inaccessible. While PDFs have their place, classroom use is rarely it. This workshop will review why PDFs should not be used in a classroom setting, how to remediate PDF content, and how to check for PDF accessibility.

3D: Build Our Community Together: Creating a Digital Accessibility Liaisons Program

[Sarah Arnold](#), [Aleah Howell](#)

When introducing digital accessibility, it is important to build a community of advocates and practitioners to support the work. This community creates a support system for those who want to learn and share their work. It is also a way to build accessibility awareness across campus. At the University of North Carolina at Chapel Hill, we did this by creating Digital Accessibility Liaisons (DAL). Each liaison volunteers to learn about and advocate for digital accessibility within their department. This presentation will discuss the background, development process, impact, challenges, and future goals of our DAL.

3E: Building Accessibility Through Exceptions

[John Jones](#)

Wichita State has adapted a process for documenting exceptions to the university's accessibility policy, based on the process pioneered at Ohio State University. We will discuss the basics of the program, the information required from faculty and staff when requesting an exception, and the ways that these exceptions help manage accommodations and advance accessible choices in the future.

3F: Five Ways to Make Your Social Media Accessible

[Casey Eubank](#), [Krissy Buck](#)

Are you looking to reach a wider audience with your social media presence? Casey and Krissy from the Accessibility Summer Camp (ASC) Marketing Committee will demonstrate how they implemented five easy actionable steps to enhance the ASC social media presence and the meet the needs of our diverse audience. Come learn how to make your own social media inclusive and expand your reach by applying these actionable steps!

3G: Mobile accessibility: testing mobile sites and native apps for accessibility

[Gian Wild](#)

Unfortunately, WCAG2 doesn't cover mobile accessibility very well. For example, WCAG2 requires that all content be accessible to the keyboard interface, but it does not require that all content be accessible to a touchscreen user. WCAG2.1 does include some mobile accessibility requirements; but many think it doesn't go far enough. Enter the Mobile Site Testing Guidelines: developed by a bipartisan group of accessibility companies. These guidelines are meant to be used with WCAG2 (and WCAG2.1) to ensure that sites are accessible to people with disabilities using mobile and tablet devices.

3H: Designing with Everyone in Mind

Open LMS: [Jaime Ade](#), [Michael Vaughn](#)

We will cover Global Accessibility Awareness, What Accessibility Means, Characteristics of Accessible and Inclusive Design and Base tips for Creating Inclusive and Accessible Courses.

3I: A.I. in the Classroom: Building a More Accessible Future

Packback: [Barbara Kenny](#)

Packback is an AI-supported platform designed to build intrinsic motivation and support improvements in curiosity, communication skills, and critical thinking. Packback is a space where students of all abilities and backgrounds are free to explore the content, they learn in class in a way that spans outside the boundaries of textbooks, lecture halls, and online sources. Packback is deeply committed to maintaining accessibility and inclusion on our platform to create an environment where every student can explore their curiosity. Packback places students in the driver's seat, instead of just focusing on memorizing facts, students get to ask the questions, engage with their classmates, and take their curiosity to new heights. In this session, we will provide a brief overview of the platform and pedagogy, a demonstration of the A.I. coaching students receive when using Packback, discuss how Packback's pedagogy of student-driven inquiry empowers all students, and dive into the various accessibility features within our platform.

Main Session 2

3:00 PM – 3:50 PM Central Time

Student Panel

Hosted by [Robert Beach](#)

Join us for this discussion with a student panel hosted by Robert Beach, as we learn about different challenges students face in the physical and online classroom with accessibility.

Closing Session

3:50 PM – 4:00 PM Central Time

Closing Remarks & Door Prizes

Special Thanks to Our Sponsors!



Speaker Bios



Jaime Ade

Adoption and Education Specialist
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Jaime Ade was formerly with IntelliBoard Inc as a Product Manager for IntelliCart. Previous to the experience, Jaime was a Business Development Manager at Omniplex, a Manager of International Learning and Development for Gamelearn, worked as the Sales Development Team Lead for Remote-Learner, Manager of Online Innovation and Development for Yellow Edge -Australia and as a Senior Learning and Training Specialist for Elluminate in the USA. Jaime has a broad background in Sales, Business Development and Training. She has studied Distance and Continuing Education within the DCE program at Harvard and served there as a virtual classroom trainer for the distance programs and hybrid courses. Jaime brings a wealth of knowledge and experience in the online world, collaborative training and business development and is excited to represent Open LMS as an Adoption and Education Specialist.



Kevin Andrew

Electronic IT Accessibility Coordinator
Georgetown University
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Kevin Andrews is tasked with ensuring websites and other digital technologies used and purchased by Georgetown meet accessibility standards and guidelines and advises the GU community on best practices for making their websites and other digital materials accessible for everyone.



Sarah Arnold

Digital Accessibility Consultant
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Sarah is a Digital Accessibility Consultant at the University of North Carolina at Chapel Hill. She focuses on accessibility reviews and consults with campus partners. She manages Siteimprove, an automatic website scanning tool, for campus. She formed the campus-wide Digital Accessibility Liaisons program. Sarah joined the Digital Accessibility Office from the UNC-Chapel Hill Libraries, where she worked as the Content Strategy Librarian in the User Experience department. She has extensive experience with user research and content strategy. She earned her Master of Science in Library Science from Carolina's School of Information and Library Science.



Jenna Ashley

Instructional Technologist with the Center for
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Jenna Ashley is an Instructional Technologist with the Center for Learning and Teaching at Old Dominion University, and a former secondary inclusion mathematics teacher. Jenna is a Google Certified Trainer, Google Certified Coach, a Global GEG Leader, and a Canvas Certified Educator. She is also physically disabled and hearing impaired and enjoys helping others make content that is accessible to all.



Robert Beach

Assistive Technology Specialist
Kansas City Community College
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Robert has been the Assistive Technology Specialist at KCKCC since January 1994. He is a member of AHEAD and serves as the president of KAN-AHEAD. He is a member of ATHEN (Access Technologists Higher Education Network) and has served on the ATHEN executive board. He serves on the Advisory Council for the Assistive Technology for Kansans Project. Robert has presented at several conferences including KAN-AHEAD/Regional AHEAD, National AHEAD, Accessing Higher Ground and others. In addition, he has given many presentations for various organizations on the topics of assistive technology, accessible documents, and disabilities in higher education.



Krissy Buck

Department Chair of Digital Marketing
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Krissy is a digital marketing educator in higher ed. She is a speaker that teaches businesses how to build online communities around their brand. She is also an experienced Social Media Strategist with a demonstrated history of working in the information technology and services industry.



Sarah Camp

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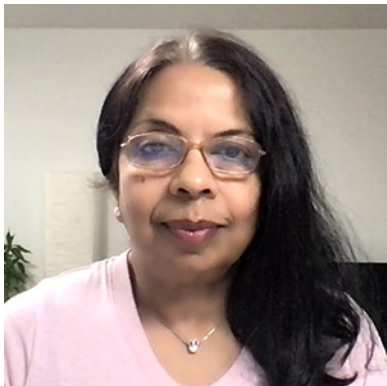
Sarah Camp earned her Bachelor's and Master's degrees in English Literature from Old Dominion University. She currently serves as an Instructional Technologist with Old Dominion University's Center for Learning and Teaching. Additionally, Sarah adjuncts with the English department also at ODU. Sarah is WebAIM certified and a VoiceThread certified educator.



Karin Carlson

Instructional Designer & Accessibility Specialist
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Karin Carlson is a Microsoft Certified Trainer (MCT) based in the heart of Canada in Winnipeg, Manitoba. With over 22 years of classroom training and consulting experience, she has developed accessibility courseware and delivered training for clients in both the US and Canada. Accessibility for websites and applications classes cover current guidelines, standards, and legislation, including WCAG 2.1 and Section 508. With a busy teaching schedule, Karin is still an active application and website accessibility tester and consultant, providing accessibility assessments and follow-up coaching to developers and content creators in Canada and the United States.



Sambhavi (Sam) Chandrashekar

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Sambhavi (Sam) Chandrashekar leads the accessibility initiatives at D2L as their Global Accessibility Lead. She holds academic positions as Adjunct Professor (Inclusive Design) with OCAD University and Adjunct Professor (Critical Disability Studies) with York University in Toronto. She taught a Master of Design program in Inclusive Design at OCAD University from 2012 to 2016 and again at the University of Toronto in 2020. Sam believes in the practice of UDL as a means for inclusion. She channels her passion for making education accessible to all learners into her work at D2L to help build accessible technology that supports inclusive pedagogy.



Belo Cipriani

Digital Inclusion Strategist
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Belo Miguel Cipriani, Ed.D. is a digital inclusion strategist who became passionate about making online spaces accessible after being blinded by a group of men in 2007. His books and articles on disability issues have received numerous awards and international recognition. He has guest lectured at Yale, and, in 2020, he was appointed by Governor Tim Walz to the Minnesota Council on Disability. Through his digital access consulting firm, Oleb Media, he has helped countless organizations build inclusive websites and apps. HuffPost referred to him as an “Agent of Change,” and SF Weekly named him one of the best disability advocates. Tony Coelho, the primary author and sponsor of the Americans with Disabilities Act, called him an “important voice” in disability writing. You can follow him on Twitter, Instagram and Facebook.



Ashley Coffey

Consultant on Emerging Technology
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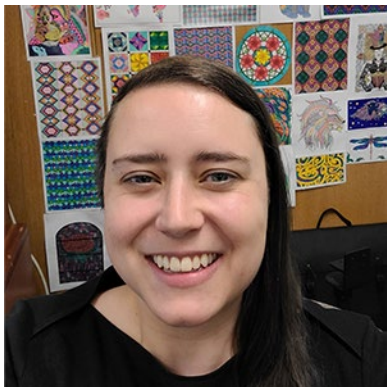
Ashley Coffey is a Consultant on Emerging Technology Accessibility at the Partnership on Employment and Accessible Technology (PEAT). In this role, she works to advance the accessibility of emerging workplace technologies to increase employment opportunities for people with disabilities. She is an active member of the XR Access Initiative and collaborates with industry stakeholders to further the adoption of inclusive design for accessible technology.



Matthew Compton-Clark

Account Executive
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Matthew Compton-Clark is an experienced education technology professional with over a decade of experience leveraging technology to help elevate the academic success of students in a multitude of learning environments.



Amy DiMola

Accessibility Strategist
Anthology Blackboard Ally team
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[Amy DiMola LinkedIn](#)

Amy DiMola has over 10 years of experience in higher education disability services, with a focus on alternative format production and assistive technology. She brings her decade of experience, along with her Master of Science in Rehabilitation Psychology, to the Anthology Blackboard Ally team with the goal of assisting universities and other institutions in increasing accessibility and inclusion for all students through strategic implementation and use of Ally.



Casey Eubank

Learning Management System Administrator
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Casey Eubank is the Learning Management System Administrator at WSU Tech in Wichita, Kansas. He has 20 years of LMS experience including: WebCT, ANGEL and Blackboard. In the past nine years since WSU Tech has adopted Blackboard, he has led efforts to implement SIS/LIS integration and multiple publisher integrations. In addition, he has developed an interest in SQL database reporting and log analysis/interpretation. Casey is the President of the Kansas Blackboard Users Group (K-BUG), an active member of the Bb ListSrvs and a Bb Certified Trainer. Eubank is WSU Tech's Blackboard Administrator.



Vanessa Garza

Learning Experience Accessibility Specialist
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Vanessa worked as an educator, developer, and instructional designer before developing a passion for creating accessible content in higher education. Vanessa currently focuses on training and supporting faculty to create accessible content and promote a culture of inclusive education.



Rob Gibson

Director, Learning Technology
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Rob Gibson has been an accessibility advocate for a number of years. He serves as the Digital Accessibility Advisory Committee chairperson at ESU. He also teaches graduate courses in Universal Design. He holds a CPACC accessibility certification.



Terese Goren

Accessibility Specialist
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Terese Goren is a certified accessibility specialist, specializing in assistive technology. She has the unique opportunity to work with the blind and visually impaired community and connects them with the technology available to help live a more independent and fulfilling life. Goren's passion is to help businesses and business leaders understand how accessibility can help advance their diversity, equity and inclusion initiatives. She was certified as a trusted tester by the department of homeland security and has been the lead instructor for Envision's Level Up program.



Julia P. Gorman

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Julia P. Gorman, M.Ed. is a former middle school special education teacher and current adjunct instructor and Assistant Director for the Educational Access Center at Boise State University. Julia graduated with her Bachelor of Arts in Elementary and Special Education in 2018, and her Master of Education in Early and Special Education in 2020. Through her various educational and professional endeavors, Julia has experience working with transition-age students in academic-based interventions, postsecondary preparatory programs, and inclusive postsecondary opportunities all with the intent to support students with disabilities in accessing postsecondary education and employment.



Samantha Haney

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Samantha Haney is the founding partner at Waypoint Ventures, a Seattle based technical learning content development company that creates engaging and accessible courseware. Founded in 2003, Waypoint is an accessibility-forward company with a uniquely trained in-house accessibility team who hold certifications from Trusted Tester (Dept. of Homeland Security), World Wide Web Consortium (W3C), and Web Content Accessibility Guidelines (WCAG). The accessibility team are embedded throughout the design and development phases of all courseware, as well as review products, services, and communications to ensure client content is compliant.



Karen Hogans

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Karen Hogans earned her Master's degree from the University of South Florida in Mathematics Education and has been an educator for 30 years. She began her career in the K-12 system before transitioning to the post-secondary setting, first serving as full-time math faculty then moving into an administrator position. She currently serves as Lake-Sumter State College's Dean of General Studies. Karen has a passion for process improvement that includes automation to reduce the need to perform manual tasks while maintaining a focus on accessibility.



Aleah Howell

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Aleah Howell is the senior graphic designer and creative director for the University Libraries Communications Office at the University of North Carolina at Chapel Hill. She specializes in visual strategy, marketing and brand management. She has a background in fine art and photography. Aleah is a leading member of the UNC-Chapel Hill Digital Accessibility Liaisons leadership team. She is most experienced with digital accessibility in visual design, communications and social media. Aleah earned her Master of Arts in Communications from the UNC School of Media and Journalism.



Shelby Huddleston

Director of Instructional Technology

Shelby Huddleston is an experienced Director of Instructional Technology with a demonstrated history of 20 years working in the higher education industry and K-12. Skilled in Blackboard, Nonprofit Organizations, Educational Technology, and Instructional Design. Strong education professional with a Master's Degree focused in Educational/Instructional Technology from Pittsburg State University.



Alexa Huth

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Alexa Huth is the Director of Strategic Communications for The Partnership on Employment & Accessible Technology (PEAT). In this role, she leverages her lived experience as a person with disabilities to inform the content that PEAT creates.



John Jones

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John Jones is the executive director of the Media Resources Center at Wichita State University, and has served as the interim Accessibility Coordinator since early 2020.



John LaRue

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John LaRue is the Art Director for Georgetown University's Office of Strategic Communications. He provides design and art direction to university partners from concept to completion, ensuring their work will be visually impactful and adhere to Georgetown's core identity. He also serves on the university's visual identity committee, which maintains the foundational elements of Georgetown's visual identity. His design work has been published in *The Best American Infographics 2013* and *I Love Charts: The Book*. An avid baseball fan, LaRue has also contributed to *The Hardball Times* and was nominated for a 2018 SABR Analytics Conference Research Award in Historical Analysis.



Kely MacPhail

Director of the Learning Resources Group
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Kely MacPhail, M.Ed., is Director of the Learning Resources Group at the University of Minnesota's Earl E. Bakken Center for Spirituality & Healing. Throughout her time as a technology educator and instructional designer, accessibility and equity have been integral elements of Kely's approach to analysis, design, and implementation. She embraces opportunities to raise awareness of best practices in these realms and influence others to adopt changes that reduce barriers and enhance wellbeing for all students.



Marisha Marks

Instructional Designer
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Marisha Marks is an instructional designer at Springfield Technical Community College. Marisha works with her colleagues in the Center for Online and Digital Learning to support faculty with student success in mind. Marisha's area of interest is in accessibility and Universal Design for Learning. She is currently leading course accessibility initiatives, including deploying the Ally in Blackboard accessibility tool and increasing accessibility awareness across campus.



James Martin

eLearning Project Manager
Lake Sumter State College
[Concourse Syllabus Website](#)

Dr. James Martin is the eLearning Project Manager at Lake Sumter State College, where he also teaches undergraduate students across multiple modalities. Over the course of his career, James has served as an instructor, course designer and educational leader in secondary and postsecondary institutions. With a learner-centric philosophy, Dr. Martin remains focused on promoting collaboration among colleagues and providing faculty support to meet the diverse needs of students with innovative curriculum and technology integration. Aside from his professional endeavors, James is an active explorer and amateur photographer, having visited over 50 countries to date.



Heather Merchant

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Heather M. Merchant, M.S., M.B.A. is the Senior Educational Accessibility Specialist for Wichita State University, a former instructional designer, instructor for Wichita State's Lifelong Learning program, a QM Peer Reviewer, and a contributing author for KSARN (Kansas Accessibility Resource Network), an online accessibility initiative that offers free training on a variety of accessibility topics. As the Senior Educational Accessibility Specialist, Heather audits online courses, hybrid courses, and all EIT at Wichita State for accessibility. She also provides accessibility training and assists with braille and tactile graphic production.



RaLynn McGuire

Lead Accessibility/Universal Design for Learning
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RaLynn started her career as a classroom teacher. Years ago she transitioned to working in the field of accessibility in higher education in varying capacities such as training users, performing UX accessibility testing, training and supporting faculty as they create accessible content, and promoting a culture of accessibility and inclusion.



Susi Miller

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Susi Miller is an industry leading expert on accessible learning design and the Founder and Director of eLaHub. She is the author of *Designing Accessible Learning Content* (Kogan Page 2021) and her accessible learning content has been shortlisted for the Learning Technologies Awards. Susi's mission in the world of accessibility and inclusion is to make all eLearning content 'accessible as the default.'



Asa Olson

Instructional Designer and Academic
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Asa Olson is an assistant professor turned instructional designer and academic technologist for the Bakken Center for Spirituality & Healing. He teaches courses about narrative practices in wellbeing, including narrative therapy and narrative medicine, provides instructional and technological support for instructors, and leads the Bakken Center's revision of the Wellbeing Enhances Learning Model.



Karyn Page

VP, Innovation
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Karyn Page has a contagious enthusiasm and pioneering vision that inspires stakeholder collaboration, harnesses the strengths of team members and secures relationships to execute on big ideas. Page joined Envision after serving as the president and CEO of Kansas Global Trade Center, Inc. for more than 16 years. Her mission at Envision is to establish career pathways for the blind or visually impaired community that create independence and professional success, while contributing to innovative workforce solutions for companies around the world.



Alex Pecoraro

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Alex Pecoraro is the Customer Success & Solutions Specialist at Innovative Educators where her work centers around college student success. Alex has over ten years of experience in higher education managing an academic resource center, serving as an academic coach, and working in residence life at institutions like Colorado Mesa University and Tulane University. Alex has a masters from Ohio University in higher education administration.



Miguel A. Perez

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Miguel A. Perez, Ph.D., is a faculty member at California State University, Fresno. Dr. Perez's work focuses upon cultural and linguistic competence and global health issues. Dr. Perez also serves as a mentor, advocate, and researcher promoting inclusivity in higher education.



Naomi Petersen

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Dr. Naomi Jeffery Petersen is a full professor in the Department of Curriculum, Supervision, & Educational Leadership at Central Washington University. With a background in education and counseling as well as disabilities, she cultivated the partnerships resulting in CWU's interdisciplinary Accessibility Studies Program which she now directs.



Star Peterson

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Star Peterson is an instructional designer as well as a Diversity, Equity, Inclusion, and Accessibility trainer. They hold a Master's in Severe Disabilities Special Education. Star taught for fifteen years before pivoting to workplace training. They've taught learners from preschool all the way to graduate school. Star draws upon their experiences teaching individuals with disabilities as well as their personal experiences as a Disabled learner. Star is passionate about making the world a more accessible, and therefore more just, place.



Libbie Rifkin

Teaching Professor, Dept. of English and
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Libbie Rifkin is Teaching Professor in the Department of English at Georgetown University and was the founding Director of the Program in Disability Studies from 2017-20. Rifkin teaches courses in modern and contemporary American literature and gender, race, and disability studies. Her two books include the co-edited collection, *Among Friends: Engendering the Social Site of Poetry* (2013) and *Career Moves: Olson, Creeley, Zukofsky, Berrigan, and the American Avant-Garde* (2000). She has published numerous articles on gender, poetry, and, most recently, the poetics of care. Rifkin currently serves as the first Special Advisor to the Vice President of Diversity, Equity, and Inclusion for Disability, a new role that expands Georgetown's commitment to valuing disability as an identity and dimension of diversity.



Christopher Sargent

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Dr. Christopher Sargent is the Associate Dean of Workforce Development at Lake-Sumter State College, acting Program Manager of the Computer and Business Administration programs, and teaches project management and information technology courses. He started his career at Middlebury College as a lab manager/helpdesk support technician. He later worked for the USDA in technical support, then at the University of Maryland as a network administrator and project manager. Dr. Sargent earned his doctorate in management of Community College Policy and Administration at the University of Maryland Global Campus, and he also holds an MS in Information Technology and an MBA.



Ann Simao

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Ann Simao is a full-time member of the Mathematics department at Springfield Technical Community College. Ann takes advantage of many professional development opportunities to continually strive to improve her classes. She is passionate about trying to help all of her students succeed in her classes as well as minimize costs for resources that are required for students.



Jenette L. Smith

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Dr. Jenette L. Smith, Ed.D., DipACLM, M.S., serves as faculty in the Doctor in Health Care Education and Leadership program with Clarkson College, an educational partner with Nebraska Medicine. In addition, Dr. Smith serves as an educator, ally, and advocate for individuals with disabilities, their families, and their caregivers.



Madelyn Smith

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Madelyn Smith, M.A., is a doctoral candidate in special education with the University of Northern Colorado. Madelyn proudly serves as a writer, researcher, advocate, and educator to promote equitable, inclusive practices in schools and communities.



Wendy Torres

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Wendy Torres has been teaching for over 21 years and has a BA in Special Education and a Masters of Education in Instructional Technology. She is currently the Senior Instructional and Digital Technologist and an Adjunct Instructor for Coppin State University. She has given numerous professional workshops for Roland Park Country School as well as the St. Francis of Assisi School, the Digital Harbor School, Coppin State University, the University of Maryland, the Maryland Distance Learning Association and the Online Learning Consortium. In 2014, she was selected to appear in The Latino American Who's Who (Volume IV). This edition will appear in The Library of Congress in Washington D.C., corporate and academic libraries nationally.



Chrystal Trapani

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Chrystal Trapani is an Instructional Technologist with the Center for Learning and Teaching and an adjunct instructor in the Department of English at Old Dominion University. Chrystal blends her experience working with first-generation and non-traditional students, curriculum development, creating interactive and accessible online course content, digital accessibility, and training faculty in order to help them achieve positive student outcomes and success. In working with faculty, she helps her colleagues gain strong, working knowledge of how to make course content successful for students of all learning abilities.



Michael Vermeersch

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Michael is Microsoft's Accessibility Product Marketing Manager; his focus is to land Microsoft's commitment to bridge the "Disability Divide". Company-wide, alongside customers, partners, and communities, Michael's scope is to increase societal inclusion for people with disabilities. The commitment covers, technology, talent development and workplace culture. Michael also chairs Microsoft's UK Disability Employee Resource Group and was invited to 10 Downing Street to present his views on bringing disabled talent into work. His personal proudest achievement is having brought Microsoft UK to Disability Confident Leadership status. Michael received Microsoft's highest Platinum Club award for his work in disability inclusion. Listed as one of "125 People to follow" on LinkedIn about Diversity and Inclusion, he is in the 2021 Disability Power 100, which celebrates Britain's most influential disabled people.



Marisa VanSkiver

Owner | Senior Developer
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The short version is I've been working in marketing since I was 18 and fresh out of high school. I've been a developer, a Reputation Manager (yay online reviews!), a ghost-writing blogger, a copywriter, social media manager, and a digital ads strategist. I know the digital marketing world because I've been in almost every facet of it. I currently build websites and digital marketing strategies for my clients at Captain Coder, LLC and teach Digital Marketing at Wichita State.



Michael Vaughn

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Michael Vaughn has been helping clients develop and apply instructional technology skills for nearly 15 years. This includes serving as an LMS trainer or administrator at public, private, and community college schools. Michael also presents on effective uses of technology and serves on the Advisory Board for the REALISE Grant (REALising Inclusive Science Excellence in Biology, Chemistry, and Physics) at Radford University.



Kristin White

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Kristin White is an Instructional Technologist with the Center for Learning and Teaching at Old Dominion University; she has been an integral part of ODU's transition to remote teaching during COVID-19 and continues to develop and facilitate faculty support on topics including Zoom, Canvas, VoiceThread, Kaltura, and other instructional technologies via workshops, consultations, videos, and support documentation. While building online interactive activities for faculty, she has noticed the absence of basic accessibility knowledge and does her best to inform and educate others on how to make content accessible to all learners.



Gian Wild

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Gian Wild is the CEO of AccessibilityOz, with offices in the U.S., Europe and Australia. She has worked in the accessibility industry since 1998, when she worked on the very first Australian accessible website. Her major achievements include: six years' active membership in the W3C Web Content Accessibility Guidelines Working Group contributing to WCAG2; speaking on the importance of web accessibility at the United Nations Conference of State Parties in 2015; and the release of the ICT Mobile Site Accessibility Testing Guidelines as the Mobile Sub-Committee Chair of the ICT Accessibility Testing Symposium. In 2019 Gian won the inaugural Accessibility Person of the Year.



Krista Greear Wright

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An enthusiastic, data-driven individual, Krista is passionate about inclusivity. With over 13 years of experience, Krista's focus is to accelerate digital content, with expertise in document and video accessibility. She is excited about improving the experience for all users, students, and clients by working with stakeholders to make changes at an organizational level. Krista has directly supported 200+ institutions in strategizing around improved inclusion through the implementation of Blackboard Ally. Since 2018, Krista has served as the Vice President of ATHEN, a professional association and network accessibility and technology. Leveraging her Master of Education in Educational Technology from Boise State University (2018), Krista is interested in the intersection of accessibility, and instructional design



Barbara Kenny

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Barbara Kenny. M.Ed. - Barbara earned her Master's in Special Education and was an educator for 10 years before joining the Packback team. As an educator, Barbara was dedicated to giving *all* students the experiences and skills necessary to become critical thinkers and happy, healthy life-long learners. She continues on the mission now with her work as a Senior Experience Manager and Product Consultant on the Higher Education Institutional Partnerships team at Packback.

Meet the Conference Planning Committee

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Director, Instructional Technologies
WSU Tech

Krystal Iseminger

Conference Committee Planning Chair
Accessibility and Course Quality Specialist
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Jenna Ashley

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