

The Advisory Commission on Accessible Instructional Materials in Postsecondary Education for Students with Disabilities

Full Commission Meeting – May 3-4, 2011

Pfahl Executive Conference Center

Room 202, Pfahl Hall

The Ohio State University

2110 Tuttle Park Place

Columbus, Ohio 43210

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WELL, WELCOME, EVERYONE, TO OUR COMMISSION MEETING. AND I WANT TO THANK OUR HOST, SCOTT LISSNER, OF THE OHIO STATE UNIVERSITY, FOR PROVIDING THIS BEAUTIFUL FACILITY FOR US TO USE. AND I'D LIKE TO START OUT BY REMINDING THE COMMISSION OF OUR PURPOSE HERE. THE COMMISSION WAS CREATED UNDER THE HIGHER EDUCATION OPPORTUNITY ACT WITH THE CHARGE OF ACTUALLY LOOKING AT THIS ISSUE OF ALTERNATE INSTRUCTIONAL MATERIALS IN POST-SECONDARY EDUCATION, COMING UP WITH RECOMMENDATIONS, LOOKING AT THE BARRIERS AND IDENTIFYING WORKABLE SOLUTIONS TO IMPROVE THE TIMELY DELIVERY AND QUALITY OF ACCESSIBLE INSTRUCTIONAL MATERIALS. AND WE'RE TO KEEP IN MIND HOW PRINT -- HOW STUDENTS WITH PRINT DISABILITIES MAY OBTAIN THOSE INSTRUCTIONAL MATERIALS IN ACCESSIBLE FORMAT WITHIN A COMPARABLE TIME FRAME AND COST. WE'RE LOOKING AT ELECTRONIC FORMAT, WE'RE LOOKING AT THE FEASIBILITY OF ESTABLISHING A CLEARINGHOUSE, WE'RE LOOKING AT MARKET BASE SOLUTIONS, WE'RE LOOKING AT UNIVERSAL DESIGN, AND WE'RE LOOKING AT LOW INCIDENCE/HIGH COST SOLUTIONS. SO ALL OF THAT IS WHAT WE'RE JOINED HERE TO DO IN THE COMMISSION. I'D LIKE TO MAKE A FEW ANNOUNCEMENTS FOR THOSE PEOPLE WHO MAY BE LISTENING REMOTELY. THE WEBINAR ROOM SHOULD BE OPEN AT THIS POINT IN TIME, SO THOSE WHO WOULD LIKE TO SEND COMMENTS TO THE COMMISSION CAN DO THAT BY E-MAILING PSC@CAST.ORG. IF YOU E-MAIL ANY COMMENTS OR QUESTIONS YOU HAVE, WE WILL BE ABLE TO HAVE THOSE LATER IN THE SESSION. EVERYONE WHO IS LISTENING IN REMOTELY, PLEASE IF YOU ARE ON I LINK, IF YOU ARE IN THE MEETING ROOM FOR I LINK, PLEASE ALSO MUTE YOUR PHONE. IF YOU DON'T MUTE YOUR PHONE, WE WILL ACTUALLY BE ABLE TO HEAR EVERYTHING THAT'S GOING ON WITH YOU AT HOME. I DON'T THINK YOU REALLY WANT THAT. I WOULD LIKE YOU TO REMEMBER, KEEP IN MIND THE STUDENTS WE ARE HERE TO SERVE. THESE ARE THE STUDENTS WHO ARE NOT ABLE TO ACCESS PRINT

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MATERIALS IN A STANDARD MANNER. ONE OF OUR COMMISSION MEMBERS, LINDA TESSLER AND I SPEAKING BEFOREHAND ABOUT HOW IMPORTANT IT IS TO RECOGNIZE THAT THE OPPORTUNITIES FOR AN EDUCATION IS SO IMPORTANT FOR AN INDIVIDUAL WITH A DISABILITY. I USED TO HAVE A FRIEND WITH POLIO AS A CHILD, AND WALKED WITH CRUTCHES AND LEG BRACES. HE ALWAYS SAID TO ME, I KNEW I NEEDED TO GET AN EDUCATION BECAUSE I KNEW I WASN'T ABLE TO JUST GO DIG DITCHES LIKE EVERYBODY ELSE COULD IF THEY COULDN'T GET ANY OTHER WORK. AND I THINK ESPECIALLY IN TODAY'S ECONOMY, WE NEED TO REMEMBER THAT INDIVIDUALS WHO HAVE NOT HAD SUCCESS IN SCHOOL BECAUSE THEY WERE BARRED FROM THAT ABILITY, BY THE FACT THEY DIDN'T HAVE THEIR INSTRUCTIONAL MATERIALS, ARE GREATLY AT RISK, ESPECIALLY WHEN THE ECONOMY IS DIFFICULT. STUDIES HAVE SHOWN THAT THE MEN IN PRISON, UP TO 80 PERCENT OF THEM, HAVE A LEARNING DISABILITY. SO THAT'S REALLY STAGGERINGLY HUGE. AS LINDA AND I SAID, I WOULD FAR RATHER HAVE THOSE PEOPLE PAYING TAXES THAN I WOULD BE AS A TAXPAYER PAYING FOR THEIR ROOM AND BOARD. THAT'S THE DIFFERENCE THAT EDUCATION MAKES, WHEN YOU HAVE MATERIALS THAT WORK FOR YOU. SO I'D LIKE NOW TO TURN OVER THE FLOOR TO JIM WENDORF, MY VICE CHAIR, FOR HIS OPENING REMARKS.

>> THANK YOU, GAIER. AND WERE WE GOING TO DO ROLL CALL? DO YOU WANT TO DO THAT NOW? AFTER, OKAY. GOOD MORNING, EVERYONE. THIS IS OUR THIRD FACE-TO-FACE MEETING. IT IS A LITTLE BIT DIFFERENT THAN THE PREVIOUS MEETINGS, SO IT HAS SOME UNIQUE ASPECTS. TODAY IS LARGELY DEVOTED TO PRESENTATIONS. THE CHANCE FOR THE COMMISSION TO LEARN, TO ASK QUESTIONS. WE WILL BE HEARING FROM A HIGHER EDUCATION ROUND TABLE ON STATE OF ACCESS TO INSTRUCTIONAL MATERIALS. FOR STUDENTS WITH DISABILITIES. WE WILL ALSO BE HEARING LATER IN THE DAY FROM A TECHNOLOGY ROUND TABLE. AND IN BETWEEN, WE'RE GOING TO ADDRESS AS A COMMISSION SOME KEY ISSUES. ZEROING IN ON SOME DEFINITIONS THAT SOME OF THE TASK FORCES HAVE BEEN GRAPPLING WITH, LOOKING AT INSTRUCTIONAL MATERIALS IN PARTICULAR. SOMEBODY IS TRYING TO SAY HELLO. IS THAT JIM?

>> WE HEAR YOU, JIM. CAN YOU HEAR US? APPARENTLY NOT. CAN YOU HEAR US, JIM?

>> THIS IS JIM, I CAN'T HEAR VERY WELL.

>> THAT TELLS US ALL THAT WE NEED TO SPEAK INTO MICROPHONES DIRECTLY. THANKS, JIM. WELCOME. SO WE WILL BE ZEROING IN ON KEY DEFINITIONS, AND THEN AFTER LUNCH, THERE WILL BE COMMISSION DISCUSSION ON SOME ISSUES RELATED TO PRESENTATION BY MARK RICCOBONO, PUTTING FORWARD A CONCEPT, RECOMMENDATION TO CREATE NEW STATUTORY PROVISION ON ACCESSIBLE MATERIAL, WHICH HAS BEEN DISCUSSED IN THE RUN-UP TO THIS COMMISSION MEETING. SO THAT'S THE OUTLINE FOR TODAY. AND, AGAIN, NOT ONLY PLEASE SPEAK DIRECTLY INTO THE MICROPHONE, BUT THE FIRST TIME THAT YOU RAISE YOUR HAND AND SPEAK, IF YOU COULD ALSO IDENTIFY YOURSELVES SO THAT WE WILL HAVE A RECORD OF THAT. DR. GAIER?

>> THANK YOU, JIM. ALSO, I WOULD LIKE TO REMIND ANYONE WHO IS ONLINE WHO WOULD LIKE TO HAVE REALTIME CAPTIONING, THE LOG-IN FOR THAT IS WWW.PRIOHIO.COM. ONCE YOU ARE ON THAT PAGE, CLICK ON CHAT ROOM AT THE TOP LEFT OF THE PAGE. SO, AGAIN, IT IS WWW.PRIOHIO.COM. USER NAME IS GUEST, AND PASSWORD IS OSU, ALL IN UPPER CASE. PLEASE NOTE THAT THE USER NAME AND PASSWORD ARE CASE SENSITIVE. GUEST IS ALL LOWER CASE. OSU FOR THE

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OHIO STATE UNIVERSITY, OSU IS ALL UPPER CASE. WE WOULD LIKE TO GO THROUGH NOW AND ASK OUR COMMISSION MEMBERS TO INTRODUCE THEMSELVES AND PLEASE, IN YOUR INTRODUCTIONS, ALSO REMEMBER TO STATE THE ORGANIZATION THAT YOU'RE REPRESENTING. SO CHESTER FINN, COULD YOU PLEASE START.

>> HI. I'M CHESTER FINN. I'M FROM NEW YORK. AND I REPRESENT THE NATIONAL COUNCIL ON DISABILITIES.

>> THANK YOU.

>> THIS IS BRUCE HILDEBRAND. I AM EXECUTIVE DIRECT FOR HIRE EDUCATION WITH THE ASSOCIATION OF AMERICAN PUBLISHERS IN WASHINGTON.

>> CHRIS REED, APPEARING ON BEHALF OF MARIA PALLANTE FROM THE LIBRARY OF CONGRESS.

>> YOU HAVE TO UNWIND THE MICROPHONE IN ORDER TO MOVE THEM.

>> THIS IS GLINDA HILL, U.S. DEPARTMENT OF EDUCATION, ON BEHALF OF ALEX POSNY, ASSISTANT SECRETARY WITH THE OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES.

>> GOOD MORNING. MARK RICCOBONO FROM BALTIMORE, MARYLAND. I'M EXECUTIVE DIRECTOR OF THE INSTITUTE OF THE NATIONAL FEDERATION OF THE BLIND, REPRESENTING THE NATIONAL FEDERATION OF THE BLIND.

>> TUCK TINSLEY, AMERICAN PRINTING HOUSE FOR BLIND, LOUISVILLE, KENTUCKY.

>> BETSEY WIEGMAN, FROM THE U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS. I'M REPRESENTING ASSISTANT SECRETARY FOR CIVIL RIGHTS.

>> MY NAME IS LIZANNE DESTAFANO FROM THE UNIVERSITY OF ILLINOIS, REPRESENTING FOUR-YEAR INSTITUTIONS.

>> I AM STEPHAN SMITH, DIRECTOR FOR ASSOCIATION ON HIGHER EDUCATION AND DISABILITY.

>> LINDA TESSLER, PRIVATE CITIZEN REPRESENTING INDIVIDUALS WITH LEARNING DISABILITIES, AND I AM ALSO, I DO SCHOLARLY WORK IN THE FIELD OF LEARNING DISABILITIES AND HOW TO OVERCOME A DISABILITY.

>> KURT HERZER, MEDICAL STUDENT AT JOHNS HOPKINS. LIKE LINDA, I AM REPRESENTING PRIVATE CITIZENS.

>> PETER GIVLER, NEW YORK, EXECUTIVE DIRECTOR OF THE ASSOCIATION OF AMERICAN PUBLISHERS -- ASSOCIATION OF AMERICAN UNIVERSITY PRESSES.

>> JIM WENDORF, WITH THE NATIONAL CENTER FOR LEARNING DISABILITIES.
>> HOLLY ANDERSON, OFFICE OF THE UNDERSECRETARY, U.S. DEPARTMENT OF EDUCATION.

>> SHEDITA ALSTON WITH THE U.S. DEPARTMENT OF EDUCATION, OFFICE OF POST-SECONDARY EDUCATION.

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>> THANK YOU. I'M GAIER DIETRICH, CHAIR OF THE COMMISSION. AND I REPRESENT TWO-YEAR COLLEGES.

>> GOOD MORNING. MY NAME IS DAVE BERTHIAUME, DESIGNATED FEDERAL OFFICIAL FOR THE COMMISSION. I WORK AT THE U.S. DEPARTMENT OF EDUCATION.

>> AGAIN, FOR THOSE OF YOU LISTENING ON THE PHONE WHO MAY JUST HAVE LOGGED IN, I WANT TO REMIND YOU THAT IF YOU HAVE ANY COMMENTS OR ANY QUESTIONS THAT YOU WOULD LIKE TO ADDRESS TO THE COMMISSION, PLEASE SEND AN E-MAIL TO PSC AT CAST.ORG. PSC@CAST.ORG. JUST A REMINDER, IF YOU ARE ON THE I LINK CONNECTION, PLEASE MUTE YOUR PHONE BECAUSE IF YOU DON'T MUTE YOUR PHONE, WE WILL ACTUALLY BE ABLE TO HEAR YOU. OKAY.

>> GAIER, IS THERE A WAY WE SHOULD MUTE THE MICROPHONES, OR NOT REALLY?

>> NO. THANK YOU, LINDA. MICROPHONES IN THE AUDITORIUM CANNOT BE MUTED, SO IF YOU ARE WANTING TO HAVE A SIDE CONVERSATION, YOU MIGHT WANT TO STEP OUTSIDE OR PASS NOTES. IF YOU CAN BELIEVE A TEACHER TELLING YOU TO PASS NOTES. OR TEXT EACH OTHER. I GUESS THAT'S THE MODERN VERSION OF PASSING NOTES. OKAY.

>> HELLO?

>> HELLO, WE CAN HEAR YOU.

>> YES. I'M ALSO ON THE COMMISSION.

>> THANK YOU, JIM.

>> I THOUGHT I MIGHT MENTION THAT I AM JIM FRUCHTERMAN, AND I'M ALSO WITH BOOK SHARE, A NATIONAL ONLINE LIBRARY FOR STUDENTS WITH PRINT DISABILITIES. AND TO LOG IN ON THE CART, GUEST IS IN LOWER CASE, AND OSU IS IN UPPER CASE.

>> CORRECT, ALL UPPER CASE ON OSU.

>> RIGHT. GREAT. THANKS.

>> DO WE HAVE ANY OTHER COMMISSION MEMBERS JOINING US BY PHONE? OKAY. I TAKE THAT AS A NO. AT THIS POINT IN TIME, I'D LIKE TO TURN THE DISCUSSION OVER TO SKIP STAHL. AND SKIP STAHL REPRESENTS CAST, AND CAST HAS BEEN DESIGNATED OR CONTRACTED AS THE AGENCY THAT WILL HELP US WRITE OUR REPORT. AND SKIP IS GOING TO GIVE US AN UPDATE AND PRELIMINARY DISCUSSION OF THE FINAL REPORT. SKIP?

>> THANK YOU, GAIER. GOOD MORNING, EVERYBODY. NICE TO SEE ALL OF YOUR SMILING FACES HERE. OKAY. SO WHAT I WANT TO DO IS PROVIDE AN UPDATE ON THE REPORT AND WHAT OUR STRATEGY IS MOVING FORWARD, SOME KEY TIME DATES AND WHAT OUR ULTIMATE GOAL IS ON THE TARGET. THEN WE CAN TALK ABOUT IT. SO THIS IS THE CURRENT REPORT TIME LINE. I'M SORRY, I HAVE TO TURN AROUND TO LOOK AT THE SCREEN. WHAT WE'VE DONE IS REQUESTED THAT AS OF APRIL 29, WHICH HAS ALREADY PASSED, THAT WE GET DRAFT UPDATES FROM EACH OF THE TASK FORCE LEADERS. ALL OF THE SEPARATE TASK FORCES, THERE ARE FOUR OF THEM, LEGAL, MARKET, TECHNOLOGY, AND BEST PRACTICES, AND EACH OF THOSE TASK

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FORCE LEADERS HAS PROVIDED EITHER SOME NARRATIVE OR WORKING OUTLINE OR SUMMARY INFORMATION RELATED TO THE DISCUSSIONS THAT THOSE TASK FORCES HAVE BEEN HAVING. EACH TASK FORCE HAS HAD MULTIPLE TELECONFERENCES SINCE THIS PROCESS BEGAN LAST FALL. AND THOSE TELECONFERENCES ARE CONTINUING. WE HAVE A NUMBER -- EACH TASK FORCE HAS ACTUALLY A NUMBER OF POINTS OF CONSENSUS, AND EACH TASK FORCE, IN MOST CASE, HAS SOME CONTINUING POINTS OF CONTENTION THAT ARE UNRESOLVED. OUT OF THE POINTS OF CONSENSUS HAVE EMERGED SOME RECOMMENDATIONS, AND OUT OF POINTS OF TENSION HAVE EMERGED SOME CONTINUING NEED FOR DISCUSSION. BUT OVERALL, I THINK WE'RE IN PRETTY GOOD SHAPE. WHAT WE'VE BEEN WORKING ON AT THE MOMENT IS THE BACKGROUND SECTION OF THE REPORT. I'M GOING TO GO THROUGH THE REPORT OUTLINE IN SOME DETAIL. WHAT WE HAVE PROVIDED THE TASK FORCE LEADERS WITH IS A WORKING TASK FORCE OUTLINE, SO THAT THERE IS SOME SIMILARITY -- THERE WILL BE SOME SIMILARITY ACROSS TASK FORCES WITH THE STRUCTURE OF THEIR REPORTS AS THEY COME IN. THE REPORTS -- THE FIRST DRAFT FROM EACH TASK FORCE IS DUE ON MAY 20th. SO THAT'S KIND OF ONE OF OUR BENCHMARK DATES. CAST, SCOTT LAPINSKI, MYSELF, MOSTLY SCOTT, HAVE BEEN WORKING ON PRETTY EXTENSIVE BACKGROUND INFORMATION. I WILL GO THROUGH THAT IN SOME DETAIL IN JUST A MINUTE. AND WE'VE CREATED ON DROPBOX A WORKING FOLDER FOR THE REPORT. AND INITIALLY, THAT'S BEEN SHARED WITH TASK FORCE LEADERS AND THE FOLKS AT THE DEPARTMENT, DAVE AND LIZ SHOOK. I AM ACTUALLY GOING TO EXPAND THE SHARING IN THAT FOLDER TO FOLKS WHO HAVE INDICATED AN INTEREST IN DOING SOME EDITING, AND THAT INCLUDING LIZANNE AND BRUCE, AND ALSO GAIER AND JIM WENDORF. I WILL BE DOING THAT PRETTY SHORTLY, EITHER TODAY OR TOMORROW. WHAT'S IN THERE IS ACTUALLY THE WORKING DRAFT, BACKGROUND SECTION. SO THAT'S OUR CURRENT WORK, AND WE'RE ENCOURAGING PEOPLE WHO ARE DOING EDITING TO CONTRIBUTE TO THAT PROCESS. SO MAY 20, TASK FORCE DRAFTS ARE DUE, AND BACKGROUND INITIAL EDITS ON THE BACKGROUND SECTION ARE DUE. WE WILL BE ADDING TO THE BACKGROUND SECTION. IT IS NOT QUITE COMPLETE YET. THERE IS A SECTION ON INSTRUCTIONAL MATERIALS, CURRENT STATE OF THE STATE, THAT WE'RE CURRENTLY WORKING ON. THE ULTIMATE TARGET FOR US AT THE BOTTOM OF THIS SLIDE, JUNE 15, IS TO PROVIDE A FULL DRAFT OF THE WORKING REPORT TO ALL COMMISSION MEMBERS. AND I FEEL LIKE WE'RE REALLY VERY MUCH ON TARGET TO HAVE THAT HAPPEN. WHAT WE WILL BE DOING IS TAKING THE BACKGROUND SECTION, PULLING TOGETHER REPORT FROM EACH OF THE TASK FORCES, AND THEN BEGINNING TO KNIT THAT TOGETHER INTO A COHESIVE DOCUMENT. WE ARE GOING TO BE MILES AWAY FROM A FINISHED PRODUCT ON JUNE 15, BUT THE KEY THING FOR ME AND FOR SCOTT, AND I THINK FOR THE MEMBERS OF THE COMMISSION, IS TO MAKE SURE WE GET ALL OF THE ITEMS THAT HAVE CONSENSUS, ITEMS THAT HAVE CONTINUING POINTS OF TENSION, IDENTIFIED AND PRESENTED IN -- BEGINNING TO BE PRESENTED IN SOME SORT OF CLEAR MANNER. WE WERE NOT WORRIED AT THIS POINT ABOUT PARTICULARLY THINGS LIKE WORDSMITHING, SPECIFICALLY, INDICES, OR EXECUTIVE SUMMARY, BUT MORE JUST GETTING CONTENT THERE. SO LET ME JUST GIVE YOU A QUICK THROUGH ON THE CURRENT WORKING OUTLINE OF THE REPORT ITSELF. THIS IS SOMETHING THAT WE DISTRIBUTED -- WE INITIALLY DISTRIBUTED A WORKING OUTLINE IN FLORIDA, JACKSONVILLE, BACK IN FEBRUARY. WAS IT FEBRUARY? WE DID A REVISION OF THAT, AND THEN WE DISTRIBUTED THAT TO THE POINT WHERE EVERYBODY FELT THAT WE HAD SOMETHING THAT AT LEAST AS A POINT OF BEGINNING. SO THE FOCUS OF THE REPORT, I JUST WANT TO IDENTIFY THE CHARGE OF THE COMMISSION AGAIN. AND THIS IS FROM HIGHER EDUCATION OPPORTUNITY ACT. CHARGE IS TO ASSESS THE BARRIERS AND SYSTEMIC ISSUES THAT MAY AFFECT AND TECHNICAL SOLUTIONS AVAILABLE THAT MAY IMPROVE THE TIMELY DELIVERY AND QUALITY OF ACCESSIBLE INSTRUCTIONAL MATERIALS FOR POST-SECONDARY STUDENTS WITH PRINT

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DISABILITIES. AS WELL AS EFFECTIVE USE OF SUCH MATERIALS BY FACULTY AND STAFF. AND THE SECOND CHARGE IS TO MAKE RECOMMENDATIONS RELATED TO THE DEVELOPMENT OF A COMPREHENSIVE APPROACH TO IMPROVE THE OPPORTUNITIES FOR POST-SECONDARY STUDENTS WITH PRINT DISABILITY, TO ACCESS INSTRUCTIONAL MATERIALS IN ACCESSIBLE FORMATS IN A TIME FRAME COMPARABLE TO THE TIME FRAME OF POST-SECONDARY NONDISABLED STUDENTS. WHAT WE HAVE DONE IN THE BACKGROUND SECTION, WE BEGAN WITH A SECTION ON THE POST-SECONDARY LANDSCAPE. WE ARE REALLY LOOKING AT -- YEAH, WITHIN THAT SECTION, THERE IS AN OVERVIEW SECTION, AND WE ARE TALKING ABOUT THE CURRENT STATE OF POST-SECONDARY INSTITUTIONS, THE MOST UP TO DATE DATA WE HAVE ON NUMBER OF STUDENTS ENROLLED, POST-SECONDARY STUDENT POPULATION, THEN STUDENTS WITH DISABILITIES. THAT'S SIGNIFICANTLY INCREASING POPULATION OVER THE LAST 15 OR 20 YEARS. AND THEN WE ARE TALKING ABOUT INSTRUCTIONAL MATERIALS AT THIS PARTICULAR LEVEL, AND ALSO, AIM, OR ACCESSIBLE INSTRUCTIONAL MATERIALS, AT THAT LEVEL. THIS IS REALLY JUST BACKGROUND INFORMATION CALLED FROM A VARIETY OF SURVEYS. WE HAVE 17 OR 18 FAIRLY TOPICAL SURVEYS. WE HAVE A CURRENT REFERENCE DATABASE -- SCOTT, HOW MANY CITATIONS DO WE HAVE IN OUR --

>> ROUGHLY 350.

>> YEAH. SO WE HAVE ABOUT 350 CITATIONS IN THE DATABASE. WE ARE OPENING UP AND MAKING THAT DATABASE AVAILABLE TO ANYBODY WHO IS DOING ANY EDITING WHO WOULD LIKE TO GO IN. WE ARE PROVIDING YOU ALL WITH AN ACCOUNT NUMBER AND LOG ON, SO IF YOU WANT TO LOOK AT THE REFERENCE DATABASE, AND THE REASON WE ARE DOING THAT, PARTICULARLY FOR FOLKS WHO ARE DOING EDITING, IS THAT IF YOU THINK THERE IS A DOCUMENT OR CITATION THAT WOULD BE CRITICALLY IMPORTANT TO INCLUDE, WE NEED YOU TO CHECK DATABASE FIRST TO SEE IF WE ALREADY HAVE IT. IN ALL LIKELIHOOD, WE MAY VERY WELL HAVE IT. ADDITIONALLY, IF YOU CAN E-MAIL SCOTT OR MYSELF, WE CAN CHECK FOR YOU IF YOU DON'T WANT TO LOOK AROUND IN THE DATABASE. SO WE ARE DOING A POST-SECONDARY LANDSCAPE, OVERVIEW OF THAT, AND THEN THERE IS AN ENTIRE SECTION ON A COMPARISON WITH K TO 12. THAT WHOLE QUESTION HAS ARISEN AND WILL CONTINUE TO BE AN AREA THAT WE WILL ADDRESS, BECAUSE IT IS INCLUDED IN THE CHARGE OF THE COMMISSION TO REALLY ANALYZE AND MAKE COMPARISONS BETWEEN WHAT CURRENTLY EXISTS FOR ACCESSIBLE INSTRUCTIONAL MATERIALS, DELIVERY, ACQUISITION, AND USE, IN K TO 12 VERSUS POST-SECONDARY. WE ALL KNOW, THERE ARE TWO DISTINCTLY DIFFERENT LANDSCAPES. THERE ARE LESS ONS TO BE LEARNED FROM K TO 12, AND THERE ARE SOME AREAS OF K TO 12 THAT WE'VE -- THAT THIS COMMISSION HAS ALL AGREED MAY NOT BE APPLICABLE. BUT IT IS IMPORTANT TO HAVE A CLEAR SUMMARY OF THOSE DISTINCTIONS, POINTS OF OVERLAP AND POINTS OF DISTENSION OR WHERE THINGS SEPARATE. ONCE WE GET INTO DETAILED FINDINGS IN THE REPORT, THIS IS WHERE WE ANTICIPATE INFORMATION FROM EACH OF THE TASK FORCES WILL ARISE. SO THE LEGAL TASK FORCE IS CURRENTLY LOOKING AT COPYRIGHT LAW, INFLUENCE OF CIVIL RIGHTS LAWS, PERMISSIONS AND LICENSING, WHICH INCLUDES BENEFICIARY CLASS, ON ROLE OF AUTHORIZED ENTITIES, DIGITAL RIGHTS MANAGEMENT. THERE WILL BE CONSIDERATIONS IN THERE, AND THEN DISCUSSIONS. AND THERE WILL BE -- EACH TASK FORCE WILL PROBABLY BE APPROACHING THIS IN A SIMILAR WAY. ONE OF THE KEY AREAS OF CONCERN IN THE LEGAL AREA, HOW DO THESE AFFECT USERS. AND THAT INCLUDES USERS AT ALL LEVEL, CONTENT PRODUCERS, INSTRUCTORS, FACULTY, DSS OFFICES, AND STUDENTS. HOW DO THESE AFFECT OTHER AREAS OF INVESTIGATION OF THE COMMISSION, AND THE CURRENT RESPONSE TO THOSE

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CONCERNS. UNDER THE TECHNOLOGY TASK FORCE -- JIM, FEEL FREE TO JUMP IN IF I MISS SOMETHING HERE THAT GROUP IS GOING TO BE LOOKING AT THE TYPES OF FILES PRODUCED, REVIEW OF THOSE FILES, THINKING ABOUT FILES IN PREFERRED FORMATS, DIFFERENT NUMBER, CREATION OF STEM MATERIALS, AND THEN OTHER TYPES OF ACCESSIBLE INSTRUCTIONAL MATERIALS, VIDEO, AUDIO, OPEN COURSE WARE. THERE IS A WHOLE VARIETY OF DIGITAL CONTENT THAT RELATES TO THE TECHNOLOGY TASK FORCE CONSIDERATIONS. CURRENTLY, ONE OF THE -- I THINK ONE OF THE CLARITIES THAT THE COMMISSION HAS COME TO IS THE DISTINCTION BETWEEN INSTRUCTIONAL MATERIALS THAT, AS GEORGE KERCHER SAYS ARE DIGITAL VERSUS MATERIALS THAT YOU'VE ALL -- PRINT BASES. AND THAT CLEARLY, THERE IS A SIGNIFICANT ACCELERATION OF THE FLOW OF BORN DIGITAL INSTRUCTIONS INTO INSTRUCTIONAL ENVIRONMENTS. AND THAT'S ANTICIPATED TO ACCELERATE. THERE IS A BEST PRACTICES TASK FORCE, AND THAT'S REALLY FOCUSING LOW INCIDENCE -- SPECIFICALLY ON LOW INCIDENCE/HIGH COST MATERIALS. WHAT WOULD BE SOME ONGOING SOLUTION FORCE ITEMS FOR WHICH THERE MAY OR MAY NOT BE A CURRENT MARKET MODEL, HOW TO ACCELERATE THE FLOW OF MATERIALS THAT ARE INCREDIBLY EXPENSIVE AND DIFFICULT TO PRODUCE TO THOSE SUBSET OF STUDENTS WHO NEED THOSE. THE MARKET TASK FORCE, AGAIN, IS LOOKING AT WAYS TO INCENT, FACILITATOR ACCELERATE THE AVAILABILITY OF COMMERCIAL PRODUCTS THAT ACTUALLY HAVE -- THAT ADDRESS OR ARE DEVELOPED WITHIN THE CONTEXT OF UNIVERSAL DESIGN, SO THAT PRODUCTS CAN BE ACCESSIBLE TO OR WORK EASILY OR IN CONJUNCTION WITH EXISTING ASSISTIVE TECHNOLOGIES. A LOT OF DISCUSSION THERE ABOUT HOW THAT MIGHT OCCUR, ARE THERE PRESSURE POINTS, ARE THERE INCENTIVE POINTS, EITHER ON CONTENT REDUCERS OR ON CUSTOMERS IN THE INSTITUTIONS THEMSELVES. SO THERE'S A LOT OF OVERLAP. AND THEN FINALLY, WE'LL GET TO A RECOMMENDATION SECTION THAT HOPEFULLY WILL BRING TOGETHER THE WORK OF ALL OF THOSE TASK FORCES. AND SO I ENVISION THIS TYPE OF FLOW IS WHAT WE WILL END UP WITH AS OF JUNE 15, AND THEN BETWEEN THE 15 OF JUNE AND ROUGHLY THE 11TH OF JULY -- DO I HAVE THE DATES RIGHT, STEPHAN? I WILL BE ASKING THE COMMISSION TO KIND OF ROLL THEIR SLEEVES UP AND WORK THROUGH THE REPORT. WE HAVE A HOPEFULLY RELATIVELY STABLE VERSIONING SYSTEM, USING DROPBOX, SO THAT PEOPLE CAN MAKE COMMENTS AND WE HAVE AN ONGOING RECORD OF PREVIOUS REVISIONS. WE CAN ALWAYS REVERT OR WE CAN ACCEPT THE UPDATED COMMENTS. AND THE GOAL IS THAT BY THE END OF SEPTEMBER, WE HAVE A FINISHED DOCUMENT TO SUBMIT TO CONGRESS. SO WE HAVE A NICE BLOCK OF TIME FOR EDITING BETWEEN THE DISTRIBUTION OF THE FIRST DRAFT. WE WILL CERTAINLY BE DISCUSSING THE REPORT, I ASSUME IN THE JULY MEETING IN SEATTLE, AND THERE WILL BE SUBSEQUENT REVISIONS MADE AND THEN WE'RE ANTICIPATING A MEETING IN SEPTEMBER OF TASK FORCE LEADERS, OF FOLKS WHO ARE WITH THE DEPARTMENT, CAST, CHAIRS, AND IN ALL LIKELIHOOD, SOME OF THE EDITORS WHO HAVE CONTRIBUTED THEIR COMMENTS TO THE REPORT, TO MAKE SOME FINAL REVISIONS. SO I THINK WE HAVE A FAIRLY STABLE AND ACHIEVABLE TIME LINE. I FEEL THAT THE WORK OF THE TASK FORCE IS -- PROCEEDED IN A VERY NICE AND CLEAR MANNER. AND THAT WE'VE REALLY TAKEN A NICE BITE OUT OF THE BACKGROUND SECTION. WITH WHAT WE'VE GOT TO WORK WITH NOW AND WE WILL MOVE FORWARD. LINDA?

>> I WOULD LIKE TO ASK, FOR THE FINAL REPORT, BEYOND WHAT YOU ARE SPEAKING ABOUT, I THINK SOMEONE ON THE REPORT, IT SHOULD BE MENTIONED THAT THERE IS A METAPHOR HERE AND THAT IT APPLIES. IN MEDICINE, WHETHER HE WE STUDY PEOPLE WITH HEART DISEASE, WE FIND OUT HOW TO MAKE THE GENERAL PUBLIC HEALTHIER, HAVE HEALTHIER HEARTS. THE WORK WE ARE DOING HERE, WE ARE FIGURING OUT HOW TO HELP PEOPLE WITH LEARNING DISABILITIES,

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BUT I AM CONVINCED, BECAUSE OF MY UNDERSTANDING OF HOW THE BRAIN FUNCTIONS IN EDUCATION, THAT THIS WORK WILL ALSO -- CAN BE USED BY A SECTION OF THE MASSIVE POPULATION, SO THEIR EDUCATION WILL BE MORE COMPLEX, THAT THEY WILL DO BETTER AT REACHING THEIR POTENTIAL. AND AT SOME POINT, I HOPE THAT THE REPORT REFLECTS THIS, BECAUSE THE MOTIVATION OF WHAT I'M SAYING IS ENORMOUS FOR CONGRESS, OR FOR PUBLISHERS, OR FOR ANYONE THAT'S INVOLVED IN THIS FIELD. AND I DEEPLY BELIEVE THAT THE METAPHOR THAT I'M EXPRESSING WILL APPLY WITH OUR WORK IF IT'S IMPLEMENTED.

>> THANK YOU. ONE OTHER THING THAT I WANTED TO SAY, WE INTEND CAST -- WHAT WE'VE DONE IS ALSO SENT AROUND TO THE TASK FORCE LEADERS A KIND OF EXHORTATION TO USE STRUCTURED DOCUMENTS IN MICROSOFT WORD IN THE DEVELOPMENT OF THE DRAFTS. THE REASON FOR THAT IS WE ARE GOING TO BE, AS WE PULL THINGS TOGETHER, WE ARE GOING TO BE TAKING THE DRAFTS THAT OCCUR IN MICROSOFT WORD AND MAKING SURE THEY HAVE ENOUGH STRUCTURE SO WE CAN MOVE THEM THROUGH CONTENT TRANSFORMATION SOFTWARE, LIKE IN DESIGN, TO BE ABLE TO PRODUCE ACCESSIBLE PDF VERSION. BUT WE ALSO INTEND TO CREATE A DIGITAL TALKING BOOK VERSION OF THE REPORT, AS WELL AS AN ACCESSIBLE HTML VERSION. OBVIOUSLY AS WELL AS A BRAILLE VERSION. AND -- I SAID DIGITAL TALKING BOOK, DAISY. SO WE ARE GOING TO PRODUCE AS MANY MULTIPLE FORMATS AS WE CAN THINK OF THAT MAKE SENSE FOR THIS COMMISSION TO BE PRODUCING, GIVEN OUR CHARGE. SO IN ORDER TO DO THAT, WE NEED TO APPLY SOME STRUCTURE TO THE DOCUMENT, BECAUSE THAT MAKES IT MUCH EASIER DOWN THE ROAD. SO WE ARE GOING TO BE HOPEFULLY LEARNING EXPERIENCE FOR THOSE OF YOU WHO ARE DOING DRAFTING TO WORK WITHIN A STRUCTURED ENVIRONMENT. IT IS PRETTY STRAIGHTFORWARD. I JUST WANTED TO MAKE THAT COMMENT. JIM?

>> JIM WENDORF. SKIP, YOU MAY HAVE TOUCHED ON THIS. I AM NOT SURE. HOW ARE DEFINITIONS GOING TO BE HANDLED IN THE REPORT? ARE THEY GOING TO BE PART OF THE POST-SECONDARY LANDSCAPE? ARE THEY IN DETAILED FINDINGS?

>> WE THINK DEFINITIONS ARE VERY IMPORTANT, BECAUSE THEY'RE OBVIOUSLY LEGAL DEFINITION, TECHNOLOGY DEFINITIONS. THERE IS A WHOLE ARRAY OF DEFINITIONS. I HAVE A FIRM BELIEF THAT SOME DEGREE OF REDUNDANCY IN A REPORT IS A GOOD THING, BECAUSE IF WE HAVE IMPORTANT CONCEPTS THAT WE WANT TO HAVE REITERATED, HAVING THEM STATED THREE OR FOUR TIMES IS PROBABLY NOT A BAD IDEA. TOO MUCH REDUNDANCY CAN OBVIOUSLY BE BORING. BUT WE WANT TO ACHIEVE A BALANCE WHERE WE HAVE THE RIGHT AMOUNT OF REDUNDANCY. I THINK I WOULD LEAVE THAT DETERMINATION ULTIMATELY UP TO THE COMMISSION AND EDITORIAL FOLKS, OF WHERE THEY WOULD LIKE -- AS WE WORK THROUGH THE DRAFT, WHERE IT LOGICALLY SEEMS -- OBVIOUSLY I THINK WE NEED A GLOSSARY, WHICH IS ABLE TO BE PRETTY EASILY REFERENCED. BUT WE MAY FIND, AND IT MAY TURN OUT THAT THIS GROUP WANTS TO HAVE A SERIES OF DEFINITIONS STATED AS EARLY AS THE EXECUTIVE SUMMARY OR IN AN INTRODUCTORY AREA SO THAT AS PEOPLE MOVE THROUGH THE REPORT, THERE IS A GENERAL UNDERSTANDING OF WHEN A TERM IS USED, WHAT THE COMMISSION MEANT BY THE USE OF THAT TERM. MY OWN BIAS WOULD BE TO DO THAT PRETTY EARLY, SO BOTH CERTAINLY AT THE BEGINNING OF THE REPORT, THEN AT THE END OF THE REPORT IN THE GLOSSARY. WE MAY WANT TO RESTATE IT WHEN THE TERM IS FIRST INTRODUCED, TO RESTATE THAT DEFINITION AT THAT POINT SO PEOPLE DON'T HAVE TO FLIP THROUGH, WHICH I THINK WILL BE A LARGE DOCUMENT TO FIND THE REFERENCE.

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>> GREAT. THANK YOU. WE HAVE A NUMBER OF ANECDOTES AND PERSONAL STORIES WE HAVE RECEIVED. WE CONTINUE TO RECEIVE THROUGH THE PUBLIC HEARING THROUGH A SUBMISSION OF DOCUMENTS, PEOPLE INVESTED INTEREST IN THE OUTCOME, A LOT OF STUDENTS, INFORMATION FOR THE FACULTY, FROM PARENTS, FROM DSS OFFICES. IT IS OUR INTENTION TO, ONCE WE GET THE FAIRLY STABLE OUTLINE OF THE WORKING REPORT, TO THEN BEGIN TO LOOK FOR PLACES WHERE WE CAN INSERT SOME REFERENCES, SO THE VOICES OF INDIVIDUALS COME THROUGH. THAT REALLY HELPS MAKE A REPORT COME ALIVE. IT MAY BE, ONE OF THE STRATEGIES I'VE SEEN USED FOR THIS TYPE OF REPORT IS TO HAVE -- FOR EACH SECTION, HAVE A QUOTATION FROM A STAKEHOLDER WHO IS NOT ON THE COMMISSION BUT HAS TAKEN TIME TO SUBMIT INFORMATION, OR IT MIGHT BE A SIDEBAR OR CALL-OUT BOX WHERE THERE IS SOME ANECDOTAL INFORMATION. GIVEN THE FACT THAT WE ALSO HAVE SOME AUDIO AND VIDEO TESTIMONY, THAT IS GOING TO LEND ITSELF TO HTML, ONLINE VERSION, E PUB VERSION OF THIS PARTICULAR DOCUMENT, BECAUSE WE CAN INCLUDE RICH MEDIA IN A WAY WE SIMPLY CAN'T IN A PRINT DOCUMENT. ANY QUESTIONS? IT IS IMPORTANT FOR US AT CAST, WE ARE REALLY JUST THE KIND OF MECHANISTIC VOICE OF YOU ALL. WHAT'S IMPORTANT FOR YOU TO KEEP IN MIND IS THAT, ONE, WE ARE INCREDIBLY THICK SKINNED. IF WE WRITE SOMETHING YOU THINK IS TERRIBLE, YOU NEED TO TELL US AWAY AND TELL US THIS IS A DISASTER, YOU CAN'T PUT IT DOWN ON THE PAPER. WE ARE HAPPY TO WORK OUR WAY THROUGH THAT AND MAKE IT RIGHT. THIS IS SOMETHING ULTIMATELY WE WANT THE REPORT TO BE SOMETHING THAT EVERY ONE OF YOU CAN PUT A SIGNIFICANT TO AS IT IS SUBMITTED TO CONGRESS, AND THAT YOU ARE COMFORTABLE WITH THE CONTENTS OF THE DOCUMENT.

>> OTHER QUESTIONS OR COMMENTS FOR SKIP?

>> JIM, DO YOU HAVE ANY COMMENTS OR QUESTIONS?

>> I ALSO WANT TO REITERATE THAT ANY MEMBER OF THE COMMISSION WHO WOULD LIKE TO BE PART OF THE REPORT WRITING TEAM, JUST CONTACT SKIP AND HE WILL INCLUDE YOU ON THE LIST. THE FIRST PASS IS GOING TO BE TASK FORCE CHAIRS, BUT WE WILL DEFINITELY NEED EDITING. ANYONE WHO WANTS TO BE PART OF THE PROCESS, WE REALLY ENCOURAGE YOU. OF COURSE, WHEN THE REPORT ACTUALLY COMES OUT, EVERYONE AT THAT TIME WILL HAVE A CHANCE TO REVIEW AND MAKE COMMENTS AND ADD ANY EDITORIAL COMMENTS AT THE TIME. TO ME PERSONALLY, I THINK FINDING A WAY TO INCLUDE PEOPLE'S STORIES IS REALLY IMPORTANT. AND WHAT I WOULD LOVE TO SEE IS AT LEAST FOR EACH OF THE DIFFERENT AREAS, LEGAL, TECHNOLOGY, MARKET, BEST PRACTICES, IF WE CAN HAVE STORIES THAT ARE EXEMPLARS IN EACH OF THOSE AREAS, I THINK THAT WOULD BE REALLY -- AT OUR LAST PUBLIC HEARING IN FLORIDA, WE HEARD FROM SOMEONE WHO REALLY COULD SPEAK TO WAS HAPPENS WHEN THERE IS A BARRIER TO TECHNOLOGY. HE WAS NOT ABLE TO ACTUALLY GET THE EDUCATION THAT HE WANTED. SO I THINK THOSE SORTS OF EXAMPLES WILL REALLY MAKE IT COME ALIVE. I THINK ON BOTH SIDES. WE ALSO NEED TO HAVE SOMETHING IN THERE FROM DISABILITY SERVICE PROVIDERS TRYING TO CREATE THIS MATERIAL AND WHAT HAPPENS WHEN THEY ARE UNDER RESTRICTIONS WHERE THEY'RE NOT GETTING SUPPORT FROM THEIR INSTITUTIONS AND VARIOUS THINGS, WHATEVER THEIR STORIES HAPPEN TO BE. AND SO SOMEHOW, MORE THAN JUST QUOTES. I'D REALLY LIKE TO SEA THE MEAT OF THE STORIES IN THERE SOMEHOW. A QUESTION THAT I HAVE, OUR GOAL IS TO HAVE OUR FAIRLY ROBUST DRAFT BY THE AHEAD MEETING, BY THE COMMISSION MEETING AT AHEAD.

>> BEFORE THAT, JUNE 15th.

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>> ARE WE GOING TO BE ABLE TO PASS OUT COPIES OF THAT DRAFT TO THE PUBLIC AT THAT MEETING? WHAT ARE PEOPLE'S THOUGHTS, PROS OR CONS, ABOUT MAKING THE REPORT AVAILABLE AT THE AHEAD MEETING IN JULY?

>> IS THERE ANY -- I GUESS THIS IS SKIP. IS THERE ANY PROTOCOL REQUIREMENT FOR CONGRESSIONAL REPORT DRAFTING BEING RELEASED TO THE PUBLIC PRIOR TO ITS SUBMISSION TO CONGRESS? I DON'T KNOW THE ANSWER TO THAT. I'M LOOKING AT DAVE.

>> RIGHT. MY SENSE IS, THERE IS TWO COMPETING ISSUES THERE. ONE IS THE REQUIREMENT WITHIN THE ADVISORY COMMITTEE LAW THAT MATERIALS THAT COMMISSION MEMBERS ARE USING AND THAT ARE IN FRONT OF THEM BE SHARED WITH THE PUBLIC IN A CONTEMPORANEOUS WAY. ON THE OTHER HAND, IT IS A DRAFT, IT IS NOT FINAL. IT IS PART OF WHAT DELIBERATIVE ONGOING PROCESS. SO I GUESS IF WE HAD SOMETHING THAT -- IT IS AN INTERESTING QUESTION, AND PROBABLY WANT TO DO A LITTLE MORE LOOKING INTO THAT TO SEE HOW OTHER GROUPS HAVE HANDLED IT. BUT IF WE HAD SOMETHING THAT WE FELT WAS MOVING TOWARD FINAL VERSION THAT WAS A COLLECTIVE VERSION, INCORPORATED TO EVERYONE'S WORK, PERHAPS THAT'S SOMETHING THAT WE COULD SHARE.

>> GLINDA?

>> THIS IS GLINDA HILL. I WOULD SAY THAT IF, IN FACT, WE WERE TO SHARE IT, I WOULD PREFER -- AND I WOULD ASSUME THAT IT WOULD BE SHARED OPENLY TO THE GENERAL PUBLIC, NOT JUST AT A MEETING, TO PEOPLE WHO ARE ATTENDING THE MEETING. IT WOULD BE SHARED ONLINE AND PUBLICLY. THAT WOULD BE MY ASSUMPTION.

>> STEPHAN SMITH. A COUPLE THINGS. ONE, IF THERE IS SOME LEGAL REQUIREMENT THAT IT BE AVAILABLE PUBLICLY, THEN CERTAINLY IT SHOULD BE, AND WE DON'T -- YOU KNOW, THERE IS NO REASON TO HIDE ANYTHING. MY CONCERN ABOUT SHARING SOMETHING, ANYTHING, IN A IS VERY DRAFT FORM, THOUGH, IS THAT IF YOU CAN'T PROVIDE PEOPLE WITH A MEANINGFUL OPPORTUNITY TO PROVIDE INPUT, OR IF PEOPLE CAN'T FEEL LIKE THEY GET TO MATTER, THEN I WONDER WHAT IS THE PURPOSE. ARE WE GOING TO PROVIDE PEOPLE JUST TO FEEL FRUSTRATED. IF THEY SEE SOMETHING THEY DON'T LIKE BUT THEY CAN'T DO ANYTHING ABOUT IT, FOR INSTANCE, YOU KNOW, I JUST WONDER IF THAT IS PRODUCTIVE, AND I HAVE TO SAY FROM A PERSONAL POINT OF SELFISH INTEREST, I WOULD ALSO BE CONCERNED THAT THIS JUST NOT TAKE OVER AHEAD'S CONFERENCE BY HAVING 200 PAGES OF AN ANNUAL REPORT OUT THERE TWO DAYS BEFORE OUR CONFERENCE HAPPENS. SECOND PIECE IS NOT A LEGITIMATE CONCERN OF THIS COMMISSION.

>> THANK YOU FOR CLARIFYING, STEPHAN.

>> BUT THE FIRST PIECE IS. OBVIOUSLY SHARING INFORMATION IS CRUCIAL, BUT I DON'T WANT TO FRUSTRATE PEOPLE IF WE CAN'T USE THEIR INPUT SOMEHOW.

>> MY HOPE IS WE WOULD ACTUALLY BE ABLE TO -- WELL, IN MY BEST-CASE SCENARIO, WHAT I AM ENVISIONING IS IT COULD BE RELEASED WHEN WE HAVE IT READY AND THAT IT WOULD GO PUBLIC, WE WOULD HAVE IT AVAILABLE THROUGH WHATEVER SOURCES THAT WE ARE USING, AND THAT THEN AT AHEAD, WE WOULD BE ABLE TO HAVE, AS PART OF OUR PUBLIC HEARING AT AHEAD, WHICH WE ARE

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PLANNING TO DO, AN OPPORTUNITY FOR PEOPLE TO MAKE COMMENTS. I WOULD REALLY LIKE PUBLIC COMMENT ON THIS DOCUMENT, PERSONALLY.

>> I THINK YOU BRING UP A GREAT POINT, AND WE DON'T WANT TO FRUSTRATE PEOPLE. IF WE DID THIS, YES, WE WOULD NEED AN OPEN COMMENT PERIOD. SAME THING GOING ON RIGHT NOW WITH THE DSM-V. AND THE DRAFT HAS BEEN SENT OUT, THERE IS PUBLIC COMMENT PERIOD, ORGANIZATIONS, ADVOCATE, PROFESSIONAL ASSOCIATIONS, ARE SUBMITTING THEIR OWN RECOMMENDATIONS OR RESPONSES TO THE DRAFT. THERE IS A CUTOFF. YOU'VE GOT TO GET THEM IN. AND THERE IS NO GUARANTEE THAT RECOMMENDATIONS OR RESPONSES WILL END UP IN THE FINAL DRAFT. BUT IT WOULD BE VALUABLE, THINK, IDEALLY, TO HEAR THAT KIND OF RESPONSE. AND THEN IT WOULD BE UP TO THE COMMISSION TO TAKE IT ALL INTO CONSIDERATION. THE CUTOFF PERIOD WOULD PROBABLY BE RIGHT AFTER THAT CONFERENCE, AFTER AHEAD. IT IS OVER, WE GO BACK AND MAKE SENSE OF IT.

>> WE WILL GO BACK AND WORK ON SOME SORT OF FORMAT AND METHODOLOGY OF PROCESS, WHERE IF WE HAVE A VERSION THAT'S READY TO BE SHARED, IT CAN GO OUT AND WE CAN GET COMMENTS. IT IS NOT ONLY THAT WE WILL MAKE SURE WE DON'T RELEASE IT TOO DAYS BEFORE THE MEETING IN JULY, BUT IF WE HAVE SOMETHING THAT WE'RE COMFORTABLE SHARING EARLY ON TO GET MEANINGFUL COMMENTS, NOT ONLY IN WRITING, BUT THEN IN PERSON AT THE MEETING. WE WILL WORK THROUGH -- COME UP WITH A PROCESS THAT WORK FOR THE COMMISSION.

>> THANK YOU. SO THIS MAY BE A PROCESS THAT IS OF SOME INTEREST TO PEOPLE LISTENING ON THE PHONE. I WANT TO REMIND YOU AGAIN IF YOU HAVE COMMENTS YOU WOULD LIKE TO SHARE, YOU CAN E-MAIL THOSE TO PSC@CAST.ORG.

>> WE HAVE THE SERVICES OF A GRAPHIC INSTRUCTIONAL DESIGNER, WIZARD AT CAST, WHO IS GOING TO HELP US PUT TOGETHER WHAT WE ANTICIPATE TO BE A REALLY STRONG DESIGN FOR THE FINAL PUBLICATION, BOTH ONLINE IN THE DAISY DIGITAL TALKING BOOK FORMAT, WHATEVER BOOK FORMAT WE HAVE PROPOSED TO -- WHATEVER MULTIPLE FORMATS, PARTICULARLY PDF AND WORD VERSIONS. VANESSA HAS BEEN TERRIFIC IN HELPING US STRUCTURE, EVEN THE BEGINNING OF THE DRAFTING PROCESS, BECAUSE SHE LOOKS AT THIS FROM A DIFFERENT PERSPECTIVE OF HOW DO WE ENGAGE PEOPLE IN THE DOCUMENT, IN A WAY THAT BRINGS THE DOCUMENT ALIVE. IT DOESN'T PUSH PEOPLE AWAY FROM IT BUT DRAWS THEM TO IT, INCREASES READABILITY, AS WELL AS ACCESSIBILITY. SO HAVING HER AVAILABLE HAS BEEN REAL HELPFUL. I WANTED TO POINT THAT OUT. WE HAVE RESOURCES FOR IT.

>> ALSO WANT TO REMIND ANYBODY WHO IS LISTENING ON THE PHONE WHO MAY ACTUALLY BE CLOSE TO THE OHIO STATE UNIVERSITY, THAT WE ARE HAVING PUBLIC HEARINGS HERE TOMORROW AT OHIO STATE. MAY 4, BETWEEN 3:30 P.M. AND 8:00 P.M., IN PFAHAL HALL, THAT SPELLING IS A LITTLE CONFUSING TO ME BEING FROM CALIFORNIA. BUT, HEY. OKAY.

>> ANY OTHER QUESTIONS REGARDING THE REPORT, PROCESS, TIME LINE, DRAFTING, EDITING, CONTENT? IF YOU THINK OF SOMETHING, JUST GRAB ME OR SHOOT ME AN E-MAIL AND I WILL BE HAPPY TO RESPOND.

>> IF THERE IS ANY COMMISSION MEMBERS THAT WANT TO BECOME INVOLVED IN THE PROCESS, ONE WAY TO DO THAT IS BY JOINING THE TASK FORCE GROUPS, I KNOW SOME PEOPLE HAVE BECOME INVOLVED IN THE GROUPS, SO YOU ARE ABLE TO HEAR WHAT'S GOING ON IN THE DIFFERENT TASK FORCES AND HAVE INPUT INTO THOSE PROCEEDINGS.

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>> OKAY. WE ARE DOING WELL. WE ARE AHEAD OF SCHEDULE RIGHT NOW. GOSH. I DON'T REALLY WANT TO BREAK EARLY BECAUSE I DON'T WANT TO TEAR A LONGER BREAK. ACTUALLY --

>> IF WE TAKE A QUICK BREAK AND THEN JUST START SOONER, WOULD THAT WORK?

>> WELL, THE THING IS, WE HAVE SPEAKERS COMING AT 9:45. I DON'T THINK THEY ARE HERE YET. ONE THING I WOULD LIKE TO -- I'M SORRY, SKIP, THAT I MEANT TO ASK YOU THIS WHILE YOU WERE STILL UP HERE, IF THERE ARE INDIVIDUAL MEMBERS OF THE COMMISSION WHO WOULD LIKE TO WRITE OUT THE PERSPECTIVES OF THEIR CONSTITUENT GROUP, OR FOR THOSE PEOPLE REPRESENTING THEMSELVES WHO WANT TO WRITE THAT OUT AND SEND THAT TO YOU TO BE INCLUDED IN CONSIDERATION FOR THE REPORT, HOW SHOULD WE GO ABOUT HANDLING THAT?

>> GOOD QUESTION. WE'VE CERTAINLY RECEIVED DOCUMENTS FROM CONSTITUENT ORGANIZATIONS. PROTOCOL FROM MY PERSPECTIVE WOULD BE THOSE DOCUMENTS BE SUBMITTED TO THE CHAIR AND TO DESIGNATED FEDERAL OFFICIALS, THERE IS A VETTING PROCESS, SO IT SHOULD NOT COME DIRECTLY TO ME. BECAUSE I'M REALLY IN A REACTIVE CAPACITY AND CAST IS IN A REACTIVE CAPACITY. BUT I THINK IT SHOULD COME TO THE CHAIR.

>> ANYBODY WHO WOULD LIKE TO WRITE AN OPINION FROM YOUR CONSTITUENT GROUP TO BE SURE YOUR VIEWS ARE HEARD IN THE WAY YOU WANT THEM TO BE, PLEASE DO THAT AND SUBMIT THAT TO DAVE AND TO ME. WHAT WOULD BE THE BEST WAY? AND TO JIM WENDORF. WHAT WOULD BE THE BEST WAY TO DO THAT, DAVE? WOULD BE TO E-MAIL IT TO YOU? YES, E-MAIL THAT TO DAVE BERTHIAUME, THEN WE WILL BE ABLE TO ACTUALLY MAKE SURE THAT'S INCLUDED IN THE REPORT.

>> I AM HAPPY YOU BROUGHT THIS UP, BECAUSE I THINK IT IS A WAY FOR ALL MEMBERS OF THE COMMISSION TO TAKE PART. IN MEETINGS, TELEPHONE CALLS DON'T ALWAYS ALLOW THAT KIND OF COMMUNICATION. THIS DOESN'T HAVE TO BE TERRIBLY FORMAL. IT COULD BE A PERSONAL STATEMENT BY INDIVIDUALS WHO ARE AFFECTED AND REPRESENTING CERTAIN CONSTITUENT GROUPS, OR IT COULD BE IN THE FORM OF FORMAL RECOMMENDATIONS BASED UPON WORK OF VARIOUS TASK FORCES. I THINK IT IS REALLY IMPORTANT AND A WAY FOR THE WHOLE COMMISSION TO CONTINUE TO BE PART OF THIS PROCESS.

>> I DON'T SUPPOSE WE CAN ACTUALLY REQUIRE OF IT OF IT COMMISSION MEMBERS, BUT I HAVE TO SAY, I WOULD LIKE TO STRONGLY ENCOURAGE THAT EVERY COMMISSION MEMBER CONSIDER DOING THIS. I KNOW WE HAVE SOME INDIVIDUALS WHO FEEL A LITTLE LESS COMFORTABLE SPEAKING IN AN OPEN FORUM LIKE THIS. I ALWAYS WANT TO HEAR MOST FROM THE PEOPLE WHO TALK THE LEAST, BECAUSE I KNOW YOU'RE PONDERING. THAT MEANS THERE IS SOME REALLY VALUABLE THINGS THAT YOU'RE THINKING ABOUT AND WE REALLY WANT TO MAKE SURE THAT'S INCLUDED IN THIS PROCESS AND THAT'S CAPTURED.

>> I JUST WANTED TO SAY THE FORMAL VERSUS INFORMAL. KEEP IN MIND, DOCUMENTS SHARED WITH THE PUBLIC ARE PUBLIC RECORD, NUMBER ONE. TWO, I THINK THIS IS A -- HERE IS A GOOD QUESTION BACK TO THE COMMISSION FOR YOU ALL TO THINK ABOUT. I THINK IT WOULD BE IMPORTANT, AFTER RECEIVING DOCUMENTS THAT REPRESENT THE PERSPECTIVE OF A CONSTITUENT GROUP OR STAKEHOLDER GROUP ADDRESSING THIS COMMISSION FROM THE COMMISSION MEMBERS, HOW WE INCORPORATE THAT INTO THE REPORT. IT SEEMS TO ME THERE IS GOING TO

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BE ASPECTS OF THAT TYPE OF A DOCUMENT INCLUDED IN THE BODY OF THE REPORT ITSELF, BUT IT MAY BE WE WANT TO DEVELOP SOME SORT OF PROTOCOL FOR ATTACHING THOSE DOCUMENTS AS APPENDIXES SUBMITTED BY EACH STAKEHOLDER ORGANIZATION. IT WOULD BE HELPFUL IN THINKING ABOUT THE REPORT OF HOW WE MIGHT DO THAT IN A MANNER THAT REALLY ACCURATELY REFLECTS THE RICHNESS OF THIS GROUP.

>> YOU MAKE ME THINK OF SOMETHING ELSE. ALL OF THE INDIVIDUALS WHO PRESENT OR WHO TESTIFY OR GIVE COMMENT AT OUR PUBLIC HEARINGS, ARE THEIR COMMENTS GOING TO BE INCLUDED, AS WELL, ALL OF THEM, OR HOW IS THAT TO BE HANDLED?

>> I THINK WHAT WE WILL HAVE TO DO IS FIGURE OUT WHETHER WE WANT TO INCLUDE -- A LOT OF THE STUFF WE HAVE ARE POWERPOINT WITHOUT LINES, THINGS LIKE THAT. DO WE INCLUDE THOSE APPENDIXES? I THINK INDIVIDUALS WHO TOOK TIME TO CONTRIBUTE TO THE PROCESS NEED TO BE ACKNOWLEDGED IN SOME WAY. I THINK YOU AS A COMMISSION NEED TO DETERMINE HOW YOU WOULD BEST LIKE TO DO THAT, AND IF THAT IS INCLUDED APPENDIXES, THAT'S FINE.

>> SO DO ANY OF THE COMMISSION MEMBERS HAVE AN OPINION THEY WOULD LIKE TO VOICE ON THIS TOPIC? I LIKE YOUR APPENDIXES IDEA. I FEEL LIKE IF PEOPLE TAKE TIME AND EFFORT TO WRITE UP SOMETHING FOR US AND TO MAKE THEIR COMMENTS, I WOULD LIKE PEOPLE WHO READ THE REPORT TO BE ABLE TO SEE THEM. AND THERE IS NOTHING THAT'S REALLY GOING TO CONVEY THE ISSUE AS STRONGLY AS THE STORIES OF THE PEOPLE WHO ARE DEALING WITH THESE ISSUES. I THINK THOSE BEST TOLD IN THEIR OWN WORDS.

>> I LIKE THE IDEA OF CREATING A COMPENDIUM OF CONTRIBUTIONS AND TO CREATE A SEPARATE TABLE OF CONTENTS FOR THAT, SO IT COULD BE DATABASE, CHRONOLOGICAL, SEQUENTIAL, SO PEOPLE CAN JUMP TO COMMENTS THAT THEY WANT. WE WOULD HAVE A DUAL DOCUMENT IN ADDITION TO -- WE ALSO WANT TO HAVE A GOOD STRONG EXECUTIVE SUMMARY, BECAUSE THERE WILL BE SOME FOLKS WHO JUST WANT THREE PAGE, TELL US WHAT YOU WANT. WE WANT TO BE ABLE TO ADDRESS ALL OF THOSE NEEDS. I THINK THERE ARE OTHER WAYS WE CAN STRUCTURE IT. WE WILL PUT IT TOGETHER IN A PROPOSAL AND SEE HOW IT GOES.

>> ONE THING, THIS IS BRUCE HILDEBRAND, SKIP. WE MAY NEED TO JUST PUT THIS INTO A DIGITAL DATABASE SOMEWHERE. IT MAY TURN OUT TO BE A 500 PAGE COMPENDIUM. WE REALLY NEED TO LOOK AT SCALE.

>> RIGHT. THAT'S A POSSIBILITY. THAT'S WHERE AN ONLINE VERSION IS USEFUL. IT CAN BE HYPERLINKED, WE CAN MAKE POWERPOINTS AVAILABLE AND EVERYTHING ELSE. WHAT WE MAY END UP DOING, ONE OF THE OPTIONS IS WE HAVE A MENU OF ALL OF THE DOCUMENTS WITH THE HYPERLINKS TO THEM. THAT'S WHAT WE SUBMIT.

>> THIS IS JIM FRUCHTERMAN. I THINK FIRST THINGS FIRST. I THINK RIGHT NOW, WHEN PEOPLE ARE MAKING PROPOSALS, IT IS TO INFLUENCE THE CONTENT OF THE CORE DOCUMENT, ACTUAL RECOMMENDATION OF THE COMMISSION. I THINK THAT'S SORT OF WHAT WE ARE DOING NOW AND IN THE NEAR FUTURE. AS THE COMMISSION REPORT SORT OF GETS SETTLED, THAT MIGHT BE A GOOD TIME TO SOLICIT ADDITIONAL INPUT. CERTAINLY IF I MADE ANY PROPOSALS RIGHT NOW, IT WOULD NOT BE TO BE AN APPENDIX, IT WOULD BE TO EXCHANGE THE CONTENT OF THE CORE REPORT. THAT'S SORT OF OUR FIRST AND MOST IMPORTANT TASK.

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>> THANK YOU, JIM. ANY OTHER COMMENTS BEFORE WE GO INTO OUR BREAK? OKAY. LET'S BREAK, PLEASE, UNTIL 9:45. AT 9:45, WE WILL COME BACK WITH OUR FIRST PANEL.

>> OUR COURT REPORTER IS EXPERIENCING A LAG IN THE CART TRANSMISSION. WE ARE NOT QUITE SURE WHAT THE COURSE OF THAT IS AT THIS POINT BUT WE ARE NOT ABLE TO RESOLVE THE SITUATION UNTIL LUNCH BREAK. WE APOLOGIZE TO THOSE OF YOU WHO ARE POSSIBLY BOTH HEARING THE AUDIO AND FOLLOWING THE CART AND MAY BE A LITTLE DISCOMBOBULATED BY THAT. SOMETHING WE WILL WORK ON AND HOPEFULLY RESOLVE FOR YOU. AGAIN, REMINDER, IF YOU WANT TO SEE THE REALTIME CAPTIONING, LOG IN TO WWW.PRIOHIO.COM. THERE IS A LINK AT THE TOP LEFT OF THE PAGE THAT SAYS CHAT ROOM. YOU GO TO THE LINK AND USER NAME THAT YOU NEED TO ENTER IS THE WORD GUEST, ALL LOWER CASE, AND PASSWORD IS OSU, AND THAT IS ALL UPPER CASE. IT IS CASE SENSITIVE. YOU DO HAVE TO USE THE UPPER AND LOWER CASE CORRECTLY IN ORDER TO LOG IN. AGAIN, USER NAME IS GUEST, LOWER CASE, PASSWORD IS OSU ALL UPPER CASE. WWW.PRIOHIO.COM. IF YOU HAVE A QUESTION, YOU MAY E-MAIL THAT TO PSC@CAST DO THE ORG. OKAY. WE HAVE A PANEL NOW. PANEL IS GOING TO BE DISCUSSING THE STATE OF ACCESS TO INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES. IT IS THE HIGHER ED PERSPECTIVE. I WOULD LIKE TO WELCOME OUR PANELISTS. WE HAVE RICK BOWES, WHO HAS HATS. BUT NOT TODAY. SCOTT LISSNER. AND RON STEWART. I WILL ALLOW YOU TO INTRODUCE YOURSELVES, AS WELL, SO YOU CAN TELL US YOUR AFFILIATIONS. RICK, DO YOU WANT TO START?

>> INTRODUCTION? YES. MY NAME IS RICK BOWES. I AM A CONSULTANT. BEEN LONG TIME IN THE PUBLISHING INDUSTRY. LET ME GET THE MICROPHONE. I'VE BEEN IN THE PUBLISHING INDUSTRY FOR A LONG TIME. I CONSULT WITH DIFFERENT PUBLISHERS BUT PRIMARILY IN THIS CONTEXT WITH THE ASSOCIATION OF AMERICAN PUBLISHERS AND SUPPORTING THE CRITICAL ISSUES TASK FORCE. OTHER GROUPS THAT I'VE WORKED WITH, I'VE WORKED WITH THE AMERICAN FOUNDATION FOR THE BLIND FOR EIGHT YEARS. THEY'RE A CONSULTING GROUP, WHICH PUT ME IN MEETING WITH LOTS OF ORGANIZATIONS DEALING WITH THESE KINDS OF PROBLEMS. LONG AGO, I WORKED WITH SKIP STAHL UP AT CAST ON THESE ISSUES, EVEN PRIOR TO THE NIMAS AND NIMAC COMING INTO BEING. I'VE BEEN INVOLVED FOR A LONG TIME AND IT GIVES ME AN OPPORTUNITY TO WORK WITH MY COLLEAGUES IN THE PUBLISHING FIELD AND HELP THEM UNDERSTAND AND DEVELOP STRATEGIES. MY ROLE TODAY, I GUESS, IS TO TELL YOU A LITTLE BIT ABOUT THE WORK I'VE DONE THAT LED UP TO THE ACCESS TEXT NETWORK.

>> I'M RON STEWART. I'M IN MY CAPACITY WITH THE HIGHER ASSOCIATION OF EDUCATION DISABILITY TODAY. I AM THE CHAIRMAN OF THE INSTRUCTIONAL MATERIAL AND ACCESSIBILITY GROUP. I'VE BEEN WORKING IN PRODUCTION MODALITIES AROUND CURRICULAR ACCESS SINCE THE MID '90S, PARTICULARLY WHAT WE CALL HIGH VALIUM CURRICULUM, MATH, SCIENCE, MUSIC. I'VE WORKED BOTH IN THE K12 AND HIGHER CASE. I'M ON THE STANDARDS BOARD. REALLY MY ROLE HERE IS TO TALK ABOUT DISABILITY SERVICE ASPECT.

>> I'M SCOTT LISSNER. AND I'M THE AMERICANS WITH DISABILITIES ACT COORDINATOR HERE AT THE OHIO STATE UNIVERSITY, WHICH MAKES ME FAMILIAR WITH AT LEAST A LARGE OPERATION. AND PREVIOUS INCARNATIONS, I HAVE BEEN A ONE-MAN OFFICE. I'M FAMILIAR WITH THAT, AS WELL. AND I AM CURRENTLY THE PRESIDENT ELECT FOR THE ASSOCIATION OF HIGHER EDUCATION IN DISABILITY, SIT ON OHIO'S GOVERNOR'S COUNCIL ON PEOPLE WITH DISABILITIES, AND THE STATE STEERING COMMITTEE FOR THE DISABILITY BUSINESS TECHNICAL ASSISTANCE

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CENTER. ALL OF WHICH HAS MADE ME INVOLVED AT BOTH KIND OF A STATE LEVEL AT SYSTEMS OF OHIO LEVEL, AS WELL AS THE CAMPUS LEVEL. SO I'M KIND OF THE MIDDLEMAN IN THIS PROCESS BETWEEN THE STUDENT USER AND THE PUBLISHER. SO THAT'S MY PERSPECTIVE.

>> THANK YOU ALL VERY MUCH FOR COMING. WE REALLY APPRECIATE YOU TAKING THE TIME TO COME AND SPEAK BEFORE THE COMMISSION. COMMISSION MEMBERS, THE WAY THIS IS GOING TO WORK, THE SPEAKERS WILL EACH GIVE THEIR PRESENTATION, AND THEN AT THE END OF THE PRESENTATION, WE WILL HAVE TIME FOR QUESTIONS AND ANSWERS. PLEASE BE THINKING ABOUT ANY QUESTIONS THAT YOU WANT TO ASK AND MAYBE JOT THEM DOWN. WE ARE GOING TO ASK THAT YOU HOLD YOUR QUESTIONS UNTIL THE END. SO WE HAVE RICK COMING UP FIRST. PLEASE.

>> TO TRY TO CONDENSE YEARS OF EXPOSURE TO THIS INTO 10 MINUTES OR SO THAT I HAVE, PLEASE FORGIVE SOME THINGS I LEAVE OUT, DOTS I FAIL TO CONNECT. THAT'S WHAT THE Q AND A TIME IS FOR. I DON'T TRUST MY MEMORY, SO I'M GOING TO CHEAT A LITTLE BIT HERE. I WANT TO JUST TAKE A QUICK, WHAT WE ARE DEALING WITH HERE IN TERMS OF THE PERSPECTIVE OF GETTING INSTRUCTIONAL MATERIALS IN ACCESSIBLE FORMS TO STUDENTS AS EFFICIENTLY AND QUICKLY AS POSSIBLE, I WANT TO JUST GO BACK A LITTLE BIT, FOR THOSE OF YOU WHO HAVEN'T LIVED THROUGH SOME OF THIS, AND JUST HIT A COUPLE HIGHLIGHTS. IF THIS HAS BEEN DONE BEFORE, I WILL TRY TO GO QUICKLY SO IT DOESN'T BORE YOU TO DEATH. THE INITIAL LEGISLATION THAT BEGAN TO CREATE DEMANDS ON THE PUBLISHING INDUSTRY HAPPENED IN CALIFORNIA. CALIFORNIA'S LAW AB422, WHICH REQUIRED PUBLISHES TO SUPPLY FILES, AND I WON'T GO THROUGH ALL OF THAT. BUT GAIER CAN SPEAK ELOQUENTLY ABOUT IT BECAUSE SHE LIVED THROUGH IT IN CALIFORNIA. THE NEXT ONE THAT I BECAME AWARE OF IS THE NEW YORK CHAPTER 219, WHICH FOR THE PUBLISHING INDUSTRY, WAS KIND OF THE FIRST TIME THAT THE PUBLISH HERS ALL GOT TOGETHER AND LOOKED AT EACH OTHER AND REALIZED THAT COLLECTIVELY, THERE WAS SOMETHING THAT NEEDED TO HAPPEN. BASICALLY IN NEW YORK, PEOPLE WERE REQUIRED TO GET ACCESSIBLE FILES OR BUY PRODUCTS THAT WERE AVAILABLE IN DIGITAL FORM, OR GIVE PREFERENCE, I THINK, WAS THE TERM. SO THE PERSON CHARGED WITH IMPLEMENTING THAT LEGISLATION IS A GENTLEMAN BY THE NAME OF JOE FRYE. IN THE EDUCATION DEPARTMENT, HE WAS VERY COMFORTABLE SAYING HE HAD NO CLUE WHAT THIS LEGISLATION MEANT OR HOW TO GO ABOUT DOING IT. AND SO WHAT HE WANTED TO DO WAS GET TOGETHER IN A ROOM EVERYBODY WHO DID HAVE A CLUE AND GET THEM TO ADVISE HIM AND FIGURE OUT WHAT THE REGULATIONS ARE GOING TO BE. HE CAME TO THE ASSOCIATION OF AMERICAN PUBLISHERS AND COORDINATED WITH ED MCCOY THERE, WHO I THINK YOU'VE PROBABLY MET AT SOME POINT OR WILL. HE HANDLED THE TECHNICAL ASPECT. HE REACHED OUT TO THE HIGHER ED PUBLISHERS AND GOT REPRESENTATION SO THAT THAT'S WHEN THE HIGHER ED CRITICAL ISSUES TASK FORCE, AS IT IS NOW KNOWN, WAS FORMED. BASICALLY IN A SERIES OF MEETINGS WITH ALL OF THE STAKEHOLDERS THAT WERE BROUGHT TOGETHER IN NEW YORK. AND SOME GOOD SOLUTIONS CAME OUT OF THAT. PEOPLE GOT TO KNOW EACH OTHER, UNDERSTAND EACH OTHER'S PROBLEMS WELL. AND SO THAT WAS MY FIRST EXPOSURE, AS WELL. AND I WAS THERE ON BEHALF OF A CLIENT AND A NUMBER OF PEOPLE IN THIS ROOM WERE THERE, AS WELL. SO THERE IS SOME GOOD REPRESENTATION AND YOU WILL HEAR FROM THEM LATER IN THE DAY. THE CRITICAL ISSUES TASK FORCE REALIZED THIS WAS SOMETHING THAT WAS REAL. THIS WASN'T A BLIP THAT WAS JUST HAPPENING IN NEW YORK STATE. THE NIMAS K12 ISSUES WERE VERY ACTIVE, AND SO THE DECISION WAS TO, LET'S GET AHEAD OF THIS THING. LET'S FIGURE IT OUT. THEY RETAINED ME AS A CONSULTANT TO

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WORK ON SOMETHING CALLED THE ALTERNATE FORMAT SOLUTIONS INITIATIVE. AND THE GOALS FOR THAT WERE BASICALLY TO FIND OUT WHAT'S GOING ON, TO GET OBJECTIVE FACTS IN WHATEVER WAY, GO OUT TO MEET WITH PEOPLE, TALK WITH PEOPLE, GET AS MUCH FIRSTHAND KNOWLEDGE AS I COULD, AND BRING IT BACK IN MULTIPLE STATES. TO LOOK FOR WHAT WE CALL LOW-HANGING FRUIT, LOOK FOR THOSE THINGS THAT HAVE AN IMPACT QUICKLY, LOOK FOR SOLUTIONS THAT WOULD BE WIN FOR EVERYBODY, FOR STUDENTS, FOR THE INSTITUTIONS AND PUBLISHERS. THAT WOULD BE QUICK TO IMPLEMENT, AND WOULD NOT GET CAUGHT UP IN TRYING TO GET SOMETHING PERFECT AND BE SO BUSY DOING THAT THAT NOTHING GOT ACCOMPLISHED. MAINTAIN MAXIMUM FLEXIBILITY FOR INNOVATION BECAUSE THIS WAS NEW, NOBODY KNEW WHERE IT WAS GOING AND WE DIDN'T WANT TO PUT SOLUTIONS IN PLACE THAT WE WOULD WISH TWO OR THREE YEARS LATER WE HADN'T. I GOT MY MARCHING ORDERS AND HEADED OFF INTO THE FIELD. AND THE FIRST THING I LEARNED IS THAT ALL OF THE WORK I HAD DONE IN K12 WASN'T GOING TO TRANSFER VERY WELL TO POST-SECONDARY. THERE ARE A NUMBER OF DIFFERENCES, AND IT WOULD SEEM INTUITIVE THAT IF GRADES 1 THROUGH 12 ARE COVERED WITH THIS NEW LAW THAT'S IN PLACE, AND THEN WHY DON'T WE ADD FOUR MORE YEARS TO IT. SO IT WAS PRETTY CLEAR THAT WASN'T GOING TO WORK. I JUST GO THROUGH SOME OF THE REASONS FOR THOSE FOR WHOM IT MIGHT NOT BE INTUITIVELY CLEAR. PROBABLY THE MOST SIGNIFICANT IS THAT THE MARKET IS COMPLETELY DIFFERENT. IN POST-SECONDARY EDUCATION, THE STUDENTS BUY THE BOOKS. IN K12, THE SCHOOLS BUY THE BOOKS. THAT CREATES A DYNAMIC THAT'S JUST TOTALLY DIFFERENT. SECONDLY, IN TERMS OF SEEKING OUT SUPPORT AND HELP IN ALTERNATE FORMATS, IT IS UP TO THE SCHOOL IN K12 TO SEE STUDENT LEARNS WHAT TO DO, HOW TO DO IT AND GIVES THEM THE FORMATS. IN HIGHER ED, IT IS UP TO THE STUDENT TO INITIATE THE REQUEST FOR ACCOMMODATION. THAT CHANGES THE DYNAMIC SIGNIFICANTLY. CHANGES THE NUMBER SIGNIFICANTLY. THE NUMBER OF STUDENTS REQUESTING AND NEEDING ACCOMMODATIONS IN POST-SECONDARY SEEM SO MUCH LOAN K12 THAT I HAD JUMPED TO A CONCLUSION THAT THAT'S BECAUSE A LOT OF THE KIDS WHO HAVE THE DISABILITIES JUST AREN'T IN COLLEGE OR IN POST-SECONDARY SCHOOL. I FOUND OUT THAT WASN'T REALLY THE CASE. IT WAS THAT, IN FACT, PEOPLE WITH LEARNING DISABILITIES LARGELY DIDN'T WANT TO SELF-FIVE ONCE THEY GOT TO COLLEGE. BUT THEY REALLY DIDN'T HAVE ANY CHOICE IN K12. SO IT WASN'T REALLY A BIG DROPOFF. A LOT OF SUBTLE THINGS LIKE THAT THAT WE BEGAN TO SEE IN LEARNING ABOUT HOW THE POST-SECONDARY MARKET WORKED FROM A BUSINESS PERSPECTIVE. THERE IS DSS OFFICES IN POST-SECONDARY, WHICH ARE SIGNIFICANTLY DIFFERENT FROM SPECIAL ED DEPARTMENT ANSWER WAIT THEY OPERATE. AND I BELIEVE MY COLLEAGUES IS HERE TO TALK ABOUT THAT. BUT THERE IS A WHOLE NOTION OF DISTANCE LEARNING, PART-TIME STUDENTS, JUST A VERY DIFFERENT ENVIRONMENT. AND YET THE INSTITUTIONS ARE REQUIRED, UNDER THE LAW, TO SEE THAT STUDENTS HAVE WHAT THEY NEED TO SUCCEED. AND SO THEY COME TO THE PUBLISHERS WHEN, IN MANY CASES, THEY CAN'T -- THEY DON'T HAVE THE FILES SO THEY START TO PUT PRESSURE ON THE PUBLISHERS. AND IN VARIOUS STATES, LEGISLATION BEGAN TO EMERGE REQUIRING PUBLISHERS TO DO THIS, TO DO THAT, OR TRY TO -- LET'S SAY IT WAS IN PROCESS. AND THESE LAWS WERE ALL DIFFERENT. THEY ALL HAD DIFFERENT PERSPECTIVES. THEY WERE BASED ON THE EXPERIENCE OF THE PEOPLE WHO WERE THE LEGISLATORS IN THOSE STATES. AND SO THE PUBLISHERS' OFFICES THAT WERE BEING REQUESTED FOR FILES AND RIGHTS WERE GETTING ALL SORTS OF WEIRD REQUESTS FROM PEOPLE WHO KNEW THEY HAD TO ASK FOR SOMETHING BUT THEY DIDN'T KNOW WHAT TO ASK FOR. JUST -- I WON'T GO INTO IT, BUT IT WAS ESSENTIALLY A MESS FROM THE PERSPECTIVE OF THE PUBLISHERS DEALING WITH ALL OF THE SCHOOLS. NOW, AFTER I GOT OUT AND STARTED TALKING WITH THE SCHOOLS, GUESS WHAT I FOUND OUT? THE PUBLISHERS ARE A MESS AS FAR AS

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THEY'RE CONCERNED. EVERY PUBLISHER DID EVERYTHING DIFFERENTLY. THEY ALL HAD DIFFERENT LEGAL DEPARTMENTS, DIFFERENT CONTRACTS, DIFFERENT FORMS. AND SO FROM THE SCHOOLS' SPEC PERSPECTIVE, THEIR ONLY HOPE WAS TO FORCE SOMETHING STANDARDIZED IN THEIR MINDS. SO CLEARLY, IT WAS THE SITUATION THAT EVERYBODY WOULD LIKE IT TO WORK, BUT EVERYBODY WAS SEEING THAT IT WAS NOT POSSIBLE. SO BEGAN TO TRY TO SORT THIS OUT. AND THE COMPLEXITY IN THIS ENVIRONMENT KIND OF BROKE DOWN INTO MULTIPLE DISABILITY TYPES, DIFFERENT NEEDS, VARIOUS TYPES OF CONTENT, RANGING FROM SOPHISTICATED STEM MATERIAL, DOWN TO THE SOCIAL STUDIES AND THINGS LIKE THAT, THAT WERE PRETTY STRAIGHTFORWARD. THE NUMBER OF INSTITUTIONS AND THEIR SIZE AND THE PURPOSE OF THE INSTITUTIONS HAD A LOT TO DO WITH HOW THEY VIEW THE DSS OFFICES, HOW THEY INFRINGE OR DON'T ENFRANCHISE THEM ON THEIR CAMPUSES. AGAIN, LEAVE IT TO THESE FOLKS TO DEVELOP THAT A BIT. SKILL LEVELS WITH RESPECT TO TECHNOLOGY ARE ALL OVER THE MAP. STUDENTS, THERE ARE SOME STUDENTS WHO ARE LOCKED INTO EARLY VERSIONS OF JAWS THAT JUST WON'T UPGRADE, AND AS A RESULT, THEY'RE NOT GOING TO BE ABLE TO USE THE FILES THAT ARE ASSUMING THE STUDENT WOULD KEEP UP. AT THE DSS OFFICES, THERE IS A LOT OF TURNOVER. FROM WHAT I GATHER, THERE ARE A FAIR NUMBER OF TECHNOPHOBES IN THE DSS OFFICES, BUT THESE ARE THE PEOPLE STUDENTS ARE SUPPOSED TO GO TO GET HELP. SO THE SKILL LEVELS ARE ALL OVER THE MAP. THE SITUATIONAL NATURE VARIES A GREAT DEAL, BUT IN K12, THEY KNOW WHAT THE COURSES ARE GOING TO BE, THEY KNOW WHAT THE BOOKS ARE GOING TO BE WAY AHEAD. YOU BUY THE BOOK, USE IT FOR FIVE YEARS OR MORE. NOT SO IN HIGHER ED. THE BOOK -- PROFESSOR MAY NOT HAVE CHOSEN THEIR TEXT UNTIL MAYBE A WEEK OR TWO WEEKS BEFORE. IT IS PRETTY HARD TO IMAGINE HOW THAT BOOK WOULD EXIST WHEN THE STUDENT GOES INTO THEIR CLASS, THAT IT IS GOING TO EXIST IN AN ALTERNATE FORMAT WHEN THE BOOK ITSELF HASN'T BEEN SELECTED FOR A SHORT PERIOD OF TIME. SO THERE ARE SITUATIONAL ISSUES THERE. IT MAY BE THAT THE STUDENT HAS A DISABILITY, THAT THAT PARTICULAR DSS OFFICE HAS NOT SEEN BEFORE. IN WHICH CASE EVERYBODY'S ON A LEARNING CURVE. THEN THERE IS THE WHOLE AREA OF THE LEGAL COMPLEXITY. YOU'VE ALL HEARD THE STORIES ABOUT THE CHAFFEE AMENDMENT, WHO IS COVERED, WHO IS NOT. WHAT ABOUT THE STUDENTS WHO ARE NOT, QUOTE, CHAFFEE ELIGIBLE STUDENTS. UNIVERSITY HAS TO PROVIDE ACCOMMODATIONS. BUT THERE IS NO COPYRIGHT WAIVER, SO THAT CHANGES THE BALL GAME SIGNIFICANTLY FOR THOSE THAT NEED TO PROVIDE FILES. SO IT IS A VARIABLE SITUATION, AND WHEN YOU MOVE IT AROUND, VERY FEW SITUATIONS ARE IDENTICAL. THEN I STARTED TO GET SOME HARD DATA, AND FROM ONE OF THE PUBLISHERS, ONE OF THE MAJOR PUBLIC LIBBERS, AND FOR THOSE WHO AREN'T FAMILIAR WITH THE PUBLISHING INDUSTRY IN THIS AREA, YOU'VE GOT SIX TO 10 PUBLISHERS THAT DRIVE PRETTY MUCH ALL OF THE CORE TEXT MATERIALS THAT GO INTO COURSES. BUT THE LATEST DATA THAT BRUCE HAS, I THINK, SAYS WE'VE GOT OVER 6,000 ENTITIES THAT ARE PROVIDING THIS KIND OF MATERIAL. SO YOU CAN OBVIOUSLY SEE THAT THERE IS A BIMODAL SITUATION HERE. THE DATA I'M TALKING ABOUT IS FROM ONE OF THE LARGE PUBLISHERS, BUT IT IS DATA I WAS LOOKING AT WHEN WE STARTED THE INITIATIVE. IT IS DATA BACK IN 2005. AND IT WAS RETROSPECTIVE. JUST TO SHARE SOME OF IT, THEY HAD OVER SEVEN YEARS 6,000 REQUESTS. 76 PERCENT, THREE QUARTERS OF THEM, WERE FOR WORD FILES. 18 PERCENT WERE FOR PDF FILES. AND A MUCH HIGHER PERCENTAGE THAN YOU THINK TODAY WERE FOR ASCII FILES. I DON'T KNOW HOW MANY WE GET FOR ASCII NOW, BUT THERE ARE STILL SOME IN SOME STATE, TEXAS PERHAPS BEING ONE. OUT OF THOSE 6,000 REQUESTS, INTERESTINGLY ENOUGH, OVER 3,000 OF THEM -- I MEAN, OVER 3,000 TITLES WERE REQUESTED. WHICH MEANS, AS YOU BREAK IT DOWN, 61 PERCENT OF THEIR TITLES WERE ONLY REQUESTED ONCE. SO START THINKING ABOUT THE COST OF

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CREATING A FILE FOR THAT ONE SITUATION. YOU BEGIN TO THINK, NO, I THINK THE BEST THING TO DO IS GIVE THEM PERMISSION UNDER THE AN AGREEMENT AND LET THEM MAKE THE FILE. SO THAT'S HELPFUL, BUT IT IS NOT HELPFUL. THEY CAN DO WHAT THEY WANT TO DO BUT THEY DO IT UNDER COMMISSION, WHICH IS A FAR BETTER WAY THAN JUST RUNNING OFF AND DOING IT. AND NOT ONLY THE 61 PERCENT HAVE A SINGLE REQUEST, ANOTHER 20 PERCENT HAD ONLY TWO REQUESTS. SO BASICALLY FOUR OUT OF FIVE TITLES WERE ONLY REQUESTED OVER FIVE-YEAR PERIOD TWICE. SO THIS IS AN ISSUE FOR THE PUBLISHERS WHO ARE TRYING TO FIGURE OUT HOW TO SUPPORT PEOPLE EFFICIENTLY IN THOSE NEEDS. A LOT OF THAT HAS -- WELL, I'LL LEAVE THAT. THE OTHER AREA THAT WAS -- I'LL JUST SAY CORROBORATED THAT WAS DATA FROM THE CALIFORNIA'S ALTERNATE TEXT PRODUCTION CENTER, ATPC. AND THEIR DATA BASICALLY SHOWED SIMILAR PATTERNS. VERY, VERY FEW MULTIPLE REQUESTS. NOW, THE WAY THAT'S SET UP, IT IS A LITTLE BIT BOGUS, BECAUSE ONCE THEY GOT THE FILE, THEY COULD USE IT AGAIN AND AGAIN AND AGAIN. BUT WHAT THEY DID HAVE WAS DATA THAT SHOWED THEY HAD MANY PUBLISHERS, AND I SEEM TO HAVE MISPLACED IT HERE, BUT MANY PUBLISHERS, IN THE THOUSAND, THAT THEY HAD INTERACTED WITH, BUT ONLY ASKED FOR VERY FEW TITLES FROM THOSE PUBLISHERS. AND THEIR USE READ NUMBERS WERE NOT TERRIBLY HIGH. BOTH GROUPS WERE EXPERIENCING A VERY HIGH OVERHEAD WAY TO GET A FILE FOR A STUDENT. THEY WOULD TO FIND THE RIGHT PERSON, GET THE FILE, DO ALL OF THAT. WHERE I'M GOING WITH THIS IS BASICALLY WE FOUND OUT A LOT OF THINGS, BUT TO KEEP THIS ONE SHORT, THE KEY ELEMENT WAS NOT THAT THERE WAS INADEQUATE TECHNOLOGY, NOT THAT THERE WERE A LOT OF THINKS THAT ONE MIGHT THINK MIGHT BE WHERE YOU'D GO TO FIND A SOLUTION, BUT IT WAS AN AREA OF PROCESS AND PROCESS IMPROVEMENT. THERE ARE NO COMMON PRACTICES FOR DOING THIS, SO THERE ARE NO COMMON EXPECTATIONS, AT LEAST BACK AT THAT POINT. I JUMP FORWARD AND SAY IN MANY WAYS, IT HASN'T IMPROVED THAT MUCH SINCE THEN ACROSS THE BOARD. NO STANDARD AGREEMENTS, NO STANDARD TEMPLATES. EVERY LAWYER WAS INVENTING THE WHEEL ON BOTH SIDES OF THE TRANSACTION WHEN IT WAS INVOLVED. ONE THING DSS PEOPLE DON'T WANT TO DO IS GO TO UNIVERSITY LAWYERS TO GET THINGS DONE. ON THE OTHER HAND, MOST PRODUCT MANAGERS IN THE PUBLISHING COMPANIES DON'T WANT TO GO TO THE LEGAL DEPARTMENT EITHER. IT IS JUST A LAYER OF BUREAUCRACY THAT NEEDED TO BE THERE BUT WAS TERRIBLY INEFFICIENT. THERE WERE NOT MECHANISMS IN PLACE THAT WOULD ALLOW YOU TO EFFICIENTLY -- FOR A PUBLISHER TO EFFICIENTLY HANDLE A FILE TO A SCHOOL TO MEET A NEED, BECAUSE OF THE CONCERNS OF WHAT WOULD HAPPEN TO IT DOWNSTREAM. AND BECAUSE, IN MANY CASES, THEY DIDN'T KNOW IF THE TECHNOLOGY EXISTED AT THE SCHOOL TO USE IT THE RIGHT WAY. THERE WAS ALSO, AND PERHAPS STILL IS IN SOME QUARTERS, A LOT OF YOU WERE HE'S AND DISTRUST. IF NOT WITH RESPECT TO INTENTIONS, AT LEAST IN TERMS OF ABILITIES. AND WONDERING WHAT HAPPENS TO THE FILE WHEN IT GETS IN THE HANDS OF THE STUDENT. ARE THERE ANY RULE, ANY RULES THAT ARE BEING ENFORCED. THERE NEEDED TO BE A WAY TO GET AROUND THAT. SO THE NOTION WAS, LET'S CONSIDER CREATING -- WHERE AM I HERE -- LET'S CONFIGURE A WAY, A SOLUTION THAT WOULD BE A WIN-WIN SOLUTION THAT WOULD DELIVER RESULTS QUICKLY FOR AS MANY STUDENTS AS POSSIBLE. I CAN'T PUT UP THE MOST AMAZING CHART OF ARROWS AND BOXES AND THINGS THAT WE CAME UP TO DO THIS. BUT THE BOTTOM LINE IS, WE CAME UP WITH THE IDEA OF SOMETHING THAT HAS BECOME WHAT ACCESS TEXT IS. WE CAME UP WITH THE NOTION OF LET'S GET EVERYBODY USING COMMON AGREEMENTS AS BEST WE CAN. I HAVE TO SAY, TO GET A GROUP OF FIERCELY COMPETITIVE BUSINESS ENTERPRISES TO COLLABORATE AS WELL AS THE PUBLISHERS DID ON GETTING THESE COMMON AGREEMENTS AND THINGS THEY WOULD BE WILLING TO AGREE TO TO MAKE ACCESS TEXT HAPPEN, HATS OFF TO BRUCE AND

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HIS TEAM AND MEMBERS OF THE CRITICAL ISSUES TASK FORCE BECAUSE THEY WORKED VERY HARD TO CREATE A TRUSTED ENVIRONMENT. AND THE BENEFIT TO EVERYBODY IS THAT PEOPLE CAN COME THROUGH THAT SYSTEM, CLEAR RIGHTS, AND BE OFF AND RUNNING WITH PERMISSION AND USE SOMETHING RIGHT AWAY. WHAT THEY HAVE TO DO IN ORDER TO GET IT IS TO SIGN AN AGREEMENT THAT SAYS, YES, WE UNDERSTAND WHAT WE'RE SUPPOSED TO DO. THIS IS HOW WE'RE SUPPOSED TO DO IT. AND IT IS WORTH IT TO US TO SIGN THAT AGREEMENT, PARTICIPATE IN THE ACCESS TEXT NETWORK. BECAUSE WE'RE GOING TO GET FILES FAST. WE'RE GOING TO GET PERMISSIONS FAST. WE'RE NOT GOING TO GO V TO GO TO OUR LAWYERS. WE WERE NOT GOING TO HAVE TO DO ALL SORTS OF THINGS. SO FOR THE MAJOR PUBLISHERS, TREMENDOUS EFFICIENCY THERE, A CERTAIN AMOUNT OF SLEEPING BETTER, AS THE FILES GO OUT, KNOW WHERE THEY GO, TREMENDOUS TRACKING BUILT INTO IT. SO THE -- WE'VE COME TO A POINT WHERE THERE IS A TRUSTED ENVIRONMENT IN PLACE. IT IS FLEDGING AT THIS POINT, BECAUSE, AGAIN, 6,000 PUBLISHERS, BUT, WHAT, 10 ARE PARTICIPATING. HAPPENS THAT 90 PERCENT PRODUCE THE MATERIAL. BUT WE NEED TO BE REACHING OUT TO THE OTHER PUBLISHERS. THAT'S WHAT THE DSS OFFICES ARE TELLING US, AS WELL. MY PERSONAL PERSPECTIVE IS THAT'S' COLLABORATIVE EFFORT. I THINK THEY NEED TO TELL THE PUBLISHES THEY'RE WORKING WITH, YOU NEED TO WORK WITH ACCESS AND VICE VERSA. SO FOR THE STUDENT, AND THERE ARE A NUMBER OF, I THINK WE HEARD FROM CHRIS LEE AT THE PREVIOUS MEETING, THERE ARE EXCEPTIONAL SUCCESS STORIES IN TERMS OF PEOPLE, DSS OFFERS BACKLOGGED AND JAMMED AND BEING ABLE TO SUPPORT BEING ABLE TO CONFIRM AND SUPPORT WHAT THEY ARE ACTUALLY DOING WITH THE TIME THEY HAVE. BUT NOT ENOUGH SCHOOLS ARE PARTICIPATING YET, NOT ENOUGH PUBLISHERS ARE PARTICIPATING YET. SO I GUESS PART OF THIS PRESENTATION'S PURPOSE IS TO HELP THE COMMISSION UNDERSTAND THAT WE DON'T REALLY NECESSARILY NEED TO INVENT THE WHEEL FOR AN AWFUL LOT OF STUDENTS. THIS DOESN'T ADDRESS -- WELL, IT ACTUALLY DOES ADDRESS LOW INCIDENCE NEEDS, TOO, BECAUSE YOU CAN CLEAR PERMISSIONS VERY QUICKLY THROUGH THIS, LIKE IMMEDIATELY. SO TO THE EXTENT THAT SOMEBODY CAME IN WITH A LOW INCIDENCE NEED AND YOU HAD TO GO TO THE SALESPERSON OR THE PUBLISHING COMPANY AND THEY HAD TO FIGURE OUT WHO IN THEIR COMPANY THEY SHOULD TALK TO TO GET PERMISSION, AND THEN THAT PERSON NEEDED TO FIGURE THINGS OUT, THAT KIND OF ALL IS TAKEN CARE OF. IT DOESN'T HELP THE NEED TO CONVERT A FILE, OR ANY OF THAT, BUT PROCESS WHICH TURNED OUT TO BE THE BIGGEST CHUNK OF THE PROBLEM, EXCEPT IN THINGS LIKE MATH AND BRAILLE, THINGS LIKE THAT, THAT TAKE A LONG TIME. BIG CHUNK HAS BEEN FIXED. WHAT THE COMMISSION, I THINK, CAN DO TO HELP THE STUDENTS, TO HELP THE DSS OFFICE, TO HELP THE PUBLISHERS, IS DO THINGS THAT WILL ENCOURAGE GREATER PARTICIPATION IN THIS. IF IT IS INDEPENDENT, IT IS NOT A PROFIT ENTITY, IT IS JUST THERE. TO TRY TO GET RID OF THE PROCESS PROBLEMS. AND SO I COULD TALK A LOT MORE ABOUT THAT EFFORT, BUT I THINK PROBABLY THIS IS THE POINT TO LEAVE OUT TO Q AND A. AND JUST SAY THAT WE NOW HAVE SOMETHING THAT HAS THE POTENTIAL, HAS THE INFRASTRUCTURE IN PLACE TO SOLVE THESE PROBLEMS THAT ARE PROCESS BASED. IT IS A PLATFORM FOR GOING BEYOND THE PROCESS BASED, BECAUSE IT IS GENERATING INFORMATION THAT CAN BE USED BY EVERYBODY. AND SO Q AND A FOR THAT. THEN I WILL HEAR WHETHER WHAT I'M TELLING YOU IS TRUE OR NOT.

>> THANK YOU, RICK. NEXT I WOULD LIKE TO CALL ON SCOTT LISSNER, PLEASE.

>> OKAY. I THOUGHT IT WAS A DIFFERENT ORDER.

>> IF THERE ARE ANY QUESTIONS, WE WILL TAKE THOSE AT THIS

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TIME. LINDA?

>> I WILL GIVE A DISCLAIMER BECAUSE I DON'T KNOW YOUR WORLD. WHEN YOU TALK ABOUT LOW INCIDENCE, SOMEBODY NEEDED A RECORDED BOOK AND IT WAS ONLY REQUESTED ONCE, MY UNDERSTANDING IS THAT IN THE FUTURE, THINGS GOING DIGITAL, SO THAT WE WON'T HAVE TO CONVERT THINGS, STUDENTS WILL HAVE ACCESS TO THAT ONE BOOK IF THEY NEED IT. BECAUSE -- IS THAT TRUE? IS MY ASSUMPTION CORRECT OR INCORRECT?

>> THERE IS TWO KINDS OF RECORDINGS. IF YOU MEAN TEXT TO SPEECH, WHICH A COMPUTER CAN DO AS OPPOSED TO HUMAN RECORDING --

>> YES. AN INDIVIDUAL WOULD HAVE ACCESS TO THAT TEXT?

>> THAT TECHNOLOGY IS OUT ALL OVER THE PLACE AT THE MOMENT. SO THE KEY IS DOES THE STUDENT HAVE THE TECHNOLOGY THAT WILL DO THAT FOR THEM. THAT'S A. AND THEN B IS, IS THE PARTICULAR BOOK THAT THEY WANT IN THE DIGITAL FORM THAT THAT PIECE OF EQUIPMENT CAN PROCESS.

>> RIGHT. MY UNDERSTANDING IS THAT THE FUTURE THAT'S COMING, EVERYTHING WILL BE HOPEFULLY PRODUCED IN THE DIGITAL FORM SO IT WON'T HAVE TO BE CONVERTED, SOMEBODY CAN THEN USE THAT COMPUTER TO ACCESS THE TEXT.

>> THAT PART OF THE FUTURE IS NOW. IT IS JUST --

>> YES, I REALIZE THAT. BECAUSE AS A CONSUMER, MY CONCERN IS I GOT -- I'M SEVERELY DYSLEXIC. I DO NOT READ VERY WELL TO THIS DAY. THAT ONE TEXTBOOK THAT YOU'RE TALKING ABOUT LET ME GET THE DEGREE I GOT. AND WITHOUT PASSING THAT COURSE, I COULDN'T HAVE GOT MY DEGREE. AND I ALWAYS REFER TO MY 800 LEVEL STATISTICS CLASS. RECORDING FOR THE BLIND INDIVIDUALS RECORDING, GOD BLESS THEM BECAUSE THAT HAD TO BE THE MOST BORING RECORDING IF THE WORLD. IF I HADN'T GOTTEN IT DONE, I WOULD NOT HAVE BEEN ABLE TO HAVE ACCESS TO THE INFORMATION, I WOULD NOT HAVE GOT MY DEGREE, AND I WOULDN'T BE ABLE TO PAY THE KIND OF TAXES I PAY AS A PSYCHOLOGIST. WHAT A WASTE, I THINK, THAT WOULD HAVE BEEN FOR NOT ONLY MYSELF, BUT THE PEOPLE THAT I HELP IN THIS WORLD. BECAUSE I WAS ABLE TO GET THAT ONE BOOK. I DON'T KNOW IF ANYONE EVER ASKED FOR IT AGAIN. SO WHAT I GUESS I'M TRYING TO SAY, LET THE INDIVIDUAL RECORD THEMSELVES, BUT THE TRUTH IS, I HAD NO WAY OF GETTING IT RECORDED. IN OTHER WORDS, IF IT HAD BEEN TURNED DOWN TO ME, I WAS STUCK. IT WAS DONE.

>> YEAH. WHEN I SAID THAT, BASICALLY YOU WOULD HAVE THE TOOLS SO THAT YOU COULD DO WHAT YOU WANT TO DO.

>> AND WITH THE FUTURE, WE WILL. THANK YOU FOR CLARIFYING.

>> NOT ACTUALLY RECORDING IT, BUT HAVING IT PLAY AUDIO FOR YOU.

>> THANK YOU. I WAS VERY CONCERNED.

>> ANY OTHER QUESTIONS OR COMMENTS FOR RICK?

>> THIS IS JIM FRUCHTERMAN. SO PART OF ATN IS THAT THE PUBLISHER SORT OF RESERVES THE RIGHT TO DENY REQUESTS FOR BOOKS. WHAT'S THE RATIONALE FOR

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THAT, AND WHAT DO SCHOOLS DO WHEN THEY GO TO THE PUBLISHER AND THEY'RE A MEMBER OF THAT TEXT AND THE PUBLISHER COMES BACK WITH A DENIAL?

>> THAT'S NOT A CHANGE FROM THE CURRENT SITUATION. IF THEY REQUEST PERMISSION FROM A PUBLISHER, THERE IS ALWAYS THE RISK THERE MIGHT BE DENIAL. I'M NOT FAMILIAR WITH ACCESS TEXT HAVING HAD DENIALS, BUT I THERE PROBABLY HAVE BEEN SOME. I'M GOING TO LET BRUCE HILDEBRAND, OR SOMEONE FROM THE PUBLISHER PANEL, SPEAK TO THAT POINT.

>> BASICALLY IT'S, IS THE FILE AVAILABLE. IS IT A LEGACY PRODUCT, THAT THEY DON'T KNOW WHERE IT IS. DID THE PUBLISHER BUY AN IMPRINT FROM ANOTHER PUBLISHER AND THEY DON'T KNOW WHERE THE FILE IS. IT'S NOT A DENIAL BASED ON A LEGAL RATIONALE, THAT WE CAN'T GIVE YOU THAT BECAUSE WE WON'T AUTHORIZE YOU. IT'S CAN WE GET OUR HANDS ON IT AND GET IT TO YOU IN THE TIME AVAILABLE. DO WE EVEN KNOW WHERE IT IS. THIS YEAR, OR IN 2010, THERE WERE 380,000 TITLES RECORDINGS THAT WERE SOLD THROUGH BOOKSTORES. THAT'S ONLY A SMALL PIECE OF THE FILES OR TEXTBOOK TITLES ACTUALLY AVAILABLE. THAT'S JUST WHAT WAS ACTUALLY USED IN 2010. WE KNOW IT WAS SOLD THROUGH A COLLEGE BOOKSTORE. SO FREQUENTLY, WE JUST DON'T KNOW WHERE IT IS, WE DON'T HAVE RIGHTS TO IT, WE CAN'T PERMISSION IT, WE DON'T HAVE A CONTRACTUAL AGREEMENT WITH THE OWNER, WE DON'T KNOW WHERE THAT -- IF THERE IS ONE, WHERE IT IS. SO THOSE ARE THE REASONS FOR THE DENIAL. IT HAS NOTHING TO DO WITH WHETHER ONCE YOU'RE A MEMBER OF ATN, WHETHER THEY'RE GOING TO PERMISSION YOU. IT'S DO THEY HAVE PERMISSION OR ACCESS TO IT SO THAT THEY CAN GET IT TO YOU.

>> ACTUALLY, BRUCE, THAT WASN'T MY QUESTION. BECAUSE THE ACCESS TEXT NETWORK AGREEMENT SAYS IF THEY DON'T HAVE THE FILE, THEN THEY CAN RESPOND WITH A NUMBER OF DIFFERENT RESPONSES, INCLUDING PERMISSION TO SCAN IT, PERMISSION TO GET IT FROM ANOTHER AUTHORIZED USER OF ACCESS NETWORK. AND ONE OF THE POSSIBILITIES IS A DENIAL OF THE REQUEST. SO IF THE PUBLISHER DOESN'T HAVE THE FILE AND ATN SAYS, WHAT ARE THE PUBLISHER'S OPTIONS TO DENY THE REQUEST, I WANT TO UNDERSTAND WOULD A PUBLISHER TELL AN EDUCATIONAL INSTITUTION NO? I GOT THE IMPRESSION THAT THIS WAS ACTUALLY HAPPENING. MAYBE IT'S NOT HAPPENING. MAYBE IT IS JUST A THEORETICAL POSSIBILITY. BUT IN THERE, OBVIOUSLY IT CAUSES CONCERN, WONDERING ABOUT ATN SOLVING THE PROBLEM IF ONE OF THE OPTIONS IS SPECIFICALLY A FLAT NO. WE DON'T HAVE IT, AND YOU CAN'T DO IT.

>> IF THEY DON'T HAVE PERMISSION, LEGAL PERMISSION OR RIGHTS TO IT, HOW CAN THEY PERMISSION SOMEONE TO USE IT AND INCUR THE LIABILITY OF GRANTING THEM A RIGHT THAT THEY DON'T HAVE?

>> BRUCE, THAT'S ONE OF THE FIVE OPTIONS. IS THEY DON'T HAVE THE PERMISSION. BUT THAT'S NOT THE OPTION I'M TALKING ABOUT. I'M TALKING ABOUT THE DENIAL, AS AN OPTION SEPARATE FROM WE\ DON'T HAVE PERMISSION.

>> WHAT WOULD YOU SUGGEST THEY DO, THEN, JIM? IF THEY DON'T HAVE THE RIGHTS TO IT AND THEY CAN'T PERMISSION IT, HOW CAN THEY GRANT YOU THE RIGHT? I'M SORRY, I STILL DON'T UNDERSTAND THE QUESTION.

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>> THE QUESTION IS, THE PUBLISHER DOES NOT HAVE THE FILE, DOES HAVE THE RIGHTS AND TURNS IT DOWN, WHY IS THAT AN OPTION? THAT'S WHY IN THERE. WHY IS THAT AN OPTION?

>> JIM, IN YOUR OWN OPERATION, IF YOU DON'T OWN THE RIGHT TO A FILE, DO YOU THEN JUST GRANT PEOPLE PERMISSION PRO FORMA FOR THEM TO USE IT AS THOUGH YOU HAVE THE LEGAL RIGHT TO GRANT THAT? I DON'T UNDERSTAND. WE CAN'T GRANT RIGHTS WE DON'T HAVE. THAT'S WHY THERE USED TO BE SOMETHING CALLED A SWISS CHEESE FILE, WHERE THE PUBLISHER WOULD HAVE TO GO IN AND KNOCK OUT GRAPHICS OR PHOTOGRAPHS BEFORE THEY COULD SHARE THE FILE, BECAUSE THEY DIDN'T WANT THE LIABILITY OF SHARING PHOTOGRAPHS, THEY DIDN'T HAVE THE RIGHTS TO, AND THERE WAS LITIGATION IN PLACE ALL THE TIME OVER THAT SORT OF THING. SO DOES YOUR OPERATION GRANT PERMISSION TO USE FILES? I DON'T KNOW.

>> GENTLEMAN --

>> I'M WITHDRAW THE QUESTION BECAUSE IT'S NOT GETTING ANSWERED.

>> GENTLEMEN, I BELIEVE THE ISSUE HIGHER HAS TO DO WITH AN ACTUAL STATEMENT THAT'S IN THE ATN AGREEMENT. I'M GOING TO ASK SKIP STAHL AND CAST TO SEE IF YOU CAN GET ACCESS TO THE ACTUAL ATN AGREEMENT SO THAT WE CAN SEE EXACTLY WHAT'S UNDER DISCUSSION HERE. I THINK CONFUSION IS THERE IS BEING SOMETHING DISCUSSED THAT WE'RE NOT CLEAR ABOUT. I HAVE TO TAKE OFF MY CHAIR HAT FOR A MINUTE BECAUSE I HAVE TO SAY I HAVE DOCUMENTATION FROM TWO OF MY COLLEGES WHERE WE WERE ACTUALLY REFUSED, AND IT WAS NOT A LACK OF RIGHTS. IT WAS THE BASIS FOR REFUSAL. ONE OF THE REFUSALS WAS SAYING THAT THE CAMPUS WAS NOT AN ATN MEMBER, AND THAT WAS ACTUALLY NOT THE CASE. THEY WERE AN ATN MEMBER THROUGH THE ATPC. SO THERE'S STILL A LOT OF CONFUSION ABOUT SOME OF THIS. AND I HAVE THAT DOCUMENT IF YOU WANT TO SEE IT.

>> THERE ARE ERRORS IN THE SYSTEM, I'M SURE. DOES EVERYTHING FLOW PERFECTLY IN YOUR OPERATION?

>> WELL, WE'RE NOT DISCUSSING PERFECTION HERE. WE'RE TALKING ABOUT THAT MAYBE THERE IS AN ISSUE HERE OF WHERE, UNDER THE ADA, A PUBLISHER LOSES THE RIGHT TO REFUSE. THAT'S SOMETHING THAT I HOPE THAT PERHAPS SCOTT CAN SPEAK TO LATER. BUT I'M UNDERSTANDING THAT MY WAS -- I'M PUTTING MY CHAIR HAT BACK ON. I WAS ACTUALLY MISTAKEN. I THINK RON IS SUPPOSED TO GO NICKS.

>> CAN I HAVE ASK A QUESTION? THERE IS SOME COMMISSION MEMBERS WHO ARE NOT AS FAMILIAR WITH THE ACCESS NETWORK. COULD YOU GIVE US A BETTER SENSE, RICK, OF THE SCOPE OF IT? IN OTHER WORDS, WHAT'S THE MARKET PENETRATION? HOW MANY CAMPUSES OR HOW MANY STUDENTS DO YOU FEEL ARE CURRENTLY BEING SERVED? WHAT PERCENTAGE OF THE POPULATION OF ELIGIBLE STUDENTS WITH DISABILITIES WOULD THAT BE? I WOULD LIKE TO GET A SENSE OF THE BREAD BOX HERE.

>> I CAN'T GIVE YOU THOSE NUMBERS, BECAUSE I DON'T HAVE THEM. BUT THEY'RE CERTAINLY AVAILABLE. IT IS ABOUT 800 INSTITUTIONS CURRENTLY.

>> OVER 600.

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>> OVER 600.

>> OVER 600 OUT OF ABOUT 4,000.

>> WHEN I WAS SAYING ONE OF THE THINGS WE NEED TO GO IS GET GREATER PARTICIPATION, IF THERE ARE INDIVIDUAL ISSUES, OBVIOUSLY, IN THE MEMBERSHIP AGREEMENT, AND THAT'S THE ONLY REASON THEY'RE NOT PARTICIPATING, THEN ALL OF THE STUDENTS AT THEIR SCHOOLS ARE BEING DENIED THE BENEFIT OF THAT FAST TURN AROUND. IT WOULD BEHOOVE EVERYBODY TO FIGURE OUT HOW TO GET THAT SOLVED. I THINK A PROCEDURAL THING, LIKE WHAT YOU'VE TALKED ABOUT, OUGHT TO BE SOLVED BETWEEN THE PARTIES PRETTY QUICKLY AND THE STUDENTS WOULD BENEFIT, NOT BE PREVENTED, FROM THIS KIND OF TURN AROUND.

>> SO YOU'RE AT ABOUT 15 PERCENT, GIVE OR TAKE, OF MARKET PENETRATION INTO HIGHER ED INSTITUTIONS. SO WHY ISN'T IT HIGHER? WHAT STEPS ARE YOU TAKING TO MARKET THE SERVICE TO THE HIGHER ED COMMUNITY?

>> WHEN YOU SAY ME, I'M A CONSULTANT. IT IS AN INDEPENDENT ENTITY. IT IS NOT OWNED BY THE PUBLISHERS. BUT EVERYBODY HAS A BENEFIT OF MARKETING IT. AN T HASN'T BEEN MARKETED PARTICULARLY WELL. IT IS JUST ABOUT A YEAR OLD AT THIS POINT. THERE IS AN ISSUE ABOUT MEMBERSHIP FEES AND YOU HOW THAT SHOULD BE 9 WORKED OUT. BUT PEOPLE ARE LOOKING AT IT, BECAUSE THE RESPONSES WITH THE USER SURVEYS THAT HAVE COME BACK HAVE BEEN SO OVERWHELMINGLY POSITIVE THAT IT IS INCUMBENT ON PEOPLE TO FIGURE OUT HOW TO GET IT TO THE BENEFIT OF STUDENTS.

>> I AM GOING TO SPEAK WITH SOME OF THE DSS ISSUES WITH NOT ONLY ATN, BUT THE AUTHORIZED ENTITIES, AS WELL.

>> BRUCE MAY HAVE MORE DATA FOR THIS. YES?

>> IT IS JUST, REMEMBER, THE PUBLISHERS BESIDES GRANTING THE RIGHTS AND WORKING OUT THE AGREEMENTS AND DONATING NEARLY A MILLION DOLLARS TO CREATE ATN, WE HAD ZERO FIDUCIARY INTEREST IN THIS OPERATION BESIDES DONORS, GRANTORS, OF THE DATABASES. SO THEY CAN REACH OUT AND GET THESE AUTOMATIC AND RAPID PERMISSIONS AND ACCESS TO THE FILES. WE CREATED IT AS A NEARLY AUTONOMOUS OPERATION, SO THAT PEOPLE COULD NOT, AS YOU WILL HEAR THE TONE HERE, WHY AREN'T THE PUBLISHERS FIXING THIS? I'M SORRY, WE GAVE THE MONEY AND GAVE THE RIGHTS TO THE ALTERNATIVE MEDIA ACCESS CENTER AT THE UNIVERSITY SYSTEM OF GEORGIA TO CREATE THIS ENTITY, TO BETTER SERVE STUDENTS IN NEED IN DSS OFFICES. WE DID NOT CREATE IT UNDER OWNERSHIP OR INCOME STRUCTURE. IT IS ARM'S LENGTH. IF THERE ARE QUESTIONS ON IT, WE'RE HAPPY TO WORK WITH THEM. BUT WE DON'T WANT TO BE OVERRULING AND OVERRIDING THIS OPERATION, BECAUSE THEN IT WOULD BE CHARGED THAT THE PUBLISHERS ARE USING IT, FRANKLY.

>> THIS IS LINDA TESSLER. I WANT TO THANK BRUCE. HE'S RIGHT. IT'S BEEN MANY YEARS THAT THE PUBLISHERS HAVE BEEN INCREDIBLY GENEROUS TO GIVE UP THE COPYRIGHTS SO PEOPLE COULD CHANGE ACCESS. I REALLY WANT TO ACKNOWLEDGE HIM IN AND ALL OF THE PUBLISHERS FOR WHAT THEY'VE DONE FOR DECADES.

>> MARK RICCOBONO?

>> YES. MARK RICCOBONO. RICK, THANKS FOR YOUR PRESENTATION. ONE CLARIFICATION. AS I UNDERSTAND THE BULK OF THE FILES AVAILABLE IN THE ACCESS TEXT NETWORK ARE PDF FILES, AND I'M WONDERING IF YOU CAN COMMENT FROM WHAT YOU'VE SEEN AS A CONSULTANT IN TERMS OF ANY CHANGE IN THE SYSTEMS IN TERMS OF TECHNOLOGY DELIVERED, PARTICULARLY STRESSED THAT YOU GAVE THE STATISTIC THAT THE REQUESTS WERE WELL MINUTE FOR WORD FILES, BUT AS I UNDERSTAND IT, WHAT'S AVAILABLE FROM THE NETWORK ARE REALLY PDF FILES. I'M PARTICULARLY INTERESTED HOW THE -- THIS PROJECT HAS CHANGED THE LANDSCAPE OR THINKING ABOUT HOW DIGITAL INFORMATION IS PUT INTO THE STREAM TO ACTUALLY GET CLOSER TO HAVING FILES FOR STUDENTS THAT ARE REALLY READY FOR STUDENTS.

>> MARK, THANKS FOR THE QUESTION. THE DATA THAT I GAVE WAS WHAT WAS GOING ON FIVE OR SIX YEARS AGO. AND A LOT OF THINGS HAVE CHANGED IN THE WORLD AROUND. I THINK THE DIFFERENCE HERE IS A REFLECTION INTO A CHANGE IN ENVIRONMENT MORE THAN A CHANGE IN ACCESS TEXT. MORE IMPORTANT POINT IS CURRENTLY, ACCESS TEXT DOESN'T OWN OR DISTRIBUTE ANY FILES. WHAT IT DOES IS IT CONNECTS PEOPLE WHO WANT FILES WITH PEOPLE WHO PROVIDE FILES TO THE PUBLISHERS. AND SO WHEN THEY PUT IN A REQUEST FOR A FILE, THE OFFICE HAS A BOX THEY CAN CHECK AS TO WHAT IT IS THEY WOULD LIKE TO GET. CURRENTLY, THEY ARE REQUESTING PDF'S. I THINK BECAUSE THERE IS A LOT OF TECHNOLOGIES AROUND THAT DON'T TAKE A PDF DIRECTLY. BUT IT IS A LOT EASIER TO WORK WITH A PDF, I GUESS, AND EXTRACT TEXT FROM IT THAN TO PAY SOMEBODY TO SIT DOWN AND SCAN IT. SOME HAVE SYSTEMS THAT CAN TRANSFORM THE PDF QUICKLY INTO A STREAM OF TEXT THAT CAN BE USED IN OTHER WAYS. SO I THINK IT IS A REFLECTION OF WHAT'S GOING ON AT THE DSS OFFICES, WHAT TECHNOLOGIES THEY'RE USING, WHAT THEY'RE REQUESTING. I THINK IF THERE ARE E PUB 3

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FILES UP THERE AND THAT BECOMES AN OPTION, THAT OPTION, BY THE WAY, IS CONTROLLED BY THE PUBLISHER. IN OTHER WORDS, THEY SAY WHAT THEY'VE GOT AVAILABLE. SO THAT'S AS TO THE EFFICIENCY INSTEAD OF GOING TO THE PUBLISHER AND SAYING, YOU KNOW, I WANT AN XML FILE AND THEN THE PUBLISHER DOESN'T HAVE AN XML FILE, YOU HAVE ANOTHER BACK AND FORTH THAT COULD HAVE BEEN AVOIDED. WHEN THE PUBLISHER CONFIGURES THEIR PREFERENCE, THEY SHOW WHAT IT IS THEY HAVE AVAILABLE. AND THE DSS OFFICE CAN DETERMINE WHAT IT IS THEY WANT. IT MAY NOT BE PERFECT. IT MAY BE FAR FROM PERFECT. BUT IT MAY BE BETTER THAN ANY OTHER ALTERNATIVE THAT'S AVAILABLE WHILE THE STUDENT'S STANDING THERE, TRYING TO GET TO THE COURSE.

>> RICK, COULD I MAKE A COMMENT? THIS IS ANN PERLIN FROM WILEY. WE ACTUALLY SUPPLY PRETTY MUCH WHATEVER ANYBODY ASKS FOR. SO MAYBE NOT E PUB FILES NECESSARILY. WE ABSOLUTELY SUPPLY WORD ALL THE TIME. IN FACT, WE WILL CREATE WORD FILES IF WE DON'T HAVE THEM. NORMALLY THE ONLY THING THAT ACCESS TEXT DOES IS IT MAKES IT EASIER FOR THE DSS OFFICES AND PUBLISHERS TO INTERACT. FRANKLY, IT IS FASTER FOR US, AS WELL, BECAUSE WE CAN ATTACH THE FILES STRAIGHT INTO PORTAL. SO IT HASN'T ACTUALLY CHANGED WHAT SUPPLYING. AT WILEY, WE NORMALLY WILL SUPPLY ANYTHING THAT ANYBODY ASKS FOR, IF WE HAVE PERMISSION TO DO SO, AND IF WE CAN FIND THE CONTENT. SOMETIMES THESE THINGS ARE REALLY OLD. BUT WE WILL SUPPLY TRADE TITLES IF THEY'RE REQUESTED. NOT JUST HIGHER ED. SO I JUST DON'T WANT THERE TO BE A

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MISUNDERSTANDING ABOUT HOW THIS -- THE PORTAL WORKS. IT HAS NOT IN ANY WAY LIMITED WHAT WE ARE SUPPLYING TO PEOPLE. IT HAS JUST MADE IT A LOT EASIER. I DON'T KNOW IF BONNIE WANTS TO MAKE A COMMENT.

>> I WILL JUST ADD. THIS IS BONNIE BEECHER FROM MCGRAW HILL. TO GO BACK TO THE QUESTION OF WHY A FILE WOULD BE DENIED, I JUST WANT TO POINT OUT THERE MIGHT BE SOME CONFUSION AS TO HOW ACCESS TEXT NETWORK CONFIGURED THEIR WEB SITE PORTAL TO ALLOW PUBLISHERS TO SELECT A REASON FOR DENIAL, AS OPPOSED TO WHAT'S IN OUR PUBLISHING AGREEMENTS. WE ARE GIVEN BOXES TO CHECK TO SAY IF WE WERE NOT GOING TO GIVE A FILE, WHAT'S THE REASON FOR IT. AT MCGRAW HILL, AS FAR AS WE KNOW, WE'VE NEVER DENIED A FILE JUST FOR NO REASON. I DOUBT VERY HIGHLY THAT ANY OTHER PUBLISHERS HAVE DENIED SOMETHING JUST TO SAY WE'VE DENIED IT. IF THERE HAS BEEN INSTANCES WHERE THAT SEEMED TO BE WHAT'S HAPPENING, I WOULD STRONGLY SUSPECT THERE WAS SOME CONFUSION GOING ON, AND IF WE LOOKED INTO IT MORE CLOSELY, WE WOULD FIGURE OUT THE DENIAL WAS FOR ONE OF THE MORE LEGITIMATE REASONS, THAT WE JUST DON'T HAVE THE CONTENT TO GIVE.

>> I SHOULD SAY ONE OTHER ASPECT THAT I FORGOT TO MENTION ABOUT THE ACCESS TEXT, THAT STEMS FROM THE RESEARCH, WHICH IS WHY I GRABBED THE MIKE FOR A SECOND. TREMENDOUS FRUSTRATION BETWEEN UNIVERSITIES AND THE COMMUNITY THAT UNIVERSITY X HAS CREATE -- YOU KNOW, DONE WORK TO CREATIVE USER READY FILE. AND THEN UNIVERSITY X HAS TO GO DO THE SAME THING AGAIN, AND ANOTHER UNIVERSITY, AND SO ON. AND SO ONE OF THE THINGS THAT ACCESS TEXT IS ADDRESSING AND NOT NECESSARILY PERFECTLY YET, BUT IS IN THE PROCESS OF ADDRESSING, THE INFRASTRUCTURE ISSUES THAT MIGHT PROHIBIT SUCH AN EXCHANGE. THE PUBLISHES HAVE BASICALLY SAID THAT IF IT CAN FLOW THROUGH, THEN A DSS OFFICE CAN REQUEST A FILE THAT MAY HAVE BEEN CONVERTED ALREADY. THAT WILL SAVE A TON MORE TIME. BUT THAT'S IN ITS FLEDGLING STATE AT THE MOMENT.

>> I THINK WE DO NEED TO STOP THIS DISCUSSION AT THIS POINT FOR THE SAKE OF TIME. MY APOLOGIES. CLEARLY THIS IS A TOPIC THAT WE NEED TO COME BACK TO, AND IN CONSULTATION WITH DAVE, WE WILL PUT TOGETHER FOR THE MEETING IN JULY A PANEL THAT WILL HAVE -- BE ABLE TO SUMMARIZE SOME DIFFERENT WAYS. THERE ARE A NUMBER OF DIFFERENT WAS A RIGHT NOW THAT CAMPUSES CAN GET FILES. ATN IS ONE OF THOSE WAS A. AND WE WILL PUT TOGETHER SOMETHING THAT SUMMARIZES THAT FOR THE COMMISSION SO THERE IS A BETTER UNDERSTANDING OF ALL OF THE DIFFERENT WAYS THAT PEOPLE CAN CURRENTLY GET FILES. IN THE SAKE OF TIME, WE NEED TO MOVE ON. I WOULD LIKE TO CALL ON RON STEWART.

>> WHAT I AM GOING TO DO IS GIVE YOU HIGH POINTS ABOUT THE CURRENT ISSUES. JUST TO SAY PERCEPTIONS ABOUT ATN DEPEND ON WHERE YOU LIVE IN THE ENVIRONMENT. THERE ARE A LOT OF PERCEPTIONS OUT THERE THAT ARE NOT. IN REALITY, SOME OF THE ISSUES RICK ADDRESSED. ONE ISSUE IS THE LACK OF KNOWLEDGE, SKILL, CAPACITY ON THE PART OF INSTITUTIONS TO MEET THE FEEDS OF ITS STUDENTS. WE HAVE THIS DISABILITY SERVICE FOCUS ON SOMETHING THAT PROBABLY SHOULDN'T BE, IN MANY INSTANCES, IN DISABILITY SERVICES. I LOOK AT THIS AS A RESPONSIBILITY FOR THE CURRICULUM AND INSTRUCTION AGENCY OF THE INSTITUTION. THEY CAN ASSIGN THAT TO WHOEVER THEY MAY, AND WE HAVE LOTS OF DIFFERENT MODELS OUT THERE. WE HAVE DISABILITY SERVICES FOCUSED MODELS. BEST EXAMPLE IS THE COLLEGES IN CALIFORNIA. WE HAVE I-T BASED MODELS, WHERE IT IS AN OPERATION OUT OF INFORMATION TECHNOLOGY. THAT'S

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WHAT I DID FOR 10 YEARS AT OREGON STATE. WE WERE A SERVICE TO THE CAM PURCHASES. THE GENERAL LACK OF KNOWLEDGE ON THE PART OF THE FOLKS SERVING STUDENTS DIRECTLY. AS PART OF THE INSTRUCTIONAL WORK OF AHEAD, WE'VE TRAINED OVER 33,000 PROFESSIONALS IN THE BASICS. WE CAN CONTINUE TO DO THOSE TRAININGS FOREVER. DUE TO THE NATURE OF WHO WORK IN DISABILITY SERVICES, AND PARTICULARLY NOW WHERE DRASTIC CUTS ARE BEING MADE ACROSS THE COUNTRY, WE HAVE PEOPLE WHO HAVE HIGH EXPERTISE INTO THE ALTERNATIVE FORMATS THAT ARE LOSING THEIR JOB BECAUSE THEY ARE BUMP BID SOMEONE HIGHER ON THE UNION SCALE. CAPACITY. EARLY ON IN THIS WORK, WE WENT OUT, WE BEING THE PROGRAM I RAN AT OREGON STATE, AND JUST -- I HAD ONE OF MY GRADUATE ASSISTANTS CALL COMMUNITY COLLEGES AND FIND OUT HOW MANY TIMES AN INDIVIDUAL TEXTBOOK HAD BEEN DONE AGAIN AND AGAIN AND AGAIN AND AGAIN. WE STOPPED COUNTING AT 300. THIS IS 2001 AND 2002. SO MY UNDERSTANDING IS THOSE DEMANDING MATERIALS TODAY VERSUS WHO WAS DEMANDING BACK THEN, I THINK THE ECONOMY SCALE IS PRETTY SIGNIFICANT. THIS POINTS TO THE NEED TO HAVE REGIONAL CAPACITY AND PUBLIC PRIVATE PARTNERSHIPS AROUND PRODUCTION OF EVEN WHAT I CALL A BASIC SOURCE FILE. WE'RE NOT EVEN TO STUDENT READY MATERIALS. WHAT'S IN THE ENVIRONMENT NOW ARE NOT STUDENT READY FOR THE MOST PART. WHAT THE ATN PROVIDES FOR THE MOST PART IS PDF'S. LOCAL INSTITUTIONS TAKE THE PDF'S, RUN IT THROUGH AN OCR PROCESS, EDIT THEM IN WORD AND PRODUCE FORMATS FROM THOSE FILES. THE BURDEN FOR PRODUCTION REMAINS ON THE SIDE OF THE INSTITUTION. GRANT THE PUBLISHERS HAVE DONE A GOOD THING WITH ATN. DEVIL IS IN THE DETAILS. USER AGREEMENT IS PARTICULARLY PROBLEMATIC FOR AHEAD. WE'VE HAD DISCUSSIONS AROUND. THAT JUST THE CAPACITY. THINK ABOUT IT, AVERAGE STUDENT HAS FOUR TO FIVE TEXTBOOKS PER QUARTER OR SEMESTER. I GOT INFORMATION RECENTLY THAT SAYS ABOUT 10 PERCENT OF THE STUDENT LOAD IN DISABILITY SERVICES ARE RECEIVING PRINT-BASED ACCOMMODATIONS. THAT'S FROM A VARIETY OF SERVICES. YOU HAVE FOUR TO FIVE STUDENTS NEEDING THE BOOKS PROCESSED PER QUARTER, IT TAKES ABOUT 15 TO 20 HOURS TO PRODUCE THE TYPICAL TEXT KIND OF -- CURRICULAR KIND OF MATERIAL. WE HAVE ON TOP OF THAT DIGITAL CURRICULUM. YES, THERE IS DIGITAL CURRICULUM OUT THERE. BY AND FAR, IT IS INACCESSIBLE DUE TO DIGITAL RIGHTS, DUE TO BEING DELIVERED IN A CLOSED SYSTEM, AND WE'VE WANTED TO GET MORE DATA ON THIS, BUT THERE IS ESTIMATES THAT THE CURRENTLY AVAILABLE ACADEMIC SUPPORT TYPES OF SOFTWARE AND DIGITAL CURRICULUM ARE PROBABLY 80 TO 90 PERCENT. WE HAVE A LOT OF LEGACY MATERIALS THAT ARE PDF. I DID A REMEDIATION OF PDF FILES. LEGACY AND LOCALLY PRODUCED CURRICULUM. THERE ARE SOME ESTIMATES THAT HALF OF THE CURRICULUM IS USED AT THE LOCAL INSTITUTION. THIS NUMBER IS INCREASING. LOCALLY PRODUCED. PRODUCED BY THE INSTITUTION ITSELF AND ITS FACULTY. WE HAD THAT RESPONSIBILITY OF THE INSTITUTION TO ENSURE THEIR OWN CURRICULAR ACCESSIBILITY. LEGACY STUFF. THERE IS A LOT OUT THERE. I KNOW FOR THE NIMAS WORK, IT IS EVEN MORE PROFOUND. THERE IS A LOT OF BOOKS OUT THERE 15 YEARS OLD. IN REGULAR USE, IN COMMON COURSES. STATISTICS, INTRODUCTION TO STATISTICS. I DON'T REMEMBER WHEN IT WAS ORIGINALLY COPYRIGHTED, BUT IT IS THE BLUE BOOK WITH THE GOLD LETTERS ON THE BINDING. I MEAN, IF YOU TOOK THE COURSE, YOU KNOW WHAT BOOK I'M TALKING ABOUT. HIGH VALUE AND CUSTOM CURRICULUM. HIGH VALUE WITH STEM, MUSIC LANGUAGES. THOSE REQUIRE CONTENT EXPERTISE IN ORDER TO CONVERT. TOOLS ARE GETTING MUCH BETTER. I CAN NOW DO A GOOD MATH BOOK IN ABOUT 60 HOURS USING A TECHNOLOGY CURRENTLY AVAILABLE. ABOUT 30 HOURS OF THAT AS A HUGE YOU HAVE TO GO AND CORRECT THE ERRORS FROM THE TECHNOLOGY. PRINT ON DEMAND, CUSTOM ISSUES, ONE OF THE ISSUES WITH WHAT YOU BUY THAT ARE DIGITAL IN NATURE IS OFTENTIMES YOUR ARC SESSION TO THE BOOK EXPIRES AFTER FINALS. A LOT OF

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OUR STUDENTS ARE TIME AND A HALF AND THEY LOSE ACCESS TO THE BOOK. THAT SEEMS LIKE AN ISSUE THAT COULD BE RESOLVED THROUGH NEGOTIATION. I'M GOING TO SHARE A SHOCKING NUMBER WITH YOU. WE HAVE TWO, I DON'T WANT TO CALL THEM RESEARCH BECAUSE THEY'RE NOT REALLY RESEARCH. ABOUT 17 PERCENT OF THE STUDENTS WITH TRADITIONAL ANOTHER THING THAT CAME OUT OF RESEARCH IS STUDENTS LEARN AFTER BEING A FRESHMAN IN COLLEGE. THAT HAS TO ADD ON TO THEIR TECHNOLOGY. PART OF THE SERVICE PROVIDERS. ONE OF MY PET PEEVES IS PS FOLKS WERE MAKING DECISION BASED ON BRAND NAME, NOT WHAT IS MOST SUCCESSFUL TECHNOLOGY TO GIVE THE STUDENT. THEY LOCK STUDENTS INTO SOFTWARE THAT COSTS A THOUSAND DOLLAR'S COPY. IN ACTUALITY, YOU CAN PROBABLY PROVIDE ACCESS THEY NEED IF THE CONTENT WAS PROPERLY STRUCTURED FOR LESS THAN A HUNDRED DOLLARS, IF NOT FREE. SO WE HAVE FOLKS USING STUDENTS LIKE WIN, KURZWEIL. THAT'S WHAT THEY USE TO PRODUCE THE FORMAT. THAT LOCKS THE STUDENT INTO THE PROPRIETARY FILE. THINK ABOUT THAT STUDENT NOW GOING OFF INTO THE WORLD OF WORK. AND AS AN EMPLOYER, AM I GOING TO GO SPEND 1300 ON A KIT FOR A NEW EMPLOYEE? IF I'M THE FEDERAL GOVERNMENT, I MAY. BUT PRIVATE SECTOR, SMALL BUSINESS, CAN'T AFFORD TO DO THAT YET. SO WE'VE CREATED THIS DILEMMA OF RELIANCE ON EXTREMELY EXPENSIVE TECHNOLOGY WHEN IT DOESN'T NEED TO BE THE CASE. THAT'S ANOTHER EDUCATIONAL AWARENESS PIECE. WHERE IS THE INSTITUTION IN THE PROCESS? I LOOK AT SOME OF THE LITIGATION THAT'S HAPPENED IN THE LAST COUPLE YEARS. I LOOK AT THE FACT THEY SETTLED BECAUSE PERHAPS THE INSTITUTION DIDN'T WANT TO BE NAMED. THEY'RE BUYING THE TECHNOLOGY. THEY HAVE THE REQUIREMENT FOR THE ACCESSIBILITY, YET THERE IS NO SYSTEMIC WAY THEY'RE APPROACHING IT. THE INSTITUTIONS ARE GOING THE BEST JOBS ARE REALLY THINKING, HOW CAN WE LOOK SYSTEMICALLY AT THE NEEDS AND DEVELOP EFFICIENCY ANSWER SCALABILITY. A LOT OF THE WORK THAT'S GOING ON IN THE STATE OF OHIO IS REALLY LOOKING AT THAT TYPE OF STUFF. THE MATERIALS ARE NOT STUDENT READY. MOST -- ALMOST ALL MATERIALS THAT ARE CURRENTLY IN THE SPACE CANNOT BE USED BY ALL STUDENTS WHO NEED THEM IN A TIMELY AND EFFICIENT MANNER. PDF IS GOOD FOR SOME STUDENTS, BUT YOU CAN'T STUDY FROM A PDF. THEY DO NOT THE LEVEL OF STRUCTURE THAT WOULD BE NICE IF THEY WOULD BE USEFUL IN THE CLASSROOM. I KNOW BOOK SHARE IS WORKING ON THOSE ISSUES. FDA IS NOW A LEARNING ALLY. THEY PRODUCE NO TEXT. IT IS AUDIO ONLY. THEY ARE MOVING TOWARDS MATERIAL. THEY ARE ALSO NOT SUITABLE TO THE VAST MAJORITY OF STUDENTS. YES, YOU CAN LEARN BY LISTENING. BUT IT IS SUCH AN INEFFICIENT PROCESS TO REALLY PUT THE STUDENTS WHO HAVE ONLY ARC SESSION AT AN EXTREME DISADVANTAGE. YOU HAVE TO REMEMBER, WE CAN'T LOOK AT THESE STUDENTS AS OUTLIERS. THEY ARE PART OF THE GENERAL STUDENT POPULATION IN THE INSTITUTION. THE MORE WE CAN GET THEM IN LINE WITH THE STANDARD MATRIX HE'S THAT WE USE TO MEASURE SUCCESS IN HIGHER ED, THE MORE SIGNIFICANT PROCESS WE'RE GOING TO MAKE. I KNOW YOU ARE LOOKING AT LACK OF SPECIFICATION AND STANDARDS AS NECESSARY, BECAUSE EVERY SYSTEM THAT DOES THIS WELL, AND IT'S ABOUT 10 PERCENT OR SO PROBABLY IN THE POSTSECONDARY INSTITUTIONS, THEY HAVE THEIR OWN STANDARDS. SOME OF THEIR STANDARDS ARE BASED ON WORK WE'VE DONE NATIONALLY. BUT THE STUDENT EXPERIENCE IS GOING TO BE DIFFERENT DEPENDING ON WHERE THE MATERIALS COME FROM. AND IF YOU ARE A STUDENT AT AN INSTITUTION, IDEALLY THEY ARE GET MATERIALS FROM A VARIETY OF SOURCES. YOU HAVE TO LEARN FIVE OR SIX DIFFERENT NAVIGATION MODALITIES, INSTRUCTIONAL MODALITIES TO EFFECTIVELY USE YOUR BOOKS. THINK ABOUT THAT VERSUS A STUDENT USING THE SAME HARD COPY TEXTBOOK. NOW IF THE STUDENT'S EFFECTIVE WITH THEIR TECHNOLOGIES, THEY'RE ACTUALLY FASTER IN CONSUMING THEIR CURRICULUM THAN STUDENTS WHO DO NOT HAVE THE GLOBAL TECHNOLOGY PROVISIONS. WE'RE SEEING A LOT OF FALSE

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ASSURANCES OF ACCESSIBILITY IN COMMERCIAL PRODUCTS. YES, IT IS 508 COMPLIANT. I'M NOT GOING TO GET ON THAT SOAP BOX RIGHT NOW. YES, IT IS ACCESSIBLE. WE WILL FIND INFORMATION ON COMMERCIAL VENDOR WEB SITES THAT SAY IT IS ACCESSIBLE. WE ARE STARTING TO DO OBJECTIVE EVALUATIONS. WE ARE FINDING THAT, YES, THAT MAY BE TRUE FOR THIS ONE PARTICULAR PIECE OF ASSISTIVE TECHNOLOGY, ONCE YOU GET OUTSIDE OF THAT PIECE, THE WHOLE WORLD FALLS APART. INSTITUTIONS ARE GOING OUT, AND THIS IS I-T, PURCHASING DEPARTMENT OF THE INSTITUTION, GOING OUT AND BUYING SOFTWARE AND HARDWARE AND ACCEPTING THE ASSURANCE THAT IT IS 508 COMPLIANT OR IT IS ACCESSIBLE. AND GET THAT STUFF ON THE CAMPUS AND IT IS NOT. THAT'S MORE COMMON THAN NOT. LAST ONE IS MEETING STUDENT EXPECTATIONS. YOU GAMES ARE GOING TO HAVE PEOPLE PRESENT TO YOU THAT SHOWED YOU SPECIAL SYSTEMS FOR SPECIAL KIDS. THE KIDS DON'T WANT TO USE IT. INCREASING STUDENTS WANT TO USE IPAD, IPHONE, ANY OF THE E TABLET, E READERS. THOSE HAVE THEIR OWN ACCESSIBILITY CHALLENGES WHY SHOULD I USE SPECIAL PIECE OF SOFTWARE OR HARDWARE WHEN I SHOULD BE ABLE TO ACCESS MY STUFF WITH COMMONLY AVAILABLE REGULAR ASSISTIVE TECHNOLOGY? IT IS EVEN BUILT INTO THE OPERATING SYSTEMS. I WILL LEAVE IT WITH THAT.

>> I LOOK AROUND AND I'M SEARCHING FOR A STUDENT IN THE COLLEGE SYSTEM. I GOT MY DEGREE 25 YEARS AGO. RECORDING FOR THE BLIND DYSLEXIC GAVE IT TO ME PRINT. I WENT OUT AND BOUGHT A TEXTBOOK. YOU ARE RIGHT, A LOT OF PEOPLE CANNOT PROCESS JUST BY HEARING THE TEXT. IT IS ALMOST IMPOSSIBLE BECAUSE TRADITIONAL DYSLEXIC HAS DELETIONS IN THE AUDITORY AND VISUAL MODALITIES. SO WE NEED BOTH MODALITIES. TRULY, I AM STRUGGLING WITH TERMINOLOGY, AND MY GUESS IS I AND MAYBE OTHER PEOPLE ARE HERE, TOO. WHEN PUBLISHERS SAY THEY MAKE ACCOMMODATIONS AND SEND THINGS TO PEOPLE, I STILL HAVEN'T GOTTEN WHAT THAT FORMAT IS. IS THAT DIGITALLY BASED, SENT TO THE COMPUTER? IS THAT WHAT YOU'RE SAYING?

>> YES.

>> I'M LOOKING TO THE TWO JIMS. MAYBE THEY UNDERSTAND THE REAL EXPERIENCE, OR GAIER, THE REAL EXPERIENCE OF THE COLLEGE STUDENT. BECAUSE I DID THIS 25 YEARS AGO. IT'S A LONG TIME AND A LOT OF TECHNOLOGY AGO. SO HELP ME, PLEASE.

>> THERE IS A LOT OF LIGHT AT THE END OF THE TUNNEL THAT WASN'T HERE 10 YEARS AGO. AMOUNT OF PROGRESS MADE IN THE LAST FIVE YEARS IN THIS FIELD IS ABSOLUTELY AMAZING FOR AN EDUCATIONAL SYSTEM. WE'VE COME A LONG WAYS. 2004 OR 2005, WHENEVER WE HAD THE MEETING IN NEW YORK, WHERE NOBODY WANTED TO TALK TO EACH OTHER. THEY WANTED TO TALK, BUT NOT TO EACH OTHER. WHEN WE LOOK AT SYSTEMS, I LEFT THIS OUT BECAUSE I WAS TRYING TO BLAST THROUGH THIS IN A FAIRLY SHORT PERIOD OF TIME. WHEN WE LOOK AT CAMPUSES THAT ARE USING SYSTEMS LIKE THE ATN, THEY'VE GONE FROM PRODUCING VAST MAJORITY OF BOOKS THEMSELVES BY CUTTING AND SCAN THEM, TO GETTING PIECE OF DIGITAL SOURCE FILES. I WANT TO CLEAR SOMETHING UP ABOUT THE WORD THING. OUR EXPERIENCE HAS BEEN THOSE WORD FILES THAT WERE DELIVERED FIVE YEARS AGO WERE NOT THE WHOLE BOOK. THEY WERE WORD EXTRACTIONS. HEADINGS WERE MISSING, THAT KIND OF THING. WE HAD REALLY COME OF LEADING THE FOLKS TRAINING THE PROVIDERS HAD COME TO THE SOLUTION BASED ON THE CURRENT TECHNOLOGY PDF IS THE BEST SOURCE FILE. SOME STUDENTS CAN USE THAT PDF. IF I'M A LOW VISION STUDENT AND I'VE GOT MAGNIFICATION SOFT WAY, OKAY, IF I HAVE DYSLEXIA AND ALL I NEED TO DO IS CHANGE BACKGROUND COLOR, WHICH IS

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A COMMON ACCOMMODATION FOR FOLKS WITH -- WELL, IT DEPENDS ON YOUR EXPERIENCE. YOU HAVE YOURS. I HAVE MINE. THAT'S VERY EASY TO DO WITH A PDF. THAT DOESN'T GIVE YOU THINGS YOU NEED LIKE HIGHLIGHTING, WORD BY WORD HIGHLIGHTING, THOSE TYPES OF THINGS. THAT TYPE OF FILE HAS TO BE ADDITIONALLY PROCESSED. WHEN WE TALK ABOUT FILES FROM BOOK SHARE, BOOK SHARE PRODUCING DAISY BOOKS AND BRAILLE READY FILES. DAISY BOOKS ARE WITH A MINIMAL LEVEL OF STRUCTURE. THEY RECOGNIZE THEY NEED PICTURES, WE NEED MORE STRUCTURE, THOSE KIND OF THINGS. CURRENTLY THAT'S VALUE ADDED AND TYPICALLY HAS TO BE DONE AT THE CAMPUS LEVEL. THOSE ARE THE KINDS OF FILES I WOULD USE WITH STUDENTS WITH A VARIETY OF DISABILITIES.

>> COULD YOU PLEASE EXPLAIN WHICH FILES GO DIRECTLY TO STUDENTS AND WHICH GO DIRECTLY TO SERVICE OFFICES?

>> WHICH FILES SHOULD GO DIRECTLY TO STUDENTS AND NOT IS NOT A CONVERSATION THAT I WANT TO GET INTO RIGHT NOW. THE WAY THE SYSTEM WORKS, AND I WILL USE THE ATN MODEL, BECAUSE YOU HAVE BEEN TALKING ABOUT THAT A LOT, THAT IS A PORTAL SIMILAR TO HOW THE NIMAC WORKS. IT IS A FILE DELIVERY SYSTEM DESIGNED TO BE EFFICIENT AND GIVE FILES TO PEOPLE WHO ARE SUPPOSED TO HAVE THEM. THOSE FILES ARE NOT DIRECTLY PROVIDED TO THE STUDENT. THERE ARE WAYS THE STUDENTS AND FAMILY CAN REQUEST DIRECTLY FROM THE PUBLISHER. BOOK SHARE REQUIRES A MEMBERSHIP, YOU HAVE TO MEET CERTAIN

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CRITERIA PARTIALLY BASED ON NLS GUIDELINES FOR WHAT CONSTITUTES BEING ELIGIBLE. STUDENTS WITH PRINT DISABILITIES, WE ARE TALKING ABOUT A MUCH LARGER POPULATION. IS THAT WHAT YOU WANTED ME TO --

>> YEAH. IN TERMS OF HOW -- IF A STUDENT IS IN A COLLEGE, HOW THEY GET THEIR FILE.

>> ALL RIGHT. ONE, THE STUDY TENT HAS TO BE WILLING TO SELF-EXPOSE. YOU'VE HEARD ABOUT THE FACT THAT PROBABLY ABOUT HALF OF THE STUDENTS ELIGIBLE FOR DISABILITIES, UNDER THE LAW, WILL NOT SELF-DISCLOSE. I'M NOT SURE IF YOU'VE HEARD THAT NUMBER, BUT THAT'S THE COMMONLY ACCEPTED RULE OF THUMB. THEY HAVE TO GO TO THE DISABILITY SERVICE OFFICE. THEY HAVE TO PROVIDE THE NECESSARY DOCUMENTATION THAT SHOWS THE FUNCTIONAL IMPACT OF THEIR DISABILITY ON THE LEARNING SPACE. OR THEIR PARTICIPATION IN ALL OF THE ACTIVITIES OF THE COLLEGE. AND THROUGH HOPEFULLY NEGOTIATION WITH THE DISABILITY SERVICE OFFICE, THEY COME UP WITH A SET OF ACCOMMODATIONS. NOW, IF THEIR ACCOMMODATIONS ARE PRINT-BASED ACCOMMODATIONS BECAUSE THEY CANNOT SEE STANDARD PICTURES OF PRINT, THEN THEY WILL HOPEFULLY BE APPROVED FOR ALTERNATIVE FORM I CAN'T SAY. AT THAT POINT, IT IS SO VARIABLE ON WHAT THE STUDENT WILL GET, DEPENDING ON THE CAPACITIES OF THE INSTITUTION. BUT BY AND LARGE, WHAT THEY WILL GET IS, IN SOME INSTITUTION, THEY WILL GET TAG PDF. THE PDF'S HAVE BEEN TAGGED FOR ACCESSIBILITY. THAT'S -- THAT DECISION ACTUALLY HAS OTHER ISSUES TO GO ALONG WITH IT. SO INSTITUTIONS ARE GOING TO GET DAISY BOOKS. SOME OF THE INSTITUTIONS ARE GOING TO GET WORD FILES. THEY'RE GOING TO GET MP3'S. IT REALLY DEPENDS ON THE EXPERTISE OF THE DISABILITY SERVICE PERSON WHO IS MAKING THE ACCOMMODATIONS DECISIONS, WILLINGNESS OF THE STUDENTS TO ACCEPT THOSE ACCOMMODATIONS, AND THE TECHNICAL CAPACITIES. MORE OFTEN THAN NOT, THESE DAYS, MOST STUDENTS GET MP3 FILES. CAN'T STUDY FROM AN

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MP3, BUT THAT'S WHAT THEY WANT AND IT IS VERY EASY TO PRODUCE FROM THESE PROCESS FILES.

>> ANY OTHER QUESTIONS FOR RON?

>> I AM CURIOUS, WHAT DO YOU MEAN CAN'T STUDY FROM AN MP3? WHY DO THEY WANT THEM BUT THEY CAN'T STUDY FROM THEM? IT'S RHETORICAL.

>> THAT'S FINE. THINK ABOUT YOUR EXPERIENCE USING TEXTBOOKS. DO YOU JUST READ THE TEXTBOOK AND GO OFF AND DO WHAT YOU NEED TO DO? OR DO YOU SKIM, LOOK AT YOUR SYLLABI, CONSUME THE TEXTBOOKS. AND IN REGARDS TO RELEVANCE FOR THE COURSE. YOU CAN'T DO THAT WITH AN MP3. YOU CAN LISTEN TO AN MP3. IT STARTS, PLAYS, STOPS. NOW, HOW THE MP3'S ARE STRUCTURED MAY HELP. ONE OF THE REASONS WE PUSH DAISY IS INDEXED MP3'S ARE A BY PRODUCT. IT TAKES THE HEADING STRUCTURE AND CREATES THE MP3 BASED ON THE HEADING STRUCTURE. AND TRACK TITLES ARE THE HEADINGS. WE'VE ADDED A LEVEL OF FUNCTIONALITY. THE VAST MAJORITY OF STUDENTS WE WORK WITH, THOSE THAT HAVE COGNITIVE PROCESSING DISABILITIES, REALLY SHOULD HAVE THE HARD COPY AND LISTEN TO IT. OR THEY MAY NOT NEED THE AUDITORY. AUDITORY MAY GET IN THE WAY. IT DOES IN A LOT OF FOLKS WHO DO VISUAL PROCESSING. AUDITORY IS OVERLOAD. THEY NEED HIGHLIGHTING.

>> THE PROBLEM IS, AND IT BEGS THE QUESTION THAT I HOPE THIS COMMISSION ADDRESSES, IS THAT THERE IS A LIST, IT'S A ONE-PAGE LIST OF THE FEATURES, I MEAN, TO THE BEST OF MY ABILITY WITHIN MY OWN LIMITATION, THE FEATURES THAT ARE GOING TO BE NEEDED IN AN APPARATUS SO THAT PEOPLE CAN PROCESS THE INFORMATION. THE KENDALL COMES CLOSE TO HAVING A LOT OF THESE FEATURES THAT ANYONE COULD USE, ONLY THE KINDLE, TAKE NOTES, HIGHLIGHT, UNDERLINE, REVIEW THEIR HIGHLIGHTS. THERE ARE PROBLEMS WITH IT. THERE IS NO VOLUME CONTROL. THERE ARE SOME PROBLEMS WITH IT. BUT I HOPE THIS COMMISSION IN THIS REPORT WILL MAKE A LIST, A SHORT PRACTICAL LIST, OF WHAT THE FEATURES ARE THAT NEED TO EXIST IN ONE APPARATUS THAT PEOPLE CAN UTILIZE. AND THAT APPARATUS WILL END UP BEING USED BY A LOT MORE OF THE GENERAL POPULATION AND PURCHASED BY BECAUSE IT WILL HELP THEM TO LEARN BETTER.

>> LET ME JUST MAKE A RESPONSE TO THAT. YES, THERE ARE SOME IDEAL CHARACTERISTICS THAT NEED TO BE THERE FOR ACCESSIBILITY. BY LIMITING A STUDENT'S CHOICE TO ONE DEVICE, YOU'VE EXCLUDED THE STUDENT'S ABILITY TO MAKE CHOICES.

>> I'M NOT SAYING ONE ADVICE. I'M SAYING FEATURES.

>> YOU USED THE EXAMPLE OF KINDLE. EVEN THE iPad HAS SOME ISSUES. THEY DON'T HAVE THE BASIC ACCESSIBILITY FEATURES IN THEM. NOW, THAT'S SOMETHING THAT HAS TO BE LOOKED AT. WHAT THE INSTITUTION'S RESPONSIBILITY IS TO MAKE DECISIONS BASED ON ACCESS TO THEIR PROGRAMS, FACILITIES, AND SERVICES. WHAT TECHNOLOGIES ARE USED TO DO THAT ARE A MATTER OF A WIDE VARIETY OF SERVICES BUT WE NEED THESE BASIC CHARACTERISTICS. I WOULD AGREE WITH YOU ON THAT TYPE OF THING.

>> ANY OTHER QUESTIONS?

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>> I THINK THE STUDENTS NEED TO BE INDEPENDENT. IF THEY USE THE OFFICE OF DISABILITIES OR NOT IS NOT AS RELEVANT AS THEIR INDEPENDENCE IN THEIR LEARNING.

>> GAIER, THIS IS SKIP. I HAD A QUESTION FROM -- NOT A QUESTION, BUT A COMMENT FROM SOMEONE REMOTELY, NOTING THAT SECTION 133 OF THE HIGHER EDUCATION OPPORTUNITY ACT IS A REQUIREMENT FOR UNIVERSITIES TO POST REQUIRED COURSE MATERIALS AT THE POINT OF REGISTRATION. THAT WOULD BE -- HELP FACILITATE DSS OFFICES IN IDENTIFYING WHAT THOSE MATERIALS WERE WELL AHEAD OF TIME. IT WAS JUST A STATEMENT MORE THAN A QUESTION, BUT I DID WANT TO MENTION THAT.

>> THANK YOU TO THE CALLER FOR THAT. OKAY.
LET'S MOVE ON NOW TO SCOTT LISSNER.

>> THERE WERE SO MANY GOOD TRANSITION POINTS IN THE LAST ROUND. I'LL TRY TO KEEP THIS FOCUSED, AND SINCE I ONLY LEARNED HOW TO SPELL HTML A LITTLE WHILE AGO, I'M NOT TOO TECHNICAL. I HAVE TO SAY TO LINDA, AS A RECOVERING STATISTICS INSTRUCTOR, I ENJOY READING STATIC IT IS TO PEOPLE BUT I NEVER USED THAT BOOK. THAT SAID, I'M GOING TO START WITH ABOUT 12 YEARS AGO, JUST AS I TOOK THE JOB HERE AT OHIO STATE AS THE ADA COORDINATOR, I WAS AT A FOCUS GROUP RUN BY THEN RFB AND D ABOUT THE CONCEPT OF GOING TO DIGITAL INFORMATION AS PART OF THE RECORDED MATERIAL THEY WERE PROVIDING, GOING TO A DIGITAL RECORDING FORMAT. WHAT THEY COULD PROVIDE AND THE TRADEOFFS AND TIME IT TOOK TO PROVIDE TEXT, TO PROVIDE MORE INFORMATION OR LESS INFORMATION VERSUS SIMPLY GOING, AT LEAST AS THE FIRST STEP, WITH DIGITAL RECORDING. AS THEY ASKED THAT QUESTION, ONE OF THE FRAMING QUESTIONS WAS, AND I THINK THIS GETS TO YOUR QUESTION, BRUCE, ONE OF THE FRAMING QUESTIONS WAS, IF ALL WE COULD PROVIDE WAS A DIGITAL TABLE OF CONTENTS THAT WOULD ALLOW THE BASIC SECTION BY SECTION NAVIGATION, WOULD YOU BE WILLING AS A SERVICE PROVIDER TO WAIT AN ADDITIONAL WEEK TO GET THE FORM. AND I'M NOT KNOWN FOR THINKING A LOT BEFORE OPENING MY MOUTH. THAT'S WHY I WORK IN HIGHER EDUCATION. SO THE FIRST THING OUT OF MY MOUTH WAS ABSOLUTELY, MY STUDENTS SHOULDN'T HAVE TO READ THE BOOK ANY MORE THAN THE NEXT STUDENT. NOBODY READS A COLLEGE TEXTBOOK. NOT IF THEY HAVE ANY SENSE AT ALL. I SPENT MANY YEARS TEACHING READING AND STUDY SKILLS, READING STRATEGIES. I HAVE A BACKGROUND IN COGNITIVE SIGHT. WE TEACH STUDENTS TO NOT READ THE BOOK AS A LINEAR PIECE OF MATERIAL. SO THAT, AT LEAST, HELPS WITH SKIMMING AND SCANNING, ONE OF THE THINGS WE TRY TO TEACH OUR STUDENTS. BUT BY ITSELF, AS AN MP3 FILE, SECTION HEALS, IT DOESN'T TAKE YOU TO THE NEXT STEP AND DOESN'T -- IT IS STILL A VERY LINEAR PROCESS. MOST STUDENTS ACTUALLY WORK THROUGH THE MATERIAL VERY ITERATIVELY AND BACK AND FORTH. THAT'S IMPORTANT TO LEARNING. THE MORE COMPLEXED ENRICHED DIGITAL INFORMATION, THE REASON IT IS TO MODEL THAT AND OUTPUT, AUDITORY EXPERIENCE OR MULTIMODAL EXPERIENCE. I WILL START WITH THAT AS MY TRANSITION POINT. THAT'S IMPORTANT. THAT'S WHAT WE SPEND LOTS OF TIME TEACHING THE OTHER 90 PERCENT OF OUR STUDENTS ON CAMPUSES HOW TO INTERACT WITH THEIR LEARNING MATERIALS. THAT'S WHAT WE NEED TO BE TEACHING OUR STUDENTS USING ALTERNATIVE LEARNING MATERIALS. IT STILL GOES. IT'S THERE. NOW I AM GOING TO BACK UP A LITTLE BIT. LAST YEAR, BASED ON RESEARCH FOR THE PROJECT THAT'S BEING DISCUSSED DOWN THE HALL, OHIO AVENUES REHABILITATIVE SERVICE COMMISSION SPENT ABOUT \$1.3 MILLION ON ALTERNATIVE INSTRUCTIONAL MATERIALS FOR STUDENTS BEING SERVED BY THEM IN THE STATE OF OHIO. THEY SERVE ROUGHLY ONE QUARTER TO 20 PERCENT OF THE

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STUDENTS WHO NEED ALTERNATIVE INSTRUCTIONAL MATERIALS AND ARE SERVED BY THE COLLEGES. SO THEY ONLY SERVE ROUGHLY 20 PERCENT OF THE POPULATION OF THE MATERIALS. THEY SPENT 1.3 MILLION, SO THAT WORKS OUT TO ROUGHLY 6.5 MILLION BEING SPENT. THAT'S FOR THE STATE OF OHIO. STATE OF OHIO, THROUGH SOME COLLABORATIVE WORK BETWEEN OUR BOARD OF REGENTS AND OUR OHIO UNIVERSITY SYSTEM, AND OUR REHAB SERVICES COMMISSION, GENERATED SOME MONEY THAT WAS DESIGNATED TO SERVE STUDENTS WITH DISABILITIES OUR REHAB SERVICES FOLKS WERE SHORT ON THEIR MATCH DOLLARS, AND WE GAVE THEM MATCH DOLLARS FROM OUR BOARD OF REGENTS' BUDGET. THEY GOT THEIR 2.7 DOLLAR MATCH REHAB SERVICES ADMINISTRATION, AND THAT MONEY WAS SET UP TO HELP BENEFIT STUDENTS WITH DISABILITIES ACROSS THE STATE OF OHIO AND THE ORIGINAL MONEY THAT WAS BOARD OF REGENTS MONEY GOING TO STUDENTS WITH DISABILITIES STILL WENT TO THOSE DISABILITIES. IT'S BEEN A GOOD VENTURE. WE'VE MADE MAKE MONEY IN A HARD BUDGET TIME. IT IS SUPPORTED STATEWIDE, AT LEAST FOR ALL OF THE STATE COLLEGES AND COMMUNITY COLLEGES, ACCESS TO ATF. SO THAT'S AN IMPORTANT PIECE OF CONTENT FOR THE NEXT FIGURE I AM GOING TO GIVE YOU. WHICH IS EVEN WITH THAT ACCESS TO ATN FACTORED IN AS A NONCOST, OSU SPENDS ABOUT \$1,800 ON THE AVERAGE BOOK THAT IT CONVERTS FOR A STUDENT. WE DO A LOT OF THOSE BOOKS. WE'RE DOING TEXT FOR 45 TO 70 COURSES IN A GIVEN QUARTER. WE'RE STILL ON THE QUARTER SYSTEM MOMENT. THAT COVERS A RANGE OF THOSE RICH TEXT IN STEM, IN MUSIC, AS WELL AS THE NICE SIMPLE KIND OF TEXT DENSE HISTORY BOOK THAT DOESN'T HAVE THE ABILITY TO CONVERT. THERE ARE BOOKS WE HAVE TO RIP THE BINDING OFF AND RUN IT THROUGH A HIGH SPEED SCANNER TO GET A COPY. IT IS AVERAGED ACROSS ALL OF THOSE. AS A RECOVERING STATISTICS INSTRUCTOR, YOU ALL KNOW WHAT AN AVERAGE IS. RIGHT? ONE FOOT IN A BUCKET OF, ONE FOOT IN A BUCKET OF BOILING WATER AND ON AVERAGE, YOU ARE COMFORTABLE. THERE IS NO ONE STUDENT IN THE LIST WHO MATCHES THE AVERAGE. WE HAVE STUDENTS WHO HAVE 254 IDENTIFIED PIECES OF READING FOR THEIR COURSE. THEY ALL NEED CONVERSION, EVEN IF THE STUDENT DECIDES THAT AIN'T WORTH READING, BECAUSE I'M CERTAIN MOST OF THE STUDENTS IN THE COURSE DON'T READ ALL 2554 IDENTIFIED PIECES. THAT DOESN'T MAKE OUR OBLIGATION TO MAKE THEM AVAILABLE ANY LESS. THAT STUDENT NEEDS THAT CHOICE. TO STUDENTS WHO HAVE ONE FULL TEXT NOTE ILLUSTRATION, TRADE PUBLICATION THAT'S OUT THERE, TO STUDENTS WHO HAVE NOTHING THAT RESEMBLES A TEXTBOOK FOR THEIR CLASS AT ALL AND MAY HAVE DIGITAL MATERIAL FROM A PUBLISHER OR FROM SOME OTHER ORGANIZATION, WE HAVE BEEN FOCUSING ON TEXT, BUT DEFINITION OF TEXT IN COLLEGE FOR UNIVERSITIES IS NOT SAMUELSON'S ECONOMICS. THAT DATES ME.

>> FIRST EDITION, PROBABLY. SOME THANK YOU. SO IT IS RICH MULTIMEDIA. IT IS VIDEO AND AUDIO. IT IS BORN DIGITAL DIGITAL MATERIAL, AND IT IS BORN DIGITAL PRINT MATERIAL. BECAUSE THERE IS VERY LITTLE PUBLISHES ARE PROVIDING THAT DON'T GO THROUGH A DIGITAL ITERATION SOOT POINT, EVEN IF ALL THEY ARE MARKETING IS A TEXTBOOK IN A TRADITIONAL SENSE. AND SO IT IS CAPTURING THAT MATERIAL AT THE RIGHT STAGES, ACROSS A DIVERSE RANGE. IN HIGHER EDUCATION, WHAT WE HAVE IS A NONSYSTEM, THERE IS NO AMERICAN SYSTEM OF HIGHER EDUCATION. ONE OF OUR STRENGTHS IS THAT IT IS A NONSYSTEM. THAT'S WHY PEOPLE FROM ALL OVER THE WORLD COME TO THE U.S. AND SELECT A COLLEGE, BECAUSE WE HAVE A HUGE AMOUNT OF VARIABILITY. YOU CAN FOLLOW THAT NONSYSTEM CONCEPT DOWN. SOME STATES HAVE MORE STRUCTURED SYSTEMS. SOME STATES HAVE NO SYSTEMS. YOU CAN FOLLOW THAT DOWN TO COLLEGES AND UNIVERSITIES. SOME ARE VERY CENTRALIZED, AND IT IS EASY TO MEET THAT SECTION 133 REQUIREMENT AND PRODUCE A LIST OF TEXT IN A TIMELY FASHION TO THE FEDERAL GOVERNMENT. OR IT IS, ON THE OTHER HAND, FOR OTHER

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INSTITUTIONS, VERY DECENTRALIZED AND ACADEMIC FREEDOM IS USED AS A REASON WHY EACH INDIVIDUAL INSTRUCTOR HAS TO IMPROVE THEIR TEXTBOOK. AND SOME OF THOSE INDIVIDUAL INSTRUCTORS ARE GRADUATE TEACHING ASSISTANTS, NOT FULLY HIRED UNTIL THE WEEK CLASSES START, AND NOT ASSIGNED TO THEIR COURSES. THERE ARE LOTS OF WAVES WE MIGHT DEAL WITH THAT INTERNALLY AND LOTS OF WAYS TO THINK ABOUT THAT EXTERNALLY. MY ONE COMMENT FOR 133 IS IT IS A NICE IDEA BUT HAS ABSOLUTELY NO ENFORCEMENT STANDARD. AND MAKING RULES THAT ARE PROBLEMATIC FOR PEOPLE TO DEAL WITH AND NOT HAVING A CONSEQUENCE DOESN'T USUALLY WORK VERY WELL. THAT'S THE COMPLIANCE OFFICER HAT SPEAKING, I THINK. WE ALSO HAVE, WHICH MY COLLEAGUES HAVE MENTIONED BEFORE, WE HAVE A VERY DIVERSE GROUP OF STUDENTS. WE HAVE STUDENTS WITH A VARIETY OF DISABILITIES, WITHIN THOSE DISABILITIES, A VARIETY OF EXPERIENCE. THEIR SCHOOL SYSTEMS HAVE TRAINED AND PROVIDED THEM IN DIFFERENT TECHNOLOGIES. AND THEY COME TO COLLEGE WITH THAT DIVERSE EXPERIENCE AND DIVERSE SKILL SETS. YOU CAN'T JUST SAY THIS IS A STUDENT WITH DYSLEXIA OR THIS IS A STUDENT WHO HAPPENS TO BE BLIND. YOU'VE GOT TO TAKE INTO ACCOUNT THEIR PARTICULAR UNIQUE SET OF EXPERIENCE THAT'S WHERE OUR OBLIGATION KICKS IN THEIR ADA. WE'VE TALKED ABOUT WHERE THAT OBLIGATION IS. CLEARLY EITHER AS A STATE ARM OR A PUBLIC ACCOMMODATION, INSTITUTIONS HAVE AN OBLIGATION TO THOSE STUDENTS TO PROVIDE ACCESS. IT SPLITS INTO TWO DUTIES. WE ARE COMMUNICATING KNOWLEDGE TO YOU'RE STUDENTS. IN THIS CONTEXT, WE ARE TALKING ABOUT DISSEMINATION. AND THAT'S COMMUNICATION. AND THE ADA SETS A PRETTY HIGH STANDARD FOR US. SO IF WE ARE A TITLE 3 PUBLIC ACCOMMODATION, PRIVATE COLLEGE, IT IS EFFECTIVE COMMUNICATE CAPTION. THAT'S THE DEFINITION OF WHAT WE HAVE TO PROVIDE OUR STUDENTS. AND EFFECTIVE CAN'T BE DEFINED AS, DESPITE WHAT MY STUDENTS IN MY CLASSES WILL TELL YOU, ME SAYING WHATEVER I WANT AND HOPING THEY UNDERSTAND. EFFECTIVE IS A TWO-WAVE STREET AND HAS TO INVOLVE WHAT ARE THE RECEPTIVE SKILLS, AND IN THIS CASE, WHAT ARE THE TECHNOLOGY SKILLS, WHAT ARE THE TOOLS THEY ARE USED TO DOING. TO SPEAK TO RON'S MP3 FILES AND WHAT WE PROVIDE A LITTLE BIT, OUR OFFICE, AND WE'RE BIG AND PROBABLY NOT THE TYPICAL INSTITUTION BY A LONG SHOT, WE PROVIDE MP3 FILES. WE PROVIDE DAISY FILES. WE PROVIDE WORD FILES. WE PROVIDE PDF FILES. WE PROVIDE WHAT IS NECESSARY FOR EFFECTIVE COMMUNICATION AND DO OUR BEST TO GET THERE. AS A PUBLIC INSTITUTION, OUR OBLIGATION IS ACTUALLY A NOTCH UP FROM THAT. UNDER TITLE 2 OF THE ADA, THE OBLIGATION WHEN IT COMES TO COMMUNICATION IS EQUALLY EFFECTIVE COMMUNICATION, WHICH MEANS AS EFFECTIVE AS THE COMMUNICATION GOING TO EVERY OTHER STUDENT. SO IT IS A BIG CHALLENGE TO SAY, I CAN PICK UP MY KINDLE, DOWNLOAD MY TEXTBOOK THE DAY I REGISTER FOR THE COURSE AND HAVE IT FIVE MINUTES LATER AND DO ALL OF THE NIFTY NAVIGATION THINGS THAT A KINDLE CAN DO IN TERMS OF SEARCH AND ANNOTATION AND POST-ITS, ALL THAT KIND OF STUFF. FOR ME TO FIND OUT THAT DAY THAT I HAVE A STUDENT IN A CLASS THAT NEEDS IT IN AN ACCESSIBLE FORMAT THAT CAN DO ALL THINGS, AND GET IT TO THEM IN A TIMELY FASHION. SO THERE IS SOMEWHAT ARE WE WORKING FROM QUESTIONS. SO THAT'S MY QUICK, SOMEWHERE BETWEEN TECHNICAL RESEARCH OBSERVATION AND NARRATIVE ON KIND OF WHERE WE ARE AT AS AN INSTITUTION. WE'RE CAUGHT BETWEEN THAT ROCK AND A HARD PLACE. WE'RE CAUGHT BETWEEN THE PUBLISHERS' PROPERTY RIGHTS ISSUES ON ONE HAND, AND THE CIVIL RIGHTS ISSUE OF OUR STUDENTS ON THE OTHER HAND. AND OUR OBLIGATION. I DON'T THINK WE'RE GOING TO RESOLVE ENTIRELY THE WORLD OF COPY RIGHT BY THIS COMMISSION. IF I THOUGHT WE COULD, I WOULD RAISE A LOT MORE ISSUES THAN I HAVE. BUT THE CHAFFEE AMENDMENT WAS CREATED UNDER FAIR USE. IT DIDN'T JUST GROW OUT OF WHOLE CLOTH AND ZEUS'S HEAD BACK IN 1930 WHATEVER. IT WAS THOUGHT OF AND CONCEIVED OF UNDER FAIR

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USE AS A STARTING PLACE. AND I DON'T WANT TO GET INTO THE ARGUMENTS ABOUT HOW WELL CHAFFEE DOES AND DOESN'T APPLY TO ME AS AN INSTITUTION OF HIGHER EDUCATION. I THINK FAIR USE IN THE CONTEXT, LOOKING AT THE REQUIREMENT OF THE ADA, LOOKING AT THE EXAMPLE SET BY CHAFFEE, WOULD ALLOW UNDER THE RIGHT CIRCUMSTANCES ME TO NOT HAVE TO BE TERRIBLY WORRIED ABOUT ABUSING THE INTENT OF COPYRIGHT, IF NOT ACTUALLY ABUSING SOME TICK CALL REQUIREMENT COPYRIGHT. SO IF GAIER, I WILL PICK YOU ON FOR THE MOMENT, WAS ONE OF MY STUDENTS AND NEEDED A BOOK IN AN ACCESSIBLE FORMAT, OR NEEDED A DIGITAL LICENSED SET OF MATERIAL IN AN ACCESSIBLE FORMAT, WHAT WE ASK FROM GAIER IS EVIDENCE THAT SHE HAS BOUGHT HER RIGHTS TO THAT MATERIAL. HAVE YOU PURCHASED THE BOOK? HAVE YOU GOT A RECEIPT? HAVE YOU PURCHASED A LICENSE? HAVE YOU GONE AND DONE THE LONG-TERM CHECKOUT DOWN AT THE LIBRARY? HAVE YOU GOT ACCESS RIGHTS TO THAT BOOK AS A GENERAL PERSON IN THE POPULATION. AND IF YOU HAVE, WE SAY GREAT. WE WILL MAKE SURE YOU HAVE THE ABILITY TO ACCESS THE RIGHT TO HAVE PURCHASED AND HELP CONVERT THAT TO A FORMAT THAT IS USABLE BY YOU, AND WE EXPECT THAT PRINT COPY OR THE LICENSED COPY TO LIVE ON THE SHELF WITH THAT WILL, SO TO SPEAK, TO NOT BE DISTRIBUTED SEPARATELY FROM THAT. WE MAKE THAT CLEAR TO ART STUDENTS. I KNOW IF I PERSONAL LEAVE BY BYE A BOOK AND I LIKE TO SCRIBBLE ALL OVER THE PAGE TO TAKE NOTES, I CAN XEROX THE PAGE AND TAKE IT TO CLASS, SCRIBBLE ALL OVER IT, TAKE IT HOME. AS LONG AS I'M NOT SELLING THE XEROX OR THE BOOK AND KEEP BOTH OF THEM FOR MY PERSONAL USE, I'M UNDER FAIR USE. I BOUGHT THOSE RIGHTS AND I CAN USE IT. SO I THINK AS THE COMMISSION THINKS ABOUT HOW TO ADDRESS THOSE RIGHTS ISSUES, THAT THERE IS A PATH DOWN THERE THAT WE HAVEN'T SPENT A LOT OF TIME TALKING ABOUT, UP TO THIS POINT, THAT MIGHT BE WORTH EXPLORING. I THINK THAT DEFINITION THAT'S BEEN BOUNCING AROUND, ACCESS TO INSTRUCTIONAL MATERIALS AND WHAT ARE THE MATERIALS, AND WHAT ARE THE DISABILITIES INVOLVED, I THINK ALMOST NEED TO BE REFRAMED UNDER THE ADA'S DEFINITIONS OF COMMUNICATIONS. AND INFORMATION TRANSFER, SO TO SPEAK. WE NEED BROAD DEFINITIONS OF THOSE TERMS THAT WE CAN ALL USE IN ORDER TO EFFECTIVELY SERVE OUR STUDENTS. BECAUSE OUR STUDENTS ARE INSIDE COURSE MANAGEMENT SYSTEMS. SYSTEMS THEMSELVES HAVE TO BE ACCESSIBLE. WE HAVE KINDLES, E READERS, NOOKS, ALL OF THE VARIOUS TECHNOLOGIES, AND THERE NEEDS TO BE SOME STANDARD MOVED TOWARDS SO I CAN USE THE PLATFORMS. I THINK FROM A COMPLIANCE ANSWER STANDARDS POINT OF VIEW, GIVEN THE RAPID CHANGE IN THE CURRENT STATE OF TECHNOLOGY, YOU LOOK AT A FUNCTIONAL STANDARD OF SOME SORT. CAN WE PRODUCE THE FUNCTION? IT HAS A COMPANION MINIMUM TECHNICAL STANDARD. WE CAN CERTAINLY LOOK, AND WHETHER IT'S 508 OR NOT REMAINS TO BE SEEN WITH WHAT THEY DO WITH 508. BUT I THINK WE CAN SET A BASELINE STANDARD AS A TECHNICAL STANDARD THAT HAS MELTED WITH IT A FUNCTIONAL STANDARD THAT IS THE OBLIGATION. AND I THINK THAT'S A WAVE TO THINK ABOUT THOSE STANDARDS ISSUES AS A BLENDED ISSUE. MOST OF OUR CLASSES IN TERMS OF THE STUDENTS' EXPERIENCE, ARE BLENDED CLASSES. WE HAVE VERY FEW STUDENTS WHO DON'T HAVE SOME INTERACTION WITH INFORMATION THAT'S BEEN PLACED ON THE WEB, WHETHER IT'S A TEXTBOOK LICENSE, WHETHER IT'S OTHER TYPES OF INFORMATION. SO THAT BLENDED EXPERIENCE IS ONE WE'RE USED TO TALKING ABOUT. AND I THINK OUR STANDARDS ARE GOING TO NEED TO BE IN THAT KIND OF BLENDED FORMAT. I THINK LOOKING AT EACH OF THE SOLUTIONS, THERE'S A SET OF QUESTION MARKS, THE TO-DO. I MEAN, I THINK IN ALL FAIRNESS, THERE IS A SHARED RESPONSIBILITY OUT THERE. I THINK STUDENTS HOPEFULLY FEEL AN OBLIGATION TO GIVE ME AS MUCH NOTICE ABOUT WHAT THEY -- WHAT IT IS THEY NEED AND WANT AND PLAN AS THEY POSSIBLY CAN. OUR SYSTEM ALLOWS STUDENTS TO REGISTER FOR CLASS A WEEK INTO OR MORE. I DON'T KNOW ANOTHER

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COLLEGE THAT DOES THAT. SO THAT'S QUICK WORK ON OUR PART IF STUDENTS TAKE ADVANTAGE OF THEIR EQUAL ACCESS TO BAD DECISIONS. BUT THEY'RE 18 TO 24 AS UNDERGRADUATES AND THEY MAKE THOSE DECISIONS. WE NEED RAPID TRANSLATION TO A FORMAT THAT'S USEFUL FOR A STUDENT. I DON'T THINK THERE IS ONE SIZE FITS ALL. UNIVERSAL DESIGN IS TALKED ABOUT A LOT. ITS ORIGINS AND ITS BIRTH, IT CAME OUT OF ARCHITECTURE, AND IT IS A SET OF PRINCIPLES, NOT A BUILDING CODE.

>> THAT'S WHAT IT SAYS.

>> AND I KNOW THAT. AND SO YOU CAN APPLY THOSE PRINCIPLES IN A FUNCTIONAL STANDARD, ONE SIZE DOESN'T FIT ALL. ONE SIZE MEANS EVERYBODY IS EQUALLY INCONVENIENCED. MAYBE. BUT IT CERTAINLY DOESN'T MEAN ONE SIZE FITS ALL. WE NEED TO WORK ON WHAT THAT READILY CONVERTIBLE FORMAT WOULD BE. I DON'T HAVE THE TECHNICAL ANSWER TO THAT, BUT I THINK WE CAN HIT THAT WITH THE FUNCTIONAL STANDARD AS A PARING WOULD MAKE SENSE. AS A SHARED RESPONSIBILITY, A LOT OF WHAT WE HAVE NOW THROUGH THE ATN NETWORK, I APPRECIATE THE SUPPORT THEY HAVE DONE TO GET THINGS STARTED AND DONATIONS THEY'VE MADE, BUT IT STILL LEAVES A LOT OF EXPENSE ON THE COLLEGE THAT IS EITHER GOING TO PASS IT ALONG TO THE STUDENT IN TUITION HIKES OR PASS IT ALONG TO CITIZENS OF THE STATE IN SUBSIDIARY HIKES, OR NOT MEET THEIR OBLIGATION PUBLISHERS, I THINK, UNDER THE CURRENT LAW, IT IS CLEAR THERE IS NOT AN OBLIGATION TO THE PUBLISHER TO PROVIDE ACCESSIBLE FORMATS TO STUDENTS OFF THE SHELF. THERE WASN'T AN EXPLICIT REQUIREMENT IN THE LAW FOR WEB PAGES TO BE ACCESSIBLE EITHER. YET THAT SEEMS TO HAVE EVOLVED OUT OF THE COMMUNICATIONS STANDARD THE ADA, AND MAYBE THAT'S A PLACES WE GO. ULTIMATELY IN TERMS OF SHIFTING SOME OF THAT REQUIREMENT. I DON'T THINK PUBLISHERS IN THAT ONE SIZE FITS ALL CAN EVER PROVIDE EVERYTHING I WOULD NEED FOR ALL OF OUR STUDENTS. BUT IF THEY PROVIDED A READILY ACCESSIBLE FORMAT, IF SOMEWHERE IN THEIR PROCESS, THEY CAN CAPTURE A DIGITAL FILE THAT WAS READILY CONVERTIBLE AND MAKE THAT ACCESSIBLE FOR OUR FOLLOW UP, WHETHER IT IS ULTIMATELY BRAILLE OR TEXT, PDF, WHATEVER THE STUDENT NEEDS, I THINK IS THE SPOT THAT ULTIMATELY IS GOING TO BE THAT BALANCE POINT. THAT'S MY THOUGHTS AND OBSERVATIONS. QUESTIONS FOR SCOTT? CHESTER?

>> YES. THIS IS CHESTER FINN. I REPRESENT THE NATIONAL COUNCIL ON DISABILITIES. I WAS INTERESTED TO HEAR ABOUT ALL OF THE THINGS THAT YOU ARE TALKING ABOUT FOR STUDENTS. I HAVE A COUPLE THINGS. ONE OF THE THINGS I WANTED TO ASK YOU BEFORE I ASK MY QUESTIONS IS, YOU WERE TALKING ABOUT MUSIC. I'M A MUSICIAN. I TOOK MUSIC IN SCHOOL, COLLEGE, STUFF LIKE THAT. WHAT FORMATS DO YOU HAVE? BECAUSE I KNOW I DO READ BRAILLE MUSIC, WRITE MUSIC, BUT I ALSO COMPOSE AND THINGS. WHAT WOULD YOU DO, SAY, IF I CAME HERE? I WON'T, BUT --

>> WELL, YOU WOULD BE WELCOME TO COME. AND THE FIRST -- JUST TO PUT THIS IN CONTEXT FOR THOSE OF YOU WHO HAVEN'T INTERACTED CLOSELY WITH STUDENTS, ONE OF THE FIRST THINGS WE WOULD DO IS ASK YOU, WHAT IS IT THAT YOU ARE CURRENTLY COMFORTABLE USING? WE WOULD START THERE. WE WOULD ALSO HOPEFULLY BE ABLE TO TALK TO YOU ABOUT FORMATS YOU ARE NOT USING, WHAT THEIR ADVANTAGES AND DISADVANTAGES MIGHT BE. AND THERE MAY BE PLACES THAT ARE MORE EFFICIENT FOR THE STUDENT AND MORE EFFICIENT FOR US TO DO IT. BUT IF A STUDENT COMES IN AND THEY CAN DO BRAILLE NOTATION AND ARE NOT COMFORTABLE WORKING IN KURZWEIL SYNTHESIZER THAT WILL PRODUCE NOTATION FROM WHAT YOU PLAY ON THE KEYBOARD, VICE VERSA, THERE ARE SOME SYSTEMS

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OUT THERE THAT DO SOME OF THAT WORK FOR YOU. WHICH MEET THE STUDENT WHERE THEY'RE AT. WE CAN'T REQUIRE THE STUDENT FOR OUR EASE OF PRODUCTION TO GO THROUGH 50, 60, 75 HOURS OF TRAINING ON A NEW SYSTEM. THE STANDARD FOR EQUAL ACCESS SPEAKS TO NOT ONLY SHOULD I BE ABLE TO PROVIDE THINGS IN A TIMELY FASHION, BUT ALSO THERE COMPARABLE EXPENDITURE OF EFFORT, RESOURCES, ENERGY ON THE INDIVIDUAL WITH THE DISABILITIES PART. SO WE MIGHT ENTICE YOU WITH SOME TRAINING AND OFFER IT FOR FREE. WE DO THAT WITH A LOT OF OUR STUDENTS WHO ARE USING -- WE STILL HAVE STUDENT WHO IS SAY, IF IT IS NOT ON A FOUR-TRACK TAPE, I DON'T WANT IT. WE DON'T HAVE ANYBODY USING THE OLD 78 RECORDS STILL. BUT WE DO HAVE A FEW USING FOUR-TRACK TAPES. WE STILL ARE RECORDING A FEW BOOKS FOR FEW STUDENTS IN FOUR-TRACK TAPES. THEY'RE NOT INTERESTED. THEY'VE TRIED AND FOUND IT NOT TO THEIR LIKING TO USE VOICE OUTPUT SOFTWARE AND NAVIGATION ON THE COMPUTER. AND DON'T WANT TO GO THERE. SO IF YOU WANT TO MAYBE DURING THE BREAK TALK A LITTLE BIT ABOUT THE RANGE OF OPTIONS IN TECHNOLOGIES THAT ARE AVAILABLE FOR MUSIC, ACTUALLY OUR MEDIA COORDINATOR IS DOWN STAIRS. SHE WOULD DO A MUCH BETTER JOB THAN I WOULD DO ABOUT TALKING ABOUT DIFFERENT TECHNOLOGIES.

>> OKAY. AND MY OTHER QUESTION IS, I THINK THE HARDEST THING, I KNOW FOR MYSELF, WORKING, IS YOU GET ALL OF THE EQUIPMENT AND YOU GET WHAT YOU NEED, WHETHER YOU BUY IT OR WHATEVER, AND THEN SOMETHING HAPPENS AND YOU NEED A PERSON WITH SIGHT TO HELP YOU WITH IT. IN FACT, I HAD THAT PROBLEM A FEW DAYS AGO. I HAVE A MAC BOOK, AND ALL OF THE SUDDEN, THE VOICEOVER WAS ON BUT IT WOULDN'T SPEAK. AND I TOOK IT TO THE STORE, AND THEY HAD EVERY TECHNICIAN IN THE STORE, EXPERTS, ON THE SOFTWARE, AND THEY COULD NOT FIGURE IT OUT. THEN THEY CALLED SOMEONE AT THE HELP DESK TO HELP. IN THE MEANTIME, JOHN'S OVER IN ASIA. I HAVE NOBODY TO HELP ME LOOK. SO IT'S LIKE SOMETIMES WHEN YOUR EQUIPMENT GOALS OUT AND THEY DON'T HAVE A WAY FOR YOU TO NAVIGATE IT YOURSELF, YOU'RE STUCK.

>> I HAVE TO SAY, I DON'T WANT TO PICK ON RAY KURZWEIL, BUT HE HAS DONE UP A LOT TO MAKE OUR ADAPTIVE TECHNOLOGIES MORE INTELLIGENT, BUT WE HAVE YET TO GET TO HUMAN INTELLIGENCE IN THE COMPUTER. SOMETIMES YOU JUST NEED A PERSON. WHETHER IT IS SCANNING OR DISCOVERING WHAT'S WRONG WITH YOUR MAC BOOK OR I'LL SPEND FIVE HOURS ON SOMETHING AND DISCOVER I JUST DIDN'T FLIP THE RIGHT SWITCH. BUT THE COMPUTER CAN'T TELL ME THAT. YOU NEED THE HUMAN INTERVENTION. CERTAINLY THAT'S SOMETHING THAT AT THE LEVEL OF THE INSTITUTION, I THINK MOST OF OUR INSTITUTIONS TRY TO PROVIDE THAT, OR WORK WITH THE STUDENTS IN TERMS OF HOW MUCH OF THAT IS OUTSIDE OUR SCOPE AND HOW MUCH IS INSIDE OUR SCOPE. MANY OF OUR STUDENTS WHO ARE BLIND PROBABLY MORE SO THAN OUR STUDENTS WHO ARE DYSLEXIC, AND I THINK WE HAVE A FEW ON THE SEVERE DYSLEXIC END OF THE SPECTRUM GET THE SAME THING. WE'LL ALLOCATE SOME MINIMUM NUMBER OF HOURS TO HELP SORTING VISUAL TITRITIS THAT THE COMPUTER JUST CAN'T DO, EVEN IF YOU'RE A SELF-SCANNING, FAIRLY SOPHISTICATED COMPUTER USER. I TELL OUR TECHNICAL FOLKS THAT WHILE WE WILL PROVIDE ON CAMPUS STATE OF THE ART TECHNOLOGY FOR ALL OF OUR FACULTY, STAFF, STUDENTS, IF YOU ARE PROVIDING SOMETHING TO THE STUDENTS, THINK TWO VERSIONS OLD, NOT TODAY'S VERSION OF SOFTWARE. JUST BECAUSE IT TAKES THEM TIME TO CATCH UP. AND TAKES THE TECHNOLOGY TIME TO CATCH UP.

>> THANK YOU, SCOTT. TUCK?

>> TUCK TINSLEY. YOU WERE TALKING BLENDED FORMATS. THE FUNCTIONAL AND TECHNICAL STANDARDS, CAN YOU GIVE ME AN EXAMPLE OF THAT?

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>> LET'S SEE. TECHNICAL STANDARDS, I THINK, WOULD FALL WHAT EVERYBODY THINKS OF AS A TECHNICAL STANDARD SO YOU MIGHT PUT IN PLACE SOME MINIMUM TECHNICAL REQUIREMENTS ON FILES MADE AVAILABLE TO INSTITUTIONS AND STUDENTS. WHETHER THAT'S -- I'M GOING TO MAKE IT SIMPLE, THAT MIGHT BE AKIN TO THE STANDARDS THAT USED TO EXIST THAT SAYS YOU WILL ASCII 2 FILE. I HAVEN'T MET A FUNCTIONAL STANDARD THAT DOESN'T HAVE THAT PHRASE ATTACHED TO IT. WE KNOW A MINIMUM OF WHAT'S TECHNICALLY FEASIBLE. I SUPPOSE ANOTHER WAY TO LOOK AT IT, I'LL PUT MY COMPLIANCE HAT ON, 508 IS FEDERAL PURCHASING GUIDELINES. WITH ONE OF THE FIRST EXPERIENCES I HAD AT OSU WAS BEING INVITED INTO A COMMITTEE MEETING SPONSORED BY OUR CIO'S OFFICE TO TALK ABOUT ACCESS TO WEB SPACE AND OUR OBLIGATION AND OUR LEADING EXPERT FROM OUR LEGAL AFFAIRS OFFICE. AND WE ARE BIG, SO THAT'S UP A MISSED SIZE LAW FIRM, ON PROPERTY RIGHTS IN TECHNOLOGY WAS GOING TO BE THERE. THEY ALL EXPECTED ME TO SAY, BECAUSE THIS WAS FAIRLY RECENTLY 508, THEY ALL EXPECTED IT ME TO SAY, BECAUSE A LOT OF PEOPLE WERE SAYING 508 IS THE LAW. THAT'S WHAT THEY THOUGHT I WAS GOING TO SAY. THE GOOD NEWS IS, 508 DOESN'T APPLY TO YOU. BAD NEWS IS IT DOESN'T MATTER. AS A STANDARD THE OFFICE FOR CIVIL RIGHTS FROM THE DEPARTMENT OF EDUCATION COMES IN WITH A COMPLAINT ABOUT OUR WEB ACCESS. THEY USED TO TRY REALLY HARD TO AVOID HAVING A CONVERSATION ABOUT HOW TO MAKE THAT WEB SPACE ACCESSIBLE AND WORKED REALLY HARD TO GET US TO RESOLVE IT WITH THE STUDENT. BECAUSE NO ONE WANTED TO TAKE THE HIT FOR DEFINING WHAT WAS ACCESSIBLE ON THE WEB 10 AND 15 YEARS AGO. ONCE 508 PASSED, INVESTIGATOR FROM THE OFFICE OF CIVIL RIGHTS CAME IN AND SAID, WELL, THEY MADE ME DO THIS. I KNOW YOU CAN DO AT LEAST THAT MUCH. YOU DON'T HAVE TO DO IT THAT WAY IF YOU CAN MEET THAT MINOR MUMM STANDARD OR BETTER USING ANOTHER PROCESS WE'RE NOT GOING TO TAG YOU FOR NOT MEETING THE TECHNICAL STANDARD.

>> ONE MORE QUESTION. WHAT WOULD MAKE YOUR JOB EASIER? I DON'T THINK EVERYBODY ON EARTH IS GOING TO GET TOGETHER AND ACT IN ACCORDANCE WITH SCOTT WITHOUT GUIDANCE. BUT I THINK ONE IS A BROAD DEFINITION. I THINK I'VE SAID MOST OF THIS. ONE IS A BROAD DEFINITION OF I-QUOTE, PRINT DISABILITY IS HOW WE'VE BEEN FRAMING IT. BUT IT NEEDS TO INCLUDE ACCESS TO AUDIO, VIDEO RICH MEDIA. WHEN WE SPLIT THE WORLD FROM THE LEGACY INFORMATION TO THE NEW INFORMATION THAT IS INCREASINGLY DIGITAL, I'M AN OLD TEXT GUY, I DON'T KNOW IF I'LL EVER BELIEVE THAT BOOKS WILL BE A THING OF THE PAST. BUT IF I MAKE THAT DIVISION FOR A MINUTE, AT LEAST IN TERMS OF ALL THE NEW MATERIAL, IT NEEDS TO ADDRESS AUDIO VIDEO RICH MULTIMEDIA, NEEDS TO ADDRESS NAVIGATION ELEMENTS THAT WOULD BE IN THE MATERIAL, SO THAT WHATEVER TECHNOLOGY I'M USING TO READ IT CAN TAP IT. THAT STANDARD SOMEWHERE HAS AS FUNCTIONAL STANDARD, AS A BLENDED STANDARD, IS SOMETHING I WOULD MAKE OUR JOB EASIER. I THINK THE FUNCTIONAL STANDARD WOULD EASILY SHARE THE DEFINED RESPONSIBILITY BETWEEN USERS IN THIS CASE IN TERMS OF WHO PAYS FOR WHAT BECAUSE IT WOULD SET A STANDARD. I THINK THE LEGISLATION HAS TO ADDRESS MORE EXPLICITLY THE ROLE OF INSTITUTIONS AS COLLATORS OF MATERIAL AND PROVIDING THAT MATERIAL TO STUDENTS. THAT'S A PIECE THAT HASN'T BEEN THERE EFFECTIVELY. THERE MAY BE A SPOT WHERE YOU TALK ABOUT LEGACY INFORMATION, BUT LEGACY INFORMATION IS ONE OF THOSE THINGS THAT ULTIMATELY TAKES CARE OF ITSELF. IT MAY BE EXPENSIVE IN THE SHORT RUN BUT IF YOU AT LEAST TAP RESOURCES LIKE ATN, RESOURCES LIKE BOOK SHARE, EVENTUALLY ALL OF THE INFORMATION WILL BE AVAILABLE SOMEWHERE. IT MAY BE A TREMENDOUSLY HUGE AMOUNT OF INFORMATION

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WHEN YOU THINK ABOUT DO I HAVE TO MAKE ALL OF THIS AVAILABLE BY TOMORROW. BUT OVER TIME, BASED ON DOING INDIVIDUAL CONVERSIONS, THAT WILL TAKE CARE OF IT. CALIFORNIA HAS LOOKED AT REQUIRING ALL FACULTY ON A CLOSER LEVEL TO PROVIDE THE INFORMATION EARLIER. PROBLEM IS, YOU SPEED UP SOME PEOPLE WHO, FOR WHATEVER REASON, CHOOSE TO PICK THEIR BOOKS LATE, BUT YOU WIND UP IN THE BUMP OF, WE CAN'T BECAUSE THE PEOPLE AREN'T THERE. AND IF YOU CAN'T PICK A BOOK IF YOU DON'T KNOW THE COURSE, THAT'S HAPPENING.

>> OTHER QUESTIONS FOR SCOTT? I JUST WANTED TO CLARIFY ONE POINT THAT CAME UP EARLIER. WE DID GET INFORMATION FROM THE ACCESS TEXT AGREEMENT, AND THIS WAS A DISCUSSION AND I BELIEVE THAT BONNIE BEECHER REFERRED TO THIS. THERE IS FIVE POSSIBLE REASONS FOR DENIAL BY A PUBLISHER. FIRST IS PERMISSION TO OBTAIN ULTIMATE TEXT FROM AN AUTHORIZED USER. PERMISSION TO SCAN THE REQUESTED PRINT MATERIAL, NOTICE THAT PUBLISHER DOES NOT HOLD THE COPYRIGHT FOR THE REQUESTED PRINT MATERIAL, PERMISSION TO SCAN A PORTION OF THE REQUESTED PRINT MATERIAL, OR DENIAL OF THE REQUEST. SO IF THE RIGHTS ARE NOT HELD, THERE IS A CHECK BOX THERE THAT YOU CAN SAY, THIS IS WHY. BUT THERE IS ALSO THAT FIFTH ONE THAT YOU CAN JUST DENY WITH NO REASON, EAT LEAST BASED ON THEIR FORM. AND I THINK WE CAN ADDRESS THAT MORE AT ANOTHER TIME. I WANT TO THANK OUR PANEL SO MUCH FOR TAKING THE TIME TO COME AND WITH US. I THINK I SPEAK ON BEHALF OF THE COMMISSION THAT IT WAS VERY USEFUL INFORMATION, VERY RELEVANT TO WHAT WE ARE DOING. THANK YOU.

>> WE ARE GOING TO GO INTO A BREAK NOW. LET'S COME BACK, PLEASE, AT QUARTER TO 12:00. I WILL START PROMPTLY.

(RECESS TAKEN.)

>> I HAVE AN ANNOUNCEMENT TO MAKE BEFORE WE START THE NEXT SESSION. THIS IS A COMMISSION MEETING OPEN TO THE PUBLIC, HOWEVER, IF THERE IS A MEMBER OF THE PUBLIC WHO WISHES TO SPEAK, WE DO HAVE A TIME FOR PUBLIC COMMENT. AND IF YOU HAVE A PARTICULAR QUESTION, IF SOMEBODY IN THE AUDIENCE HAS A PARTICULAR QUESTION YOU ARE INTERESTED IN HEARING ABOUT DURING THE TESTIMONY, PLEASE WRITE IT DOWN AND GIVE IT TO SKIP STAHL, WHO IS VETTING THOSE FOR ME, AND THEN HE WILL BRING IT TO THE CHAIR. WE SHOULD NOT HAVE PEOPLE SPEAKING WHO ARE NOT RECOGNIZED BY THE CHAIR. THANK YOU. I WOULD LIKE TO TURN IT OVER TO MY VOICE CHAIR, JIM WE.

>> THANK YOU VERY MUCH. WE ARE MOVING ON TO A DISCUSSION OF SOME KEY DEFINITIONS. AND WE IDENTIFIED TWO, AND BOTH OF THESE DEFINITIONS ARE ACTUALLY LISTED IN OUR CHARGE AS ONES THAT WE ARE TO ADDRESS AND ACTUALLY MODIFY IF NEEDED. IT IS RECOMMENDATION NUMBER 5 OF THE STATUTE, SO ONE IS INSTRUCTIONAL MATERIALS, AND THE SECOND AUTHORIZE ENTITIES. NOW, WE HAD THOUGHT WE WOULD DO BOTH, BUT WE MAY NOT HAVE TIME FOR THE SECOND, THE AUTHORIZED ENTITIES. WE ARE ALSO AWARE THAT AT THE MEETING TODAY, WE MAY NOT HAVE SOME OF THE MEMBERS OF THE COMMISSION PRESENT WHOM WE WOULD REALLY MOST WANT TO HAVE PRESENT FOR THAT PARTICULAR DISCUSSION. BECAUSE I DON'T BELIEVE AT THIS POINT THAT WE HAVE A REPRESENTATIVE FROM THE RECORDING FOR THE BLIND AND DYSLEXIC, AND I DON'T KNOW IF JIM FRUCHTERMAN IS STILL ONLINE. LET'S DIG INTO INSTRUCTIONAL MATERIALS. I THINK THE DISCUSSION WE JUST HAD IS REALLY A GREAT SEGUE INTO THIS, ESPECIALLY SCOTT'S COMMENTS ABOUT INSTRUCTIONAL MATERIALS. AND HE PUT FORWARD AS ONE OF MANY THINGS HE TOUCHED UPON SOME THOUGHTS ABOUT BROAD DEFINITIONS THAT

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WERE NEEDED. AND THROUGHOUT THE MORNING'S DISCUSSION, WE HEARD REFERENCE TO EITHER TYPES OF CONTENT, TYPES OF FORMATS THAT MIGHT BE OR SHOULD BE CONSIDERED INSTRUCTIONAL MATERIALS. SO UP ON THE SCREEN, WE HAVE SECTION 772 AND OUR CHARGE, TO MODIFY DEFINITIONS. OKAY? SO I WOULD LIKE TO OPEN THIS UP AND WE THOUGHT WE WOULD GENERATE IDEAS FROM THE COMMISSION MEMBERS, NOT TO TRY TO WORDSMITH A DEFINITION AT THIS POINT, BUT TO HEAR FROM YOU AS TO WHAT YOU BELIEVE SHOULD BE INCLUDED IN A DEFINITION OF INSTRUCTIONAL MATERIALS. SO I OPEN IT UP FOR COMMENT OR QUESTION. MARK?

>> THANKS. MARK RICCOBONO. I WOULD LIKE TO SUBMIT THAT WE INCLUDE IF THE DEFINITION OF INSTRUCTIONAL MATERIALS NOT SIMPLY THE CONTENT, BUT THE METHODS, SYSTEMS, HARDWARE AND SOFTWARE THAT'S USED TO INTERFACE WITH THAT CONTENT, WHATEVER THAT MIGHT BE. SO IF IT'S A PIECE OF HARDWARE NEEDED TO ACCESS A BOOK THAT'S BEING USED IN CLASSROOMS WIDELY, IF IT IS AN ONLINE DISCUSSION BOARD SYSTEM, ANY INTERFACE THAT IS USED TO PROVIDE INSTRUCTION IN THE POSSIBLE SECONDARY SYSTEM, I WOULD URGE THAT WE INCLUDE AS INSTRUCTIONAL MATERIAL.

>> THANK YOU FOR THAT. ANY COMMENTS ABOUT MARK'S SUGGESTION OF WHAT WE CONSIDER, NOT JUST CONTENT, BUT PERHAPS THE WORD FORMAT DOESN'T QUITE COVER EVERYTHING, MARK, THAT YOU IDENTIFIED. YOU'RE TALKING ABOUT A RANGE OF BOTH SOFTWARE AND HARDWARE INTERFACING MECHANISMS. BRUCE, DID YOU HAVE A COMMENT?

>> REFERRING BACK TO WHAT SCOTT SAID, I DON'T KNOW HOW WE COMBINE THE TWO. IF IT IS INSTRUCTION MATERIAL --

>> COULD YOU SPEAK UP A LITTLE?

>> IS THIS MIKE WORKING?

>> IT IS. YOU JUST NEED TO --

>> OKAY. I'M NOT SURE HOW WE CAN DEFINE INSTRUCTIONAL MATERIAL AS SOFTWARE AND HARDWARE. I MEAN, ONE IS CONTENT, AND ONE IS A MEANS TO CONTENT. AND I THINK THEY STAND SEPARATELY. I'M NOT SURE HOW WE -- I WANT SOME CLARIFICATION. I DON'T KNOW HOW YOU DO THE TWO.

>> I THINK IT IS A GOOD QUESTION. I WOULD ASK A QUESTION BACK. IF YOU LOOK AT STANDARD TEXTBOOKS, IS THERE NOT A TECHNOLOGY THAT'S OPERATIVE THERE? THERE IS AN INTERFACE. AS WELL AS CONTENT.

>> THERE ARE MYRIAD INTERFACES, BUT IT DEPENDS ON, AGAIN, 95 PERCENT-PLUS, AT LEAST AMONG MOST OF THE MAJOR PUBLISHERS OF THEIR STUFF, STARTS OUT SOME DIGITAL FORM. AND THEN IT GOES INTO PRINT OR WHATEVER ELSE IT GOES INTO FOR MULTIPLE PLATFORMS. I DON'T KNOW HOW WE TAKE MATERIALS, CONTENTS, WHAT WE CALL, IT IS ACTUALLY CONTENT, BECAUSE THAT'S WHAT WE'RE REALLY IN THE BUSINESS OF. WE'RE -- AT STANFORD, THE PRESIDENT OF MCGRAW HILL'S HIGHER ED SAID WE'RE AGNOSTIC ABOUT HOW IT IS DELIVERED. WE'RE IN THE CONTENT BUSINESS. SO I DON'T KNOW HOW WE MOVE FROM CONTENT TO HARDWARE AND SOFTWARE. I DON'T KNOW. THAT'S WHAT I NEED CLARIFICATION ON.

>> RIGHT. WELL, GOOD POINT. AND I WOULD THROW IT OUT TO THE COMMISSION. THE CHARGE IS NOT TO COME UP WITH A DEFINITION OF INTELLECTUAL PROPERTY

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OR CONTENT, INSTRUCTIONAL CONTENT. IT IS SPECIFICALLY SAYS INSTRUCTIONAL MATERIALS. THERE IS AN IF THERE THAT SOME MIGHT SAY GOES BEYOND THE CONTENT, THE KNOWLEDGE THAT IS CONTAINED, MATERIALS CONTAINED OR CONVEY CONTENT. AND I THINK THAT'S PART OF WHAT MARK WAS GETTING AT. ARE THERE OTHERS WHO WOULD LIKE TO SPEAK TO THAT?

>> THIS IS JIM. CAN YOU HEAR ME OKAY?

>> YES, GO AHEAD JIM.

>> GREAT. I GET THE SENSE OF WHERE MARK IS HEADING, AND WE MAY NEED TO WORK ON IT, BUT WE NEED TO ESSENTIALLY DELIVER WHAT HE'S ASKING FOR, WHETHER IT'S IN THE DEFINITION OF INSTRUCTIONAL MATERIALS OR SOME OTHER PART OF OUR RECOMMENDATIONS. BUT -- SO I WOULD START OFF WITH THE INSTRUCTIONAL MATERIALS ARE ALL OF THE MATERIALS THAT STUDENTS ARE EXPECTED TO USE OR ARE ENCOURAGED TO USE TO OBTAIN THEIR EDUCATIONAL EXPERIENCE, WHICH INCLUDES TEXTBOOKS AND REQUIRED READINGS AND OPTIONAL READINGS AND COURSEWORK AND ASSESSMENTS. AND IF THEY HAVE AN ONLINE SYSTEM WHERE THEY CAN LOOK AT COMMENTS FROM THEIR FELLOW STUDENTS AND THAT'S PART OF THE EDUCATIONAL EXPERIENCE, THAT NEEDS TO BE ACCESSIBLE. AND SO I THINK WE NEED TO THINK OF INSTRUCTIONAL MATERIALS IN THIS BROADWAY, AND THEN I THINK -- THIS IS I THINK WHAT MARK IS GETTING TO. IS THIS PARTICULAR INSTRUCTION MATERIAL CAN ONLY BE MADE AVAILABLE THROUGH THE SPECIFIC SOFTWARE PACKAGE OR SPECIFIC PIECE OF HARDWARE THAT'S NOT ACCESSIBLE, THEN OUR RECOMMENDATIONS HAVE TO EXPLAIN WHY THAT'S NOT AN ACCEPTABLE OUTCOME. AND SO IT MAY NOT BE THAT ALL OF THE HARDWARE -- THAT EVERYONE COULD POSSIBLY USE IS ACCESSIBLE, AS LONG AS ALL OF THE STUDENTS WITH DISABILITIES HAVE REASONABLE ACCESSIBLE OPTIONS. HOPEFULLY FREE OR WEB BASED BROWSER. I WANT TO MAKE SURE WE INCLUDE IT IN THE BROAD SENSE RATHER THAN THE NARROW SENSE THAT THE PRINT BOOK THAT THE PROFESSOR MAY OR MAY NOT ASSIGNMENT.

>> OKAY. THANK YOU. SO YOU'VE SAID, JIM, TEXTBOOKS, READINGS, WHETHER THEY COME IN VIDEO FORMAT AUDIO FORMAT, OR WHETHER THERE ARE VARIOUS ONLINE FORMATS WHERE THERE'S AN EXCHANGE OF COMMUNICATION AMONG TEACHERS AND LEARNERS, ALL OF THOSE --

>> OR JUST LEARNERS AMONG THEMSELVES.

>> OKAY. YOU ALSO BROUGHT UP SOMETHING THAT I THINK MERITS SEPARATE DISCUSSION. WE'RE SAYING INSTRUCTIONAL MATERIALS, AND YOU MENTIONED ASSESSMENTS. AND SO I'D LIKE TO SEE WHAT THE COMMISSION WOULD HAVE TO SAY ABOUT THAT, LOOKING AT A BROAD DEFINITION OF INSTRUCTIONAL MATERIALS THAT WOULD ALSO INCLUDE THE KINDS OF ASSESSMENTS THAT WOULD BE INCLUDED IN THE COURSE OF INSTRUCTION IF HIGHER ED, IF THAT WOULD BE PART OF THE DEFINITION. THOUGHTS ABOUT THAT? I CAN'T SEE BEHIND ME.

>> JIM, IT'S SKIP. I JUST HAVE A COMMENT ALONG WITH THAT. WHEN WE WERE CRAFTING THE BACKGROUND SECTION OF THE REPORT, IT OCCURRED TO ME THAT THERE WAS ONE AREA THAT HADN'T BEEN ACTIVELY CONSIDERED, AND THAT WAS ACTUALLY PLACEMENT EXAMS. SO THINKING ABOUT ACCUPLACE, ACCESS, COMPASS, ALL OF THE GATE KEEPING EXAMS THAT ARE OFTEN TAKEN BY STUDENTS TO DETERMINE THEIR PLACEMENT IN A COURSE, SOME OF THOSE ARE COMPUTER ADAPTIVE, SOME OF THOSE ARE REALLY JUST STRAIGHTFORWARD, BUT THEY'RE

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ALMOST ALL OF THEM DELIVERED ONLINE, AND SO I'VE JUST STARTED SOME BACKGROUND RESEARCH TO DETERMINE HOW ACCESSIBLE CONTENT IS. SOME OF THE ACCUPLACE SEEMS TO BE REASONABLE ACCESSIBLE. I DON'T KNOW ABOUT ACCESS OR COMPASS. BUT IT SEEMS TO ME THAT'S A SIGNIFICANT CONSIDERATION, JUST BECAUSE THAT'S A SCREENING TOOL THAT'S USED TO PLACE STUDENTS WITHIN A COURSE OF STUDY THAT THEN DETERMINES THEIR SUBSEQUENT TRACK OVER AT LEAST THAT SEMESTER OR THE NEXT SEMESTER.

>> STEPHAN, IS THAT THE SORT OF DISCUSSION THAT WOULD COME UP THROUGH DSS OFFICES, PLACEMENTS LIKE THAT, USE OF ASSESSMENTS?

>> ABSOLUTELY.

>> WHO IS PROVIDING THIS? I GUESS I'M TRYING TO FIGURE OUT HOW -- IF YOU'VE GOT A -- ONE OF THE EXAMPLES USED WAS, OKAY, STUDENTS AND FACULTY ARE TALKING TO EACH OTHER ONLINE, WHO IS RESPONSIBLE FOR THAT? I MEAN, IS THAT THE SCHOOL'S RESPONSIBILITY? IS IT THE FACULTY'S RESPONSIBILITY? BECAUSE IT'S NOT SOMETHING WE WOULD HAVE ANY INTERACTION WITH FROM A PUBLISHER'S PERSPECTIVE. SO HOW WOULD YOU -- THE PUBLISHER HAS NOTHING TO DO WITH A LOT OF THIS, SO WHO IS RESPONSIBLE? THAT'S WHERE I'M TRYING TO FIGURE IT OUT.

>> I THINK THAT'S A GREAT QUESTION FOR US TO PONDER. IF THERE IS SOMETHING INSTRUCTIONAL THAT IS PART OF THAT EITHER DIALOGUE OR THERE IS INFORMATION THAT'S CONTAINED THAT'S ASKED IN THAT FORMAT, I THINK JIM, YOU WERE THE ONE WHO MAYBE FIRST BROUGHT THIS UP. DO YOU WANT TO ADDRESS IN?

>> WELL, YOU KNOW, I THINK WE -- THERE IS SEVERAL DOORS THROUGH WHICH WE CAN GO. FOR EXAMPLE, LET'S PICK THE NOOK STUDY AS A PRODUCT THAT'S GETTING A LOT OF ATTENTION AND IS GOING BEYOND JUST THE ELECTRONIC TEXTBOOK BUT CREATING AN INTERACTIVE STUDY ENVIRONMENT THAT'S GOT SOME REAL VALUE-ADDED FEATURES FOR ALL STUDENTS. AND THE QUESTION OF WHEN DOES THAT KICK IN, WELL, IF THE UNIVERSITY SPONSORED THE NOOK STUDY AS AN OPTIONAL OR REQUIRED ELEMENT OF THEIR EDUCATIONAL EXPERIENCE, THEN OBVIOUSLY WE'RE TALKING ABOUT THE AMERICANS WITH DISABILITIES ACT APPLYING AND THE UNIVERSITY MAY OR MAY NOT, UNDER ADA, SPECIFY A REQUIREMENT OF A DEVICE THAT'S NOT ACCESSIBLE. AND I'M SURE THE PEOPLE AT BARNES AND NOBLE ARE AWARE OF THIS AND WORKING TO MAKE THE NOOKS ACCESSIBLE. BUT WE ARE DOING THIS NOT ONLY FOR THE NOOK STUDY, BUT ALL OF THE FUTURE NOOK STUDIES IN THE FUTURE. WE THINK IN THAT CASE, THE PURCHASING REQUIREMENT AND RECOMMENDATION REQUIREMENT IS HEAVILY WEIGHING ON THE UNIVERSITY BEFORE THEY RECOMMEND A NEW ACCESSIBLE ENVIRONMENT TO THEIR STUDENTS.

>> JIM, IS IT THEN PARTLY A MATTER OF SORT OF WHAT IS ASSIGNED, WHAT IS REQUIRED FOR A COURSE OF STUDY, FOR INSTRUCTION? WHETHER IT'S A PARTICULAR TEXT, A DOCUMENT, OR PERHAPS A PLATFORM, DEVICE, THAT DELIVERS THAT?

>> AND I THINK THE ISSUE HERE IS THAT INSTRUCTIONAL MATERIALS ARE ALL THOSE MATERIALS YOU NEED FOR INSTRUCTION, AND WE'RE COMING WITH A BROAD DEFINITION. I'M STILL NOT SURE WHERE THE REQUIREMENT KICKS IN ON THE, SAY, ASSOCIATED HARDWARE OR SOFTWARE PRODUCTS THAT MAKES THOSE

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INSTRUCTION MATERIALS AVAILABLE TO STUDENTS. I THINK THAT'S STILL A QUESTION FOR EXAMINATION. IT'S CERTAINLY I THINK THE LEGAL REQUIRE FALLS PRIMARILY ON THE UNIVERSITY.

>> DO WE WANT TO SOMEHOW -- I UNDERSTAND THE BROAD, BUT IF YOU GET TOO BROAD, YOU CAN'T REALLY ADDRESS ANY OF IT. YOU CAN'T ADDRESS ANY PIECE OF IT BECAUSE, OKAY, AS JIM'S EXAMPLE, HE SAID NOOK STUDY AND FUTURE, QUOTE, NOOK STUDY-TYPE ITEMS. GOD ONLY KNOWS HOW MANY THINGS BEING INVENTED WILL BE ON THE MARKET NEXT WEEK WHILE WE'RE TALKING. I DON'T KNOW HOW WE CAN RELY ON CONTENT IN TOTAL. I DON'T KNOW -- UNLESS THE CONTENT IS DELIVERED WITH A TOOL, AS YOU WOULD SAY. IF THE PUBLISHER PROVIDED THE TOOL ALONG WITH IT. CONTENT AND TECHNOLOGY ARE DIFFERENT -- VERY DIFFERENT ITEMS. ONE IS A DELIVERY SYSTEM AND ONE IS CONTENT. SO I DON'T KNOW HOW YOU CAN COMBINE THE TWO. WHAT DO YOU THINK, GAIER?

>> LET ME TAKE OFF MY CHAIR HAT HERE, BECAUSE JIM IS RUNNING THIS SECTION AS MY VICE CHAIR, SO I'M GOING TO SPEAK AS A REPRESENTATIVE OF THE TWO-YEAR COLLEGES. AND THE THING IS, WE HAVE TO BE VERY CAREFUL, THE COLLEGES WANT TO, AS A FRIEND OF MINOR SAID, GO BUY THE BRIGHT SHINY OBJECT, BECAUSE IT LOOKS FUN AND EVERYBODY WANTS TO PLAY WITH IT. BUT IF A CAMPUS STANDARDIZED ON SOMETHING, LIKE ARIZONA DID WITH THE KINDLE, WHERE THEY SAY, OKAY, EVERYBODY HAS TO USE THIS DEVICE, THAT'S WHEN WE GET INTO A PROBLEM. IF THEY SAY, OKAY, EVERYBODY HAS TO ACCESS THIS MATERIAL ONLINE, AND THAT MATERIAL CONTENT ITSELF IS ACCESSIBLE, THEN THE STUDENT IS FREE TO ACCESS WITH WHATEVER THEIR TECHNOLOGY IS THAT ALREADY WORKS. THE ISSUE BECOMES, WHEN THE CAMPUS SAYS, NO, THIS IS THE TECHNOLOGY WE'RE USING TO ACCESS THAT CONTENT, THEN YOU START GETTING INTO A PROBLEM. AND THAT'S WHERE THE CONTENT AND DELIVERY SORT OF RETURN TOGETHER. AS LONG AS WE CAN HAVE -- WHAT WAS THE TERMINOLOGY SCOTT USED? READILY CONVERTIBLE. AS LONG AS YOU HAVE MATERIALS THAT ARE READILY CONVERTIBLE THAT THE STUDENT CAN CHOOSE HOW THEY WANT TO VIEW THOSE MATERIALS, THEN YOU'RE FINE. THIS IS ACTUALLY LESS A PUBLISHER ISSUE AND MORE AN ISSUE OF WHAT THE CAMPUS CHOOSES TO STANDARDIZE ON. AND IT HAS BEEN MADE REALLY CLEAR BY OCR THAT THE CAMPUS CANNOT STANDARDIZE ON SOMETHING THAT'S NOT ACCESSIBLE.

>> BUT LET'S GO TO A TRADITIONAL, IF YOU WOULD, DEFINITION OF INSTRUCTIONAL MATERIALS. WHAT WE'RE DOING IS MAYBE WE WANT TO ADD TWO MORE WORDS IN HERE. WE CALL IT INSTRUCTIONAL CONTENT. AND INSTRUCTIONAL -- YOU COME UP WITH WHATEVER YOUR WORD IS, BUT LET'S SEPARATE THE TWO, BECAUSE WE MIGHT MAKE SOMETHING THAT'S, QUOTE, ACCESSIBLE UNTIL THE NEW, QUOTE, NOOK TOOL COMES OUT. SO I DON'T KNOW WHERE THIS NEW --

>> YOU'RE PURSUING THE CONTENT OF CHURCH AND STATE.

>> YES, SIR. THAT'S A GOOD CATHOLIC ANALOGY. THANK YOU VERY MUCH.

>> BETSY, YOU HAD YOUR HAND UP. DID YOU WANT TO ADDRESS THAT?

>> YES. I JUST THINK KIND OF FROM THE CIVIL RIGHTS PERSPECTIVE, AT LEAST, CORN TENT AND INTERFACE WITH HANDLED KIND OF DIFFERENTLY. BECAUSE A STUDENT DOES ARE HAVE A RIGHT TO ACCESS THE CONTENT THAT THEY NEED FOR THEIR COURSE, BUT THE SPECIFIC -- IS THIS WORKING? BUT THE SPECIFIC INTERFACE CAN VARY FROM SCHOOL TO SCHOOL, DEPENDING ON WHAT MIGHT BE AVAILABLE OR WHAT THE STUDENTS' PREFERENCE MIGHT BE. SO A STUDENT MUST BE

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PROVIDED WITH THE CONTENT OF THE COURSE, BUT IT IS NOT REQUIRED THAT THEY BE PROVIDED WITH SOME SPECIFIC INTERFACE. SO I THINK THOSE ARE HANDLED VERY DIFFERENTLY IN TERMS OF AT LEAST CIVIL RIGHTS LAWS. EXCEPTION WOULD BE WHERE THE TECHNOLOGY OR INTERFACE IS PART OF THE COURSE CONTENT ITSELF, SUCH AS IF YOU ARE LEARNING COMPUTER PROGRAMMING. BUT THAT'S A RARE EXCEPTION.

>> ALSO, COURSE MANAGEMENT SYSTEMS AND LEARNING MANAGEMENT SYSTEMS THAT ARE STANDARDIZED BY THE UNIVERSITY. YOU HAVE NO CHOICE, THEN, IN TERMS OF HOW YOU WORK WITH IT BECAUSE BELONGS TO THE SYSTEM.

>> THAT MAKE SENSE. BUT WHEN YOU'RE TALKING ABOUT A DEVICE YOU'RE USING, TALKING ABOUT SCREEN READER SOFTWARE OR DEVICE YOU ARE USING TO ACCESS PRINT MATERIAL IN A CERTAIN FORMAT, I THINK THAT'S VERY DIFFERENT THAN THE INSTRUCTIONAL MATERIAL ITSELF.

>> THANK YOU. GLINDA?

>> YES. I'M WONDERING IF WE ARE ALL TALKING ABOUT THE SAME THING. BECAUSE WHEN YOU'RE SAYING THE MANAGEMENT SYSTEMS, GAIER, I TAKE THE MANAGEMENT SYSTEM TO BE PART OF THE INSTRUCTIONAL MATERIAL ITSELF. BECAUSE THE STUDENTS INTERACTING WITH THAT, AND IT IS USED IN THE INSTRUCTION. IT IS THE WAY THE PROFESSOR MEASURES -- WELL, IT IS WHAT THE PROFESSOR IS PRESENTING THE MATERIAL MUCH OF THE TIME. SO IT IS, IN FACT, USED AS THE TOOL FOR INSTRUCTION. IT IS INSTEAD OF THE TEXTBOOK, HOW THE MATERIALS WILL BE PRESENTED TO THE STUDENT.

>> LET'S GO BACK TO THE OLD TERM. WE'LL CALL IT A WHITE BOARD. HOW DO YOU PIN DOWN --

>> I HAD THE FLOOR FIRST. LET ME FINISH WHAT I WAS SAYING.

>> I'M SORRY.

>> LET'S LET LINDA FINISH HER THOUGHT.

>> YES. BUT IT IS A TOOL FOR INSTRUCTION, AND IT IS WHAT PEOPLE ARE USING TODAY. OFTENTIMES IT IS NOT ACCESSIBLE. AND I THINK THAT'S WHAT YOU WERE GETTING AT, MARK, WHEN YOU WERE SAYING, LET'S LOOK AT A WIDE RANGE OF LOOKING AT THE MATERIALS. ALSO, IN THIS -- AND I UNDERSTAND WHERE YOU'RE GOING WITH IT, TOO, ON THE CIVIL RIGHTS. IT WILL BE HARD SOMETIMES TO LOOK AT IT AND SAY IS IT INSTRUCTION. I DON'T THINK WE'RE LOOKING NECESSARILY AT PUBLISHERS FOR EVERYTHING THAT WE DO. WE ARE LOOKING ATTESTS PRODUCERS. WE ARE LOOKING AT THE ASSESSMENTS. IN FACT, THE ASSESSMENT TOOL, I THINK WE NEED ALSO LOOK AT THE END EVALUATIONS, TOO. WE HAVE PEOPLE WHO FINISH THEIR COURSEWORK, HAVE TO TAKE THESE END EXAMS FOR ALL OF THEIR PROFESSIONAL ORGANIZATIONS. AND TO GET THEIR CERTIFICATES AND TO FINISH THEIR DEGREES, AS WELL. SO OTHER KINDS OF PLACES WE NEED TO LOOK. ARE WE GOING TO SAY ACCESSIBLE INSTRUCTIONAL MATERIALS? AND REMEMBER, WE ARE LOOKING AT RECOMMENDATIONS FOR ACCESSIBILITY. I THINK WHERE WE CUT OURSELVES SHORT IN K THROUGH 12 IS WE STOPPED TOO SHORT BY SAYING ACCESSIBLE AT FIRST. AND SKIP CAN HELP ME WITH THIS. WE ONLY INCLUDED TEXTBOOKS. WE EXTENDED IT TO MATERIALS SORT OF BY PUSHING THE ENVELOPE IN GENERAL CONVERSATION. AND THEN WHEN THE

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REGULATIONS CAME OUT, WE HAD MATERIAL THE IN THERE, TOO. SO I THINK IF YOU ARE MAKING RECOMMENDATIONS, YOU ARE SHORT CHANGING YOURSELF IF YOU PUSH THE ENVELOPE AND YOU ARE MAKING RECOMMENDATIONS.

>> THANK YOU, GLINDA. I THINK KURT HAD HIS HAND UP FIRST, AND THEN BRUCE AND MARK.

>> SURE. I'D SAY AS -- FROM THE STUDENT PERSPECTIVE, THE DISTINCTION, I GUESS, BETWEEN CONTENT AND MODALITY, HOWEVER YOU WANT TO FRAME IT, SEEMS HIGHLY ARTIFICIAL TO ME. ESPECIALLY GIVEN NOW THAT SO MUCH CONTENT IS SPECIFIC TO MODALITY. CERTAINLY IN THE STEM FIELDS, THE IDEA OF MAKING A LAB PACKET ACCESSIBLE SO IT IS IN LARGE PRINT AND I CAN GO IN AND USE IT, I GET THERE AND ALL OF THE LAB EQUIPMENT IS NOT ACCESSIBLE, THAT'S ABSURD. OUTCOME IS I SHOULD BE FUNCTIONAL IN THE ENVIRONMENT I'M TRAINING IN. IF THAT'S NOT THE CASE, SOLELY BECAUSE I HAVE ACCESSIBLE TEXTBOOKS BUT ALL OF THE MATERIALS THAT ARE HIGHLY RELEVANT TO IN THIS CASE OCCUR IN SCIENCE OR WHATEVER, IS -- THAT IS NOT A FUNCTIONAL OUTCOME IN ANY WAY. WHEREAS FOR MAYBE SOMEBODY WHO IS STUDYING HISTORY, THAT WORKS FINE. BECAUSE A LOT OF THEIR MATERIAL IS DERIVED FROM PERHAPS OLD SOURCES. I'D SAY THAT WOULD CERTAINLY VARY AND WORTH NOTING. I WOULD SAY IT FAVORS A BROADER DEFINITION. I MADE THIS POINT BACK IN THE FALL, AND I APOLOGIZE FOR MAKING AGAIN. FOR THE FIRST TWO MONTHS OF MY TRAINING IN MEDICAL SCHOOL, BY FAR, THE MOST IMPORTANT INSTRUCTIONAL MATERIAL TO ME WAS THE HUMAN CADAVER. WE NEED TO THINK -- FOR SOME OF MY FRIENDS IN LAW SCHOOL, IT IS LEXIS-NEXIS. IT IS NOT LEARNING FROM TEXTBOOKS. THAT CONSTITUTES NOW LESS THAN 2 IT PERCENT OF MY TIME. AND IN COLLEGE, PROBABLY LESS THAN 10 PERCENT. AND I WOULD NOT PRIORITIZE THAT AT ALL. BUT I WOULD PRIORITIZE THINKING OUTSIDE THE BOX AT SOME OF THESE OTHER RESOURCES. AND CERTAINLY IN THE SCIENCE TECHNOLOGY FIELDS, A LOT OF THIS IS HANDS ON. A LOT OF IT IS DRIVEN BY THE INTERNET. AND CERTAINLY MOST OF MY TRAINING HISTOLOGY, WE DON'T USE MICROSCOPES ANYMORE. IT IS ALL DONE THROUGH COMPUTERS, FOR WHICH THERE IS ONE PLACE I CAN GO TO FIND IMAGES. THERE IS TO SLIDE BOX OR ANYTHING LIKE THAT. THIS IS CERTAINLY A HUGE COMPONENT OF UNDERSTANDING MEDICINE. AND CERTAINLY I WOULD CONSIDER THIS AN INSTRUCTIONAL MATERIAL THAT HAS NO TEXT WHATSOEVER AS A PART OF IT. I WOULD MAKE THAT POINT THAT WE MIGHT NEED TO THINK A LITTLE BROADLY AND RECOGNIZE THAT THERE WILL BE VARIABILITY BETWEEN FIELDS. THAT'S WORTH KEEPING IN MIND.

>> THANK YOU, KURT. YOU SHOW US AGAIN WHY IT IS SO IMPORTANT THAT THE COMMISSION HAS BEEN COMPOSED IN THIS WAY. THANK YOU. WE WILL GO TO BRUCE, MARK.

>> OKAY. THE COMMENT IS A TOOL FOR INSTRUCTION. I CANNOT -- I COME DOWN TO WHO'S RESPONSIBLE FOR WHAT. IF WE'RE TRYING AS PART OF THIS COMMISSION TO IDENTIFY IMPEDIMENTS TO EDUCATION, IF WE COMBINE, YOU'RE AT A POINT YOU NOW, LISTENING TO THE COMMENT, EVERY SINGLE THING, NOW OR IN THE FUTURE, WHETHER IT IS OLD-TIME CHALKBOARD, BLACKBOARD COURSE MANAGEMENT SYSTEM, WHITE BOARD, INTERACTIVE WHITE BOARD, OR THE WORK OF AN INDIVIDUAL PROFESSOR, YOU HEARD SCOTT LISSNER TALKING ABOUT HOW MUCH OF THE STUFF IS PRODUCED ON CAMPUS, HOW MUCH IS LEGACY, HOW MUCH IS NEW CONTENT. SO YOU'RE GOING TO THROW ALL OF THAT INTO A POT AND YOU'RE GOING TO MAKE SOUP OUT OF IT. I CAN'T FIGURE OUT WHO IS RESPONSIBLE FOR WHICH PIECE IN THE SOUP AT THAT JUNCTURE. SO NOBODY WILL BE ABLE TO PINPOINT

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WHO IS RESPONSIBLE FOR ANYTHING. THAT'S MY PROBLEM, IS IT GETS TOO BROAD. THAT'S WHY BETSY IS TALKING ABOUT CIVIL RIGHTS, THEY'RE TREATED SEPARATELY. LINDA'S COMMENT WAS TOOLS FOR INSTRUCTION. WE DON'T DO TOOL THE FOR INSTRUCTION. SO IF YOU ARE GOING TO TAKE CONTENT AND PUT IT IN THE SOUP, I DON'T KNOW HOW YOU SEPARATE ANYBODY'S RESPONSIBILITY FOR ANYTHING. IF YOU LISTEN TO ALL OF THE ENUMERATED PROBLEMS, YOU KNOW, RON GAVE YOU 25, SCOTT GAVE YOU 25, RICK GAVE YOU 10. I DON'T KNOW HOW YOU MIX AND MATCH THEM. THAT'S ALL.

>> THANKS FOR THE COMMENT. AND I DON'T KNOW IF THIS CONVERSATION AT THIS POINT IN TIME IS REALLY ABOUT WHO IS RESPONSIBLE FOR WHAT. BUT TRYING TO GET A SENSE FROM THE COMMISSION OF WHAT WE AS MEMBERS MIGHT CONSIDER AS INSTRUCTIONAL MATERIAL. THAT'S THE TERM THAT'S BEEN PUT ON OUR TABLE TO DEAL WITH. AND THAT'S WHAT WE HAVE TO LOOK AT. SO WITH THAT IN MIND, WE'RE GOING TO GO ON TO MARK, AND THEN PETER.

>> JIM, YOU SAID ACTUALLY WHAT -- WHERE I WANTED TO GO, WHICH IS I THINK THE QUESTION OF RESPONSIBILITY, WHICH IS AN IMPORTANT QUESTION THAT WE DO NEED TO ADDRESS, IS IRRELEVANT AT THE MOMENT BECAUSE WE DON'T KNOW WHAT WE CONSIDER INSTRUCTIONAL MATERIAL TO BE. IS THE ONLINE CONTENT FOR THE LIBRARY RELEVANT TO INSTRUCTIONAL MATERIAL? I KNOW WHAT MY POINT OF VIEW IS, BUT I THINK THAT'S A QUESTION THAT THIS COMMISSION NEEDS TO ADDRESS. IF IT IS RELEVANT, THEN WE NEED TO MAKE SURE WHATEVER OUR DEFINITION OF INSTRUCTIONAL MATERIAL OR IF WE CAN HE DECIDE WHAT THE WORD MATERIAL NEEDS TO BE DIFFERENT, GREAT, BUT WE NEED TO DECIDE WHAT THAT UNIVERSE IS. AND I THINK WE HAVE AN OPPORTUNITY, BASED ON THE WORLD WE LIVE IN TODAY AND THE WORLD WE ARE GOING INTO, TO DEFINE INSTRUCTIONAL MATERIAL DIFFERENTLY THAN 10 YEARS AGO. AFTER THAT, WE'LL HAVE TO DECIDE WHO IS ULTIMATELY RESPONSIBLE AND MAKE RECOMMENDATIONS ABOUT HOW THAT RESPONSIBILITY CARRIES FORWARD. BUT I THINK WHAT WE ARE TRYING TO DO IS REALLY CREATE AN UNDERSTANDING THAT INSTRUCTION IS NOT A TEXTBOOK IN TODAY'S UNIVERSITY SOCIETY. WE WANT TO RECOGNIZE THAT WE WANT STUDENTS WITH DISABILITIES TO HAVE THE FULL RANGE OF ACCESS TO INSTRUCTIONAL MATERIALS. I DON'T KNOW THAT I AGREE THAT THE DELIVERY SYSTEM AND CONTENT NEED TO BE TREATED DIFFERENTLY IN THE CIVIL RIGHTS TEXT, BUT, AGAIN, THE RESPONSIBILITY PIECE, I THINK, IS SEPARATE FROM WHAT I UNDERSTAND WE'RE TALKING ABOUT AT THE MOMENT.

>> OKAY. THANK YOU. THANK YOU, MARK. WE HAVE PETER AND THEN LIZANNE.

>> IT SEEMS ON ME THAT WHERE WE'RE GOING WITH THIS WAS I THINK MAYBE JIM, YOU SAID IT EARLY IN ONE OF YOUR COMMENTS. INSTRUCTIONAL MATERIALS AT THE FUNCTIONAL LEVEL MEANS, BASICALLY, ANYTHING THAT IS REQUIRED FOR SUCCESS IN A COURSE. IT IS JUST THAT BROAD. IF IT IS A TEXTBOOK, IT IS A TEXTBOOK. IF IT'S READING IN A COURSE MANAGEMENT SYSTEM, THAT'S WHAT IT IS. IF IT'S BOTH, THAT'S WHAT IT IS. IT IS JUST WHATEVER. AND I THINK PART OF THE PROBLEM HERE IS THAT THE -- WHEN IT COMES DOWN TO ASSIGNING RESPONSIBILITY, I SEE -- I KNOW WHERE BRUCE IS GOING WITH THIS. PART OF THE PROBLEM IS THAT THE PERSON WHO MAKES THE FUNCTIONAL DEFINITION OF WHAT INSTRUCTIONAL MATERIALS FROM, IN ANY GIVEN INSTANCE IN A UNIVERSITY, IS THE PERSON TEACHING THE COURSE. THAT'S REALLY WHAT WE'RE GETTING AT. IT'S WHATEVER IS REQUIRED FOR SUCCESSFUL OUTCOME IN THE COURSE.

>> THAT'S HELPFUL AND A GOOD SEGUE TO LIZANNE.

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>> I ACTUALLY THINK THIS IS ONE OF THE AREAS WHERE THE COMMISSION STANDS TO MAKE ITS GREATEST IMPACT IN HIGHER EDUCATION. AND I'VE BEEN REALLY ENCOURAGING US TO CONSIDER FACULTY DEVELOPMENT AS A KEY PART OF WHAT WE RECOMMEND, BECAUSE PART OF THIS IS GOING TO BE CHANGING FACULTY THINKING ABOUT HOW THEY DELIVER CONTENT AND SKILLS TO STUDENTS. SO I WOULD CERTAINLY ADVOCATE FOR A BROAD DEFINITION OF INSTRUCTIONAL MATERIALS ENCOMPASSES, AS MY COLLEAGUE SAID BEFORE, EVERYTHING THAT A STUDENT IS EXPECTED TO PARTICIPATE IN THE CLASSROOM THAT WOULD RESULT IN THEM MASTERING THE SKILLS AND CONTENT OF THAT COURSE. THAT WOULD INCLUDE CONTENT CERTAINLY. WHEN I THINK OF MATERIALS, I THINK OF CONTENT AS A PIECE, BURR I THINK OF THE DELIVERY MECHANISM OF THAT CONTENT. SO IS IT A PAPER I HAND OUT IN CLASS? IS IT SOMETHING I PUT IN MY WEB PAGE? IS IT A VIDEO I ASK STUDENTS TO WATCH? I THINK HERE, WE REALLY NEED TO CAST THE BROAD NET. I UNDERSTAND THE CONCERN ABOUT RESPONSIBILITY, BUT I REALLY THINK THAT AT THIS POINT, WE SHOULD NOT WORRY SO MUCH ABOUT RESPONSIBILITY, BUT TRY TO CAPTURE EVERYTHING THAT WE'RE EXPECTING FACULTY AND INSTITUTIONS AND PUBLISHERS TO THINK ABOUT.

>> THANK YOU, LIZANNE. I THINK YOU BRING US BACK, IN A WAY, IN A GOOD WAY, TO THIS DISTINCTION THAT WE'VE BEEN TRYING TO TEASE OUT. BETSY, YOUR COMMENT EARLIER ABOUT CIVIL RIGHTS, HOW IT GOES ABOUT DEALING WITH SORT OF THE CONTENT VERSUS THE TECHNOLOGY OR CONTENT VERSUS FORMAT, COULD YOU TELL US MORE ABOUT THAT, TO SEE IF -- IT WOULD BE HELPFUL FOR US TO KNOW HOW THAT MIGHT IMPACT AND SHAPE OUR THINKING.

>> SURE. I HOPE MY COMMENT WASN'T CONSTRUED TOO BROADLY. I CERTAINLY THINK, FOR EXAMPLE, COURSE MANAGEMENT SOFTWARE WOULD BE INCLUDED IN WHAT WE WOULD CONSIDER TO BE AN INSTRUCTIONAL MATERIAL. BUT I THINK PERHAPS THE LARGE SCREEN ON YOUR COMPUTER MONITOR THAT YOU HAPPEN TO USE TO VIEW YOUR COURSE MANAGEMENT SOFTWARE PERHAPS WOULDN'T BE. AND SO THAT'S THE DISTINCTION I'M TRYING TO DRAW. I THINK INSTRUCTIONAL MATERIALS, AS KURT POINTED OUT, ARE OBVIOUSLY FAR BROADER THAN TEXTBOOK THESE DAYS. THERE ARE A LOT OF THINGS THAT PROBABLY FALL UNDER THE RESPONSIBILITY OF SEVERAL DIFFERENT ENTITIES THAT WE WOULD CONSIDER UNDER THAT UMBRELLA. BUT THERE ARE ALSO CERTAIN ACCOMMODATIONS THAT ARE SPECIFIC TO AN INDIVIDUAL THAT AREN'T PART OF THE CONTENT OF THE COURSE ITSELF, BUT JUST A WAY THAT ONE PERSON MIGHT ACCESS IT WHERE ANOTHER PERSON MIGHT ACCESS THE SAME CONTENT IN A DIFFERENT WAY. THAT WAS THE DISTINCTION I WAS TRYING TO TEASE OUT THERE. IS THAT HELPFUL?

>> HELPFUL. AND ANY PRECEDENT AT THE DEPARTMENT WITH OCR DETERMINATIONS, LETTERS, THINGS LIKE THAT THAT COULD BE HELPFUL?

>> WELL, I DON'T THINK WE HAVE A SPECIFIC DEFINITION OF INSTRUCTIONAL MATERIAL. WE DO TALK A LOT ABOUT WHAT ACCOMMODATIONS A STUDENT GETS IN A CERTAIN SITUATION. AND SO A STUDENT NEEDS TO BE ABLE TO ACCESS WHATEVER IS GOING ON IN THE COURSE. THEY NEED TO ACCESS THE SAME EDUCATIONAL OPPORTUNITIES AND BENEFITS THAT STUDENTS WITHOUT DISABILITIES ARE GETTING IF THE SAME EDUCATIONAL CONTEXT. SO I GUESS I'M THINKING OF THOSE EDUCATIONAL OPPORTUNITIES AND BENEFITS AS BEING THE COURSE CONTENT OR WHAT WE'RE REFERRING TO HERE AS INSTRUCTIONAL MATERIAL. THAT'S MY OWN SPIN ON IT AND THAT'S NOT BEEN ESTABLISHED IN OCR POLICY ANYWHERE.

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>> OKAY. THANK YOU FOR THAT. OTHER THOUGHTS FROM OTHER -- ANYONE WHO HAS NOT HAD A CHANCE TO WEIGH IN AND BE PART OF THIS CONVERSATION? OKAY. GAIER, PLEASE.

>> SO ONE OF THE THINGS THAT I'VE BEEN SITTING HERE THINKING ABOUT IS THE YOUNG MAN WHO SPOKE TO US IN FLORIDA ABOUT HOW HE WANTED TO BE A COMPUTER SCIENCE MAJOR AND HE COULDN'T BE BECAUSE THE ONLY WAY HE WAS ABLE TO TURN IN HIS HOMEWORK WAS THROUGH A PORTAL SYSTEM THAT COLLEGE HAD SET UP, WHICH WAS TOTALLY INACCESSIBLE. I THINK WE HAVE TO ENSURE THAT THOSE SORTS OF SYSTEMS, WHEN THEY'RE ADOPTED ON A SYSTEMIC BASIS LIKE THAT, ARE ACCESSIBLE. I MEAN, I THINK WE HAVE TO -- WE'VE ALWAYS WORKED IN THE COLLEGES ON THE 504 MODEL OF ACCOMMODATION, BUT THERE'S CERTAIN LEVELS AT WHICH IT IS NOT EVEN POSSIBLE FOR THE DISABILITY SERVICES OFFICE OR, AS RON SAID, THE I OFFICE, WHOEVER IS DEALING WITH THAT, TO ACCOMMODATE. AT THAT POINT, ACCESS BECOMES PARAMOUNT. SO I DON'T KNOW -- I MEAN, CERTAINLY ITS PART OF THE INSTRUCTIONAL MATERIALS DEFINITION, AND THEN FEEDING INTO THAT, I THINK WE ALSO HAVE TO LOOK AT, I THINK BRUCE'S ISSUE ABOUT RESPONSIBILITY IS A GOOD ONE, IN THAT WE MAY WANT LANGUAGE WHERE WE BASICALLY SAY THAT A CAMPUS CANNOT STANDARDIZE INACCESSIBLE FLAT FORM, PERIOD, END OF STORY. THAT'S PRETTY MUCH WHAT HAS COME OUT, IT SEEMS LIKE WHAT OCR IS SUPPORTING, AND GIVING THAT SOME STRONGER LANGUAGE WOULD NOT BE A BAD IDEA.

>> I THINK THAT GOES TO THE ELECTRONIC BOOK READER LETTER THAT OCR RELEASED THIS PAST JUNE. SOME COLLEGES AND UNIVERSITIES WERE ENGAGING IN A PILOT PROGRAM WHERE THEY WERE USING ELECTRONIC BOOK READERS AS PART OF THE COURSE CONTENT. AND THOSE PARTICULAR ELECTRONIC BOOK READERS THEY WERE USING WERE FOUND TO BE INACCESSIBLE. AND AS A RESULT, THE OCR ENGAGED IN RESOLUTION AGREEMENTS WITH THE SPECIFIC EDUCATIONAL INSTITUTION, BUT ALSO PUT OUT A DEAR COLLEAGUE LETTER TO EVERYONE, EXPRESSING THE VIEW THAT IF THOSE PARTICULAR BOOK READERS WERE NOT ACCESSIBLE, THEY COULDN'T BE USED IN THE COURSE CONTENT. SO I THINK EXACTLY WHAT YOU'RE TALKING ABOUT.

>> LAST CALL, AS THEY SAY IN BRITAIN. THIS HAS BEEN A GREAT DISCUSSION. AND I THINK WE'VE GENERATED IDEAS THAT CAN GO BACK TO THE WRITING GROUP, TASK FORCES THAT ARE SET UP TO DEAL WITH IT. WE DON'T HAVE WHAT I WOULD CONSIDER FULL CONSENSUS ON THIS, BECAUSE, BRUCE, YOU'RE --

>> I'M PRETTY MUCH OKAY. I'M JUST TRYING TO SEE WHERE THIS THING IS GOING. IF YOU'RE TRYING TO -- I DON'T WANT TO GO TOO MUCH FURTHER INTO THE SOUP, AS I CALL IT. YOU DON'T WANT TO -- DAVID IS WAVING HIS HANDS AT ME TO GET TO MY MICROPHONE. OKAY. I JUST TRY TO GET SOME CLARITY OUT OF IT, BECAUSE I'VE NEVER SEEN ANYBODY REACH AS FAR AS YOU'RE TALKING ABOUT HERE. BUT IT DOESN'T BOTHER ME IF YOU'RE THAT YOU CANNING ABOUT SYSTEMICALLY, THE ENTIRE UNIVERSE OF INSTRUCTION IN EDUCATION WORKING TOGETHER. I HAVE NO PROBLEM WITH THAT. BUT I WANT TO KNOW, INITIALLY, I WANT TO MAKE SURE YOU'RE NOT SAYING THE PUBLISHERS HAVE GOT TO MAKE SURE THE SOFTWARE WORKS. WE CAN'T DO THAT.

>> AND I UNDERSTAND THAT. THAT'S A RELATED CONVERSATION. THERE IS ALSO CAMPUS RESPONSIBILITY. SO I THINK IT IS -- WE'RE REALLY LOOKING AT SHARED RESPONSIBILITY FOR THIS. ONE OF THE THINGS THAT I LIKE BAD THIS DISCUSSION WAS THAT I THINK IT WAS -- I THINK WE WERE LOOKING AT IT FROM

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A STUDENT CENTERED POINT OF VIEW. AND LOOKING AT WHAT INSTRUCTIONAL MATERIAL SHOULD BE, THE DELIVERY MECHANISMS SET UP IN ORDER TO ENSURE STUDENT SUCCESS IN A PARTICULAR COURSE OF STUDY. AND I THINK THAT'S IN KEEPING WITH THE CHARGE TO THE WHOLE COMMISSION. SO THANK YOU VERY MUCH. SPEAKING OF SOUP, GAIER?

>> OKAY. I DON'T QUITE UNDERSTAND THAT --

>> LUNCH.

>> I BELIEVE WE ARE READY. THANK YOU SO MUCH, JIM. THAT WAS A GREAT DISCUSSION. THANK YOU, COMMISSION MEMBERS. WE GOT TO HEAR FROM PEOPLE WHO DON'T OFTEN SPEAK BEFORE THE COMMISSION. I WAS REALLY PLEASED JIM WAS ABLE TO BRING YOU OUT AND PEOPLE CONTRIBUTED TO THAT. SO WE DO HAVE A LUNCH BREAK NOW. HOW DOES THIS WORK, DAVE? IT IS A WORKING LUNCH. DO WE OUR LUNCH AND BRING IT BACK IN HERE?

>> YEAH.

>> RIGHT. LET'S FOCUS ON LUNCH FIRST. AND THEN I WILL TOUCH BASE WITH OUR PRESENTER AND WE WILL HAVE TIME TO EAT AND RELAX, AND THEN ALSO HEAR THE PRESENTATION.

>> SO WE HAVE BOXED LUNCHES OUT THERE. I DON'T THINK WE HAVE ANYBODY FROM OSU HERE ANYMORE. I'M WONDERING IF THERE IS OTHER PLACES TO TAKE THE LUNCHES BESIDES BACK IN HERE, OR IF THERE IS --

>> THERE ARE SOME TABLES OUT THERE. MAYBE NOT ENOUGH, BUT SOME.

>> OKAY. SO THERE ARE SOME TABLES OUT THERE IF PEOPLE WANT TO GO OUT. WHAT TIME SHOULD THEY BE BACK IN THIS ROOM, DAVE?

1:00. PLEASE BE BACK IN THE ROOM AT 1:00. YOU MAY BRING YOUR LUNCH BACK IN WITH YOU IF YOU WISH.

(LUNCH BREAK)

>>: SO WELCOME BACK FROM LUNCH. SOME OF US ARE STILL FINISHING OUR LUNCH. AND I WOULD LIKE TO NOW WELCOME JIM GASHEL. DID I SAY THAT CLOSE TO --

>>: YES, YOU SAID IT EXACTLY RIGHT.

>>: WHO IS THE VP OF BUSINESS DEVELOPMENT FOR K-NFB READING TECHNOLOGY. KURZWEIL WAS MENTIONED EARLIER, THAT'S THE K, AND HE'S GOING TO BE DEMONSTRATING FOR US THE BLIO, WHICH IS ONE EXAMPLE OF THE READING SOFTWARE AND TECHNOLOGY. SO, JIM.

>>: WELL, THANK YOU VERY MUCH, GAIER. AND THANK YOU TO ALL OF YOU FOR HURRYING YOUR LUNCH OR INTERRUPTING YOUR LUNCH OR SOMETHING TO LISTEN TO ME. I REALLY APPRECIATE THE OPPORTUNITY THAT THE COMMISSION HAS PROVIDED TO DEMONSTRATE THIS TECHNOLOGY, AND I JUST WANT TO PROBABLY START WITH A LITTLE BIT OF AN HISTORICAL PERSPECTIVE. I AM VICE-PRESIDENT OF BUSINESS DEVELOPMENT FOR K-NFB READING TECHNOLOGY. PRIOR TO THAT, I WORKED AT THE NATIONAL FEDERATION OF THE BLIND IN BALTIMORE, MARYLAND, FOR 33 AND A

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HALF YEARS. AND SO HAD RESPONSIBILITIES FOR GETTING LAWS PASSED. I DID NOTICE SOME COMMENTS ABOUT THE WIDE VARIETY OF STATE LAWS WHICH I TOOK SOME PERSONAL RESPONSIBILITY FOR AND ESPECIALLY FERMENTING THE CONFUSION, WHICH THEN LED TO THE INSTRUCTIONAL MATERIALS ACCESS LEGISLATION AT THE ELEMENTARY AND SECONDARY LEVEL. I'M VERY APPRECIATIVE OF THE FACT THAT HIGHER EDUCATION IS ENTIRELY A DIFFERENT ARENA, AND VERY APPRECIATIVE OF THE VALUES OF THIS COMMISSION. AND I WOULD SAY THAT, YOU KNOW, YOUR MEETING, FROM MY PERSPECTIVE, AT -- AT A PARTICULARLY IMPORTANT TIME. I DON'T KNOW WHETHER WHAT I HAVE TO TALK TO YOU ABOUT AND SHOW YOU JUST IN A FEW MINUTES IS THE PERFECT SOLUTION. I WOULDN'T WANT TO BE SO BOLD AS TO SAY THAT, BECAUSE NO SOLUTION IS PERHAPS THE PERFECT SOLUTION. WHAT WE HAVE TO OFFER IS CERTAINLY A SOLUTION TO MANY ISSUES THAT FACE A NUMBER OF THE CONSTITUENCIES HERE. BUT I DO KNOW THIS. I THINK I COULD SAY WITH QUITE A BIT OF CONFIDENCE THAT MAYBE THIS COMMISSION WOULDN'T HAVE HAD TO EXIST, MAYBE CONGRESS WOULD NOT HAVE FELT THAT IT WAS NECESSARY TO HAVE THE COMMISSION IF THE TECHNOLOGY OF THE TYPE THAT I HAVE TO SHOW HAD DEVELOPED SOONER THAN IT HAS IF THE PROMISE OF WHAT WE CAN HAVE WITH ELECTRONIC BOOK TECHNOLOGY HAD BEEN EVIDENT AS MUCH THEN -- AND WE'RE ONLY TALKING A COUPLE OF YEARS AGO -- AS MUCH THEN AS IT IS NOW. SO FROM MY POINT OF VIEW, I THINK FROM PROBABLY -- I WOULD SAY IT'S THE ELEPHANT IN THE ROOM. eBooks, WHETHER IT'S OUR TECHNOLOGY OR SOMEBODY ELSE'S I'M NOT ADDRESSING, BUT IF eBooks HAD COME ALONG SOONER. AND I HAVE TO BELIEVE THAT THROUGH A VARIETY OF TECHNOLOGIES, eBooks WILL DEFINITELY -- WILL DEFINITELY EVOLVE INTO A MAJOR SOLUTION, AND I WOULD BE AMAZED WERE THAT NOT A FACTOR IN THE COMMISSION'S RECOMMENDATIONS. AND FRANKLY YOU CAN PROBABLY HELP OUR INDUSTRY BY TELLING US WHAT TO DO. THAT GETS DOWN TO THE -- WELL, NO, I'M SERIOUS. IT GETS DOWN TO THE ISSUE OF STANDARDS. OUR INDUSTRY IS AT A VERY FORMATIVE STAGE AND SO THERE IS ABSOLUTELY NO QUESTION, YOU WOULD MAKE MY JOB A THOUSAND PERCENT EASIER IN DEALING WITH OUR SOFTWARE ENGINEERS IF -- IF YOU COULD ADDRESS SOME OF THE POINTS AND LAY DOWN SOME STANDARDS OR SET UP A PROCESS FOR LAYING DOWN STANDARDS THAT DOESN'T CURRENTLY EXIST, AND THEN WE'LL KNOW WHAT TO TELL THEM AND THEN WE'LL DO IT AND THEN EVERYTHING WILL BE ACCESSIBLE AND WE'LL ALL BE HAPPY AND THE COMMISSION WILL HAVE BEEN A GREAT SUCCESS. OKAY. HAVING SAID ALL OF THAT, THE TECHNOLOGY THAT K-NFB HAS DEVELOPED IS CALLED BLIO. THAT'S OUR BLIO.COM WEB SITE AND I JUST INVITE ANY OF YOU TO CHECK US OUT. YOU CAN DO THAT. JUST GO TO BLIO.COM, GO TO OUR DOWNLOAD PAGE, DOWNLOAD BLIO ON TO YOUR DESKTOP COMPUTER AND TRY US OUT. IF YOU USE SCREEN READERS, YOU CAN USE SCREEN READERS. ALL OTHER SCREEN READERS PROVIDE PARTIAL AND JAWS PROVIDES COMPLETE ACCESS TO BLIO CONTENT. BUT THE THING I WANT TO EMPHASIZE ABOUT BLIO, IT'S MORE THAN SOFTWARE. IT'S MORE THAN A WAY OF DISPLAYING BOOKS, IT'S ALSO CONTENT. LET ME JUST TAKE A STEP BACK A SECOND TO THE PLATFORMS. WHAT'S GENERATING THE WEB SITE THERE AND IN A SECOND WHAT WE'LL BE SHOWING YOU BLIO, IS A LAPTOP MACHINE THAT I HAVE HERE ON THE PODIUM. IT'S AN HP LAPTOP. MOST HP LAPTOPS THAT ARE SHIPPING NOW WILL BE SHIPPING WITH BLIO ON THEIR DESKTOP AS THE EBOOK READING SOLUTION. THAT'S TRUE WITH DELL COMPUTERS AND TOSHIBA COMPUTERS. AT THE END OF THE YEAR, WE EXPECT TO BE ON 63 PERCENT OF THE LAPTOP AND NET BOOK AND NOTEBOOK COMPUTERS THAT ARE SHIPPING. SO -- SO WE WANT TO BE OUT THERE AS AN EBOOK READING SOLUTION, AND IT'S IMPORTANT TO POINT OUT THAT THE STUDENTS THAT WOULD BE SERVED BY THIS COMMISSION'S RESULT ALSO HAVE THESE TECHNOLOGIES OR CAN THESE TECHNOLOGIES. THEY NEED THESE TECHNOLOGIES TO GO TO WEB SITES, TO DO RESEARCH, TO DO LOTS OF OTHER THINGS AND THEIR BOOKS CAN DISPLAY ON THE SAME TECHNOLOGIES. I CARRY

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AROUND WITH ME, IN ADDITION TO THE HP COMPUTER, THIS LITTLE NET BOOK COMPUTER, WHICH I -- IT'S JUST A WONDERFUL MACHINE. IF YOU EVER WANTED TO GET A LITTLE NET BOOK, GET THIS ASUS EECPE AND THE NUMBER ON IT'S 1015. IT'S A LITTLE TEN-INCH COMPUTER, WEIGHS, I DON'T KNOW, A POUND OR LESS. RUNS BLIO JUST GREAT. AND THAT'S MY COMMERCIAL FOR ASUS. SO WRITE IT DOWN, EEUPC. BUT THAT'S THAT ONE. VERY, VERY SOON -- WHERE'S MY OTHER TECHNOLOGIES? OH, YEAH, VERY SOON -- IN FACT, I HAVE BLIO RUNNING ON THIS ANDROID PHONE. THE SCREEN'S SMALL. I DON'T CARE ABOUT THE SCREEN BECAUSE I CAN'T READ THE SCREEN ANYWAY, BUT IT HAS A WONDERFUL VOICE ON IT, AND -- AND IT'S A GREAT EBOOK READER TO CARRY AROUND. I HAVE BLIO RUNNING ON THIS iPhone 4. WE'RE IN A BUSINESS DISCUSSION WITH APPLE AT THE MOMENT. OTHERWISE I WOULD BE ABLE TO SAY THAT YOU CAN USE BLIO ON THE iPhone. THE TECHNOLOGY EXISTS. IT'S A BUSINESS DISCUSSION THAT'S STANDING IN THE WAY RIGHT NOW, AND I WON'T GO INTO ALL THOSE DETAILS BECAUSE YOU DON'T NEED TO HEAR THOSE. BUT THE TECHNOLOGY EXISTS TO MAKE THE iPhone, THE ANDROID PHONE, THE LAPTOP, THE NOTEBOOK, THE NETBOOK COMPUTER ALL DISPLAY AND PROVIDE ACCESS TO THE BOOKS, WHETHER IT'S THE iPad IS ALSO A WONDERFUL DEVICE OR OTHER ANDROID TABLET COMPUTERS. SAME STORY, THEY CAN ALL PROVIDE BOOKS. AND UNDERSTAND THIS: I NOW CARRY AROUND IN ANY ONE OF THESE MACHINES ACCESS TO LITERALLY OVER THREE MILLION BOOKS AND GROWING EVERY DAY. AND WHEN I SAY ACCESS, I MEAN IN A FORM THAT I CAN USE. AND THAT DEVELOPMENT, FOR ME, HAS ONLY OCCURRED WITHIN THE LAST SIX MONTHS. NOT THE LAST YEAR, NOT THE LAST TWO YEARS, THE LAST SIX MONTHS. AND I NEVER BELIEVED THAT I WOULD SEE A DAY -- I HAVE MORE ACCESS TO BOOKS NOW THAN -- PROBABLY THAN MANY SIGHTED PEOPLE ACTUALLY DO. UNLESS THEY GOT BLIO THEN THEY'D BE AS LUCKY AS I AM. SO LET'S DEMONSTRATE BLIO A LITTLE BIT. I'M GOING TO GO OFF OF THE WEB SITE AND GO TO BLIO. AND YOU'LL FIRST SCENE SEE THE WELCOME SCREEN OF BLIO.

>>: WELCOME TO BLIO, THE NEW GENERATION IN E READING. IT DELIVERS EVERYTHING YOU NEED TO READ, DOWNLOAD AND BUY eBooks. COMPETE WITH STYLIZED FONTS. IT'S PERFECT FOR COOKBOOKS, CHILDREN BOOKS AND YOUR FAVORITE BEST SELLERS. TO GET STARTED, FIRST CREATE AN ACCOUNT WITHIN BLIO. YOUR USER NAME AND PASSWORD WILL ALLOW YOU TO SEE YOUR BOOKS AND PURCHASES. STARTING POINT FOR BLIO IS YOUR LIBRARY VIEW, WHICH SHOWS YOU WHAT YOU CURRENTLY HAVE AVAILABLE TO READ. HOVERING OVER EACH BOOK GIVES YOU THE TITLE, THE AUTHOR, AND WHERE YOU LEFT OFF IN A BOOK. YOUR LIBRARY DISPLAYS BOOKS THAT ARE SAVED LOCALLY AND CAN BE READ AT ANY TIME, AS WELL AS BOOKS THAT YOU PURCHASED BUT NEED TO BE DOWNLOADED BEFORE YOU CAN READ THEM. TO OPEN A BOOK AND START READING, SIMPLY DOUBLE CHICAGO. TO PURCHASE A BOOK TO READ, SIMPLY CLICK ON A SHOPPING CART WHICH TAKES YOU TO THE BLIO BOOKSTORE. BROWSE FOR A TITLE THAT YOU WANT TO READ, CHECK THE REVIEWS AND RATINGS, AND CLICK THE BUY NOW BUTTON. WHENEVER A BOOK IS PURCHASED, IT IS AUTOMATICALLY SENT TO YOUR BLIO BOOK VAULT. BOOKS CAN THEN BE ADDED OR DELETED FROM YOUR LIBRARY VIEW AS YOU SEE FIT. AS ANYTHING THAT HAS BEEN PURCHASED WILL ALWAYS BE AVAILABLE TO RE-DOWNLOAD FROM YOUR BLIO BOOK VAULT. AGAIN, TO START READING, SIMPLY DOUBLE CLICK A BOOK COVER. READING VIEW LETS YOU NAVIGATE WITHIN THE BOOK AND SET YOUR VIEWING PREFERENCES. TO TURN THE PAGE, CLICK THE RIGHT HAND ARROW FOR THE NEXT PAGE OR THE LEFT HAND ARROW FOR THE PREVIOUS PAGE OR TO SCROLL TO THE DESIRED PAGE, CLICK AND DRAG THE SCROLL BAR THAT SITS BELOW THE BOOK. BLIO OFFERS VARIOUS VIEW SETTINGS THAT CAN BE CUSTOMIZED TO MEET YOUR READING PREFERENCES. FOR EXAMPLE, DOUBLE PAGED DISPLAYS TWO PAGES SIDE BY SIDE. FULL WIDTH PAGE DISPLAYS THE BOOK ONE PAGE AT A TIME, WITH EACH

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PAGE MAXIMIZED TO THE FULL WIDTH OF THE APPLICATION WINDOW. THUMBNAILS DISPLAYS THE PAGES OF THE BOOK IN A SERIES OF SEQUENTIAL THUMBNAIL IMAGES. TEXT FREE FLOW LAY OPTIMIZES THE TEXT FOR THE WINDOW SIZE. READ LOGIC INTELLIGENTLY ZOOMS IN TO SHOW A PORTION OF THE PAGE. READ LOGIC WAS DESIGNED FOR USERS WITH SMALLER SCREEN SIZES. IT ENABLES YOU TO EASILY NAVIGATE A PAGE WITHOUT ZOOM SLIDERS OR SCROLL BARS. 3D PERSPECTIVE DISPLAYS IN A 3D VIEW COMPLETE WITH TURNING PAGES. BLIO ALSO OFFERS THE ABILITY TO READ BOOKS AS IT DOES SO, BLIO HIGHLIGHTS EACH WORD THAT IT'S READING SO YOUNG READERS CAN FOLLOW ALONG WITH THEIR STORIES. CLICK THE LIBRARY BUTTON IN THE TOP LEFT CORNER OF YOUR SCREEN. WELCOME TO BLIO AND WELCOME TO THE NEW GENERATION IN E READING. OKAY SO NOW MY LIBRARY IS GOING TO LOOK A LITTLE DIFFERENT BECAUSE I HAVE THE ACCESSIBILITY CHECK BOX CHECK AND I'M IN MY LIBRARY. OKAY. SO LET ME JUST COMMENT ON BOOKS A SECOND. AND THEN WE'LL LOOK AT A COUPLE OF THESE BOOKS AND ALSO TAKE A QUICK LOOK AT THE BOOKSTORE, THEN I'LL BE DONE. I'M HERE TO OFFER YOU PROMISING TECHNOLOGY, BUT NOT HERE AT THIS MOMENT IN TIME TO OFFER YOU ACCESS TO LOTS OF TEXTBOOKS. NOW, I THINK I'M HERE TO OFFER YOU THE POTENTIAL OF ACCESS TO LOTS OF TEXTBOOKS AND, FRANKLY, IT ALL HAS TO DO WITH DEMAND. THE TECHNOLOGY EXISTS. WE CAN MAKE TEXTBOOKS READ. AND PRESENT IN BLIO, BUT WE NEED THE DEMAND. IF THE COMMISSION DOES ANYTHING TO CREATE THE DEMAND, THE TEXTBOOKS WILL BE THERE. THE TECHNOLOGY HAS THAT POTENTIAL. NOW, WE HAVE A LOT OF BOOKS IN OUR BOOKSTORE WHICH HAS OVER 100,000 TITLES AND GROWS BY A THOUSAND A DAY, AND IN THE GOOGLE BOOKS SECTION WHICH HAS THREE MILLION BOOKS, AND WE HAVE ACCESS TO LOTS OF BOOKS, BUT -- AND MANY OF THE BOOKS ARE -- ARE BOOKS THAT WOULD BE SUPPLEMENTAL READING AND COULD EVEN BE USED AS TEXTBOOKS IN THE CLASSROOM. FOR EXAMPLE, THE ONE WE'RE LOOKING AT HERE, ROBERT REICH'S BOOK, I'M JUST GOING TO OPEN THAT ONE. OKAY. ROBERT REICH, THE ECONOMIST, AND FORMER SECRETARY OF LABOR. WRITING ABOUT THE ECONOMIC COLLAPSE IN 2008 AND WHAT WE DO. I'M JUST GOING TO -- I'M GOING TO SHOW YOU ANY BOOK WILL READ ALOUD AS I'M ABOUT TO DO.

>>: IN SEPTEMBER, 2009, ON THE EVE OF A MEETING OF THE TWENTY LARGEST ECONOMIES, TREASURY SECRETARY TIM GEITHNER ASSESSING WHAT HAD HAPPENED IN THE UNITED STATES IN THE YEARS LEADING UP TO THE GREAT RECESSION REPEATED THE CONVENTIONAL VIEW THAT FOR TOO LONG AMERICANS WERE BUYING TOO MUCH --

>>: OKAY. SO THAT'S BRIAN, BY THE WAY, AND I COULD LISTEN TO BRIAN ALL DAY LONG, ACTUALLY. BRIAN SOUNDS VERY NATURAL TO ME. A VOICE THAT'S A LITTLE LESS NATURAL BUT I USE IT WITH THE JAWS SCREEN READER IS -- IS THIS ONE, WHICH WON'T HAVE THE HIGHLIGHTING, AS YOU JUST SAW, BUT WILL PROVIDE -- OH, WAIT, I'VE GOT TO BE IN THE BOOK VIEW. I'LL SHOW YOU THE TABLE OF CONTENTS IN A MINUTE. LET'S SEE, WHAT DID I DO HERE? HOLD ON. ALL RIGHT. SO THIS WILL BE THE OTHER VOICE I WAS LOOKING FOR.

>>: INTRODUCTION, THE PENDULUM. IN SEPTEMBER, 2009, ON THE AVENUE OF A MEETING OF THE TWENTY LARGEST ECONOMIES, TREASURY SECRETARY TIM GEITHNER, ASSESSING WHAT HAD HAPPENED IN THE UNITED STATES IN THE YEARS LEADING UP TO THE RECESSION --

>>: NOW, I CAN SPEED THAT UP, WAY UP. I WANTED TO SHOW YOU THAT I COULD READ PARAGRAPH BY PARAGRAPH.

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>>: THE PROBLEM WAS NOT AN AMERICANS SPENT BEYOND THEIR NEEDS BUT THEIR NEEDS HAD NOT KEPT UP WITH THE LARGER ECONOMY COULD AND SHOULD HAVE BEEN ABLE TO.

>>: I CAN READ SENTENCE BY SENTENCE.

>>: THIS IS THE PART OF AMERICA'S ONGOING ECONOMIC PREDICAMENT. WE CAN NOT HAVE A SUSTAINED RECOVERY -- THIS IS ALSO --

>>: I CAN JUMP IN THE TABLE OF CONTENTS -- I CAN JUMP BY PAGE, OF COURSE.

>>: PAGE DOWN. PAGE DOWN.

>>: I CAN GO TO THE TABLE OF CONTENTS. I CAN JUMP TO ANY CHAPTER. I CAN QUICKLY JUMP CHAPTER BY CHAPTER. OR BACK CHAPTER BY CHAPTER. IN OTHER WORDS, I HAVE LOTS OF NAVIGABILITY, FAR MORE THAN I HAD GOING TO SCHOOL. I CAN JUMP ALL AROUND IN THIS BOOK, I CAN GO OUT OF THIS BOOK. JUST TO QUICKLY WRAP THIS UP, I'M GOING TO GO TO THE BOOKSTORE. AND I'M GOING TO -- SEARCH -- JUST DO A QUICK BOOK SEARCH TO SHOW YOU HOW THAT WORKS. ROBOTICS, LET'S SEE WHAT WE HAVE ON ROBOTICS. SO WE HAVE A LOT OF TECHNICAL BOOKS HERE, AND MAYBE WE'LL JUST BUY THIS BOOK REAL QUICK.

>>: DON'T BUY THAT ONE.

>>: NO. NO. AND NOW I'M GOING TO SAY NO. OKAY. SO I COULD HAVE BOUGHT THAT BOOK. SHOULD I BUY ONE THAT'S CHEAPER?

>>: YES.

>>: UH-HUH.

>>: OKAY. LET'S TRY "WIRED FOR WAR."

>>: THE ROBOTICS REVOLUTION AND CONFLICT IN THE TWENTY-FIRST CENTURY.

>>: AND HERE WE ARE IN THE BOOK.

>>: SIX, ALWAYS IN THE LOOP, THE ARMING AND AUTONOMY OF ROBOTS.

>>: OKAY. SO I HAVE NEVER HAD SUCH EASE OF ACCESS TO BOOKS AS A BLIND PERSON. I THINK IT'S BETTER EASE OF ACCESS THAN A LOT OF PEOPLE WHO CAN SEE HAVE HAD, TOO. I MEAN, WE USED TO GO OFF TO THE LIBRARY AND WE'D FILL THESE BIG BAGS FULL OF BOOKS AND HAVE TO GO THROUGH THE CHECKOUT LINE AND DO ALL THAT. YOU ALL KNOW THE RIGAMAROLE, NOW STANDING HERE IN FRONT OF AN AUDIENCE WITH A FEW KEY STROKES AND A CREDIT CARD -- REMEMBER THE CREDIT CARD, FOLKS, PLEASE. AND I CAN WELL IMAGINE A BOOK LIKE THIS BEING TASKED AS SUPPLEMENTAL READING IN A CLASS, IN AN ENGINEERING CLASS. SO MY POINT IS THE TECHNOLOGY IS HERE. AND FROM THE POINT OF VIEW OF A PERSON WHO IS BLIND, I WAS NEVER WELCOME IN A BOOKSTORE BEFORE. NEVER. THEY HAD A FEW SUPPLEMENTAL THINGS THAT I MIGHT BE -- GAIER'S GOING TO KICK ME OFF OF HERE BECAUSE I NEED TO GET OFF MY SOAPBOX BUT THEY HAD A FEW SUPPLEMENTAL THINGS THAT I MIGHT BE ABLE TO READ, BUT NOW I'M WELCOME IN

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A BOOKSTORE AND I CAN READ EVERY SINGLE BOOK THAT'S IN THE BOOKSTORE. AND THIS CAN HAPPEN FOR TEXTBOOKS, TOO. THANK YOU VERY MUCH. (applause)

>>: THANK YOU, JIM. AND DO ANY COMMISSION MEMBERS HAVE ANY QUESTIONS FOR JIM? CHESTER?

>>: HI. I'M CHESTER FINN, FROM NEW YORK, AND I REPRESENT THE NATIONAL COUNCIL ON DISABILITIES. SO IF YOU DOWNLOAD, YOU CAN DO THAT NOW OR HOW MUCH DOES IT COST?

>>: OH, IT'LL COST ZERO.

>>: OH, OKAY.

>>: I JUST SPENT \$13 ON A BOOK, BUT -- AND I COULD HAVE BOUGHT A BOOK FOR 160 BUCKS, BUT -- BUT THE -- NO, OUR SOFTWARE DOESN'T COST ANYTHING.

>>: OKAY. I'M VERY FAMILIAR WITH YOUR SCANNERS, SO --

>>: WELL, NO, NO, WE'RE -- CAN I JUST SAY THAT -- AND ONE THING I DIDN'T MENTION IS WE'RE NOT TALKING HERE ABOUT ACCESS TECHNOLOGY WITH BLIO, WE'RE TALKING ABOUT MAIN STREAM TECHNOLOGY WHICH IS ACCESSIBLE. AND THAT'S WHY WE HAVE MILLIONS OF BOOKS, THE BECAUSE THE MARKET FORCES ARE BETTER THAN THE SPECIALIZED DISABILITY FORCES IN GENERATING DEMAND. SO THIS IS A MAINSTREAM ACCESS, AND THAT'S THE FUTURE. IT REALLY IS THE FUTURE.

>>: JIM, IS THERE ANY --

>>: TUCK, WATCH THIS. MAYBE YOU NEED TO USE A SCREEN READER.

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>>: I HAVE BETTER ACCESS THAN YOU DO.

>>: VERY GOOD.

>>: I DIDN'T KNOW UNTIL THIS MOMENT THAT THERE WERE PAGE NUMBERS.

>>: ACTUALLY IN THE MENU AT THE TOP, THERE IS.

>>: THANKS, GUYS.

>>: SURE.

>>: ANY OTHER QUESTIONS FOR JIM?

>>: CAN YOU MAKE THAT BIGGER?

>>: I CAN. YOU'RE GOING TO LOSE PRINT ON THE SCREEN HERE, AND I WOULD HAVE TO GO TO THE NEXT FLOW -- I JUST DIDN'T WANT TO GET INTO ALL OF THAT BUT, YES, YOU CAN MAKE THIS PRINT VERY LARGE.

>>: OKAY.

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>>: I'M THE NONVISUAL GUY. NOW, WE HAVE VISUAL PEOPLE IN OUR COMPANY, AND -- AND THEY CAN SHOW YOU ALL THE THINGS IT'LL DO TO BLOW UP PRINT.

>>: OTHER QUESTIONS? (NO RESPONSE).

>>: OKAY. THANK YOU VERY MUCH.

>>: THANK YOU. JUST GIVE ME A MOMENT, I'LL UNHOOK FROM THE TECHNOLOGY HERE.

>>: WHY DON'T WE JUST TAKE A QUICK FIVE MINUTES WHILE JIM'S UNHOOKING, IF ANYBODY NEEDS TO RUN OUT, RUN BACK REALLY FAST.

>>: OKAY. SO WELCOME BACK EVERYONE. AND I AGAIN WANT TO THANK JIM AND ESPECIALLY THANK YOU FOR THAT POINT THAT MAIN STREAM TECHNOLOGY THAT'S ACCESSIBLE FROM THE GET-GO SOLVES A LOT OF OUR PROBLEMS, INCLUDING SOME OF THE ISSUES THAT LINDA WAS RAISING EARLIER ABOUT WHAT FUNCTIONS ARE IN SOMETHING. I MEAN, IF YOU CAN KEEP WHATEVER TECHNOLOGY YOU WANT TO USE AND THEN THE CONTENT IS ALWAYS ACCESSIBLE FOR THAT TECHNOLOGY, THAT IS REALLY, I THINK, THE HOLY GRAIL OF WHAT WE'RE LOOKING FOR. SO THIS NEXT SECTION, WE'RE GOING TO ASK ONE OF OUR COMMISSION MEMBERS, MARK RICCOBONO, HE'S GOING TO BE GIVING US A PRESENTATION. HE'S GOING TO BE TALKING ABOUT THE RECOMMENDATION TO CREATE NEW STATUTORY PROVISION ON ACCESSIBLE MATERIALS AND ALSO RECOMMENDATIONS TO CREATE A DIGITAL ACCESS BOARD TO OVERSEE MINIMUM STANDARDS FOR INSPECTIONAL MATERIALS. SO, MARK, IF YOU CHOOSE TO SPEAK FROM WHERE YOU ARE, I THINK THAT'S FINE.

>>: GOOD. ALL RIGHT. I APPRECIATE IT. GOT TO BE CAREFUL BECAUSE GLINDA'S GOT 56 CUPS OF WATER OVER HERE. I THINK SHE'S WORRIED THAT THERE'S A NUCLEAR SUMMER COMING. I APPRECIATE THE -- THE OPPORTUNITY AND, REALLY, I HOPE THIS SPARKS A DIALOGUE AND SETS THE TONE. I WAS REALLY STRUGGLING AS I THINK A NUMBER OF THE COMMISSION MEMBERS HAVE BEEN TO FRAME THE MANY ISSUES WE'VE BEEN TALKING ABOUT AND TO SORT THROUGH THE COMPLEXITIES OF WHERE WE ARE TODAY AND WHERE THE OPPORTUNITIES ARE AND WHERE SOME OF THE FAILINGS IN THE CURRENT SYSTEM EXIST. AND I THINK EVEN AS SHOWN THIS MORNING, A NUMBER OF THEMES CAME OUT OF THIS MORNING THAT I THINK ARE PART OF THE DOCUMENT THAT I PUT TOGETHER WHICH I HOPE IS A JUMPING OFF POINT FOR SOME SOLID RECOMMENDATIONS FOR HOW THIS COMMISSION CAN REALLY MAKE RECOMMENDATIONS TO CONGRESS THAT ARE IMPACTFUL AND THAT WILL REALLY GET US CLOSER TO WHERE I THINK WE ALL WANT TO BE BASED ON THE THINGS THAT I'VE HEARD AND SYNTHESIZED OVER THE PAST EIGHT MONTHS OR SO THAT WE'VE BEEN TALKING ABOUT THESE ISSUES SO WITH THAT AS SORT OF A PREAMBLE, LET ME TALK A LITTLE BIT ABOUT THE DOCUMENT THAT I'VE PUT TOGETHER AND THEN HOPEFULLY OPEN IT UP FOR DISCUSSION AND DIALOGUE, BECAUSE THAT IS REALLY MY INTENT, BECAUSE I WAS TRYING TO CLARIFY IN MY OWN MIND WHERE WE WERE GOING WITH SOME OF THESE ISSUES AND AT LEAST WHERE MY FEELING WAS WE SHOULD GO. THE FIRST THING THAT CAME OUT FOR ME IS THAT WE DO NEED TO DRAW A DISTINCTION BETWEEN THE MATERIALS WHICH THE TERM THAT HAS BEEN USED TODAY ARE LEGACY MATERIALS AND THE INCREASINGLY LARGE VOLUME OF INFORMATION THAT'S EITHER BORN DIGITAL OR OFFERED IN THE MARKETPLACE IN A DIGITAL FORMAT AND NOT JUST MATERIALS AGAIN, BUT THE SYSTEMS USED TO GET AT THOSE MATERIALS. THAT BODY OF DIGITAL MATERIALS, TOOLS, TECHNOLOGY THAT ARE USED IN INSTRUCTIONAL SETTINGS SHOULD REALLY BE SET APART FROM -- TO USE THIS MORNING'S TERM -- THE LEGACY MATERIALS. THAT WE SHOULD

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CONSIDER THOSE REALLY, TO SOME EXTENT, TWO SEPARATE ISSUES THAT WE NEED TO GRAPPLE WITH. SO I LARGELY WANT TO FOCUS ON THE DIGITAL CONTENT. I THINK WE ALL AGREE THAT EQUAL ACCESS IS ULTIMATELY WHERE WE ALL WANT TO GO, AND THAT WE ALL BELIEVE THAT THE POSSIBILITY EXISTS WITH THE TECHNOLOGIES TO REALLY GET TO A POINT OF EQUAL ACCESS AND I THINK THAT HAS COME OUT IN A NUMBER OF THE DISCUSSIONS. I THINK WE ALL PRETTY WELL AGREE THAT THE OBLIGATIONS OF THE POST SECONDARY INSTITUTIONS ARE PRETTY CLEAR, THAT THE LAWS THAT WE HAVE CURRENTLY GIVE SOME FAIRLY GOOD GUIDANCE TO WHAT NEEDS TO HAPPEN IN TERMS OF MAKING SERVICES AND PROGRAMS AT THE POST SECONDARY LEVEL ACCESSIBLE. WE MAY DISAGREE ABOUT HOW IT GETS DONE BUT I THINK WE AGREE THAT THE EXISTING LAW MAKES IT PRETTY CLEAR THAT THE POST-SECONDARY INSTITUTIONS HAVE THAT OBLIGATION. THE RESULT -- AND IT'S BEEN DISCUSSED MANY TIMES OVER IN WHAT WE'VE BEEN TALKING ABOUT, TWO STEPS, ONE IS THAT THAT RESULTS IN A LOT OF RETROFITTING. THE UNIVERSITIES TAKE WHATEVER THEY CAN GET AND THEY FIGURE OUT A WAY TO RETROFIT IT FOR STUDENTS WITH DISABILITIES. AND AS WE HAVE ALSO DISCUSSED IN MANY OF THE TASK FORCE MEETINGS, THE ENTIRE COMMISSION HERE AND CERTAINLY AS EXEMPLIFIED BY THIS ENTIRE PRESENTATION, WE GET GREAT ADVANTAGE AND PROBABLY THE MOST DEFICIENCY FROM SYSTEMS THAT ARE BUILT WITH ACCESS IN MIND FROM THE BEGINNING. THAT THE RETROFIT MODEL NEVER WORKS. IT NEVER PROVIDES WHAT WE MIGHT CALL EQUAL ACCESS IN THE WAY THAT WE THINK OF IT. ALSO, IN THINKING ABOUT THAT SETTING, YOU KNOW, IT SEEMED TO ME THAT THIS COMMISSION HAS AN OPPORTUNITY TO MAKE A VERY STRONG RECOMMENDATION FOR FIXES IN THE STATUTES THAT MIGHT HELP ADDRESS THAT LARGE, AND I WOULD ARGUE IF WE DON'T ADDRESS IT, GROWING GAP WITH DIGITAL CONTENT. SO I PUT DOWN JUST A FEW POINTS, WHICH I'LL BE HAPPY TO DISCUSS AND THEN I HOPE WE CAN HAVE SOME DIALOGUE ON ABOUT WHAT I THINK THE STATUTE WOULD LOOK LIKE. AND SOME OF THESE CONCEPTS ARE NEW, SOME OF THEM HAVE ALREADY BEEN DISCUSSED, AND SOME OF THE TASK FORCE GROUPS, AS I WAS TRYING TO RACK MY BRAIN THROUGH ALL OF THIS, TALKING WITH VARIOUS FOLKS, SOME OF THESE ISSUES REALLY TOOK SHAPE. SO THESE AREN'T MAYBE IN THE CORRECT ORDER THAT THEY SHOULD BE, BUT THESE ARE THE ORDER IN WHICH I WROTE THEM DOWN. SO THE FIRST IS THAT WE SHOULD CREATE A STATUTE THAT REALLY SETS A DATE CERTAIN, SETS A STAKE IN THE GROUND, AS I SAID BEFORE, FOR PUBLISHERS, PRODUCERS OF TECHNOLOGY, HARDWARE AND SOFTWARE, I THINK THERE'S A WHOLE CATEGORY THAT WE HAVE TO DEFINE, BUT REALLY THE FOLKS THAT ARE SELLING CONTENT AND TOOLS TO UNIVERSITIES THAT ARE GOING TO BE USED IN INSTRUCTION, THAT A DATE CERTAIN IS SET BY WHICH THOSE ITEMS THAT ARE SOLD AND THAT ARE USED IN POST-SECONDARY HAVE TO BE FULLY ACCESSIBLE. NOW, YOU CAN ARGUE RIGHT NOW THAT THE UNIVERSITIES ALREADY HAVE THAT OBLIGATION, AND THAT THEY HAVE THE PURCHASING POWER TO MAKE THIS HAPPEN, AND I DO THINK THAT IS TRUE. THE UNIVERSITIES COULD SAY, WE'RE NOT GOING TO BUY YOUR STUFF UNLESS IT'S ACCESSIBLE. SOME HAVE, BUT MOST HAVEN'T. AND I THINK THAT'S WHERE A LOT OF THE INEFFICIENCY COMES IN. AND WHERE WE ACTUALLY MISS A LOT OF THE OPPORTUNITY TO BUILD IN AND TAKE ADVANTAGE OF THE POWER OF TECHNOLOGY. SO PARTLY HERE, I GUESS I'M PROPOSING, WHO'S RESPONSIBLE CAME UP THIS MORNING, THAT WE ACTUALLY CREATE SOME SHARED RESPONSIBILITY. A RESPONSIBILITY RIGHT NOW THAT I THINK IS UNCLEAR IN SOME SITUATIONS THAT IS LARGELY FALLING TO THE UNIVERSITIES BUT AS WE HEARD THIS MORNING, THERE'S SOME UNCERTAINTY AMONGST THE UNIVERSITIES ABOUT WHETHER THEY CAN REALLY MAKE IT HAPPEN, BECAUSE THEY DON'T HAVE CONTROL OVER THE ITEMS THAT THEY'RE USING, ALTHOUGH IF THEY REQUIRED IT IN THEIR PURCHASING, THEY MIGHT HAVE BETTER CONTROL. BUT AS RON POINTED OUT AND AS WE'VE ALL EXPERIENCED, PRODUCTS ARE SOLD TO UNIVERSITIES ALL

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THE TIME UNDER THE LABEL THAT THEY MEET THIS OR THAT ACCESSIBILITY STANDARD, AND THEY REALLY DON'T. AND THAT BECOMES A BURDEN FOR THE UNIVERSITY. SO ONE IS TO CREATE A DATE CERTAIN. IS IT FIVE YEARS DOWN THE ROAD, IS IT THREE YEARS DOWN THE ROAD? WHATEVER IT MIGHT BE. BY WHICH WE'RE GOING TO HAVE A SHARED RESPONSIBILITY FOR MAKING SURE WE HAVE FULL ACCESSIBILITY. I KNOW THERE WILL BE A LOT OF DISCUSSION ABOUT THAT. NUMBER TWO, I THINK WE COVERED EXTENSIVELY BEFORE LUNCH, AND THAT IS, AGAIN, A CLEAR AND BROAD DEFINITION OF INSTRUCTIONAL MATERIALS AND, REALLY, MAYBE IT'S A MISTAKE TO USE THE WORD MATERIALS AT ALL, BUT SINCE THAT WAS WHAT WAS IN OUR CHART, I USED IT. AGAIN, WE NEED TO CONSIDER HARDWARE, SOFTWARE. REALLY, THE WHOLE SUITE OF TOOLS THAT ARE USED IN INSTRUCTION, AND WE NEED TO HAVE A BROAD DEFINITION OF WHAT THAT MEANS. AND I THINK WE HAD A GOOD DIALOGUE ON THAT THIS MORNING. AND I THINK IT IS GROWING INCREASINGLY HARD TO SEPARATE CONTENT FROM DELIVERY. THE CONTENT IN THE KINDLE CASE, THERE WAS ARGUMENT ABOUT WHETHER THE CONTENT WAS ACCESSIBLE, BUT IT WAS ACTUALLY THE KINDLE HARDWARE THAT CAUSED THE ACCESSIBILITY BARRIERS. AND, AGAIN, IF WE JUST LOOK AT THE BOOK SITUATION, WE'RE GOING TO MISS A WHOLE LOT OF FUNCTIONALITY AND ACCESS TO INSTRUCTION. AND ALTHOUGH THIS IS SLIGHTLY OUT OF OUR CHARGE BECAUSE OUR FOCUS IS STUDENTS, A BROAD DEFINITION OF INSTRUCTIONAL MATERIALS WILL ALSO HAVE VERY POSITIVE IMPACT FOR FACULTY WITH DISABILITIES AND THE ACCESS THEY HAVE TO THOSE VERY SAME SYSTEMS. I REALIZE THAT IS NOT OUR FOCUS, BUT I THINK IT IS A CONSEQUENCE OF OUR WORK THAT CAN BE VERY POSITIVE. IN SUCH A STATUTE, I THINK WE DO NEED TO MAKE IT CLEAR AND EXPLICIT THAT ALTHOUGH WE'RE TALKING ABOUT SHARED RESPONSIBILITY, THIS DOES NOT IN ANY WAY AND SHOULD NOT TAKE AWAY THE RESPONSIBILITY OF THE POST-SECONDARY INSTITUTIONS UNDER EXISTING LAW. WE SHOULDN'T ERODE THE LAWS THAT EXIST NOW. IT'S IMPORTANT. IT WILL HAVE IMPLICATIONS FOR AREAS THAT WOULD NOT BE COVERED IN THIS DIGITAL REALM, SO WE HAVE TO MAKE IT CLEAR THAT A YOU NEW STATUTE DOES NOT ALLEVIATE THE OBLIGATIONS THAT ALREADY EXIST UNDER THE LAW AND UNDER CIVIL RIGHTS LEGISLATION. AS WAS DISCUSSED THIS MORNING IN SOME CONTEXT, WE-I THINK WE DO NEED TO ESTABLISH A DEFINITION OF WHAT IS ACCESSIBLE? AND SCOTT ALSO REITERATED THIS, BUT I THINK IN TWO WAYS, BOTH FROM THE PERFORMANCE ASPECT OR THE FUNCTIONAL ASPECT, WHICH IS ALSO ADDRESSED IN THE OCR LETTER OF LAST YEAR, THAT THERE HAS TO BE AN EQUIVALENT EASE OF USE IN THE ACCESSIBILITY, BUT THEN ALSO THE TECHNICAL ASPECT, WHICH HAS BEEN THOROUGHLY DISCUSSED IN THE TECHNOLOGY WORK GROUP AND OTHER PLACES ON THE COMMISSION. PERSONALLY, I WOULD LIKE TO DEFINE THE MINIMUM STANDARD A LITTLE BIT MORE BROADLY THAN SOME OF THE DISCUSSIONS. FOR EXAMPLE, I'D BE IN FAVOR OF LONG DESCRIPTIONS, WHICH I KNOW IS A BIT CONTROVERSIAL AND ALSO I'M A PROPONENT OF MATH ML, SO I PUT THOSE THINGS IN. BUT WE NEED A TECHNICAL STANDARD. AND I THINK, BASED ON THE DISCUSSIONS THAT I HAVE HEARD, WE HAVE ENOUGH COMMONALITY TO COME UP WITH A TECHNICAL AND FUNCTIONAL STANDARD, BUT WE ALSO NEED TO RECOGNIZE THAT THE LANDSCAPE IS CHANGING. TUCK AND I THIS MORNING WERE DISCUSSING TACTILE GRAPHICS. THE TECHNOLOGY TODAY MAY NOT ADEQUATELY ALLOW US TO ADDRESS TACTILE GRAPHICS IN THE WAY THAT TUCK AND I WOULD WANT TO. BUT WE HAVE TO RECOGNIZE DOWN THE ROAD IT IS LIKELY THEY WILL. AND SO WE'D WANT TO BE ABLE TO MOVE THAT MINIMUM STANDARD. AND THIS IS A JUMPING OFF POINT. WHAT I WOULD PROPOSE WOULD BE A STATUTE ESTABLISH A COMMITTEE THAT COULD BRING ALL THE STAKEHOLDERS TO THE TABLE, WHICH I THINK HAS BEEN A TREMENDOUS BENEFIT OF THIS COMMISSION, WHERE WE CAN OPENLY, HONESTLY, DEBATE, DIALOGUE, DREAM TOGETHER ABOUT WHERE WE WANT TO GO. AND COME TO SOME CONSENSUS ABOUT WHAT

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THOSE MINIMUM STANDARDS WILL BE AND WHERE THE TECHNOLOGY IS GOING. SO CALL IT AN ACCESS BOARD LIKE COMMITTEE OR CALL IT SOMETHING ELSE, BUT SOME ENTITY THAT WILL REGULARLY REVIEW THE MINIMUM STANDARDS AND CONTINUALLY ADDRESS THE CHANGING FACE OF TECHNOLOGY AND HELP SET FORTH EXAMPLES FOR HOW THESE THINGS CAN BE DONE AND BEST PRACTICES.

IF THIS COMMISSION SETS FORTH BEST PRACTICES TODAY, BUT THERE IS NO MECHANISM FOR ONGOING DIALOGUE IN THAT AREA, WE'RE GOING TO BE BACK AT A TABLE LIKE THIS IN FIVE YEARS, IN TEN YEARS, AND WE'RE GOING TO BE WONDERING OR SOMEBODY'S GOING TO BE WONDERING WHAT THE KNUCKLE HEADS ON THIS COMMISSION.

WE CAN'T -- THE COMMENT WAS MADE OFF LINE -- WELL, WEREN'T WE TALKING ABOUT THESE SAME TEXTBOOK THINGS TEN YEARS AGO?

WE REALLY HAVE AN OPPORTUNITY THAT WE NEED TO TAKE ADVANTAGE OF, BUT WE ALSO NEED A PROCESS. WE KNOW THAT THERE IS NOT A GOOD WAY TO HANDLE CHEMICAL NOTATION IN THE DIGITAL ENVIRONMENT RIGHT NOW.

IT'S STILL YOUNG, IT'S CERTAINLY NOT AS DEVELOPED AS MATH M L. IT'S GOING TO GET THERE.

WE NEED A PROCESS THAT WILL HELP US REVIEW AND ADOPT THOSE THINGS. AND I THINK THOSE STANDARDS -- THAT ALSO CAME UP THIS

MORNING, RON MENTIONED THAT. AND, FINALLY, WE NEED A MECHANISM AND A STRONG MECHANISM,

TO SAY THAT THIS IS IMPORTANT AND IT NEEDS TO BE ENFORCED. SCOTT THIS MORNING SAID, YOU KNOW, WHAT IS THE CONSEQUENCE? SO I WOULD PROPOSE IF WE CREATE SUCH A STATUTE, THAT WE

CREATE A PRIVATE RIGHT OF ACTION SO THAT INDIVIDUALS OR UNIVERSITIES HAVE THE RIGHT TO BRING A SUIT AGAINST PRODUCERS OF TECHNOLOGY THAT ARE NOT UPHOLDING WHATEVER THE STANDARDS ARE AND THAT AREN'T PUTTING ACCESSIBLE MATERIALS INTO THE POST-SECONDARY ENVIRONMENT.

I RECOGNIZE THIS WILL BE CONTROVERSIAL, BUT WE NEED SOME WAY TO HOLD PEOPLE ACCOUNTABLE, AND THERE MAY BE OTHER WAYS WE CAN HOLD PEOPLE ACCOUNTABLE, BUT I'M REALLY CONCERNED THAT WE CREATE A MECHANISM THAT CALLS FOR ENFORCEMENT.

THE CHRIS TOTH CASE IS A GREAT EXAMPLE. CHRIS HAS BEEN SHUT OUT OF A DEGREE FOR WHICH HE HAS DEMONSTRATED TALENT. I MEAN, HE'S BUILT PROGRAMS THAT PEOPLE ARE BUYING, PAYING

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RIGHT NOW.
HIS INTELLECTUAL PROPERTY.
BUT HIS UNIVERSITY IS SYSTEMATICALLY SHUT HIM OUT OF A
DEGREE
BECAUSE OF THE TOOLS THEY'RE USING.
WE NEED A MECHANISM TO, AS SCOTT SAYS, CREATE SOME
CONSEQUENCES, TO MAKE SURE THAT THESE THINGS CAN REALLY HAPPEN.
THOSE ARE THE KIND OF CORE TEN NETS THAT I WAS WRAPPING MY
MIND AROUND AND WANTED TO HAVE A DIALOGUE ABOUT.
I SET THIS ASIDE, THE LEGACY MATERIAL, WHICH I JUST BRIEFLY
INTRODUCED, AND I CONSIDERED NOT PUTTING IN THIS DOCUMENT AT ALL,
BECAUSE I THINK THE POINTS UNDER NUMBER ONE ARE THE HIGH RISK
OPPORTUNITIES FOR US.
BUT I DID WANT TO SAY THAT RELATED TO LEGACY MATERIALS AND
THE
BROAD DISCUSSIONS THAT HAVE BEEN HAD ABOUT LICENSING SCHEMES AND
WHERE
WE MIGHT GO WITH COPYRIGHT AND THAT SORT OF THING, THE TWO CONCERNS
THAT I HAVE ARE, NUMBER ONE, THAT WE DON'T SET UP A SYSTEM THAT
REQUIRES STUDENTS WITH DISABILITIES TO PAY MORE THAN THE TYPICAL
STUDENT IS PAYING FOR THEIR MAINSTREAM BOOK, WHATEVER THAT IS.
WE'RE CREATING A LICENSING SYSTEM, STUDENTS WITH
DISABILITIES
SHOULD NOT BE DISADVANTAGED WITH A DISABILITY TECH.
SECONDLY, ALTHOUGH I THINK WE HAVE GREAT POTENTIAL IN
DIGITAL,
I AM NERVOUS ABOUT DISCUSSIONS TO WHOLE SALE ELIMINATE THE CHAFEE
PROVISION. I THINK IT'S A FALL BACK THAT WE STILL NEED IN THE LAW,
AND SO I WANTED TO PUT THAT IN THIS DOCUMENT.
THOSE ARE THE THINGS THAT I'VE BEEN THINKING ABOUT, AND I
WAS
HOPING THAT WE COULD DIALOGUE ABOUT AND GAIER, I'LL LEAVE IT TO YOU
AS
TO HOW YOU WANT TO LEAD THAT DISCUSSION.
I THINK THESE ARE SOME THINGS THAT HAVE EMERGED IN SOME OF
THE
DISCUSSIONS THAT I'VE SEEN, AND THAT HELPED ME CLARIFY FROM SOME OF
THE AREAS WHERE I THINK SOMETIMES I'VE GOTTEN DISTRACTED BY US
GOING
DOWN A DIFFERENT PATH.
I DON'T WANT US TO LOSE TREMENDOUS OPPORTUNITY WE HAVE WITH
DIGITAL AND TO MAKE A REAL STATEMENT THAT WE ALL HAVE A SHARED
RESPONSIBILITY TO MAKE SURE THAT WE LEVERAGE TECHNOLOGY AND MAKE IT
ACCESSIBLE TO AS MANY PEOPLE AS POSSIBLE.
>>: THANK YOU, MARK.
I APPRECIATE THE TIME AND EFFORT IT TOOK TO CREATE THIS
DOCUMENT AND THE THOUGHT PROCESS THAT WENT INTO IT.
COMMISSION MEMBERS, I JUST WANT TO REMIND YOU YOU DO HAVE
THIS
DOCUMENT IN DROPBOX AND IT IS IN YOUR DROPBOX UNDER THE PSC
COMMISSION
AND THEN UNDER MEETINGS AND OHIO, OF COURSE, AND THEN IT'S
RECOMMENDATIONS FOR AIM COMMISSION FROM NFB IS THE TITLE OF THAT
DOCUMENT.

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YOU SO THAT IS AVAILABLE TO YOU IN DROPBOX IF YOU DIDN'T -- IF
DON'T HAVE IT IN FRONT OF YOU, YOU CAN REFER TO IT LATER.

THAT I THINK IN THE INTEREST OF BOTH CLARITY AND COMPLETENESS
HAS WE'RE ACTUALLY GOING TO GO THROUGH THE RECOMMENDATIONS THAT MARK
MADE HERE POINT BY POINT.

SO THE FIRST POINT IS ESTABLISH THAT AFTER A CERTAIN DATE,
PUBLISHERS AND DISTRIBUTORS WHO OFFER CONTENT IN A DIFFERENT FORMAT

MUST OFFER THOSE MATERIALS IN A FULLY ACCESSIBLE FORMAT.

SO, COMMISSION MEMBERS, ANYONE WHO WOULD LIKE TO RESPOND?
BETSY?

>>: THANKS, GAIER.

I HAVE -- I GUESS, I DON'T KNOW THAT IT'S TO THIS POINT
EXACTLY BUT KIND OF AN OVER ARCHING QUESTION THAT I WANT TO ASK.

IDEA I WANT TO SAY I THINK THIS IS AN EXCITING IDEA, MARK, THE

IS THAT SOMETHING REALLY SUBSTANTIVE COULD COME OUT OF THIS COMMISSION

A REALLY EXCITING IDEA AND I THINK HAS A LOT OF POTENTIAL.

BUT ONE THING I'M CONCERNED ABOUT IS THAT I'VE BEEN AT OCR
WHEN WE WERE WORKING ON REVIEWING THE REGULATION FOR THE AMERICANS
WITH DISABILITIES ACT TITLE 2 AND TITLE 3 AND I SAW WHAT A LONG AND
DRAWN-OUT PROCESS THAT WAS.

ACTUALLY THAT WE TOOK A SET OF GUIDELINES THAT WAS DEVELOPED BY THE
ACCESS BOARD IN 2004 AND IT TOOK SIX YEARS BEFORE THOSE WERE

INCORPORATED BY THE DEPARTMENT OF JUSTICE INTO THE REGULATION.

ENFORCEABLE AND FOR PHYSICAL ACCESSIBILITY, WHILE SIX YEARS IS AN
UNFORTUNATELY LONG TIME TO HAVE TO WAIT FOR THAT TO BE AN

REGULATION, THE STANDARDS ARE STILL ROUGHLY THE SAME.

TIME, THE WIDTH OF A DOORWAY IS STILL THE WIDTH OF A DOORWAY, BUT
FOR TECHNOLOGICAL ISSUE, I WORRY IF WE SPEND THAT SAME SCOPE OF

BE FROM THE TIME THAT YOUR DIGITAL ACCESS BOARD DEVELOPS A SET OF
GUIDELINES TO THE TIME THOSE BECOME WRITTEN INTO A REGULATION THAT
THEY'LL ALREADY BE OUT OF DATE AND I WORRY THAT THAT ACTUALLY MIGHT

GOING BACKWARDS INSTEAD OF FORWARDS.

STANDARDS IF WE HAVE THEN INSTEAD OF OUT OF DATE TECHNOLOGICAL

NEW THAT ARE THEN THE REGULATION MUST BE ENFORCED INSTEAD OF WHATEVER

TECHNOLOGICAL DEVELOPMENTS COME ALONG IN THE INTERVENING YEARS.

THAT >>: DO YOU HAVE A THOUGHT, BETSY, ABOUT A WAY TO DO IT

REAL WOULD REQUIRE SOMETHING LESS THAN A STATUTE BUT STILL HAVE SOME
POWER BEHIND IT?

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>>: I DON'T.
SO I GUESS I'M TRYING TO PUT THAT TO THE COMMISSION,
BECAUSE I
HOPE THIS ISN'T A FATAL FLAW, BUT I'M NOT SEEING A WAY THAT IT
COULD
BE DONE IN A TIMELY ENOUGH MANNER TO AVOID -- YOU KNOW, BECAUSE
TECHNOLOGY BY ITS VERY NATURE IS ADVANCING SO RAPIDLY.
>>: OTHER COMMENTS?
>>: THIS IS JIM.
>>: HEY JIM.
YEAH, I THINK MARK'S PROPOSAL IS REALLY EXCITING, AND I
THINK
THAT, YOU KNOW, WE HAVE STUDIED K-12 AND WHILE WE'RE NOT TRYING TO
REPLICATE ALL OF THE ELEMENTS OF K-12 SYSTEM, WE HAD A DATE CERTAIN
IN
IDEA WHERE PUBLISHERS HAD TO START DELIVERING TEXTBOOKS IN A
DIGITAL
FORMAT.
THERE IS SOME QUESTION THAT I DON'T THINK EVER GOT
SATISFACTORILY RESOLVED ABOUT WHICH BOOKS IT ACTUALLY APPLIED TO.
WHETHER THAT WAS ALL BOOKS THAT WERE FIRST PUBLISHED AFTER
THAT DATE CERTAIN OR WHETHER IT WAS ALL BOOKS THAT ARE BEING SOLD
AFTER THAT DATE.
SO I THINK THAT'S SOMETHING THAT WE HAVE TO BE CLEARER
ABOUT
IN OUR RECOMMENDATIONS THAN IDEA TURNED OUT TO BE.
BUT -- AND I THINK THAT THE FACT THAT WE WERE ABLE TO MAKE
THAT KIND OF CHANGE IN A TWO-YEAR TIME FRAME AND IT WORKED OUT
DECENTLY WELL, IS SOMETHING WE CAN USE AS A MODEL FOR WHY THIS
WOULD
WORK.
>>: STEPHAN?
>>: YEAH, I'M -- I'M LESS CONCERNED ABOUT FINDING A WAY TO
MAKE A DATE CERTAIN WORK OUT, BECAUSE WE HAVE SEEN OTHER MODELS
WHERE
DATE CERTAIN CAN WORK, AND, YOU KNOW, POSSIBLY NOT TRYING TO ATTACH
THIS TO A CIVIL RIGHTS MODEL WOULD BE ONE GOOD WAY TO NOT DO THAT,
BECAUSE THOSE -- THOSE REGS, AS WE ALL KNOW, CAN TAKE MONUMENTAL
AMOUNTS OF TIME TO HAPPEN.
THE OTHER THING THAT I WOULD CAUTION US ABOUT, AND FIRST I
WOULD LIKE TO REITERATE THAT I THINK THAT -- I THINK THAT THERE IS
A
LOT OF PROMISE IN THIS IDEA OF HAVING A STATUTE-TYPE MODEL COME OUT
OF
THIS, AND I THINK THERE'S A LOT OF -- A LOT OF GOOD POTENTIAL THAT
COULD COME FROM THIS, AND I THANK MARK FOR PUTTING THIS FIRST SHOT
ACROSS THE BOUT, SO TO SPEAK, BUT I WOULD ALSO CAUTION US TO BE
CAREFUL THAT WE USE LANGUAGE FROM THE BEGINNING THAT WE -- THAT IS
UNDERSTANDABLE.
AND I NOTE IN THIS -- IN THIS VERY FIRST, YOU KNOW, 1A, WE
USE

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THE TERM -- OR THE TERM IS USED FULLY ACCESSIBLE FORMAT.

AND CLEARLY NONE OF US WOULD HAVE ANY IDEA WHAT A FULLY ACCESSIBLE FORMAT IS, SO I WOULD SUGGEST THAT THAT WOULDN'T BE THE KIND OF LANGUAGE WE WOULD WANT TO USE IN A STATUTE, FOR INSTANCE.

AND SO I JUST HAD THAT HIGHLIGHTED AS A TROUBLE SOME TYPE OF THING THAT WE WOULD WANT TO KEEP IN MIND AS WE LOOK AT THE WHOLE THING.

>>: THANK YOU, STEPHAN.

SKIP?

>>: I JUST WANTED TO MAKE A POINT OF CORRECTION WITH NIMAS,

NIMAC, AND THE K-12, THERE ARE ACTUALLY NO STATUTORY MANDATES ON CONTACT PRODUCERS.

THE MANDATE IS ON STATE AND LOCAL EDUCATION AGENCIES.

SO I JUST WANTED TO CLARIFY THAT.

>>: THANK YOU, SKIP.

ANY OTHER COMMISSION MEMBERS WITH COMMENTS ON THIS FIRST POINT?

>>: GAIER, WHAT -- ORTHOPEDIC --

>>: OKAY.

IN FACT, YOU CAN GO, BUT I WANT TO SAY TUCK AND PETER.

>>: OTHER THAN STATUTES AND REGULATIONS, ARE THERE -- WHAT OTHER OPTIONS ARE THERE?

ANYONE?

>>: BETSY, CAN YOU HELP US WITH THAT?

>>: WELL, I WOULD SAY THE ONE OTHER OPTION, I GUESS, WOULD BE GUIDELINES, WHICH IS WHAT THE ACCESS BOARD HAS PUT OUT PRIOR TO THEM

BEING INCORPORATED INTO REGULATIONS, BUT THEY'RE NOT ENFORCEABLE.

SO YOU CAN PUT OUT SOMETHING THAT'S LIKE AN INDUSTRY STANDARD

AND THAT, YOU KNOW, CONTENT PRODUCERS, AS WELL AS INSTITUTIONS OF HIGHER EDUCATION CAN LOOK TO, BUT THEY WOULDN'T BE BINDING OR CONTROLLING IN ANY WAY.

>>: PETER?

>>: MARK, THIS IS PETER GIVLER.

JUST A POINT OF CLARIFICATION.

THERE'S BEEN A LOT OF DISCUSSION WITHIN THE COMMISSION, ALSO,

ABOUT KIND OF IMPLICIT ENDORSEMENTS OF THE IDEA OF WHAT WE'RE WORKING

TOWARD ARE MARKET-BASED SOLUTIONS.

IS THIS -- AND I JUST WANT TO MAKE SURE THAT I UNDERSTAND THIS IN MY OWN MIND.

IS WHAT YOU'RE PROPOSING IN THIS FIRST POINT, IS THIS AN EITHER/OR QUESTION?

EITHER WE GET STATUTORY REGULATION OR WE HAVE A MARKET-BASED

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SOLUTION?

>>: THAT'S -- THAT'S A GOOD QUESTION.

I GUESS PARTLY MY FEELING IS THAT WE NEED -- I THINK WE ALL HAVE A LOT OF UNCERTAINTY.

WE CERTAINLY AGREE THAT THE MARKET CAN GET THERE.

I THINK WE HAVE A LOT OF UNCERTAINTY ABOUT HOW AND WHEN IT WILL GET THERE.

SO THE IDEA WAS TO TRY TO CREATE A FRAMEWORK THAT ADDRESSES

A

HUGE CHUNK OF GETTING THE MARKET THERE: WEST POST SECONDARY INSTITUTIONS THAT HAVE AN OBLIGATION BLACKBOARD IS A GOOD EXAMPLE.

BLACKBOARD GOT INTERESTED IN MAKING THEIR STUFF ACCESSIBLE BECAUSE THEY WERE FACED WITH THE PROPOSITION OF NOT BEING ABLE TO

BE

SOLD TO CERTAIN UNIVERSITIES WHO WERE INTERESTED IN MAKING SURE

THAT

THE STUFF THEY BOUGHT WAS ACCESSIBLE.

BUT I DON'T SEE ENOUGH OF A PUSH IN THE MARKET TOWARD THAT SORT OF ACCESSIBILITY, SO I GUESS MY GUT FEELING IS THAT THERE IS

MORE

OF AN EXTERNAL FORCE NEEDED THAN JUST THE MARKET ITSELF.

I HAVEN'T HEARD ANYBODY JUMP UP ON THE COMMISSION AND SAY,

I

HAVE A GREAT DEGREE OF CONFIDENCE THAT THE MARKET WILL BE OKAY,

LEFT

TO ITS OWN DEVICES, AND WE STILL HAVE A LOT OF UNCERTAINTY.

ABOUT WHAT ACCESSIBLE IS AND WHAT THAT MEANS.

SO I GUESS THE IDEA WAS TO CREATE SOME FRAMEWORK TO HELP -- HELP THE MARKET GET THERE, BUT ALSO FIND A WAY FOR US TO HAVE SOME AGREEMENT ABOUT WHAT WE MEAN WHEN WE SAY ACCESSIBLE.

AND I DO AGREE WITH WHAT STEPHAN SAID.

I GUESS I -- IN THE TIMELINE THAT WE HAD, I LEFT FULLY ACCESSIBLE IN THERE, RECOGNIZING THAT IT IS TRUE, NONE OF US KNOW EXACT LAY WHAT THAT TERM MEANS, BUT THE IDEA IS TO GET TO SOMETHING THAT WE CAN ALL POINT TO THAT SAYS WE HAVE A GREAT DEAL OF

CONFIDENCE

THAT THIS GIVES US A HUGE CHUNK OF THE ACCESSIBILITY WE'RE TALKING ABOUT.

DOES THAT HELP YOU?

>>: SORT OF.

>>: JIM?

>>: YEAH, MARK AND OTHERS, TOO, I'M WONDERING ABOUT -- DO

YOU

SEE THE COMMISSION SETTING THE DATE CERTAIN OR ARE WE SAYING THAT CONGRESS SHOULD -- SHOULD NAME THE DATE?

AND IN EITHER CASE, IS THERE A SENSE -- DO YOU HAVE A SENSE

OR

DO OTHER PEOPLE HAVE A SENSE OF WHAT BOTH A DOABLE AND FAIR DATE

MIGHT

LOOK LIKE?

SO IS IT THE COMMISSION OR IS IT -- ARE WE SAYING TO

CONGRESS

THAT THEY NEED TO SET THE DATE?

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>>: WELL, I DIDN'T NECESSARILY HAVE A SPECIFIC DATE IN MIND.

I THINK IF THE COMMISSION FELT A MIND TO MAKE A RECOMMENDATION

ABOUT WHAT A FAIR DATE MIGHT BE -- WE KNOW A LOT OF THE STUFF WE'RE THINKING ABOUT, INSTRUCTIONAL MATERIAL, THOSE BENCHMARKS ARE READILY

ACHIEVABLE TODAY.

IF YOU HAVE A CONTENT MANAGEMENT SYSTEM.

WELL, THERE'S MANY OF THEM OUT THERE THAT WE WOULD COUNT AS

ACCESSIBLE, AND SO WE SHOULD BE ABLE TO SET A STAKE IN THE GROUND

AND

SAY THAT THOSE ARE -- THAT'S ACHIEVABLE TODAY.

I GUESS THE BIGGER QUESTION IS HOW MUCH TIME WE WOULD THINK

IS

FAIR TO GIVE THE MARKET TO GO IN THIS DIRECTION WHERE IT'S NOT --

I'M

NOT NECESSARILY PREPARED TO SET A DATE, BUT I THINK THE COMMISSION SHOULD URGE CONGRESS TO CONSIDER SETTING A DATE AND THAT'S WHERE THE -- AN OVERSIGHT HEARING, DEBATES WITHIN THE HALLS OF CONGRESS ABOUT WHAT THAT DATE SHOULD BE WOULD DETERMINE THAT.

>>: TUCK?

>>: SO IN YOUR MIND, MARK, DO YOU HAVE AN ACCESSIBLE

FORMAT

IN MIND?

OR IS IT A DIGITAL FORMAT?

>>: AGAIN, I WANT TO STAY AWAY FROM A SPECIFIC FORMAT.

I THINK THIS NOTION OF FUNCTIONS, THE PRINCIPLES OF -- THAT PROVIDE ACCESS, THE STANDARD OF EQUIVALENT EASE OF USE, AND HAVING SOME TECHNICAL MINIMUM STANDARD THAT ARE EXAMPLES OF HOW THAT IS

MET I

THINK IS IMPORTANT.

I THINK THERE ARE MULTIPLE WAYS TO MEET THAT STANDARD, AND

WE

WANT THE MARKET TO DEVELOP MORE WAYS, BUT WE'D WANT TO SET FORTH

WHAT

THE MINIMUM FUNCTIONALITY -- WHAT DO WE MEAN BY EQUIVALENT EASE OF USE?

WHAT SORT OF FUNCTION DOES THE STUDENT HAVE USING THE

DIGITAL

BOOK?

THE STUDENT WITH THE DISABILITY NEEDS A SIMILAR

FUNCTIONALITY

BUILT INTO THE PRODUCT ITSELF.

>>: I JUST THINK ON THIS FIRST ONE, WHEN WE'RE LOOKING AT SITUATIONS SPECIFIC TO TIME, A TIME FOR -- A DROP-DEAD TIME ON AN ACCESSIBLE FORMAT THAT THAT ACCESSIBLE FORMAT NEEDS TO -- THAT

NEEDS

TO BE DETERMINED CERTAINLY BEFORE WE -- AND WE NEED TO PROVIDE THAT PROVIDER TO OFFERING A TIME OR IN OUR RECOMMENDATION TO CONGRESS

THAT

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THEY SET A TIME, WE NEED TO KNOW WHAT WE'RE ASKING THEM TO SET A
TIME
FOR.

>>: YEAH.

>>: PETER?

>>: YEAH, IN THE SAME VEIN, IT SEEMS TO ME, MARK, WOULD IT
MAKE SENSE TO KIND OF REARRANGE THE ORDER OF YOUR RECOMMENDATIONS
AND
CREATE THE COMMISSION FIRST AND SET -- LET THEM SET THE DROP DEAD -
-
THE DROP DEAD DATE?

>>: DATE CERTAIN.

IT'S EASIER.

>>: THE DATE CERTAIN, RIGHT.

I THINK THERE ARE SO MANY OPEN QUESTIONS THAT -- THAT WE
WANT

TO CREATE THE COMMISSION TO, YOU KNOW, REPRESENTATIVE BODY OF
STAKEHOLDERS TO LOOK INTO THIS AND COME UP WITH SOME ANSWERS AND
SORT

OF THINK ALL THIS THROUGH, AND IT JUST MAKES -- INTUITIVELY MAKES
SENSE IF WE'RE GOING TO GO DOWN THIS ROAD, INTUITIVELY MAKES SENSE
TO

DO THAT FIRST BEFORE SETTING THE DATE SO THAT THE RECOMMENDATION
FROM

THIS COMMISSION THEN WOULDN'T BE FOR US EITHER TO COME UP WITH A
DATE

OR TO ASK CONGRESS TO COME UP WITH IT, BUT JUST TO MAKE THAT PART
OF

THE COMMISSION'S MANDATE.

>>: I THINK THERE -- THAT MAKES GOOD SENSE.

I THINK THE REASON THIS POINT SHOWS UP AS NUMBER ONE,
BECAUSE

I WOULD REALLY LIKE THIS COMMISSION TO BE STRONG, CLEAR, AND
CONSISTENT THAT STUDENTS WITH DISABILITIES HAVE A RIGHT TO EQUAL

ACCESS IN OUR POST-SECONDARY INSTITUTIONS, AND THAT WE HAVE THE
TECHNOLOGICAL MEANS TO PROVIDE GREATER ACCESS -- GREATER EQUAL
ACCESS

THAN EVER BEFORE.

I HATE TO GO BACK TO JUST TEXTBOOKS, BUT, YOU KNOW, WHEN
YOU'RE TALKING ABOUT JUST A WORLD THAT IS ALL PRINT TEXT BOOKS, THE
MECHANISM FOR PROVIDING ACCESSIBILITY IS DIFFERENT THAN A WORLD
WHERE

EVERYTHING OR A GROWING PERCENTAGE OF THE MATERIAL AND THE
INTERFACES

ARE BORN DIGITAL.

AND CONCERN FOR ME, NUMBER ONE, IS THAT THIS COMMISSION
SAYS

TO CONGRESS, YOU HAVE TO SUPPORT AND INSIST THAT EVERYBODY HAS A
PIECE

OF THE RESPONSIBILITY IN MAKING SURE THAT STUDENTS WITH
DISABILITIES

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HAVE EQUAL ACCESS TO INSTRUCTIONAL MATERIALS IN POST SECONDARY EDUCATION.

THAT'S WHY THE DATE CERTAIN COMES FIRST.

THERE MAY BE A BETTER WAY -- AND IT SHOULD COME OUT IN THE REPORT, BUT IF CONGRESS DOESN'T REALLY PUSH THAT ASPECT, I THINK WE HAVE MISSED THE OPPORTUNITY TO SAY THAT THERE IS A CIVIL RIGHT HERE AND THAT EVERYBODY HAS A PIECE OF THE RESPONSIBILITY, BUT WORKING TOGETHER, I THINK WE CAN GET A LOT CLOSER TO SOLUTIONS THAN WE EVER HAVE.

SO I THINK YOUR POINT'S A VALID ONE.

>>: JIM FRUCHTERMAN, WHEN MY TURN COMES.

>>: I BELIEVE THAT'S NOW, JIM.

>>: I THINK THAT WE'RE NOT AS FAR AWAY FROM KNOWING WHAT

THIS

MEANS AS SOME OF THE CONVERSATION HAS GONE ON.

I THINK, YOU KNOW, EPUB, WHICH IS ONE OF THE REALLY BIG FORMATS IN THE PUBLISHING INDUSTRY, IS HIGHLY ACCESSIBLE AND CAN

MEET

THE REQUIREMENTS OF THIS.

DAISY MEETS THE REQUIREMENTS OF THIS.

508 COMPLIANCE, HTML MEETS THE REQUIREMENTS OF THIS.

I'M GUESSING THE NEW ACCESSIBLE PDF STANDARD MEETS THE REQUIREMENTS OF THIS.

BODY

AND SO I'M NOT SURE THAT WE NEED TO DEFER IT TO ANOTHER

OUR

TO BASICALLY IDENTIFY WHAT ACCESSIBILITY MEANS, I THINK THAT WE --

COMMISSION HAS THE ABILITY TO ACTUALLY LAY THAT OUT, AND I'M HOPING THAT THE FACT THAT WE'RE TRYING TO GIVE THE TECHNOLOGY AND THE, YOU KNOW, PUBLISHING INDUSTRY'S A LOT OF FLEXIBILITY ON HOW THEY MEET THESE REQUIREMENTS DOESN'T END UP PUSHING THIS OFF FIVE YEARS WHEN

I

THINK JIM GASHEL'S PRESENTATION KIND OF INDICATED, WE'RE ON THE

BRING

OF THAT WITH COMMERCIAL PRODUCTS TODAY AND I THINK LATER ON IN

MARK'S

PROPOSAL, HE ACTUALLY DOES LAY OUT SOME ADDITIONAL REQUIREMENTS

ABOVE

SORT OF THE STATUS QUO THAT WOULD MEET THIS ACCESSIBILITY

REQUIREMENT.

WANT

SO I THINK THE REASON -- AND MARK CAN CORRECT ME -- IS WE

AND

SOME ACCESSIBILITY FOR THE LONGER TERM IS BECAUSE ACCESSIBLE PDF

DIFFERENT

EPUB AND BLAH, BLAH, BLAH, FIVE YEARS FROM NOW THAT MAY BE

YEAR

AND WE WANT TO GIVE UPDATES MORE FREQUENTLY THAN THE FIVE OR TEN

OF

PERIOD THAN WE'VE ADDITIONALLY TAKEN TO DO RULE MAKING UNDER SOME

THE EXISTING REGULATION.

>>: SKIP?

>>: I JUST WANTED TO ADD A COMMENT THAT HAPPEN TEED OFF ON

A

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POINT THAT JIM MADE EARLIER ABOUT THE CHALLENGE OF IDENTIFYING
LEGACY
VERSUS BORN DIGITAL, AND THIS COMES FROM A REMOTE LISTENER, SO I'LL
JUST READ, ISSUE OF LEGACY VERSUS NEW RESOURCES, ONE POINT OF
CONFUSION IS THAT THIS CAN BE A VERY GRAY LINE, ESPECIALLY WITH
79

DIGITAL AND SOFTWARE.
THOSE PRODUCTS ARE OFTEN UPDATED OVER TIME, NOT BUILT FROM
SCRATCH.
SO ADDING ACCESSIBILITY STANDARD CAN REQUIRE GOING OVER
MILLIONS OF LINES OF EXISTING CODE.
SO DEFINING LEGACY IS KEY.
>>: THANK YOU FOR THAT.
ANY OTHER COMMENTS FROM THE COMMISSION?
(NO RESPONSE.)
>>: I THINK ONE OF THE THINGS THAT I WOULD ENCOURAGE US TO
KEEP IN MIND HERE IS THAT EVERY STATE IN THE UNION HAS LAWS
REQUIRING
THEIR STATE WEB SITES TO BE ACCESSIBLE.
IT THE US GOVERNMENT HAS LAWS REQUIRING THAT US FEDERAL WEB
SITES BE ACCESSIBLE.
THERE IS NOTHING THAT REQUIRES THE COLLEGES TO HAVE
ACCESSIBLE
WEB SITES AND THERE'S SOME OF THIS WHERE WE MAY WANT TO LOOK AT IT
AS
KIND OF A -- A BROADER STEP, IN A WAY, OF BOTH THE CAMPUS WEB
PRESENCE
ON THE INTERNET AND THEIR INTRANET -- IN OTHER WORDS, THEIR LOCAL
AREA
NETWORKS -- BE REQUIRED TO FOLLOW THE ACCESSIBLE GUIDELINES THAT
ARE
ALREADY THERE OR ACCESSIBILITY STANDARDS I SHOULD SAY.
SO I THINK THERE'S A LOT OF THIS THAT -- AND I'M VERY
SENSITIVE TO WHAT BETSY'S SAYING -- AND WHAT JIM IS SAYING -- I
DON'T
WANT US TO BE SITTING HERE FIVE YEARS FROM NOW SAYING WE'RE NO
FURTHER
ALONG BECAUSE WE DIDN'T HAVE TO BE.
I THINK MAYBE THERE'S SOME THINGS THAT WE CAN ALREADY SORT
OF
RIDE ON THEIR COATTAILS TO -- TO MOVE SOME OF THESE FORWARD.
AND JIM FRUCHTERMAN, BECAUSE I THINK YOU'RE THE MOST
KNOWLEDGEABLE PERSON ON THE COMMISSION ABOUT THIS, IS THERE
ANYTHING
IN THE DIGITAL MILLENNIAL COPYRIGHT ACT?
BECAUSE I KNOW THAT IS REVISED PERIODICALLY, TOO.
IS THERE ANYTHING WE CAN RIDE ON THOSE COATTAILS?
>>: OH, YOU KNOW, I THINK THE -- THE ADVOCATES COMMUNITY
HAS
ASKED FOR EXCEPTIONS UNDER DMCA TO ALLOW THEM TO CONTRACT DRM TO
MAKE

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BOOKS ACCESSIBLE TO PEOPLE WITH DISABILITIES WHO PURCHASE eBooks THAT HAVE DRM TO GET IN THE WAY OF THEIR ACCESSIBILITY.

I THINK THAT THAT DMCA REMEDY HAS BEEN -- I WON'T QUITE SAY USELESS, BUT NOT ACTUALLY EFFECTIVE IN PRACTICE, BECAUSE, FOR EXAMPLE,

ORGANIZATIONS LIKE US HAVE DECIDED THAT EVEN THOUGH WE HAVE A LEGAL ABILITY TO CRACK AN EBOOK, WE ARE LOATHE TO IRRITATE THE PUBLISHING INDUSTRY THAT MUCH AND MAKE IT HAPPEN.

SO I THINK THAT SOMETHING LIKE MARK'S PROPOSAL IS SORT OF A MORE CONSTRUCTIVE APPROACH TO THAT, RATHER THAN CRAFTING EXCEPTIONS TO

ANTI-DRM CIRCUMVENTION RESTRICTIONS THAT ARE IN SOMETHING LIKE THE DMCA. THAT'S THE MOST RELEVANT THING I'M AWARE OF.

>>: SO I THINK IT'S EASIER TO DEAL WITH A DATE ONCE WE'RE MORE CLEAR ON WHAT THAT DATE WOULD BE.

I ALSO WANT TO ENCOURAGE THE COMMISSION TO REMEMBER INSTEAD OF

DIRECTING SOMETHING AT THE PUBLISHERS AND DISTRIBUTORS, WE CAN ALSO DIRECT IT AT THE CAMPUSES THEMSELVES AND THAT IS POTENTIALLY AN

AREA

WHERE WE MAY HAVE MORE TEETH BECAUSE THEN IT COULD BE -- THE TEETH COULD BE UNDER SECTION 504 COMPLAINT PROCESS AND WOULD NOT TAKE AS MUCH EFFORT TO ESTABLISH AS DEVELOPING SOMETHING NEW.

POSSIBLY ALSO, MARK, I WANTED TO ASK, DO YOU SEE THE POTENTIAL

FOR THIS COMMITTEE LOOKING AT DOCUMENT STANDARDS TO BE UNDERNEATH THE

ACCESS BOARD MAYBE AS A SUBCOMMITTEE OF THE ACCESS BOARD?

QUICKLY? MIGHT THAT BE A WAY TO DO IT THAT WOULD HAPPEN MORE

>>: WELL, TO THE EXTENT THAT YOU CAN PUT QUICKLY AN ACCESS BOARD TOGETHER IN THE SAME SENTENCE -- I MEAN, IT'S A POSSIBILITY. IT'S A POSSIBILITY.

I MEAN, AND THE NOTION THAT THIS WOULD TAKE A LONG TIME TO GET

IMPLEMENTED IN ANY SORT OF COMMITTEE I THINK IS VERY, VERY VALID.

THE POINT THAT YOU JUST MADE I THINK IS TRUE.

THE HOOKS FOR THE UNIVERSITY TO MAKE THIS HAPPEN HAVE BEEN THERE FOR A LONG TIME.

AND THIS HASN'T BEEN HAPPENING VERY READILY.

BLIND NOW, IT'S NO SECRET THAT THE NATIONAL FEDERATION OF THE

HAS BEEN GOING AROUND BEATING ON THE UNIVERSITIES TO TRY TO SPEED THIS

UP, BECAUSE WE FIGURE WE'RE IN A RACE AND EITHER THE TECHNOLOGY'S GOING TO WIN OR ACCESSIBILITY'S GOING TO WIN.

UNIVERSITIES BUT PART OF MY THINKING ON THIS PROPOSAL IS THE

ALREADY HAVE A CLEAR AND STRONG OBLIGATION AND IT'S NOT ENOUGH. IT'S NOT WORKING ENOUGH.

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SOME AND ONE REASON WE NEED MAYBE SOME STANDARDS IS THAT NOW
OF THE UNIVERSITIES ARE PAYING ATTENTION AND THEY'RE GOING TO START
CREATING THEIR OWN IDEA OF WHAT THE STANDARDS ARE.

AND SO PARTLY MY THINKING HERE IS TO CREATE A BODY THAT
INCLUDES THE PRODUCERS OF TECHNOLOGY, THAT INCLUDES THE PUBLISHERS,
SO THAT WE CAN REALLY AVOID THE -- THE SORT OF MARKET FRAGMENTATION
THAT STARTED TO OCCUR BECAUSE NOW UNIVERSITIES ARE GOING TO THINK ABOUT
HOW TOTO ADDRESS THIS AND MAKE REQUIREMENTS IN THEIR PURCHASING.

WE DO STILL HAVE A NEED TO PUT SOME OF THESE NOTIONS THAT
WE'VE DEVELOPED OR THE TECHNOLOGY TASK FORCE AND THAT SORT OF
THING,

BUT THE STANDARDS THAT WE ALREADY KNOW ARE GOOD STANDARDS THAT WE
AGREE UPON, BUT IN THE FUTURE, THAT'S GOING TO CHANGE AND MY
CONCERN

WITH CREATING A BODY OF SOME WAY OF REVIEWING PERIODICALLY SO WE
CAN ADDRESS THOSE EMERGING TECHNOLOGIES WHEN THE STANDARDS ARE FURTHER
IMPROVED.

>>: THANK YOU.

STEPHAN?

>>: GAIER, I JUST WANTED TO FURTHER COMMENT IN RESPONSE.

I THINK IN RESPONSE TO ITEMS C, D, AND E UNDER NUMBER 1 IN
MARK'S DOCUMENT, I THINK THAT ALL THREE OF THOSE ARE VERY VALID AND
POSSIBLE POINTS, BUT I DON'T -- I DON'T THINK THAT THE GROUP THAT

CAN OR SHOULD MAKE THIS HAPPEN COULD BE A SUBGROUP UNDER THE ADVISORY
BOARD.

>>: UNDER THE ACCESS BOARD.

>>: OR, SORRY, UNDER THE ACCESS BOARD.

I DON'T KNOW THAT THERE IS THE RIGHT -- THAT THAT WOULD BE
THE RIGHT LEVEL OF OOMPH, I THINK IT WILL DEFINITELY BE THE WRONG LEVEL
OF

POLITICALIZATION, AND I THINK THAT -- I THINK THAT MARK'S IDEA OF
LOOKING AT THAT MODEL OF INSTRUCTION BUT FILLING IT WITH AN
APPROPRIATE GROUP OF STAKEHOLDERS MIGHT BE A MUCH MORE EFFECTIVE

THING TO SUGGEST IN THE CONTEXT OF THIS TYPE OF DOCUMENT.

>>: BETSY?

>>: I KIND OF LEAN THE OTHER WAY ON THAT QUESTION,
STEPHAN.

I THINK THE ACCESS BOARD IS ACTUALLY -- HAS FEDERAL AGENCY
STATUS AND TO PROPOSE TO CONGRESS, ESPECIALLY AT THIS TIME OF KIND
OF FISCAL AUSTERITY TO CREATE ANOTHER FEDERAL AGENCY SEEMS ALMOST

IMPOSSIBLE TO GET THROUGH.

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GET SO I KIND OF THOUGHT IN TERMS OF PRAGMATIC SIDE OF THIS TO
CONGRESS TO ACTUALLY ACT ON OUR RECOMMENDATIONS THAT WORK IN THE
EXISTING CONTEXT OF THE ACCESS BOARD MIGHT BE A GOOD IDEA.
I'D ALSO -- I WOULD LOVE TO LEARN MORE ABOUT HOW THE ACCESS
BOARD WORKS, BUT MY UNDERSTANDING IS THAT FOR ALL OF THE DIFFERENT
SETS OF GUIDELINES THAT THEY HAVE PUT OUT, THEY'VE BROUGHT IN
DIFFERENT PEOPLE WITH INFORMED SUBJECT MATTER EXPERTISE TO HELP
INFORM WHAT THOSE GUIDELINES SHOULD BE.
SO I WOULD THINK THAT THERE COULD BE SOME MIDDLE GROUND
WHERE YOU CAN TALK ABOUT THE STAKEHOLDERS THAT YOU THINK NEED TO BE AT
THE TABLE, BECAUSE I THINK CERTAINLY WE ALL AGREE THAT CERTAIN
STAKEHOLDERS NEED TO BE THERE IN ORDER TO GIVE THIS WHATEVER --
WHATEVER GUIDELINES OR POTENTIAL FUTURE REGULATIONS ARE PUT OUT TO
GIVE THEM THAT OOMPH THAT NEEDS TO BE THERE.
SO I'M WONDERING IF THERE'S SOME WAY TO MERGE THE TWO
WITHOUT TELLING CONGRESS THAT WE NEED TO CREATE A NEW FEDERAL AGENCY.
>>: DID YOU WANT TO RESPOND TO THAT, STEPHAN, OR ARE YOU
THINKING, PONDERING?
SORRY, I DON'T MEAN TO PUT YOU ON THE SPOT.
OKAY.
I THINK THAT'S A -- THAT'S A POINT WELL TAKEN, BETSY, AND I
KNOW IN THE 508 REVISED, THE NUMBER OF PEOPLE THAT THEY BROUGHT
TOGETHER WAS IMPRESSIVE, TO SAY THE LEAST.
THERE WERE A LOT OF PEOPLE INVOLVED IN THAT AND THEY DID
INCLUDE DOCUMENT STANDARDS AS ONE PORTION OF THE 508 REVISED WHICH
HAS NOT BEEN FULLY ADOPTED, BUT IT'S SOMETHING THAT'S THERE IN
CONSIDERATION.
AND ONE OF THE THINGS I'M IMPRESSED WITH IS HOW THEY
HANDLED THE 508 REVISED WAS THE ATTEMPT TO ALIGN IT WITH THE OTHER
STANDARDS BODIES WHICH IS SOMETHING IN THE BEGINNING THEY WROTE THEIR OWN
STANDARDS THEN THEY SAID WE SHOULD ALIGN THESE WITH THE
INTERNATIONAL STANDARD AND I THINK THAT'S SOMETHING THAT SHOULD ALWAYS STAY IN
THE FOREFRONT OF THESE DISCUSSIONS IS PAYING ATTENTION TO WHAT OTHER
STANDARD BODIES ARE DOING.
GLINDA?
>>: JUST ONE COMMENT FOR THOSE OF US THAT AREN'T SO WELL
VERSED WITH THE ACCESS BOARD, I THINK IT MIGHT BE INTERESTING, TOO,
TO KNOW MORE ABOUT WHAT THE ACCESS BOARD HAS DONE AND HOW SUCCESSFUL
THEY'VE BEEN AT THE WORK THEY'VE DONE, TOO, IN THE PAST.
I HAVEN'T HAD ANY CONTACT WITH THEM IN A WHILE.
I DID A FEW YEARS AGO, AND I JUST DON'T KNOW WHAT'S GOING
ON WITH THEM NOW, AND I THINK THAT IT WOULD BE INTERESTING TO SEE WHAT

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KIND OF WORK THEY'VE BEEN DOING AND HOW EFFECTIVE THEY'VE BEEN IN
THE
WORK THEY'VE BEEN DOING.

>>: WE CAN CERTAINLY LOOK AT GETTING AN ACCESS BOARD TO
COME
TO THE CONFERENCE.

>>: I WOULDN'T WANT TO SAY BECAUSE IT'S THE PRAGMATIC
THING
TO DO WE ONLY NEED TO PUT THAT FORWARD, I THINK WE NEED TO BE OPEN
AS
TO WHETHER -- WE NEED TO HAVE AN OPTION, ANOTHER OPTION.

>>: SKIP?
>>: I JUST WANTED TO PARAPHRASE A COMMENT THAT MARK HAD
MADE
IN ONE OF THE TELECONFERENCES, BECAUSE I THOUGHT IT WAS PRETTY
PROFOUND AND CERTAINLY STRUCK ME SO, MARK, IF I GET THIS WRONG,

CORRECT ME.

BUT YOU HAD MADE THE COMMENT THAT WHILE BOSTON DSS OFFICES
THESE DAYS ARE PRETTY WELL ABLE TO ADOPT SOME SORT OF ALTERNATE
FORMAT, VERY FEW OF THEM ARE GOING TO BE EQUIPPED TO DO THE SAME
THING
WITH SORT OF HIGH ENERGY RICH MEDIA, DIGITAL -- BORN DIGITAL
MATERIALS, AND SO WHEN WE THINK ABOUT GOING DIGITAL MATERIALS, IT'S
NOT JUST eBooks, BUT IT'S GOING TO BE MORE ELABORATE CONSTRUCTIONS
THAT INVOLVE, YOU KNOW, EXTENSIVE DATABASES AND MAY LOOK MORE LIKE
LEXIS-NEXIS THAN BLIO.

SO MARK COMMENTED THAT THE CAPACITIES AT THE LOCAL LEVEL TO
MEET THE MANDATES OF EXISTING CIVIL RIGHTS CLAWS ARE GOING TO
DIMINISH
AND PROBABLY ARE LIKELY TO DIMINISH PRECIPITOUSLY OVER THE FEW
YEARS
AS THE INFLUX OF DIGITAL CONTENT INCREASES AND THE RELIANCE ON
PRINT
TENDS TO DECREASE.

>>: YEAH, I THINK IT REALLY IS A RACE THAT WE'RE IN, AND
THE
OTHER ASPECT TO THAT IS I THINK IF WE GET SOMETHING INTO THE LAW
THAT
GIVES US A BASELINE OR A MINIMUM STANDARD FOR ACCESSIBILITY THIS
WILL
ALSO ALLOW THE DSS OFFICES TO FOCUS THEIR EFFORTS AND ENERGY ON
SOME
OF THOSE THINGS THAT WE KNOW ARE THE OUTLIERS.

EVEN IF THERE IS AN EBOOK IN ANATOMY, THERE'S STILL
PROBABLY
GOING TO BE A NEED TO HAVE TACTILE GRAPHICS FOR A BLIND STUDENT.
SO--SO THERE STILL WILL BE THOSE LOW INCIDENCE NEEDS THAT WE
TALKED ABOUT QUITE A BIT.

THIS WILL ALLOW THE DSS OFFICES TO STREAMLINE AND I THINK
BETTER UTILIZE THE RESOURCES TO FOCUS IN ON THOSE AREAS.

>>: DAVE?

>>: DAVE BERTHIAUME, I JUST WANTED TO COMMENT BACK ON A

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COMMENT BETSY STARTED THE DISCUSSION WITH.
REALLY, TWO COMMENTS.
ONE, WE HAVE TO FACTOR IN THE TIME THAT THIS IS GOING TO
TAKE
AND FROM A PRACTICAL STANDPOINT, THAT THERE'S A LEGISLATIVE VEHICLE
THAT WILL BE NEEDED, OTHER PERHAPS IDEA REAUTHORIZATION OR EVEN
REAUTHORIZATION OF THE WORK FORCE INVESTMENT ACT BECAUSE THE ACCESS
BOARD IS IN SECTION 502 OF THE REHAB ACT.
I HAD ANOTHER THOUGHT, AND THAT WAS ANOTHER ROUTE THAT WE
COULD RECOMMEND FOR CONGRESS TO TAKE WOULD BE TO CREATE YET ANOTHER
COMMITTEE BUT THIS COMMITTEE WOULD BE AN OPERATIONAL COMMITTEE.
IN OTHER WORDS, IT WOULD BE VESTED BY CONGRESS WITH THE
ABILITY TO MAKE A FINAL DECISION ON WHATEVER IT IS -- WHATEVER
SCOPE
IT IS THAT WE -- THAT WE RECOMMEND IF CONGRESS WENT ALONG, AND AN
OPERATIONAL COMMITTEE WOULD BE ABLE TO, I THINK, MAKE -- AT LEAST
SET
OUT STANDARDS ON BEHALF OF THE GOVERNMENT.
SO THAT WOULD BE SOMETHING THAT I THINK COULD WORK MORE
QUICKLY, AND THERE ARE EXAMPLES OF OPERATIONAL COMMITTEES
THROUGHOUT -- THROUGHOUT THE GOVERNMENT.
IT'S NOT UNDER FACAs, LIKE OUR COMMITTEE IS, IT'S ONE THAT
IS
JUST AN ADVISORY COMMITTEES THAT MAKING RECOMMENDATIONS.
BUT IT'S SITUATION WHEN CONGRESS IDENTIFIES SOMETHING NEEDS
TO
GET DONE, WE NEED TO BRING EXPERTS IN TO HELP US WITH THIS AND WE
WANT
A -- WE'RE GOING TO DEFER TO THE EXPERTS, WE WANT A FINAL DECISION
TO -- TO BE MADE.
>>: I'M WONDERING ABOUT THE DECISION MAKING PROCESS.
WHO FINALLY PULLS THE TRIGGER ON THIS?
AND THEN FINDING THE STRUCTURE TO ALLOW THAT DECISION TO BE
MADE WITH THE APPROPRIATE INPUT, ADVICE, FROM VARIOUS PARTIES.
SO, DAVE, IF WE WENT IN YOUR DIRECTION, WOULD THE DECISION
--
COULD THE DECISION THEN REST WITH THE US DEPARTMENT OF ED, FOR
EXAMPLE?
WITH ADVICE FROM AN OPERATING COMMITTEE THAT, YOU KNOW,
COULD
GROW OUT OF A RECOMMENDATION FROM THIS COMMISSION?
BUT REALLY SAYING TO CONGRESS, MAKE THE DEPARTMENT OF
EDUCATION GET IT DONE.
>>: YEAH, I THINK THAT'S HOW THIS OFTEN WORKS IS I'M
THINKING
OF OTHER EXAMPLES OF -- I'M SORRY.
I'M THINKING OF OTHER EXAMPLES WHERE CONGRESS HAS
IDENTIFIED A
PARTICULAR -- JUST, FOR EXAMPLE, CELEBRATING THE BICENTENNIAL OR
SOMETHING LIKE THAT, CREATING A BIG CELEBRATION TO MAKE SURE THAT
WAS

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DONE IN AN APPROPRIATE WAY, BUT WE'VE ALSO CREATED OPERATIONAL COMMISSIONS, AS I WAS SUGGESTING, WHEN THE GOVERNMENT REALIZES WE DON'T HAVE THE EXPERTISE, WE DON'T HAVE THE EXPERTISE IN-HOUSE TO MAKE THIS DECISION, BUT IT IS AN AREA THAT NEEDS A FINAL DECISION, IT NEEDS TO BE MADE AND, YES, I THINK THE WAY THAT THE LANGUAGE IN THOSE TYPES OF STATUTES AND THOSE SITUATIONS WOULD SAY HERE'S AN OPERATIONAL COMMISSION AND THEY'RE GOING TO TELL THE SECRETARY OF EDUCATION, THIS IS -- THIS IS OUR DECISION AND THERE WILL BE IN ADDITIONAL LANGUAGE ABOUT GOING AHEAD AND IMPLEMENTING IT.

SO THAT'S HOW THAT WOULD WORK.

>>: LINDA?

>>: THIS IS -- IS IT A DECISION OR IS IT -- IS IT A DECISION

THAT YOU'RE LOOKING FOR OR IS IT WHAT IS REALLY GOING TO -- I'M NOT SURE.

I'M CONFUSED NOW.

ARE WE LOOKING FOR A RECOMMENDATION OR ARE WE LOOKING FOR -

-
ARE WE LOOKING FOR A DECISION ON WHAT TO RECOMMEND OR ARE WE LOOKING

FOR WHAT THE IMPLEMENTATION -- I'M JUST CONFUSED NOW ON WHERE WE WERE PROCESS-WISE.

>>: YEAH, AND I'M NOT -- I'M NOT AN INSIDER HERE, AND YOU GUYS ARE, BUT, YOU KNOW, THERE SEEMED TO BE PRECEDENCE FOR -- YOU KNOW, FOR CONGRESS TO BE VERY CLEAR TO AN AGENCY, AND TO STIPULATE THAT A CERTAIN DECISION BE MADE -- A CERTAIN PROGRAM BE CREATED, A CERTAIN DECISION BE MADE, AND SO FORTH.

AND THEN THE STAKEHOLDER GROUP, STAKEHOLDER GROUPS, LIKE MY OWN OR OTHERS HERE, WRITE TO CONGRESS OR PUT LANGUAGE, WHETHER IT'S IN -- YOU KNOW, REPORT LANGUAGE OR WHATEVER ELSE, THAT ALLOWS CONGRESS

TO FOLLOW UP WITH THE DEPARTMENT AND SAY, WELL, HAVE YOU DONE THIS AND REPORT BACK AND TELL US ABOUT THIS.

>>: SO YOU'RE TALKING ABOUT THE ACTUAL IMPLEMENTATION.

>>: AND THE DECISION ABOUT WHAT THE STANDARDS ARE, BASED ON ADVICE FROM A DIVERSE BODY OF STAKEHOLDERS, EXPERTS AND STAKEHOLDERS.

THAT COULD BE -- THAT COULD BE -- IT MAY NEED TO BE IN -- I DON'T KNOW WHETHER YOU ENVISION TO BE UPDATED ON A -- ON A REGULAR BASIS BECAUSE OF CHANGING TECHNOLOGY OR WHATEVER, WHAT THOSE STANDARDS

MIGHT BE, BUT -- I DON'T --

>>: RIGHT.

I THINK THIS ALSO GETS TO PETER'S POINT ABOUT NEEDING -- PERHAPS NEEDING ANOTHER BODY TO -- AND WHETHER IT'S CONGRESS OR, IN FACT, AN OPERATIONAL COMMITTEE TO DO THE RESEARCH AND THE LEG WORK ABOUT DETERMINING, WELL, WHAT IS A REASONABLE TIME?

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BECAUSE I THINK IT'S HARD FOR THE COMMISSION.
WE CAN PICK A DATE THAT COULD -- BUT IT'S NOT BASED ON SOME
HEARINGS AND SOME BACK AND FORTH.
BUT YOU HAD A SEPARATE GROUP THAT DID -- GATHERED
INFORMATION,
HAD A SPECIFIC CHARGE TO COME UP WITH A DATE CERTAIN AND A SPECIFIC
CHARGE TO SET OUT CERTAIN COMMON MINIMUM STANDARDS THAT WORKED, AND
THEN THAT WAS THE RESPONSIBILITY OF THAT PARTICULAR GROUP, AND THEN
YOU CHARGE -- ONCE A GROUP SELECTS A DATE, OSERS HAS A YEAR TO GET
THIS IN PLACE AND TO FOLLOW UP WITH A REPORT AND MAKE SURE THAT
THIS
IS OCCURRING.
SO THAT'S -- THAT'S THE MODEL THAT --
>>: DAVE.
>>: -- I'M TALKING ABOUT.
>>: DAVE, MAY I MAKE A COMMENT?
SO ONE OF THE MODELS THAT I'M MOST FAMILIAR WITH IS THE
NATIONAL FILE FORMAT TECHNICAL PANEL.
>>: THAT'S WHAT I WAS THINKING OF.
>>: SO THAT WAS COMMISSIONED FOR ONE YEAR, ROUGHLY 30
PEOPLE,
TO COME TOGETHER AND ESTABLISH WHAT WAS THEN KNOWN AS THE NATIONAL
FILE FORMAT, WHICH IS NOW KNOWN AS NIMAS.
RECOMMENDATIONS FOR ITS IMPLEMENTATION AND THAT WAS
INITIATED
AS A VOLUNTARY KIND OF STAKEHOLDER LED CONSENSUS BUILDING GROUP
THAT
THEN, AS THE RECOMMENDATIONS EVOLVED, THAT THEN GOT FOLDED INTO
IDEA,
BUT ACTUALLY IN THE BEGINNING OF THAT PROCESS, THERE REALLY WASN'T
A
SPECIFIC DEDICATED INTENT TO BUILD IT INTO STATUTE.
IT WAS REALLY LET'S SEE IF WE CAN COME TO SOME SORT OF
CONSENSUS INDUSTRY-WIDE AND STAKEHOLDER WIDE THAT WE CAN PUT
TOGETHER
AS A VOLUNTARY THING.
BUT THAT WAS THE SAME TYPE OF MODEL.
>>: MY COMMENT ON THIS IS I UNDERSTAND THIS PART.
I THOUGHT WHAT YOU WERE RECOMMENDING -- WHAT MARK WAS
RECOMMENDING WAS AN ONGOING GROUP LIKE THE ACCESS BOARD THAT WOULD
DO
CONTINUOUS MONITORING AND ONGOING, INSTEAD OF SOMETHING SHORT TERM
THAT WAS GOING TO MAKE A SHORT-TERM DECISION, AND THEN DO A FOLLOW-
UP
TO SEE WHAT WAS IMPLEMENTED.
AM I -- AM I MISSING SOMETHING?
>>: NO, I THOUGHT THAT ALSO.
BUT MAYBE WE SHOULD HEAR FROM MARK.
>>: MAYBE WE'RE ALL WRONG.
>>: NO, ABSOLUTELY.
I THINK TO GO BACK TO JIM FRUCHTERMAN'S POINT, I WONDERED,

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THOUGH, AS A -- AS A BASELINE, IF THIS COMMISSION HAS DONE ENOUGH
WORK -- I THINK IT PROBABLY HAS -- TO MAKE THE INITIAL
RECOMMENDATION,

AND WE SHOULDN'T LOSE THAT PIECE BECAUSE WE'VE DONE SOME OF THAT,
AND

I THINK THAT SHOULD BE ONE OF THE TAKE AWAYS, ONE OF THE
RECOMMENDATIONS WE MAKE TO CONGRESS, IS TO SAY THAT THIS COMMISSION
DID THE INITIAL WORK, AND I THINK WE'VE HAD A GOOD REPRESENTATIVE
SAMPLE OF STAKEHOLDERS AND GOOD DISCUSSIONS, AND WE STILL HAVE MORE
TIME TO HAVE MORE, TO SAY, HERE ARE THE BASE STANDARDS, BUT
WHATEVER

MECHANISM IS ESTABLISHED TO DO ONGOING REVIEW WILL USE THE WORK OF
THIS COMMISSION AS A JUMPING OFF POINT, NOT TO REINVENT THE WORK

THAT

WE'VE DONE OVER THE YEAR AND REHASH IT.

WE'VE TALKED A LOT ABOUT THE FUNCTIONALITY AND THE VARIOUS
STANDARDS THAT ARE OUT THERE AND WHERE THE STRENGTHS ARE, WHERE THE

WEAKNESSES ARE.

AND THE OTHER PIECE I DON'T WANT TO LOSE HERE IS, YOU KNOW,
IF

IT ENDS UP BEING SOMETHING THAT LIZ AND THE DEPARTMENT OF EDUCATION
--

I WANT TO MAKE SURE THAT THE SHARED RESPONSIBILITY IS WITH MORE
THAN

THE UNIVERSITIES, BECAUSE IF WE MISS ACTIVE ENGAGEMENT WITH THE
PRODUCERS OF THE TECHNOLOGIES, THE PUBLISHERS OF THE CONTENT IN
TERMS

OF THE FUNCTIONS THAT MAKE IT ACCESSIBLE, WE'RE GOING TO BE BACK TO
THE RETROFIT MODEL, WHICH IS NOT WHERE WE WANT TO BE.

>>: ANY OTHER DISCUSSION?

(NO RESPONSE).

>>: SO I WANT TO SEE IF WE HAVE A POINT OF CONSENSUS HERE.

SO DO WE, AS A COMMISSION, WANT TO RECOMMEND THAT SOME SORT

OF

A BODY, EXACTLY WHAT IT IS TO BE DETERMINED, A COMMITTEE OR A PART

OF

THE ACCESS BOARD OR SOMETHING SIMILAR BE ESTABLISHED TO LOOK AT --

HOW

DID YOU WORD IT, MARK?

DIGITAL TECHNOLOGY IN EDUCATION OR WAS THAT -- SORRY, I'VE
LOST --

>>: IT'S POINT E.

>>: MAKE RECOMMENDATIONS FOR ADDITIONS TO THE STANDARD?

>>: YEAH.

AND ALSO TO OVERSEE.

SO YOU'RE TALKING ABOUT BOTH MAKING RECOMMENDATIONS TO THE
STANDARDS AND ALSO TO HAVE ONGOING ACCESS -- OR ONGOING ASSESSMENT

OF

THE STANDARDS; IS THAT CORRECT, MARK?

>>: IT'S 1.E.

>>: IS THAT POINT E?

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>>: YEAH.

>>: SO ESTABLISHING -- SIMILAR CHARACTER, THE ACCESS BOARD WITH REPRESENTATIVES FROM THE PUBLISHING AND DIGITAL TECHNOLOGIES INDUSTRIES AND THE ACADEMIC COMMUNITIES THAT WOULD MAKE RECOMMENDATIONS FOR ADDITIONS TO THE STANDARDS, ET CETERA.

>>: YES.

WITH THE UNDERSTANDING THAT -- THAT WE HAVE -- THAT THIS COMMISSION HAS ESTABLISHED A BASE -- A BASELINE FOR THAT WORK.

A BASELINE THAT WE SHOULD BE RECOMMENDING TO CONGRESS AS A --
AS A STARTING POINT GOING FORWARD, BUT THEN ALSO, YOU KNOW, WE'LL HAVE TO CLARIFY THE GROUP WE'RE TALKING ABOUT, THESE STANDARDS APPLYING TO.

>>: RIGHT.

SO DO WE HAVE A CONSENSUS ON THAT POINT?

IS THERE ANYONE WHO WOULD NOT BE WILLING TO INCLUDE THIS RECOMMENDATION AS PART OF OUR REPORT?

(NO RESPONSE.)

>>: OKAY.

I AM NOT SEEING ANY DISSENSION, SO WE HAVE -- WE HAVE CONSENSUS HERE AROUND POINT E.

I HOPE THAT I CAN ASSUME THAT AROUND POINT F, ESTABLISH THAT A INDIVIDUALS AND INSTITUTIONS AFFECTED BY THIS LAW WOULD STILL HAVE RIGHT OF PRIVATE ACTION.

DO WE HAVE CONSENSUS AROUND THAT, AS WELL?

>>: I DON'T THINK YOU CAN THROW THAT AWAY.

>>: OKAY.

BRUCE, YOU HAVE SOME ISSUES ABOUT THAT?

>>: YOU'RE NOT GOING TO -- WHAT YOU'VE GOT NOW --

>>: YOU NEED TO --

>>: OKAY.

SORRY.

I DON'T BELIEVE YOU WANT TO GO THERE.

AND I -- I'LL DEFER TO THE COUNSEL UP HERE, BUT THE WAY THE CURRENT LAW IS ESTABLISHED IS THAT THEY PRETTY MUCH NEGOTIATED OUT, FOR EXAMPLE, WITH YOUR INSTITUTIONS, SO WHAT YOU'RE GOING TO SAY IS IT'S OKAY WHAT WE DO AND YOU WILL NEGOTIATE IT OUT, BUT WE'RE GOING

TO ESTABLISH A SEPARATE STANDARD FOR THOSE WHO ARE GOING TO IMPOSE

THIS ON AND I DON'T REALLY THINK YOU WANT TO GO THERE BECAUSE I THINK YOU'RE GOING TO SHUT YOURSELF DOWN ON THIS OTHER THING.

JUST A CONSIDERATION.

YOU ALL CAN DEBATE IT AND DO WHAT YOU WILL WITH IT BUT I REALLY THINK IT'S A RISKY PROPOSITION.

>>: JUST TO MAKE SURE I'M CLEAR BUT I THINK I'M NOT COMPLETELY CLEAR THERE.

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SO YOU'RE SAYING THAT WHATEVER THIS BOARD COMES UP WITH AS
--
AS THEIR STANDARDS -- SO LET'S START --
>>: LET ME DO IT THIS WAY, GAIER, LET ME DEFER TO THE
COUNSEL
AND THE COUNSEL AND YOU FIND OUT WHAT YOU'RE TRYING TO DO IS CREATE
A
RELATIVELY SOFT FORMAT ORGANIZATION HERE SO YOU CAN DO IT QUICKLY.
NOW YOU'RE TALKING ABOUT ENFORCEMENT AND WHEN YOU GET TO
THERE, YOU'VE GOT A WHOLE DIFFERENT ANIMAL TO PLAY WITH.
SO LET CHRIS AND BETSY TALK ABOUT THAT.
>>: YEAH, THIS IS CHRIS READ FROM THE LIBRARY OF CONGRESS
AND
THE COPYRIGHT OFFICE.
I HAD UNDERSTOOD THIS WHEN IT CAME UP SORT OF IN ONE OF THE
TASK FORCE CALLS TO BE A MODEL WHEREBY PUBLISHERS COULD SORT OF
CERTIFY COMPLIANCE WITH PARTICULAR STANDARDS THAT WOULD GIVE
SCHOOLS
SOME -- NOT NECESSARILY COVER YOU BUT SOME SENSE THAT WHAT THEY'RE
BUYING OR WHAT THEY'RE ASSIGNING TO STUDENTS IS CLIENT WITH WIDELY
KNOWN ACCESSIBILITY.
I DID NOT UNDERSTAND IT TO BE THAT THERE WOULD BE AN
ENFORCEMENT COMPONENT TO THE BOARD.
IF THAT IS WHAT WE MEAN, I THINK THAT RAISES SEPARATE
ISSUES
THAT NEED TO BE DISCUSSED FURTHER.
IF IT FUNCTIONS LIKE THE ACCESS BOARD IN THE SENSE THAT
IT'S
PURELY PROMULGATING STANDARDS AND BEST PRACTICES, I THINK THAT'S
DIFFERENT AND I THINK THAT'S PROBABLY MORE WORKABLE.
>>: OKAY.
I'M SORRY, I'M CONFUSED HERE, BECAUSE THE ACCESS BOARD'S
STANDARDS, THOSE ARE -- THOSE ARE LAW.
I MEAN, THERE IS A RIGHT OF SUIT UNDER --
>>: AS APPLICABLE TO WHOM?
>>: TO AN INDIVIDUAL WHO IS NOT ABLE TO GET ACCESS.
>>: WHO IS REQUIRED TO COMPLY WITH THE ACCESS BOARD
STANDARDS?
>>: THE FEDERAL GOVERNMENT.
>>: RIGHT.
I'M ACTUALLY NOT FAMILIAR WITH THE ACCESS BOARD, BUT IF
THAT
IS THE CASE, THIS IS JUST THE FEDERAL GOVERNMENT, THEN I'M NOT SURE
HOW YOU THINK THOSE WOULD BE APPLICABLE TO A PRIVATE PUBLISHER.
>>: NO, I'M NOT SAYING THE PUBLISHER, I'M SAYING -- THIS
IS
WHERE I'M CONFUSED.
IF STANDARDS ARE CREATED -- I GUESS THAT WOULD BE FOR THE
BOARD TO DETERMINE, SO MAYBE THAT'S NOT EVEN A PLACE THAT WE NEED
TO
GO AT ALL, BUT JIM FRUCHTERMAN, YOU HAD A COMMENT?

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>>: I THINK I -- THIS IS WHAT I UNDERSTAND THIS TO BE, IS THAT TODAY THE ACCESS BOARD COMES UP WITH A STANDARD SAYING HERE'S HOW YOU BUILD A BUILDING TO MEET THE REQUIREMENTS OF THE AD A. IF SOMEONE FAILS TO MEET THOSE REQUIREMENTS, THE PERSON WITH THE DISABILITY DOESN'T SUE THE ARCHITECT OR THE BUILDING OWNER, THEY MAKE A COMPLAINT TO THE DEPARTMENT OF JUSTICE WHO IS THEN, I BELIEVE, SUPPOSED TO TAKE IT FORWARD, AND IS RESPONSIBLE FOR ENFORCEMENT.

I BELIEVE THIS IS SIMILAR TO HOW THE OFFICE OF CIVIL RIGHTS WORKS IN HIGHER ED, AS WELL, IS THAT STUDENTS MAKE A COMPLAINT TO OCR, AND THEN OCR IS CHARGED WITH ACTUALLY MOVING FORWARD WITH THEN ENFORCEMENT OR WHATEVER THE RECOMMENDATION LETTER IS.

SO MY UNDERSTANDING IS THIS WAS TO GIVE THE AGGRIEVED STUDENT THE ABILITY TO GO DIRECTLY TO THE COURTS FOR RELIEF, WHICH IS DIFFERENT THAN THE SYSTEM WE HAVE FOR LET'S SAY ADA THINGS, BUT I'M NOT A LAWYER.

THAT'S THE WAY I READ THIS, AND THE STANDARDS BODY ISN'T PART OF THE ENFORCEMENT AT ALL, IT'S -- IT'S SETTING THE STANDARDS. THE ENFORCEMENT MECHANISM IS EITHER THE COURTS OR GOING THROUGH A GOVERNMENT AGENCY LIKE JUSTICE OR OCR.

>>: THANK YOU, JIM, FOR THAT CLARIFICATION. I'M SURE YOU'RE RIGHT. BETSY.

>>: I WOULD JUST LIKE TO WEIGH IN AND CLARIFY A LITTLE BIT IN TERMS OF HOW THE PHYSICAL ACCESSIBILITY WORKS FOR THE ACCESS BOARD AND THAT IS THEY'VE PRODUCED A COUPLE SETS OF THOSE OVER THE YEARS AND THEY'VE ALWAYS BEEN GUIDELINES MEANING THEY WEREN'T ENFORCE BELIEVE UNTIL MARCH 15 OF THIS YEAR, WHICH IS WHEN DOJ ENACTED THOSE. UNTIL THEY BECAME REGULATION, THEY DIDN'T HAVE ENFORCEMENT POWER.

NOW THEY DO BUT ONLY BECAUSE THEY WERE PROMULGATED AS A PART OF A REGULATION.

>>: HOW LONG DID THAT TAKE?

>>: SIX YEARS.

>>: STEPHAN?

>>: SORRY, I THINK I NEED TO ASK A CLARIFYING QUESTION. THE -- SO POINT F, ESTABLISH THE INDIVIDUALS AND

INSTITUTIONS AFFECTED BY THIS LAW WOULD HAVE A PRIVATE RIGHT OF ACTION TO SUE FOR ITS VIOLATION.

COLLEGES AND UNIVERSITIES GET SUED EVERY DAY FOR VIOLATING THIS.

SO DON'T WE -- DON'T WE ALREADY HAVE THIS?

I MEAN, BECAUSE WE GET SUED UNDER 504.

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>>: YEAH, I'M A BIT CONFUSED AT THIS POINT.
MARK, MAYBE YOU CAN CLARIFY FOR US WHAT YOU WERE THINKING.
>>: I'M NOT UNDERSTANDING SOMETHING, BECAUSE IF THIS RIGHT
DOESN'T ALREADY EXIST, SOMEONE TELL ME BECAUSE IT WOULD BE REALLY
HELPFUL.
(LAUGHTER).
>>: WAIT TILL WE HAVE MORE LAWYERS AROUND, BUT, YOU KNOW,
IN
A LOT OF THE CASES, YOUR REMEDY IS TO FILE AN OCR COMPLAINT.
>>: RIGHT.
BUT AN OCR COMPLAINT IS A COMPLETELY DIFFERENT THING FROM A
--

FROM BEING SUED IN A COURT OF LAW.
>>: ABSOLUTELY.
>>: AND SO BOTH CAN HAPPEN AND DO CERTAINLY.
>>: BUT FREQUENTLY YOU HAVE TO GO THROUGH THE OCR
COMPLAINT
PROCESS BEFORE ANYTHING CAN HAPPEN.

>>: RIGHT.
>>: SO THIS IS --
>>: AND WE WOULD ENCOURAGE THAT.
I MEAN, THIS IS --
>>: WELL, DEPENDS ON -- DEPENDS ON HOW STRONG YOU WANT TO
BE

ABOUT HOW IMPORTANT THIS IS.
I THINK THAT'S THE -- THAT'S THE DIFFERENCE.
WHETHER YOU WANT TO -- DOES AN INDIVIDUAL HAVE A RIGHT TO
DEMONSTRATE THAT ACTUALLY IT'S NOT JUST THAT THE UNIVERSITY NOW
NEEDS
TO MAKE THEIR STUFF ACCESSIBLE, BUT THEY'VE ACTUALLY BEEN SHUT OUT
OF

A WHOLE DEGREE.
THAT THEY'VE ACTUALLY BEEN HARMED.
THE OCR COMPLAINT DOESN'T ALLOW YOU TO DO THAT.
SO THIS IS A HIGHER LEVEL OF RELIEF FOR INDIVIDUALS WITH
DISABILITIES THAT ARE DISCRIMINATED AGAINST IN THESE PROCESSES.
>>: OKAY.
SO MY BAD, I APOLOGIZE.
I ACTUALLY DIDN'T UNDERSTAND THIS MYSELF, SO I TAKE THAT
BACK.

CLEARLY THIS IS SOMETHING THAT WOULD REQUIRE A LOT MORE
DISCUSSION ON THE PART OF THE COMMISSION TO DO THAT.
THANK YOU, BRUCE.
IT WAS MY CONFUSION THERE THAT WAS CONFUSING EVERYBODY
ELSE.

SO I APOLOGIZE.
>>: LOOK AT THE FIRST THREE WORDS, A NEW STATUTE.
NOW LOOK AT WHAT IT'S ACTUALLY REFERRING -- IF YOU LOOK AT
1A,
A NEW STATUTE.
THIS IS AN ENFORCEMENT FOR A STATUTE AND WE'RE NO LONGER

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DISCUSSING A STATUTE, JUST AS A BASIC PREMISE.

>>: THANK YOU.

>>: MARK, THIS IS DAVE.

I JUST WANTED TO ASK ANOTHER CLARIFYING QUESTION.

I THOUGHT ALL ALONG THAT YOUR PROPOSAL WAS TRYING TO GET AT

A

PRIVATE RIGHT OF ACTION ALSO AGAINST PUBLISHERS AND SOFTWARE PROVIDERS.

I THOUGHT IT WAS MORE DIRECTED AT THOSE GROUPS THAN INSTITUTIONS OF HIGHER ED.

AM I WRONG ON THAT?

>>: I THINK THAT'S THE IDEA.

THE IDEA HERE IS TO CREATE SHARED RESPONSIBILITY FOR THE ACCESSIBILITY.

SO, YEAH, THE -- THAT'S WHERE THIS WOULD POINT.

BUT IT INCLUDES INSTITUTIONS.

YOU KNOW, RON'S EXAMPLE, WELL, YEAH, WE WERE SOLD THIS

STUFF

THAT WE WERE TOLD WAS ACCESSIBLE.

WELL, WHAT IF IT'S ACTUALLY NOT ACCESSIBLE?

WHAT ABOUT THE UNIVERSITY'S CLAIM AGAINST THE COMPANY THAT SOLD THEM THE TECHNOLOGY?

>>: THAT SOUNDS LIKE A BREACH OF CONTRACT LAWSUIT.

>>: YEAH, FRAUD.

>>: IT'S FRAUD.

>>: YEAH, I WOULD JUST SAY IN THE INTEREST OF TIME, SINCE WE'RE COMING UP AGAINST A BREAK, TO TAKE BRUCE AND CHRIS' POINT AND

--

ACTION AND JUST KIND OF PUTTING MY LEGAL HAT ON, THE PRIVATE RIGHT OF QUESTION IS A COMPLETELY SEPARATE ISSUE AND, REALLY, WE CAN -- WE

CAN PULL THAT OUT, WE CAN TALK ABOUT THAT.

I THINK AND TRY TO AIR THAT A LITTLE BIT IN OUR TASK FORCES AND THEN PERHAPS REVISIT THAT, YOU KNOW, IN SEATTLE. BUT THAT'S A REALLY BIG SEPARATE TOPIC BEYOND THE

DISCUSSION

THAT WE WERE FOCUSED ON THAT WAS ON CREATING THE NEW -- THE NEW BOARD.

SO THAT WOULD BE MY RECOMMENDATION JUST BECAUSE WE'RE UP AGAINST A HARD BREAK.

ESTABLISHING Q. SO JUST TO REITERATE, THE CONSENSUS WE HAVE FOR

THIS THIS BOARD EXACTLY WHAT IT WOULD BE TO BE DETERMINED, AND THAT IT WOULD -- BASED ON THE WORK OF THE COMMISSION, THEN WOULD LOOK AT

THIS ISSUE OF SETTING STANDARDS FOR INSTRUCTIONAL MATERIALS.

DO I HAVE THAT?

OKAY.

OKAY.

SO WE ARE UP AT 3:00.

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UNLESS ANYONE HAS ANY LAST COMMENT THAT THEY WANT TO SHARE
RIGHT BEFORE THE BREAK?

(NO RESPONSE.)

>>: OKAY.

I TAKE THAT AS A NO.

LET US PLEASE BREAK UNTIL 3:15 AND COME BACK AT 3:15.

(RECESS TAKEN.)

>>: BEFORE WE WELCOME OUR PANEL, WE HAVE AN ANNOUNCEMENT
ABOUT DINNER TONIGHT, SO I'M GOING TO ASK DAVE TO MAKE THE
ANNOUNCEMENT.

>>: YES, JUST FOR ANY COMMISSION MEMBERS THAT ARE
INTERESTED,

WE'LL BE MEETING DOWN STAIRS AT THE BISTRO AT 7:00.

I DON'T KNOW IF WE CAN GET A QUICK SHOW OF HANDS OF FOLKS
WHO

HAVE LOCKED IN ON DINNER PLANS BUT THAT WILL HELP US UPDATE THE
RESTAURANT.

BUT, AGAIN, 7:00 P.M. DOWNSTAIRS FOR DINNER.

>>: DO YOU WANT A SHOW OF HANDS?

>>: SURE.

SO ANYONE WHO WOULD LIKE TO JOIN US DOWN STAIRS FOR DINNER
AT

7:0 -- DAVE, ARE YOU COUNTING?

>>: LIZ IS COUNTING.

>>: NOBODY SAY NUMBERS.

OKAY.

THANK YOU.

NOW I'D LIKE TO TURN IT OVER TO MY ADVICE CHAIR.

>>: THANK YOU.

THE NEXT ROUND TABLE IS ON TECHNOLOGY AND WE HAVE A NEW
LINEUP

OF PEOPLE.

IT'S CHANGING BY THE MINUTE.

WE HAVE A GROUP OF INDIVIDUALS FROM THE PUBLISHING
INDUSTRY,

AND I'M GOING TO ASK THEM TO INTRODUCE THEMSELVES AND I KNOW SOME
WILL

BE JOINING US BY PHONE, AT LEAST ONE, AND THEN WE ARE ALSO
INCLUDING

ON THIS PANEL INDIVIDUALS FROM WGBH BOSTON, AND THE -- I'M SKIPPING
ON

THIS PARTICULAR GROUP, BUT IT'S THE NATIONAL CENTER NO ACCESSIBLE

MEDIA, AND SO I WOULD LIKE TO TURN THIS OVER AND ASK EACH OF YOU TO
CAN VERY BRIEFLY SAY WHO YOU ARE AND WHERE YOU'RE FROM, AND THEN YOU

TAKE IT AWAY AND WE HAVE A POWERPOINT -- AND WE'LL HOLD QUESTIONS
TO UNTIL THE END SO EVERYONE'S HAD A CHANCE TO PRESENT AND WE'RE GOING

RESERVE A GOOD 15 MINUTES FOR QUESTIONS AND ANSWERS AFTER THAT.
SO TAKE IT AWAY.

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>>: I'M ANN BERLIN, I'M VICE-PRESIDENT OF CONTENT MANAGEMENT FOR THE HIGHER ED DIVISION AT WILEY & SONS AND I'M ALSO THE CHAIR OF THE CRITICAL ISSUES TASK FORCE.

>>: I'M TOM STARBRANCH. I CHAIRED THE SERVING STUDENTS WITH DISABILITY COMMITTEE FOR THE AAP AND I SIT ON THE NIMAS STANDARD BOARDS.

I DO WANT TO MENTION THAT I'M A K-12 FELLOW SO IF I SAY THINGS THAT ARE OUT OF CONTEXT, PLEASE FORGIVE ME. THAT IS SORT OF MY LEVEL OF EXPERIENCE.

>>: I'M BONNIE BEACHER. I'M THE SENIOR DIRECTOR FOR COPY RIGHTS AND PERMISSIONS WITH MCGRAW-HILL. I DO WORK WITH ALL OF OUR PUBLISHING DIVISIONS K-12 AS WELL AS HIGHER EDUCATION.

AND I HAVE A POSITION FROM THE STANDPOINT OF NOT SO MUCH THE TECHNICAL ISSUES.

>>: MY NAME'S CHRISTIAN KAIFER WITH MCGRAW-HILL. IN MY PREVIOUS LIFE, IF YOU WILL, I WORKED WITHIN OR ACROSS OUR EDUCATION COMPONENT WITHIN MCGRAW-HILL AND CHAIRED A GROUP AND DID A NUMBER OF OTHER THINGS IN AND AROUND THE CONTENT DEVELOPMENT SPACE.

>>: GREAT. THANK YOU.

AND WE'LL MOVE TO THE PHONE.

>>: AND WE HAVE SUZANNE -- SUZANNE?

>>: SUZANNE TAYLOR?

>>: HI SUZANNE, CAN YOU HEAR US?

>>: I'M SORRY, I WAS ON MUTE.

I'M SUZANNE TAYLOR FROM PEARSON AND I WORK ON BEST PRACTICES AND CODING ISSUING FOR ACCESSIBILITY.

KIND OF THE DETAILED HANDS ON ISSUE.

>>: OKAY.

SO I'M GOING TO GIVE THE MAJORITY OF THE PRESENTATION. TOM'S GOING TO HELP ME BUT I WOULD REALLY LIKE THE PEOPLE ON THE PANEL HERE, INCLUDING SUZANNE, TO CHIME IN TO EXPAND ANYTHING OR CLARIFY ANYTHING.

THESE NUMBERS HAVE COME UP A COUPLE OF TIMES TODAY, BUT WE THOUGHT ONE THING WOULD BE INTERESTED TO SEE HOW MUCH STUFF IS OUT THERE.

BOWKER SAYS THERE ARE MORE THAN 380,000 HIGHER ED TITLES WERE USED IN 2010 PRODUCED BY MORE THAN 6,000 PUBLISHERS AND POST SECONDARY COURSE MATERIAL PROVIDERS.

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THAT'S AN AWFUL LOT OF STUFF.
THE GOOD NEWS IS 90% OF THAT IS ACTUALLY PRODUCED BY

MEMBERS

OF THE AAP.

THESE MEMBERS ARE PEARSON, MCGRAW, CINGATE, CQ PRESS, WW
NORTON, JONES & BARTLETT, AND WALTERS.

THE CITF ACCESSIBILITY ISSUES HAVE BEEN -- WE'VE BEEN --

I'M

SORRY, THE CITF HAS BEEN ADDRESSING ACCESSIBILITY ISSUES FOR MANY
YEARS.

AS PEOPLE MENTIONED BEFORE IT STARTED WITH 219 IN NEW YORK
NO,

BUT WE'VE BEEN OVER -- RECENT YEARS WE'VE BEEN REALLY TRYING TO
EXPAND

OUR PURVIEW AND WE HAVE REALLY BEEN SUPPORTING THE FOUNDATION OF
THE

ACCESS NETWORK THAT WAS THE MOST RECENT THING THAT WE'VE BEEN
WORKING
ON.

OUR MARKETS ARE BECOMING INCREASINGLY DIGITAL AND DEMANDING
ACCESSIBLE CONTENT AND THE PUBLISHERS ARE BEGINNING TO RESPOND TO
THESE DEMANDS.

I KNOW CALIFORNIA IN PARTICULAR HAS BEEN PUSHING THE
PUBLISHERS FOR MORE ACCESSIBLE CONTENT AND WE SEE THE MARKET MODEL
IS
REALLY WHERE OUR INDUSTRY IS GOING.

THE ACCESS TO THE TEXT NETWORK IS RIGHT NOW ASSESSING
EXPANDING THEIR SERVICES TO INCLUDE FREE INSTITUTIONAL MEMBERSHIPS
TO
INCLUDE ONE-STOP FEDERATED SEARCH AND TO STRENGTHEN AND BUILD UP
ITS
EXCHANGE LIBRARY.

ONE THING THAT'S NOTABLE IS SOME OF THE SMALLER PUBLISHERS
ARE
BEGINNING TO PARTICIPATE.

THE EXCHANGE LIBRARY NOW HAS MORE THAN 1300 PUBLICATIONS.

I SHOULD SAY ACCESSIBLE FORMATS THAT ARE THERE AND THEY'RE
OPENING UP SO THE DSS OFFICES CAN ACTUALLY UPLOAD THEIR OWN
ACCESSIBLE

FORMATS INTO EXCHANGE LIBRARIES, SO WE THINK THAT'S REALLY A
SIGNIFICANT IMPROVEMENT.

SO WHAT ARE OUR GOALS?

OUR GOALS ARE TO CREATE AND DISTRIBUTE ACCESSIBLE VERSIONS
DIRECTLY INTO THE MARKET.

THAT'S EXACTLY WHAT THE COMMISSION'S GOALS ARE.

TO DO THAT, WE'RE GOING TO SUPPORT ACCESSIBLE FORMAT

STANDARDS

AND GUIDELINES, INCLUDING TAGGED PDF, EPUB3, WCAG2.0 AND 3 IF IT
COMES
ALONG.

TO DO THAT, WE NEED TO REFINE OUR WORK FLOWS AND TRAIN OUR

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TECHNICAL STAFF.
WE'D LIKE TO BE WHERE WE NEED TO BE BUT WE'RE MOVING IN
THAT
DIRECTION.
WE'RE NOT THERE YET.
AND WE HAVE TO DEVELOP SOLUTIONS FOR LEGACY MATERIALS.
WE GO FROM EDITION TO EDITION, SO WHAT'S NEW ISN'T
COMPLETELY
NEW.
WE'VE PICKED UP A LOT OF MATERIAL.
SO HOW WE DEAL WITH VOLUMES OF LEGACY MATERIAL IS REALLY AN
ISSUE FOR ALL OF US.
>>: CAN I JUST ADD SOMETHING THERE.
THERE'S BEEN A LOT OF TALK TODAY, SORT OF DIFFERENTIATING
BETWEEN LEGACY MATERIAL AND BORN DIGITAL MATERIAL AND I KNOW FROM
THE
CONVERSATION THERE'S NOT A SINGLE UNDERSTANDING THAT BORN DIGITAL
MEANS BORN ACCESSIBLE BUT WE SEEM TO BE DROPPING STUFF INTO THOSE
TWO
BUCKETS AND I WANT TO MAKE IT CLEAR THE FACT THAT WE CREATED
SOMETHING
IN DIGITAL FORMAT DOESN'T MEAN IT'S NECESSARILY ACCESSIBLE BECAUSE
IT
WAS CREATED DIGITAL.
I'D LIKE TO MAKE SURE WE UNDERSTAND THERE'S MORE THAN JUST
LEGACY AND BORN DIGITAL SLASH ACCESSIBLE.
>>: IN SOME CASES THE DIGITAL PRODUCT IS MORE DIFFICULT TO
DEAL WITH THAN IN FACT THE PRINT PRODUCT WHICH WE CAN MAKE A TAGGED
PDF, THAT'S PRETTY EASY.
IT'S SOME OF THE DIGITAL STUFF IS ACTUALLY A LITTLE MORE

COMPLEX.
ALL RIGHT.
SO WHAT ARE OUR GOALS?
THIS IS YOUR TURN.
>>: ME?
>>: YEAH.
>>: OH, GOOD.
MAIN STREAM INSTRUCTIONAL MATERIALS SHOULD BE MADE USEABLE
BY
STUDENTS WITH DISABILITIES AND I'M REALLY GLAD TO HEAR THE BOARD
TALKING ABOUT THAT.
BECAUSE I THINK IT TOOK US A WHILE TO COME TO THAT
POSITION.
BUT AT THE PUBLISHERS -- AND I'M CURIOUS TO HERE WHAT THE
PUBLISHERS -- I WAS LISTENING TO THE EARLIER DISCUSSION SO I'M NOT
SURE THAT WE'RE ENTIRELY IN AGREEMENT BUT WE SEE THAT AS 508
COMPLIANCE.
WE REALLY DO.
IN THE SCHOOL'S BASE, THAT'S WHAT OUR CUSTOMERS ARE
REQUIRING,
AND WE'VE TALKED TO A LOT OF FOLKS, PEOPLE WITH DISABILITIES, AND

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BASING THE FIELD ON A GOOD IMPLEMENTATION OF THE 508 STANDARDS IS REALLY THE ROAD MAP TO MAKING MAIN STREAM MATERIALS ACCESSIBLE TO ALL STUDENTS.

HAVING SAID THAT, I THINK THAT THERE'S A PLACE FOR SPECIALIZED FORMATS AND THE WAY WE KIND OF THINK ABOUT IT IN SERVING THE STUDENTS

WITH DISABILITIES IS WE SHOULD STOP THINKING ABOUT POPULATIONS AND START THINKING ABOUT FORMATS.

SO WHILE WE SHOULD BE MAKING ALL OF OUR DIGITAL PRODUCTS ACCESSIBLE WE SHOULDN'T FORGET ABOUT SPECIALIZED LIKE BRAILLE, LARGE PRINT, TACTILE GRAPHICS.

I SORT OF SEE A WORLD WHERE THEY MAY BE SEPARATE FROM MATERIALS.

BUT THAT'S REALLY WHAT WE'RE THINKING AT THE PUBLISHERS. SOME OF THESE -- WE HAVE A LIST OF BENEFITS THAT STUDENTS WITH DISABILITIES -- SOME OF THEM ARE PRETTY SELF-EXPLANATORY BUT I THINK THEY BARE MENTIONING.

STUDENTS CAN BE LIKE EVERYONE ELSE.

THAT, TO ME, THAT'S WHY WE'RE ALL HERE.

THAT SHOULD BE OUR ULTIMATE GOAL.

IN THE K-12 SPACE WHAT I WOULD SAY IS WHAT WE DON'T WANT TO DO IS BE IN A SITUATION WHERE EVERYBODY GETS THE BRAND NEW iPad AND PULLS DOWN APPS BUT JOHNNY'S GOT TO GO TO A RESOURCE FIRM AND GET HIS SPECIALIZED MATERIALS.

WE DON'T WANT TO SEE THAT.

THE WAY THAT'S MANIFESTED ITSELF IS ONE OF THE SPEAKERS EARLIER TALKED ABOUT STUDENTS THAT JUST DON'T DISCLOSE AND GIVEN THE

STRATEGY, I THINK THAT MAY OBIVIATE THE NEED FOR DISCLOSURE WHICH I THINK WOULD BE A HUGE SUCCESS AS WELL.

NO QUALITY/COVERAGE GAP.

IN A PERFECT WORLD IF PEOPLE WERE GOING TO MAKE DIFFERENT MATERIALS FOR SORT OF IDENTIFYING STUDENTS THAT THEY WOULD BE -- THEY WOULD HAVE EXACTLY THE SAME COVERAGE OF CONTENT, THEY WOULD BE THE SAME QUALITY.

PROBABLY NOT A PERFECT WORLD AND I THINK IF YOU DID HAVE TWO

DIFFERENT SORT OF WELLS TO GET THE WATER FROM, YOU WOULD EVENTUALLY FIND DIFFERENCES.

TIMELINESS, IF YOU'RE USING THE SAME MATERIALS, THEY'RE AVAILABLE AT THE SAME TIME.

BENEFITS TO ALL STUDENTS IS A LITTLE TRICKIER BECAUSE I DON'T

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HAVE A MAGIC -- WHAT IS IT, A CRYSTAL BALL, SO MY FIRST TWO -- MY FIRST EXAMPLE IS A LITTLE TRIVIAL, I THINK, BUT IT'S A CONCRETE EXAMPLE, THAT'S UNIVERSAL KEYBOARD ACCESS.

PUBLISHERS, WE THINK THE FOUNDATION OF A GOOD IMPLEMENTATION IS AN ACCESSIBLE KEYBOARD STRATEGY, BEING ABLE TO USE ALL CONTENT AND THEN THE REST OF THAT FOUNDATION IS AN INTEGRATION WITH ASSISTIVE TECHNOLOGY, BASICALLY SCREEN READERS.

SO IF YOU DO THOSE TWO THINGS, I LOOK AT A LOT OF PRODUCTS, AND THOSE TWO ARE NOT IN THOSE PRODUCTS, SO THAT'S WHEN WE SORT OF CAME TO THAT CONCEPT THAT, GEEZ, YOU'VE GOT TO START RIGHT AT THE BASE.

SO THE GOOD NEWS IS IF WE DO THAT, THEN YOU HAVE A GOOD KEYBOARD ACCESS FOR A LOT OF STUDENTS AND A LOT OF STUDENTS WANT TO USE THE KEYBOARD INSTEAD OF A MOUSE OR MAYBE NOT ALL OF THEM, BUT THERE ARE OBVIOUSLY SOME.

THAT'S PROBABLY A FEATURE THAT WOULDN'T BE THERE IF WE ALLOWED THIS POPULATION OF STUDENTS TO BE SEPARATED OUT OF OUR MAIN STREAM MARK.

A BETTER EXAMPLE IS MATH ML, A LOT OF FOLKS TALK ABOUT MATH ML, THERE'S A LOT OF EXCITEMENT ABOUT IT WITHIN THE PUBLISHERS.

THE EXAMPLE I LIKE TO USE IS WE LIVE IN A WORLD WHERE MOVIES ARE DIGITAL, TEXT IS DIGITAL, MATH'S A PICTURE. HOW DOES THAT HAPPEN.

SO I SEE THAT AS THE LAST MEDIA FORM THAT'S STILL NOT COMPLETELY DIGITAL.

AND I THINK WE WOULDN'T HAVE COME AS FAR AS WE HAVE IF MATH ML DIDN'T OFFER SIGNIFICANT ACCESSIBILITY ADVANTAGES, SO I THINK THAT'S A BENEFIT.

WE THE DON'T KNOW WHAT'S GOING TO HAPPEN BUT WE KNOW WE'RE GOING TO MAKE CHANGES TO REMAIN COMPETITIVE AND TO SATISFY STUDENTS WHO NEED ASSISTIVE TECHNOLOGY AND THAT'S GOING TO MANIFEST ITSELF IN BENEFITS

TO THE STUDENTS WHO DON'T USE ASSISTIVE TECHNOLOGY AT ALL. JUST IMPROVEMENTS WE CAN'T REALLY THINK ABOUT NOW. TALKING ABOUT CLOSED CAPTIONING, I DON'T KNOW WHAT THE NEXT ONES ARE, BUT THEY'RE OUT THERE.

I HAVE THE NEXT SLIDE, TOO?
>>: YEAH.
>>: IT'S INTERESTING, I HAVE AN INTERNAL -- I HAVE A BUNCH OF SLIDE SHOWS THAT I MIX AND MATCH AND I HAVE AN INTERNAL SLIDE SHOW THAT I GO AROUND TO PRODUCT DEVELOPMENT GROUPS AND EXPLAIN TO THEM ABOUT ACCESSIBILITY, ABOUT OUR CONTRACT REQUIREMENTS AND OUR CUSTOMER'S NEEDS.

AND THERE'S ONE SLIDE THAT SORT OF REMAINED THROUGHOUT THAT

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YEAR AND A HALF.

LIKE I SAID, I SWAPPED THEM IN AND OUT BUT IT STARTS OUT, BEWARE ADDITIONAL STANDARDS.

I TELL THEM YOU'RE ALL SMART GUYS, GUYS AND WOMEN, YOU'RE ALL

SMART FOLKS AND YOU GET FOUR TECHIES IN THE ROOM, YOU SAY LOOK AT THESE 508 STANDARDS, WE COULD DO A MUCH BETTER JOB.

OFTENTIMES I GET THERE AND DO A PRESENTATION AND THEY'VE

ALREADY GONE THAT ROUTE.

THE NICE THING ABOUT 508 IS IT IS A STANDARD AND IT'S A CONSISTENT STANDARD THAT PEOPLE CAN RELY ON.

AND DISCUSSING THIS PRIOR TO THE MEETING WE SORT OF IDENTIFIED

THAT 508 IS -- EXISTS IN K-12.

THERE'S A NUMBER OF STATES THAT ARE REQUIRING THE PURCHASERS

TO PURCHASE 508 MATERIALS BUT THERE'S ONE LARGE STATE, NAMELY TEXAS,

WHO REQUIRES US TO SELL MATERIALS THAT ARE 508 CLIENT WHICH HAS MOVED

US RAPIDLY INTO THAT ARENA.

SO -- AND THEN IF YOU LOOK AT STUDENTS -- IT'S FINN FUNNY, TALK ABOUT SORT OF PROGRESSION YOU'VE GOT K-12 THEN YOU'VE NOT HIGHER

ED AND PEOPLE SAY WHAT'S AFTER THAT, THEN YOU'RE GOING TO GET A JOB.

I JUST HAD THIS CONVERSATION AT HOME.

YOU LOOK AT THE JOB MARKET, YOU'RE GOING TO WORK FOR THE GOVERNMENT, ARE YOU GOING TO WORK FOR THE GOVERNMENT CONTRACTORS, ARE

YOU GOING TO WORK FOR LARGE CORPORATIONS.

YOU'LL GET AN ACCOMMODATION IN THE GOVERNMENT AND PROBABLY GET

AN ACCOMMODATION IN THE LARGE CORPORATION BUT THAT WILL PROBABLY BE SECTION 508.

YOU KNOW, YOU'VE GOT A STUDENT WHO HAS THIS CONTINUUM THAT'S

SORT OF BROKEN UP, SO I WOULD CAUTION FOLKS TO THINK ABOUT THAT VERY

HARD BEFORE WE THOUGHT ABOUT REINVENTING THE WHEEL.

SO THAT'S WHAT ALL I HAVE ON THE NEXT SLIDE.

>>: CHALLENGES FOR THE PUBLISHERS.

WE HAVE LOTS OF CHALLENGES.

THE FIRST ONE IS PROLIFERATION OF ON LINE PLATFORMS AND CHANGING BROWSER TECHNOLOGIES AND WHAT WE'RE DOING ABOUT THAT IS WE'RE

WORKING WITH TECHNOLOGY VENDORS TO GET AROUND THAT.

WE'RE HAVING TO GET UP TO SPEED ON ASSISTIVE TECHNOLOGIES AND

CURRENT PRACTICES AND ONE OF THE THINGS THAT WE'RE DOING WITH THE

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CRITICAL ISSUES TASK FORCE IS WE'RE SETTING UP A TECHNOLOGY TASK
FORCE

THAT SUZANNE IS GOING TO CHAIR FOR US AND I'LL GET TO THAT A LITTLE
BIT LATER BUT THAT WILL HELP US WITHIN THE PUBLISHING COMMUNITY.

DRM ISSUES, WE JUST CAN'T MAKE ALL OF OUR CONTENT OPEN AND
FREE TO EVERYBODY.

IT'S -- WE'RE HAVING ENOUGH TROUBLE WITH THE PIRACY
ALREADY,
EVEN PRINT PIRACY.

SO WE JUST WANT TO ENCOURAGE COMMERCIAL DIGITAL
DISTRIBUTORS

TO MAKE SURE THAT DRM USED IN THEIR SYSTEMS ENHANCES RATHER THAN
LIMITS ACCESSIBILITY FEATURES.

AND THERE HAVE BEEN STRIDES LATELY WITH COURSESMART,
VITALSOURCE AND SOME OF THE DIFFERENT PLATFORMS IN TERMS OF COMING

UP
WITH ACCESSIBLE PLATFORMS THAT DO INCLUDE DRM.

LEGACY CONTENT, WE TALKED ABOUT THAT A FEW MINUTES AGO.

ONE THING I'D LIKE TO MENTION, TOO, IS ACCESS TEXT IS
IMPORTANT TO US IN TERMS OF STILL MANAGING ALL OF THIS LEGACY
CONTENT.

IT'S GOING TO BE A VERY LONG TIME BEFORE ALL OF THAT HAS
REALLY BEEN ABSORBED, I THINK.

WE HAVE A LOT OF TECHNOLOGY ISSUES.

PDFS LOSE READING ORDER UPON CREATION.

WHEN WE GO FROM A DESIGN TO PDF, WE LOSE THE READING ORDER,
SO

WE HAVE TO WORK WITH ADOBE TO HELP WITH THAT.

LACK OF SUPPORT FOR MATH ML. WE NEED TO ENCOURAGE THE
EQUATION EDITORS TO HELP WITH MATH ML ISSUES.

TOM CAN TALK ABOUT THE BRAILLE CONVERSION SERVICES, BUT WE
REALLY NEED TO WORK WITH THE SERVICES TO TRY TO SYSTEMIZE THE
PROCESSES SO THEY WORK EFFICIENCY.

WE NEED TO WORK WITH ALL OF OUR E-BOOK VENDORS TO ENHANCE
THEIR ACCESSIBILITY FEATURES AND WE'RE SUPPORTING THE CREATION OF

OPEN
SOURCE TOOLS LIKE THE DAISY PIPELINE AND GUIDELINES LIKE THE
ACCESSIBLE PUBLISHING GUIDELINES THAT CAN HELP US IN DETERMINING

AND
INSPECTING OUR PRODUCTS AND MAKING SURE THAT THEY REALLY ARE
ACCESSIBLE.

DO ANY OF YOU WANT TO COMMENT ON ANY OF THOSE?

>>: I DO.

THE FIRST THREE BULLETS I WOULD LIKE TO COMMENT ON.

JUST COMING BACK TO THE PDFS -- JUST TAKEN AS A PIECE,
THERE'S

SORT OF THREE TECHNOLOGICAL SOLVES THAT WOULD GO A LONG WAY TO
DOING

EXACTLY WHAT THIS COMMISSION IS DESIGNED TO DO.

AND IT DRIVES ME A LITTLE CRAZY BECAUSE WE'VE BEEN AWARE OF
THESE FOR A LONG TIME AND -- LIKE I SAID I'M ON THE NIMAS STANDARD

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BOARD, SKIP, LET'S PRETEND WE CAN MAKE ANYBODY DO ANYTHING AND SEE WHAT WE CAN DO.

AND THESE SEEM LIKE VERY LOW HANGING FRUIT INITIATIVES.

WHEN I WAS HERE IN JACKSONVILLE WHEN THE COURSESMART FELLOW WAS TALKING ABOUT 4% OF THE PDFS THAT THEY'RE OFFERING HAVE BEEN TAGGED.

WELL, YOU KNOW, NOT TO PICK ON ADOBE, BUT HERE I GO.

THEY OWN PDF AND THEY OWN POST SCRIPTS, SON OF A GUN.

SO WHEN YOU GO FROM IN DESIGN TO PDF, YOU LOSE THE READING ORDER.

THAT'S TECHNOLOGICALLY NOT FEASIBLE.

I GUESS THEY SAY THEY'RE YEARS OUT ARREST WHAT HAVE YOU.

LET'S ASSUME THAT ADOBE CAN DO ANY ONE THING THEY WANT TO

IN A

YEAR.

MY QUESTION IS WHAT'S MORE IMPORTANT THAN THIS.

I JUST DON'T UNDERSTAND WHY WE'RE NOT FOCUSING ATTENTION -- I -- I'VE VISITED THE CRITICAL ISSUES TASK FORCE COMMITTEE FOR THE LAST COUPLE OF MEETINGS AND I THINK WE'VE CONVINCED OURSELVES TO

GET

SOME OF THESE PLAYERS IN TO THE TASK FORCE TO TALK TO THEM ABOUT

THIS.

PEARSON WE PUSHED PRETTY HARD ON SOME OF THE VENDORS I'M

GOING

TO TALK ABOUT AND WE HAVEN'T HAD A LOT OF LUCK, BUT I THINK IF ALL

THE

PUBLISHERS GOT TOGETHER AND I THINK IF SOME OF THE FOLKS HERE GOT TOGETHER AND CAME TO THESE MEETINGS, THEY'VE GOT THESE SCARY

LOOKING

OFFICES IN NEW YORK CITY.

SO I WOULD ENCOURAGE US TO -- TO DO THAT AND I WILL

CONTINUE

TO PUSH ON THAT.

THE SAME THING GOES FOR MATH M L. WHAT I SORT OF TALKED ABOUT

WITH ALL THREE OF THESE IS WE NEED TO MAKE ACCESSIBLE SOURCE MATERIALS

AND IN SOME CASES, ACCESSIBLE MATERIALS A BY PRODUCT OF THE PUBLISHING

PROCESS AND MATH ML IS AN EXCELLENT EXAMPLE OF THIS.

WE USE -- AS PUBLISHERS, WE USE TWO, THREE, FOUR EQUATION EDITORS TO SET ALL OF OUR MATH CONTENT.

ALL OF THESE EQUATIONS EDITORS DON'T REALLY IMPORT MATH ML, SOME OF THEM SAY THEY EXPORT MATH ML BUT THEY DO TRICKY THINGS,

THEY

HAVE A FOOTER THAT WILL TRY TO REBUILD THE EQUATION.

IT'S -- THE NICE THING IS THE EXPORT WORKS IN SAY A BROWSER,

BUT IF ALL OF THE EQUATION EDITORS THAT WE USE AS PUBLISHERS WERE ABLE

TO IMPORT AND EXPORT THE SAME FLAVOR OF MATH ML THEN MATH ML WOULD

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BE -- WHO DO THEY CALL THAT COMMON IN CHIEF OR PREVALENT IN CHIEF.
RIGHT NOW THERE'S AN RECOMMENDATION TO MAKE IT STANDARD.
THE SAY IT STANDS NOW IT'S GOING TO BE A PROFIT PRODUCTION
CONVERSION PROCESS WHICH IS GOING TO LEAD TO ERRORS AND SORT OF A
LOWER QUALITY SET OF MATERIALS AND I SEE SOME FOLKS HERE NODDING.
THIS IS JUST A SIMPLE FIX.
THEY WOULDN'T SAY IT WAS SIMPLE AND I'M SURE IT WOULD BE A
TOUGH SIX MONTHS FOR THEM, BUT ON THE OTHER END OF THIS, YOU KNOW,
EVERY MATH EXPRESSION -- AND WE HAVE MILLIONS OF MATH ASSETS --
WOULD
ALL OF A SUDDEN HAVE MATH ML AS THEIR SOURCE.
AND THEN THIS IS THE ONE THAT SORT OF -- FOLKS THAT
ACTUALLY
SIGN THE CHECKS TO CREATE IMUS FILES.
YOU GO BACK YEARS, WE WERE CREATING NIMAS FILES SO THEY CAN
USE THEM FOR TESTING THEIR SYSTEM.
AT THAT TIME, WE WERE ASSURED THAT BRAILLING SOFTWARE WAS
GOING TO BE A TOOL SO THAT NIMAS WOULD BE AN INPUT TO CREATE
PHYSICAL
BRAILLE.
HERE WE ARE FIVE YEARS LATER AND THAT'S JUST NOT THE CASE.
I JUST GOT OFF THE PHONE WITH A BRAILLING SERVICE PROVIDER
AND
THEY -- THEY WERE EXPLAINING TO ME THAT THEY -- I ALREADY KNEW THIS
TO
BE TRUE BUT IT'S JUST SORT OF HARD TO HERE THAT THEY WERE TAKING A
NIMAS FILE AND CONVERTING IT BACK TO WORD SO THEY COULD INGEST IT
INTO
DUXBERRY SYSTEM.
THAT DOESN'T MAKE ANY SENSE.
THE MORE THAT -- WHEN I TALKED TO THE CUSTOMERS IN K-12,
THEY
SAY THERE'S A DEARTH OF PHYSICAL BRAILLE AND THAT'S NOT GETTING
BETTER, YET THE COMPANIES HAVE NOT RETOOLED THEIR SYSTEM.
THAT'S THE THIRD EXAMPLE OF THE SORT OF FOLKS I THINK NEED
A
LITTLE FIRE BUILT UNDER THEM TO GET SOME VERY QUICK, VERY LARGE
BENEFITS.
THAT'S -- THOSE ARE MY THREE FAVORITE BLITZ IN THE WHOLE
PRESENTATION.
ADD
>>: JUST TO ADD, I AGREE WITH HIM, AND PROBABLY WANT TO
AN ADDITIONAL ITEM.
I THINK MARK MENTIONED IN THE EARLIER DISCUSSION ABOUT THE
CHEMICAL MARKUP, THERE'S -- WE TALK A LOT ABOUT MATH BECAUSE MATH
IS
VERY IMPORTANT TO US AND WE PRETTY MUCH START FROM -- WELL, NOT
KINDERGARTEN, BUT WE HAVE THE SAME CHALLENGES IN THE CHEMISTRY
SPACE
AND JUST WANT TO ENCOURAGE US THAT WE DON'T LOSE TRACK OF -- IT'S
THE
EXACT SAME ISSUES, JUST DIFFERENT PROCESS, IF YOU WILL.
SO WE SHOULD ADD THAT ON THERE.
BUT WHAT TOM HAS SAID AND I THINK THIS IS ALSO A CRITICAL

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THING TO REMEMBER, THAT THERE ARE A NUMBER OF VARIABLES IN ALL THIS AND MAKING SURE THAT THE DESIGN -- I THINK THEY'RE PRETTY GOOD GUYS AND DO SOME REALLY COOL TOOLS AROUND THE MATH EDITING SPACE, BUT

THE

ADOBES OF THE WORLD ALSO PARTICIPATE IN THIS.

GOING BACK TO MARK, I REALLY LIKED A LOT OF THINGS THAT YOU SAID, THAT THERE'S THIS SHARED RESPONSIBILITY APPROACH, THE RESPONSIBILITY CAN'T JUST BE PUT ON ONE ENTITY, WHETHER IT IS THE OFFERING TOOLS DEVELOPERS THE ADOBES OF THE WORLDS OR THE PEOPLE

THAT

USE THE TOOLS OR DOWNSTREAM IN NIMAS, AGAIN, IS ANOTHER EXAMPLE, WE TALKED ABOUT THAT EARLIER OVER LUNCH, TOO, HOW CONCEPTUALLY THAT

WAS A

GOOD IDEA, BUT THE IMPLEMENTATION KIND OF FELL FLAT OVER THE YEARS,

AND SO FOR ME, WORKING ON THE SIDE OF THE PUBLISHER, THESE ARE ALL PARTS THAT I HAVE LEARNED FROM THAT, SO AS WE'RE GOING DOWN A VERY SIMILAR ROAD IN THE POST TWELVE SPACE OR HIGHER ED SPACE, THAT WE DON'T MAKE -- I DON'T WANT TO SAY MAKE THE SAME MISTAKES BUT THAT

WE

CERTAINLY LEARN OVER THE PAST FIVE, SIX YEARS.

>>: PUBLISHER PROPOSED ACTIONS.

WE WANT TO PROMOTE THE DEVELOPMENT AND USE OF INDUSTRY STANDARDS.

THEY'VE BEEN TALKING ABOUT THAT FOR QUITE A WHILE.

WE WANT TO ASSIST IN THE DEVELOPMENT OF BEST PRACTICES,

BOTH

IN THE US AND INTERNATIONALLY.

WE OFFER LEADERSHIP AND GUIDANCE TO OTHER PUBLISHERS.

SOME OF THE AAP MEMBERS HAVE BEEN INVOLVED IN THE WIPO ENABLING TECHNOLOGIES PROJECT AND WE'RE SUPPORTING THE WORK OF THE INDUSTRY BODY EDITOR AND OF THE DAISY CONSORTIUM TO CREATE

PUBLISHING

GUIDELINES FOR PUBLISHERS.

THESE GUIDELINES ARE WRITTEN BY PUBLISHERS FOR PUBLISHERS

SO

WE THINK THEY'RE ACTIONABLE FOR US, VERY PRACTICAL AND WE REALIZE THEY'RE GOING TO EVOLVE OVER TIME, SO WE NEED TO BE PARTICIPATING

AS

THESE EVOLVE.

THERE'S BEEN ALSO SOME DISCUSSION ABOUT VPATS.

NOT HERE, BUT WE'VE TALKED ABOUT IT RECENTLY, AND THE NEED

TO

HAVE VPATS THAT ARE RELIABLE.

AND SO WE ALSO WANT TO SUPPORT BEST PRACTICES FOR CREATING

OUR

OWN VPATS THAT ARE -- THAT ARE RELIABLE --

>>: EXCUSE ME, ANN, COULD YOU PLEASE DEFINE VPAT.

>>: THOSE ARE VOLUNTARY PRODUCT ACCESSIBILITY TEMPLATE.

>>: SO THOSE ARE HOW YOU TEST YOUR PRODUCT TO MAKE SURE

THEY

ARE ACCESSIBLE AND SHOW THEM WHERE YOUR HOLES ARE.

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AS I SAID BEFORE --
>>: ONE COMMENT ON THE 508, JUST AN EXAMPLE AT PEARSON,
WE'RE CURRENTLY TRAINING OUR FOLKS TO WIPAG2 LEVEL AA AND 508, SO THAT'S
JUST ANOTHER POINT, TOM WAS TALKING ABOUT CONSISTENCY THAT THE
PUBLISHERS WHO ARE WORKING ON THIS NOW ARE ALREADY WORKING TOWARD
THESE SPECIFIC GUIDELINES, SO THERE'S VALUE TOWARDS BEING
CONSISTENT WITH THESE FOR, YOU KNOW, ANY RECOMMENDATIONS THAT COME OUT WITH
THE COMMISSION THAT WE'RE NOT KIND OF GOING THROUGH ANOTHER TRAINING
PROCESS LATER ON.
WE'RE HAVING TO GO BACK AND REENGINEER SOFTWARE THAT WE'RE
BUILDING NOW.
>>: SUZANNE, DO YOU WANT TO TALK A LITTLE BIT ABOUT THE
ACCESSIBILITY TECHNOLOGY TASK FORCE SINCE YOU'RE GOING TO HEAD THAT
ONE UP?
>>: SURE.
I THINK WE HAVE A SLIDE COMING UP, THOUGH, SO I'LL TALK
ABOUT IT THEN.
>>: RIGHT HERE.
>>: YOU SWITCHED?
OH, YOU SWITCHED.
THE IDEA OF THIS TASK FORCE IS JUST TO SEE IF WE CAN GET
PUBLISHERS TOGETHER TO PUT MORE PRESSURE ON SOME OF THESE OTHER
COMPANIES TO DO THE SMALL THINGS THAT WOULD REALLY IMPROVE OUR
ABILITY TO MAKE OUR PRODUCT ACCESSIBLE.
AND SOME OF IT IS -- I THINK -- NOT TO PUT BLAME ON ADOBE,
BUT

IN SOME AREAS WE CAN HELP RATHER THAN JUST PUTTING PRESSURE.
LIKE PROVIDING CASES AND SPECIFIC LOOK AT THIS PARTICULAR
TYPE OF EDUCATIONAL PRODUCT WE'RE CREATING, AND SEE THE PROBLEM WE'RE
HAVING.
WE HAVE NO BAY TO LET SCREEN READER USERS NAVIGATE FROM
AREA TO AREA.
YOU CAN BUILD IN MECHANISMS FOR MOVING FROM SECTION TO
SECTION OF YOUR PARTICULAR PIECE OF MEDIA, BUT EVERY DEVELOPER'S GOING TO
COME UP WITH A DIFFERENT TECHNIQUE.
IT WOULD BE SO MUCH EASIER IF WE HAD SOMETHING SIMILAR TO
HTML WHERE YOU JUST -- THIS IS THE TEXT OF THE HEADING, YOU SHOULD BE
ABLE TO NAVIGATE BY JUMPING TO THAT HEADING. AND IT JUST AN
EXTRAORDINARILY LESS EXPENSIVE WAY OF DOING IT.
IT'S EASIER FOR THE USER.

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THEY DON'T HAVE TO LEARN A WHOLE NEW METHOD OF NAVIGATION
FOR EACH LITTLE EDUCATIONAL ANIMATION THAT WE HAVE.
AND I THINK WE CAN BOTH PUT PRESSURE ON ADOBE AS A GROUP OF
PUBLISHERS AND ALSO PROVIDE SPECIFIC CASE EXAMPLES, BE ABLE TO
EXPLAIN WHY THIS WOULD MAKE IT EASIER.
ALSO, IF WE WERE TO CREATE SOME SOLUTION, FOR EXAMPLE,
INSIDE OF SOME OF OUR -- WE HAVE THESE TOOL TEXTS.
YOU DON'T ACTUALLY GET THEM.
THEY DON'T SHOW UP.
IF WE WERE TO BUILD OUR OWN TOOL KIT ON TOP OF THAT, WE
WOULD HAVE TWO OVERLAPPING EACH OTHER, SO IT'S THAT SORT OF CASE THAT WE
COULD BRING UP TO THEM AND HOPEFULLY PROVIDING EXAMPLES, WE CAN
HELP THEM MOVE THAT TYPE OF INITIATIVE ALONG.
TOM ALREADY SPOKE ABOUT THE ACCESSIBILITY PDFS.
WORKING WITH E-BOOK VENDORS TO ENHANCE THEIR ACCESSIBILITY
FEATURES.
WE JUST WANT TO MAKE IT CLEAR THAT THERE ARE CERTAIN
FEATURES THAT WE'RE LOOKING FOR FOR E-BOOK SUPPLIERS OR VENDORS WHO PRODUCE
THESE SORT OF E-BOOK FORMATS AND I THINK IF WE CAN WORK TOGETHER TO
BOTH ENCOURAGE THE VENDORS AND TO KEEP A HANDLE ON WHAT ARE THE
FEATURES THAT ARE IN EACH TYPE OF E-BOOK?
IF WE CAN WORK TOGETHER, WE CAN KEEP BETTER TRACK OF WHAT
OUR DIFFERENT OPTIONS ARE.
MAYBE A SMALLER PUBLISHER WHO DOESN'T HAVE THE RESOURCES TO
INDIVIDUALLY INVESTIGATE EACH OF THE DIFFERENT E-BOOKS COULD LOOK
AT OUR LIST AND SAY OH, WELL I CAN SEE THAT THESE THREE E-BOOK VENDORS
ARE PRETTY GOOD CHOICES FOR ACCESSIBILITY PURPOSES OF MY PRODUCT.
WE ARE ALSO LOOKING INTO SOME OTHER THINGS THAT DON'T
NORMALLY FALL INTO THE KIND OF 508 STANDARDS.
FOLK, THERE ARE SPEAKING DEVICES THAT STUDENTS WITH AUTISM
OR ANY SORT OF -- OR ANY SPEECH IMPEDIMENT MIGHT BE USING TO SPEAK IN
A CLASSROOM, TO PARTICIPATE IN A CLASS DISCUSSION, WHERE THEY'RE
ACTUALLY PUSHING BUTTONS ON THEIR DEVICE TO SPEAK PARTICULAR WORDS.
OR MAYBE THEY CAN'T PRONOUNCE CLEARLY ENOUGH TO SPEAK
NATURALLY.
SO THIS TYPE OF THING COULD BE FAIRLY QUICK.
WE'RE SORT OF LOOKING FOR EFFICIENCIES WHERE THE PUBLISHERS
MIGHT BE ABLE TO GET TOGETHER AND WORK WITH TECHNOLOGY VENDORS TO
SAY IF WE HAVE AN XML STANDARD, WE CAN EXPORT FROM OUR BOOK AND
PARTICULAR WORDS THAT YOU WOULD USE IN THAT DISCUSSION AND THAT MIGHT SAVE A
LOT

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OF TIME AND TROUBLE FOR THE FOLKS SUPPORTING THESE STUDENTS IN ENTERING THAT INFORMATION AND LET THE STUDENTS HAVE THE VOCABULARY WHEN THEY'RE SPEAKING IN THE CLASSES.

WE WERE ALSO LOOKING AT WORKING WITH ORGANIZATIONS THAT ESTABLISH MARKUP LANGUAGES, PARTICULARLY WHERE WE'RE CONCERNED ABOUT

THE POTENTIAL THAT LONG DESCRIPTIONS WILL BE DROPPED FROM HTML5.

WE UNDERSTAND THAT FOR THE AVERAGE WEB SITE IT MIGHT NOT BE THAT IMPORTANT BUT IT'S EXTREMELY IMPORTANT FOR PUBLISHING.

WHAT WE REALLY LIKE ABOUT IT IS YOU CAN HAVE YOUR OWN MARKUP

IN THAT LONG DESCRIPTION, SO IF WE'RE TRYING TO REPRESENT A FLOW CHART

OF SOME BIOLOGICAL PROCESS WHEN WE GO OVER TO THE LONG DESCRIPTION, WE

CAN USE HTML MARKUP TO MAKE THAT FLOW CHART NAVIGABLE WITH A SCREEN READER AND THE STUDENT EITHER HAS THE OPTION TO GO LOOK AT IT NOW

OR CONTINUE READING AND ANALYZE THE IMAGE WHENEVER THEY FEEL THAT THEY WANT TO.

WE'D LIKE TO DO SOMETHING SIMILAR IN PDF, SO THAT'S ANOTHER SORT OF LONGER-TERM GOAL WE WANT TO CHECK OUT, WHETHER WE CAN GET SOMETHING SIMILAR TO THAT.

I THINK THAT'S IT.

THAT'S THE BASIC KIND OF GOAL -- THIS IS NOT AN EXHAUSTIVE LIST, BUT WHAT WE'RE LOOKING TO DO IS AS A PUBLISHERS WORK ON ACCESSIBILITY, THEY COME ACROSS AN ISSUE, WE SEE IF WE CAN WORK WITH

THE UNIFIED GROUP TO MAKE THE IMPLEMENTATION MORE STREAMLINED.

>>: IF I CAN ADD ONE THING, SUZANNE USED ADOBE AS AN EXAMPLE.

CERTAINLY THERE ARE PUBLISHERS THAT ARE STILL USING CORK AND

OTHER DESKTOP PUBLISHING TOOLS.

WE NEED TO LOOK AT WHAT WE'RE TRYING TO DO FROM A USER'S STORY

PERSPECTIVE AND WORK OUR WAY BACK TO THE VENDORS, INCLUDING US, THE PUBLISHERS, AND MAKE SURE EVERYTHING WE DO IN THAT PIPELINE

ULTIMATELY GETS TO THE USER'S STORY AND THE USER'S STORY IS WHAT YOU'RE TRYING

TO DO WITH THE CONTENT AND THE WAY YOU TRY TO INTERACT WITH IT.

ONE OF MY CONCERNS IS THAT WE DO WORK WITH ADOBE AND THEY DO

GREAT THINGS THEN OTHER VENDORS ARE LEFT OUT OF THE SPACE AND ANYBODY -- THAT WILL SORT OF COMPLETELY KILL CORK AND THEIR --

WELL, I WON'T GO INTO -- BUT THE WHOLE POINT IS THAT WHATEVER WE DO, WE -- AND, AGAIN, WE USE ADOBE HERE AS AN EXAMPLE, BUT IT'S A BROADER SPECTRUM.

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WE NEED TO WORK WITH THEM TO CONTINUE TO DRIVE TOWARD SOME OF THESE GOALS.

>>: SO WHAT DO WE WANT FROM YOU?

WHEN YOUR FINAL REPORT IS DONE, WE WERE HOPING THAT YOU'LL JUST TAKE OUR ISSUES INTO CONSIDERATION.

WE HOPE YOU'LL SUPPORT US IN ENDORSING OUR PROPOSED BEST PRACTICES GUIDELINES, WORKING WITH EDITEUR, WE HOPE YOU'LL SUPPORT OUR WORK WITH TECHNOLOGY AND E-BOOK VENDORS.

WE HOPE YOU'LL SUPPORT CONTINUED DEVELOPMENT OF OPEN SOURCE TOOLS, AND WE'RE HOPING THAT YOU'LL SUPPORT A COMBINATION OF PUBLISHER

SUPPLIED MARKET MODEL PRODUCTS AS WELL AS DSS-SUPPLIED SPECIALIZED FORMATS WHICH WE THINK WE'RE GOING TO NEED FOR SOME TIME TO ACCOMMODATE THE SPECIFIC STUDENT NEEDS.

AND THAT'S OUR PRESENTATION.

>>: GOOD.

THANK YOU VERY MUCH.

AND I THINK INSTEAD OF MOVING ON TO THE NECK, I THINK IT MAKES

SENSE, BECAUSE YOU'VE PRESENTED A LOT OF INFORMATION AND ALSO THANK YOU FOR THE REQUESTS.

I THINK IT MAKES SENSE TO ASK SOME QUESTIONS AND ANSWERS NOW AND THEN WE'LL MOVE ON.

I'LL WATCH THE CLOCK SO WE CAN MAKE SURE THAT WE HAVE TIME FOR OUR FRIENDS FROM THE NATIONAL CENTER FOR ACCESSIBLE MEDIA.

SO LET ME OPEN THIS UP TO QUESTIONS FROM THE COMMISSION OR COMMENTS.

>>: TUCK TINSLEY.

IN THE REQUEST, I DIDN'T HEAR ANYTHING ABOUT -- THE COMMENT ABOUT LIGHTING THE FIRE UNDER THE BRAILLE TRANSLATION SOFTWARE PRODUCERS, AND THAT'S SOMETHING WE WOULD CERTAINLY LIKE HELP WITH.

AND THOSE WOULD BE DUXBERRY AND BRAILLE 2000?

>>: CORRECT.

AND YOU'RE EXACTLY RIGHT.

ONE THING THAT WE'VE OFFERED THROUGH THE BRAILLING VENDOR WAS

TO DO -- I GUESS BASICALLY WHAT CAME BACK THE LAST TIME WE EXPLORED THIS WAS NIMAS FILES AREN'T FORMATTED CONSISTENTLY ENOUGH FOR IT TO BE

HELPFUL AND SO WHAT WE OFTEN DO AT PEARSON IS TO PROVIDE A SERIES OF NIMAS FILES THEN MODIFY THEM WHILE THEY'RE IN THE DEVELOPMENT PROCESS.

ONCE YOU HAVE SOMETHING WORKING, THEN YOU CAN FIGURE OUT WHAT'S THE DIFFERENCE AND THEN WE WOULD TAKE THOSE CHANGES AND INCORPORATE THEM BACK INTO THE DAISY STRUCTURE GUIDELINES THAT THE PUBLISHERS USE TO CREATE NIMAS.

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SO THAT WAS THE PATH.
BUT THAT'S -- I THINK THERE ARE OTHER WAYS THAT FOLKS CAN
HELP
AND ANY HELP YOU CAN PROVIDE, WE WOULD LOVE TO.
>>: QUESTIONS?
>>: NO, I JUST REALIZED I LEFT OUT THE VERY LAST SLIDE.
>>: OH, WE NEED THE FINALE.
>>: WHICH HAD TO DO -- THIS HAS COME UP HERE A LITTLE BIT,
IS
JUST -- WE ALL NEED TO PERFORM OUTREACH TO OUR CUSTOMERS TO
ENCOURAGE
THEM TO ASK FOR ACCESSIBLE PRODUCTS.
THIS HAS COME UP QUITE A BIT IN THE DISCUSSION TODAY, AND
JUST
THE LAST POINT IS THAT, YOU KNOW, WE REALLY WANT TO -- TO WORK WITH
YOU ALL TO -- AND MEMBERS OF THE DISABILITIES COMMUNITY TO CREATE -
-
JUST TO HAVE AN ONGOING DIALOGUE AND CREATE PILOT PROJECTS AND HELP
US
WORK THROUGH SOME OF THESE ISSUES.
>>: THANK YOU FOR THAT.
I THINK YOU'RE -- THE FIRST BULLET THERE ABOUT REACHING OUT
TO
INSTITUTIONS, I THINK IT ECHOS THE THEME THAT'S BEEN SET THROUGHOUT
THE DAY ABOUT SHARED RESPONSIBILITY, WHETHER IT'S PUBLISHERS,
WHETHER
IT'S INSTITUTIONS OF HIGHER ED, AND ALSO STUDENTS WITH
DISABILITIES,
SINCE THEY HAVE RESPONSIBILITIES AS WELL IN THIS WHOLE PROCESS.
THANK YOU FOR THAT.
OTHER QUESTIONS?
YES, BRUCE?
>>: I HAVE A COMMENT AND A QUESTION: THERE WAS A BIG
DEBATE
INTERNALLY WHETHER WE SHOULD USE THE WORD INSTITUTIONS, BECAUSE OF
THE
SENSITIVITY OF HIGHER EDUCATION, AND BE CONSIDERED CUSTOMERS RATHER
THAN INSTITUTIONS.
BUT I WANT YOU TO UNDERSTAND THE MIND SET OF THOSE PEOPLE
UP
THERE IS THEY'RE CUSTOMERS AND AS MUCH AS THE CUSTOMER'S ALWAYS
RIGHT.
AND THAT'S WHAT THEY'RE TRYING TO REACH OUT TO, AND THEY
GAVE

ME MY LECTURE ON YOU MUST UNDERSTAND WHERE WE COME FROM.
SO I JUST WANTED TO SHARE THAT WITH YOU.
THEY'RE TRYING THEIR DARNEDEST -- I HEAR THE QUESTION AND
THE
CHALLENGES BUT THEIR MIND SET IS HOW DO WE MAKE THE CUSTOMER HAPPY,
SO
WE'LL PUT IT IN YOUR POLITICALLY CORRECT TERM AND THAT'S WHERE THEY

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COME FROM.

THE QUESTION IS, EXPLAIN TO ME, I KEEP HEARING PEOPLE CAME ABOUT 508, SO I ACTUALLY WROTE IT DOWN.

THE COMPLAINT IS THAT PRODUCT PRODUCTS MISREPRESENTED AS MEETING 508 COMPLIANCE.

IS IT THE WAY THE PRODUCT WAS PRODUCED OR THE 508 STANDARDS?

WHICH IS THE PROBLEM OR WHERE ARE THE -- WHAT IS THE COMBINATION OF PROBLEMS?

>>: WELL, I CAN TRY TO ANSWER THAT QUESTION.

WHEN YOU TALK ABOUT SECTION 508 STANDARDS, THERE ARE TWO SETS RIGHT NOW.

THERE'S THE OLD SET AND THEN THERE'S THE ONE THAT'S STILL SORT OF SWIRLING AROUND THE APPROVAL PROCESS.

BUT IN BOTH CASES, THE WAY I DESCRIBED IT, I THINK I SORT OF STAND BY, WHICH IS FOUNDATION, IT GIVES ACCESS TO THE PEOPLE USING THE KEYBOARD AND GIVES ACCESS TO PEOPLE USING ASSISTIVE TECHNOLOGY AND A REAL COHESIVE RELATIONSHIP BETWEEN THE TWO.

THE THIRD LEG OF THAT STOOL IS A TEXT DESCRIPTION FOR ALL NONTEXT MEDIA.

FOR ME THAT GIVES ACCESS TO THE CONTENT.

A LOT OF THE OTHER -- I SEE A LOT OF NODS, SO I'M REALLY HAPPY TO SEE THAT.

A LOT OF OTHER STANDARDS DEAL WITH SORT OF GOOD CONTENT PRESENTATION ABOUT TEXT SIZES AND COLORS THAT WE WOULD HOPE THAT OUR PUBLISHING DESIGN DEPARTMENTS WOULD HAVE FIGURED OUT A LONG TIME AGO.

SO THOSE ARE THE THINGS THAT WE REALLY FOCUS ON AND EVERY TIME

I GET IN FRONT OF FOLKS WHO SHOULD KNOW -- THE LAST TIME IT WAS ACTUALLY VERY SCARY IT WAS THE 30 BLINDS IN TEACHERS IN VIRGINIA, I'M

HOPING THAT SOMEBODY WILL -- I'M WAITING FOR SOMEBODY TO SAY, NO, NO, THAT'S NOT THE CASE, THAT'S NOT WHAT YOU SHOULD BE DOING.

QUITE FRANKLY WE HAVEN'T HAD SOMEBODY SAY THAT.

THAT'S WHAT WE'RE PURSUING AND UNTIL SOMEONE TELLS US WE'RE TOTALLY OFF BASE, WE'LL CONTINUE TO THINK THAT.

THAT WOULD BE MY QUESTION TO YOU.

I SAT IN THE BACK OF THE ROOM AND LISTENED TO A PRETTY HEATED

DISCUSSION ABOUT SETTING UP ANOTHER BOARD AND ANOTHER SET OF STANDARDS

AND I'M -- SORT OF THE DEARTH OF QUESTIONS, I'M HOPING THAT I'VE CONVINCED YOU ALL THAT THE WAY TO GO IS SUPPORT THE 508 STANDARD AND A

GOOD IMPLEMENTATION OF THAT AND BE EXEMPLARS -- I FOUND A VERY GOOD

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VPAT, SO I STARTED TO SORT OF SHARE IT WITH PEOPLE AND THAT'S THE HOTTEST DOCUMENT FLOATING AROUND.
AT THE ACTUALLY PUT A LITTLE PREAMBLE IN THE FRONT OF IT
THEN
THEY HAVE THE GRID AND THEY'VE IDENTIFIED ALL OF THE ISSUES AND
IT'S
JUST A VERY GOOD DOCUMENT.
AND I WAS VERY ENCOURAGED TO SEE HOW INTERESTED MY
COLLEAGUES,
ESPECIALLY IN PRODUCT DEVELOPMENT AND TESTS, WERE IN SEEING THIS DOCUMENT.
SO I THINK THAT THERE'S A CAPABILITY OF ADHERING TO THOSE STANDARDS AND LIKE I SAID, UNTIL SOMEONE TELLS ME OF SOMETHING WE'RE

MISSING IN THOSE THREE LEGISLATION OF THE STOOL, I THINK THAT'S THE WAY WE HOE SHOE PROCEED.
>>: HOW IS 508 IMPLEMENTED, PLEASE?
SO IT'S ALREADY -- FOR THOSE IN THE ROOM THAT DON'T UNDERSTAND, EXPLAIN THE PROCESS, HOW IT'S ENFORCED, WHERE IT'S USED,
PLEASE?
A. WE SEE IT ENFORCED -- LIKE THE FOLKS -- THERE'S LAWYERS IN THE ROOM, SO I'LL HOLD FORTH, BUT -- TEN YEARS AGO I DID 508 DEVELOPMENT FOR AN IRS WEB SITE, SO I COME FROM -- TO THIS FROM SORT OF A LONG BACKGROUND.
AND AT THAT TIME, I SAT DOWN WITH THE GOVERNMENT'S COMPLIANCE OFFICER AND HE SAID -- I SAID WHAT DOES THIS MEAN AND HE SAID TURN OFF THE MONITOR, UNPLUG THE MOUSE.
YOU CAN USE IT, IT'S 508 COMPLIANT.
I SAID MAKES SENSE TO ME.
SO WHILE THAT'S ARDUOUS, THAT REALLY IS WHAT THAT COMES DOWN TO.
BUT WHAT WE TRY TO EXPLAIN TO THE FOLKS IN PRODUCT DEVELOPMENT IS YOU SORT OF SHOW UP AS THE ACCESSIBILITY SHOW UP WITH A PEN AND SAY WE HAVE TO APPROVE EVERYTHING YOU DID NOW.
THEY DON'T WANT ME IN THE ROOM.
I SAY TELL US WHAT YOU WANT TO DO, SHOW US YOUR PROTOTYPE, LET US GO BACK TO OUR EXPERTS IN 508 MATERIALS AND LET THEM SORT OF INFORM YOU HOW TO PROGRAM THE -- A FEW OF THEM ARE COMMITTED TO NOT LISTENING -- HOW TO ENGINEER THE -- THE MECHANICS OF THE CODING UNDERNEATH THE USER INTERFACE SO THAT YOU CAN DO JUST THAT, SO YOU CAN

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ACCESS IT USING DIGITAL -- ASSISTIVE TECHNOLOGY WITHOUT CHANGING
THE USER EXPERIENCE FOR FOLKS THAT ARE SIGHTED.
THEY'VE RESPONDED VERY WELL TO THAT.
THAT'S HOW I WOULD APPROACH IT AND HOW I WOULD ENCOURAGE

OTHER

FOLKS TO.

>>: THANK YOU FOR THAT AND TOM, THANK YOU, ALSO, FOR
BRINGING SOME VERY SPECIFIC RECOMMENDATIONS.

BECAUSE I THINK IT'S HELPING FOCUS OUR OWN APPROACH TO
THIS.

I WANT TO GET BACK TO 508 IF I COULD ASK YOU A QUESTION,
WHICH IS ABOUT YOUR OTHER RECOMMENDATIONS ABOUT PDFS, ADOBE, AND SO
FORTH,
TO BRUCE'S POINT ABOUT WHO IS THE CUSTOMER, AREN'T YOU FOLKS HUGE
CUSTOMERS AND CONSUMERS OF THIS STUFF?

AND I'M JUST WONDERING ABOUT WHETHER YOU HAVE THE BENCH AS
A RESULT OF THAT TO BRING -- TO BRING ABOUT THE CHANGE THAT YOU NEED?
I'M KIND OF -- I'M CONFUSED ABOUT WHY IT HASN'T HAPPENED
ALREADY CONSIDERING THE CLOUT THAT YOU MUST HAVE.

>>: I WAS CONFUSED FOR A WHILE, AS WELL, AND ACTUALLY IN
JACKSONVILLE, WE TALKED ABOUT THIS BRIEFLY AND GEORGE KIRSCHER
ACTUALLY MENTIONED THAT THE LARGEST CUSTOMER FOR ADOBE IS THE
GOVERNMENT AND THE SECOND LARGEST IS EDUCATION.

I WAS ABLE TO GET A MEETING WITH ADOBE WITH THE DECISION
MARIES OF PEARSON TO TALK ABOUT FLASH AND FLASH ACCESSIBILITY AND
THAT LED EXACTLY NOWHERE.

SO WE'VE BEEN PUSHING ON THIS FOR ABOUT A YEAR.
THAT PARTICULAR INSTANCE.
BUT THEN TO GO TO THE EQUATION EDITORS, I THINK YOU'RE

EXACTLY
RIGHT.

WE'RE THEIR BIGGEST CUSTOMERS.

EVERY TIME THE EQUATION EDITOR -- ONE OF THE MAIN
LEADERSHIP

FOLKS COMES INTO OUR OFFICE, I'M THERE.

AND WE PUSH ON THEM AND OUR LEADERSHIP HAS PUSHED ON THEM
AS

WELL BECAUSE THE MAIN STREAM PRODUCTION FOLKS ALSO WANT MATH ML AND
WE KEEP HEARING THE SAME THING, WHICH'S ON OUR RADAR -- PROBABLY WHAT
YOU GUYS SAY ABOUT US -- IT'S ON OUR RADAR, WE'RE, WORKING ON IT AND
IT'S ALWAYS THE SECOND THING.

THEY SAY WHAT WE'RE GOING TO DO IS NORMALIZE THE STYLES
FIRST.

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>>: THERE'S A MARKETPLACE EAR HERE, A BIG ONE.
AND IT SEEMS THAT THE MARKETPLACE MAY NOT BE WORKING AS
EFFICIENTLY AS YOU WOULD WANT IT TO, LET ALONE ALL OF US, RIGHT?
>>: THE WAY I THINK -- GO AHEAD.
>>: I WAS JUST GOING TO SAY, I DON'T THINK AS PUBLISHER
WE'VE
SAID IN FORCE, LET'S HAVE A UNIFIED FRONT, THIS IS WHAT WE NEED AND
TELL THE TECHNOLOGY VENDORS --
>>: EXPLAIN WHY WE DON'T HAVE TO GET TOGETHER BECAUSE WE
HAVE
TO BRING LAWYERS IN THE ROOM BECAUSE OF ANTITRUST VIOLATIONS, IT'S
A
VERY TENUOUS PROCESS.
>>: IT'S A DIFFICULT, TRICKY SITUATION, BUT WE THINK WE'VE
GOTTEN TO THE POINT WHERE WE'RE READY TO DO THAT AND I THINK OUR
REQUEST FOR THE COMMISSION IS NOT SO MUCH TO BE THE PRIMARY DRIVER
OF
THAT EFFORT, BUT I THINK IT WOULD BE ONE MORE, YOU KNOW, THING IN
OUR
BAG WHEN WE WENT TO THESE VENDORS TO SAY LOOK WHAT THIS COMMISSION
IS
SAYING.
>>: I THINK IT'S ALSO IMPORTANT TO NOTE, AND I MAY BE
TARRED
AND FEATHERED FOR THIS, BUT WE WERE TALKING ABOUT THE ADOBE
PRODUCTS
AND WE'LL THROW CORK IN THERE, ALSO, AND FOR MANY YEARS, OUR
ULTIMATE
OUTPUT OF PDF WAS PREDOMINANTLY TO PRINT A BOOK, RIGHT, AND IT
WASN'T
TO CREATE AN ACCESSIBLE PRODUCT.
AND WE'VE BEEN LOOKING TO CREATE OTHER WITHOUT PUT TYPES.
WE MENTIONED A COUPLE OF THEM TODAY, HTML5 AND SO ON.
AND SO FOR MYSELF, I SPENT A LOT OF TIME IN XML WORK FLOWS
AND
TRYING TO EMULATE -- AND SOMEBODY USED THE PHRASE BEFORE, READING
ORDER, AND THAT'S A REALLY, REALLY DIFFICULT THING TO DO.
I'M NOT TRYING TO SAY THAT EVERYTHING WE SAID TODAY WE
SHOULDN'T DO OR WE HAVE TO DO, BUT IT IS NOT AN EASY PROCESS, AND I
KNOW FROM THE ADOBE SIDE THAT THERE -- IT'S PART OF THE PRODUCT
THAT
WE'RE NOT EVEN USING, AND I THINK I CAN MAKE A GENERAL STATEMENT
WITHIN THE END DESIGN PRODUCT.
SO, AGAIN, THERE ARE A NUMBER OF MOVING PARTS IN THAT
PROCESS
SO I KNOW WE'RE TRYING TO DO FLASH CONVERSIONS, TALKING ABOUT
LEGACY
MATERIAL.
HOW DO WE TRANSLATE FLASH SO IT'S ACCESSIBLE.
NEAR WORKING ON IT.
AGAIN TO SAY THEY'RE NOT DOING NOTHING, I JUST WANT TO MAKE
SURE THAT WE HAVE THAT CLEAR UNDERSTANDING, IT'S NOT THAT
EVERYBODY'S
BEEN SITTING STILL.

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>>: WE JUST HAVE A FEW MINUTES, I WANT TO MAKE SURE WE ADDRESS A COUPLE OF OTHER THINGS.
>>: JIM FRUCHTERMAN --
>>: JIM, WOULD YOU LIKE TO JOIN IN?
>>: WHEN THE TIME'S RIGHT.
>>: GO AHEAD.
>>: OKAY.

I JUST WANT TO THANK THE PUBLISHING TEAM FOR A TERRIFIC PRESENTATION ABOUT A LOT OF THE ISSUES THAT ARE REALLY OUT THERE FROM A VERY PRAGMATIC POINT OF VIEW AND WE REALLY APPRECIATE ALL THE WORK YOU GUYS ARE DOING.

I'D LIKE TO TOUCH ON A COUPLE POINTS AND ONE OF THEM IS THESE

TECH VENDORS TRULY DON'T SEE WHAT WE WANT THEM TO DO IN THEIR INTEREST

OR IN THEIR CUSTOMER DEMAND AND I WOULD SAY IN ADOBE'S CASE, IT'S ACTUALLY SORT OF ADOBE'S SORT OF CORE VALUE PROPOSITION I THINK IN SOME WAYS TO MAKE IT SO EASY TO CREATE NON-PDF OUTPUT AND SO I

THINK

WHAT A LOT OF US HAVE SEEN IS ADOBE COMMIT TO DOING THINGS THEN NOT COMPLETING IT BECAUSE OF THIS INTERNAL TENSION, AND I THINK THAT -- YOU'RE HEARING THAT FROM SOME OF THE PUBLISHERS BUT CERTAINLY IT'S BEEN OUR EXPERIENCE FOR ADOBE COMMITTED TO MAKE IT EASY TO CONVERT TEXTBOOKS FROM PDF INTO THE NIMAS FORMAT AND THE LABS PEOPLE HAD DEVELOPED A TECHNOLOGY AND DEMO'D IT THEN IT NEVER MADE IT INTO THE PRODUCT FOR REASONS THAT NO ONE WOULD TALK ABOUT.

SO IT'S GOING TO HAVE TO BE STRONGER THAN OUR CUSTOMERS WANT IT.

IT'S ACTUALLY GOING TO HAVE TO BE THE POINT OF IT'S A MANDATED REQUIREMENT AND IF YOU DON'T DO IT, WE WON'T BUY YOUR PRODUCT ANYMORE.

THERE'S SOMETHING SIMILAR GOING ON WITH THE BRAILLE ISSUE THAT WAS ADDRESSED.

DUXBERRY HAS SAID AND ACTUALLY THEIR WEB SITE SAYS THEY SUPPORT NIMAS BUT IT DOESN'T REALLY WORK ALL THAT WELL AND THEIR

MAIN

CUSTOMERS, THE TRADITIONAL BRAILLISTS, DON'T LIKE THIS SORT OF NIMAS APPROACH, AND FOR A VARIETY OF REASONS.

ONE OF THEM IS THAT THEY WERE TRAINED TO DO SOMETHING ELSE, AND IT'S VERY HARD WHEN PEOPLE HAVE VERY COMFORTABLE WITH A CERTAIN PROCESS TO DO IT.

AND SO WE USED TO USE DUXBERRY TO EXPORT BOOKS FROM BOOK SHARE

TO BRAILLE AND AS PART OF THE NIMAS TRANSITION, WE MOVED TO AN OPEN

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SOURCE SORT OF DUXBERRY EQUIVALENT AND WE CAN GENERATE PRETTY
DECENT
ON BRAILLE, BOOKS THAT STARTED AS NIMAS BOOKS BUT I DON'T THINK
THEY
FEEL A LOT OF PULL.
SO THESE ARE COMPLICATED ISSUES WITH A LOT OF MOVING PARTS
AND
I THINK THE PRESENTATION HIGHLIGHTED THERE'S NOT A LOT OF EASY
FIXES.
MY LAST QUESTION IS TO THE PUBLISHING TEAM ABOUT SORT OF
THE
POSITION AROUND MULTIPLICATION OF FORMATS.
I THINK THAT THE COMMISSION HAS BEEN SORT OF TENDING
TOWARDS A
MORE FUNCTIONAL DEFINITION OF WHAT A SUCCESSFUL FORMAT WOULD BE OR
WHAT SUCCESSFUL ACTION WOULD BE, SO THAT WE COULD POINT TO THINGS
LIKE
508 AND, YOU KNOW, SUCCESSFUL VERSIONS OF EPUB OR PDF.
ARE YOU GUYS HAPPY WITH THAT OR DO YOU THINK IT ACTUALLY
LEAVES THINGS TOO OPEN AND MAKES THINGS COMPLICATED FOR YOU?
>>: WELL, I CAN -- I'LL TAKE THEM ONE AT A TIME.
I THINK, JIM, YOU MISSED THE POINT WITH THE ADOBE PDF, NOT
TO
PUT EVERYBODY TO SLEEP BUT BASICALLY IF YOU'VE GOT A TEXTBOOK,
YOU'VE
GOT A MAJOR FLOW AND MINOR FLOW, YOU TAKE A CHAPTER AND FLOW IT
THROUGH THE MAJOR FLOW AND THEN THE MINOR FLOW.
ALL DURING THAT PROCESS, SON OF A GUN, AN END DESIGN KNOWS
THE
READING ORDER OF THAT CONTENT.
YOU PUSH A BUTTON, MAKE A PDF, ALL OF A SUDDEN IT DOESN'T
KNOW
THE READING ORDER.
THAT'S NOT EXPORTING IT, THAT'S JUST A LOSS OF INFORMATION.

ADOBE WAS CONCERNED ABOUT WAS MAKING SOMETHING LOOK GOOD ON
A
PIECE OF PAPER, AND SO NOW IT'S JUST A QUESTION OF PRIORITIES.
I'M SURE IT'S NOT A QUOTE/UNQUOTE EASY FIX BUT I THINK IT'S
MEASURED IN A MATTER OF MONTHS AND I THINK IT'S JUST A PRIORITIES
ISSUE AND I THINK YOU'RE RIGHT, I DON'T THINK WE'RE ASKING FOR
LEGISLATION, WE'RE JUST SAYING COME WITH US AND PUT THE PRESSURE
ON, I
THINK THAT WOULD BE GREAT.
THE PHYSICAL BRAILLE ISSUE -- AND WE'RE REALLY TALKING
ABOUT
PHYSICAL BRAILLE.
I MEAN, I UNDERSTAND THE WAY THAT THE BRAILLING MARKET
WORKS
AND THE PRODUCTION WORKS AND IT MAY NEED TO CHANGE.
THE FACT OF THE MATTER IS, I'VE GOT PEOPLE CONTACTING ME
EVERY

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WEEK THAT ARE LOOKING FOR BRAILLE VERSIONS OF BOOKS AND ONE OF THE
BIG QUESTIONS THAT I REALLY DON'T LIKE THAT I GET IS I'VE GOT A 2004
BRAILLE BOOK AND I'VE GOT A 2007 TEXTBOOK, HOW SIMILAR ARE THEY?
AND I SAY TO MYSELF, HAVING JUST MADE A 2007 VERSION OF THE
NIMAS FILE, WHY AM I HAVING THIS CONVERSATION?
WE TELL THEM WHAT THE DIFFERENCES ARE, AND WE SEND THEM
SAMPLE BOOKS SO THEY CAN FIGURE IT OUT FOR THEMSELVES.
BUT I WANT TO AVOID THAT.
REGARDING THE MULTIPLE STANDARDS, I -- I KEEP COMING BACK
TO,
YOU KNOW, WE'RE TRYING TO GET ACCESS TO CONTENT AND THE WAY THAT I
DESCRIBED 508, I ALWAYS SEE THAT EDUCATORS -- THEY ALL NOD BECAUSE
I THINK THAT'S WHAT THEY'RE LOOKING FOR.
IF THAT'S WHAT YOU'RE LOOKING FOR, 508 OFFERS THAT, WE NEED
TO -- WE'RE GOOD AT IMPLEMENTING IT.
EXEMPLARS WORK, IT WILL WORK FOR DAISY STANDARDS AND IT
WOULD WORK FOR 508, SO THAT'S WHAT WE'RE DOING IN K-12 AND THAT'S WHAT
EMPLOYERS ARE DOING.
AND I WOULD JUST REITERATE HIGHER ED SHOULD DO THE SAME
THING.
>>: AND I ACTUALLY REPRESENT HIGHER ED, WE AGREE WITH THAT
COMPLETELY.
WE WOULD MUCH PREFER TO HAVE A FUNCTIONAL STANDARD.
YOU NEED TO HAVE THESE CAPABILITIES IN THE PRODUCT VERSUS
YOU NEED TO USE THE SPECIFIC FORMAT.
BECAUSE WHEN WE GO TO OUR DEVELOPERS AND SAY, WELL, THIS IS
A REQUIREMENT, THEY -- THEY'RE ENTHUSIASTIC AND THEY COME UP WITH
SOLUTIONS THAT ARE REALLY GOOD.
SO I THINK WE DON'T WANT TO LIMIT WHAT COULD BE MADE
ACCESSIBLE OR SAY THE ONLY THING THAT'S ACCESSIBLE ARE THESE TYPE
OF FILE FORMATS.
IF'S MUCH BETTER TO HAVE THE FUNCTIONAL REQUIREMENT SO WE
CAN CONTINUE TO INNOVATE AND AS THE DEVELOPERS BECOME MORE AND MORE
USED TO WORKING WITH THE ASSISTIVE TECHNOLOGY, IT REALLY SHOULDN'T BE A
PROBLEM.
>>: IF I COULD JUST ADD ONE POINT ON THAT STILL.
CERTAINLY AROUND THE MULTIPLICITY OF STANDARDS VERSUS A
SINGLE STANDARD, IT'S HARD ENOUGH FOR ANYBODY WHO'S EVER WORKED IN
STANDARDS TO HAVE ONE STANDARD AND THEN BE CONSISTENT WITHIN THAT ONE, LET
ALONE MULTIPLE CS STANDARDS AND THE NOTION OF HAVING A FUNCTIONAL
STANDARD,
I WOULD EVEN SAY THAT SHOULD BE LAYERED ON TOP OF ONE OTHER -- YOU

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KNOW, A CONTENTS STANDARD OR AS FROM STANDARD.
AND WITH THOSE TWO, THEN YOU CAN HAVE CONSISTENCY.
ONE STANDARD IN AND OF ITSELF WILL NOT ALLOW YOU TO HAVE A

CONSISTENCY THAT'S REALLY NEEDED.
THAT'S WHAT WE NEED, A USER STORY, TO REALLY ACHIEVE WHAT

THE
USER WANTS TO DO, IT HAS TO BE A COMBINATION OF A FUNCTIONAL
STANDARD
AND A PROCESS.

>>: A REALLY GREAT EXAMPLE IS NIMAS.
I'M SO HAPPY -- YOU HAVE NO IDEA -- THAT'S THE BEST THING

THE
DEPARTMENT OF ED'S DONE, THAT I'M AWARE OF, BUT TO MARRY THE NIMAS
STANDARD TO THE DAISY STANDARD HAS JUST CHANGED A WHOLE LOT OF

THINGS
AND I JUST THINK BACK TO THE NATIONAL FORMAT FILE DAYS, MY OLD BOSS
WAS ON THAT COMMITTEE, I'M JUST GLAD THAT FOLKS DIDN'T SIT AROUND

AND
SAY WE CAN DO A BETTER JOB, WE CAN COME UP WITH A NATIONAL FILE
THAT'S -- THEY DIDN'T, THEY SAID THIS IS DAISY.

EVERYBODY KNOWS WHAT DAISY IS NOW, ALL THE LEADERSHIP IN
THE
PUBLISHERS KNOW WHAT DAISY IS.

IT'S A DARN GOOD THING.
>>: THANK YOU VERY MUCH.

WE HAVE THINGS THAT HAVE NOT BEEN RESOLVED, BUT YOU'VE
CHALLENGED THE COMMISSION TO TAKE FORWARD AND I THINK ONE OF THESE
CERTAINLY FURTHER DISCUSSION ON 508 AND, DAVE, I THINK WE SHOULD

FIND
WAYS EITHER THROUGH THE TASK FORCES OR FULL COMMISSION TO DO THAT
AND
SEE HOW THAT FACTORS INTO OUR OWN RECOMMENDATION.

>>: JIM, MAY I SAY ONE QUICK THING?
>>: YES.

>>: AFTER THAT WONDERFUL THING FROM TOM, THIS IS GLINDA, I
NEED TO SAY, TOO, TOM, THIS WAS A GREAT PRESENTATION.

WE'VE HAD -- WE'VE HAD, IN THE PAST, IN THE K-12, WE WERE
ALWAYS HAVING MEETINGS WHERE WE HAD -- LIKE HASHING THINGS OUT, WE
NEVER HAD ANY RECOMMENDATIONS.

THIS WAS A WONDERFUL PRESENTATION.

WHERE WE CAME TOGETHER, WE'RE ALL TALKING ABOUT
RECOMMENDATIONS, HOW TO MAKE THINGS BETTER, AND THAT'S WHAT THIS
COMMISSION HAS BEEN ABOUT.

THANK YOU SO MUCH.
THIS WAS REALLY GREAT.

(applause)
>>: THANK YOU.
THANK YOU VERY MUCH.

GOOD.
>>: YOU CAN STAY IF YOU'D LIKE.
NOW WE'RE MOVING ON TO WGPH.

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>>: STAY IN THE BACK OF THE ROOM.
>>: FOR ACCESSIBLE MEDIA AND WE HAVE GEOFF FREED AND LARRY
GOLDBERG, I THINK.
NOT LARRY -- SO IF GEOFF FREED IS WITH US, THE FLOOR IS
YOURS.
>>: HI, EVERYBODY. THIS IS GEOFF FREED FROM THE WGBH --
I'VE
ALSO GOT MADELYN ROTHER, MY COLLEAGUE, WITH ME.
MADELYN LEADS THE ACCESSIBLE LEARNING PLATFORM INITIATIVES
THAT WE RUN AND SHE ALSO WORKED ON NIMAS AND MADELYN ALSO HELPED
DEVELOPED STANDARD WITH THE IMF GLOBAL CONSORTIUM.
SOME OF YOU MAY BE FAMILIAR WITH THAT. I'LL BE TALKING
ABOUT
THAT IN A LITTLE WHILE AS WELL.
DAVE, ARE YOU THERE?
>>: YES.
>>: ARE YOU GOING TO BE PUSHING THE SLIDE BUTTONS FOR ME?

>>: I THINK SKIP WILL BE HANDLING THAT.
>>: OR SOMEBODY.
SKIP.
OKAY.
HI, SKIP, HOW ARE YOU?
OKAY.
ARE YOU ON THE TITLE SLIDE?
>>: YES, WE ARE.
>>: WE ARE.
>>: OKAY.
GREAT.
WHY DON'T YOU GO TO THE NEXT SLIDE AND I WILL TELL YOU -- I
TOLD YOU WHO MADELYN IS.
I'LL TELL YOU WHO I AM.
MY NAME IS JEFF, I'M ALSO IN CHARGE OF ALL OF OUR STANDARDS
INVOLVEMENT IN THE WORLD OF MULTIMEDIA.
I'VE WORKED WITH THE PEOPLE AT DAISY, I WORKED WITH THE
PEOPLE
AT EPUB, I'VE DONE A LOT OF STANDARDS WORK AT THE W3C AND I'LL BE
DISCUSSING SOME OF THAT STUFF IN MY PRESENTATION, AS WELL.
BUT LET ME TELL YOU A LITTLE BIT ABOUT NCAM.
WE WERE ESTABLISHED VERY QUICKLY I'LL TELL YOU THESE THINGS
SO
YOU CAN SEE HOW WE CAN RELATE TO WHAT IS GOING ON IN YOUR WORLD
TODAY.
WE WERE ESTABLISHED IN 1993 HERE AT WGBH AS A RESEARCH AND
DEVELOPMENT CENTER AND WE LARGELY EXTEND AND BUILD ON THE WORK THAT
HAS BEEN GOING ON FOR THE PAST 40 YEARS IN ACCESSIBILITY, STARTING
IN
1972 WITH THE CAPTION CENTER.
CAPTIONS WERE INVENTED HERE.
IN 1998, WE PIONEERED DESCRIPTIVE VIDEO SERVICE.
NEXT SLIDE.
WE HAVE A BIG FOCUS HERE ON ACCESSIBILITY TO ELECTRONIC

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MATERIALS FOR PEOPLE WITH SENSORY DISABILITIES, SO WE DEAL WITH PEOPLE

WHO ARE BLIND OR VISUALLY IMPAIRED OR DEAF OR HARD OF HEARING.
WE FOCUS ON SOLUTIONS FOR NEW AND EMERGING MEDIA.
WE'VE DONE A LOT OF WORK IN THE DTB ACCESSIBILITY SPACE.
I MENTIONED WEB ACCESSIBILITY.

WE'RE FINISHING A PROJECT RIGHT NOW ON MOBILE DEVICE ACCESSIBILITY.

MADELYN HAS WORKED IN THE LMS SPACE, WE'VE DONE A LOT OF WORK WITH ACCESSIBLE DVDS AS WELL AND MANY TYPES OF EDUCATIONAL TECHNOLOGY.

IN ADDITION WE'VE SERVED ON A NUMBER OF COMMITTEES.
I'VE HEARD SECTION 508 COME UP A NUMBER OF TIMES.
LARRY GOLDBERG AND I WERE ON THE ORIGINAL 508 COMMITTEE AND

ON

THE REFRESH COMMITTEE AS WELL.

SO YOU CAN'T BLAME US, BUT WE'RE PARTLY RESPONSIBLE.
WE'VE DONE A LOT OF WORK WITH THE FCC AND TECHNOLOGY COMMITTEES AND MOBILE COMMITTEES.
I MENTIONED SECTION 508.

WE'RE NOW WORKING ON THE CPA CC WHICH IS THE VIDEO PROGRAMMING

ACCESSIBILITY COMMITTEE.

THAT IS THE GROUP THAT'S IN CHARGE OF PROVIDING RECOMMENDATIONS FOR REMOVING CAPTIONS FROM THE BROADCAST SPHERE TO THE INTERNET AS WELL AS AUDIO DESCRIPTIONS OR VIDEO DESCRIPTIONS PROVIDING ACCESSIBLE EMERGENCY INFORMATION AND ACCESSIBLE USER INTERFACES ON VIDEO PROGRAMMING DEVICES.

ALL THOSE THINGS ARE IMPORTANT.
AND IN ADDITION, WE OFFER A NUMBER OF TOOLS FOR MULTIMEDIA ACCESSIBILITY.

SOME OF YOU MAY BE FAMILIAR WITH MAGPIE WHICH IS A CAPTIONING

AND AUDIO DESCRIPTION TOOL.

WE'VE CREATED FREE TOOLS FOR FLASH ACCESSIBILITY, ADDING CAPTIONS TO FLASH, MAKING YOUR OWN FLASH PLAYERS AND WE PUBLISHED FINALLY A NUMBER OF GUIDELINES FOR CREATING ACCESSIBLE MATERIALS.

WE'VE PUBLISHED A BIG SET OF GUIDELINES LAST YEAR ON STEM IMAGE ACCESSIBILITY.

WRITTEN GUIDELINES FOR ACCESSIBILITY AND CREATING ACCESSIBLE

MULTIMEDIA FOR ITUNES U, AS WELL.

NEXT SLIDE.

WE HAVE A LOT OF EXPERTISE IN STEM ACCESSIBILITY.
I MENTIONED ACCESS FOR ALL A MINUTE AGO.

I'LL TALK A LITTLE BIT MORE ABOUT THAT TOWARD THE END BUT ACCESS FOR ALL IS A WAY OF USING META DATA TO BASICALLY MATCH THE NEEDS OF A USER WITH AVAILABLE RESOURCES AND THEIR ACCESSIBILITY

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FEATURES.

LAST YEAR WE PUBLISHED A SET OF GUIDELINES THAT WERE
CREATED
IN COLLABORATION WITH A NUMBER OF AGENCIES, INCLUDING DAISY AND ABH
ON
WAYS TO CREATE ACCESSIBLE AND MEANINGFUL DESCRIPTIONS OF STEM
IMAGES
AND TEXTBOOK AND DTBS AND OTHER ON-LINE MATERIALS.

WE'RE NOW WORKING ON A PROJECT TO THOSE PRINCIPLES TO
ACCESSIBLE ON LINE TESTING MATERIALS.

ONE PROJECT THAT IS ESPECIALLY APPLICABLE TODAY IS
SOMETHING
THAT IS A PARTNERSHIP WITH BOTH BENETECH AND DAISY IS CALLED THE
DIAGRAM.

THE URL IS NOT ON THE SLIDE.

THE SLIDE YOU SEE SHOULD SAY AT THE BOTTOM DIAGRAM CENTER.
THE DIAGRAM CENTER IS A COLLABORATION WITH BENETECH AND

DAISY
FOR CREATING ACCESSIBLE IMAGING IN TEXTBOOKS OF ALL KINDS.

THIS IS A BIG PROJECT, IT'S FUNDED BY THE DEPARTMENT OF
EDUCATION.

THE URL FOR THAT IS DIAGRAMCENTER.ORG AND THERE WE HAVE A
NUMBER OF MATERIALS THAT I THINK WILL BE APPLICABLE TO PEOPLE IN
THE
ROOM AND I'M TALK MORE ABOUT ONE OF THOSE PARTICULAR THINGS IN JUST
A
MINUTE.

NEXT SLIDE, PLEASE.

SKIP, IS THE SLIDE THAT YOU'RE ON NOW SAY PUBLISHERS
BEGINNING
TO HEAR ACCESS DEMANDS?

>>: YES, OKAY.

THANK YOU.

>>: I THINK IT'S BEEN PRETTY CLEARLY ESTABLISHED FROM WHAT
I'VE BEEN LISTENING TO IN THE LAST HOUR THAT COLLEGES AND
UNIVERSITIES

ARE BEGINNING TO INCLUDE ACCESSIBILITY REQUIREMENTS AND PUBLISHERS
ARE

HEARING THIS NOW, AND OBVIOUSLY YOU'VE ALL BEEN MAKING IT QUITE
CLEAR

THAT THERE ARE MULTIPLE STANDARDS THAT PEOPLE ARE FOLLOWING OR
USING,

BUT I THINK IT'S IMPORTANT TO POINT OUT THAT IT'S NOT JUST THE
STUDENTS WITH DISABILITIES WHO ARE BENEFITING FROM MANY OF THESE
POLICIES, IT'S ALSO THE STUDENT BODY AT-LARGE, AND EVERYONE IN
GENERAL, I'M SURE YOU'RE FAMILIAR WITH THE CONCEPT OF DESIGN, THE
SAME

AS WE'RE TALKING ABOUT FOR ACCESSIBLE MATERIALS BENEFIT NOT JUST
THE
TARGET AUDIENCE BUT THEY BENEFIT EVERYBODY.

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EVERYBODY USING A DESKTOP COMPUTER, EVERYBODY USING A MOBILE DEVICE AS WELL, WILL BENEFIT FROM THIS.

NEXT SLIDE.

ONE OF THE THINGS THAT DAVE -- WELL THE THINGS THAT DAVE LARSON WANTED US TO TALK ABOUT TODAY IS MULTIMEDIA ACCESSIBILITY IN ELECTRONIC MATERIALS.

MOSTLY WHAT HAS BEEN DISCUSSED SO FAR, AT LEAST, FROM THE TIME I'VE BEEN ON THE CALL, HAS BEEN A DISCUSSION OF BASICALLY TEXT AND IMAGE ACCESSIBILITY.

A COUPLE OF THINGS I WANTED TO TOUCH ON BRIEFLY THAT PEOPLE MENTIONED THAT SOLUTIONS FOR STATIC IMAGES, THEY CERTAINLY EXIST. ALTERNATIVE TECH OR ALL TEXT TENDS TO BE A BRIEF DESCRIPTION OR AN IDENTIFICATION OF AN IMAGE.

AND THEN SOMEBODY MENTIONED LONG DESCRIPTIONS OR LONG DESC, WHICH WE USE AND HAVE BEEN USING FOR, WHAT, A GOOD TEN YEARS TO PROVIDE DETAILED DESCRIPTIONS IN WEB PAGES, THERE ARE EQUIVALENTS IN OTHER MARKUP IMAGES IN THE DTE WORLD THAT CAN BE USED TO DELIVER LONG DESCRIPTIONS BUT AS SOMEBODY POINTED OUT EARLIER, LONG DESCRIPTION IS UNDER THREAT IN HTML. WITHOUT GETTING INTO POLITICALLY TECHNICAL, IT HAS EMERGED AS ONE OF THE VERSIONS OF HTML AND THERE'S A BIG BATTLE TO GET IT PUT BACK IN AND WE'RE CERTAINLY PART OF THAT TO GET IT PUT BACK IN.

BUT THE NICE THING ABOUT LONG DESC IS YOU CAN USE IT TO POINT TO NOT JUST A TEXT DESCRIPTION BUT A DESCRIPTION IN JUST ABOUT ANY MARKUP LANGUAGE OR ANY FORM THAT YOU WANT.

BUT THERE ARE ALSO OTHER SOLUTIONS THAT MAY COME ALONG THAT HTML5 HAS DEVELOPED WHICH IS CALLED FAKE CAPTION WHICH IS NOT A DESCRIPTION OF FLUTE BUT ANOTHER WAY OF SUPPLYING AN IMAGE DESCRIPTION OR A DESCRIPTION OF A FIGURE.

AND THEN THERE'S ALSO ANOTHER MARKUP LANGUAGE CALLED ARIA, WHICH IS FROM THE W3C, AND IT DOES A NUMBER OF THINGS FOR DISABILITIES, AMONG THEM DESCRIBING IMAGES AND OTHER ELEMENTS, ELECTRONIC PUBLICATIONS.

IN MULTIMEDIA, WHICH IS SOMETHING THAT IS COMING DOWN STRONG IN THE PUBLISHING WORLD, BASIC SOLUTIONS FOR MULTIMEDIA ACCESSIBILITY INCLUDES VERY OBVIOUS THINGS LIKE CAPTIONS AND AUDIO DESCRIPTIONS, SUBTITLES AND DUBBING FOR FOREIGN LANGUAGES, BUT SOMETHING HAS BEEN OVERLOOKED IS PLAYER AND DEVICE CONTROL.

AND WE TALK ABOUT ACCESSIBILITY, WE'RE NOT JUST TALKING ABOUT MAKING THE SOUNDS AND THE PICTURES ACCESSIBLE, BUT THE PLAYER, THE

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TO THING ITSELF THAT PEOPLE ARE USING TO PLAY BACK THE MULTIMEDIA HAS
BE ACCESSIBLE.

YOU HAVE TO BE ABLE TO CONTROL THE BUTTONS WITHOUT A MOUSE.

YOU HAVE TO BE ABLE TO APPLY THE LABELS TO THE CONTROLS SO
THAT SOMEBODY WITH A SCREEN READER CAN UNDERSTAND WHAT THIS BUTTON
DOES WHEN THE FOCUS IS PLACED ON THAT BUTTON.

AND THERE ARE A NUMBER OF MONITORING TOOLS AND READING TOOLS
PUBLISHING TOOLS THAT ADDRESS MANY OF THESE SOLUTIONS AND THE THING
THAT I WANT TO DRAW YOUR ATTENTION TO HERE AT THE DIAGRAM CENTER

WEB SITE IS A SET OF MATRICES THAT WE HAVE CREATED THAT ARE HELPING TO
ESTABLISH A BASELINE OF WHAT HARDWARE AND SOFTWARE READING AND
AUTHORING AND PUBLISHING DEVICES EXIST TODAY THAT INTERPRET CERTAIN
TYPES OF IMAGE DESCRIPTIONS THAT WILL DISPLAY SML, THAT WILL
DISPLAY GRAPHICS THAT ARE ACCESSIBLE IN CERTAIN WAYS.

LAY THESE MATRICES AVAILABLE AT THE DIAGRAM WEB SITE WILL HELP
DOWN A BASELINE FOR THE STATE OF ACCESSIBILITY, ESPECIALLY IMAGE
ACCESSIBILITY TODAY IN E-BOOK DEVICES, HARDWARE AND SOFTWARE, ETB
HARDWARE AND SOFTWARE DEVICES AND OTHER PLAY BACK AND OFFERING
SYSTEMS.

MATERIALS. SO I ENCOURAGE ALL OF YOU TO TAKE A LOOK AT THOSE

AGAIN, THEY'RE AT DIAGRAMCENTER.ORG.

THIS ONE SHOULD SAY MATH IN ON-LINE MATERIALS TODAY.

>>: YEP.

>>: IT SOUNDS LIKE EVERYONE IS PRETTY AWARE THAT MATH IN
TEXTBOOKS TODAY, THE EQUATIONS AND THINGS ARE LARGELY DISPLAYED AS
IMAGES.

SOME OF THEM WILL CONTAIN ALL TEXT, SOME OF THEM WON'T.

INTERPRETS SOME OF THEM MIGHT ACTUALLY CONTAIN ALT TEXT THAT
IS THE EQUATION CORRECTLY BUT SOME OF THEM MAY CONTAIN ALT TEXT THAT
IS AMBIGUOUS.

DOESN'T NECESSARILY CONVEY WHAT THE EQUATION ACTUALLY IS.

AND SOME MAY CONTAIN LONG DESCRIPTIONS AS WELL.

RESULT ESPECIALLY MORE COMPLICATED PICTURES OF EQUATIONS MAY
TO LONG DESC.

THAT IN DTB, DIGITAL TALKING BOOKS, EQUATIONS CAN BE CONVEYED
SAME WAY, USING ALL FOR PROD NOTE BUT THEY CAN ALSO BE READ ALOUD

AS HUMAN NARRATES IF THAT IS PART OF THAT DTB AND, AGAIN, WHILE THESE
APPROACHES MAY SUPPLY SOME ACCESSIBILITY TO THE EQUATIONS, THEY MAY

DO SO TECHNOLOGICALLY, BUT THE ACTUAL READ BACK MAY NOT ALWAYS BE

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UNAMBIGUOUS.

IT MAY NOT ACCURATELY REPRESENT THE EQUATION.
NEXT SLIDE.

AND SO WE TALK ABOUT MATH ML COMING TO THE RESCUE.

IT'S A BIT SIMPLISTIC TO SAY WHAT I'M SAYING HERE IS THAT

MATH

ML CAN DISPLAY MATH AND TEXT BUT THAT'S A GOOD WAY TO DISTINGUISH.

MATH ML, AS YOU KNOW, CAN BE AUTHORED USING A VARIETY OF
TOOLS, NOT NECESSARILY ALL OF THEM MAIN STREAM.

AND IT CAN BE DISPLAYED USING A NUMBER OF BROWSERS OR
PLUG-INS, FIRE FOX ON BOTH WINDOWS AND MAC, THOSE BROWSERS 3 AND
ABOVE, I BELIEVE, WILL DISPLAY MATH ML. I.E. WILL DISPLAY MATH ML
USING THE MATH PLAYER PLUG-IN.

AND THE MATH PLAYER PLUG-IN ALSO PROVIDES A SPEECH OUTPUT

AND,

IN FACT, CAN MAKE A MATH ML DISPLAY ACCESSIBLE THROUGH A SCREEN

READER

SUCH AS JAWS.

SO ACCESSIBLE IS NOT ALWAYS NATIVE IN A MATH ML DISPLAY BUT

IT

CAN BE ACHIEVED SOMETIMES THROUGH PLUG-INS.

ONE THING THAT I'M ALWAYS CAREFUL TO POINT OUT ABOUT MATH

ML

IS THAT A BIG ADVANTAGE OF IT IS THAT IT CAN BE ENLARGED USUALLY

VERY

EASILY SO THAT COMPLICATED EQUATIONS CAN BE MADE LARGER ON THE

SCREEN,

WHICH IN SOME CASES ARE MADE FOR PEOPLE TRYING TO READ THE EQUATION
WHO ARE VISUALLY IMPAIRED.

NEXT SLIDE.

WHEN IT COMES TO MULTIMEDIA, I'M SURE THAT YOU'RE ALL AWARE
THAT MULTIMEDIA IS BECOMING A BIG PART OF ELECTRONIC PUBLISHING.

A WEEK DOESN'T GO BY A WEEK HERE WHERE WE DON'T LEARN ABOUT
ANOTHER PUBLICATION -- ANOTHER EDUCATION APPLICATION THAT'S USING
EMBEDDED AUDIO IN FORMATS AND NOW WE'RE GOING TO MAKE THAT

ACCESSIBLE.

LEARNING MATERIALS THAT USE IMAGES OR MULTIMEDIA ARE

FREQUENTLY VIDEOS OF LECTURES, PROFESSORS TALKING.

SOMETIMES WE CALL THEM TALKING HEADS.

IN ADDITION TO VIDEO LECTURES, WE ALSO RUN INTO

SUPPLEMENTAL

MATERIALS SUCH AS OFF-LINE TUTORIALS, A PROFESSOR WILL GIVE A ONE-

HOUR

LECTURE THEN REFER STUDENTS TO A LIBRARY OF 30-MINUTE VIDEOS THAT
EXPLAINS MORE ABOUT WHAT HE JUST FINISHED DISCUSSING.

A LOT OF THESE MATERIALS ARE CREATED IN FLASH OR SILVER

LIGHT,

WHICH IS MICROSOFT'S FORMAT THAT IS SIMILAR TO FLASH.

I HOPE THERE'S NO ONE IN MICROSOFT THERE IN THE ROOM.

BUT FLASH AND SILVER LIGHT ARE USED LARGELY FOR EMBEDDED
MULTIMEDIA AND TEXT AND WEB PRESENTATIONS.

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AND THEN THERE'S ALSO I TUNES UNIVERSITY.
SOME OF YOU ARE FAMILIAR WITH THAT.
IT'S A SEGMENT OF ITUNES THAT IS USED BY COLLEGES AND
UNIVERSITIES TO PROVIDE EDUCATIONAL MATERIALS.
WGBH USES IT AS WELL.
AND EVERYTHING AT ITUNES U IS EITHER MULTIMEDIA, A MOVIE OR
AUDIO CLIP OR A PDF.
ALL OF THOSE THINGS CAN, IN FACT, BE MADE FAIRLY ACCESSIBLE
PROVIDED THAT THE AUTHOR IS AWARE OF THE ACCESSIBILITY TECHNIQUES
THAT
YOU CAN APPLY TO MEDIA OR ITUNES MEDIA AND PDFS.
WHAT'S COMING SOON WITH THE INTEGRATION OF HTML5, AS SOME
OF
YOU MAY KNOW, IS THESE PRESENTATIONS ARE GOING TO BECOME MORE
COMPLEX,
MORE SOPHISTICATED AND PERHAPS MORE VISUALLY EXCITING AND
INTERESTING,
BUT ALSO CREATING A HUGE CHALLENGE FOR ACCESSIBILITY.
WE'RE ALREADY STARTING TO SEE SAMPLES THAT PEOPLE ARE
CREATING
USING DIFFERENT TYPES AND NEW TYPES OF MARKUP THAT WILL DISPLAY,
FOR
EXAMPLE, A VIDEO PLAYING ON THE LEFT SIDE OF A BROWSER WINDOW OR A
PUBLICATION WINDOW AND ON THE RIGHT SIDE THERE ARE TWO OTHER
WINDOWS
THAT ARE CONSTANTLY BEING FILLED WITH CHANGING INFORMATION.
SOMETIMES ONE WINDOW MAY SHOW A SERIES OF MAPS THAT ARE
ASSOCIATED WITH WHAT THE PROFESSOR IN THE LEFT HAND WINDOW WAS
TALKING
ABOUT.
IN THE CASE OF A MATH LECTURE, THE PROFESSOR MAY BE
LECTURING
IN THE MAIN WINDOW AND IN ONE OF THE RIGHT-HAND WINDOW THERE MAY BE
A
SERIES OF EQUATIONS DISPLAYED EVERY 60 SECONDS THAT GOES ALONG WITH
WHAT HE'S TALKING ABOUT.
SO ALL OF THESE THINGS ARE GOING TO BE PRESENTING NEW
CHALLENGES FOR US.
NEXT SLIDE.
WHEN IT COMES TO MULTIMEDIA ACCESSIBILITY, WE CAN TALK A
LOT
ABOUT DESCRIPTIONS, VIDEO DESCRIPTIONS, WE CAN TALK A LOT ABOUT
CAPTIONS.
I CAN TALK ALL DAY ABOUT BOTH OF THOSE THINGS BUT I WON'T
DO
THAT NOW.
I'LL SUMMARIZE BY SAYING ACCESSIBLE MULTIMEDIA
PRESENTATIONS
IN A BASELINE FORM, THEY REQUIRE CAPTIONS, THEY REQUIRE AUDIO
DESCRIPTIONS, OR VIDEO DESCRIPTIONS.
SOMETIMES THEY REQUIRE EXTENDED DESCRIPTIONS WHICH IS A
FORM
OF DELIVERING DESCRIPTIONS THAT AUTOMATICALLY PAUSES THE MAIN VIDEO

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PLAY AND AUDIO TRACK OF A MOVIE, FOR EXAMPLE, AND ALLOWS THE AUTOMATIC
PLAY BACK OF A LONG DESCRIPTION AND THAT LONG DESCRIPTION IS FINISHED
PLAYING, THE VIDEO RUMORS PLAYING.
THIS IS ALL DONE PROGRAMMATICALLY SO THE USER HAS TO DO

NOTHING BUT SIT BACK AND LISTEN OR WATCH.
MATH ML OBVIOUSLY USING MATH ML TO EXPLAIN EQUATIONS IN
MULTIMEDIA IS GOING TO BECOME IMPORTANT.

WE'VE BEEN RESEARCHING FOR YEARS THE USE OF MATH ML IN
CAPTIONS.

THIS IS SOMETHING WE STARTED STUDYING WITH MIT IN THE MID
'90S.

USING SCALABLE VECTOR GRAPHICS OR SVG AS AN IMAGE DELIVERY
METHOD.

OF ONE NICE THING ABOUT USING SVG INSTEAD OF AN IMAGE IS THAT
WITH AN SVG, YOU CAN EASILY ENLARGE IT WITHOUT LOSING ANY CLARITY

MECHANISMS THE IMAGE, BUT SVG CAN ALSO CARRY WITH IT A FULL LONG DESCRIPTION.
WE TALKED A LITTLE BIT ABOUT A PHYSICAL PLAY BACK

TO MAKE SURE THAT THE MULTIMEDIA PLAYER ITSELF CAN BE CONTROLLED BY
PEOPLE WITH DISABILITIES.

NECESSARILY AND THEN FINALLY ALTHOUGH MOBILE DEVICES ARE NOT

CONSIDERED ACCESS TECHNOLOGY, WHENEVER ANYONE IS USING A MOBILE
DEVICE, YOU'RE ALWAYS TAKING ADVANTAGE OF ACCESS TECHNOLOGY BECAUSE
MOBILE DEVICES RESTRICT WHAT YOU CAN DO.

DESKTOP THEY'RE NOT -- THEY DON'T HAVE THE SAME INTERFACES AS
DEVICES.

MOBILE THERE'S NOT A VISIBLE FOCUS ALL THE TIME.
THERE ARE DIFFERENT WAYS OF CONTROLLING ELEMENTS ON A

DEVICE.
SO ACCESSIBILITY SOLUTIONS NEED TO ADDRESS NOT JUST DESKTOP
DEVICE BUT MOBILE AS WELL.

FLASH NEXT SLIDE.
THE NEW -- THE NEW THINGS THAT ARE FACING US, ALTHOUGH

IS NOT NECESSARILY NEW, A DAY DOESN'T GO BY WHERE SOMEBODY ISN'T
INTRODUCING A NEW WAY OF USING FLASH.

CAPTIONING IN FLASH IS NOT NECESSARILY A NEW TECHNOLOGY.
IT'S BEEN POSSIBLE NOW FOR THE PAST FOUR TO FIVE YEARS, BUT
IT'S A CONSTANT CHALLENGE.

FOR TOOLS EXIST TO CREATE CAPTIONS FOR FLASH AND TOOLS EXIST

CREATED INTEGRATING CAPTIONS INTO FLASH, INCLUDING THOSE THAT NCAM HAS

CONSTANTLY BUT NOW WE'RE MOVING INTO THE WORLD OF HTML5 AND THAT'S A

EVOLVING SPECIFICATION.

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IT WILL PROBABLY NEVER BE DECLARED FINISHED.
IT WILL ALWAYS BE ADDED TO AND IT WILL ALWAYS BE GROWING
AND
AS A RESULT, VENDORS ARE STARTING TO IMPLEMENT IT NOW, EVEN THOUGH
IT'S NOT NECESSARILY FULLY BAKED.
SO THAT MEANS THAT SOLUTIONS ARE GOING TO BE CHANGING AS
THE
SPECIFICATION ITSELF CHANGES.
CAPTIONS IN HTML5 ARE, IN A WAY, UP IN THE AIR.
RIGHT NOW WE'RE ALREADY STARTING TO SEE VIDEO EMBEDDED IN
WEB
PAGES THAT USE HTML5 FEATURES, SUCH AS THE VIDEO ELEMENT, BUT
THERE,
AS YET, IS NO SUPPORT FOR CAPTIONS. NOW, THAT DOESN'T MEAN IT'S
NOT
BEING DISCUSSED IN THE WORKING GROUPS.
IN FACT, IT'S BEING VIOLENTLY DISCUSSED IN THE
ACCESSIBILITY
WORKING GROUPS IN THE HTML5 WORLD, BUT RIGHT NOW NATIVE SUPPORT FOR
CAPTIONING IS LARGELY NOT AVAILABLE.
SAFARI5.05 I THINK IT IS ACTUALLY DOES PROVIDE SOME INITIAL
CAPTIONING SUPPORT, NATIVE HTML5 CAPTIONING SUPPORT.
BUT OTHERWISE IF YOU WANTED CAPTIONED MULTIMEDIA IN THAT

SPHERE, YOU WOULD NEED TO FALL BACK TO FLASH AT THIS POINT.
WE TALKED A LITTLE BIT ABOUT ARIA AND THE NEW APPROACHES
THAT
THAT IS INTRODUCING INTO MARKUP FOR ADDRESSING SPECIFIC
ACCESSIBILITY
PROBLEMS, SUCH AS IMAGE DESCRIPTIONS, FORM DESCRIPTIONS, AND MANY
OTHER THINGS.
YOU KNOW, ELECTRONIC MEDIA, AS WELL.
NEXT PAGE, PLEASE.
THESE ARE SOME OF THE THINGS, JUST TO SORT OF GO OVER --
THAT
WE'VE DISCUSSED ABOUT HTML5 AND I WANTED TO HAMMER THESE HOME A
LITTLE
BIT, BECAUSE THIS NEW VERSION OF THE MARKUP IS GOING TO CHANGE
THINGS
DRAMATICALLY AS IT'S SLOWLY FACED IN.
OTHER THINGS THAT ARE BEING ADDRESSED OR CONSIDERED IN --
IN
THE NEW SPECIFICATIONS INCLUDE IDENTIFYING -- PROVIDING MECHANISMS
FOR
PROVIDING AN OPERATING VARIOUS ACCESSIBILITY FEATURES SUCH AS
CAPTIONS
OR DESCRIPTIONS, SUBTITLES AND DUBBING.
AS I SAID BEFORE, IT'S ONE THING TO PROVIDE THESE FEATURES,
IT'S ANOTHER THING TO GIVE PEOPLE ACCESS TO THEM.
SO THEY'RE CURRENTLY BEING DISCUSSED IN SOME OF THE HTML
WORKING GROUPS ARE WAYS TO CONSISTENTLY PROVIDE A MENU CHOICES FOR
CHOOSING FROM CAPTIONS OR OTHER DESCRIPTIONS.

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OR FOREIGN LANGUAGES.
CAPTION FORMATS FOR BROWSERS TO USE ARE STILL BEING
DEFINED.
IT MAY BE THAT BROWSERS ARE FREE TO SUPPORT WHATEVER
CAPTIONING FORMAT THEY WANT OR IT MAY BE THAT THE HTML
SPECIFICATION
WILL SAY, AT A MINIMUM, ALL BROWSERS MUST SUPPORT X CAPTION FORMAT,
WHICH WOULD, I THINK, BE A BIG STEP FORWARD FOR ACCESSIBILITY.
ANOTHER INTERESTING THING THAT'S BEING EXAMINED IN HTML
ACCESSIBILITY IS THE USE OF TEXT TO SPEECH AUDIO DESCRIPTIONS.
CURRENTLY AUDIO DESCRIPTIONS ARE PRERECORDED BY HUMANS AND
THEN INTEGRATED INTO THE MULTIMEDIA IN ONE WAY OR ANOTHER.
A WAY TO PERHAPS PRO LIVE RATE AUDIO DESCRIPTIONS WOULD BE
TO
DELIVER THEM ESSENTIALLY AS INVISIBLE TECH TO THE BROWSER, AND A
SCREEN READER WOULD SEE THE TEXT AND SPEAK IT AT PROPER INTERVALS
OR A
TEXT TO SPEECH ENGINE WITHIN THE BROWSER WOULD SEE THE TEXT AND
SPEAK
IT AT PROPER INTERVALS.
AND ANOTHER GOOD THING ABOUT HTML IS THAT THE NEW
SPECIFICATION INCLUDES MATH ML AND ALSO SVG. IT'S SIMPLY A MATTER
OF
CLEARING A SPACE AND IS IT STICKING IN THE MATH ML TAG AND AWAY YOU
GO.
WITH PRESENTATION MARKUP, IT'S MUCH EASIER TO TAKE
ADVANTAGE
OF THAT, SO THAT COULD LEAD TO MORE USES OF MATH ML AS WELL AS SVG.
NEXT SLIDE.
ALL OF THESE THINGS THAT WE'RE TALKING ABOUT ARE GOING TO
LEAD
TO CHANGES IN PRACTICES THAT YOU'RE ALREADY FAMILIAR WITH, THE
PRODUCTION PRACTICES FOR ON-LINE MATERIALS, ON-LINE TEXTBOOKS,
EBOOKS,
PACKAGING, DISTRIBUTION AND PLAY BACK, AS WELL.
AUTHORING AND PRODUCTION.
THERE WILL PROBABLY BE CHANGES COMING UP IN THE NEXT FEW
YEAR -- UNDOUBTEDLY WILL BE CHANGES COMING UP TO ACCOMMODATE THESE
NEW
ACCESSIBILITY APPROACHES.
>>: JEFF -- JEFF --
>>: NEXT SLIDE WHICH IS IMPLEMENTATION OPPORTUNITIES
COMING
SOON.
I THINK I'VE ALREADY DISCUSSED THAT SO YOU CAN GO TO THE
NEXT
SLIDE.
I WANT TO JUST TOUCH BRIEFLY AT THE END HERE ABOUT THE
ACCESS
FOR ALL SPECIFICATION.
ACCESS FOR ALL IS A STANDARD APPROACH THAT IS NOW AN ISO

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SPECIFICATION.

IT WAS ORIGINALLY CREATED IN CONNECTION WITH THE ISO GLOBAL CONSORTIUM.

IT'S A META DATA THAT ALLOWS PEOPLE TO TAG CERTAIN INFORMATION

WITH INFORMATION ABOUT THAT RESOURCES ACCESSIBILITY.

SUCH AS IS IT HAVE CAPTIONS, DOES IT HAVE DESCRIPTIONS, DOES

IT HAVE -- DOES IT HAVE IMAGE DESCRIPTIONS, DOES IT REQUIRE A MOUSE,

CAN IT BE CONTROLLED BY THE KEYBOARD, DOES IT HAVE FLASHING ELEMENTS.

ON THE OTHER SIDE OF THAT IS THAT ACCESS FOR ALL PROVIDES A WAY FOR USERS TO CREATE ESSENTIALLY PROFILES THAT IDENTIFY CERTAIN TYPES OF ENHANCEMENTS THAT THEY WANT WHEN THEY ARE SEARCHING FOR RESOURCES.

FOR EXAMPLE, A USER CAN CREATE A PROFILE THAT SAYS, I ALWAYS

WANT TO BE TOLD WHEN A VIDEO IS CAPTIONED OR A VIDEO IS DESCRIBED OR

IF A RESOURCE HAS IMAGES WITH LONG DESCRIPTIONS.

IT'S A WAY -- IF YOU THINK OF ACCESS FOR ALL AS A WAY TO MATCH

A USER'S PREFERENCES OR USER'S NEEDS WITH THE APPROPRIATE RESOURCES.

A GOOD EXAMPLE OF ACCESS FOR ALL IN ACTION IS A RESOURCE FOR

WGBH CALLED TEACHER'S DOMAIN.

IF YOU GO TO TEACHERS DOMAIN.ORG, YOU CAN CREATE A PROFILE THERE YOURSELF THAT WILL IDENTIFY ALL OF THESE FEATURES THAT YOU WANT.

CAPTION DESCRIPTIONS, A NUMBER OF OTHER THINGS.

AND WHEN YOU DO A SEARCH OF ALL OF THE THOUSANDS AND THOUSANDS

OF RESOURCES IN TEACHER'S DOMAIN, THE SEARCH RESULTS WILL TELL YOU WHEN THOSE FEATURES THAT YOU WANT ARE AVAILABLE IN THE RESULTS.

YOU'LL SEE INFORMATION ABOUT CAPTIONING, THE DESCRIPTIONS, AND

OTHER THINGS THERE, AS WELL.

TEACHERS DOMAIN IS USED BY ABOUT 80% OF K-12 SCHOOLS.

ABOUT ONE TEACHER IN ALL OF THESE TOOLS HAVE AN ACCOUNT AT TEACHER'S DOMAIN.

ABOUT 20% OF THESE USERS ARE ACTUALLY SELECTING CAPTIONS IN THEIR USER PROFILES.

IT MAY BE THAT THEY'RE DEAF OR HARD OF HEARING OR IT MAY BE THAT PEOPLE ARE USING CAPTIONS IN NOISY PLACES BECAUSE IT'S HARD TO HEAR THE AUDIO IN CERTAIN PARTS OF THE SCHOOL OR MAYBE PLACES WHERE YOU SHOULDN'T BE PLAYING AUDIO AND INSTEAD YOU'RE READING THE CAPTIONS.

NEXT SLIDE.

YOU'LL HEAR IN THE PAUSES BETWEEN NARRATION OR DIALOGUE, IMPORTANT ON-SCREEN INFORMATION IN THE CASE OF A DRAMA COSTUME CHANGES, YOU A ADDITIONS ON THE SCREEN.

(YOU A ADDITION).

THERE ARE ALSO OTHER TYPES OF DESCRIPTIONS CALLED EXTENDED

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DESCRIPTIONS, AN IMAGE EARLIER THAT TAKES ADVANTAGE OF ON' LINE
TECHNOLOGY WHERE YOU CAN PAUSE A VIDEO AND PLAY A LENGTHY
DESCRIPTION
THAT GIVES GREAT DETAIL ABOUT WHAT IS ON THE SCREEN.
IS IT AN EQUATION, IS IT A GRAPH, IS IT A CHART?
EXTENDED DESCRIPTIONS ARE USED WHEN THERE'S NOT ENOUGH TIME
TO
SQUEEZE A DESCRIPTION INTO THE NATURAL PAUSE, IF THERE ARE ANY
PAUSES
OF NARRATION OR DIALOGUE.
FOR EXAMPLE, IT WOULD BE HARD TO SQUEEZE ONE OF THESE
ROCKET

TALKS THAT I'M GIVING NOW.
LONG DESCRIPTIONS OR EXTENDED DESCRIPTIONS COME IN HANDY
WHEN
THERE ARE A LOT OF VISUAL ELEMENTS LIKE MATH OR TABLES OR CHARTS,
SCIENTIFIC NOTATION, THINGS LIKE THAT.
CURRENTLY YOU'RE LUCKY IF A PROFESSOR SPEAKS HALF OF WHAT
THEY'RE PUTTING ON THE BOARD.
NEXT SLIDE.
WHEN IT COMES TO CREATING DESCRIPTIONS AND CAPTIONS, THE DO
IT
YOURSELF DESCRIPTION OFFERING TOOLS, THEY'RE RATHER LIMITED BUT
THEY
DO EXIST.
MAGPIE IS ONE OF THEM.
THAT'S AVAILABLE FROM NCAM.WGBH.ORG.
THERE'S ANOTHER VERY GOOD TOOL CALLED CAB SCRIBE.
YOU CAN FIND AT CABSCRIBE.ORG.
THIS CREATES CAPTIONING DESCRIPTIONS FOR QUICK TIME MEDIA.
YOU CAN ALSO CREATE DESCRIPTIONS MANUALLY AND INSERT THEM
MANUALLY USING A NUMBER OF METHODS.
IF YOU GO TO THE NCAM WEB SITE AND TAKE A LOOK AT THE TOOLS
LINK, WHICH IS ON THE HOME PAGE, YOU WILL BE LED TO A LIST OF THE
MANY
THINGS THAT HAVE BEEN DEVELOPED FOR MULTIMEDIA ACCESSIBILITY.
AMONG THEM A LARGE SET OF GUIDELINES FOR CREATING
ACCESSIBLE
ITUNES MULTIMEDIA AND THERE YOU WILL FIND A LONG CHAPTER ABOUT
CREATING DESCRIPTIONS FOR VARIOUS TYPES OF MULTIMEDIA.
DESCRIPTION TOOLS CURRENTLY DON'T OFFER SUPPORT FOR
ADVANCED
MARKUP LIKE MATH ML OR SVG, THESE ARE THINGS THAT HAVE TO BE ADDED
AFTER THE FACT OR ELSEWHERE.
THAT'S THE STATE OF THINGS RIGHT NOW.
AND THE NEXT SLIDE WHERE IT SAYS DO IT YOURSELF TOOLS FOR
CAPTIONS.
THEY'RE A BIT MORE COMMON.
AGAIN, MAGPIE'S AVAILABLE.
ANOTHER POPULAR TOOL IS CALLED SUBTITLE WORKSHOP, WHICH
WILL

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EXPORT CAPTIONS.
CAP SCRIBE ONCE AGAIN.
FOR FLASH CAPTIONING, YOU CAN USE -- IF YOU'RE A FLASH
AUTHOR,
YOU CAN USE ADOBE'S CAPTIONING COMPONENT.
TO INTEGRATE CAPTIONS INTO YOUR FLASH PLAYER, NCAM ALSO
USES
ONE.
AN INTERESTING ON-LINE EXPERIMENT IS GOING ON NOW FROM A
GROUP
CALLED THE PARTICIPATORY CULTURE FOUNDATION WHERE THEY'RE USING
CROWD
SOURCING TO ADD CAPTIONS TO MULTIMEDIA IN VARIOUS FORMS, IF YOU
JUST
DO A SEARCH FOR PARTICIPATORY CULTURE FOUNDATION, YOU CAN LEARN
MORE
ABOUT THAT.
AND THERE ARE MANY OTHER TOOLS, AS WELL.
WITH THAT, I'LL TAKE A BREATH.
I PUT SOME CONTACT INFORMATION ON THE SCREEN.
AGAIN, MY NAME IS GEOFF FREED AND MY E-MAIL ADDRESS IS
THERE
AND MY COLLEAGUE'S NAME AND E-MAIL IS THERE, AS WELL.
WE WOULD BE HAPPY TO HELP OUT IN THE FIELD OF MULTIMEDIA
ACCESSIBILITY AND OTHER ACCESSIBILITY WHERE WE CAN.
>>: GEOFF, THANK YOU VERY MUCH.
>>: SURE.
>>: YOU'VE ABSOLUTELY CONVINCED US THAT WE ARE IN THE
MIDST
OF TECHNOLOGICAL CHANGE AND THAT THERE ARE AMAZING NEW KINDS OF

APPLICATIONS ON THE SCENE THAT SPEAK DIRECTLY TO THE INTERESTS OF
THE
COMMISSION.
I THINK WE'VE RUN OUT OF TIME FOR QUESTIONS, SO WHAT I
SUGGEST
DOING IS PROBABLY LINKING YOUR PRESENTATION TO THE WORK OF THE TASK
FORCE, THE TECH TASK FORCE, IN PARTICULAR, AND ASKING THAT TASK
FORCE
TO FOLLOW UP IF THERE ARE ANY QUESTIONS THAT ARISE, BUT WE THANK
YOU
FOR PRESENTING AND HELPING US UNDERSTAND THIS.
>>: SURE.
OF COURSE.
>>: THANK YOU.
AND GAIER, BACK TO YOU.
>>: OKAY.
THANK YOU.
I WANTED TO JUST -- BECAUSE I CONFUSED EVERYTHING THERE AT
THE
END OF MARK'S PRESENTATION, I WANTED TO JUST GET SOME CLARITY
THERE.

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I BELIEVE THAT WE HAVE CONSENSUS ON B, AS IN BOY, C AS IN CAT,
D, AS IN DOG.

B, C, AND D OF MARK'S RECOMMENDATIONS UNDER NUMBER 1.
SO YOU HAVE THAT IN YOUR DROPBOX, YOU CAN REVIEW THAT AND
MAKE
SURE THAT I'M CORRECT ABOUT THAT, BUT I BELIEVE WE HAVE CONSENSUS
ON
THOSE THREE POINTS.

SO B IS THE CLEARLY AND BROADLY DEFINE INSTRUCTIONAL
MATERIALS.
WE HAD TALKED ABOUT THAT EARLIER.
C IS EXPLICITLY STATE THAT IN CASES LIKE OPEN EDUCATION
SOFTWARE AND OTHER CASES WHERE THE CAMPUS MAY HAVE TO PRODUCE THE
MATERIAL THAT IT -- THE POST SECONDARY EDUCATIONAL INSTITUTION
STILL
HAS THE LEGAL RESPONSIBILITY TO DO THAT IF IT'S NOT AVAILABLE
ELSEWHERE.

AND THEN, ALSO, TO ESTABLISH A DEFINITION OF WHAT
CONSTITUTES
ACCESSIBILITY.
SO THOSE WERE THE THREE -- OH, AND E, I'M SORRY, ALSO, E,
ESTABLISH THE COMMITTEE.

SO THOSE WERE THE FOUR POINTS THAT WE DID HAVE AGREEMENT
ON,
B, C, D AND E.
OKAY.
I WANTED TO THANK EVERYONE.
I THINK WE HAD A VERY PRODUCTIVE DAY TODAY.
JIM, DO YOU WANT TO -- DO YOU HAVE ANY WRAP-UP COMMENTS

THAT
YOU'D LIKE TO SHARE, JIM WENDORF?
>>: YOU KNOW, I'LL TURN IT RIGHT BACK TO YOU, BECAUSE I
AGREE, I THINK IT'S BEEN PRODUCTIVE, PARTICIPATORY, WE'VE LEARNED A
LOT, AND I THINK WE -- GETTING RECOMMENDATIONS FROM SOME OF THE
INDIVIDUALS WHO PRESENTED I THINK IS VERY HELPFUL TO US AS WE GO
FORWARD.

THANKS.
>>: DAVE, DID YOU HAVE ANYTHING THAT YOU WOULD LIKE TO
SAY?
>>: AND I JUST WANTED TO FOLLOW UP ON THE DISCUSSION HERE
THAT GAIER HAD BEGUN AND THAT WE WOULD REVISIT PERHAPS WITHIN THE
TASK
FORCE, DISCUSSION ABOUT THE POSSIBILITY OF CREATING A PRIVATE RIGHT
OF
ACTION.

THAT WAS ANOTHER ITEM THAT MARK HAD RAISED.
AND I ALSO THINK THAT ON -- WE HAD NOT COME UP WITH A
RECOMMENDATION AS A GROUP FOR A DATE CERTAIN BUT THAT IS SOMETHING

THAT WE CAN REVISIT AND THEN TALK AGAIN WHEN WE'RE TOGETHER IN
SEATTLE.

May 3, 2011 Transcript of Meeting

>>: OKAY.

DID JUST A REMINDER, TOMORROW, WE WILL BE IN THE SAME PLACE,
STARTING AT 8:00 A.M., WE'LL HAVE THE CONTINENTAL BREAKFAST AS WE
THIS MORNING.

THE COMMISSION MEETING WILL START AT 8:30.

DOWN ALSO, DINNER TONIGHT FOR THOSE OF YOU WHO WISH TO JOIN US

IN -- WHAT'S IT CALLED, DAVE?

THE BISTRO DOWN STAIRS AT 7:00, AND WE HAVE RESERVATIONS.

>>: UNDER DAVE'S NAME.

DAVE'S FIRST NAME OR DAVE'S LAST NAME.

>>: HIS FULL NAME.

>>: HIS FULL NAME.

>>: I NEVER DO THAT.

>>: YOU'RE LIKE ME, I JUST GO WITH G, IT'S SO MUCH EASIER.
SO DAVE BERTHIAUME'S NAME.

YOU DON'T HAVE TO SPELL IT, YOU JUST HAVE TO SAY IT.

OKAY.

SO THANK YOU VERY MUCH FOR THE COMMISSION AND WE'LL SEE I
THINK MANY OF YOU TONIGHT AT 7:00.

MEETING'S ADJOURNED.

(END OF SESSION.)