



WALKING A MILE IN THEIR SHOES:

DESIGNING INCLUSIVE SURVEYS TO
LEVEL THE PLAYING FIELD

WENDY HIGHBY

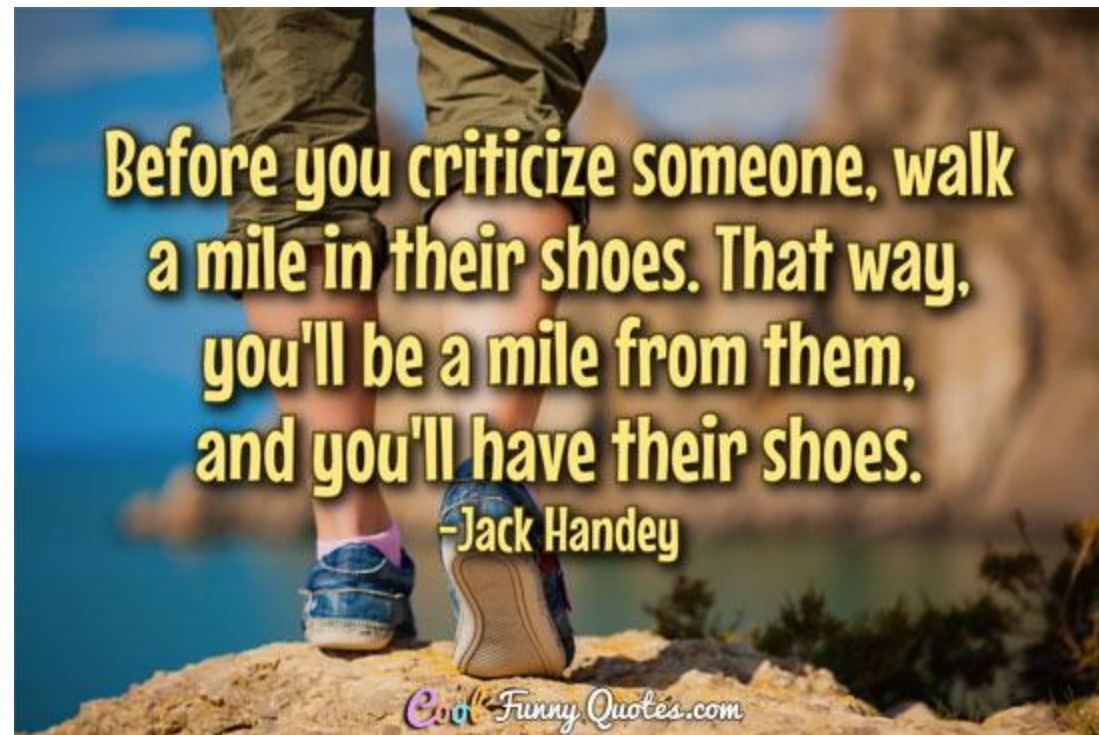
MAGGIE SHAWCROSS

UNIVERSITY OF NORTHERN COLORADO

PRESENTATION OUTCOMES

- Attendees can locate and identify resources regarding inclusive language, accessibility of survey instrument, and survey pre-testing with community members.
- Attendees have a list of the steps to take to ensure that surveys are designed with inclusivity, accessibility in mind.
- Attendees know the importance of demonstrating sincerity by following through with implementation of changes as informed by survey results.

WALK A MILE WENDY'S SIZE 13 SHOES & MAGGIE'S SIZE 8-1/2



**Before you criticize someone, walk
a mile in their shoes. That way,
you'll be a mile from them,
and you'll have their shoes.**

-Jack Handey

Cool Funny Quotes.com

**SURVEY
QUESTION: DO
WE ALL FIT IN
THE BINARY
BOX AND ARE
WE ALL SIZE 8-
1/2?**

**WHAT IS YOUR
GENDER?**

- A. MALE**
- B. FEMALE**

**IF YOU ANSWERED
FEMALE, WHAT SIZE
ARE YOUR FEET?**

- A. SO SMALL**
- B. 4-6**
- C. 7-9**
- D. 10-12**
- E. HUGE, OFF THE CHARTS**



izona.edu/story/why-female-moths-are-big-and-beautiful

UANews

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Why Female Moths are Big and Beautiful

By Daniel Stolte, University Communications | March 10, 2010

▼ **RESOURCES FOR THE MEDIA** ▼

Take a look around in the animal world and you will find that, in most organisms, individuals of one sex are larger than the other of the species.

Even though evolutionary biologists have long recognized this discrepancy, called sexual dimorphism, they have struggled for decades to solve a major paradox: How can males and females of one species be of different sizes,



IF I WERE AN ARTHROPOD I'D BE AVERAGE

SURVEYS SHOULD REFLECT OUR REALITY

Journal of Physics Special Topics

P5_1 Cinderella's Shattered Dreams

H. Samaratunga, L. Tonks, H. S. Ahmed and M. Sadhra

Department of Physics and Astronomy, University of Leicester, Leicester, LE1 7RH.

October 28, 2015

Abstract

Cinderella famously went to the ball in glass shoes; however, the practicality of this choice of footwear remains to be seen. The heel height of these glass shoes that could safely be used was determined for; standing, walking and running in them. While the glass heel can be any height and not break while standing, the height of the heel while walking was between 3.44cm and 13.8cm and running was between 1.15cm and 4.61cm. As Cinderella ran away from the prince at midnight the height the heel can safely be is 1.15cm; this is much smaller than is often depicted.

Introduction

As portrayed in many different versions of the fairy tale Cinderella, Cinderella is given a pair of glass shoes by her fairy godmother. Cinderella then goes on to attend a ball in these glass shoes, a ball at which she famously runs away from the prince at midnight. We will assume that the type of glass used to make the shoe is soda lime glass; this is an everyday glass. Given that glass is brittle it therefore does not undergo plastic deformation and the glass shoe will break once a certain force has been reached. Outlined in this paper are the various actions that Cinderella would be undertaking in these shoes, namely; standing, walking and running and if they would be possible without the glass shoe breaking, also addressed is the maximum heel height of the glass shoe that could safely be used for the various motions.

Discussion

To determine Cinderella's ability to move in her glass shoes we started with addressing her ability to stand in them using the stress equation

$$\sigma = \frac{F}{A} \quad (1)$$

where F is the force acting downwards i.e. her weight and A is the surface area of her foot. In order to calculate, a few assumptions were made about her weight and foot size. Cinderella weighs 55kg and the foot size we chose is a UK size 4. In the story Cinderella has smaller feet than her stepsisters therefore we presumed if the average foot size is a size 6, a

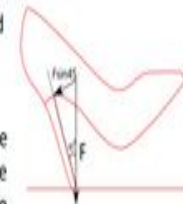
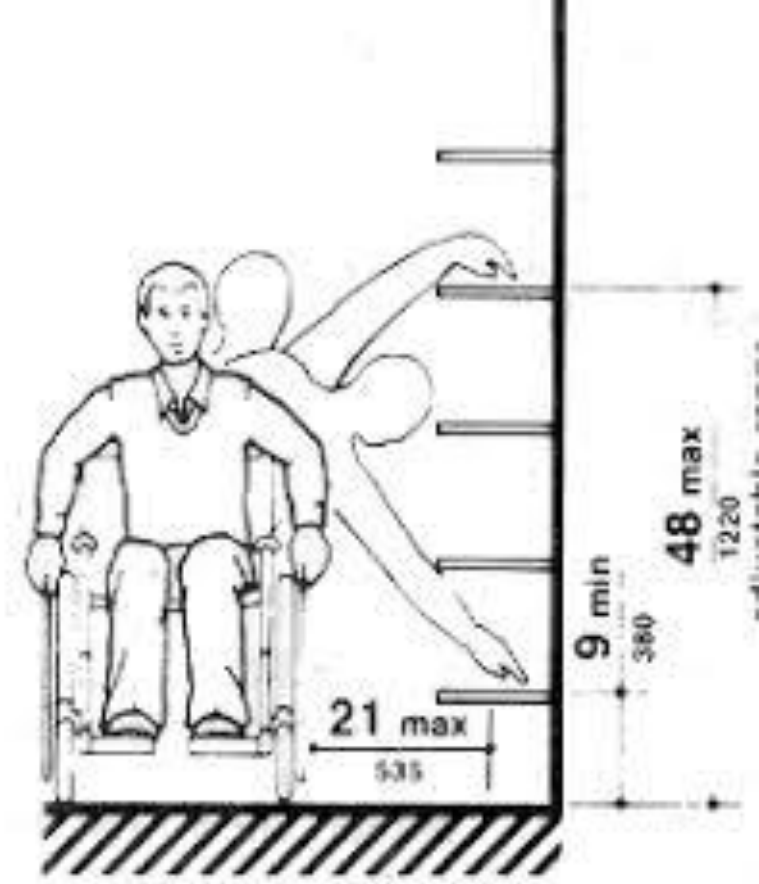


Figure 1: Motion of the glass shoe when walking or running

SOCIALLY
CONSTRUCTED
REALITY:
THE MALE
PARTNER
SHOULD APPEAR
TO BE TALLER
THAN THE
FEMALE PARTNER





REACHING TOWARD AVERAGE
OR ACCESS? UNIVERSAL DESIGN

WE HONOR INDIVIDUAL IDENTITY, IN SURVEYS BY:

1

Allowing participants to see themselves reflected in the survey

2

Developing questions that are inclusive and respectful

3

Protecting privacy by assuring confidentiality

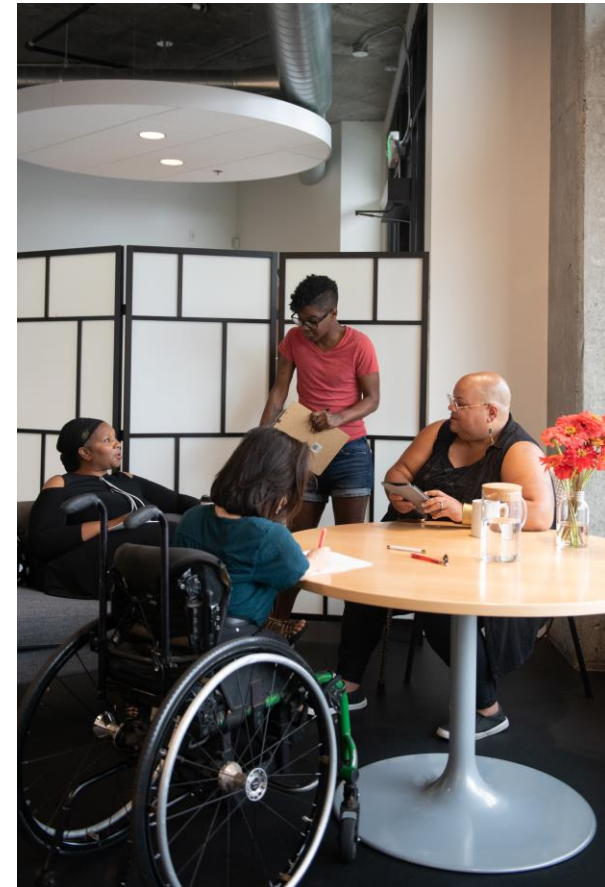
MY RECENT EXPERIENCE WITH SURVEYS...



EXAMPLE: ASKING ABOUT DISABILITY

Disability Status (Check one)

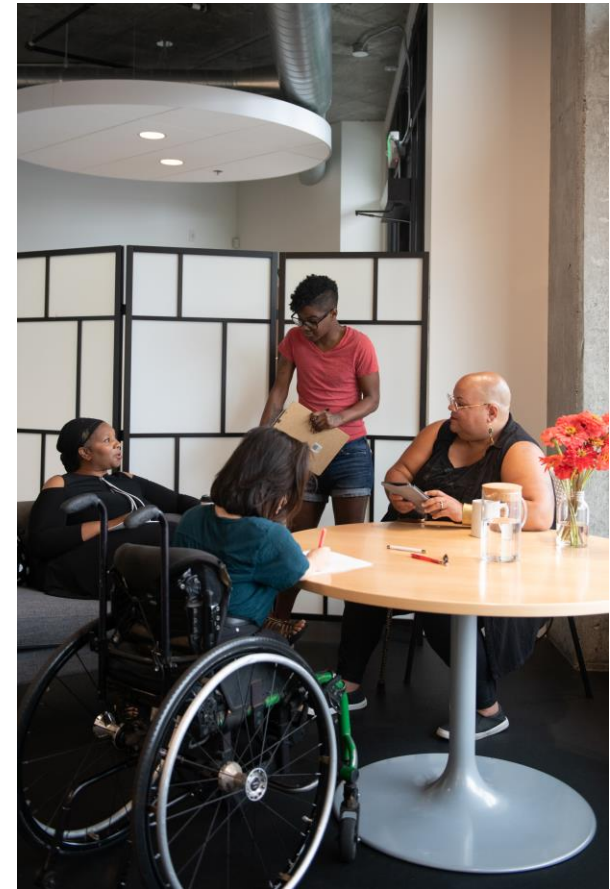
- Limiting Cognitive Condition
- Limiting Physical Condition
- None
- Prefer Not to Answer
- Other



EXAMPLE: ASKING ABOUT DISABILITY, UPDATED

New question:

Do you have a disability that impacts your interactions with (name of the organization)? If yes, tell us how you experience the impact and tell us what we can do to improve accessibility.



WHY ARE THESE
SURVEYS
IMPORTANT?

EVERYONE IS

WELCOME

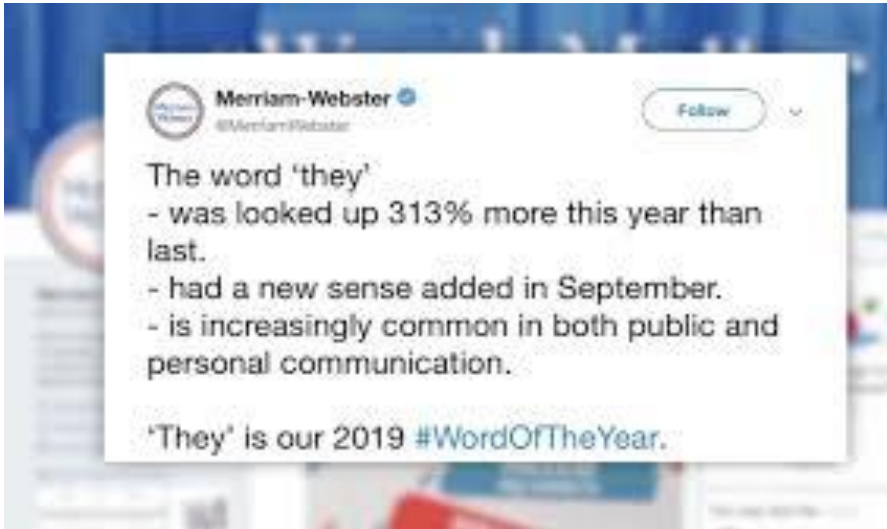


WE MATTER TO MARGINALIZED PEOPLE: AND THEY MATTER TO US

Women, African-Americans, Hispanics, adults who live in lower-income households, . . . say [library] services are “very important”

(Pew Research, 2013)





THE TIMES THEY ARE A-CHANGIN'

WHY ARE YOU AT THE WORKSHOP?

- Interested in resources to make your library more inclusive for your patrons
- Interested in resources to make your library more inclusive for your staff
- Neither, just curious about the topic



ABOUT US

- 30+ Years of Library Experience Between Us
- Subject Liaison Librarians
- Generalists with Subject Expertise
- Lived Experience
- Lack Technical Expertise (re IT-related issues)
- Shameless Plug of New Book!

Beyond Accommodation

*Creating an Inclusive Workplace
for Disabled Library Workers*

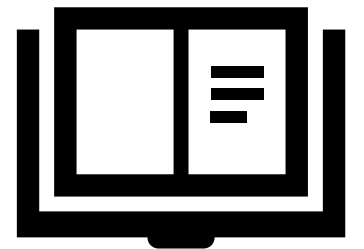


Jessica Schomberg
Wendy Highby

RESOURCES ON TERMINOLOGY

There is no one single, central source for terms. But the following are recommended by I8F (a division of U.S. General Services Administration):

- US Government Publishing Office Style Manual
- Conscious Style Guide
- MailChimp Content Style Guide
- USAGov Bilingual Style Guide
- Disability Language Style Guide
- Diversity Style Guide
- GLAAD Media Reference Guide
- Plain Language Action & Information Network



ESTABLISHING A COMMON LANGUAGE OR BASE

- We want to acknowledge that most everyone feels some discomfort at first; our goal today is to move beyond the discomfort and feel that it is okay to ask
- Today we will be discussing four identities: Sexual Orientation and Gender Identity (SOGI questions), followed Disability and Race and Ethnicity

INCLUSIVE SEXUAL ORIENTATION/IDENTITY TERMINOLOGY



- What is sexual orientation/identity?
- Sexual Orientation/Identity ≠ Gender

IDENTITIES ASSOCIATED WITH SEXUAL ORIENTATION INCLUDE (BUT ARE NOT LIMITED TO):

The identities associated with sexual orientation often include:

- **Straight or heterosexual:** used to describe someone who is attracted to someone of the other gender
- **Gay or homosexual:** used to describe someone who is attracted to someone of the same gender. Gay women may prefer the term lesbian.
- **Bisexual:** used to describe someone who has an attraction to both men and women.
- **Pansexual:** used to describe someone whose attractions span across many gender identities (male, female, transgender, intersex, etc.)
- **Questioning or Curious:** used to describe those who are unsure of their sexual orientation
- **Asexual:** used to describe those who don't experience sexual attraction for anyone



WHY WOULD WE ASK ABOUT SEXUAL ORIENTATION/IDENTITY?

We need **better and more data** related to the experiences and needs of the LBGT+ community to improve the lives of our LBGT+ employees, patrons.

In public health, it is accepted that LBGT+ individuals are underserved, and experience **greater health disparities** compared to non-LBGT+ residents.

WE WELCOME

ALL RACES AND ETHNICITIES
ALL RELIGIONS
ALL COUNTRIES OF ORIGIN
ALL GENDER IDENTITIES
ALL SEXUAL ORIENTATIONS
ALL ABILITIES AND DISABILITIES
ALL SPOKEN LANGUAGES
ALL AGES
EVERYONE.

**WE STAND HERE WITH YOU
YOU ARE SAFE HERE**

* Content adapted from the original "We Welcome" sign created by IPRC members Lisa Mangum and Jason LeViz.

INCLUSIVE LANGUAGE AROUND SEXUAL ORIENTATION

- **Do not use** outdated, inaccurate or pejorative (rude, derogatory) terms
 - Avoid the use to the word: Homosexual
 - LGBTQ+, LGBTQIA, LGBT+ better; LGBT is considered outdated
- If you use a word **ambiguously**, make sure to define what you are meaning.
Example: using gay to describe all people who are attracted to someone of the same gender
- **Sexual Minorities**: the umbrella term to refer to the multiple sexual and gender minority groups





WHEN WORKING WITH OLDER ADULTS WHO ARE IN A SEXUAL MINORITY:

- Recognize that older adults are more likely to have lived through discrimination, social stigma and prejudice around sexual orientation, and some may choose not to self-disclose
- The use of the word “queer”

BASIC DEFINITIONS—GENDER IDENTITY

- **GENDER IDENTITY**—defined as one’s internal sense of being a man, woman, both, neither of these, or something else—is a powerful determinant of one’s lived experience. Gender identity can be consistent with or different from the sex that someone was assigned at birth. Sex assigned at birth is typically based on external genitalia, and is recorded as female, intersex, or male.

(Moseson, 2020)

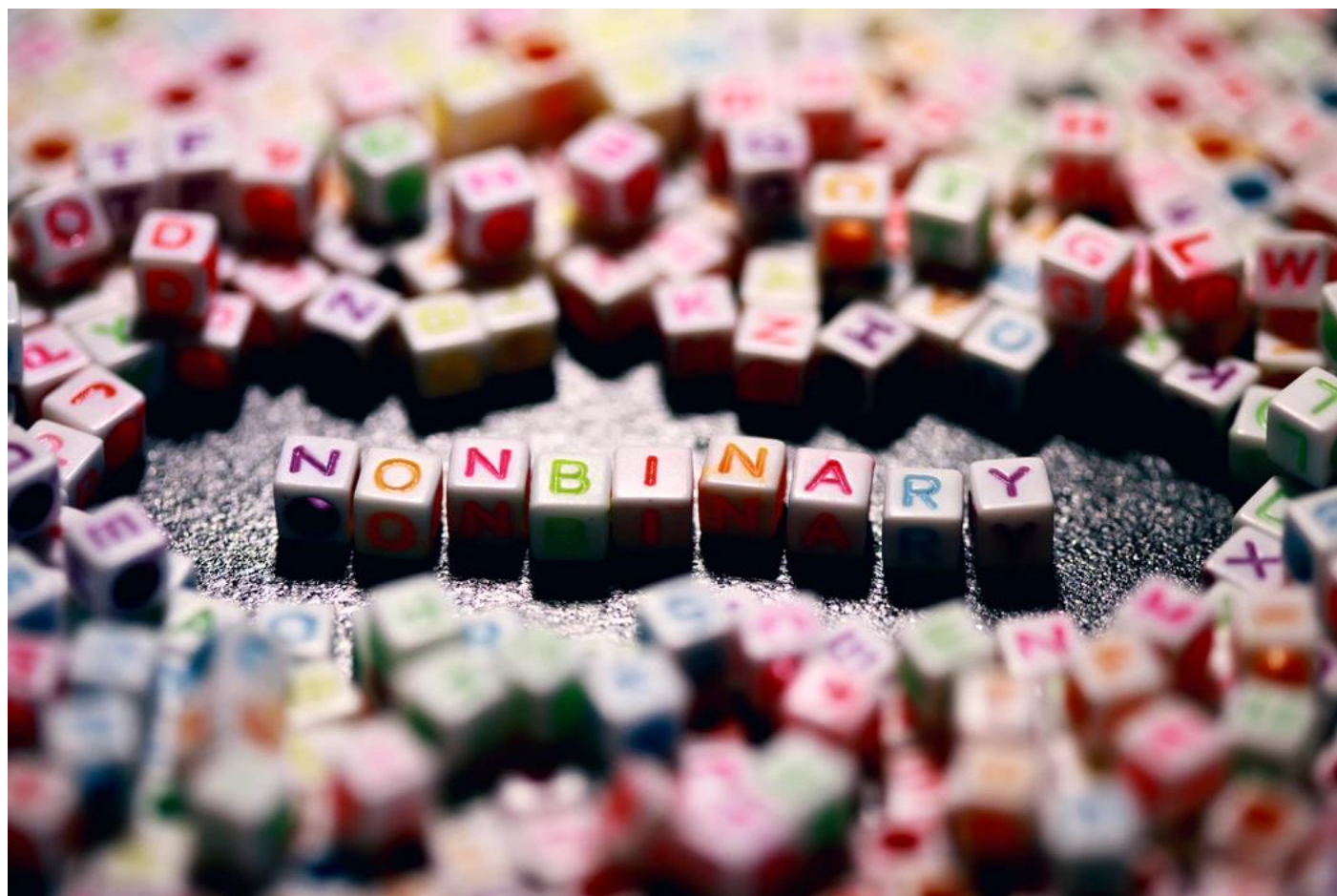
BASIC DEFINITIONS—GENDER IDENTITY, CONT'D

- TRANSGENDER is an umbrella term for people whose gender identity differs from the sex assigned to them at birth, while CISGENDER is a term for people whose gender identity aligns with their sex assigned at birth.
- NONBINARY is an umbrella term for gender identities that are not exclusively man or woman; rather, they could be a blend of both, or neither. Other words that people use for nonbinary identities include agender, bigender, gender-expansive, or genderqueer.

(Moseson, 2020)

WHY ASK ABOUT GENDER?

- Library programming
- Example: promotion of white men to library leadership



RESOURCE ON GENDER INCLUSIVE TERMINOLOGY AND RESEARCH QUESTIONS: EASTERN MICHIGAN'S GUIDE

The image shows a screenshot of a website page. On the left is a dark grey navigation menu with white text. The main content area on the right has a white background with a dark grey header for the section. The text is in a clean, sans-serif font. There are horizontal lines separating the main text from the definitions and the rationale sections.

- Human Subjects (IRB)
- Animal Care and Use
- Academic Integrity Committee
- Conflict of Interest
- Export Controls & Embargos
- Radiation Safety
- Biosafety
- Training
- Policies

Researchers & Faculty Profiles

Technology Transfer

Undergraduate Research & Creative Activity

Policies

Research News

Anonymous Reporting

UHSRC Guidance: Use of Gender Inclusive Language

The UHSRC requires gender inclusive language and consciousness in all study materials, including surveys. This requirement is consistent with the Belmont Report principles of Respect for Persons, Beneficence, and Justice, which are the pillars of human subject protection regulation. This guidance explains the rationale behind this requirement, how to comply, and examples of acceptable questions.

Gender inclusivity, in this context, refers to considering all possible options regarding sex, gender, and sexual orientation when collecting research data.

Definitions

Gender/Gender Identity describes how a person refers internally to the self, regardless of biology.

Gender Inclusivity will be used as a catch-all term to include representational equity with respect to sex, gender identity, and sexual orientation.

Sex refers to the anatomy of chromosomes, hormones, and secondary sex characteristics.

Sexual Orientation refers to an individual's emotional, physical, and sexual attraction to other people.

Rationale

The EMU Human Subjects Review Committee supports a culture of inclusivity. Using gendered

SEX: PHYSICAL CHARACTERISTICS

- When asking about sex, investigators should not use binary male/female language.
- An example of an acceptably worded question follows. Note that “Not Listed” is used instead of “Other” so as not to marginalize individuals who are not represented by the options listed.

Sex

Female

Intersex

Male

Not Listed: _____

Prefer not to reply

GENDER IDENTITY: INTERNAL SELF-CONCEPT

Gender/Gender Identity

- Again, investigators should not use binary man/woman language. An example of an acceptably worded question follows.

How do you identify?

- Woman
- Man
- Transgender/Transwoman
- Transgender/Transman
- Genderqueer/Non-binary
- Not Listed: _____
- Prefer not to reply

ASKING ABOUT GENDER, SIMPLIFIED

- The first question is “What is your gender identity?” Provide the following answers:
- “Male” / “Female” “Nonbinary” “Gender Non-conforming” “Other” with a self-reporting field.
- The second question is: “Do you identify as trans?” Provide three Answers: “Yes” / “No” / “Prefer not to respond”

(Currier, 2019)

What is your gender identity?

- Male
- Female
- Nonbinary
- Gender Non-conforming
- Other: _____

Do you identify as trans?

- Yes
- No
- Prefer not to reply

MY AHA MOMENT: I REMOVE MY BIRKENSTOCKS & WALK A MILE IN BILLY PORTER'S KINKY BOOTS





POP CULTURE AND
CONSCIOUSNESS-
RAISING:
WHAT ARE YOUR
INFLUENCES?

DISABILITY DEFINED

The International Classification of Functioning, Disability and Health (ICF) defines disability as an umbrella term for impairments, activity limitations and participation restrictions. Disability is the interaction between individuals with a health condition (e.g. cerebral palsy, Down syndrome and depression) and personal and environmental factors (e.g. negative attitudes, inaccessible transportation and public buildings, and limited social supports).

(World Health Organization, 2018)

DISABILITY: WHY WE WOULD ASK

- ALA POLICY: The American Library Association recognizes that people with disabilities are a large and neglected minority in the community and are severely under-represented in the library profession. Disabilities cause many personal challenges. In addition, many people with disabilities face economic inequity, illiteracy, cultural isolation, and discrimination in education, employment and the broad range of societal activities.
- Libraries play a catalytic role in the lives of people with disabilities by facilitating their full participation in society. Libraries should use strategies based upon the principles of universal design to ensure that library policy, resources and services meet the needs of all people.

(American Library Association, 2020)

RESOURCE ON TERMINOLOGY: CSU'S UNHANDICAP YOUR LANGUAGE

The screenshot shows the Colorado State University Student Disability Center website. The header includes the university logo and name, and the page title 'STUDENT DISABILITY CENTER'. A navigation menu lists 'Home', 'About Us', 'Accommodations', 'Resources', 'Disability Awareness', and 'Contact Us', along with a search bar. The main content area is titled 'Inclusive Language' and 'Unhandicap Your Language'. It contains a paragraph explaining the importance of using appropriate terms, a 'Less Appropriate' section with examples like '(the) disabled', and a 'Comment' section discussing humanizing phrases. A 'More Appropriate' section lists preferred terms like 'people with disabilities'. A right-hand sidebar lists links for 'CURRENT STUDENTS', 'ACCOMMODATION LETTER REQUEST FORM', 'NEW STUDENTS', 'PARENTS & FAMILIES', 'FACULTY', and 'SUPPORT'. A 'Chat with us' button is also visible. The bottom of the page shows a taskbar with open documents and a 'Show all' button.

COLORADO STATE UNIVERSITY | STUDENT DISABILITY CENTER

Home About Us Accommodations Resources Disability Awareness Contact Us Search ...

[Inclusive Language](#)

Inclusive Language

Unhandicap Your Language

The terms used for people with disabilities all too frequently perpetuate stereotypes and false ideas. While some words/phrases are commonly used by many, including those with disabilities, usage is likely due to habit rather than intentional meaning. However, conscious thought about what we say, and when we say it, may help to more positively reshape how we communicate about disability in society. The following is intended as suggestion, not censorship, in choosing more appropriate terms.

Less Appropriate: (the) disabled, (the) deaf, (the) blind, (the) mentally retarded

Comment: Terms describe a group only in terms of their disabilities (adjective) and not as people (noun). Humanizing phrases emphasize the person even if the adjective of the disability is included. (The debate over the use of handicap versus disabled has not been settled. Check to see which term individuals might prefer.)

More Appropriate: people with disabilities, deaf people, blind people, persons with a developmental disability

CURRENT STUDENTS

ACCOMMODATION LETTER REQUEST FORM

NEW STUDENTS

PARENTS & FAMILIES

FACULTY

SUPPORT Chat with us

gone.0232154a0...docx Hernandez - Pron...pdf Hernandez - Pron...pdf Show all

UNHANDICAP YOUR LANGUAGE

- **Less Appropriate:** (the) disabled, (the) deaf, (the) blind, (the) mentally retarded
- **Comment:** Terms describe a group only in terms of their disabilities (adjective) and not as people (noun). Humanizing phrases emphasize the person even if the adjective of the disability is included. (The debate over the use of handicap versus disabled has not been settled. Check to see which term individuals might prefer.)
- **More Appropriate:** people with disabilities, deaf people, blind people, persons with a developmental disability

UNHANDICAP YOUR LANGUAGE, CONT'D

- **Less Appropriate:** Sue is an arthritic, – diabetic, – paraplegic
- **Comment:** Terms are variations of the condition and describes someone as the condition and implies the person is an object of medical care. Emphasizes the medical aspects of a condition instead of the person. Person is secondary to disability.
- **More Appropriate:** Sue has arthritis, – diabetes, – paralyzed, – has paralysis in her legs

UNHANDICAP YOUR LANGUAGE, CONT'D

- **Less Appropriate:** crazy, insane, psycho, nut, maniac, former mental patient
- **Comment:** Terms are outdated and stigmatizing. Not all people who have had a mental or emotional disability have it forever or to the same degree all the time.
- **More Appropriate:** mental disability, behavior disorder, emotional disability, mentally restored

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin – *Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.*

9. What is Person 1's race?

Mark one or more boxes **AND** print origins.

- White – *Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.*

- Black or African Am. – *Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.*

- American Indian or Alaska Native – *Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.*

- | | | |
|---|---|--|
| <input type="checkbox"/> Chinese | <input checked="" type="checkbox"/> Vietnamese | <input type="checkbox"/> Native Hawaiian |
| <input checked="" type="checkbox"/> Filipino | <input type="checkbox"/> Korean | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Chamorro |
| <input checked="" type="checkbox"/> Other Asian –
<i>Print, for example, Pakistani, Cambodian, Hmong, etc.</i> | <input type="checkbox"/> Other Pacific Islander
<i>Print, for example, Tongan, Fijian, Marshallese, etc.</i> | |

- Some other race – *Print race or origin.*

INCLUSIVE RACE AND ETHNICITY OPTIONS

- Terms around race/ethnicity have changed over time
- Race and Ethnicity are two different things
- Capturing race and ethnicity information helps us gather statistics about specific race and/or ethnic groups
- Races as they are broken down by the U.S. Census Bureau:
White; black or African-American; Asian; American Indian and Alaska Native; Native Hawaiian and other Pacific Island; or some other race. And respondents can report multiple races.

So why do we ask about race?

LANGUAGE AROUND RACE/ETHNICITY

- Race is considered a social construct and it is not universally recognized.
- Whenever possible use the racial/ethnic categories that the participants use themselves.
- Do not use pejorative language
- Use the term “racial minorities” rather than minorities

BIAS FREE LANGUAGE AROUND RACE/ETHNICITY

People of **African Origin**:

- People of African descent have a **varied** cultural background, histories and family backgrounds.
- People of African descent can have roots in the Caribbean Islands, Latin American, the United States, countries in Africa or elsewhere.
- Some people might prefer African-American and others prefer Black.
- African-American shouldn't be used general term for all people of African ancestry as some people prefer to be referred to by their ethnicities or countries of origin.

People of **Asian descent**:

- Asian and Asian American are not synonymous. Asian refers to Asians from Asia, not the United States.
- Some groups prefer that you specify the nation of origin or regional area if possible, such as East Asian, South East Asian, Japanese-American, etc.

People of **European Origin**:

- When referring to people with European ancestry, we could use the terms White and European American.
- The term Caucasian is discouraged as it has been used for classifying white people as superior to other races.
- Some groups prefer that you specify the nation of origin or regional area if possible, such as Norwegian or French

BIAS FREE LANGUAGE AROUND RACE/ETHNICITY

Indigenous People of the World

- Use the name that they call themselves
- Specify the nation or the people, if possible

People of **Middle Eastern** Origin

- State the nation of descent, if possible
- As in all cases, allow people to self-identify

■ People of **Hispanic or Latinx** Ethnicity

- Latino and Hispanic are two different things
- The term “Hispanic” is not completely accepted and can be confusing
- Latinx is a gender neutral or nonbinary term
 - Some older folks might not understand the use of Latinx
- Specify the nation of origin if possible

THE PREPARATION PHASE: WHERE CAN YOU INVOLVE COMMUNITY AND PARTICIPANTS?



- 1) Literature Review, Hypothesis Development/Scope of Project
- 2) Methodology Choice, Instrument /Experiment Design & Testing Relevance and Accessibility
- 3) Sampling Population, Recruiting Participants, Ensuring Their Ethical Treatment



THE INVESTIGATION PHASE: CAN YOU INVOLVE COMMUNITY AND PARTICIPANTS?

- 4) Data Gathering (Administering Survey)
- 5) Data Handling (De-Identifying and Keeping It Confidential)
- 6) Data Analysis

THE INTERPRETATION/INTEGRATION PHASE: WHERE CAN YOU INVOLVE COMMUNITY AND PARTICIPANTS?



- 7) Data Contextualization (Inclusive Evaluation)
- 8) Dissemination of Results to Participants and Community
- 9) Development of Policy and Programming

PROGRAMMATIC V. EXPERIMENTAL

Evaluation Versus Research

Characteristic	Evaluation	Research
Used to ...	determine effectiveness or worth	advance knowledge in the field
Inquiry based on ...	policy/program interests of stakeholders	intellectual curiosity
Information for ...	program monitoring, quality improvement efforts	broad knowledge/theory
Conducted within ...	changing setting, actors, priorities, timelines, etc.	controlled setting ... or attempt at “controlled”

THREE ASPECTS OF PARTICIPATORY ACTION RESEARCH

- (1) participatory character—cooperation and collaboration between the researcher(s) and other participants in problem definition, choice of methods, data analysis, and use of findings
- (2) democratic impulse—embodies democratic ideals or principles
- (3) objective of producing both useful knowledge and action as well as consciousness raising—empowering people through the process of constructing and using their own knowledge

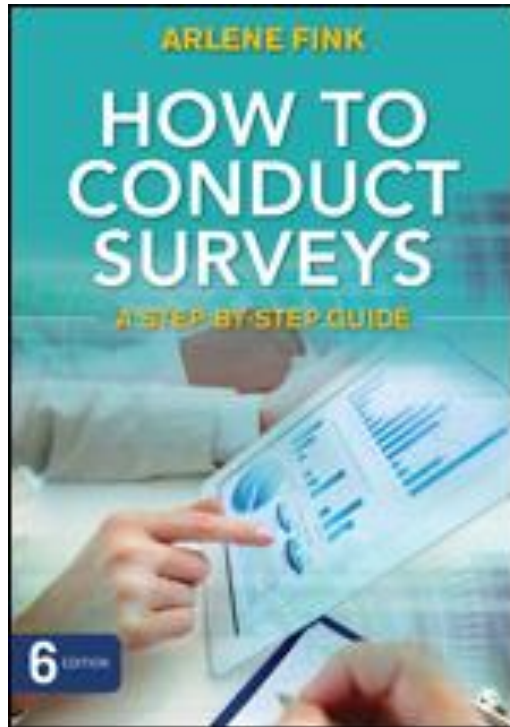
(Schwandt, 2007)

PLURALISM AND POWER DIFFERENTIAL

- Inclusive evaluation emerges in response to the need address cultural pluralism
- The inclusive evaluator is a member of the evaluation team charged to effect social change
- The inclusive evaluator provides theoretical backup supporting social change
- Fairness is ensured by the inclusion of diverse viewpoints of all stakeholders and a recognition that change must be systemic

(Mertens, 2005)

RESOURCES ON SURVEY INSTRUMENTS



- Our State Library's Library Research Service at: <https://www.lrs.org/library-user-surveys-on-the-web/>
- Arlene Fink's 6th edition published by Sage

SURVEY GIZMO'S LEADING PRACTICES: HOW TO BUILD ACCESSIBLE SURVEYS

- Avoid question types that are not accessible or are difficult to use (slider, grouping, etc.)
- Add screen reader table summaries to grid questions
- Avoid question logic
- Update validation error messages for screen readers
- Review/update default screen reader messages
- Avoid using images in your survey

SURVEY GIZMO'S LEADING PRACTICES RE: BUILDING ACCESSIBLE SURVEYS, CONT'D

- Avoid using videos in your survey
- Use people first language
- Enable respondent to extend time limit
- Use an accessible survey theme and/or enable low vision mode
- Avoid one at a time survey interaction
- Test your survey for accessibility

VERSTA RESEARCH OFFERS ADVICE RE ADA ACCESSIBILITY



To make a survey ADA accessible:

- insert detailed coding into your HTML so that assistive devices can navigate correctly,
- avoid interactive question-types, and
- test all functionality for conformance to WCAG 2.0 guidelines.

PRETESTING THE SURVEY, ADMINISTRATIVE ASPECTS

- How long does the survey take to complete?
- Did the time to complete the survey vary widely among the test participants?
- Are the instructions for each section clear and unambiguous?
- Did you thank the respondents for their time?

(Ruel, 2016)

PRETESTING THE SURVEY, ORGANIZATIONAL ASPECTS

- Do the different sections flow reasonably from one to the next?
- Are all questions necessary in order to collect information on your topic?
- Are the questions within each section logically ordered?

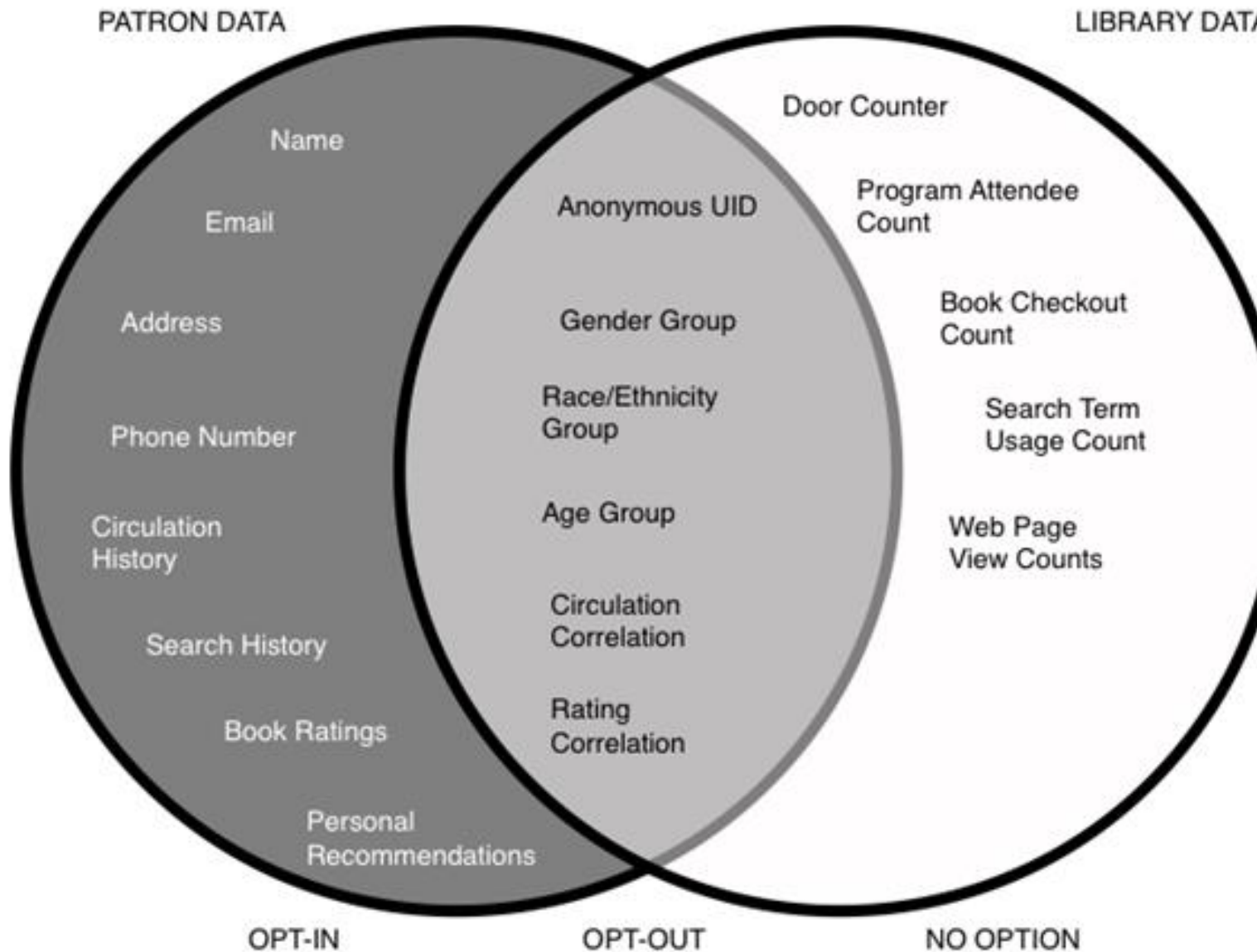
(Ruel, 2016)

PRETESTING THE SURVEY, CONTENT ASPECTS

- Are the questions direct and concise?
- Are the questions measuring what they are intended to measure?
- Are the questions free of unnecessary technical language and jargon?
- Are examples and analogies relevant for individuals of other cultures?
- Are questions unbiased?
- Are there questions that make respondents feel uncomfortable, embarrassed, annoyed, or confused? If so, can these be worded differently to avoid doing so?
- Are the response choices mutually exclusive and exhaustive?
- Are all response options necessary for inclusion?

ACCESSIBILITY PRETESTING TIPS FROM VERSTA RESEARCH

- Firefox & Chrome web inspector tools display the HTML code of your survey
- W3C Markup Validation Service tests the basics of each survey page to ensure you have “robustly compatible code”
- NVDA (NonVisual Desktop Access) free screen reader tests how a blind or vision impaired person would navigate through your survey
- Many browsers and desktop applications offer color contrast checkers, re-sizable text, and high contrast mode for WCAG compliance testing tasks
- Keyboard navigation (answering your survey without touching your mouse) will identify gaps and errors in the code behind what you see on a screen



ETHICS: PATRON DATA

Ethics IRB **Subjects**
Human **Monitoring**
Compliance **Justice**
Beneficence **Respect**
Education
Research

ETHICS:
INSTITUTIONAL
REVIEW BOARD
(IRB)

FOLLOWING THROUGH...



Be transparent: Share the results



If survey reveals issues, verbalize AND address those issues



If changes will come as a result of this survey: Share those policy changes

**IN WOMEN'S SIZES,
WHAT SIZE ARE
YOUR FEET?**

- A. 1-3
- B. 4-6
- C. 7-9
- D. 10-12
- E. SUBSTANTIAL!

**RE-ASKING
THE SURVEY
QUESTION:**

DO WE FIT?

QUESTIONS?

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Bibliography will be made available to you

