



Chronicle of Higher Education Accessibility Conformance Report

(Based on VPAT® Version 2.5)

Name of Product/Version:

The Chronicle of Higher Education's website - [chronicle.com](https://www.chronicle.com)

Report Date:

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Product Description:

The Chronicle of Higher Education is a private, independent news organization and the largest newsroom dedicated to covering colleges and universities in the United States.

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Notes:

This report was created by Deque Systems Inc. upon completion of an accessibility evaluation performed between 25/10/25 and 01/11/2025. The latest validation of issues was performed in the month of March 2026.

Evaluation Methods Used:

A combination of automated and manual testing techniques was employed for the accessibility audit. Manual audit was performed using Windows/Chrome and included exclusive use of the keyboard. Automated tools used included Axe Auditor and the Axe DevTools browser extension. Assistive technologies employed included latest version of NVDA.

Scope of Evaluation

The pages in the following table were evaluated as part of the audit on which this report is based.

Page Title	URL
Account Benefits	https://www.chronicle.com/account/benefits
Advertise with Us	https://www.chronicle.com/marketing-solutions
Article - How far does your pay go?	https://www.chronicle.com/article/how-far-does-your-pay-go
Article - How much are private college presidents paid?	https://www.chronicle.com/article/president-pay-private-colleges
Article - Just disappeared	https://www.chronicle.com/article/just-disappeared
Article - Who does your college think it's peers are?	https://www.chronicle.com/article/who-does-your-college-think-its-peers-are
Article paywall	https://www.chronicle.com/article/trends-were-watching-trump-edition
Article Tracking Trump's Higher - Ed Agenda	https://www.chronicle.com/article/tracking-trumps-higher-ed-agenda
Ask Chron	https://www.chronicle.com/chron
Audio play on articles	https://www.chronicle.com/article/trends-were-watching-trump-edition
Career Resources	https://www.chronicle.com/career-resources
Event Details - Register	https://www.chronicle.com/events/virtual/ai-on-campus-emerging-governance-models
Higher Ed Pay Tracker - University of Chicago	https://www.chronicle.com/article/higher-ed-pay-tracker#wfpage=inst_144050
Landing Page	https://www.chronicle.com/
Newsletter	https://www.chronicle.com/account/newsletters
Podcast - Why faculty hate teaching evaluations	https://www.chronicle.com/podcast/college-matters-from-the-chronicle/why-faculty-hate-teaching-evaluations
Professional Development Event	https://www.chronicle.com/professional-development/programs/the-library-and-institutional-success

Page Title	URL
Profile & Settings	https://www.chronicle.com/account/profile
Registration Wall	https://www.chronicle.com/article/trends-were-watching-trump-edition
Search	https://www.chronicle.com/search?q=special+issues
Subscribe to the Chronicle	https://www.chronicle.com/subscribe?offer=saprintaracq&oc=YH251WXCPC&utm_campaign=che-aq-sb-trends-2025&utm_medium=ed&utm_source=cdp&utm_content=25-02-12

In addition to the pages listed above, the following components that appear on multiple pages were tested as part of the audit:

- Footer
- Header
- Newsletter - Email Address Sign up
- Session Timeout Dialog

Applicable Standards/Guidelines

This report covers the degree of conformance for the following accessibility standard/guidelines:

Standard/Guideline	Included In Report
Web Content Accessibility Guidelines 2.0	Level A (Yes) Level AA (Yes) Level AAA (No)
Web Content Accessibility Guidelines 2.1	Level A (Yes) Level AA (Yes) Level AAA (No)
Web Content Accessibility Guidelines 2.2	Level A (Yes) Level AA (Yes) Level AAA (No)

Terms

The terms used in the Conformance Level information are defined as follows:

- **Supports:** The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
- **Partially Supports:** Some functionality of the product does not meet the criterion.
- **Does Not Support:** The majority of product functionality does not meet the criterion.
- **Not Applicable:** The criterion is not relevant to the product.
- **Not Evaluated:** The product has not been evaluated against the criterion. This can be used only in WCAG Level AAA criteria.

WCAG 2.2 Report

Note: When reporting on conformance with the WCAG 2.2 Success Criteria, the criteria are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.2 Conformance Requirements](#).

Table 1: Success Criteria, Level A

Notes:

Criteria	Partially Supports	Remarks and Explanations
1.1.1 Non-text Content (Level A)	Partially Supports	Most non-text content has text alternatives or a text alternate that serves an equivalent purpose. The following exceptions exist: • An active image has a text alternative that does not convey the same purpose as the image. People who are blind and/or use a screen reader will be given different

Criteria	Partially Supports	Remarks and Explanations
		information than sighted users. This occurs on the following page: Podcast - Why faculty hate teaching evaluations (3rd Party Content). • A complex image does not have a text alternative, so people who are blind and/or use a screen reader will not be able to understand the information available in the image. This occurs on the following pages: Article - Who does your college think it's peers are?; Higher Ed Pay Tracker - University of Chicago. • A decorative image is not hidden from screen readers, so people who are blind and/or use a screen reader will have to navigate through unnecessary and duplicative text. This occurs on the following page: Advertise with Us (3rd Party Content). • An image has a text alternative that is different than what the image represents, so people who are blind and/or use a screen reader will be given different information than sighted users. This occurs on the following page: Advertise with Us (3rd Party Content).
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Partially Supports	Most prerecorded audio-only files (such as MP3 files and audio podcasts) and video-only files

Criteria	Partially Supports	Remarks and Explanations
		have a descriptive text transcript. The following exceptions exist: • A transcript for an audio file is missing, so all essential dialogue, sound effects, and the identity of the speakers are not available for people who are deaf or hard of hearing. This occurs on the following page: Account Benefits (3rd Party Content) • A text transcript for an audio file omits some of the dialogue, so some dialogue and the information it conveys will not be available to people who are deaf or hard of hearing. This occurs on the following page: Podcast - Why faculty hate teaching evaluations.
<u>1.2.2 Captions (Prerecorded)</u> (Level A)	Not Applicable	Prerecorded videos are not present.
<u>1.2.3 Audio Description or Media Alternative (Prerecorded)</u> (Level A)	Not Applicable	Prerecorded videos are not present, so the audio description is not required.
<u>1.3.1 Info and Relationships</u> (Level A)	Partially Supports	Most information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. The following exceptions exist: • A set of radio buttons is not programmatically grouped, so the group label for the set of radio buttons will not be conveyed to people who are blind and/or use a screen reader and they will not understand the purpose of the individual

Criteria	Partially Supports	Remarks and Explanations
		radio buttons. This occurs on the following page: Article - Who does your college think it's peers are?. • A heading level is out of order, so the structure of the content is not properly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following page: Podcast - Why faculty hate teaching evaluations (3rd Party Content). • Text that visually functions as a heading is not marked up as a heading, so the structure of the content is not properly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following pages: Article - Who does your college think it's peers are?; Event Details - Register (3rd Party Content); Podcast - Why faculty hate teaching evaluations (3rd Party Content).
1.3.2 Meaningful Sequence (Level A)	Partially Supports	The reading and navigation order of most content is logical and intuitive. The following exceptions exist: • Some visually hidden content is announced by a screen reader, so people who are blind and/or use a screen reader may be misled or confused when hearing content that is not intended to be part of

Criteria	Partially Supports	Remarks and Explanations
		the reading order on the page. This occurs on the following pages: Podcast - Why faculty hate teaching evaluations (3rd Party Content); Article - How far does your pay go?.
1.3.3 Sensory Characteristics (Level A)	Supports	Instructions to operate and/or understand content do not rely on sensory characteristics of components such as shape, color, size, and visual location.
1.4.1 Use of Color (Level A)	Partially Supports	For most content, color is not used as the only method to convey information, indicate an action, prompt a response, or distinguish visual elements. The following exceptions exist: • Color is used as the only method to convey information so that information will not be available to people who are color blind and people who are blind and/or use a screen reader. This occurs on the following pages: Higher Ed Pay Tracker - University of Chicago; Article - Who does your college think it's peers are?. • Color is the only visual method used to identify a link, and a link text's contrast ratio with the color of the surrounding text is less than 3:1, so people who are color blind or have low vision may not be able to identify the link. This occurs on the

Criteria	Partially Supports	Remarks and Explanations
		following page: Article - How far does your pay go?.
1.4.2 Audio Control (Level A)	Supports	A mechanism is provided to stop, pause, mute, or adjust volume for audio that automatically plays for more than 3 seconds.
2.1.1 Keyboard (Level A)	Partially Supports	On most pages, all functionality is available using only the keyboard (unless that functionality cannot be accomplished in any known way using a keyboard). If shortcut keys and access keys present, some may conflict with existing browser and screen reader shortcuts, and some functionality based on custom gestures may not be available when a screen reader is turned on. The following exceptions exist: Multiple functions cannot be performed using only the keyboard, so people who use the keyboard alone to navigate and operate content cannot use these functions. This occurs in the following pages: Article - How far does your pay go?; Article - Who does your college think it's peers are?; Audio play on articles (3rd Party Content); Podcast - Why faculty hate teaching evaluations (3rd Party Content).
2.1.2 No Keyboard Trap (Level A)	Supports	Keyboard focus is never locked or trapped in a particular area, and the user can navigate to and from all navigable elements using only a keyboard.

Criteria	Partially Supports	Remarks and Explanations
2.1.4 Character Key Shortcuts (Level A 2.1 and 2.2)	Supports	If a single-character key shortcut exists, then the single-character key shortcut can be turned off or remapped, or it is only active when the relevant user interface component is in focus.
2.2.1 Timing Adjustable (Level A)	Supports	If a time limit exists, the user is given options to turn off, adjust, or extend that time limit.
2.2.2 Pause, Stop, Hide (Level A)	Partially Supports	On most pages, where moving, blinking, scrolling, or auto-updating information is present, that information can be paused, stopped, hidden, or otherwise controlled by the user. The following exceptions exist: • The user cannot pause, stop, or hide moving or blinking content, so people who cannot read text quickly or track moving objects, have attention deficit disorders or other cognitive disabilities, or use a screen reader may not be able to read or understand the content. This occurs on the following page: Advertise with Us (3rd Party Content). • The user cannot pause, stop, or hide auto-updating content, so people who cannot read text quickly, have attention deficit disorders or other cognitive disabilities, or use a screen reader may not be able to read or understand the content before it updates. This occurs on the following

Criteria	Partially Supports	Remarks and Explanations
		page: Advertise with Us (3rd Party Content).
2.3.1 Three Flashes or Below Threshold (Level A)	Not Applicable	The tested application does not contain flashing content.
2.4.1 Bypass Blocks (Level A)	Supports	A method is provided to skip navigation and other page elements that are repeated across web pages.
2.4.2 Page Titled (Level A)	Supports	Pages have descriptive and informative titles.
2.4.3 Focus Order (Level A)	Partially Supports	The navigation order of most interactive elements (such as links, buttons, or form elements) is logical and preserves meaning and operability. The following exceptions exist: • Keyboard focus or touch screen swiping goes to multiple elements that are hidden or empty, so people who use the keyboard to navigate content (including screen reader users) may become disoriented or confused. This occurs on the following pages: Podcast - Why faculty hate teaching evaluations (3rd Party Content); Article - How far does your pay go?. • Keyboard focus is lost or misplaced as a result of user interaction or content update, or refresh, so people who use the keyboard to navigate content (including screen reader users) will become disoriented. This occurs in the following

Criteria	Partially Supports	Remarks and Explanations
		page: Podcast - Why faculty hate teaching evaluations (3rd Party Content). When a modal closes, keyboard focus is not returned to the control that opened the modal or to another logical location, so people who use the keyboard to navigate content (including screen reader users) may become disoriented on the page. This occurs on the following page: Podcast - Why faculty hate teaching evaluations (3rd Party Content).
2.4.4 Link Purpose (In Context) (Level A)	Partially Supports	The purpose of most links can be determined from the link text alone or from the link text and its programmatic context. The following exceptions exist: - The purpose of multiple links is not made clear by each link's text or the context provided by the content that immediately surrounds it, so people who are blind and/or use a screen reader will not know where each link goes. This occurs on the following page: Podcast - Why faculty hate teaching evaluations (3rd Party Content). - Multiple links have identical link text but different destinations, and the context provided by the content that immediately surrounds each link does not provide any clarification, so people who are blind

Criteria	Partially Supports	Remarks and Explanations
		and/or use a screen reader will not know or may be confused about where each link goes. This occurs on the following pages: Higher Ed Pay Tracker - University of Chicago; Advertise with Us (3rd Party Content).
2.5.1 Pointer Gestures (Level A 2.1 and 2.2)	Supports	All functionality that can be operated with a pointer can be operated with single-point actions.
2.5.2 Pointer Cancellation (Level A 2.1 and 2.2)	Supports	For functionality that can be operated using a single pointer, at least one of the following is true: • The action is not triggered on the down event. • The action triggers on the up event, and a mechanism is available to abort the function before completion or to undo the function after completion. • The up-event reverses any outcome of the preceding down-event. • Completing the function on the down-event is essential.
2.5.3 Label in Name (Level A 2.1 and 2.2)	Partially Supports	For most user interface components that include visible text labels, the accessible name matches (or includes) the visible text in the label. The following exceptions exist: • Multiple interactive elements (such as links, buttons, or form inputs) do not have an accessible name because their visible labels are not programmatically associated

Criteria	Partially Supports	Remarks and Explanations
		with the elements, so people who use speech input to navigate and operate content will not be able to access those elements. This occurs in the following pages: Article - How far does your pay go?; Article - Who does your college think it's peers are?.
2.5.4 Motion Actuation (Level A 2.1 and 2.2)	Supports	Functionality that can be triggered by device motion or user motion detected by a device can be disabled, and the functionality can be operated without using motion.
3.1.1 Language of Page (Level A)	Supports	The language of each page is correct and can be determined programmatically.
3.2.1 On Focus (Level A)	Supports	When an element receives focus, a change in context (such as a substantial change to the page, the spawning of a pop-up window, or a change in focus) that may disorient the user does not occur.
3.2.2 On Input (Level A)	Supports	When a user inputs information or interacts with a control, it does not result in a substantial change to the page that could disorient the user unless the user is informed about the change ahead of time.
3.2.6 Consistent Help (Level A 2.2 only)	Supports	On web pages that contain help features (including human or automated contact options or self-help options), those features occur in the same order relative to other page content unless the user changes that order.

Criteria	Partially Supports	Remarks and Explanations
3.3.1 Error Identification (Level A)	Partially Supports	For most form controls where an input error is automatically detected, a text message or alert is provided that identifies the field/control where the error was detected and describes the error. The following exceptions exist: • A form field with an error is not identified in the text error message or a text alternative for an image, and the error message with the field name is not programmatically associated with the form field (so it is announced when a screen reader user navigates to the field), so people who are blind and/or use a screen reader will not be able to identify in which form field the error occurred. This occurs on the following page: Subscribe to the Chronicle.
3.3.2 Labels or Instructions (Level A)	Partially Supports	For most form controls/input fields requiring user input, labels, instructions, and/or error messages are provided to identify the controls/input fields in the form so that users know what input data is expected. The following exceptions exist: • The label of an element is not persistent (always visible on the page), so the element's purpose may be difficult to discover. This occurs on the following page: Article - Who does your college think it's peers are?.

Criteria	Partially Supports	Remarks and Explanations
3.3.7 Redundant Entry (Level A 2.2 only)	Supports	If information previously entered by, or provided to, the user is required to be entered again in the same process, that information is either automatically populated or available for the user to select unless the previously entered information is no longer valid or re-entering the information is essential or required to ensure security.
4.1.2 Name, Role, Value (Level A)	Partially Supports	The name, role, state, and value of most user interface components can be programmatically determined. The following exceptions exist: • An element that appears and functions like a combobox does not have the required attributes in its HTML code needed to provide its programmatic role, name, state, and other properties to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the name, purpose, or content of the element or how to interact with it. This occurs on the following page: Article - How far does your pay go?. • An element is missing or has an incorrect programmatic name, so people who are blind and/or use a screen reader or other assistive technology may not be able to determine the name of the element and

Criteria	Partially Supports	Remarks and Explanations
		may not understand its purpose or content or how to interact with it. This occurs on the following page: Podcast - Why faculty hate teaching evaluations (3rd Party Content). • An element that appears and functions like a slider control does not have the required attributes in its HTML code needed to provide its programmatic role, name, state, and other properties to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the element's name, purpose, or current value or how to interact with it. This occurs on the following page: Podcast - Why faculty hate teaching evaluations (3rd Party Content). • The content of a tooltip cannot be accessed using a screen reader, so people who are blind and others who use a screen reader will not be able to read this content. This occurs on the following page: Higher Ed Pay Tracker - University of Chicago. • An element that is focusable or contains one or more focusable elements is programmatically hidden, so people who use the keyboard to navigate as well as people who are blind and/or use a screen

Criteria	Partially Supports	Remarks and Explanations
		reader or other assistive technology will not be able to perceive or interact with the element. This occurs on the following page: Subscribe to the Chronicle (3rd Party Content). • A button does not have a programmatic role, so its role (usually button, but sometimes link or something else) is not conveyed to screen readers and other assistive technologies and will not be available to people who use those technologies. This occurs on the following page: Account Benefits (3rd Party Content); Article - Who does your college think it's peers are?; Audio play on articles (3rd Party Content); Podcast - Why faculty hate teaching evaluations (3rd Party Content). • A button does not have a programmatic name, so its name (such as "Submit" or "Cancel") is not conveyed to screen readers and other assistive technologies and will not be available to people who use those technologies. This occurs on the following page: Audio play on articles (3rd Party Content). • A form input element does not have a programmatic name, so people who are blind and/or use a screen reader or other

Criteria	Partially Supports	Remarks and Explanations
		assistive technology may not be able to determine the name of the element and may not understand its purpose or how to interact with it. This occurs on the following page: Audio play on articles (3rd Party Content). • An iframe does not have a programmatic title that is conveyed to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose or content of the iframe without browsing its content. This occurs on the following pages: Audio play on articles (3rd Party Content); Podcast - Why faculty hate teaching evaluations (3rd Party Content). • For an element that allows a user either to select or not select a single option (like a checkbox or radio buttons) or to select from among 2 or more options (like a select dropdown), the state (such as checked/unchecked or selected/not selected) is not conveyed to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose of the element, the options available, and whether the element or an

Criteria	Partially Supports	Remarks and Explanations
		option is currently checked. This occurs on the following pages: Account Benefits (3rd Party Content); Higher Ed Pay Tracker - University of Chicago. When a control (such as a button) is disabled, its disabled state is not conveyed programmatically, so people who are blind and/or use a screen reader or other assistive technology will not be informed that the control is disabled. This occurs on the following page: Article - How far does your pay go?

Table 2: Success Criteria, Level AA

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Not Applicable	Live multimedia files with audio are not present, so synchronized captions are not required.
1.2.5 Audio Description (Prerecorded) (Level AA)	Not Applicable	Prerecorded multimedia files are not present, so audio descriptions are not required.
1.3.4 Orientation (Level AA 2.1 and 2.2)	Supports	Orientation of the content is not locked to either landscape or portrait unless a specific orientation is essential for the functionality.
1.3.5 Identify Input Purpose (Level AA 2.1 and 2.2)	Partially Supports	The purpose of most input fields that collect an individual's personal data is programmatically defined based on the WCAG list of Input

Criteria	Conformance Level	Remarks and Explanations
		Purposes for User Interface Components. The following exceptions exist: No programmatic purpose is provided for some input elements (like text input fields), so browsers or assistive technology are not able to automatically suggest information to fill in the inputs. This occurs in the following page: Advertise with Us (3rd Party Content).
1.4.3 Contrast (Minimum) (Level AA)	Partially Supports	Most text and images of regular text have the required color contrast ratio with their backgrounds. The following exceptions exist: - The color contrast ratio between text and its background is less than 4.5:1, so people who are color blind or have low vision may have difficulty reading the text. This occurs in the following pages: Article - How far does your pay go?; Article - Who does your college think it's peers are?; Event Details – Register (3rd Party Content) - The color contrast ratio between large text and its background is less than 3:1, so people who are color blind or have low vision may have difficulty reading the text. Large text is text over 18 points (24 pixels) or 14 points (19 pixels) if bold. This occurs

Criteria	Conformance Level	Remarks and Explanations
		on the following page: Article - Who does your college think it's peers are?. • The color contrast ratio between placeholder text in an input and the input's background is less than 4.5:1, so people who are color blind or have low vision may have difficulty reading the placeholder text. This occurs on the following page: Advertise with Us (3rd Party Content). • The color contrast ratios on hover or focus between the text labels of some controls and their background are less than 4.5:1, so people who are color blind or have low vision may have difficulty reading the text label of each control. This occurs in the following page: Article - Who does your college think it's peers are?.
1.4.4 Resize text (Level AA)	Partially Supports	Most content is readable and functional when browser zoom is set to 200% of its initial size. The following exceptions exist: • Content is lost, clipped, or obscured when the page is zoomed to 200%, so people who have low vision and need to enlarge text to read it may not have access to that content. This occurs on the following page: Article - Who does your college think it's peers are?.

Criteria	Conformance Level	Remarks and Explanations
1.4.5 Images of Text (Level AA)	Partially Supports	On most pages, when content can be presented visually using only text, an image of text is not used to present that text. The following exception exists: Text on the page is text embedded in an image instead of actual text. An image of text is difficult to zoom or otherwise modify, so people who have low vision and need to enlarge text to read it may not be able to read the text. People with other disabilities that need to otherwise modify text to read it also may not be able to read this text. This occurs on the following page: Advertise with Us (3rd Party Content).
1.4.10 Reflow (Level AA 2.1 and 2.2)	Partially Supports	The content of most pages is viewable without scrolling horizontally when the viewport is set to 320 CSS pixels wide. The following exceptions exist: When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content does not fit horizontally, so it cannot be viewed without scrolling. People with low vision who increase the size of text and other content using the browser zoom may have difficulty accessing the content that can only be seen by horizontal scrolling. This occurs on the following

Criteria	Conformance Level	Remarks and Explanations
		page: Podcast - Why faculty hate teaching evaluations (3rd Party Content). • When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content or functionality becomes unavailable, so people with low vision who increase the size of text and other content using the browser zoom will not be able to access all of the page's content and/or functionality. This occurs on the following page: Article - Who does your college think it's peers are?. • When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content overlaps and cannot be seen or understood, so the overlapping content is not available to people with low vision who increase the size of text and other content using the browser zoom. This occurs on the following pages: Higher Ed Pay Tracker - University of Chicago; Article - How far does your pay go?.
1.4.11 Non-text Contrast (Level AA 2.1 and 2.2)	Partially Supports	Most of the boundaries and indicators of the visual state(s) of each active user component and any graphics required to understand content have

Criteria	Conformance Level	Remarks and Explanations
		a 3:1 color contrast ratio with adjacent color(s) or their background. The following exceptions exist: - Some images or graphics (like a chart) or parts of the image/graphic required to understand its content do not have a 3:1 color contrast ratio with the background or adjacent colors, so people who are color blind or have low vision may not be able to understand the information presented by the image/graphic. This occurs on the following page: Article - Who does your college think it's peers are?. - The visual boundaries of some interactive elements (like a radio button or input fields) do not have a 3:1 color contrast ratio with the background, so people who are color blind or have low vision may have difficulty in perceiving the boundaries of the interactive element. This occurs on the following pages: Higher Ed Pay Tracker - University of Chicago; Audio play on articles (3rd Party Content).
1.4.12 Text Spacing (Level AA 2.1 and 2.2)	Partially Supports	For most content, the spacing between letters, words, lines of text, and paragraphs can be adjusted with no loss of content or functionality. The following exceptions exist: When text spacing is adjusted to help people with vision, reading, and/or

Criteria	Conformance Level	Remarks and Explanations
		cognitive disabilities, some or all of the content cannot be read because it overlaps with other content. This occurs on the following page: Article - Who does your college think it's peers are?.
1.4.13 Content on Hover or Focus (Level AA 2.1 and 2.2)	Partially Supports	In most cases, when additional content is triggered by pointer hover or keyboard focus, that additional content can be dismissed and hovered over, and the content persists until the user dismisses it. The following exceptions exist: • Content that appears on mouse hover (such as tooltips, drop-down menus, or popups) disappears when the mouse pointer is moved over that content, meaning people with disabilities, especially people with low vision who need to magnify text, may not be able to read the additional content. This occurs on the following page: Higher Ed Pay Tracker - University of Chicago. • Content that appears on mouse hover or keyboard focus (such as tooltips, drop-down menus, or popups) is not dismissible, so it obscures all or part of the original content on the page. This occurs on the following page: Higher Ed Pay Tracker - University of Chicago.

Criteria	Conformance Level	Remarks and Explanations
2.4.5 Multiple Ways (Level AA)	Supports	Multiple ways are available to find other pages on the site.
2.4.6 Headings and Labels (Level AA)	Partially Supports	Most headings and labels for form and interactive controls are informative. The following exceptions exist: • Multiple buttons have identical programmatic labels but different functionality, and there is no programmatic context, so people who are blind and/or use a screen reader will not know or may be confused or misled about what each button does. This occurs in the following pages: Article - How far does your pay go?; Article - Who does your college think it's peers are?. • Multiple programmatic labels for controls or form input fields do not convey the purpose of the control or input, so people who are blind and/or use a screen reader may not understand what a control does or what data to enter. This occurs on the following pages: Audio play on articles (3rd Party Content); Article - Who does your college think it's peers are?.
2.4.7 Focus Visible (Level AA)	Partially Supports	In most cases, it is visually apparent which page element is currently receiving keyboard focus. The following exception exists:

Criteria	Conformance Level	Remarks and Explanations
		Multiple interactive elements (such as links, buttons, or form inputs) do not have a visual focus indicator, so sighted people who use a keyboard to navigate content will not know when those elements are receiving focus. This occurs on the following pages: Article - Who does your college think it's peers are?; Audio play on articles (3rd Party Content).
2.4.11 Focus Not Obscured (Minimum) (Level AA 2.2 only)	Partially Supports	When most user interface components receive keyboard focus, each component is not entirely hidden due to author-created content. The following exceptions exist: A focused element is completely covered by other author-created content, which may cause people who use the keyboard to navigate content to become disoriented. This occurs on the following page: Article - How far does your pay go?.
2.5.7 Dragging Movements (Level AA 2.2 only)	Supports	All functionality that uses a dragging movement can be achieved by a single pointer without dragging, unless dragging is essential or the functionality is determined by the user agent and not modified by the author.
2.5.8 Target Size (Minimum) (Level AA 2.2 only)	Supports	The size of the target for each clickable control is at least 24 by 24 CSS pixels, except where the target size is determined by the user agent; there is a different control with equivalent functionality;

Criteria	Conformance Level	Remarks and Explanations
		the target is inline with text; the presentation of the target is essential to the function or otherwise exempted under the rule; or each control is spaced such that a 24-pixel circle placed around the bounding box of the control will not intersect any similar circle for another control
<u>3.1.2 Language of Parts</u> (Level AA)	Supports	The language of each section of content that is different from the default language of the page is correctly identified and can be determined programmatically.
<u>3.2.3 Consistent Navigation</u> (Level AA)	Supports	Navigation patterns that are repeated on web pages are presented in the same relative order each time they appear and do not change order when navigating through the site.
<u>3.2.4 Consistent Identification</u> (Level AA)	Supports	Labels, names, and/or text alternatives for content that have the same functionality across multiple web pages are consistently identified.
<u>3.3.3 Error Suggestion</u> (Level AA)	Supports	If input errors are automatically detected, suggestions are provided in text for correcting the input in a timely and accessible manner before the data is submitted to the server.
<u>3.3.4 Error Prevention (Legal, Financial, Data)</u> (Level AA)	Supports	If the user can change or delete legal transactions, financial transactions, student exam responses, or data transactions that are unrecoverable or unintentionally modify or delete data, the changes and/or deletions are reversible, verified, or confirmed.

Criteria	Conformance Level	Remarks and Explanations
3.3.8 Accessible Authentication (Minimum) (Level AA 2.2 only)	Supports	A cognitive function test (such as remembering a password or solving a puzzle) is not required for any step in an authentication process unless either another method is available that does not rely on a cognitive function test; help is available to assist the user in completing the test; or the test is to recognize objects or identify non-text content the user provided to the website.
4.1.3 Status Messages (Level AA 2.1 and 2.2)	Partially Supports	In most cases, status messages can be programmatically determined and presented by assistive technologies without receiving focus. The following exception exists: Some status messages are not automatically announced by the screen reader, so people who are blind and/or use a screen reader or other assistive technology may completely miss the status messages, or they may not hear them in a timely fashion. This occurs on the following pages: Podcast - Why faculty hate teaching evaluations (3rd Party Content).

Table 3: Success Criteria, Level AAA

Notes: Not Applicable. Website was not audited for WCAG 2.2 AAA conformance.