Building Inclusive Campus Practices Upon a Universal Design Framework

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2 Units in Accessible Technology Services

IT Accessibility Team
- 1984–
- Funded by UW

DO-IT Center
- USA, 1992–
  Supported with federal, state, corporate, private funds
- DO-IT Japan, 2007–
- Center on UD in Education, 1999–
Student-Centered Community Building Model: Key stakeholders (like you!) that contribute to the success of students with disabilities

Problem: Some stakeholders are not doing their share!
Basic approaches

- When we are working with students, we promote **SELF DETERMINATION**

- When we are working with faculty, staff, institutions, technology companies, we promote **UNIVERSAL DESIGN (UD)**
Universal Design for Learning (UDL)

- How can we leverage our campus UDL efforts to make all institutional offerings fully accessible to, usable by, & inclusive of marginalized groups, including students with disabilities? How can this approach lead campus Disability, Equity & Inclusion initiatives?
In an “inclusive” campus, everyone

- who meets requirements, with or without accommodations, is encouraged to participate
- feels welcome
- is fully engaged in accessible & inclusive activities
Goal: a paradigm shift to a more broadly defined inclusive campus

- “paradigm” = a theory or a group of ideas about how something should be done, made, or thought about
- “dominant paradigm” = a collection of values or a system of thought in a society or organization that is widely held at a given time. It provides an almost unconscious, internalized framework that affects the way people think things should work & often goes without question.
Consider

“The Daily”

UW, 1970
References:


  20% discount with code **INLEHE** when ordered from Harvard Education Press

- RESOURCE: The Center on Universal Design in Education at uw.edu/doit/cude

- ENGAGE: Email sherylb@uw.edu to join the UDHE online community of practice
One-minute history of the evolution of responses to human differences

- Eliminate, exclude, segregate
- Cure, rehabilitate, accommodate
- Social justice: Inclusion & universal design
Framework for Universal Design in Higher Education (UDHE)
Scope: All applications in HE

- Instruction (applying UDL)
- Services
- Technology
- Physical spaces
- Project, conference exhibits, presentations, and professional organizations
Scope: Students diverse wrt

- race, ethnicity, cultural background,
- sexual identity,
- socioeconomic level,
- age, marital status,
- religious beliefs, values,
- academic interests,
- work experiences,
- specific abilities, …
Consider ability on a continuum

- understand English, social norms
- see
- hear
- walk
- read print
- write with pen or pencil
- communicate verbally
- tune out distraction
- learn
- manage physical/mental health
For UD consider who might be in a course or using IT, a service or a physical space, including

- Anthony
- Jesse
- Adrian
- Nicole
Definition: Universal Design (UD) =

“the design of products & environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

The Center for Universal Design
www.design.ncsu.edu/cud

UNIVERSITY of WASHINGTON
Proactive design terminology

- Accessible design
- Usable design
- Inclusive design
- Universal design
- Barrier-free design
- Design for all
UD provides inclusive access
More UD = fewer accommodations
Principles: 3 sets underpin UD of all aspects of higher education

7 Universal Design
3 Universal Design for Learning
4 Web Content Accessibility Guidelines
(1) Principles of UD

- Flexibility in use
- Equitable use
- Simple & intuitive use
- Perceptible information
- Tolerance for error
- Low physical effort
- Size & space for approach & use

- Center for Universal Design
(2) Principles for UD for Learning (UDL)

> Offer:

- Multiple means of representation
- Multiple means of engagement
- Multiple means of action & expression

- Center for Applied Special Technology (CAST)
“When you plant lettuce, if it does not grow well, you don't blame the lettuce. You look for reasons it is not doing well. It may need fertilizer, or more water, or less sun...”

- Thích Nhất Hạnh, Vietnamese Buddhist Monk
(3) Principles for UD of IT

Underpinning of Web Content Accessibility Guidelines to ensure that digital tools/content is

- Perceivable
- Operable
- Understandable
- Robust

- Web Accessibility Initiative (W3C)
Summary: principles that underpin UD Framework

UD 1   Equitable use
UD 2   Flexibility in use
UD 3   Simple and intuitive
UD 4   Perceptible information
UD 5   Tolerance for error
UD 6   Low physical effort
UD 7   Size and space for approach and use
UDL 1  Multiple means of engagement
UDL 2  Multiple means of representation
UDL 3  Multiple means of action and expression
WCAG 1 Perceivable
WCAG 2 Operable
WCAG 3 Understandable
WCAG 4 Robust
In a nutshell,

1. Provide multiple ways for participants to learn & to demonstrate what they have learned.
2. Provide multiple ways to engage.
3. Ensure all technologies, facilities, services, resources, & strategies are accessible to individuals with a wide variety of disabilities.
Practices supported by UD, UDL, WCAG principles, with checklists at uw.edu/doit/cude

- Instruction
  - Class climate
  - Interaction
  - Physical environments/products
  - Delivery methods
  - Information resources/technology
  - Feedback
  - Assessment
  - Accommodation

- Services
  - Planning, policies, and evaluation
  - Physical environments/products
  - Staff
  - Information resources/technology
  - Events

- Information Technology
  - Procurement/development policies
  - Physical environments/products
  - Information
  - Input/control
  - Output
  - Manipulations
  - Safety
  - Compatibility with assistive technology

- Physical Spaces
  - Planning, policies, and evaluation
  - Appearance
  - Entrances/routes of travel
  - Fixtures/furniture
  - Information resources/technology
  - Safety
  - Accommodation
Process for applying UD

1. Identify the application and best practices in the field.

2. Consider the diverse characteristics of potential users.

3. Integrate UDHE with best practices in the field.

4. Plan for accommodations.

5. Evaluate.
If this is the UDHE Framework, what is the UDHE “Toolkit”?

- Scope
- Definition
- Principles
- Guidelines
- Practices
- Process
An attitude, a framework, a goal, a process—UDHE:

- Supports social justice
- Values diversity, equity, & inclusion
- Promotes best practices & does not lower standards
- Is proactive
- Can be implemented incrementally
- Benefits everyone
- Minimizes the need for accommodations
Inclusive Campus Model
underpinned by the UDHE Framework

Vision:
Inclusive campus

Values:
Diversity
Equity
Inclusion
Compliance

Framework:
UDHE
(scope, definition, principles, guidelines, practices, processes)

Current Practices:
Stakeholder roles
Funding
Policies
Guidelines
Procedures
Training
Support

New Practices:
Stakeholder roles
Funding
Policies
Guidelines
Procedures
Training
Support

Outputs & Outcomes:
Measures
Benchmarks
Data
Analysis
Reports

Impacts:
Diversity
Equity
Inclusion
Compliance

Revise new practices
Apply the Model to accessible IT

- **Vision**: IT procured, developed, used is accessible
- **Values**: Diversity, equity, inclusion, compliance
- **Framework**: UDHE’s scope, definition, principles, guidelines, practices, processes
- **Current & new practices**: Stakeholder roles, funding, policies, guidelines, procedures, training, support
- **Outputs & outcomes**: Measures, benchmarks, data, analysis, reports
- **Impacts**: Increased alignment with vision & values
Sample of UW approaches, IT  1/2

- Promote accessibility within context of social justice, inclusive campus, UDHE Framework
- Build on existing policies, procedures, & job/unit assignments, e.g., model IT efforts after those established for IT security
- Create high level Task Force
- Assign accessibility roles within IT Accessibility Team
- Lead IT Accessibility Liaisons
- Post resources, engage online
Sample of UW approaches  2/2

- Undertake efforts that are both
  - reactive & proactive
  - top-down, bottom-up, & middle-out
- Integrate training/activities within those sponsored by other campus units
- Search for internal funds to:
  - offer incentives (e.g., videos, PDFs)
  - purchase tools (e.g., Site Improve, Ally, SensusAccess)
- Give Capacity Building Awards
- Conduct IT Accessibility Challenge
Presentation Resources

- Center for Universal Design in Education, including 20% book discount with code INLEHE
- A Framework for Inclusive Practices in Higher Education
- Exercise: Inclusive Campus Model Underpinned by the UDHE Framework
- Email sherylb@uw.edu to join the UDHE online community of practice