



# Building Inclusive Campus Practices Upon a Universal Design Framework

---

Sheryl Burgstahler, Ph. D.  
sherylb@uw.edu

# 2 Units in Accessible Technology Services

## IT Accessibility Team

- 1984–
- Funded by UW

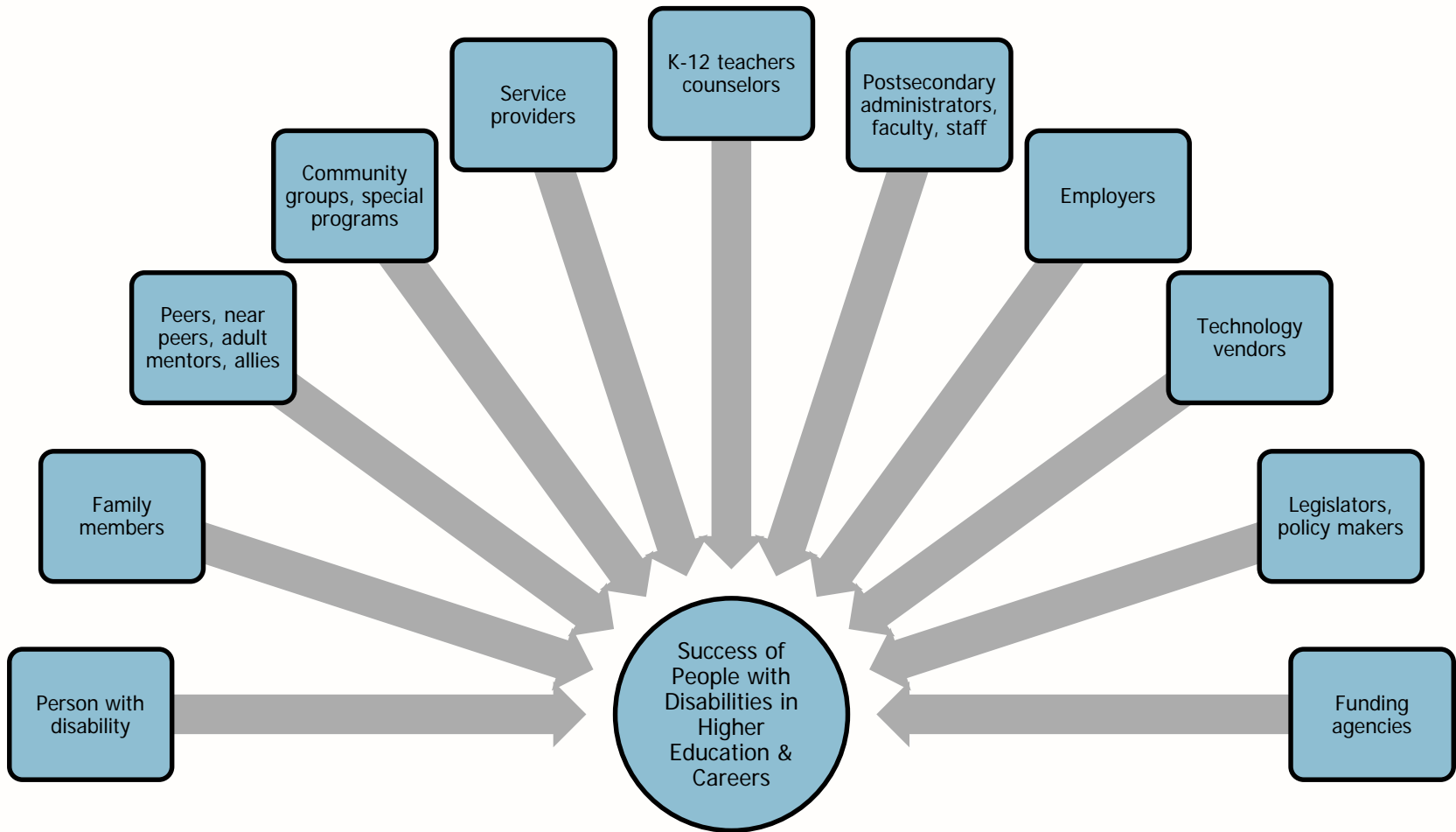
## DO-IT Center

- USA, 1992–  
Supported with federal, state,  
corporate, private funds
- DO-IT Japan, 2007–
- Center on UD in Education, 1999–



Disabilities  
Opportunities  
Internetworking  
Technology

# 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.

# *Ramp The Curbs*



**Forging** a stream of humanity, this silent protester carries his campaign on his back. His goal: to end high-rise sidewalks.  
(photo by grant haller)

Consider

“The Daily”

UW, 1970



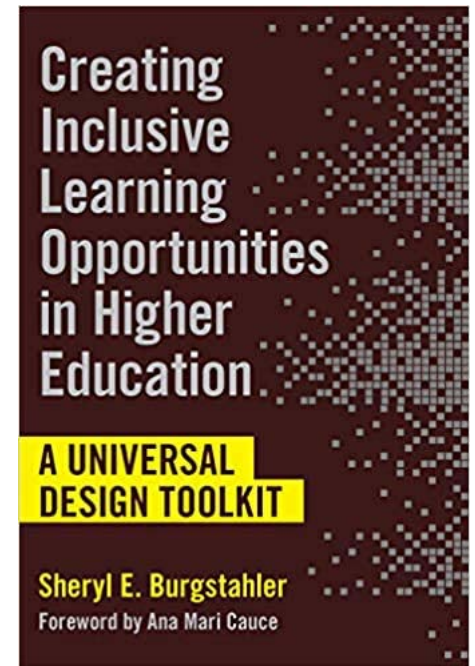
# References:

- NEW BOOK: **Creating Inclusive Learning Opportunities in Higher Education: A Universal Design Toolkit (2020).**

**20% discount with code INLEHE**

when ordered from Harvard Education Press

- RESOURCE: The Center on Universal Design in Education at [uw.edu/doit/cude](http://uw.edu/doit/cude)
- ENGAGE: Email [sherylb@uw.edu](mailto:sherylb@uw.edu) to join the UDHE online community of practice

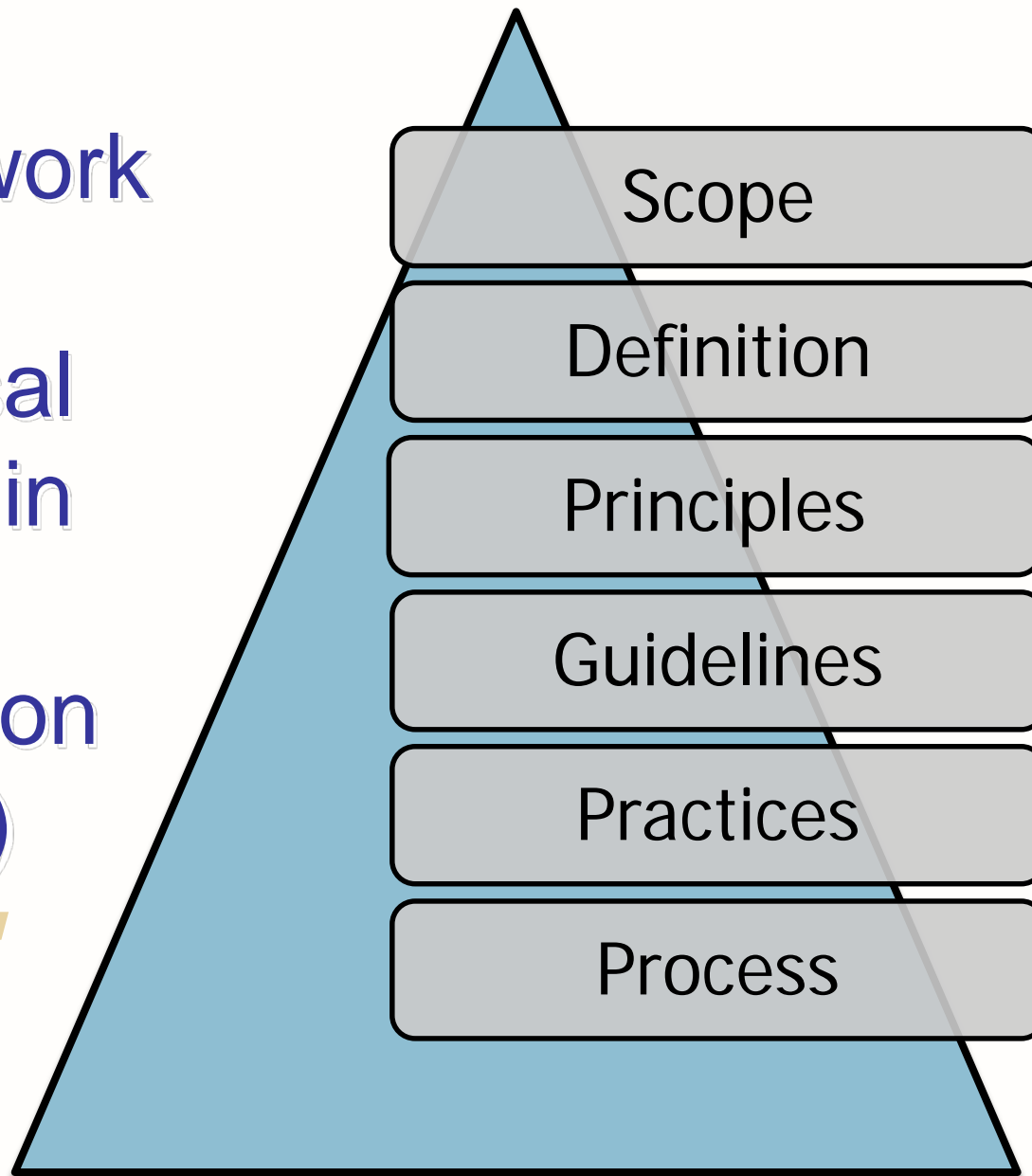


# One-minute history of the evolution of responses to human differences

- 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

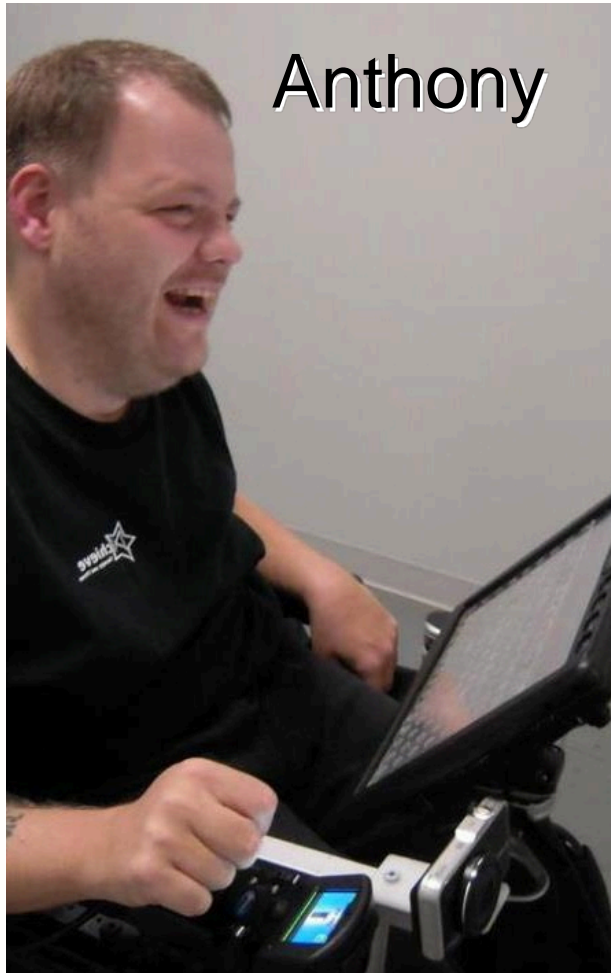
manage physical/mental health

For UD consider who might be in  
a course or using IT, a service or a  
physical space, including

Adrian



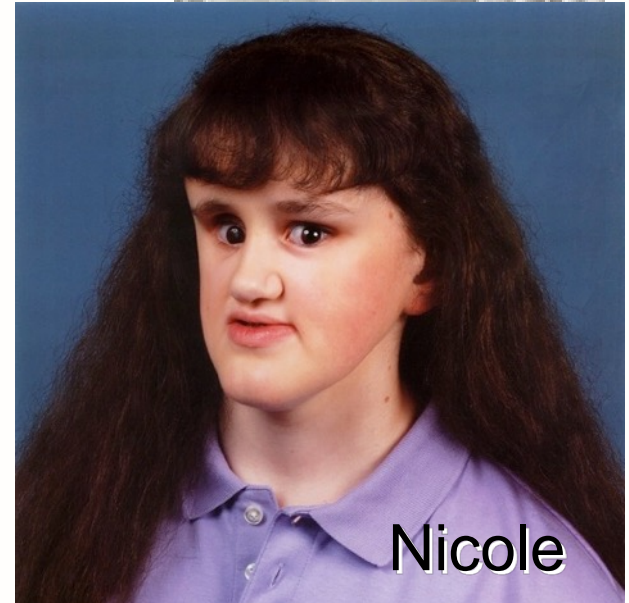
Anthony



Jesse



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](http://www.design.ncsu.edu/cud)

UNIVERSITY of WASHINGTON

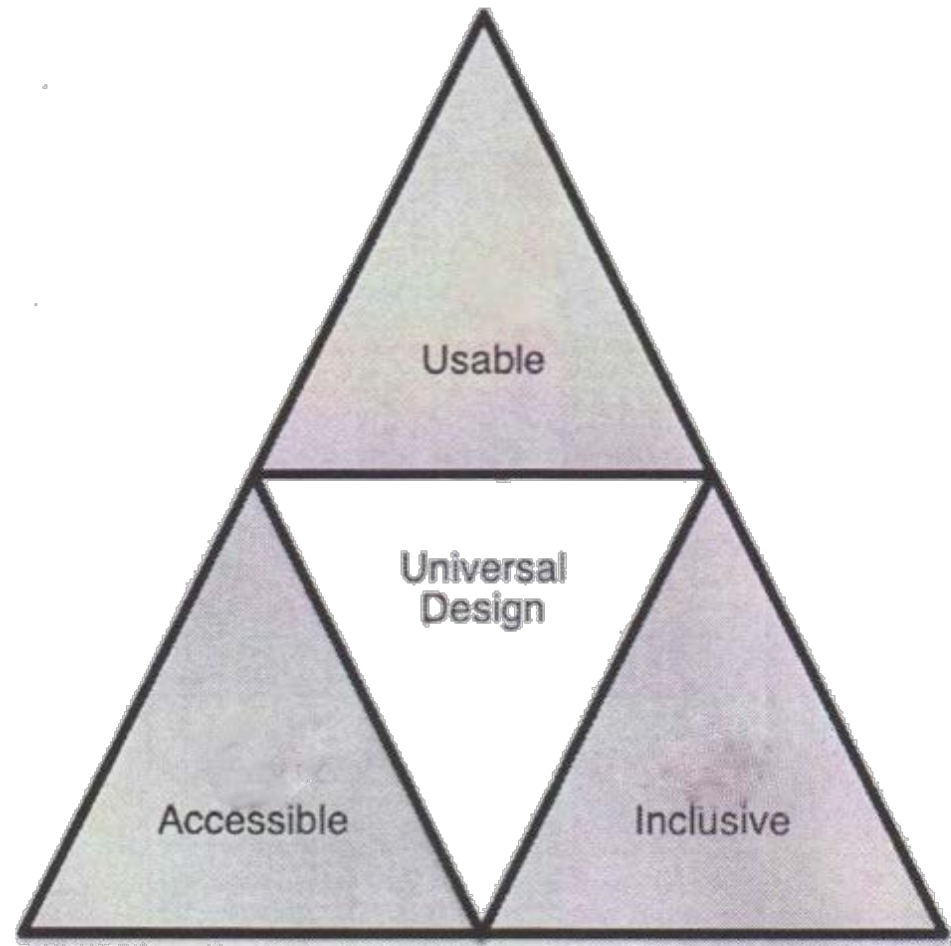




# Proactive design terminology

---

- Accessible design
- Usable design
- Inclusive design
- Universal design
- Barrier-free design
- Design for all



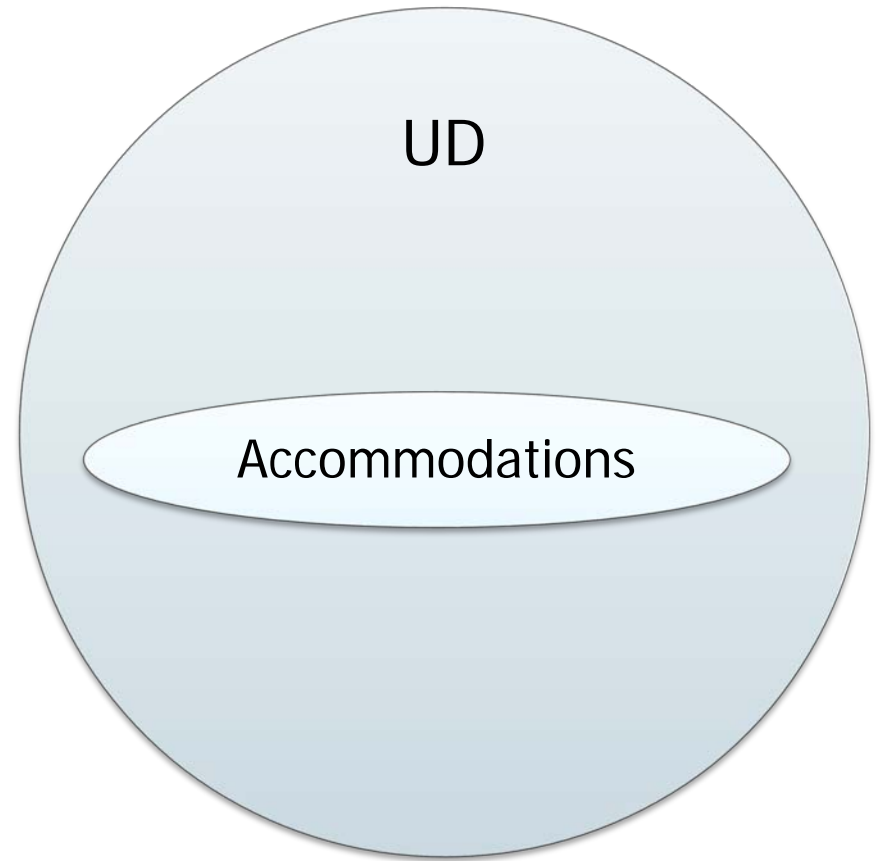
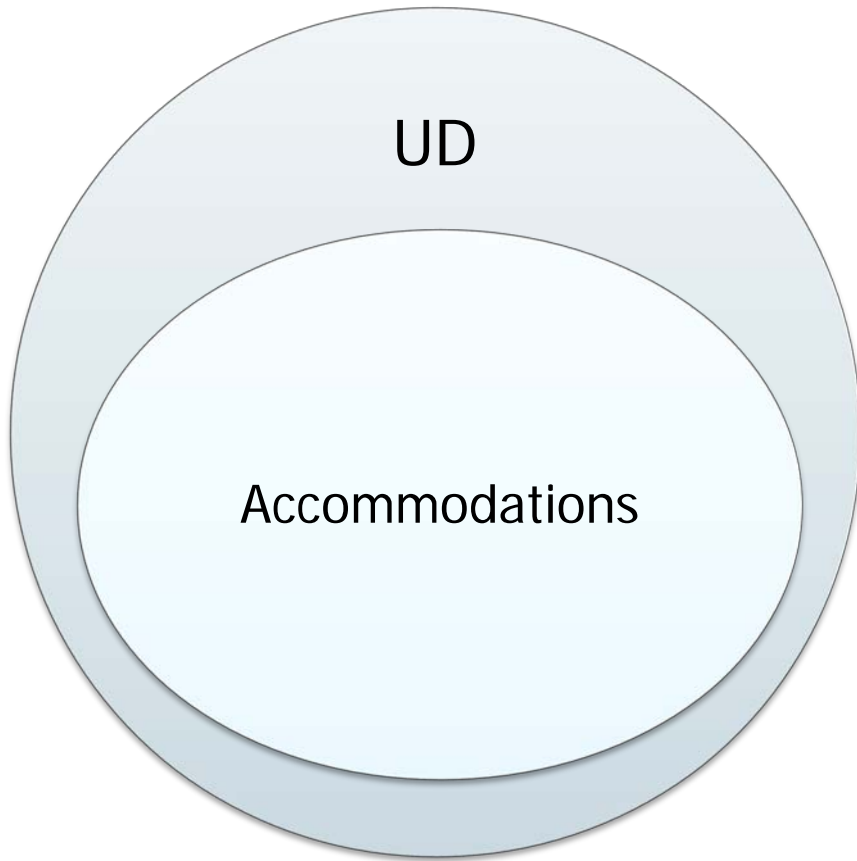
# UD provides **inclusive** access

---

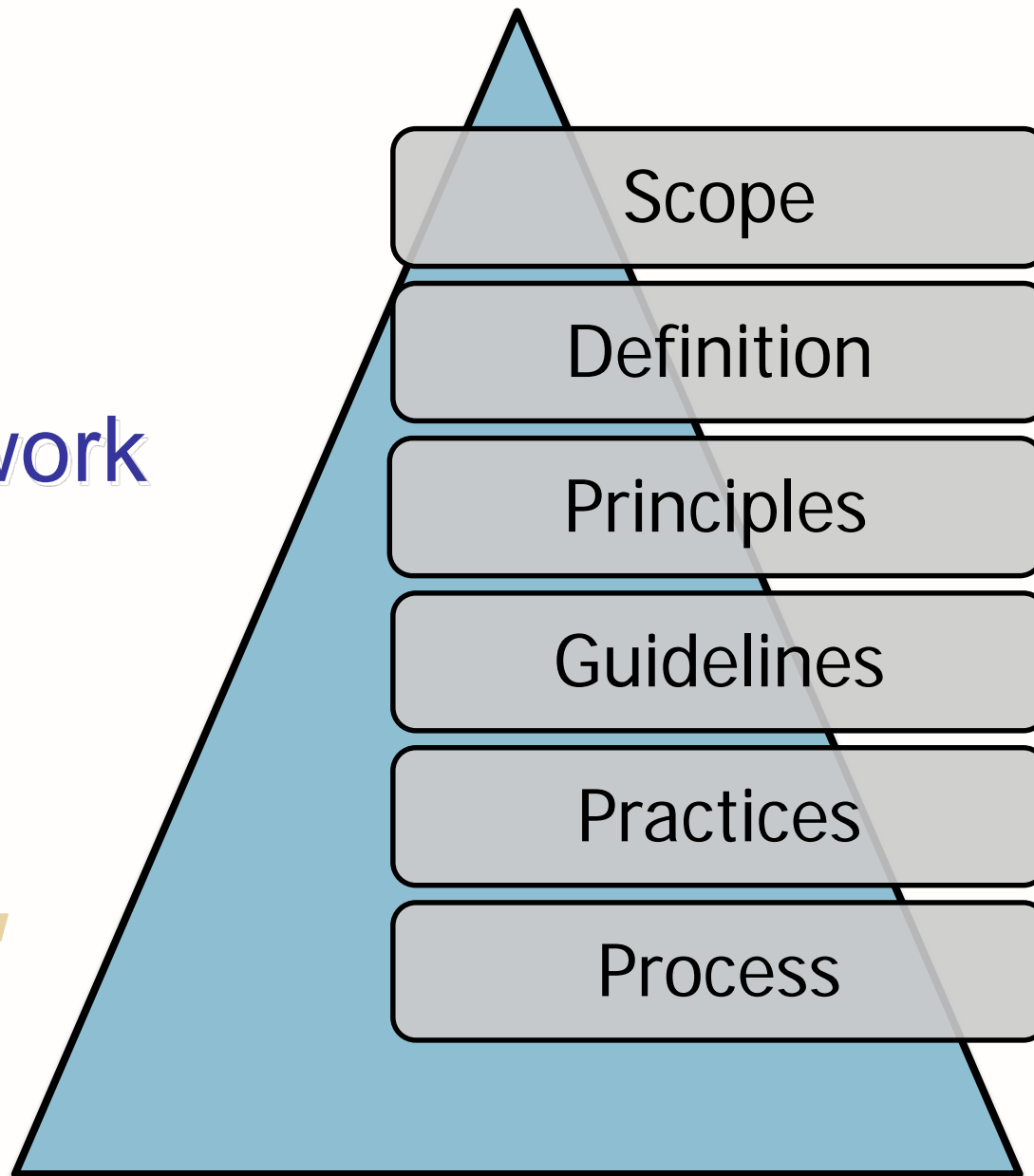


# More UD = fewer accommodations

---

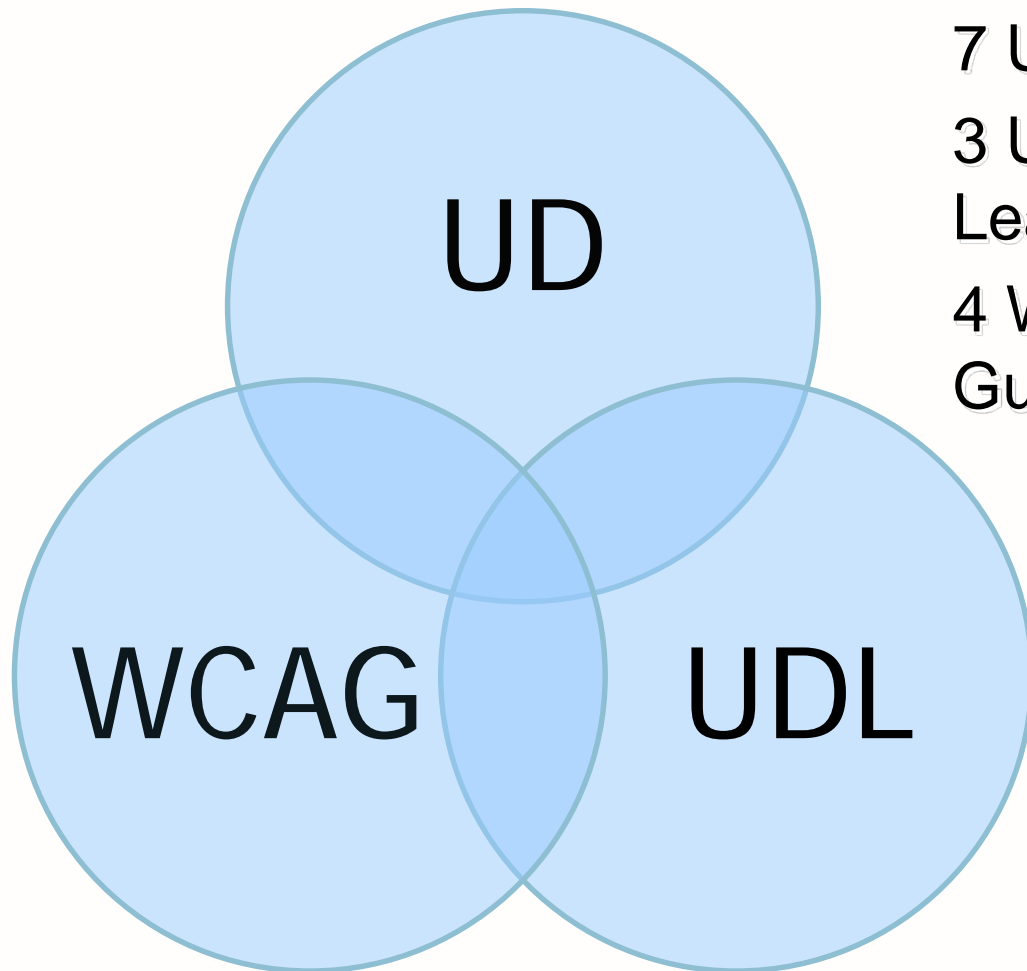


## UDHE Framework



# 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



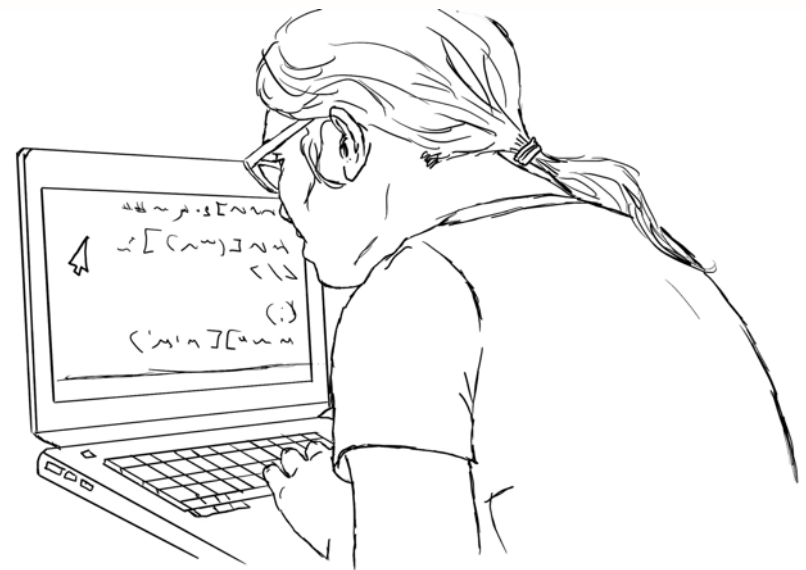


# (3) Principles for UD of IT

---

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

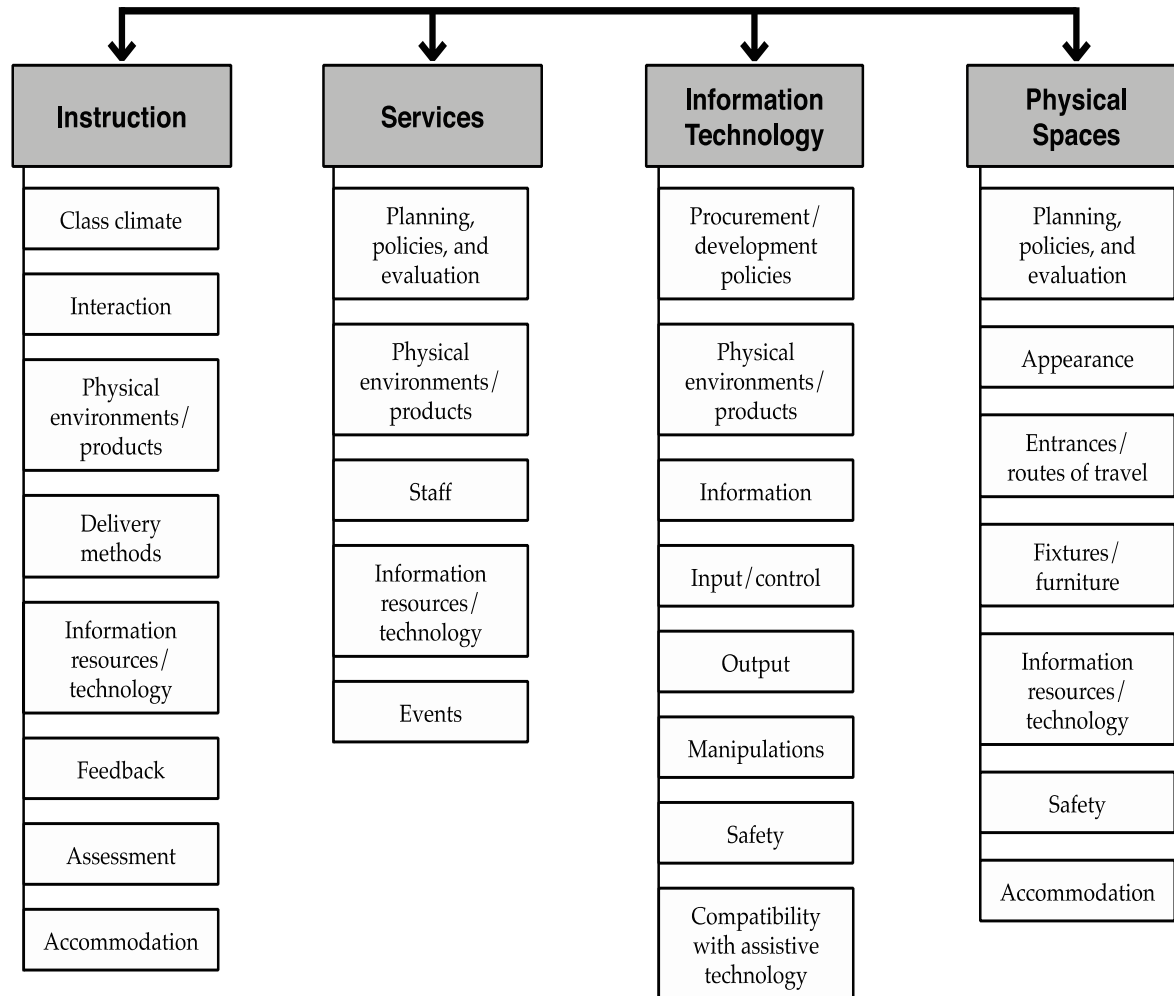
---

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,

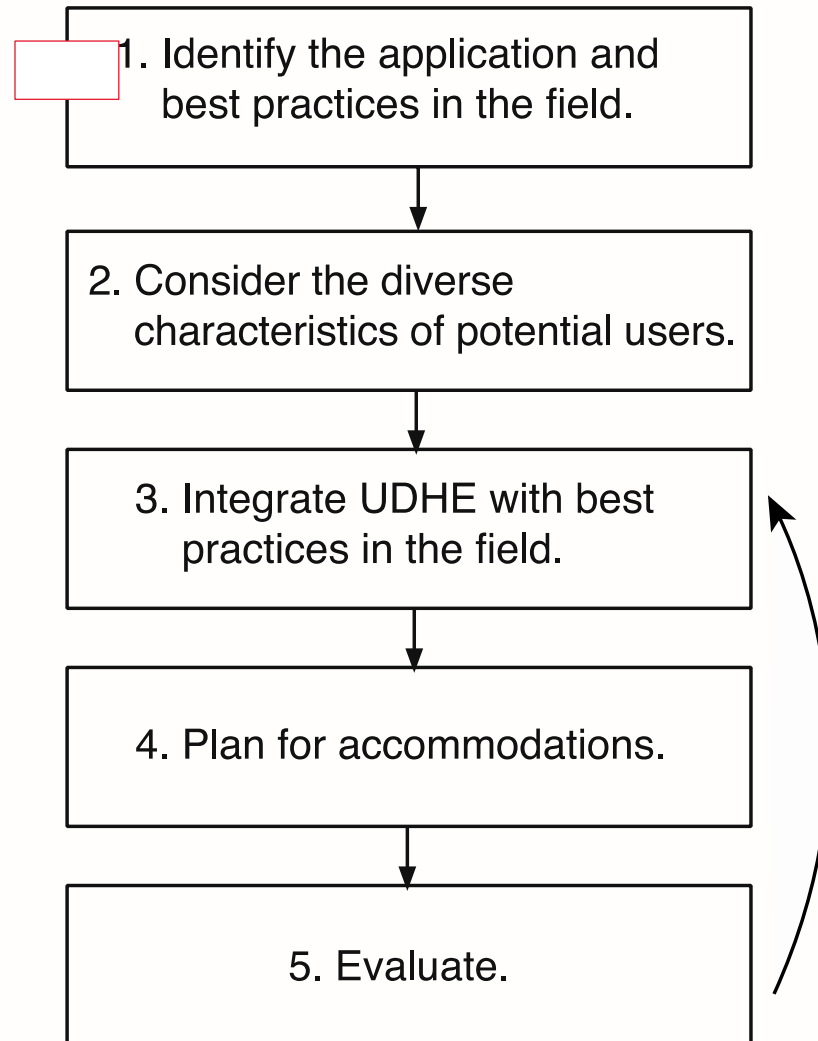
1. Provide multiple ways for participants to learn & to demonstrate what they have learned.
2. Provide multiple ways to engage.
3. Ensure all technologies, facilities, services, resources, & strategies are accessible to individuals with a wide variety of disabilities.

# Practices supported by UD, UDL, WCAG principles, with checklists at [uw.edu/doit/cude](http://uw.edu/doit/cude)



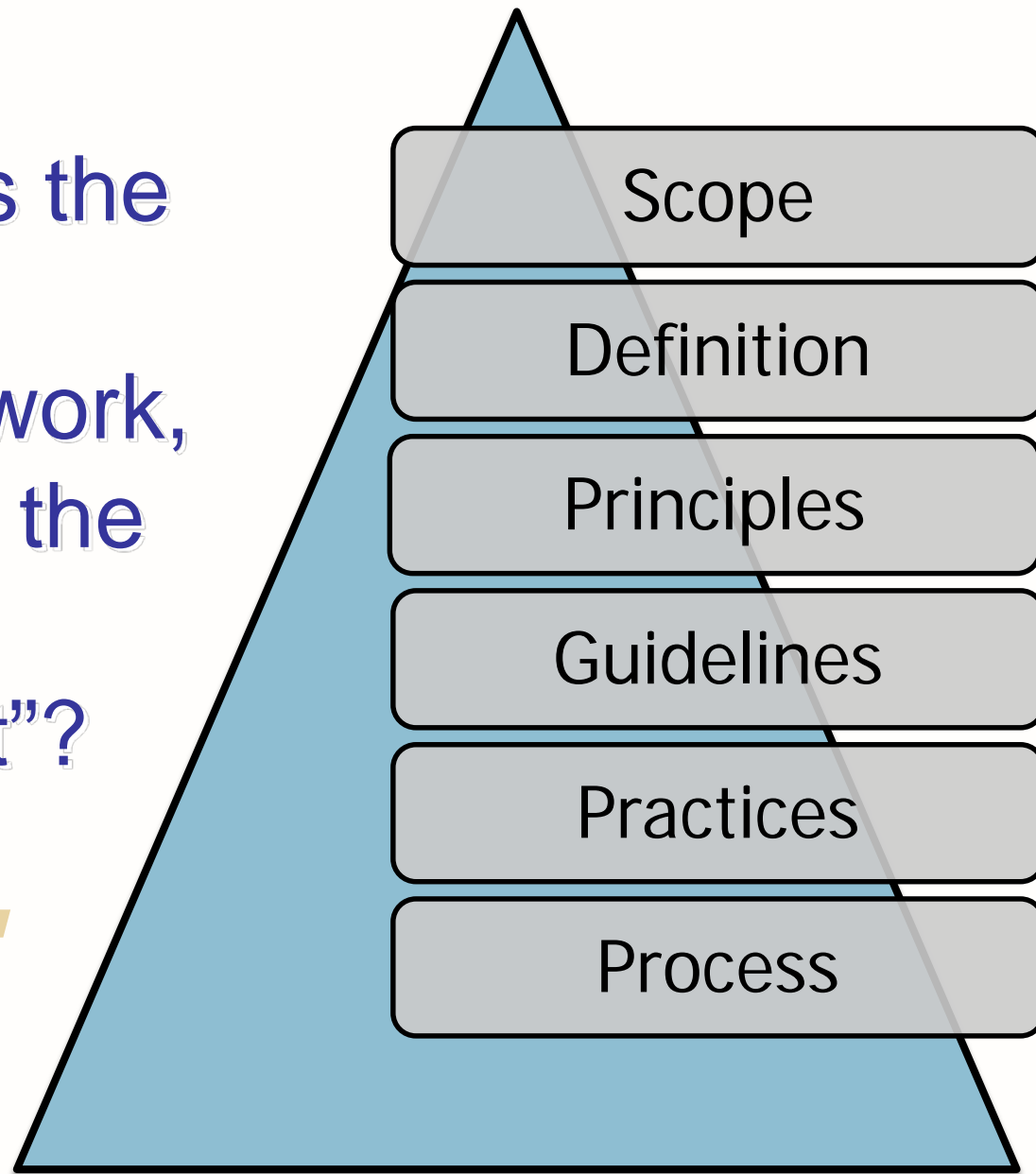
# Process for applying UD

---



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

---

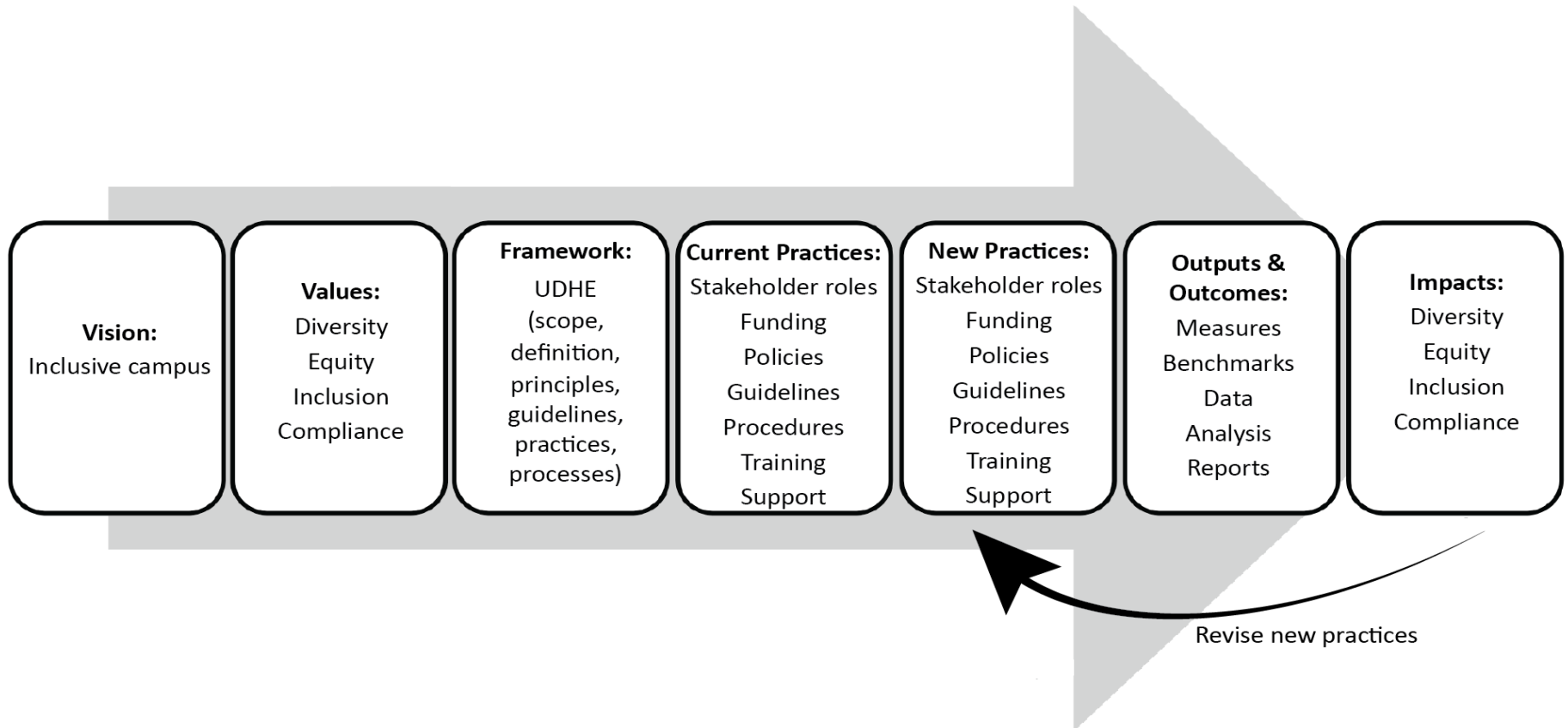


# An attitude, a framework, a goal, a process—UDHE:

- 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





# 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 [sheryl@uw.edu](mailto:sheryl@uw.edu) to join the UDHE online community of practice

