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PRESS RELEASE

Sheryl Burgstahler offers a practical, step-by-step guide to put the principles of universal design to work in higher education. Foregrounding her discussion in the need for systemic change in order to dismantle institutional inequities, Burgstahler shares strategies instructors can offer all students in their classes to avoid access barriers and build a more inclusive campus.

—Amanda Irvin, director of Faculty Programs and Services,
Columbia University Center for Teaching and Learning

Creating Inclusive Learning Opportunities in Higher Education provides a compelling rationale for the importance of introducing students to universal design, provides actionable insights on how to teach accessibly, and explores how to create atmospheres for inclusion within our campus environments. A must-read for those in higher education.

—Julian Brinkley, assistant professor, Human-Centered Computing,
Clemson University

Sheryl Burgstahler's passion for inclusion is grounded in personal, academic, and professional experiences. She provides an opportunity for the reader to 'Take Action' by reflecting, learning, and applying new concepts. This book is an excellent mixture of practical examples and useful strategies for administrators and faculty who strive to make their college campus more inclusive, diverse and universally designed!

—Margo Izzo, professor emeritus, The Ohio State University

While this excellent book focuses on practical steps to provide inclusive environments in higher education, Burgstahler's recommendations are relevant and applicable to the broader community as well.

—Valerie Taylor, chief executive officer and president,
Center for Minorities and People with Disabilities in IT

CAMBRIDGE, MA, In *Creating Inclusive Learning Opportunities in Higher Education* (Harvard Education Press; Publication date: December 8, 2020; \$33.00 paper, \$62.00 cloth), Sheryl Burgstahler delivers a step-by-step guide for putting the principles of universal design (UD) into action for all aspects of a postsecondary campus. She offers top-down, bottom-up, and middle-out strategies for transforming a higher education environment into one where physical spaces, learning materials and activities, technology and digital resources, and campus services are welcoming and accessible to all students, while minimizing the need for accommodations for individuals with disabilities.

Complementing her edited book *Universal Design in Higher Education: From Principles to Practice*, the content in this volume shares how faculty, service providers, high level administrators, and other stakeholders can contribute to a barrier-free environment for all students, including those with disabilities. Along with principles, guidelines, practices, and processes that underpin a framework in which to conceptualize and apply UD, Dr. Burgstahler shares an implementation model to tailor to any campus exploring ways to meet broad goals with respect to diversity and inclusivity.

About the Author:

Sheryl E. Burgstahler is the founder and director of the Disabilities, Opportunities, Internetworking, and Technology (DO-IT) Center and the Access Technology Center (ATC), and an affiliate professor in the College of Education at the University of Washington in Seattle.

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**Creating
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**A UNIVERSAL
DESIGN TOOLKIT**

Sheryl E. Burgstahler
Foreword by Ana Mari Gauce