# **Vita**

# **Sheryl Burgstahler, Ph. D.**sherylb@uw.edu<https://sites.uw.edu/sherylb/>

**Founder and Director**, Accessible Technology Services, which includes the Disabilities, Opportunities, Internetworking, and Technology Center (DO-IT) and the IT Accessibility Team (ITAT), University of Washington (UW)

**Affiliate Professor**, UW [College of Education](http://education.washington.edu/)

**Program Affiliate**, UW Disability Studies

**Adjunct Professor**, City University of New York (CUNY) Disability Studies and Disability Services Masters degree programs

## **Education**

***Ph.D.***, Policy, Governance and Administration of Higher Education, UW, Seattle, WA (Dissertation: Computing Services for Disabled Students in Institutions of Higher Education, 1992)

***Master’s Degree***, Mathematics, UW

***Bachelor’s Degree***, Mathematics and Education, UW, Summa Cum Laude

## **Administrative Experiences**

***Founder and Director,***[***DO-IT (Disabilities, Opportunities, Internetworking, and Technology) Center***](http://www.washington.edu/doit/), UW, 1992-present. Partnerships with UW academic units and other institutions have secured funds from the National Science Foundation, US Department of Education, State of WA, private foundations, corporations, and individuals. The DO-IT Center offers (1) mentoring, internships, summer programs, and other interventions to maximize college and career success for individuals with disabilities and (2) helps K-12 and postsecondary educators make on-site and online instruction, services, physical spaces, and technology accessible and inclusive of all students through accessible/inclusive/universal design (UD) and other practices. DO-IT partnered with the University of Tokyo to found DO-IT Japan and implementations of proven practices in other countries.

***Founder and Director,***[***IT***](http://www.washington.edu/doit/Brochures/Programs/access_tech.html) ***Accessibility Team***, UW Information Technology, growing in size and services beginning in1984 through the present, to promote the procurement, development, and use of technology that is accessible to faculty, students, and staff with disabilities through direct services to individual and strong collaborations with units on all UW campuses.

***Chair, UW IT Accessibility Task Force****,* 2012-present, a leadership team and advisory group that undertakes projects and provides recommendations to leadership regarding the promotion of accessible IT practices across all UW units.

***Assistant Director, UW Information Systems***, 1991-2003; ***Manager, Desktop Computing Services***, 1984-91. Areas of responsibility included the direction of consulting and support; computing spaces; technology training; site licensing; computer and software sales to departments, faculty, staff, and students; regional computer fairs; and a technology showroom and testing area that included assistive technology for people with disabilities.

***Chairman, Department of Mathematics and Computer Science***, 1980-1984, Saint Martin’s College/University, Lacey, WA. Led faculty hiring and supervision, curriculum development, course scheduling, and coordination with other departments. Directed Computers in Education In-service, Computers and People with Disabilities program, and the Summer Session and served as the Associate Director of the Microcomputer Resource Center.

## **Teaching Experiences**

***UW***, Seattle, 1985-present (Currently, Affiliate Professor, College of Education, and Affiliate, Disability Studies) *On-site*: computer- and Internet-based learning for K-12 educators. *Hybrid*: Disability 101 inquiry seminar. *Online*: assistive technology for individuals with disabilities; advisor, and instructor of online learning design course in the Certificate in E-Learning Design program. *Non-credit offerings*: summer Internet instruction and college/career preparation for high school and college students with disabilities; professional development for postsecondary faculty and administrators nationwide and internationally on teaching with technology, accessible/inclusive/universal design of online and on-site instruction, and systemic change toward more inclusive postsecondary practices.

***CUNY***, 2017-present. Instructor of online course on applications of universal design in higher education in Disability Studies and Disability Services Masters programs.

***Saint Martin’s College/University***, Lacey, WA, 1978-84. Mathematics, math for K-12 and secondary school teachers, computer programming, IT applications in education, student teacher supervision.

***Other teaching experiences*** include postsecondary adjunct/affiliate positions teaching algebra, trigonometry, calculus, statistics, enrichment activities for teachers, computers in education, design of online learning courses at schools that include Seattle Pacific U, U of Puget Sound, Fort Steilacoom Community College, Saint Louis U, Rutgers U, U of Maryland, and Los Angeles City College; precollegemathematics (six years total) at Bethel Junior High, Tacoma, and Showalter Junior High, Seattle; and two years in Department of Defense School, South Korea.

## **Selected Books**

Burgstahler, S. E. (2020). [*Creating learning opportunities in higher education: A Universal Design toolkit*](https://www.hepg.org/hep-home/books/creating-inclusive-learning-opportunities-in-highe). Harvard Education Press.

Burgstahler, S. (Ed.). (2015). [*Universal design in higher education: From principles to practice*](http://hepg.org/hep-home/books/universal-design-in-higher-education-%281%29)*(2nd ed.).* Harvard Education Press.

Burgstahler, S. (1997). *New kids on the net: A tutorial for teachers, parents, and students*. Allyn and Bacon, Simon, and Schuster.

**Peer-Reviewed Journal Issues**

Burgstahler, S., & Thompson, T. (Guest Eds.). (2014). *Information Technology and Disabilities Journal, 14* (1).

Burgstahler, S. (Guest Ed.) (2011). [STEM Special Issue](http://www.ahead-archive.org/uploads/publications/JPED/jped24_4/JPED%2024_4.pdf). *Journal of Postsecondary Education and Disability, 24* (4).

Burgstahler, S. (Guest Ed.). (2005). Promising practices: Accessible information technology in education, *Information Technology & Disability, 11* (1).

Burgstahler, S., & Lamb, P. (Guest Eds.). (2003). [*Journal of Special Education Technology*](http://sed.sagepub.com/), *18*(4).

## **Selected Publications in Peer-Reviewed Journals and Books**

Burgstahler, S. (submitted for publication). What higher education learned about the accessibility of online opportunities during a pandemic.

Burgstahler, S. (in press). *Leveling the playing field for students with disabilities in online opportunities.*In Bonous-Hammarth, M. (Ed.) *Examining diversity, change, and urbanization in higher education*. Palgrave Macmillan Press.

Burgstahler, S. (in press). A universal design framework for addressing diversity, equity, and inclusion on postsecondary campuses. *Review of Disability Studies.*

Burgstahler, S. (2021). [What higher education learned about the accessibility of online opportunities during a pandemic](https://articlegateway.com/index.php/JHETP/article/view/4493/4272). *Journal of Higher Education Theory and Practice, 21*(7), pp. 159-170.

Levey, J., Burgstahler, S., Montenegro-Montenegro, E., Webb, A. (2021). The psychometric properties of the universal design in healthcare education. *Journal of Nursing Measurement*.

Burgstahler, S., Havel, A., Seale, J., & Olenik-Shemesh, D. (2020). [Accessibility frameworks and models: Exploring the potential for a paradigm shift](https://www.adaptech.org/wp-content/uploads/Chapter-3.pdf). In Seale, J. (Ed.) *Improving Accessible Digital Practices in Higher Education*. Springer.

Bühler, C., Burgstahler, S., Havel, Al, & Kaspi-Tsahor, D. (2020). [New practices: Promoting the role of ICT in the shared space of transition](https://link.springer.com/chapter/10.1007/978-3-030-37125-8_6). In Seale, J. (Ed.) *Improving Accessible Digital Practices in Higher Education.* Springer.

King, L., Burgstahler, S., Fisseler, Bjorn, & Kaspi-Tsahor, D. (2020). [*New perspectives on stakeholders: Who needs to steppe to the plate & how?*](https://link.springer.com/content/pdf/10.1007/978-3-030-37125-8_4.pdf) In Seale, J. (Ed.) *Improving Accessible Digital Practices in Higher Education (pp. 73–97)*. Springer.

Seale, J., Burgstahler, S., & Havel, A. (2020). [One model to rule them all, one model to bind them. A critique of the use of accessibility-related models in post-secondary education](https://www.tandfonline.com/doi/abs/10.1080/02680513.2020.1727320?journalCode=copl20). *Open*[*Learning: The Journal of Open, Distance and E-learning*](https://www.tandfonline.com/toc/copl20/current).

Blaser, B., Bennett, C., Ladner, R., Burgstahler, S., & Mankoff, J. (2019). Perspectives of women with disabilities in computing. In C. Frieze & J. L. Quesenberry (Eds.), [*Cracking the Digital Ceiling: Women in Computing Around the World*](https://www.cambridge.org/us/academic/subjects/computer-science/computing-and-society/cracking-digital-ceiling-women-computing-around-world?format=PB) (pp. 159-182). Cambridge University Press.

Burgstahler, S., & Thompson, T. (Eds). (2019). [*Designing accessible cyberlearning: Current state and pathway forward*](https://www.washington.edu/doit/accessible-cyberlearning-community-report). UW.

Hsiao, F., Burgstahler, S., Johnson, T., Nuss, D., & Doherty, M. (2019). [Promoting an accessible learning environment for students with disabilities via faculty development](https://sites.uw.edu/sherylb/files/2020/09/PromotingAccessibleLearning2019.pdf). [*Journal of Postsecondary Education & Disability*](https://www.ahead.org/professional-resources/publications/jped)*, 1*, 91–99.

Seale J., Burgstahler S., Fisseler B. (2019). Tackling the Inaccessibility of websites in postsecondary education. In Yesilada Y., Harper S. (Eds) *Web Accessibility. Human–Computer Interaction Series.* Springer.

Bellman, S., Burgstahler, S., & Chudler, E. (2018). [Broadening participation by including more individuals with disabilities in STEM: Promising practices from an engineering research center](https://sites.uw.edu/sherylb/files/2020/08/BroadeningPartERC2018.pdf). *American Behavioral Scientist, 62*(5), 645-656.

Burgstahler, S. (2018). Inclusive online science education. In M. H. Koomen, S. Kahn, C. L. Atchison, & T. A. Wild (Eds), *Towards Inclusion of All Learners through Science Teacher Education (*pp. 115-123). Koninklijke Brill NV: Leiden, The Netherlands.

Burgstahler, S. (2017). [Fully including students with disabilities in online courses: Tips for instructors](https://www.worcester.edu/Currents-Archives/)[.](https://www.worcester.edu/WorkArea/DownloadAsset.aspx?id=5367) *Currents in Teaching and Learning, 9*(2), 38-47.

Bellman, S., Burgstahler, S., & Hinke, P. (2015). [Academic coaching outcomes for students with disabilities pursuing science, technology, engineering, and mathematics](http://files.eric.ed.gov/fulltext/EJ1066319.pdf). [*Journal of Postsecondary Education and Disabilit*](https://www.ahead.org/publications/jped)*y, 28*(1), 101-106.

Blaser, B., Steele, K. M., Burgstahler, S.E. (2015). [Including universal design in engineering courses to attract diverse students](https://sites.uw.edu/sherylb/files/2020/09/Steele-2015-Including-universal-design-in-engineering-courses-to-attract-diverse-students.pdf). *ASEE Annual Meeting Proceeding*s, Seattle, WA.

Burgstahler, S. (2015). [Making student services welcoming and accessible through accommodations and universal design](https://sites.uw.edu/sherylb/files/2020/08/Opening_Doors_or_Slamming_Them_Shut_Online_Learnin.pdf), *Social Inclusion, 3*(6), 69-79.

Burgstahler, S. (2015). [Opening doors or slamming them shut? Online learning practices and students with disabilities](https://www.cogitatiopress.com/socialinclusion/article/view/420). *Inclusive Technologies and Learning: Research, Practice, and Policy, 3*(6).

Burgstahler, S. (2015). Universal design of instruction: From principles to practice. In S. Burgstahler (Ed.). *Universal design in higher education: From principles to practice* (pp. 31-64). Harvard Education Press.

Burgstahler, S., & Moore, E. (2015). Impact of faculty training in UDI on the grades of students with disabilities. In S. Burgstahler (Ed.). *Universal design in higher education: Promising practices*. Seattle: DO-IT, UW.

Burgstahler S., & Russo-Gleicher, R. J. (2015). Applying universal design to address the needs of postsecondary students on the autism spectrum. *Journal of Postsecondary Education and Disability, 28*(2), 199-212.

Bellman, S., Burgstahler, S., Ladner, R. (2014). [Work-based learning experiences help students with disabilities transition to careers: A case study of UW projects](https://sites.uw.edu/sherylb/files/2020/08/WORK-article.pdf)*.*[*WORK: A Journal of Prevention, Assessment, & Rehab*](http://www.iospress.nl/journal/work/)*, 48*, 399-405.

Burgstahler, S. (2014). Universal design in higher education. In M. L. Vance, N. E. Lipsitz, & K. Parks (Eds.), [*Beyond the Americans with Disabilities Act: Inclusive policy and practice for higher education*.](http://www.naspa.org/publications/books/beyond-the-americans-with-disabilities-act) National Association of Student Personnel Administrators (NASPA).

Burgstahler, S., Stefanich, G., & Stodden, R. (2014). College students with disabilities in STEM: Expanding opportunities by enhancing communication of evidence-based information with stakeholders. B. S. Duerstock & C. A. Shingledecker, Eds. (pp. 48-60)*.*[*From college to careers: Fostering inclusion of persons with disabilities in STEM.*](http://www.sciencemag.org/content/344/6185/765.3.summary) American Association for the Advancement of Science.

Burgstahler, S., & Moore, E. (2013). [Development of a UD checklist for postsecondary student services](http://www.washington.edu/doit/UDHE-promising-practices/). In S. Burgstahler (Ed.), [*Universal Design in Higher Education: Promising Practices*](http://www.uw.edu/doit/UDHE-promising-practices). Seattle: DO-IT, UW

Crawford, L., & Burgstahler, S. (2013). [Promoting the design of accessible informal science learning](http://www.washington.edu/doit/UDHE-promising-practices/accessible_design.html). In S. Burgstahler (Ed.), *Universal design in higher education: Promising practices*. Seattle: DO-IT, UW.

Thompson, T., Comden, D., Ferguson, S., & Burgstahler, S. (2013). [Seeking predictors of web accessibility in U.S. higher education institutions](http://itd.athenpro.org/volume13/number1/thompson.html%20). *Information Technology and Disabilities Journal*, *13*(1).

Burgstahler, S. (2011). [Universal Design: Implications for Computing Education](https://sites.uw.edu/sherylb/files/2020/09/Universal-Design-Implications-for-Computing-Education.pdf). *ACM Transactions on Computing Education, 11*(3).

Burgstahler, S., Anderson, A., & Litzkow, M. (2011). [Accessible technology for online and face-to-face teaching and learning](https://www.washington.edu/doit/accessible-technology-online-and-face-face-teaching-and-learning-0). In T. Cox & K. King (Eds.), *The professor’s guide to taming technology* (pp. 201-218). Charlotte, NC: Information Age Publishing.

Burgstahler, S., & Comden, D. (2011). [Computer and cell phone access for individuals with mobility impairments: State of the art](http://staff.washington.edu/sherylb/neuro-rehab.pdf). *NeuroRehabilitation*, *28*(3), 183-197.

Burgstahler, S., & Thompson, T. (2011). Fully including students, teachers, and administrators with disabilities in telementoring. In D. A. Scigliano (Ed.)*, Telementoring in the K-12 classroom (*pp. 89-115). Information Science Reference.

Leake, D., Burgstahler, S., & Izzo, M. (2011). [Promoting transition success for culturally and linguistically diverse students with disabilities: The value of mentoring](http://www.scirp.org/journal/PaperInformation.aspx?paperID=5413). *Creative Education*, *2*(2), 121-129.

Stumbo, N.J., Martin, J.K., Nordstrom, D., Rolfe, T., Burgstahler, S., Whitney, J . . . Misquez, E. (2011/2010). [Evidence-based practices in mentoring students with disabilities: Four case studies](https://scholarworks.rit.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1016&context=jsesd). *Journal of Science Education for Students with Disabilities*, *14*(1), 33-54.

Thompson, T., Burgstahler, S., & Moore, E. (2010). [Web accessibility: A longitudinal study of college and university home pages in the northwestern United States](https://pubmed.ncbi.nlm.nih.gov/20184527/). *Disability and Rehabilitation: Assistive Technology*, *5*(2), 108-114.

Burgstahler, S. (2009). Universal design of distance and online learning. In P. L. Rogers, G. A. Berg, J. V. Boettecher, C. Howard, L. Justice, & K. D. Schenk (Eds.), *Encyclopedia of Distance Learning* (2nd ed., pp. 2195-2201). IGI Global.

Burgstahler, S., & Bellman, S. (2009). [Differences in perceived benefits of internships for subgroups of students with disabilities.](https://content.iospress.com/articles/journal-of-vocational-rehabilitation/jvr485) *Journal of Vocational Rehabilitation*, *31*(3), 155-165.

Burgstahler, S., & Chang, C. (2009). Promising interventions for promoting STEM fields to students who have disabilities. *Review of Disability Studies: An International Journal*, *5*(2), 29-47.

Burgstahler, S., & Moore, E. (2009). [Making student services welcoming and accessible through accommodations and universal design](https://sites.uw.edu/sherylb/files/2020/08/MakingStSvs.pdf). *Journal of Postsecondary Education and Disability*, *21*(3), 151-174.

Burgstahler, S. & Cory, R. (2008). Moving in from the margins: From accommodation to universal design. In S. Gabel & S. Danforth (Eds.), *Handbook of Disability Studies and Education* (pp. 561-581). Peter Lang.

Burgstahler, S., Slatin, J., Anderson, A., & Lewis, K. (2008). [Accessible IT: Lessons learned from three universities](http://itd.athenpro.org/volume12/number1/burgstahler.html). *Information Technology and Disabilities Journal, 12*(1).

Isakson, C., & Burgstahler, S. (2008). College preparation and participation: Reports from individuals who have speech and mobility disabilities. *The Review of Disability Studies: An International Journal, 4*(3), 18-32.

Burgstahler, S. (2007). [Accessibility training for distance learning personnel](https://athenpro.org/node/41). *Access Technologists Higher Education Network (ATHEN) E-Journal, 2*.

Burgstahler, S. (2007). Applications of universal design in higher education. In P. B. Richards (Ed.), *Global Issues in Higher Education*(pp. 1-4). Nova Science Publishers.

Burgstahler, S. (2007). [Lessons learned in The Faculty Room](http://celt.muohio.edu/ject/issue.php?v=18&n=3). *Journal on Excellence in College Teaching*, *18*(3), 103-128.

Burgstahler, S., & Chang, C. (2007). Gender differences in perceived value of components of a program to promote academic and career success for students with disabilities. *Journal of Science Education for Students with Disabilities*, *12*(1).

Thompson, T., Burgstahler, S., Moore, E., Gunderson, J., & Hoyt, N. (2007). [International research on web accessibility for persons with disabilities](http://staff.washington.edu/tft/research/international/). In M. Khosrow-Pour (Ed), *Managing worldwide operations and communications with information technology*. Information Resources Management Association.

Burgstahler, S. (2006). [The development of accessibility indicators for distance learning programs](http://www.researchinlearningtechnology.net/index.php/rlt/article/view/10935). *Research in Learning Technology, 14*(1), 79-102.

Burgstahler, S., & Doe, T. (2006). [Improving postsecondary outcomes for students with disabilities: Designing professional development for faculty](http://www.ahead-archive.org/uploads/docs/jped/journals/JPEDVol18No2.rtf)*.*[*Journal of Postsecondary Education and Disability*](http://www.ahead.org/publications/jped)*, 18*(2), 135-147.

Isaakson, C., & Burgstahler, S. (2006). AAC, employment, and independent living: A success story. *Assistive Technology Outcomes and Benefits*, *3*(1), 67-78.

Leake, D., Burgstahler, S., Rickerson, N., Applequist, K., Izzo, M., Arai, M., & Picklesimer, T. (2006). [Literature synthesis of key issues in supporting culturally and linguistically diverse students with disabilities to succeed in postsecondary education](http://www.ahead-archive.org/uploads/docs/jped/journals/JPEDVol18No2.rtf). [*Journal of Postsecondary Education and Disability*](http://www.ahead.org/publications/jped/)*, 18*(2), 149-165.

Vogel, S., Leyser, Y., Burgstahler, S., Sliger, S., & Zecker, S. (2006). [Faculty knowledge and practices regarding students with disabilities in three contrasting institutions of higher education](http://www.ahead-archive.org/uploads/docs/jped/journals/JPEDVol18No2.rtf). [*Journal of Postsecondary Education and Disability*](http://www.ahead.org/publications/jped)*, 18*(2), 109-123.

Burgstahler, S. (2005). Faculty development and students with disabilities: Accommodations and universal design. In M. Ouellett (Ed.). *Teaching inclusively: Resources for course, department, and institutional change in higher education*(pp. 393-404). New Forums Press.

Burgstahler, S. (2005). Preparing faculty to make their courses accessible to all students*. Journal on Excellence in College Teaching, 16*(2), 69-86.

Burgstahler, S. (2005). The role of technology in preparing for college and careers. In E. E. Getzel & P. W. Wehwan (Eds.), [*Going to college: Expanding opportunities with disabilities*](https://products.brookespublishing.com/Going-to-College-P632.aspx) (pp. 179-98). Paul Brookes Publishing Company.

Burgstahler, S., & Bellman, S. (2005). [Perceived benefits of work-based learning: Differences between high school and postsecondary students with disabilities](https://sites.uw.edu/sherylb/perceived-benefits-of-work-based-learning-differences-between-high-school-and-postsecondary-students-with-disabilities/). *The Asia-Pacific Journal of Inclusive Education*, *2*(1), 1-20.

Burgstahler, S., Corrigan, B., & McCarter, J. (2005). [Steps toward making distance learning accessible to students and instructors with disabilities](http://itd.athenpro.org/volume11/number1/burgstahler.html). *Information Technology and Disabilities Journal*, *11*(1).

Burgstahler, S., & Doyle, A. (2005). [Gender differences in computer-mediated communication among adolescents with disabilities: A case study](http://www.dsq-sds.org/article/view/552/729). [*Disability Studies Quarterly*](http://www.dsq-sds.org/), *25*(2).

Burgstahler, S., Corrigan, B., & McCarter, J. (2004). [Making distance learning courses accessible to students and instructors with disabilities: A case study](https://www.sciencedirect.com/science/article/pii/S1096751604000417). [*The Internet and Higher Education*](http://www.elsevier.com/wps/find/journaldescription.cws_home/620187/description#description)*, 7*(2004), 233-246.

Burgstahler, S., & Doe, T. (2004). [Disability-related simulations: If, when, and how to use them](https://sites.uw.edu/sherylb/disability-related-simulations-if-when-and-how-to-use-them-in-professional-development/). *Review of Disability Studies: An International Journal*, *1*(2), 4-17.

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Burgstahler, S. (2003). [The role of technology in preparing youth with disabilities for postsecondary education and employment](https://sites.uw.edu/sherylb/files/2020/09/role_of_technologyBurgstahler2005.pdf). *Journal of Special Education Technology*, *18*(4

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Jirikowic, T., Rickerson, N., & Burgstahler, S. (2003). Life after high school: Preparing students with disabilities for successful transitions. *OT Practice*, *8*(19), 20-24.

Thompson, T., Burgstahler, S., & Comden, D. (2003). Research on web accessibility in higher education. *Information Technology and Disabilities Journal*, *9*(2).

Burgstahler, S. (2002). Accommodating students with disabilities: Professional development needs of faculty. *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development, 21*, 181-183.

Burgstahler, S. (2002). Distance learning: The library’s role in ensuring access to everyone. *Library Hi Tech, 20*(4), 420-432.

Burgstahler, S., & Jirikowic, T. (2002). [Supporting students with disabilities: What every teaching assistant should know](https://sites.uw.edu/sherylb/supporting-students-with-disabilities-what-every-teaching-assistant-should-know/).*Journal of Graduate Teaching Assistant Development, 9*(1), 23-30.

Burgstahler, S., Crawford, L., & Acosta, J. (2001). [Transition from two-year to four-year institutions for students with disabilities](http://www.dsq-sds.org/article/view/253/255). [*Disability Studies Quarterly*](http://dsq-sds.org/)*, 21*(1), 25-38.

Burgstahler, S., & Cronheim, D. (2001). [Supporting peer-peer and mentor-protege relationships on the internet](https://sites.uw.edu/sherylb/supporting-peer-peer-and-mentor-protege-relationships-on-the-internet/). *Journal of Research on Technology in Education*, *34*(1), 59-74.

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Burgstahler, S., & Olswang, S. (1996). [Computing and networking services for students with disabilities: How do community colleges measure up](http://www.tandfonline.com/toc/ucjc20/20/4)? *Community College Journal of Research and Practice*, *20*(4), 363-376.

Burgstahler, S. (1995). [Faculty facilitate research for students with disabilities](https://sites.uw.edu/sherylb/faculty-facilitate-research-for-students-with-disabilities/). [*Council on Undergraduate Research Quarterl*y](http://www.cur.org/publications/curquarterly/), 8-11.

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Burgstahler, S. (1994). [Increasing the representation of people with disabilities in science, engineering, and mathematics](https://sites.uw.edu/sherylb/files/2020/08/Increasing-the-Representation-of-People-with-Disabilities-in-Science-Engineering-and-Mathematics-DO-IT.pdf). *Information Technology and Disabilities Journal*, *1*(4).

## **Presentations**

Delivered more than 200 presentations at conferences and dozens of postsecondary institutions in the United States, including keynote/plenary presentations in the United Kingdom, Ireland, Germany, Canada, India, Japan, South Korea, Malaysia, Singapore, and Thailand. Talks have focused on accessible/universal design of courses, presentations, services, technology, and physical spaces; integrating relevant disability/accessibility/universal design content into courses in multiple disciplines; proven and promising practices for the transition to and success of individuals with disabilities in college, graduate school, and careers; building an Inclusive Campus Model and Diversity, Equity and Inclusion (DEI) initiatives upon a Universal Design Framework; enhancing STEM education for students with disabilities; designing professional development opportunities for faculty and staff. Conferences spoken at include those sponsored by organizations that represent K-12 educators and technology leaders; postsecondary administrators, faculty, technology leaders, disability and other students services, and assistive technology and accessibility technology design professionals; online educators; and education, computing, engineering, disability studies, and other researchers and practitioners.

## **Selected Individual and Program Awards**

*Diversity in Technology Leadership Award* from the National Alliance for Partnerships in Equity (NAPE), The *Diversity in Technology Leadership Award* from the National Alliance for Partnerships in Equity (NAPE), the Professional Recognition Award from the Association for Higher Education and Disability, the National Information Infrastructure Award in Education, the US President’s Award for Mentoring, the Golden Apple Award in Education, the Harry J. Murphy Catalyst Award, the Frances Pennell Economic Opportunity Award, and the induction into the Susan Daniels Disability Mentoring Hall of Fame.