

Framing UDL within Campus Diversity, Equity, & Inclusion Efforts



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[Zoom Room 1](#)

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Abstract

In today's [#BlackLivesMatters](#) and [#MeToo](#) climate, college and university leaders are championing diversity, equity, and inclusion (DEI) across campus, but often focus narrowly on race and gender. Learn how to talk to campus leaders about why universal design for learning (UDL) lowers barriers beyond those associated with learners' ability profiles.

Resources

[Visuals Deck](#) [PDF]

[Handout with Planned Transcript](#) [PDF]

Presenter Bio

[Thomas J. Tobin](#) is the Program Area Director for Distance Teaching & Learning on the Learning Design, Development, & Innovation (LDDI) team at the University of Wisconsin-Madison, as well as an internationally recognized speaker and author on quality in technology-mediated education, especially copyright, evaluation of teaching practice, academic integrity, and accessibility/universal design for learning.

He holds a Ph.D. in English literature, a second master's degree in information science, and professional certifications in project management (PMP), online teaching (MOT), Quality Matters (QM), and accessibility core competencies (CPACC).

Named to *Ed Tech Magazine's* 2020 "Dean's List" of Educational Technology Influencers, Tom serves on the editorial boards of *InSight: A Journal of Scholarly Teaching* and the *Online Journal of Distance Learning Administration*.

His books include

- *Evaluating Online Teaching: Implementing Best Practices* (2015) with Jean Mandernach and Ann H. Taylor.
- *The Copyright Ninja* (2017).
- *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education* (2018) with Kirsten Behling.
- *Going Alt-Ac: A Guide to Alternative Academic Careers* (2020) with Katie Linder and Kevin Kelly.

Follow Tom on Twitter [@ThomasJTobin](#), and see how he works with colleagues on his web site, thomasjtobin.com.