

A Summer Institute on Curriculum & Instruction Designed to Meet the Needs of Our UHart Students  
May 20 & 21, 2025, 9:30AM-3:30PM  
Applications **DUE: April 28, 2025**

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*Are you intrigued by design thinking and its application to teaching and learning?  
Have you examined your own learning experiences and how those influence your  
teaching designs? Spend time with UH colleagues as we explore these ideas to  
enhance learning environments and curricula for all UH students!*

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## Overview

The summer Institute (SI) will support instructors interested in making significant curricular or pedagogical shifts to reduce barriers to learning in one or more courses. The SI will engage a group of cross-disciplinary colleagues in exploring and applying the principles and practices of Universal Design for Learning (UDL) or other practices/guidelines that lead to inclusive excellence and belonging in teaching and learning for all students. UDL is a framework based on learning sciences research which allows instructors to anticipate and design learning experiences and environments with learner variability in mind. We recognize that instructors are likely at various places in this complex, ongoing learning, and development and offer two paths to support different points of entry. One path will be facilitator-directed, focusing on course design to increase transparency and relevance while removing barriers that we didn't realize existed in our curricula. UDL principles will facilitate this work. This path is intended for faculty in the beginning phases of this work or those with an interest but limited background in UDL principles. The second path is intended for faculty who are already designing with UDL principles or other inclusive pedagogies that serve all students and wish to advance that integration. In recognition of a commitment to this challenging and substantial work, each participant will receive a \$1500 stipend for participation in all sessions and submission of teaching artifacts described below. The first half of the stipend will be distributed by June 30, 2025. The second half will be distributed upon completion and submission of teaching artifacts described below.

## Participant Outcomes:

Participants will:

- Explore and evaluate personal learning experiences to uncover possible influences on teaching and curricular decisions.
- Apply design thinking and UDL principles to explore, develop, and/or revise curricula.
- Foster a supportive and collaborative community of practice where they exchange ideas, resources, and experiences.
- Contribute to the university's mission of promoting inclusive excellence and belonging for all students.

## Participant Paths: 2 Options

- A. Facilitated: Universal Design for Learning: This path will be facilitated by UDL experts, Drs. Diana LaRocco & Rob LeGary (Day 1) and the CTEI Director, Lisa Zawilinski (Day 2). The focus of this path is on applying Universal Design for Learning (UDL) principles to revise/redesign course outcomes, assessments/assignments, and/or learning activities/resources.

- B. Self-guided: Some faculty/teaching staff have taken steps to increase inclusive excellence in teaching and learning by adjusting structures or providing more representative examples to help students see themselves in the materials being used. Others have focused on inclusive pedagogies. These individuals will share what they have done already and set new goals to further their work. This path will focus on supporting student learning through the inclusion of additional strategies/content. Participants in this path will also participate in the UDL sessions as the overlap will prove beneficial.

## Two-Part Structure of the Summer Institute (SI)

### Part 1

**Two full days, on May 20 and 21, 2025**, following Commencement, will include, on day one, a full-day workshop by Drs. Diana LaRocco and Rob LeGary who will discuss both the theoretical and practical application of UDL principles and design thinking. On day 2, Dr. Lisa Zawilinski will facilitate a morning workshop on the *Transparency in Learning and Teaching* framework engaging participants in revision work to increase transparency and relevance at the assignment/assessment level. The afternoon will offer an optional session on the *Scholarship of Teaching & Learning* (SoTL) to enhance professional productivity/scholarship around your revisions. All workshop activities will include ample time to reflect on personal learning experiences, share ideas, and apply UDL principles and other relevant inclusive pedagogies to existing practice or curricula. Further, we will spend time exploring the variability of our UHart students. Digging deeper into who our UH students are will set a strong foundation for the types of curricular and/or pedagogical shifts we make across the remainder of the institute. All SI participants will participate in both workshops (full day & morning of day 2), regardless of the path they choose, to broaden perspectives and benefit from cross-disciplinary discussions.

### Part 2

**Two, hour-long, virtual meetings, one in June and one in July**, will be facilitated by the CTEI Director. The meetings will provide opportunities for all participants to share their progress, challenges, and request feedback on their projects. The meetings may also feature guest speakers from different disciplines who have made successful design revisions that may serve as food for thought.

**Hour-long check-ins for all SI participants, across the 2025-2026 AY (3 in total)**, will offer ongoing support.

## Who should apply?

Full-time faculty members or teaching staff who have completed at least one year at the institution and who have not participated in the Summer Institute previously are encouraged to apply.

Part-time faculty members who have taught at least 5 courses for the institution, who are scheduled to teach in the 25-26 academic year, and have not participated in the Summer Institute previously are encouraged to apply.

## Participant Deliverables

Participants will complete a curriculum/pedagogical revision project that demonstrates their application of UDL principles and/or other inclusive practices in their courses. That project will include evidence and/or artifacts including the following:

1. Participants will produce a portfolio of artifacts that document their learning journey and highlight their revised curricula/pedagogical moves. Portfolio to include the following:
  - a. A rationale statement including description and reflection on the changes you sought, the materials you revised, and the student perceptions on those changes.
  - b. Initial and newly revised syllabi, annotated to show revisions (e.g. revised learning outcomes, increased transparency in course expectations, etc.)
  - c. Sample revised/new assessments, activities, and/or learning materials (identified as new or where revisions occurred).
  - d. Student perceptions of specific course changes (curricular and/or pedagogical changes) through a short student survey. This is a critical step in a design thinking approach,
  - e. Instructor perceptions survey (pre-survey in May at two-day SI, then post-survey after implementing submitted portfolio by May 2026).
2. Participants will present their project at a department/college meeting or to other faculty who are interested in inclusive excellence in teaching (e.g., poster at Teaching & Learning Collaborative F2026; Learn@Lunch). Department chair or other to sign off on completion prior to May 30, 2026.

## To Apply

Please click the application link: [Application for Summer Institute](#). For ease of sharing application for department chair and dean approvals, the info requested on the Microsoft Form application is also included below.

Resources: [UDL](#)

## Summer Institute 2025 (SI) Application

The information below will be collected and submitted through [MS Forms Application Summer Institute 2025](#). Please also share your answers below and forward this document via email to your department chair and dean for approval. Please forward those approval emails to [CTEI@hartford.edu](mailto:CTEI@hartford.edu) with Subject Line: *Summer Institute Application*. Applications and approvals are due April 21, 2025.

### Personal Information

- Name:
- Email:
- Department:

### Focal Course(s) Information

Course Name(s), Semester(s), Estimated Enrollment (i.e. EDR 444, Sp 26, 25 students):

### Path Selection

Please select one of the following paths:

- **Facilitator-Directed Path:** This path focuses on course design to increase transparency and relevance while intentionally addressing barriers that may exist in our curricula. Universal Design for Learning (UDL) principles will facilitate this work.
- **Self-Directed Path:** This advanced path allows participants to design with individual goals.

### Teaching Practices Leading to Inclusive Excellence

**Current inclusive practices /strategies that are working:** In 2 paragraphs or fewer, please describe any inclusive strategies or approaches you currently use in your course(s) or teaching which are working.

**Concerns you hope to address or New Practices/Strategies to implement:** Describe one or two specific challenges that your learners encounter when you teach this/these course(s). The challenges often manifest as points of friction for learners. These may include places where learners seem to get stuck and where you often need to re-explain, re-teach, or reinforce something.

### Resources Requested (for those choosing the self-directed path only):

To support your substantial revision goals, please list and describe the resources you believe would be most beneficial. Consider including articles, books, websites, tools, and any other materials that can enhance your work on inclusive excellence in teaching.

1. Resource Name:
2. Type of Resource (e.g., article, book, website, tool):
3. Description of Resource:
4. How this Resource will Support Your Revision Goals:

**Commitment**

By submitting this application, I commit to participating in all sessions and submitting deliverables as described. I understand that I will receive a stipend (in two payments) for my participation and submission of project deliverables.

Participant Signature:

Date:

Department Chair's Approval signature:

Dean's Approval signature:

(Email confirmation in lieu of signature is also acceptable if easier for Chair and Dean)