Mt. SAC Faculty Inquiry Group (‘‘FIG’’) Project Proposal

Application process for new projects to begin in 2016:

There are funds available for FIG projects in 2015-16.

FIG applications will be considered in the order in which they are received. We are accepting proposals for the 2015-16 get at this time. The projects that we are currently soliciting should be able to be completed within one to two semesters.

Projects that have longer intended completion timelines should have midpoints that can be assessed after one or two semesters; in order to continue the timeline, project participants will need to reapply for continuation funding.

Funded FIG participants should be available for a monthly meeting with all FIGs on campus. Participants will be paid to attend the meetings, and refreshments will be provided. FIGs with multiple participants are not required to have all participants attend every meeting. Meetings will be the first Friday of each month in September, October, November, December, February, March, April, May and June for the 2015-16 funding cycle.

If you have additional questions, or need help with your FIG application, please contact Beta Meyer at extension 5123, or emeyer@mtsac.edu.

FIG project title: Universal Design in Learning (UDL)

Faculty lead (name): Chara Powell and Shiloh Blacksher, Department of Psychology

Faculty lead contact information: email Chara Powell: cpowell@mtsac.edu phone x4446 Shiloh Blacksher: sblacksher@mtsac.edu phone x4875

Others participating on the project? List, if appropriate, all individuals anticipated to be part of an inquiry group project below. (Individuals may perform inquiry projects, as well as groups.)

(Grace Hanson, Dean, Disabled Student Programs & Services)

Hong Guo: Hguo@mtsac.edu phone x6490

FIG project date to commence in (circle one) Su15 F15 W16 Sp16
Please answer the eight questions below in your application. Use as much space as necessary in order to answer.

1. **Question(s) to be addressed in the project: (please explain your inquiry).**
   Why is universal design important in the classroom? Can the different models, principles, and theories be synthesized into a universal design for learning framework for Mt. SAC? How can universal design promote student success? How does an instructor implement universal design in the classroom? How does universal design change a professor’s perception of their efficacy in delivering course content? How can universal design strategies address student inequities? Does universal design address the different academic preparation levels we see in the classroom?

2. **Describe background/observations/research which prompted you to become interested in this question?**
   How do we address the wide diversity in academic preparation, background knowledge, and other student characteristics that present simultaneously in the classroom? The research that exists in universal design is not cohesive, there are several models and sets of principles that are used in identifying tools that have shown to be effective in student learning. There is no clear data on the effectiveness of Universal Design as a whole. We hope to bridge the gap between universal design principles and actual implementation in specific courses. We also hope to positively affect student learning, student success, professor confidence in content delivery,

3. **Outline your plan for investigating this question (e.g. data or research-based literature you may examine, students/classrooms involved, methods you will use in your inquiry, etc.).**
   A. Examine existing literature on universal design, such as books, research articles, studies at universities such as Sonoma State’s EnACT project, University of Washington’s DO IT Project, The OHIO State University, University of Connecticut, University of Minnesota; websites such as CAST.
   B. Develop an annotated bibliography
   C. Develop Survey A to determine existing instructional methodologies in the classroom and instructors’ perception of their own efficacy at delivering content. Analyze the results and interpret the findings from this survey.
   D. Identify specific universal design strategies that could be seamlessly implemented.
   E. Develop a plan for ways in which faculty may be encouraged to implement the strategies
   F. Disseminate findings in several formats, such as a Flex Day presentation, posting resources (such as a bibliography) on the Mt. SAC website.

4. **What is your anticipated outcome (or outcomes)?**
   We hope to create a clear set of guidelines that would help faculty bridge the gap between universal design principles and implementation in specific courses. Provide an annotated bibliography and disseminate. This FIG will serve as the foundation for further inquiry in subsequent semesters.

5. **How will the results of your project benefit the college?**
   By introducing faculty to specific universal design strategies and resources, faculty will be equipped to implement UDL strategies in the classroom. By implementing UD we hope to see an increase in course completion, retention, student success, and faculty efficacy in the classroom.

6. **How will you disseminate what you have learned?**
   Disseminate findings via different formats, such as a Flex Day presentations in Winter 2016, web resources to be posted to the Mt. SAC website in June of 2016, POD workshops, etc.

7. **Provide a brief summary of the requested budget.** This may include kinds/amounts of resources you anticipate will be needed to complete your faculty inquiry project.
   $5400 for 3 faculty; $1,800 each to begin in January 2016 and end June 30, 2016 for the work described above, meeting once a month for 1.5 hours to discuss project and findings as in 8 below, and attend the general FIG meetings on Fridays.
8. Provide a general timeline of the major steps involved. Meeting schedule (if appropriate), timeline to each step, who the main person(s) responsible for each step are.

   A. JAN: Develop a survey to measure faculty perceptions and knowledge of universal design
   B. FEB: Collect data and conduct a Fled Day Presentation on universal design in the classroom
   C. MARCH & APRIL: Examine existing literature on universal design, and develop an annotated bibliography
   D. APRIL & MAY: Identify specific universal design strategies that could successfully be implemented at Mt. SAC.
   E. MAY: Analyze data from survey
   F. JUNE: Post resources to Mt. SAC website

UDL FIG Meetings Tentatively scheduled for Thursdays beginning January 2016 as follows:
January 7, 1:30-3.
February 11, 1:30-3
March 17, 3-4:30
April 21, 3-4:30
May 19 3-4:30
June 9, 3-4:30

Approved March 10, 2016 for 3 faculty members at $1800 each to be paid on the non-instructional hourly rate. (This will typically be between 30 and 40 hours, depending on your rate).

Sylvia Smythe will clarify with you adjusted timeline and expectations.

Thank you for your participation in the faculty inquiry process.