

Ninth Annual Provost's Teaching & Learning Symposium Demonstrations of Reflective, Healing, and Transformative Practices

Cultivating Critical Hope: Nurturing Transformative Teaching and Learning

Friday, September 19, 2025

10:15-11:30 a.m.

Reflective and Healing Practices

University Center 310

Abstracts for each demonstration appear below.

1. *Visualization: Inside-Out Physiology, Sarah Leupen (Biological Sciences)*

Inside-Out Physiology explorations are guided, 5-10 minute, meditation-like "journeys" through a physiological system in which students are encouraged to listen with their eyes closed (either live, in class or via recordings on SoundCloud), the podcasts provide the big picture of a physiological system while ideally evoking a sense of wonder about and appreciation for the functioning of our own bodies.

2. *The Learning Detective: Students Solve the Mystery of Their Own Minds, Maria José Castellanos (Chemical, Biochemical, and Environmental Engineering)*

For this metacognitive effort, students complete "Re-Solve the problem and write a reflection paragraph." This helps students develop critical thinking skills about their own learning process and systematically develop strategies to master the subject. Students must self-grade their reflections using a provided rubric.

3. *Reflections and Connections Across the Lifespan, Robin Majeski and Louise Murray (Erickson School of Aging Studies)*

Faculty from the Erickson School of Aging Studies will provide an overview of how reflective learning and intergenerational learning are infused into the undergraduate curriculum, highlighting the writing assignment in AGNG 200: People, Policy, and Management. This learning assessment meets the writing intensive course requirements while combining an intergenerational opportunity and reflection on the connections between experiences, knowledge, and the context of the course content. Self-reflection is also an important part of this learning opportunity.

4. *Reflective Practices and Community Leadership, Sally Scott (Shriver Center)*

Connected to Kari Grain's work on "experiential and transformative pedagogies that offer vibrant possibilities for educators and learners alike," we will practice and discuss different reflective practices that inform our Community Leadership pedagogy, that help us 'bend

back' to make connections and have insights as we're learning together. These practices range from calming the body/mind, to active listening to others' experiences, to reflective writing (we'll provide prompts, pens & paper). Come prepared to engage with yourself and your colleagues!

5. *Decolonizing the Syllabus*, Robin Cresiski (Graduate School)

Move past surface-level changes! Adding marginalized authors or acknowledging scholarly contributions from individuals from diverse backgrounds is just the beginning—true decolonization requires examining the fundamental structures, pedagogies, and power dynamics embedded in our courses and even in the way we write our syllabus. At this session, you will explore practical ways to critically evaluate your current practices and transition to approaches that better serve all our students.

6. *Reflecting on Specs/Contract Grading*, Lisa Pace Vetter (Political Science)

With this alternative approach to grading, each student signs a contract at the beginning of the semester that represents a formal agreement between the student and instructor outlining the specific criteria and assessments the student must meet to earn a particular grade. This grading approach supports and reinforces reflective practices embedded in the course. I'll share my discussion reflections assignment worksheet along with other course materials.

7. *Framework for Community Engagement and Change*, Brian Kaufman (Music)

Learn how to apply a four-step approach I developed for connecting change in your classroom with change in the community and/or your broader field. Designed especially for community based, civic, and social justice teaching aims, the four steps are: 1. Develop (practices/processes), 2. Share (practices/processes), 3. Advocate (structural change), 4. Scale.

8. *Caring for Others While Caring for Yourself*, Rae Chresfield (Student Affairs)

This session will explore evidence-based strategies for maintaining personal well-being while providing support to students and colleagues. We will address practical boundary-setting techniques, compassion fatigue prevention, and sustainable self-care practices for university faculty across all disciplines. We'll examine common challenges like emotional exhaustion and burnout, offering concrete tools for educators who feel compelled to support students in distress while protecting their own mental health and long-term sustainability in their academic roles.

9. *Acupuncture: Self-Care for Symposium Participants*, Harriet Baayeh (Retriever Integrated Health)

Take some time from your busy Friday schedule for a free acupuncture session with acupuncturist, Harriet Baayeh, NMD Research has shown that acupuncture may be helpful for stress management, mental health, and several pain conditions, including back or neck

pain, knee pain associated with osteoarthritis, rheumatoid arthritis, and headaches. It has also been shown to address insomnia, emotional wellness, and gastrointestinal issues as well as other lifestyle-related issues like hypertension, diabetes, etc

Active Practices

University Center 312

Abstracts for each demonstration appear below.

10. The Why, How, and What of High Impact Experiences: Ensuring Quality in Design and Outcomes, James DeVita (Student Affairs)

This demonstration will focus on three elements of ensuring that high impact experiences (HIEs) are designed and delivered effectively. Participants will learn about "why" high impact experiences matter and how to center the "why" when engaging in HIEs; "how" HIEs can be designed to ensure that they deliver on the promise of being truly high impact for students; and finally "what" counts as an HIE.

11. Constructing Community: Dialogic Approaches to Classroom Belonging, Ciara Christian and Jasmine Lee (Division of Institutional Equity)

This interactive session will introduce practices and approaches aligned with four dialogic competencies for community building--critical-self reflection, cultural storytelling, generous listening, and loving accountability. Session participants will have an opportunity to reflect on how these competencies can show up with student interactions to foster an increased sense of belonging in the classroom context. Further, facilitators will model practices and introduce tools that participants can apply within and beyond the classroom

12. Civic Life Maxims: Fostering Community in the Classroom, David Hoffman and Tess McRae (Center for Democracy and Civic Life)

The Center for Democracy and Civic Life has developed a set of Civic Life Maxims and associated activities and teaching practices. Learn about the Maxims, the philosophy behind them, and how they can help engage and empower students.

13. Ungrading Practices to Center Our Own and Our Students' Full Selves, Marie van Staveren (Chemistry and Biochemistry)

There are many reasons to reconsider the way we grade. I'll show how I've rethought grading in my upper division lab courses to focus on learning goals, reduce arguing over points, respect my student's busy lives, and generally leave more space for joy in the classroom.

14. Restorative Justice Practices for the Classroom, Jeff Cullen (Student Conduct and Community Standards)

Restorative practices are a set of philosophies and tools that help to manage classrooms, set community guidelines, address conflict, and repair harm. Students (and colleagues!) are presenting us with ever-more-challenging dilemmas as we attempt to create safe and supportive classrooms, labs, and workplaces. Restorative resources can help!

15. Start by Believing, Kate Arbaugh (Women's Center)

This interactive workshop is for faculty and staff who might be the first person a survivor tells about experiencing sexual assault, harassment, or domestic violence. Stop by to learn about the impact you can have on a survivor's healing, build confidence in responding to disclosures of sexual violence, and gain tools to cultivate a campus community that is survivor-centered and trauma-informed.

16. Holistic Critical Mentoring in Action, Michael Hunt (McNair Scholars Program)

Holistic Critical Mentoring in Action invites faculty and administrators to explore mentoring practices that nurture critical hope, equity, and relational growth. By centering reciprocal learning, the session highlights how institutional leaders can both support students' development and deepen their own growth as teachers, mentors, and learners.

17. Anti-Racist Teaching Practices Library Resource Guide, M. Nicole Belfiore (Social Work), Fernando Vonhoff (Biological Sciences), and Erin Durham Wright (Library)

This library resource guide developed out of a Faculty Learning Community that explored the history and impact of the concept of whiteness in the United States, based on the podcast "Seeing White." We applied that content to racism within higher education and discussed anti-racist teaching approaches across disciplines. The guide is a compilation of those approaches shared as resources that faculty can adopt in their own classrooms.

18. Creating Agency through Storytelling Pedagogies, Sarah Jewett (Honors College), Shuling Yang (Education), Emily Passera (Shriver Center), and Camee Maddox-Wingfield (Sociology, Anthropology, and Public Health)

These presenters will showcase the shared and unique ways that they leverage storytelling to build community, deepen understanding, co-create meaning, and value lived experiences.

19. Community Engaged Learning Fishbowl, Alex Ballard and Lori Hardesty (Shriver Center)

The "fishbowl" activity is a dynamic discussion format where two people sit in the center facing each other while the rest of the group forms a circle around them. Only the people in the center can speak, while those on the outside listen. Anyone from the outer circle can join the conversation by tapping someone in the center to switch places, keeping the dialogue active and inclusive.

20. Global Learning Lab: Tools for Transformative Teaching and Learning, Katherine Heird (Center for Global Engagement)

Explore interactive strategies and resources for globalizing your curriculum through the Global Learning Lab, a cohort-style, semester-long, program that provides a framework for faculty to exchange best practices and innovative models for expanding access to global learning opportunities over a series of four workshops.

21. Student Agency for Choosing Assignment Due Dates, Suzanne Braunschweig (Geography and Environmental Systems)

In GES 326: American Conservation, we take time as a class at the start of the semester to crowd source syllabus due dates: We have a conversation to determine the due dates of assignments (3 papers and a midterm) for our class. This gives students a sense of control over planning their workload for the semester and also helps me remain accountable, as they see me map out time for grading their work at the same time.

22. MORE Program: Mentoring Others Results in Excellence, Stephen Miller, (Biological Sciences)

The MORE program focuses on improving the relationship between Ph.D. students and their mentors in an effort to improve retention, productivity, and overall student success. We offer a range of workshops for faculty and students throughout the year.