

# Ninth Annual Provost's Teaching & Learning Symposium Program

*Cultivating Critical Hope: Nurturing Transformative Teaching and Learning*  
Friday, September 19, 2025

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9:00-9:30 a.m.

*Breakfast with the Deans and  
Welcome and Announcements*

*UC Ballroom*

We invite you to start your Symposium experience by joining our Deans over breakfast! The Deans will be present to chat with you about how well we support student success in our classes and programs, how we could improve, and strategies to strengthen the effectiveness of our teaching and student support. The following Deans will attend:

- Dana Burr Bradley, Dean, Erickson School of Aging Studies
- Carlos Jensen, Vice Provost for Student Success and Dean for Undergraduate Academic Affairs
- William LaCourse, Dean, College of Natural and Mathematical Sciences
- Christa Porter, Vice Provost and Dean, Graduate School
- Sophia Sotilleo, Vice Provost and Dean, Albin O. Kuhn Library and Gallery
- John Stolle-McAllister, Interim Dean, College of Arts, Humanities, and Social Sciences
- Jeanne van Briesen, Dean, College of Engineering and Information Technology

Welcome and Announcements by:

- Kerrie Kephart, Interim Director, Faculty Development Center
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9:30-10:45 a.m.

*Posters and Teaching Tool  
Demonstration Session*

*UC Ballroom*

1. *The University Seminar Series: Providing Lifecycle Support for Student Success & Transition*, Laila Shishineh, Gavin Gilliland, Abby Hart, and Tim Olivella (Academic Transition Programs)
2. *Impact of Semester Timing on Student Outcomes in the First Course of a General Chemistry Sequence*, Sarah Bass (Chemistry and Biochemistry), Tara Carpenter (Chemistry and Biochemistry), and J. Bryan Henderson (Science Education, ASU)
3. *None of Us is as Smart as All of Us*, John Fritz (Instructional Technology)
4. *Lessons That Travel: Arts, Identity, and International Exchange*, Cheryl North (Education) and Rita Borromeo Ferri (Mathematics Education, University of Kassel)
5. *Contemplative Pedagogy*, Mariajosé Castellanos (Chemical, Biochemical, and Environmental Engineering), Gautom Das (Chemical, Biochemical, and Environmental

Engineering), Janet Gross (English), Sarah Leupen (Biological Sciences), Louise Murray (Erickson School of Aging Studies), Donald Snyder (Media and Communication Studies) and Pengwang Zhai (Physics)

6. *Lessons Learned from an FLC on Using Gen AI to Enhance and Expedite Teaching*, Diane Alonso (Psychology), Neha Raikar (Chemical, Biochemical, and Environmental Engineering), Tomoko Hoogenboom (Modern Languages, Linguistics, and Intercultural Communication), and Abhijit Dutt (Computer Science and Electrical Engineering)
7. *Cultivating Gen AI Literacy Through Experiential Inquiry: Students Can See for Themselves*, John Schumacher (Sociology, Anthropology, and Public Health)
8. *Balancing Innovation and Ethics: Incorporating LLMs into ENGL 100 and First-Year Writing Instruction*, Tanya Olson, Brian Dunnigan, and Elaine MacDougall (English)
9. *Data-Driven Student-Centered Health Communication and Promotion: Interdisciplinary Collaborative Problem-Solving and Peer-Learning for a Thriving Campus*, Karen Chen (Information Systems) and Katie Birger (Sociology, Anthropology, and Public Health)
10. *Personal Informatics in Undergraduate Data Science: Learning by Analyzing the Self*, Karen Chen, Jennifer Posada, and Sydnee Angus (Information Systems)
11. *Developing Problem-Solving Competency in Data Science: Exploring A Case-Based Approach*, Karen Chen (Information Systems), Maryam Alomair (Information Systems), Muhammad Ali Yousuf (Computer Science and Electrical Engineering) and Shimei Pan (Information Systems)
12. *Improving Conceptual Understanding in Undergraduate Heat Transfer: The Role of Inquiry-based and Video-assisted Homework Modules*, Liang Zhu (Mechanical Engineering), Ronghui Ma (Mechanical Engineering), and Shuyan Sun (Psychology)
13. *Innovation and Equity: Leveraging UMBC's UIA Membership to Support Student Success*, Ronita Walker (Undergraduate Academic Affairs) **[DEMO]**
14. *Bridging Academics and Careers: Leveraging Steppingblocks and Alumni Career Outcome Data to Empower Student Success*, Stanyell Odom (Institutional Advancement), Christine Routzahn (Career Center), and Rowena Winkler (Career Center) **[DEMO]**
15. *Advancing Applied Learning at UMBC: Internship & Research Success Practicum Model + Handshake Demo*, Marykate Conroy and the Internships & Employment Team (Career Center) **[DEMO]**
16. *Assessing Orientation's Impact on Academic Transition for New Students*, László Körössy (Academic and Pre-Professional Advising) and Gina King (Undergraduate Admissions and Orientation) **[DEMO]**
17. *Student-Driven AI Policy Recommendations for a Design Classroom*, Yasmine Kotturi, Kaoru Seki, and Manisha Vijay (Information Systems) **[DEMO]**
18. *A COIL Practice in the Foreign Language Class*, Elisabeth Arévalo-Guerrero (Modern Languages, Linguistics, and Intercultural Communication) **[DEMO]**
19. *A New Core Capstone Course for MLLI: Tassels in Our Cap*, Erin Hogan and Susanne Sutton (Modern Languages, Linguistics, and Intercultural Communication) **[DEMO]**
20. ~~*Gamification in the Classroom: Building Empathy and Motivation for Social Action*, Kerri Evans (Social Work) **[DEMO]**~~ CANCELLED
21. *Automatically Assessing and Improving Student Teamwork*, Simon Stacey (Honors College & Political Science), Robert Carpenter (Division of Information Technology & Economics), Neha Raikar (Chemical, Biochemical, and Environmental Engineering), and

- Len Mancini (Division of Information Technology) **[DEMO]**
22. *Unlocking Learning: Using Ally for Inclusive Course Design*, Ada Crutchfield (Instructional Technology) **[DEMO]**
  23. *Beyond Compliance: Designing Accessible Course Materials for Student Success*, Josh Abrams (Instructional Technology)
  24. *Next-Gen Video Learning at UMBC: Welcome to YuJa*, Mariann Hawken, Ben Amudzi, and Peter Arieu (Instructional Technology) **[DEMO]**
  25. *Social Work in Action: Helping Students See their Pathway to the Social Work Profession*, Katie Morris and Nicki Belfiore (Social Work)
  26. *Scaling Work-Integrated Learning and Microcredentials at UMBC: Building Equity and Infrastructure Across Campus*, James DeVita (Student Affairs), Stephen Freeland (Individualized Study Program), Jamie Gurganus (Engineering and Computing Education Program), Christine Routzahn (Career Center), and Collin Sullivan (Division of Professional Studies)
  27. *Empowering Learners with Google Career Certificates: Industry-Aligned, Flexible Credentials for Lifelong Learning*, Collin Sullivan (Division of Professional Studies)
  28. *From Lecture to Dialogue: Transforming Calculus Discussion Sections to Foster Student Success*, Rebecca Kirvan (Mathematics and Statistics)
  29. *Connecting Mathematics to Experiments: A Multi-Level Approach to Hands-On Learning*, William LaCourse (Natural and Mathematical Sciences), Kathleen Hoffman (Natural and Mathematical Sciences), Christopher Rakes (Education), Brad Peercy (Mathematics and Statistics), Alexis O'Malley (Academic Success Center) and Rebecca Kirvan (Mathematics and Statistics)
  30. *Boning Up on Forensic Anthropology*, Sarah Chard (Sociology, Anthropology, and Public Health & Arts, Humanities, and Social Sciences) and Virginia Estabrook (Sociology, Anthropology, and Public Health)

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10:15-11:30 a.m.      *Demonstrations of Reflective, Healing,  
and Transformative Practices*

## Reflective and Healing Practices

UC 310

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1. *Visualization: Inside-Out Physiology*, Sarah Leupen (Biological Sciences)
  2. *The Learning Detective: Students Solve the Mystery of Their Own Minds*, Maria José Castellanos (Chemical, Biochemical, and Environmental Engineering)
  3. *Reflections and Connections Across the Lifespan*, Robin Majeski and Louise Murray (Erickson School of Aging Studies)
  4. *Reflective Practices and Community Leadership*, Sally Scott (Shriver Center)
  5. *Decolonizing the Syllabus*, Robin Cresiski (Graduate School)
  6. *Reflecting on Specs/Contract Grading*, Lisa Pace Vetter (Political Science)
  7. *Framework for Community Engagement and Change*, Brian Kaufman (Music)

8. *Caring for Others While Caring for Yourself*, Rae Chresfield (Retriever Integrated Health)
9. *Acupuncture: Self-Care for Symposium Participants*, Harriet Baayeh (Retriever Integrated Health)

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## Active Practices

UC 312

10. *The Why, How, and What of High Impact Experiences: Ensuring Quality in Design and Outcomes*, James DeVita (Student Affairs)
11. *Constructing Community: Dialogic Approaches to Classroom Belonging*, Ciara Christian and Jasmine Lee (Division of Institutional Equity)
12. *Civic Life Maxims: Fostering Community in the Classroom*, David Hoffman and Tess McRae (Center for Democracy and Civic Life)
13. *Ungrading Practices to Center Our Own and Our Students' Full Selves*, Marie van Staveren (Chemistry and Biochemistry)
14. *Restorative Justice Practices for the Classroom*, Jeff Cullen (Student Conduct and Community Standards)
15. *Start by Believing*, Kate Arbaugh (Women's Center)
16. *Holistic Critical Mentoring in Action*, Michael Hunt (McNair Scholars Program)
17. *Anti-Racist Teaching Practices Library Resource Guide*, M. Nicole Belfiore (Social Work), Fernando Vonhoff (Biological Sciences), and Erin Durham Wright (Library)
18. *Creating Agency through Storytelling Pedagogies*, Sarah Jewett (Honors College) and Shuling Yang (Education)
19. *Community Engaged Learning Fishbowl*, Alex Ballard and Lori Hardesty (Shriver Center)
20. *Global Learning Lab: Tools for Transformative Teaching and Learning*, Katherine Heird (Center for Global Engagement)
21. *Student Agency for Choosing Assignment Due Dates*, Suzanne Braunschweig (Geography and Environmental Systems)
22. *MORE Program: Mentoring Others Results in Excellence*, Stephen Miller (Biological Sciences)

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11:30-11:45 a.m.

Lunch Available

UC Ballroom

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*11:45 a.m.-12:00 p.m. Remarks and Introductions*

*UC Ballroom*

- Manfred H.M. van Dulmen, Provost and Senior Vice President for Academic Affairs
- Kerrie Kephart, Interim Director, Faculty Development Center

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*12:00-1:30 p.m.*

*Keynote Presentation*

*UC Ballroom*

## **Critical Hope as a Catalyst for Transformative Pedagogies**

Higher education offers a context in which students can gain what Brazilian educator, Paulo Freire, called “education in hope” – a forward-looking and action-oriented understanding of the complexities that affect oneself and one’s society. But just as hope can be a vital foundation for the construction of possible futures, its utopian ideals can sometimes alienate those experiencing despair or disappointment. With such duality in mind, this keynote examines the foundations of “critical hope” (Freire, 1994; Grain, 2022) and explores how it might be taken up through teaching and learning practices in higher education. Specifically, we explore experiential and transformative pedagogies that offer vibrant possibilities for educators and learners alike.

Dr. Kari Grain is the author of *Critical Hope: How to Grapple with Complexity, Lead with Purpose, and Cultivate Transformative Social Change* (North Atlantic Books, 2022) and teaches in the University of British Columbia’s Faculty of Education, where she leads the Adult Learning and Global Change (ALGC) Master’s of Education Program. She also serves as a research consultant with Simon Fraser University’s Community Engaged Research Initiative (CERi). Grain’s scholarship on social justice, experiential learning, hope, and climate emotions has been featured in peer reviewed journals, books, and podcasts. Dr. Grain works with school districts, universities, and non-profit organizations to engage practices of critical hope toward systemic and personal transformation. Kari lives in Vancouver, British Columbia, on unceded Musqueam, Squamish, and Tsleil-Waututh territories.

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*1:30-1:45 p.m.*

*Closing Remarks*

*UC Ballroom*