

The University of the District of Columbia
COLLEGE OF ARTS AND SCIENCES

3rd Annual

**TEACHING
LEARNING
ROUNDTABLE**

Friday, April 21, 2023



ABOUT THE CONFERENCE

The *UDC-CAS Teaching-Learning Roundtable* is full day conference dedicated to exploring the science and application of pedagogies that foster engaged learning. Faculty members in the College of Arts and Sciences at the University of the District of Columbia will analyze proven, evolving, and emerging opportunities for strengthened engagement of students and deeper, sustained, and connected outcomes for their learning. This year's conference theme, *Connecting the dots of teaching, learning, and leading*, highlights our responsibility to validate our best teaching and take it to scale, as we double down on our commitment to optimize, connect, and sustain student learning. Session presentations highlight data-based, interactive sessions that embed case examples and guides for translating practices and findings to different disciplines, course types and levels are encouraged.

The *UDC-CAS Teaching-Learning Roundtable* serves as a capstone opportunity for faculty work in the areas of scholarship of teaching, learning, practice, and engagement across the College. It provides a gathering space for colleagues to assess the contexts that best support students and collaborate on taking our best teaching-learning practice to scale.

UNIVERSITY OF THE
DISTRICT OF COLUMBIA
COLLEGE OF ARTS AND SCIENCES

ROUNDTABLE SCHEDULE – AT A GLANCE

8:30 – 9:00am EST – CHECK-IN

9:00 – 9:05am – OPENING REMARKS

Dr. Monique Gamble, Assistant Professor of Political Science
Conference Chair

9:05 – 9:20am – GREETINGS

Dean April Massey
CAO/Provost Lawrence T. Potter Jr.
President Ronald Mason Jr.

9:20 – 10:05am – OPENING PLENARY

*Teaching in an Age of 'Militant Apathy'
What Students are Experiencing, How Colleges Are Responding*

10:20 – 11:05am – CONCURRENT SESSIONS A

- A1** *Embracing New Technology – How A.I. Fits in the Classroom*
A2 *Cohort Modeling: Strategies for Supporting Success across Diverse Student Groups*

11:15am – 12:00pm – CONCURRENT SESSIONS B

- B1** *Embedding Ethically Based Computational Social Science Tools in Practice-Based Courses*
B2 *From the Digital Classroom to Experiential Learning*

12:00 – 12:55pm – LUNCH BREAK ROUNDTABLE

Strategies, Tools, and Techniques

- LBRT1** *Integrating VR into the Curriculum to Enhance Engagement and Learning*
LBRT2 *Implementing Data Literacy in Behavioral Sciences: Microsoft Excel™ Certification Course*
LBRT3 *Adjusting Learning Strategies to Support Classroom Size and Instructional Mode*
LBRT4 *Using NASA Technologies to Enhance STEM Research*
LBRT 5 *Connecting Archival Dots: Reimaging Course Construction Across Disciplines*

1:05 – 1:50pm – CONCURRENT SESSIONS C

- C1** *Low Stakes Writing as a Bridge for Building Student Confidence*
C2 *Why We Teach*

2:00 – 2:50pm – CLOSING PLENARY

Teaching and Learning Across the Educational Spectrum (P12 to Higher Ed)

2:55 – 3:05pm – CLOSING REMARKS

Dr. Monique Gamble
Dean April Massey

3:05 – 3:15pm – REFLECTION WALL AND CONFERENCE SURVEY

OPENING PLENARY

9:20-10:05am EST

***Teaching in an Age of ‘Militant Apathy’
What Students are Experiencing, How Colleges Are
Responding***

Presenter — Ms. Beth McMurtrie, Senior Writer
The Chronicle of Higher Education

Many students continue to exhibit debilitating levels of anxiety, hopelessness, and disconnection. The standard curricula in higher ed, and the way it's often discussed as a path to economic success, can exacerbate those feelings. If the main point of college is to move up the economic ladder, why wouldn't students feel that it's transactional? But what if students were taught, instead, that college was a place to ask big questions, engage with the world, and navigate their place in it? Some educators argue that now is a critical time to invest in these more immersive and engaged forms of teaching.



**TEACHING
LEARNING
ROUNDTABLE**

CONCURRENT SESSIONS A1 – A2

A1 — 10:20-11:05am EST

Embracing New Technology – How A.I. Fits in the Classroom

Presenter — Dr. Alexandra Taraboletti

Moderator — Dr. Nicole Farrow

This discussion will explore the potential benefits and challenges of incorporating new A.I. technologies like ChatGPT into the classroom. Participants will be guided through case studies of successful implementation and potential barriers to adoption, such as cost and training for teachers. Additionally, participants will discuss the ethical considerations of using A.I. in education, including issues of privacy and bias. Overall, the goal of this discussion is to provide a comprehensive examination of the opportunities and challenges of embracing new technology in the classroom and to help educators make informed decisions about incorporating these tools into their teaching practice.

Learning Objectives:

At the end of this session, participants will be able to:

1. Evaluate the benefits of A.I. in education.
2. Discuss the challenges of implementing new technology in the classroom.
3. Analyze case studies and examples of A.I. implementation in the classroom.

A2 — 10:20-11:05am EST

Cohort Modeling: Strategies for Supporting Success across Diverse Student Groups

Presenters — Dr. Delarious Stewart, Dr. Jeffery Fleming, Dr. April Massey

Moderator — Dr. Annette Miles

Cohort models support community building and belonging in academic programs. These experiences are fundamental to improving student success, and they can impact student engagement, satisfaction, and completion. Cohort models are widely employed in graduate and professional education where program structure (admissions, clock, pedagogies, and curriculum) may drive assumptions about student preparation, availability, and time to completion. This session examines opportunities for successful cohort modeling in graduate student populations that may present at the margins of these assumptions.

Learning Objectives:

At the end of this session, participants will be able to:

1. Describe foundational elements of cohort modeling and implications for graduate student persistence.
2. Describe opportunities of cohort modeling to enhance intentionality in course planning and resource alignment.
3. Describe impacts of program variables — student demographics, class size, curriculum, and out-of-class demand — on determining cohort model efficacy.

CONCURRENT SESSIONS B1 – B2

B1 — 11:15am -12:00pm EST

Embedding Ethically Based Computational Social Science Tools in Practice-Based Courses

Presenter — Dr. Andrea Adams
Moderator — Dr. Uche Udeochu

Employers want workers who can use Computational Social Science (CSS) tools to understand digital data and ensure its ethical use. Using tools from the Summer Institute in Computational Social Science (SICSS), session participants will learn about CSS and engage in an “ethics-spotting” exercise to identify how relying on social data may result in unethical outcomes. Additionally, the session will showcase the posters of 2023 Practicum students. The posters highlight CSS student projects and provide a knowledge base for developing a CSS course in the Administration of Justice program.

Learning Objectives:

At the end of this session, participants will be able to:

1. Critique the proliferation of digital data in the social sciences.
2. Identify ethical issues stemming from using computational tools via ethics spotting.
3. Describe the integration of CSS tools into the classroom experience.

B2 — 11:15am -12:00pm EST

From the Digital Classroom into Experiential Learning

Presenters — Dr. William Hanff, Professor Olive Vassell
Moderator — Dr. Ada Vilageliu-Diaz

New pedagogies for engaging digital media students are being explored through the creation of a module-based textbook. The book design marries exemplars in research and production toward supporting student mastery of the basic tools of the trades. Using case-based modules, students from diverse backgrounds are immersed in the rapidly evolving media landscape to use liberatory aspects of technologies in order to push back against corporate cultural dominance. The authors explain how media creators can ‘leapfrog’ beyond existing boundaries.

Learning Objectives:

At the end of this session, participants will be able to:

1. Incorporate case studies in instruction to increase content mastery.
2. Describe the use of case studies in creating inclusive learning material and resources.
3. Design customized short learning modules, assignments, and simulations.
4. Integrate student reflections into curriculum assessment, review and redesign.

LUNCH BREAK ROUNDTABLE
Strategies, Tools, and Techniques
12:00 – 12:55 pm EST
Moderator – Dr. Richard Kalunga

LBRT1 *Integrating VR into the Curriculum to Enhance Engagement and Learning*
Presenter – Dr. Richard Kalunga

LBRT2 *Implementing Data Literacy in Behavioral Sciences: Microsoft Excel™ Certification Course*
Presenter – Dr. Anthony Mazza

LBRT3 *Adjusting Learning Strategies to Support Classroom Size and Instructional Mode*
Presenter – Dr. Kelli Hill

LBRT4 *Using NASA Technologies to Enhance STEM Research*
Presenters – Dr. Freddie Dixon,
Ms. Anita Wood

LBRT5 *Connecting Archival Dots: Reimagining Course Construction Across Disciplines*
Presenter – Dr. Jasmine Noelle Yarish

CONCURRENT SESSIONS C1 – C2

C1 — 1:05-1:50pm EST

Low-Stakes Writing as a Bridge for Building Student Confidence

Presenters — Dr. Helene Krauthamer, Dr. Craig Wynne

Moderator — Dr. Eulises Avellaneda

Including writing assignments in courses may raise student anxiety, but low-stakes writing may alleviate the stress. The presenters will show participants how they utilized low-stakes writing (i.e., journals, in-class freewrites) written by students in their respective Interdisciplinary General Education classes. Using student writing collected from their classes, they measured the following impacts: 1) lessening student anxiety through low-impact writing; 2) the frequency of errors in low-stakes writing compared with high-stakes writing; 3) learning objectives achieved through low-stakes writing activities; and 4) the implications of these findings for teaching in various disciplines.

Learning Objectives:

At the end of this session, participants will be able to:

1. Define writing anxiety.
2. Select low-stakes writing strategies to apply in their instructional practices.
3. Identify virtual tools for low-stakes writing.

C2 — 1:05-1:50pm EST

Why We Teach

Presenter — Dr. Monique Gamble

Moderator — Prof. Fredric Ratliff

Recent presidential campaigns and subsequent elections have changed how we understand U.S. political systems. Through the bills that President Trump signed, the Supreme Court Justices he appointed, and the resentment he fed, it is clear that James Madison's warnings about the influence of factions, taken from Federalist Papers #10, rings hollow today. Equity in education necessitates that students understand how systems work, their role in them, and the power they wield as citizens.

Learning Objectives:

At the end of this session, participants will be able to:

1. Interrogate relationship between higher education and social justice.
2. Analyze where our teaching fits given the current political environment.
3. Brainstorm strategies for activating and engaging students in thinking about community power building.

CLOSING ACTIVITIES

CLOSING PLENARY

2:00-2:50pm EST

Teaching and Learning Across the Educational Spectrum (P12 to Higher Ed)

Presenters – Dr. Anika Burtin, Dr. Alexander Howe

This session explores best practices in teaching that engage learners at all levels, P12 education to adult learners. Course goals, objectives, and design; assessments; metrics; and use of feedback are considered.

Learning Objectives:

At the end of this session, participants will be able to:

1. Describe best practices in engaged teaching.
2. Map P12 instructional exemplars to higher education classrooms and practical experiences.
3. Describe variation in assessments and metrics across the P12 and higher education environments.

CLOSING REMARKS

2:55-3:05pm EST

Dr. Monique Gamble
Dean April Massey

3:05-3:15pm EST

Reflection Wall Conference Survey



UNIVERSITY PRESIDENT



Ronald Mason, Jr., J.D. is the ninth president of the University of the District of Columbia (UDC), the only public university in the nation's capital and the only exclusively urban land-grant institution in the United States. This is his third presidential appointment. Having begun at UDC in 2015, Mason is the university's longest-serving president.

With outstanding programs in green technology, engineering, computer science, homeland security and speech pathology, Mason leads an emerging institution committed to providing affordable, quality and innovative learning opportunities that prepare students for the practical demands of the workplace. As the entire "system" of higher education for the District, UDC offers workforce development, an open admissions community college, and flagship programs from bachelor to Ph.D. and J.D. degrees.

Under his leadership, the university began a multi-million-dollar capital renovation and expansion program; spending on research has almost tripled; the Center for Diversity, Inclusion & Multicultural Affairs (CDIMA) was created; two new Ph.D. programs were initiated and launched (Urban Leadership & Entrepreneurship and Engineering & Computer Science); the institution secured the most significant private gift in its history—\$2.3 million for need-based scholarships.

Prior to his appointment at UDC, Mason served a five-year term as the chief executive officer of the Southern University and A&M College System and spent ten years as president of Jackson State University.

Before that, Mason developed a successful record of progressive leadership at Tulane University, including senior vice president, general counsel and vice president for finance and operations. He also served as the founder and executive director of the National Center for the Urban Community at Tulane and Xavier Universities.

Mason has served in many leadership roles over the years, including two terms on the National Association for Institutional Quality and Integrity and multiple terms on the Thurgood Marshall College Fund Board. He has chaired the National Association for Equal Opportunity in Education and advised three U.S. presidents through the President's Board of Advisors on Historically Black Colleges and Universities. Mason formerly served on the Board of the American Council on Education and the American University of Nigeria Board. He is a Digital Promise Board Member and serves on the Educational Testing Service HBCU Advisory Committee and the Vice-Chair of the Consortium of Universities of the Washington Metropolitan Area.

Mason is the recipient of numerous recognitions, including the Southern Christian Leadership Conference Award for Educational Leadership, the Benjamin E. Mays Educator of the Year, Columbia University John Jay Award for Distinguished Professional Achievement, TMCF Educator of the Year, the City of New Orleans Medal of Honor, and the Tulane/Xavier/Loyola Lifetime Achievement Award.

A native of New Orleans, Louisiana, Mason received his B.A. and J.D. from Columbia University. He is also a graduate of the Harvard Institute of Educational Management.

CHIEF ACADEMIC OFFICER/PROVOST



Lawrence T. Potter, Jr., Ph.D., was appointed Chief Academic Officer/Provost at the University of the District of Columbia (UDC) in February 2019, where he provides leadership for academic colleges and schools, graduate and professional education, continuing and professional education, workforce development, research and sponsored programs, university libraries, and teaching and learning.

Dr. Potter has an impressive 26-year career in higher education as an academic leader—moving successfully through the professorial ranks (assistant professor, associate professor, and professor), serving as a department chair, associate dean, and college dean at two Minority Serving Institutions (MSIs; HBCU and HSI), two-time inaugural chief diversity officer (CDO), and Director/Principal Investigator on extramurally-funded grants and contracts totaling more than \$20M to support his teaching innovations, research activities, and student success initiatives. His professional experiences at diverse types of U.S. higher education institutions (public/private, liberal arts/comprehensive/research-intensive, urban/rural/regional, HBCU/HSI/PWI) have made him a highly sought-after speaker and expert on matters related to college access, student success and retention initiatives, faculty development and advancement, academic and strategic planning, institutional climate and culture (equity, inclusion, and belonging), international educational partnerships, curricular innovation, and entrepreneurial growth, as well as fundraising/friends-raising. He served as a Fulbright-Hayes Lecturer at Hong Kong Shue Yan University in 2003.

Dr. Potter graduated magna cum laude with a triple major in English, philosophy, and religion from Stillman College. He earned a Master's and Ph.D. in English literature and literary criticism, with distinction, from the University of Missouri-Columbia.

DEAN, COLLEGE OF ARTS AND SCIENCES



Dr. April Massey serves as the Dean of Arts and Sciences at the University of the District of Columbia. Her work has a three-part focus: career development and supports for faculty and staff that build community and optimize performance; immersive experiences for students that marry their classroom interactions and the work they will do as professionals and citizens; and the alignment of the two to inform college and university effectiveness metrics. She is a speech-language pathologist by discipline with expertise in early childhood language development and disorders.

CONFERENCE CHAIR



Dr. Monique A. Gamble is an Assistant Professor of Political Science in the Division of Social and Behavioral Sciences in the College of Arts and Sciences at the University of the District of Columbia. Dr. Gamble specializes in race, culture, U.S. politics, and LGBTQ media representation in black queer women's participation in electoral politics. Dr. Gamble has published on the visibility of black women and black liberation movements, and as a photographer and screenwriter, her work has appeared in the 2017 gallery exhibit, "Songs of My People: 25 Years Later." She is currently writing an encyclopedia of LGBTQ representations in popular culture, titled *Queer Through the Decades*.



**TEACHING
LEARNING
ROUNDTABLE**

PRESENTERS



Dr. Andrea Adams, Ph.D., J.D., M.B.A., is an Assistant Professor at UDC whose research is focused on data privacy, gender-based violence, and emergency management ethics. Andrea teaches ethics in the Crime, Justice, and Security Studies program. Andrea is a Board Member of Red Dot Foundation Global, a crowdsourcing smartphone app that maps gender-based violence. Dr. Adams's research and writing target ethics, data privacy, and understanding the impacts of using technology to reduce gender-based violence.



Dr. Freddie Dixon is a Professor of Biology in the Division of Sciences and Mathematics in the College of Arts and Sciences at the University of the District of Columbia. Her contributions to the learning experiences of science, technology, engineering, and mathematics (STEM) students and professional development of STEM faculty are multifaceted and include the creation of numerous research and funding opportunities. Dr. Dixon received the Mycology Millennium Award for publications in the Journal of Medical Mycology, the NASA District of Columbia Space Grant Consortium Outstanding STEM Faculty Award, and the National Institute of General Medical Sciences/National Institutes of Health Minorities Access to Research Careers (MARC) grant to provide financial support to outstanding STEM students.

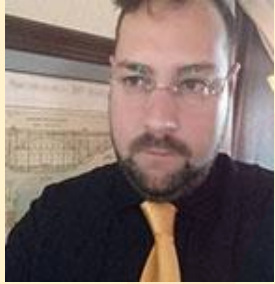


Dr. Anika Burtin is an Associate Professor and currently serves as the Chair for the Division of Education, Health and Social Work at the University of the District of Columbia. Dr. Burtin began her professional career as a high school English teacher in Prince Georges County Maryland in 1995. She has taught in DC, MD, NYC, and Chicago. She has also served as an instructional specialist, Dean of Academics, and national teacher trainer. Dr. Burtin started her career in higher education at Johns Hopkins University School of Education before joining UDC in 2012. Her goal is to make UDC the premiere university for training teachers interested in working in urban settings.



Dr. Jeffery Fleming serves as Associate Dean of Arts and Sciences at the University of the District of Columbia. His research centers on assessment and immersive learning, ancestral computing for sustainability, and mathematics education. He is a mathematician by discipline specializing in several complex variables and differential geometry.

PRESENTERS



Dr. William A. Hanff Jr. is an Assistant Professor of Digital Media at the University of the District of Columbia teaching communications, cinema history and digital production. He received his Ph.D. in Media Philosophy from the European Graduate School, with the dissertation “Documentary Simulations: An Epistemology of Hoax & Paradox”; and M.S. from Boston University in Broadcasting. His research areas include suspension-of-disbelief/dissimulation, archetypes, history of science, documentary film, pedagogy of digital media. Dr. Hanff is a DC native and filmmaker specializing in cult cinema and politics.



Dr. Alexander N. Howe is a Professor of English and chair of the Division of Arts and Humanities at the University of the District of Columbia, where he offers courses on American literature, Hollywood film, and detective fiction. His scholarship focuses on the intersections of American intellectual history, critical masculinity studies, and popular texts; his service focuses on supporting and advocating for first generation faculty members.



Dr. Kelli Hill is an Assistant Professor with the dual appointments of Psychology and Human Development at the University of the District of Columbia. Dr. Hill’s research centers around the social impacts on adolescent development, which includes a broad study of parent—adolescent communication, self-efficacy, and social skills. Her work highlights success outcomes for youth and is creating new resources for improving adolescent social and academic well-being.



Dr. Richard Kalunga is an Assistant Professor of Speech-Language Pathology in the Division of Education, Health, and Social Work in the College of Arts and Sciences at the University of the District of Columbia. His areas of expertise encompass language acquisition, child language disorders, emergent literacy, stuttering, and the scholarship of teaching. Dr. Kalunga’s research interests include leveraging emerging technologies to facilitate student learning and support community access to professional services.

PRESENTERS



Dr. Helene Krauthamer, Professor of English, has a Ph.D. and M.A. in Linguistics and an A.B. in Mathematics, with research interests in grammar, written language, assessment, and teaching with technology. She has published two books: *The Great Pronoun Shift* (Routledge, 2021) and *Spoken Language Interference Patterns in Written English* (Peter Lang, 1999) and serves as the English BA Program Coordinator, 4 Representative of the Faculty Association, and College English Association – Middle Atlantic Group Treasurer.



Ms. Beth McMurtrie is a senior writer for *The Chronicle of Higher Education*, where she writes about the future of learning and technology's influence on teaching. Since 2020 she has written extensively about the pandemic's influence on undergraduate education.

In addition to her reported stories, she helps write the weekly Teaching newsletter about what works in and around the classroom. She has been with *The Chronicle* since 1999 and has written about many facets of higher education,

including campus culture, scholars' influence on public policy, and the challenges facing religious colleges. She has been a finalist in (2015) and a winner of (2009) the Education Writers Association's National Awards for Education Reporting. She also spent eight years as *The Chronicle*'s international editor.

McMurtrie holds a bachelor's degree in economics from Wellesley College and a master's degree in journalism from Columbia University.



Dr. Anthony Mazza, J.D., M.B.A., M.S., is an Assistant Professor at UDC whose research is focused on cyber security, data literacy, emergency management techniques and promoting legal equality. Professor Mazza teaches cyber security-related topics and statistics/predictive analysis in the CJSS program. He is a principal investigator in two DHS-funded research projects. Professor Mazza's research agenda and publications include network surveillance and protection strategies, data privacy, and utilization of technology to safeguard soft targets/crowded placed (ST-CP).



Dr. Delarious O. Stewart is an Assistant Professor and Coordinator of the School Counseling program at the University of the District of Columbia. A National Certified School Psychologist, he holds a doctorate in child development, with cognates in statistics and special education. Stewart is also a licensed professional counselor and holds the National Certified Counselor credential. He is credentialed as a K-12 teacher, school psychologist, school counselor and administrator.

PRESENTERS



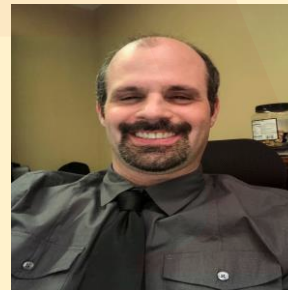
Dr. Alexandra Taraboletti is an Assistant Professor of Chemistry at the University of the District of Columbia. Dr. Taraboletti is a bioanalytical chemist. She has implemented new technologies like metabolomics and metagenomics into higher education settings. She endeavors to build a better and more inclusive undergraduate STEM experience through the uses of technology. Dr. Taraboletti also has a passion for visual science communication and science outreach. She is an avid artist and applies her skills as a graphical editor and illustrator.



Ms. Anita L. Wood directs the College of Arts and Sciences Stem Center. She has an extensive background in educational leadership. She is a graduate of South Carolina State University and Clark-Atlanta University where she was an Andrew Mellon scholar. Trained in Library and Information Science, Ms. Wood has worked at all levels of education having begun her professional career as a library media specialist at the elementary school level and retiring as a school administrator at the high school level. She came to the University of the District of Columbia more than 10 years ago to serve as program manager in the STEM Center for Research and Development.



Professor Olive Vassell is an Associate Professor of Digital Media. In 2022, she completed a Fulbright specialist assignment at the Namibia University of Science and Technology and launched BBrit Project, a site which focuses on People of African descent in the UK. Her research areas include African diaspora, Black Europe, Black Britain and Black media. Her book, *Mapping Black Europe: Monuments, Markers, Memories*, was published in partnership with Columbia University Press (2023). Professor Vassell is a practicing journalist and formerly headed the pan-European news site, Euromight.



Dr. Craig Wynne, Associate Professor of English, has a Ph.D. in Rhetoric and Writing Studies, with research interests in writing anxiety, composition pedagogy, critical discourse analysis, and Singles Studies. He has published a book, *How to be a Happy Bachelor* (Kendall-Hunt, 2020) his articles have been published in *Teaching English in the Two-Year College*, *Journal of Creativity in Mental Health*, *Journal of American Culture*, *Spark: A 4C4 Equality Journal*, and *Revista Feminismos*.

PRESENTERS



Dr. Jasmine Noelle Yarish is an Assistant Professor of Political Science whose expertise lies at the intersection of race, gender, sexuality, and democratic theory. Her research aims to extend the idea of abolition democracy theorized by W.E.B. Du Bois to include political and intellectual contributions made by black women in and around the city of Philadelphia. This specialized approach

to Reconstruction era Philadelphia places Dr. Yarish's scholarship prominently in the growing literature on the "Third Reconstruction."



**TEACHING
LEARNING
ROUNDTABLE**

ACKNOWLEDGEMENTS
Teaching-Learning Roundtable
The University of the District of Columbia
College of Arts and Sciences Coordinating Team

Dr. April Massey

Dean, College of Arts and Sciences

Dr. Jeffery Fleming

Associate Dean, College of Arts and Sciences

Dr. Monique Gamble, Conference Chair

Assistant Professor of Political Science

Dr. Anika Burtin

Chair, Division of Education, Health, & Social Work

Dr. Alexander Howe

Chair, Division of Arts and Humanities

Dr. Guy Shroyer

Chair, Division of Social and Behavioral Sciences

Dr. Xueqing Song

Chair, Division of Sciences and Mathematics

Professor Rukman Niyangoda

Assistant Professor of Art and Art Program Coordinator

Mrs. Kemmell Stewart

Coordinator of Development, Outreach,
Partnerships, and Communications

Ms. Tyshawna Sales

Accreditation Coordinator

Ms. Wilma Thompson

Office Manager

Mr. Terry Best

Project Manager

Mr. Fredric Ratliff

Special Assistant to the Dean for Instructional
Technology and Instructor of Mathematics

Ms. Jay Morrow

Web Services Manager

The College of Arts and Sciences acknowledges the support of the offices of the University of the District of Columbia President and Provost.

Thank you for joining the
UDC-CAS Teaching-Learning Roundtable.

We look forward to receiving your feedback and seeing you next year.

UNIVERSITY OF THE
DISTRICT OF COLUMBIA
COLLEGE OF ARTS AND SCIENCES

www.udc.edu/cas/