

Faculty Development Day

Wednesday, August 21, 2024 | 8:30 am – 1:30 pm

Schedule of Sessions

All sessions will be in person. Locations will be announced closer to the start date.

9:10 – 10:00 a.m.: 50-minute sessions

[A new reality: Ethical and Practical Application of Artificial Intelligence at the University](#)

Dr. Dayne Laskey (Pharmacy Practice and Administration)

In this workshop, participants will examine potential consequences following the arrival of AI in higher education and explore practicalities of maintaining an ethical approach to the use of AI. Participants will explore tips on how to incorporate AI into their own workflow.

[Balancing Act: The Academic Commitments of Division III Athletes](#)

Moderators: Dr. Janet Howes (Business Administration) and Dr. Eileen Gonzalez (Education)

Panelists: Amanda Devitt, Andrew McElroy, Alyssa Hopson and Oluwole Oke (Athletics)

Division III athletes are unique in their commitment to balancing academic pursuits with their passion for athletics. Division III athletes do not receive athletic scholarships, emphasizing their academic responsibilities more than their Division I and II counterparts.

A panel of athletic staff members will discuss Division III athletes' commitments to academics and athletics, including when athletes must attend class, are excused for university-sanctioned events, and answer questions from faculty regarding obligations to coursework and the support faculty can bring to the athletes and classroom.

[Catholic Social Teaching: What is it and why is it so important?](#)

Fr. Joseph Cheah (Religious Studies)

The Catholic Social Teaching (CST) has been called "the best kept secret in the Catholic Church," "part and parcel to an integral human development," "intuitive to the human soul," and in other superlative ways by both Catholics and non-Catholics. The Mercy Critical Concerns receive their inspiration from the principles of CST that guide engagement with people struggling for justice and yearning for reconciliation in an ecologically threatened and violent world. In this workshop, Fr. Joe will explain CST in simple terms the four permanent CST principles: the Dignity of the Human Person, Common Good, Subsidiarity, and Solidarity. What are they? What roles do human rights and human duties play in them? How can we incorporate these principles into our courses?

[Compliance Jeopardy](#)

Brandon Dawson (Dean of Student Life), Abby-Lyn Dorman (Accessibility Services) and Christopher McKee (Public Safety)

The world of Higher Education compliance is ever changing. Join the Student Affairs team as they share legal updates and compliance regulations in a fun, game-show style.

“How will I know?": Measuring Student Experiences and Outcomes

Dr. Kaitlin Walsh (Institutional Effectiveness/Teaching and Learning Center)

How does your program determine whether students are meeting outcomes? If your response is “I have nothing” or “It’s not right, but it’s OK,” we are here to help! In this session, we will look at creating measurable outcomes and developing effective ways to assess whether students are meeting those outcomes. We will review some common themes and recommendations to help you prepare for internal program reviews, external accreditation reports or the 2026 NECHE self-study.

Stop the Bleed Training

Tricia Marriott (Physician Assistant Studies) and USJ PA Students and Faculty

Bleeding is the #1 preventable cause of death following injury. Minutes count! Someone who is severely bleeding can bleed to death in as little as five minutes. That's why bleeding control - keeping the blood inside the body - is the purpose of *Stop the Bleed*® training. Learn to identify signs of potentially fatal bleeding, recognize the need to intervene, and adequately demonstrate techniques used to achieve hemostasis, including direct pressure application, wound packing, and tourniquet application. **Training consists of a pre-training online workshop (25 minutes) and in-person instruction during Faculty Development Day.**

10:15 a.m. – 12:15 p.m. : Two-hour sessions

Connecting the Dots from Curriculum to Career

Dr. Elisa Valenzuela (Business Administration) and Karen Scully (Career Development Center)

Research suggests integrating career competencies into university curricula enhances students' employability and career readiness. A study by the National Association of Colleges and Employers (NACE) found that employers value skills such as communication, teamwork, critical thinking, inclusion, and leadership. Students who can understand and articulate the course content they have learned, and these soft skills will be more likely to succeed in their career aspirations.

Join Elisa and Karen for a presentation and conversation on how these competencies can be developed through targeted curricular interventions.

Participants will:

- Receive an overview of the NACE competencies, including definition and sample behaviors;
- See specific examples of how Elisa has created assignments that incorporate both her course learning objectives and the NACE competencies;
- Have an opportunity in small groups to share best practices and brainstorm with colleagues about additional ways to integrate student understanding of the competencies into classroom activities.

Infusing Antiracist Pedagogies Across the Curriculum

Drs. Monika Costa and Heather Mangino (Nursing), Drs. Christiana Best and Gina Rosich (Social Work)

In this two-hour workshop, educators will gain practical tools and strategies for fostering inclusive and equitable learning environments. Focusing on antiracist pedagogies, cultural humility, and structural competency, participants will learn concrete methods to integrate these principles across the curricula. Through dynamic discussions and collaborative activities, educators will deepen their understanding of implementing antiracist practices effectively. This interactive session will explore techniques for critically evaluating curricula to address discrimination, bias, and stereotypes. The workshop will provide teaching examples and innovative strategies, allowing participants to practice interactive teaching methods promoting critical thinking on race, diversity, and social justice. Educators will depart with a robust toolkit equipped to create environments celebrating diversity, challenging systemic inequalities, and empowering all students to thrive.

Scholarship and Publishing About Teaching and Learning

Drs. Meredith McConnochie (Education), Dr. Irene Reed (Biology) and Dr. Ryan Kimball (Applied Behavioral Studies)

This workshop will provide insight on ways to conduct research on teaching and learning in higher education classrooms. The workshop will begin with presentations from faculty members from various departments including Biology and Education who have published research on their teaching practices. Each faculty member will provide an overview of their research questions, methodology, findings, and implications, and share ways they overcame any barriers faced while conducting this research. The session will also include a presentation from the IRB regarding what does and does not need to be approved and at what point approval needs to be requested, especially in terms of scholarship that includes data from classroom experiences. After the presentation component, we will transition into a Question-and-Answer session followed by a guided activity that will help faculty develop an action plan that includes identifying research questions, types of data that can be collected, methods for data collection and analysis, and selecting appropriate journals. Participants will be provided with a template to plan projects focused on scholarship in teaching, and a resource list including links to common practices, examples, and suggested journals and forums for publication.

Supporting Minority Gender Identity and Sexual Orientation Students in the University Setting

Drs. Theodora Sirota, Jeff Fouche-Camargo and Danielle Brochu (Nursing), Jeremy Perez-Aponte (Graduate Student, Nursing)

Within the university setting, it is critical to assure just treatment, equity, and inclusion for students representing the full range of gender identity and sexual orientation. It is known that lack of knowledge about variations in gender identity/expression and sexual orientation as well as implicit bias against those with gender identity and/or sexual orientation that may differ from cisgender or heteronormative societal expectations can result in systemic inequities in the educational setting for these students. This two-part workshop will consist of an informational segment to inform faculty participants about facts, terminology, and respectful communication related to variations in gender identity and sexual orientation. It will be followed by an interactive, self-reflective segment for participants to explore, share, and discuss their own possible biases related to teaching and interacting with students whose gender identity or sexual orientation and expression may differ from their own. A short case study will be utilized to facilitate participant discussion.

Working with Students in Distress

Melissa Emmanuel (Counseling and Psychological Services)

The “Working with Students in Distress Workshop” is intended to help Staff and Faculty respond to students in distress. It is our experience that faculty and staff want to help students when they are in distress, but sometimes struggle with right words and best approaches. Personal factors have been found to have a significant impact on academic performance, and so interactions are significant and can be a reason to be involved. But these are complex issues, in difficult times, and getting involved can feel intimidating, resulting in staff and faculty stress. Students struggle with anxiety, depression, general emotional upset, thoughts of self-harm, physical illnesses, family problems, financial pressures, and others - and have minoritized identities tend to exacerbate these struggles. This can leave students distressed and seeking your help. The “Working with Students in Distress Workshop” is intended to provide language and practical skills to help Staff and Faculty navigate challenging interactions. The “Working with Students in Distress Workshop” provides the signs of what distress looks like, ideas of what to do and what not to do, and simple language to assist with having the confidence to act when a student is struggling. We want you to know that you are never alone. We are partners in the important work of helping a student in distress find understanding, support, and appropriate campus services.

12:15-1:30 p.m.: Lunch in McGovern Dining Commons

Pick up your lunch voucher at the start of the day and join us for lunch in McGovern Dining Commons.

2:00-3:00 p.m.: Community Forum, Hoffman Auditorium

After lunch, head to Community Forum to meet new faculty and staff and hear announcements for the start of the year.