

**PACE UNIVERSITY**

The Faculty Center

**20th Annual Institute on  
Teaching and Learning**

**Rise Up! Cultivating a Diverse Vision of Resilience**

**May 17, 18 & 19, 2022**

**Detailed Schedule**

**Organized by The Faculty Center and Faculty Fellows**

## Day 1 - Tuesday, May 17

### Cultivating Wellness

9:30 to 9:45 am ~ Welcome and Overview

**Joseph Franco**, Associate Provost for Academic Affairs, Professor of Psychology

**Jennifer Pankowski**, Senior Faculty Fellow and Clinical Assistant Professor in the School of Education

9:45 to 10:45 am ~ Keynote Address

Title of Session	Presenters	Session Description
<b>From Burnt Out to Redefining Resilience</b>	<b>Estela Lugo</b> , Disabilities Advocate, Hereditary Neuropathy Foundation Program Development, Speaker and Educator	What does it truly mean to be resilient? How do we activate our resilience during these unprecedented times when "burnout" seems like the new norm? What makes some people more resilient than others and is it a skill we can hone over time? Join us for this interactive keynote as we redefine resilience and reconnect with the underlying layers of our inner strength and potential.

10:45 to 11:00 am ~ MINDFUL BREAK: Option to participate in a brief guided meditation

11:00 to 11:45 am ~ 2 Concurrent Sessions

Title of Session	Presenters	Session Description
<b>Expressive Writing in First-Semester Writing Classes for Wellness, Retention and College Success</b>	<b>Jane Collins</b> , Associate Professor of Writing and Cultural Studies <b>Robert Mundy</b> , Associate Professor & Chair of Writing and Cultural Studies <b>Kate Mulhollem</b> , Online Program Coordinator & Advisor, Adjunct Professor of Writing and Cultural Studies <b>Matthew Aiello-Lammens</b> , Associate Professor of Environmental Studies & Science, Co-director of MS	This session introduces an IRB approved study which will be piloted by the PLV Writing and Cultural Studies Department in the Fall of 2022. The study is designed to gain a greater understanding of how first-semester college students might use two kinds of Expressive Writing (Emotion-Disclosing Writing and Gratitude-Focused Writing) to enhance their personal sense of well-being and to form a deeper connection to themselves as writers, both as private, personal writers and as public, academic writers.  Over time, we hope to determine if this kind of Expressive Writing intervention impacts student persistence, retention and success.
<b>Promoting Wellness at Pace: Where Are We Headed?</b>	<b>Richard Shadick</b> , Director, Counseling Center <b>Jessica Tosto</b> , Clinical Assistant Professor & Chair of Nutrition & Dietetics <b>Natalie Pagano</b> , Director of Student and Campus Affairs, Adjunct Professor <b>Sue Maxam</b> , Assistant Provost for Special Projects & Retention Initiatives	Promoting wellness is an important goal for the entire Pace community. The newly appointed Chief Wellness Officer (CWO), along with a wellness advisory committee consisting of 21 faculty, staff, and students throughout the University, have begun developing a Wellness Strategic Plan. Eight attributes of wellness were agreed upon to guide the plan: emotional, intellectual, physical, occupational, financial, social, spiritual, and environmental.  We will present our accomplishments thus far, including: progress on the University-wide Wellness Strategic Plan; current and future initiatives; and recommended resources, services, and outside partnerships to advance wellness at Pace. Participants are invited to share their ideas, initiatives, and suggestions for promoting wellness throughout the Pace community.

11:45 am to 12:00 pm ~ MINDFUL BREAK: Option to participate in a brief guided meditation

12:00 to 12:45 pm ~ 2 Concurrent Sessions

Title of Session	Presenters	Session Description
<b>Neurographics for All: Overcoming Barriers and Reaching Wellness Through Art</b>	<b>Esmira Yusufova</b> , Adjunct Professor in Nurse Education	In 2020, Esmira enrolled in an online course where she explored art form known as Neurographics. It was developed by Dr. Pavel Piskarev meant to transform the world. It helps a person transform internally by removing limiting beliefs and replacing them with new desired beliefs.  The goal of this session is to introduce educators to an easy and accessible technique to help students overcome emotions, limit beliefs, and reach wellness.
<b>How Much M.O.R.E. Can We Do as an Advisor?</b>	<b>John Damiao</b> , Assistant Professor, Occupational Therapy Program <b>Jennifer Tokash</b> , Academic Fieldwork Coordinator, Clinical Associate Professor, Occupational Therapy <b>Lisa Ramond-Tolan</b> , Clinical Associate Professor, Occupational Therapy	The following proposal is focused on describing a process for enhancing student resilience. The Model of Occupational Health, Resilience and Equity (MORE) is an innovative and Pace-faculty created mental health guide aimed at providing an understanding of how one's past impacts resilience in the present. Increasing one's self-awareness impacts how we process challenges, and thus impacts participation in occupations.  While the main purpose of this model is not prescriptive, the overarching theme consists of increased awareness and attention to historical perspectives, impact on the present, and occupational health. All of this leads to increasing resilience.

**Day 2 - Wednesday, May 18**  
**Cultivating Career Resilience**

**9:30 to 9:45 am | Welcome and Overview**

**Joseph Franco**, Associate Provost for Academic Affairs and Professor of Psychology  
**Marcus Braga Alves**, Faculty Fellow and Associate Professor in Finance and Economics

**9:45 to 10:45 am ~ Keynote Address**

Title of Session	Presenters	Session Description
<b>Making it Matter: How to Increase the Impact of Your Work</b>	<b>Laura Tamman</b> , Founding partner at Greenlight Media Strategies	The pandemic helped accelerate the trend towards information accessibility. That has created an opportunity for academics to expand their influence beyond regular journal readers to a larger network of stakeholders. By leveraging public communications strategies, Professors can be a larger part of the conversation about their own area of expertise.

**10:45 to 11:00 am ~ MINDFUL BREAK: Option to participate in a brief guided meditation**

**11:00 to 11:45 am ~ Single Session**

Title of Session	Presenters	Session Description
<b>Opportunities in Open Journals</b>	<b>Marcy Ann Kelly</b> , Faculty Fellow, Professor & Chair of Biology <b>P.V. Viswanath</b> , Professor of Finance & Economics, Director of GPACK center <b>Kristina Bilello</b> , Reference Librarian	An eye-opening look at open journals versus traditional journals for Pace scholars.  This presentation will address the questions below: <ul style="list-style-type: none"> <li>• Do Open journals offer more equitable opportunities to publish, especially to scholars with niche interests?</li> <li>• What are the issues to be aware of, and how to recognize the dreaded predatory journal?</li> <li>• How can the Library's Citation analysis service offer support to Pace scholars with a bibliometric report on their published work?</li> </ul>

**11:45 am to 12:00 pm ~ MINDFUL BREAK: Option to participate in a brief guided meditation**

**12:00 to 12:45 pm ~ 2 Concurrent Sessions**

Title of Session	Presenters	Session Description
<b>Resilience and Success in Undergraduate Research During the Pandemic</b>	<b>Elmer-Rico E. Mojica</b> , Associate Professor of Chemistry and Physical Sciences <b>Shay Greco</b> , MS Biochemistry and Molecular Biology Student <b>Lawrence Phillips &amp; Carly Sullivan</b> , BS Forensic Science students <b>Ethan Grimes &amp; Olivia Cullen</b> , BS Biochemistry students	The pandemic greatly impacted the undergraduate research experience around the world. The shift to online limited the face-to-face interaction that is needed in doing research in sciences.  In this presentation, the students will share their experiences they encountered during the pandemic. Dr. Mojica will share the modification he made in course CHE 221 (Analytical Methods and Techniques) by converting it into an undergraduate research experience (CURE). This gave students opportunities not only to be trained in basic laboratory skills and techniques that they missed because of the set-up during the pandemic, but also to experience undergraduate research working on consumer products.
<b>Turning Your Scholarly Writing into an Op-Ed</b>	<b>Jerry McKinstry</b> , Senior Director of Public Affairs	For most professors, scholarly and academic journals are a required part of the profession. What if you wanted to expand your audience and readership beyond those publications? What if you could introduce the general public to your work and expand your classroom?  One of the optimal ways is through media, and in particular through op-eds, or personal essays. The writing style, format, and structure are different. The competition to land a piece in a desired publication such as The New York Times, Washington Post or The Wall Street Journal can be fierce. But there are ways of increasing your odds. And there are publications that want thoughtful, well-written, and well-articulated essays.  Jerry McKinstry will share his insights and strategies that he learned during his 20 years in media, which includes time as a columnist and member of Newsday's Editorial Board.

**Day 3 – Thursday, May 19**  
**Cultivating a Resilient Vision of Diversity, Equity, Inclusion and Justice**

**9:30 to 9:45 am | Welcome and Overview**

**Joseph Franco**, Associate Provost for Academic Affairs and Professor of Psychology

**Marcy Kelly**, Faculty Fellow and Professor & Chair of Biology

**9:45 to 10:30 am ~ Faculty & Student Panel**

Title of Session	Presenters	Session Description
<p><b>The Ground Beneath our Feet: Recovering Cultural Histories at the Pace Plaza Site</b></p>	<p><b>Erica Johnson</b>, Professor of English</p> <p><b>Sid Ray</b>, Professor of English</p> <p><b>Kailey Liddell, Taytum Buford &amp; Jack Niemczyk</b>, Students</p>	<p>This panel focuses on the importance and joy of researching the cultural histories of BIPOC and LGBTQIA+ folk enacted at the site of Pace University’s NY campus. We will describe current faculty-student research projects that focus on the African Theatre, a company of Black actors who performed Shakespeare on Park Row and Spruce Street; on queer theatrical practice around the famous City Hall Park theatres; and on the origins of tap dance, an art form based in African American dance tradition as it meshed with Irish dancing in and around the Five Points area of early nineteenth-century New York.</p> <p>We will highlight the necessity of recording and memorializing these foundational moments in the arts in our own neighborhood. With a focus on not only local histories but cultural memory, this panel revives the past by asking how we can continue to mark and remember this rich history within the Pace campus and community.</p>

**10:30 to 10:45 am ~ MINDFUL BREAK: Option to participate in a brief guided meditation**

**10:45 to 11:30 am ~ 3 Concurrent Sessions**

Title of Session	Presenters	Session Description
<p><b>Cultivating DEIJ from Outcomes of an Interdisciplinary Social Entrepreneurship Program</b></p>	<p><b>James Lawler</b>, Professor of Disability Studies and Information Technologies</p> <p><b>Anthony Joseph</b>, Professor &amp; Co-Chair of Computer Science</p> <p><b>Sayali Tandel</b>, Graduate Student</p>	<p>This session will review a re-designed COVID DEIJ program that is enabling interdisciplinary students to help non-profit organizations that help disadvantaged populations. The program features students formed from demographic and discipline diversity project teams, helping disadvantaged organizations and populations through social entrepreneurship systems for the populations.</p> <p>We will share how students enhanced DEIJ not only in interactions on the teams but also in initiating interdisciplinary projects for the pandemic impacted people. We will further share how the professor and the students learned resilience in helping populations where resilience was a struggle. Moreover, the session shows how the professor integrated DEIJ in a mindfulness pedagogy with outcomes of personal and student success.</p>
<p><b>Creating a Customized Approach to DEIJ, Tailored to Your Work</b></p>	<p><b>Rachel Simon</b>, Associate Director of the Office of Gender and Sexuality, Division of Diversity, Equity, and Inclusion</p> <p><b>Asha Kadir</b>, Interpersonal Violence Prevention Education Specialist of the Office of Gender and Sexuality, Division of Diversity, Equity, and Inclusion, PhD, MHC Student</p>	<p>This will be an interactive workshop where all participants will build a personalized inclusive inventory of best practices with a DEIJ lens. We will focus on resilience and mitigating challenges, including:</p> <ul style="list-style-type: none"> <li>- Zoombombing</li> <li>- Muslim Mental Health</li> <li>- Challenges for TGNCNB Folks</li> <li>- Title IX Hearings on Zoom</li> <li>- Anti-Asian Bias</li> </ul> <p>The presenters will discuss best practices for dealing with individualized challenges, emphasizing resilience-building interventions and innovative strategies from workshop participants (bring your good ideas!).</p>
<p><b>Labor-based Grading, Social Justice, and Faculty Labor in Writing-Intensive Courses</b></p>	<p><b>Kristen di Gennaro</b>, Associate Professor of English, Director of Composition</p> <p><b>Meaghan Brewer</b>, Associate Professor of English</p>	<p>In this interactive discussion, we will first present a set of scenarios designed to elicit participants’ perceptions of fairness reflected in different approaches to writing assessment. We will then define the key concepts of fairness, bias, and justice, and illustrate how each contributes to the validity of a writing assessment approach.</p> <p>After describing and critiquing various approaches to assessing writing, including labor-based, contract-based, holistic, and criterion-referenced grading, we conclude by proposing ways to make writing assessments fair and equitable for students without being labor-intensive for faculty. Recommended readings and grading criteria will also be provided. Faculty teaching writing-enhanced and writing-intensive courses should find this interactive discussion valuable.</p>

**11:30 to 11:45 am ~ MINDFUL BREAK: Option to participate in a brief guided meditation**

**11:45 am to 12:45 pm ~ Keynote Address**

Title of Session	Presenters	Session Description
<p><b>The Revolution will be Backward Designed - Redefining Teaching in Higher Education</b></p>	<p><b>Dr. Bryan Dewsbury</b>, Professor of Biology and Associate Director of the STEM Transformation Institute at Florida International University.</p>	<p>The evolution of inclusive practices comes at a time when the national conversation on equity treads fine emotional lines. In this talk, Dr. Bryan Dewsbury outlines a clear vision for the beautiful space inclusive practices will lead us to, and strategies for navigating the inherent discomfort of the transformation process. We will also discuss ways in which, through asset-based dialogue, we can bring others to this productive space.</p>

**2:00 to 4:00 pm ~ Special STEM Session**

<p><b>Teaching Students, Not Subjects - Strategies for the Inclusive Classroom</b></p>	<p><b>Dr. Bryan Dewsbury</b></p>	<p>The evolution of inclusive practices comes at a time when the national conversation on equity treads fine emotional lines. In this talk, Dr. Bryan Dewsbury outlines a clear vision for the beautiful space inclusive practices will lead us to, and strategies for navigating the inherent discomfort of the transformation process. We will also discuss ways in which, through asset-based dialogue, we can bring others to this productive space.</p>
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