MedTech Faculty

Catherine Stemper

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Born in Peoria, Illinois, USA
Raised in Twin Cities
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DID YOU KNOW?

She believes that respecting your time isn't just good advice—it's a reflection of your self-worth and a key to unlocking your potential.

Course Instructor

- RAS 695 Special topics in regulatory affairs: medical Device Global Quality Science
- RAS 627 International Regulatory Affairs
- RAS 633: Quality Systems for Regulated Industries
- MTQ 620 Medical Device Quality and Regulatory Fundamentals

Do you have a favorite quote or philosophy that guides your teaching or life?

Be present in all things and thankful for all things." — Maya Angelou

This quote grounds me—not just as a professional and educator, but as a person. It reminds me of the times in my life when I was physically present, but mentally elsewhere. I think many of us have experienced that. But I've learned that true growth—real learning—only happens when we are fully present.

Being present means listening without distraction. It means noticing the small shifts in understanding, the quiet moments of struggle, and the breakthroughs that follow. Even when learning is tough, being present allows us to recognize how we're growing through it.

And then there's gratitude—not just for the good days, but for the hard ones too. The hard days teach us what we're made of. They stretch us, challenge us, and often lead to the most meaningful growth.

As an educator, I strive to create a space where learners feel safe to stretch. I want to challenge them to think differently, to take risks, and to reflect deeply. My goal is to help students not only gain knowledge, but also develop the resilience and self-awareness that come from being fully present and genuinely thankful for the journey.



Catherine Stemper (Continued...)

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How have groups or associations at Plymouth supported your learning and career growth?

I have served on several boards and in leadership positions in professional organizations throughout my career. Professional organizations are more than just associations. They are gateways to growth. The most meaningful experiences I had were when I focused building authentic relationships — relationships that inspire, challenge, and uplift. Not just requesting connections on linked in or asking the professional association leaders "what can you do for me?"

So I encourage each of you: get involved. Attend events. Volunteer. Reach out. Because the more you invest in your professional community, the more it will invest in you.

How do you adopt your teaching to accommodate different styles or challenges that student might face?

Setting clear expectations—for both myself and the student—creates a foundation where different learning styles can thrive. We've all faced subjects that felt overwhelming: ideas that seemed too abstract, too technical, or disconnected from our everyday lives. That's why I focus on meeting learners where they are. When I can break a concept down and truly illuminate it, I begin to build bridges of understanding. From there, I can help learners see not just what something means, but why it matters—to them, their goals, and their world.

What is your vision for the future of the program at SCSU Plymouth, and how do you see students contributing to it?

The medical device industry plays a vital role in the healthcare ecosystem. Navigating global regulatory and quality systems is essential to delivering life-saving technologies to clinicians and the patients they serve. SCSU Plymouth must prepare leaders who can meet these evolving challenges—resulting in graduates who are not only hired into key roles but rise to leadership positions. Those leaders then become the mentors to the next generation of medical device professionals.

How do you assist students in achieving their career goals effectively?

I strive to make complex topics relatable and meaningful by connecting them to real life. It's not just about understanding the material—it's about building confidence. I want students to leave not only knowing the concepts but feeling capable of using, discussing, and critically thinking about them. So yes, my goal isn't just effective teaching; it's to meet students where they are and help them go further than they imagined.

What is the best advice you ever received?

"If you don't respect your time, don't expect that others will."

This isn't just about managing your calendar—it's about honoring what matters. In operational roles, it's easy to get caught up in checklists, but they don't always drive growth. When I'm intentional with my time, I'm more present, effective, and fulfilled. How you spend your time shows how you value yourself. And by respecting my time, I give others permission to do the same.