

STETSON UNIVERSITY

BROWN CENTER

FOR FACULTY INNOVATION AND EXCELLENCE

2015-2016 Update

Stetson University attracts a diverse cohort of new tenure-track and visiting faculty

The 2016 [New Faculty Orientation](#) featured a dynamic three-day program designed to orient new faculty to the policies, practice, and community at Stetson University. The Brown Center for Faculty Innovation and Excellence welcomed 16 tenure-track and 15 visiting faculty from 27 institutions. The 2016 cohort included a [Brown Visiting Teacher-Scholar Fellow](#) (see below), an ALLEX Asian Language Scholar, and two [Fulbright Language Teaching Assistants](#). The program also served 12 adjunct faculty for a total of 54 new instructors at the Deland and Celebration campuses.



(above) 2016 New tenure-track and visiting faculty cohort; (right, top) New faculty design writing assignments for First Year Seminar courses; (right, bottom) Faculty learn about the Writing Center at the annual Faculty Resource Fair.
Photo Credit: Krystal Pruet-Lantz



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To view more, visit the Center at blog.stetson.edu/faculty-engagement

New Brown Visiting Teacher-Scholar Fellows in Creative Arts and Counselor Education bring fresh ideas to Stetson University



Madison Creech joined the Stetson community in August 2016 as Brown Visiting Teacher-Scholar Fellow in Creative Arts. Her expertise lies in mixing digital fabrication with traditional methods. Creech's past experience includes teaching surface design at Arizona State University and working as curatorial assistant at the Phoenix Art Museum.

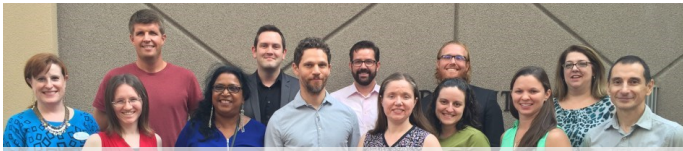
In her new Stetson teacher-scholar role, Creech teaches graphic design while guiding students through inquiry in mixed media across the creative arts. She earned a B.S. and a B.A. in textile merchandising and design from the University of Nebraska-Lincoln and an M.F.A. in fibers from Arizona State University.

Elameria Jacobson joined Stetson as Brown Visiting Teacher-Scholar Fellow in Counselor Education in August 2015. Jacobson is a licensed mental health counselor having worked in Florida with diverse entities and in private practice. She is an expert in counselor identity development, LGBTQ issues in counseling, and intimate partner violence.



In her teacher-scholar role, Dr. Jacobson teaches counseling and guides graduate students in research. She earned a B.S. in psychology, an M.A. in marriage, couple, and family counseling, and a Ph.D. in counselor education from the University of Central Florida.

FACULTY ENGAGE WITH



2016 Brown Innovation Fellows: (L-R, back row) Craig Lind, Jamison Walker, Matthew Hurst, Sven Smith, Michelle Randall; (L-R, front row) Cynthia Alby (facilitator), Laura Crysel, Ranjini Thaver, Mario Rodriguez, Rachel Core, Danielle Lindner, E. Lamerial Jacobson, Dejan Magoc. Photo Credit: Rosalie Richards

Designers of Significant Learning Experiences

Twelve teacher-scholars from the College of Arts & Sciences, the School of Business Administration, and the School of Music, worked monthly during the academic year to explore, examine, experiment, and adapt innovative approaches to transform their teaching practice. **Cynthia Alby**, professor of secondary education at Georgia College and facilitator of the Georgia Governor’s Teaching Fellows Program, facilitated the program through virtual and face-to-face sessions.

E. Lamerial Jacobson, Brown Visiting Teacher-Scholar Fellow in Counselor Education, joined the cohort to learn more strategies for measuring the effectiveness of her teaching.

“I enjoy building relationships with students and supporting their growth as counselors,” she said. “I plan to further develop my curriculum design skills to enhance creativity in the classroom.”

The [Brown Innovation Fellows Program](#) is a signature project of the Brown Center for Faculty Innovation and Excellence. A new cohort of cross-disciplinary faculty will investigate inclusive excellence in teaching and learning through the lens of Parker Palmer’s classic text, *The Courage to Teach*.

Experiential Learning *is* Engaged Learning

With generous donations from **Hyatt and Cici Brown**, longstanding University Trustees, faculty teams have traveled to national conferences and institutes to sharpen their student engagement skills in inclusive, boundary-spanning, high impact practices such as undergraduate research and creative inquiry, project-based learning, STEM education, and grant-writing. The impact has been tremendous! Faculty and staff

(L-R) Melinda Hall, Savannah-Jane Griffin, Rosalie Richards, Jessica West, and Grace Kaletski pose at Wooster Polytechnic Institute during the 2016 Project-Based Learning Institute.



have designed and implemented action plans, adapted innovative teaching strategies, presented at conferences, developed grant proposals, and expanded their professional developed networks.

Alicia Slater (biology, standing) presents “*Making the Invisible Materialize: Accounting for Undergraduate Research in Faculty Workload*” at the 2016 Biennial Council on Undergraduate Research Conference in Tampa, FL. A total of four Stetson faculty presented individual presentations.

Photo Credit: Sidney Johnston



Making Excellence is the central focus of the Brown Center's programs, and improvement. Findings of faculty-staff and high impact practices at Stetson University in advancing student teacher-scholar and organizational effectiveness.



Kimberly Flint-Hamilton, professor of sociology and chair of the Department of Sociology, Anthropology and Public Health at Stetson University, and John Burkhardt, Network seminar facilitator and director of the National Center for Institutional Diversity at the University of Michigan (right), discuss faculty’s meaningful role in advancing equity, diversity and inclusion at the 2016 NYU Faculty Resource Network Summer seminar. Photo Credit: Rosalie Richards

Stetson University Partners with New York University

Shawnce Campbell (English), Kimberly Flint-Hamilton (sociology), Rosalie Richards (faculty development), and Sven Smith (sociology), participated in three different weeklong seminars with over 300 participants at the 2016 [NYU Faculty Resource Network](#) Summer in June 2016 at New York University.

Stetson University became the newest member of the award-winning Network in 2015. To date, 13 Stetson faculty and staff have participated in summer and winter seminars, the Scholar-in-Residence fellowship program, and the annual National Symposium. Through the Network, Stetson’s teacher-scholar faculty and staff have access to rich resources to build and expand professional networks crucial for academic success.

Membership in the Network is funded by the Brown Center and expands Stetson’s strategic collaborations with institutions across the nation and in Greece, Hawai’i, and Puerto Rico.

The 42-year old Network has spawned innovative inter-institutional partnerships, new academic initiatives, graduate school options, a faculty excellence centers consortium, and more. And New York City itself provides vast cultural opportunities unavailable in Central Florida.

HIGH IMPACT PRACTICES

Learning through Change at Faculty Learning Community Day

On January 8, 2016, over 120 Stetson University faculty and staff spent the day learning new strategies for transforming individually and as an institution. Through [group exercises](#) facilitated by Harvard University's **Robert Kegan**, participants examined whether or not their systems of self-protection were enough to support and achieve personal, professional, and University goals.



Robert Kegan (standing), facilitates activities at the learning day. Kegan is William and Miriam Meehan Professor in Adult Learning and Professional Development at Harvard University. Photo Credit: Lisa Yetter



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Trust-building exercises during the Intergroup Dialogue Institute, held August 26-28, 2016. Photo: Credit Rosalie Richards

Stetson University hosts Intergroup Dialogue Institute

In response to a [recent national call](#) to engage with difficult dialogue in the classroom and in the workplace around race/ethnicity, religion, socioeconomic class, and sexual identity/orientation, 21 Stetson faculty and staff from diverse units at the Deland campus spent three days in August 2016 in an [Intergroup Dialogue Institute](#). Facilitators Dierdre Johnston and Lorna Hernandez-Jarvis pioneered the Intergroup Dialogue program at Hope College, an initiative where trained participants across the country facilitate dialogues or create academic intergroup relations programs to address issues of diversity.

Intergroup dialogue is distinct from debate and discussion in that the goal of dialogue is understanding, not *necessarily* agreement. A successful dialogue requires significant trust among participants and engages active listening skills. As a result of the summer institute, trained Stetson participants have implemented dialogues to facilitate class discussion, meetings, difficult conversations and more.

Intellectual Activism showcased at the 2016 Inclusive Excellence in Teaching Symposium

Intellectual activism incorporates the theoretical and practical, blurring the boundary between the classroom and the global community. And this is what organizers of the third annual [Inclusive Excellence in Teaching Symposium](#), Josh Rust and Kimberly Flint-Hamilton, asked presenters to showcase during hour-long presentations and workshops on January 28, 2016.

The Symposium provided participants a forum for discussing how they use theory and abstraction to mobilize equity, diversity, and inclusion in teaching and learning. Faculty from Deland and College of Law campuses, students, and community members discussed



Asal Johnson (front stage, black shirt), assistant professor of public health, listens intently as community members and students describe their experiences mapping health disparities in marginalized communities as part of her research capstone course. Photo Credit: Charles Rose III

courses, programs, and initiatives ranging from teaching in prisons, to fostering democracy through team-based learning, to promoting disability awareness in the classroom. Presenters engaged participants in interactive sessions on successes with intellectual activism as well as strategies that have promise. Participants were also able to sign up to join different initiatives to expand impact. On February 25, 2017, Stetson University's College of Law will host the Symposium in Gulfport, FL.

Participants at the 2016 [Colloquium on Teaching & Learning Innovation](#) collaborate to analyze and address a complex global problem.

Photo Credit: Lisa Yetter



Julia Metzker hired as first executive director of the Brown Center for Faculty Innovation and Excellence

Julia Metzker is a nationally recognized leader in faculty development, pedagogy, assessment, civic engagement, and chemical education. She joined Stetson University as executive director of the Brown Center for Faculty Innovation and Excellence and professor of Pedagogy in June 2016.

A strong national advocate and teacher-scholar of the liberal arts, Dr. Metzker has served in several leadership roles. She possesses extensive experience leading initiatives with diverse stakeholders. In addition to designing and executing successful summer institutes, Metzker has facilitated teaching and learning workshops at a variety of universities and national conferences. She holds keen interest in curricular innova-



tion where engaging courses become the building blocks of a transformative college experience through thematic approaches to engage students with conceptually challenging topics.

Prior to Stetson University, Dr. Metzker was director of Community-based Engaged Learning at Georgia College and was professor of chemistry. View her [CV](#) for more. Julia Metzker earned a B.S./B.A. from The Evergreen State College, Ph.D. from the University of Arizona, and Postdoctoral Fellowship at the University of York, UK.

UPCOMING EVENTS

blog.stetson.edu/faculty-engagement

2016

OCTOBER

1 Teaching Circles, Scholarly and Creative Inquiry Circles: proposals due
1 Teaching Squares applications due
5 Summer Grants: proposals due
17 Brown Innovation Fellows Program: proposals due
17 Sabbatical Leave: applications due
20 Faculty Open House @ WORLD
20 Board of Trustees New Faculty Reception
26 NYU Faculty Resource Network: Winter Network proposals due

NOVEMBER

9-13 POD Network Conference, Louisville
18-19 National Symposium 2016: NYU Faculty Resource Network, Atlanta, GA

2017

JANUARY

9-13 NYU Faculty Resource Network Winter: Athens, Greece
12 Scholarship of Teaching & Learning 101

FEBRUARY

6 NYU Faculty Resource Network: Summer Network proposals due
16-18 CUR Dialogues: Arlington, VA
25 Inclusive Excellence in Teaching Symposium: Gulfport, FL

MARCH

TBA Official Launch of the Brown Center
TBA Mentoring Dinner/New Faculty Reunion

APRIL

7 Colloquium on Teaching & Learning Innovation, Deland, FL
7-8 Project-Based Learning Institute: Deland

MAY

TBA Assessment Coordinators Workshop
30 Scholarly & Inquiry Circles: reports due

JUNE

5-9 NYU Faculty Resource Network Summer: New York, NY

JULY

13-17 CUR Proposal Writing Institute
TBA PKAL STEM Summer Institute

AUGUST

15-17 New Faculty Orientation

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What is the Brown Center for Faculty Innovation and Excellence?

by Julia Metzker

The [Brown Center for Faculty Innovation and Excellence](#) was established through generous donations from longstanding University Trustees **Cici and Hyatt Brown**. Rooted in the Brown's directive "to provide active and continuous support of Stetson Faculty as life-long leaders and innovators" and "to assert Stetson as a national higher education leader by modeling the University's distinctive character of learning and teacher-scholar role for future faculty," the Center's philosophy draws from the Stetson Teacher-Scholar statement.

The teacher-scholar model emphasizes the integration of the faculty roles as educator, scholar and citizen of the university community—an expression of Ernest Boyer's pivotal work, *Scholarship reconsidered: Priorities of the professoriate*. Continuous engagement in scholarly and creative inquiry is an institution al priority that cultivates a culture of lifelong learning and demonstrates to society—parents, prospective students, funders—the value of liberal education. The journey for each teacher-scholar will be unique.

Such diversity presents an opportunity to leverage the experiences of newcomers and established members to develop Communities of Practice—a term coined by Lave and Wenger (1991) to describe "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." This approach to building community and valuing lifelong learning is the core of the Brown Center's philosophy of faculty development. Communities of Practice may evolve organically or by design. In all cases, there is an expectation that individuals will develop as leaders and the work will be shared through dissemination beyond the communities of practice.

The above conceptual framework for the Brown Center for Faculty Innovation and Excellence is operationalized through [four principles](#), which guide programming decisions and resource allocation.

- (1) **boundary-spanning:** resources support projects that build relationships, interconnections and interdependencies that span departmental and disciplinary boundaries.
- (2) **innovative & high-impact:** resources support projects in which innovative strategies with the potential for high student impact are employed to engender learning.
- (3) **inclusive communities of practice:** resources support projects that recognize the social nature of learning through mindful inclusion of diverse peoples and their lived experiences in communities of learners committed to excellence in education.
- (4) **agency-transfer:** leadership capacity in faculty to take action to advance the university's mission and build equitable structures that serve the greater purposes of higher education.