

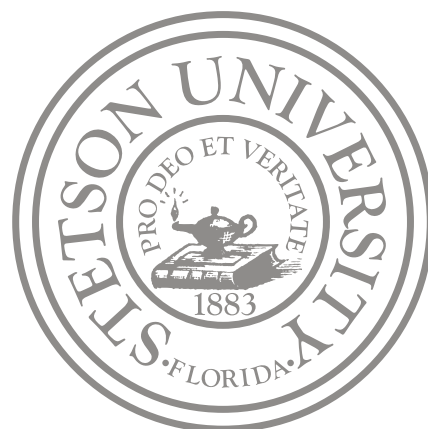
MINI-CONF

ON
TEACHING
&
LEARNING
INNOVATION

April 7-8, 2017

STETSON
UNIVERSITY

stetson.edu | 800.688.0101



STETSON UNIVERSITY

BLAZING TRAILS SINCE 1883

Florida was a wild frontier back in 1883 when Stetson University was founded. The total population of the state was 300,000 residents, according to the U.S. Census Bureau. The majority of the population lived along the northern border of Florida and a few sparse areas near the coastline. Volusia County had 4,000 residents, but DeLand had only been founded seven years earlier and was sparsely populated. The few sandy trails out of the town were hardly suitable for traveling, except on foot or by horseback, and it was 19 miles to the nearest railroad.

In the summer of 1883, Henry DeLand traveled throughout the state rounding up students for an academy, and in November of that same year, DeLand Academy was inaugurated in a lecture room of the First Baptist Church in DeLand. Florida, the wild frontier, soon would be influenced by the likes of Stetson graduates Doyle E. Carlton and David Scholtz, both governors of Florida, as well as benefactors such as John B. Stetson, Henry Flagler, Edward and Jesse Ball DuPont, Harvey Firestone, Andrew Carnegie and many other influential people of that time. Stetson University became the cradle of Florida trailblazers who shaped the state of Florida into what it is today. Now we carry on that mission. We continue to blaze new trails and conquer new frontiers in learning for future generations.

COLLOQUIUM

ON TEACHING & LEARNING INNOVATION

"INNOVATIVE APPROACHES TO TACKLING COMPLEX CHALLENGES"

TABLE OF CONTENTS

- 4** Welcome
- 5** Investing in Innovation & Excellence
- 6** Innovative Approaches to Tackling Complex Challenges
- 7** 2017 Featured Speaker
- 8** Brown Innovation Symposium
- 10** Brown Innovation Fellows
- 13** Brown Center for Faculty Innovation and Excellence
- 14** Schedule of Events
- 21** Experimental Art Reception
- 22** Presenter Listing

Internet Access: Stetson Guest

Colloquium Evaluation: bit.ly/BCCQ17



facebook.com/browncentersu



[@browncenter_su](https://twitter.com/browncenter_su)
[#BCCQ17](https://twitter.com/BCCQ17)



[@browncenter_su](https://www.instagram.com/browncenter_su)
[#BCCQ17](https://www.instagram.com/BCCQ17)

Hosted by

STETSON UNIVERSITY
BROWN CENTER
FOR FACULTY INNOVATION AND EXCELLENCE

blog.stetson.edu/faculty-engagement

COLLOQUIUM

ON TEACHING & LEARNING INNOVATION

Welcome to the third annual Colloquium on Teaching & Learning Innovation. Stetson University is pleased to host this event, as it signals our commitment to innovation and excellence in teaching and learning. It also gives me great pleasure to welcome faculty and staff from universities and colleges across the state and the nation to our beautiful campus and to this event.

At Stetson University, our vision is to build on our core values and tradition of academic rigor and professional excellence to “take success to significance” to a new level. We do this by investing in creativity and risk-taking in order to model, prepare and inspire high-achieving students to be difference-makers – to Dare To Be Significant – by demonstrating leadership as engaged global citizens who tackle complex problems and bring about sustainable solutions that create a more just and healthy society. To enable their development, we all have the responsibility to work across boundaries and marshal all of our diversity to foster a creative culture that sparks inspiration, collaboration, innovation and transformation. This is the central purpose of this colloquium – a courageous space for us to share and grapple with innovative approaches to tackling complex challenges.

We are particularly grateful to Hyatt and Cici Brown, longstanding members of our Board of Trustees, for their vision, investment and commitment to learning through their generous support of this colloquium, and for the establishment of the Brown Center for Faculty Innovation and Excellence. To honor their pioneering spirit, the colloquium will feature the Brown Innovation Symposium, a special showcase of academic excellence by our Brown Fellows, as well as innovations being undertaken by our talented faculty, staff and students. I applaud your creativity, talents and resilience. I hope you enjoy the event and leave here inspired to create quality learning experiences for students who will, in turn, inspire our communities by leading lives of significance.

Wendy B. Libby, Ph.D.

President of Stetson University



Noel Painter, Ph.D.

Executive Vice President and Provost, Stetson University



Stetson's teaching and learning colloquia, now in the third year, emphasize our values surrounding the building of a 21st Century educational community. Here, we share our experiences and ideas about increasingly complex definitions of what, where, and how education takes place in society today: exactly how do we best connect to a rapidly changing audience and how do teachers apply their expertise most effectively in classrooms and labs. Together, we embrace this multi-disciplinary experience and we seek ways to integrate others' ideas and experiences as we develop our learning interests and teaching skills.

That you have chosen to be here today—as a presenter or participant—demonstrates your interest in being part of this important work. I welcome you to join us in building a learning and teaching environment for innovative faculty and staff, one that seeks to motivate and inspire today's students.

Julia Metzker, Ph.D.

Executive Director of the Brown Center for Faculty Innovation and Excellence



It is my great pleasure to welcome you to the 3rd Annual Colloquium on Teaching & Learning Innovation on behalf of the Brown Center for Faculty Innovation and Excellence. The colloquium theme, Innovative Approaches to Tackling Complex Challenges, reflects Stetson University's strategic commitment to preparing graduates for the challenges they will face as citizens and professionals in an increasingly globalized society.

We are especially thrilled to welcome Dr. Rick Vaz and his colleagues from the Center for Project-Based Learning at Worcester Polytechnic Institute to facilitate a two-day embedded Problem-Based Learning track. I invite you to take this opportunity to dialogue with peers about student learning, share your achievements and develop innovative solutions to stubborn challenges.

INVESTING IN INNOVATION AND EXCELLENCE

Longstanding University Trustees **J. Hyatt Brown, Hon. '92** and **Cici Brown, Hon. '07** have shown a deep regard for Stetson University and its mission and values. Prior to the establishment of the Brown Center for Faculty Innovation and Excellence, the Browns endowed the Brown Faculty Fellow & Visiting Professor Program and have continued to support high-impact student engagement at Stetson. As benefactors of the Brown Center, their generous support has far-reaching impact on teacher-scholar faculty development, vibrancy and vitality. Hyatt Brown has served on the Stetson University Board of Trustees since 1981, including one term as chair. Dr. Cici (Cynthia) Brown has served on the board since 1989 and as a member of the Board of Advisors of the College of Arts and Sciences, including one term as chair.



INNOVATIVE APPROACHES TO TACKLING COMPLEX CHALLENGES

Universities and colleges are rich in human and intellectual capital. Yet, all too often, these resources stay bound in the academy and are not accessible to our communities. How do we create learning environments in which students, staff, faculty and others collaborate to tackle complex societal challenges?

2017 TOPICS

INTEGRATIVE LEARNING AND SIGNATURE WORK

Presentations in this category explore innovative approaches for college graduates to apply their knowledge and skills in real-world contexts as they collaborate with people from diverse backgrounds where they live and work to develop solutions to complex and urgent problems encountered in globalized workplaces and civic life.

PERSISTENCE, RETENTION AND GRIT

Presentations in this category explore innovative strategies to retention and persistence such as evolving ideas to promote student success, and evidence-based approaches for supporting Generation Z, adult learners and historically marginalized student populations.

TEACHING AND LEARNING INNOVATIONS

Presentations in this category explore teaching and learning innovations.

THE TEACHER-SCHOLAR

Presentations in this category explore area-, department-, program-, or unit-level, and/or inter-/trans-/cross-disciplinary approaches to what works in fostering integrative learning by diverse stakeholders: students, alumni, faculty, staff and the broader community.

THE BROWN INNOVATION SYMPOSIUM

The Brown Innovation Symposium was established in 2015 in honor of pioneers Hyatt and Cici Brown. Presentations in this category highlight innovative and promising practices by Stetson University's Brown Visiting Teacher-Scholar Fellows, Brown Innovation Fellows, Brown Fellows, Provost Faculty Fellows, and diverse faculty leadership initiatives supported by Brown innovation resources.

PROJECT-BASED LEARNING TRACK

Widely recognized as a high-impact educational practice, project-based learning (PBL) is increasingly being used to enhance student learning and skill development. Participants will explore ways to use PBL to engage students as a vehicle for fostering innovative solutions to real-world, complex challenges. The two-day, project-based learning track will be delivered by Dr. Richard Vaz and colleagues from the Center for Project-Based Learning at Worcester Polytechnic Institute.

PROGRAM AT-A-GLANCE

Friday, April 7, 2017

8 a.m.-2 p.m.

Colloquium Registration

8:30-8:45 a.m.

Welcome and
Introductory Remarks

8:45-9:45 a.m.

Keynote Address

10-11:50 a.m.

Concurrent Sessions

Noon-12:50 p.m.

Lunch

1-1:50 p.m.

Plenary Workshops

2-4:50 p.m.

Concurrent Sessions

5-6.30 p.m.

Experimental Art Reception

Saturday, April 8, 2017

9 a.m.-4 p.m.

Project-Based Learning Track
(Day 2)

2017 KEYNOTE SPEAKER



Richard F. Vaz, Ph.D., serves as the inaugural Director of Worcester Polytechnic Institute's (WPI) Center for Project-Based Learning. The center provides support to colleges and universities looking to implement or enhance project-based learning. In his prior role as dean of interdisciplinary and global studies, he had oversight of WPI's interdisciplinary degree requirement, the Interactive Qualifying Project, and oversaw the expansion of WPI's Global Projects Program from 18 locations in 2006 to 46 locations in 2015. That expansion added new programs in Africa, the Americas, Asia-Pacific and Europe.

In that time, Dr. Vaz helped drive an increase in student participation in off-campus project programs from 40 percent to more than 70 percent, and a doubling of faculty participation in those programs. He oversees efforts to evaluate and enhance the quality of WPI's interdisciplinary research project requirement, and from 2012 to 2014 he directed a major study evaluating the long-term impacts of 38 years' worth of project work by WPI alumni. In 2015, he led the development and delivery of WPI's first Institute on Project-Based Learning, an initiative to help other colleges and universities make progress implementing project-based learning on their campuses.

Dr. Richard Vaz received his B.S., M.S. and Ph.D. in electrical engineering from WPI, and has been a member of the WPI Electrical and Computer Engineering faculty since 1984. He has held systems and design engineering positions with Raytheon, GenRad and the MITRE Corp.

PROJECT-BASED LEARNING TRACK AT THE 2017 COLLOQUIUM

Hosted by the Center for Project-Based Learning at Worcester Polytechnic Institute

This track will be delivered by **Richard Vaz, Ph.D.**, **Paula Quinn, Ph.D.**, and **Charlie Morse, Ph.D.** from the Center for Project-Based Learning at Worcester Polytechnic Institute. Participants include faculty teams from Stetson University, Daytona State College, and Capital University.

SCHEDULE AT-A-GLANCE

Friday, April 7, 2017

8:45-9:45 a.m. • Keynote Address (LBC 108)

10-11:50 a.m. • Workshop I (LBC 220)

Noon-1 p.m. • Lunch

2-5 p.m. • Workshop II (LBC 220)

5-6.30 p.m. • Experimental Art Reception

Saturday, April 8, 2017

9 a.m.-4 p.m. • Workshop III (Sage 222)

BROWN INNOVATION SYMPOSIUM

Emerging faculty leadership is recognized at Stetson University through several signature programs that foster empowerment, inclusion, innovation, and distinction. This vision, pioneered by Hyatt and Cici Brown, positions Stetson University as a design leader in enriching and sustaining excellence in all facets of faculty life: learning and teaching, scholarship and creative activity, leadership and citizenship. The annual Brown Innovation Symposium celebrates this vision.

BROWN FELLOW IN BIOLOGY



Terence Farrell, Ph.D., has served as the endowed Brown Faculty Fellow at Stetson University since 2010. In this role, he coordinates the Brown Visiting Teacher-Scholar Fellows in Biology program in collaboration with the Brown Center for Faculty Innovation and Excellence. Farrell helps to recruit, mentor and prepare Fellows to successfully transition to tenure-track positions at other universities. His leadership has also contributed to the expansion of the visiting-fellow model to what is currently the Brown Visiting Teacher-Scholar Fellows Program. As endowed chair, he has boosted other initiatives to advance science education at Stetson, including the design and renovation of classrooms and faculty-student research spaces in the STEM disciplines. A longtime advocate for undergraduate research, Dr. Farrell has published research papers with more than 20 Stetson undergraduates on diverse investigations in snake ecology. He has served as department chair and, in recent years, was awarded both the John Hague Award for outstanding teaching in liberal arts and sciences and the William Hugh McEniry Award for Excellence in Teaching at Stetson. Dr. Terence Farrell earned a B.S. in biology from Bucknell University, Ph.D. in zoology from Oregon State University and Postdoctoral Fellowship at Stanford University.

BROWN VISITING TEACHER-SCHOLAR FELLOWS

The Brown Visiting Teacher-Scholar Fellows Program is the flagship program of the Brown Center for Faculty Innovation and Excellence at Stetson University. Fellows celebrate Stetson's teacher-scholar role and mission of learning. Fellows bring niche expertise and new energy to teaching and research at the Stetson learning community, and receive mentoring from long-serving faculty. Fellows engage with the Stetson community for up to two consecutive years, after which they pursue tenure-track faculty positions at other institutions, spreading the impact of the Stetson teacher-scholar excellence throughout academia. Stetson University is pleased to introduce our 2016-2017 Fellows:



Madison Creech, M.F.A., joined Stetson University in August 2016 as the Brown Visiting Teacher-Scholar Fellow in Creative Arts. Creech's expertise lies in mixing digital fabrication with traditional methods. In her Stetson teacher-scholar role, Ms. Creech teaches graphic design courses to undergraduates while guiding students through creative inquiry in mixed media. She is currently pursuing experimental arts projects with students, and a showcase of this work will be featured during the 2017 Colloquium Reception. Prior to arriving at Stetson, Ms. Creech taught surface design courses at Arizona State University and worked as curatorial assistant at the Phoenix Art Museum. She also held residencies at the Houston Center for Contemporary Craft and at TechShop in Chandler, Arizona. Notable exhibitions include Explorations and a public art show, Prints in Peculiar Places. In the past year, she has been collaborating and exhibiting with her husband, Matthew. Madison Creech earned a B.S. and B.A. in textile merchandising and design from the University of Nebraska-Lincoln and an M.F.A. in fibers from Arizona State University.



E. Lameria McRae, Ph.D., is the Brown Visiting Teacher-Scholar Fellow in Counselor Education. Her research focuses on a multicultural, interdisciplinary approach to understanding counselor identity development and gatekeeping; adult and child survivors of trauma, abuse and intimate partner violence; marriages, couples and families; LGBTQ issues in counseling; and human trafficking. She has a goal to continue closing the gap between the clinical practice information she teaches and what future counselors do in clinical practice. Dr. McRae views this work as an integral part of her teacher-scholar role. She recently co-facilitated the 14th annual Florida Collegiate Pride Coalition Conference at Stetson University in collaboration with the Cross Cultural Center. Dr. McRae earned a B.S. in psychology, M.A. in marriage, couple, and family counseling, and Ph.D. in counselor education from the University of Central Florida. She is a licensed mental health counselor in Florida.



Sarah Smiley-Walters, Ph.D., became the Brown Visiting Teacher-Scholar Fellow in Biology in January 2017. She recently defended her Ph.D. thesis entitled "Interactions between Pigmy Rattlesnakes (*Sistrurus miliarius*) and a Suite of Prey Species: A Study of Prey Behavior and Variable Venom Toxicity." As teacher-scholar fellow, she facilitates courses in comparative vertebrate anatomy and introductory biology, and conducts collaborative research on snake ecology with Stetson undergraduates and with Dr. Terence Farrell, Brown Faculty Fellow and professor of biology. Dr. Smiley-Walters possesses expertise in small mammal ecology and has served as an American Society of Mammalogists American Institute of Biological Science Public Policy Fellow in Washington, D.C. She chairs the American Society of Mammalogists' Student Science Policy Award committee. Dr. Smiley-Walters has maintained an interest in pedagogy and, as a graduate student, served on a departmental curriculum committee and assisted in the revision of biology laboratory manuals. She earned dual B.S. degrees in biological science and environmental studies from Florida State University, M.S. in biology from the University of South Florida, and Ph.D. in evolution, ecology and organismal biology from Ohio State University.

PROVOST FACULTY FELLOWS

The purpose of the Provost Faculty Fellows Program is to support individual faculty development and leadership while simultaneously enhancing Stetson University's culture and capacities.



J. Anthony Abbott, Ph.D., Professor of Environmental Science and Studies, is the inaugural Provost Faculty Fellow for International Learning. Dr. Abbott is working with the university and broader communities to create a comprehensive inventory of international and intercultural learning to support the development of a university-wide strategic plan for international learning. In this role, Dr. Abbott works closely with the International Learning Committee, WORLD: The David and Leighan Rinker Center for International Learning, the Center for Excellence in International Law at Stetson University College of Law, the Office of Institutional Research & Effectiveness, and Campus Life and Student Success. Dr. Abbott is a current participant in the Academic Council of Educator's Institute for Leading Internationalization, a premier national higher-education leadership program aimed at assisting individuals in developing effective strategic approaches to campus internationalization. Dr. Abbott holds B.S. and M.A. degrees in geography from the University of Georgia, and Ph.D. in geography from the University of Minnesota. His teacher-scholar interests span the natural sciences, the social sciences and humanities, and focus on diverse global issues including alternative energy and energy conservation, agriculture, sustainability and its assessment, surfing, and historical representation of place. Dr. Abbott has lived on three continents and traveled in 15 countries.

2017 BROWN INNOVATION FELLOWS

THE COURAGE TO TEACH

Stetson’s faculty inspire and model their commitment to lifelong learning through the teacher-scholar role. The Brown Innovation Fellows Program is a signature program supporting teacher-scholar development. Established in 2014, the program engages a faculty cohort in a full-year faculty learning community to facilitate deep integrative learning and the design of inclusive innovative teaching approaches. The goal is to transform their teaching and learning practice, anchoring it in Stetson’s mission of preparing students to lead lives of significance. During 2016-2017, 13 teacher-scholars worked each month with **Julia Metzker, Ph.D.**, Executive Director of the Brown Center for Faculty Innovation and Excellence and Professor of Practice in Pedagogy at Stetson University. Over the course of the year, Fellows explored the concept of “engaged learning,” moving the classroom from a space where the professor is an objective deliverer of knowledge to one in which student success and growth is a paramount concern. Undergirding their reflective practice was Parker Palmer’s classic text, *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life*. The text offers a pathway for educators to reconsider objectivist education models, where experts act as guardians of knowledge, to one in which amateurs and experts become knowers working in concert to understand a subject.

Carol Azab, Ph.D., Assistant Professor of Marketing



I’m excited about joining this program, because it is a mechanism that makes Stetson educators proactive players in the field. In light of campus climate surveys and environmental changes, I hope that in this program we work towards identifying ways to create a more welcoming and safe environment for students to learn in which we celebrate differences. As a new minority faculty, with a research focus on minorities, I believe I could have a unique contribution to the discussions and add to my research expertise.

Madison Creech, M.F.A., Brown Visiting Teacher-Scholar Fellow in Creative Arts



This idea of amateurs and experts working alongside each other is critical to producing successful and self-reliant students – and I want to be a part of this type of teaching model. I would like to take a critical look at the way art is typically taught, find examples of positive innovative educators and dissect their approach to the classroom, and integrate my findings within my own classroom. Also, I aim to expand my pedagogical practice to include higher levels of constructive criticism and discussion with my students when it comes to concept and purpose behind art making.

Heather Edwards, Ph.D., Visiting Assistant Professor of Mathematics



While new to the University, I am not new to teaching. Participating as a Fellow will support my transition from teaching at my former school to teaching at Stetson University by promoting deeper self-assessment of how my current teaching practices translates to Stetson’s student population, identifying needed changes, and making appropriate modifications. All of this sets the foundation for scholarly teaching and allows me to do so within the framework of working in concert with my students.

Michael Eskenazi, Ph.D., Assistant Professor of Psychology



As a first-year professor, I am beginning to develop my identity as a teacher-scholar and adjusting my teaching philosophy. This is the perfect time for me to partake in a fellowship about new perspectives in academia so that I can begin to incorporate them as I develop my pedagogical approaches. This fellowship will provide me with the necessary skills and confidence to redesign some of my classes to include high-impact practices that will improve student engagement and learning.

Sharmaine Jackson, Ph.D., Assistant Professor of Sociology



I am interested in learning more about the changing teaching philosophies in higher education. Moreover, I am interested in learning about how to teach in a manner that includes all students in the discourse. In light of recent demands for diverse faculty, courses and communities across campuses around the nation, I would like to be a part of the development of a new wave of education. Additionally, I hope to develop engaged learning models for my classes to be implemented throughout Volusia County.

Shun Kiang, Ph.D., Visiting Assistant Professor of English



As a teacher-scholar, I am interested in learning more about the idea of positive disruption and how the classroom, as a communal space for all learners, can benefit from having more flow and flexibility through innovative and experiential pedagogies. As a minority, I embrace true diversity felt at the level of everyday lived experience, not simply as a discourse, and I genuinely hope that through collaboration and sustained conversations with other Brown Innovation Fellows, I can gain a better perspective on inclusive excellence, academic rigor and ways to bring the two together more seamlessly.

E. LameriaL McRae, Ph.D., Brown Visiting Teacher-Scholar Fellow in Counselor Education



I want to continue building creativity in the classroom while increasing effectiveness. I have a goal to continue closing the gap between what information I teach future counselors and what future counselors actually do in the real world. I foresee continuing to close that gap as an integral part to the teacher-scholar model. Finally, I believe that continuing to build a network of faculty colleagues at Stetson allows for more collaboration.

Joyce Mundy, Ed.D., Assistant Professor of Education



My passion and research interests have been in equity, diversity and school culture. My primary work is with aspiring teacher-leaders in the graduate program. I see tremendous opportunity for this institute to envision the future so that students can grow, thrive and dare to be significant in even more amazing ways. Additionally, this learning experience could be pivotal as I continue my research on culturally-responsive schools and restorative interventions for conflict. I do believe it takes courage to work in education during these challenging and changing times.

Grace Ramsey, M.F.A., Visiting Assistant Professor of Studio Art



I am eager to find solutions, eager to learn how to better create a dynamic and engaging classroom environment, and eager to become the best educator I can be. As a first-year full-time, college professor, I am eager to develop my teaching practice and glean tried-and-true wisdom as well as new innovative ideas from my colleagues. My growth as an educator is deeply intertwined with my development as an artist — discoveries in my personal practice impact my classroom, and epiphanies about my own work often come to me while instructing students.

Rajni Shankar-Brown, Ph.D., Associate Professor of Education and Jessie Ball duPont Chair



I want to discuss the complexities and joys of teaching with colleagues and reimagine traditional educational models. I am eager for the opportunity to reflect on my current curriculum and instruction practices in an interdisciplinary space, and intentionally make changes in light of disruptive forces that impact learning inside and outside of the classroom. I believe (hope) that participating in this program will renew, inspire and challenge me; support my commitment to constantly evolving as a teacher-scholar and human being.

Petros Xanthopoulos, Ph.D., Assistant Professor of Decision and Information Sciences



The proposed teaching practices described in the book are interesting, and I want to learn more about how these can be implemented efficiently in our institution. Furthermore, I am interested to understand how these will help me to become a better and more effective teacher. From this program, I anticipate that I will become familiar with new methods and skills that will allow me to reconsider and improve my teaching practices.

Rachel Core, Ph.D., Assistant Professor of Sociology, and
Michele Randall, M.F.A., Sullivan Visiting Lecturer in English,
are both 2016 alumna and current mentors of the Brown Innovation Fellows Program.



Rachel Core, Ph.D.



Michele Randall, M.F.A.

BECOME A 2018 BROWN INNOVATION FELLOW

Visit blog.stetson.edu/faculty-engagement for more information.

STETSON UNIVERSITY
BROWN CENTER
FOR FACULTY INNOVATION AND EXCELLENCE

WHAT'S HAPPENING AT THE BROWN CENTER FOR FACULTY INNOVATION AND EXCELLENCE?

The Brown Center is the proud sponsor of the Colloquium on Teaching & Learning Innovation. The Center supports faculty vibrancy and vitality through learning opportunities that advance student engagement in and outside of the classroom.

LEARNING COMMUNITIES

Inquiry Circles engage cross-disciplinary networks in learning and inquiry.

Teaching Squares offer new insight into teaching.

Scholarship of Teaching and Learning Workshops, led by **Heather Edwards, Ph.D.**, Visiting Assistant Professor of Mathematics, provide a four-session series to transform your daily grind into scholarship.

INTENSIVE TRAINING

CUR Proposal Writing Institute is a four-day program to bring faculty and administrators together to prepare proposals for submission to external funding agencies.

Intergroup Dialogue Group members have been trained to facilitate dialogue on a plethora of issues around inclusion and diversity in the classroom, in meetings and in response to post-election harassment and bias-related incidents. Intergroup dialogue is distinct from debate in that the goal is not agreement but rather, understanding.

New York University Faculty Resource Network offers intensive seminars and residencies in New York City or across the nation and globe to expand teaching craft, scholarship or creative endeavor.

Association of American Colleges & Universities (AAC&U) Institutes offer time and expertise for sustained collaborative work on projects of importance to campuses.

PKAL STEM Leadership Institute, a program of distinction of AAC&U's Project Kaleidoscope, is designed for STEM faculty engaged in leading projects aimed at transforming undergraduate STEM education in their classrooms, departments and institutions.

Professional Organizational Development (POD) Network offers a diverse set of professional activities to function as agents of change.

EVENTS

Faculty Spotlight Series is a monthly forum for faculty to showcase research, creative and other scholarly activity.

New Faculty Orientation kicks off with an intensive three-day orientation program to welcome our new cohort of teacher-scholar faculty to university culture, followed by a yearlong program of focused learning and social activities.

CUR Dialogues are designed to bring faculty and administrators to Washington, D.C., to interact with federal agency program officers and other grant funders. Attendees also have the chance to engage in several networking opportunities as well as grant-writing workshops.

Faculty Excellence Workshops address important topics in higher education.

TOP 10 WAYS TO COLLABORATE WITH THE BROWN CENTER

1. Propose ideas for boosting Stetson vibrancy and vitality
2. Become a member of the Brown Center Advisory Group
3. Host a Teaching Square or Inquiry Circle
4. Become a Brown Innovation Fellow
5. Propose an idea for a Faculty Excellence Workshop
6. Become a guest blogger
7. Join the Intergroup Dialogue Group
8. Present at the Inclusive Excellence in Teaching Symposium
9. Participate at the Colloquium on Teaching & Learning Innovation
10. Engage in the NYU Faculty Resource Network

For more info, visit:
blog.stetson.edu/faculty-engagement

SCHEDULE OF EVENTS

FRIDAY, APRIL 7, 2017

Registration

8 A.M.-2 P.M. • *Lynn Business Center (LBC) Lobby*

Welcome and Introductory Remarks

8:30-8:45 A.M. • *Rinker Auditorium (LBC 108)*

Noel Painter, *Executive Vice President and Provost*

Keynote Address

8:45-9:45 A.M. • *Rinker Auditorium (LBC 108)*

Richard F. Vaz, *Director, Worcester Polytechnic Institute Center for Project-Based Learning*

Innovative Approaches to Tackling Complex Challenges

Project-based learning is an effective strategy for engaging students in authentic learning experiences that can develop a wide range of transferable skills and abilities. Using Worcester Polytechnic Institute's curriculum as a case study, Dr. Vaz will describe how project-based learning can be used in and out of the major and across all four years of an undergraduate curriculum. Participants will explore examples of projects on campus, in the local community, and around the globe. He will present results from a study looking at the long-term impacts of project work on alumni, and will share some lessons learned from four decades of project-based education at WPI.

COFFEE BREAK

9:45-10 A.M. • *LBC Lobby*

CONCURRENT SESSIONS • 10-10:55 A.M.

Project-Based Learning Track - LBC 220

Program Design for Outside Classroom Experiences

Teaching and Learning Innovations

Interactive Workshop

10-10:25 A.M. • *LBC 122*

Ryan Manning, *Student Development and Campus Vibrancy [Session Moderator]*

Struggling with the development of your own teaching and learning innovations? This program will explore the multiple forms of education and learning outside of the classroom. We will discuss how to develop programs through an educational model and engage students through more than just lecture or reading.

Simulations, Technology and Flipped Classes: *How Best to Engage?*

Teaching and Learning Innovations

Sharing Session

10-10:50 A.M. • *LBC 123*

Alan Green, *Economics*

David Hill, *Political Science*

Is it better to lecture and ask students to read about the senate, or have them act as Senators and try to govern? This session shares experiences of faculty from a teaching circle on simulations and their role in engagement and learning.

How Much is Grade Inflation and How Much is More Effective Education?

Persistence, Retention, and Grit

Birds of a Feather

10-10:50 A.M. • *LBC 124*

Valrie Chambers, *Accounting*

As we add more learning tools, students learn more. If students learn more, average grades go up because F's become D's, D's become C's, C's become B's, B's become A's, but A's have nowhere to go. These changes present as grade inflation. In turn, the instructor's evaluations may suffer which provides a disincentive to use these tools.

Diversifying Student Leadership

Teaching and Learning Innovations

Sharing Session

10:30-10:55 A.M. • *LBC 122*

Kristin Gregory, *Student Development and Campus Vibrancy*

Lizzie Dement, *Student Development and Campus Vibrancy*

Student leaders have a strong impact on their peers throughout their development and learning in college, thus it is important that our student leaders represent the diversity of the student body. This presentation will look at techniques and tools to support diverse recruitment and selection of students at Stetson.

CONCURRENT SESSIONS • 11-11:55 A.M.

Project-Based Learning Track - LBC 220

Project-Based Learning using Raspberry Pi

Integrative Learning and Signature Work

Sharing Session

11-11:25 A.M. • LBC 122

Hala ElAarag, Mathematics and Computer Science [Session Moderator]

We present how we use Raspberry Pi to provide a deeper learning environment that helps students learn how to learn. We demonstrate the ability of students to transfer knowledge they learned in other classes and incorporate with knowledge learned in an operating systems course to solve complex real-world problems.

Senior Design Capstone Integrated and Collaborative Learning Approach

Teaching and Learning Innovations

Sharing Session

11-11:25 A.M. • LBC 123

Nabeel Yousef, School of Engineering Technology, Daytona State College [Session Moderator]

The purpose of this presentation is to address the integration of the technical teaching of engineering students with project management experience using real-life projects. Innovative solutions will be presented on the design, development, prototype and testing in a collaborative team environment that includes a simulated organizational experience.

Integrating the Best of Both Worlds: Problem-Based Learning in a Learner-Centered Course

Integrative Learning and Signature Work

Interactive Workshop

11:30-11:55 A.M. • LBC 123

Dejan Magoc, Health Sciences

Nicole Porther, Sociology, Anthropology and Public Health

Delphine Pinet, Chemistry

Holley Lynch, Physics

Nadine Bascombe, Health Sciences

Both problem-based and team-based learning have been heralded as influential pedagogical tools within the classroom. We present a hybrid approach that combines the best of both models specifically for STEM courses.

Minding the Gap: Engaging Conversations and Difficult Dialogues

The Teacher-Scholar

Birds of a Feather

11-11:50 A.M. • LBC 124

Shawnrece Campbell, Adult Degree Completion

Susan Peppers-Bates, Philosophy

Rajni Shankar-Brown, Education

Sharmaine Jackson, Sociology, Anthropology and Public Health

How do you handle potentially explosive classroom discussion? This session will capitalize on the rich experiential knowledge and intellectual capital of various members of the Stetson community. Participants will share experiences related to teachable moments and difficult dialogues around hot political topics.

LUNCH

NOON-12:50 P.M. • LBC Lobby

PLENARY WORKSHOPS • 1-1:50 P.M.

The Future Visualized: Changing Education through Post-Graduate Success Data

Persistence, Retention, and Grit

Interactive Workshop

1-1:50 P.M. • LBC 123

Resche Hines, Institutional Research and Effectiveness

Angela Henderson, Institutional Research and Effectiveness

This plenary session will demonstrate how one institution transformed institutional data into interactive business intelligence (BI) reports in Microsoft Power BI to drive institutional planning. Harnessing university student and faculty databases, as well as StudentTracker and Bureau of Labor Statistics data, a series of shared reports were created to inform decision-making across campus. Reports focus on metrics including student success, attrition, credit hours, subsequent enrollments of non-retained students and graduates, and employment projections. This session will discuss the evolution of BI at one institution as a primary tool for driving institutional planning, including report development, guiding culture to attain buy-in, and potential impacts.

Innovative Approaches to Complex Challenges - Keynote Breakout

Integrative Learning and Signature Work

Interactive Workshop

1-1:50 P.M. • LBC 124

Richard F. Vaz, Center for Project-Based Learning, Worcester Polytechnic Institute

Paula Quinn, Center for Project-Based Learning, Worcester Polytechnic Institute

Charlie Morse, Center for Project-Based Learning, Worcester Polytechnic Institute

This plenary workshop delves more deeply into the work on project-based learning introduced at the keynote address.

PLENARY WORKSHOPS • 1-1:50 P.M. (cont’d)

Bust the Bubble: *Collaborating with Community Partners for Dynamic Experiential Learning*

Integrative Learning and Signature Work

Interactive Workshop

1-1:50 P.M. • LBC 222

Savannah-Jane Griffin, *Center for Community Engagement*
Amber Finnicum-Simmons, *Center for Community Engagement*
Non-Profit Partners

Are you unsure about how to create service learning projects, and wish you knew more about our community partners’ needs? Meet several non-profit partners and discover opportunities for collaboration.

CONCURRENT SESSIONS • 2-3 P.M.

Project-Based Learning Track - LBC 220

How to be a Productive Writer During the Semester

The Teacher-Scholar

Interactive Workshop

2-2:25 P.M. • LBC 222

Michael Eskenazi, *Psychology*
Madison Creech, *Creative Arts*
Vernita Glenn-White, *Education*
Antonio Golan, *Communication and Media Studies* [Session Moderator]

How often do you make excuses to avoid writing during the semester? We used to make a lot of excuses too! This session will discuss typical barriers to writing and how to avoid them.

Transgressive Transformations: Explorations of Activist Education

Teaching and Learning Innovations

Sharing Session

2-2:50 P.M. • LBC 123

Emily Mieras , <i>History</i>	Andy Eisen , <i>History</i>
Mayhill Fowler , <i>History</i>	Pamela Cappas-Toro , <i>World Languages and Cultures</i>
Steven Smallpage , <i>Political Science</i>	Jelena Petrovic , <i>Communication and Media Studies</i>
Melinda Hall , <i>Philosophy</i>	

What are a classroom professor’s responsibilities, challenges, and limitations when teaching in tumultuous political times? Here we describe our teaching circle’s explorations of critical pedagogy aimed at engaging students in nuanced and critical discussions.

Inspire Change - Intervene!

Integrative Learning and Signature Work

Interactive Workshop

2-2:50 P.M. • LBC 124

Colleen Vanderlip, *Wellness and Recreation*
Erin Kelly, *Wellness and Recreation*
Melissa Messman, *Wellness and Recreation*

Has a colleague or student ever approached you with questions on addressing complicated or uncomfortable situations? Join our session to learn, develop, and practice the skills required to be a pro-social bystander.

Being Present: Contemplative Practices to Increase Student Learning and to Keep You Sane

Teaching and Learning Innovations

Interactive Workshop

2:30-2:55 P.M. • LBC 222

Andy Dehnart, *Communication and Media Studies*
Lua Hancock, *Campus Life and Student Success*

What’s contemplative pedagogy? It works in any discipline and involves inquiry, connection, and compassion for self and others. We’ll share theory and demonstrate improv, mindfulness, and journaling practices for your teaching and self-care toolboxes.

COFFEE BREAK

2:50-3 P.M.
LBC Lobby

CONCURRENT SESSIONS • 3-4 P.M.
Project-Based Learning Track - LBC 220

Global Citizenship Collaboratory

Teaching and Learning Innovations

Birds of a Feather

3-3:50 P.M. • LBC 123

Paula Hentz, *WORLD: The David and Leighan Rinker Center for International Learning*
Roxanne Lewis, *WORLD: The David and Leighan Rinker Center for International Learning*
Jessica West, *Finance*

Join us for an open discussion about ways in which Stetson faculty and staff work collaboratively to define and operationalize Global Citizenship. We will discuss what is occurring on campus and what is possible.

The Courage to Teach: Using a Faculty Learning Community to Reframe the Role of the Professor

Interactive Workshop

Brown Innovation Symposium

3-3:50 P.M. • LBC 124

Carol Azab, *Marketing*
Heather Edwards, *Mathematics and Computer Science*
Madison Creech, *Creative Arts*
Rachel Core, *Sociology, Anthropology and Public Health*
Michael Eskenazi, *Psychology*
Sharmaine Jackson, *Sociology, Anthropology and Public Health*

Shun Kiang, *English*
E. Lameria McRae, *Counselor Education*
Joyce Mundy, *Education*
Grace Ramsey, *Creative Arts*
Michele Randall, *English*
Rajni Shankar-Brown, *Education*
Petros Xanthopoulos, *Decision and Information Sciences*

The 2016-2017 Brown Innovation Fellows will facilitate an interactive workshop that uses Parker Palmer’s classic text, *The Courage to Teach*, as a guide to reflect on and develop impactful educational practices.

CONCURRENT SESSIONS • 4-5 P.M.
Project-Based Learning Track - LBC 220

Unconference Participatory Workshop

Interactive Workshop

Birds of a Feather

4-4:50 P.M. • LBC 124

Julia Metzker, *Brown Center for Faculty Innovation and Excellence*
Rosalie Richards, *Office of Academic Affairs and the Provost*

Colloquium participants will debrief by setting their own agendas. We will move good ideas into action!

EXPERIMENTAL ART RECEPTION

5-6:30 P.M. • Gillespie Museum/
Rinker Environmental Learning Center

Les 5.0 is a group of Creative Art professors that meets regularly to collaboratively identify problems, connections and solutions in their work to model positive partnerships for students. Enjoy wine, cheese and great art.

SATURDAY, APRIL 8, 2017

Project-Based Learning Track

9 A.M.-4 P.M. • Sage 222

PRESENTER LISTING

Carol Azab	Kristin Gregory	Emily Mieras
Nadine Bascombe	Savannah-Jane Griffin	Charlie Morse
Pamela Cappas-Toro	Melinda Hall	Joyce Mundy
Shawnrece Campbell	Lua Hancock	Susan Peppers-Bates
Valrie Chambers	Angela Henderson	Jelena Petrovic
Rachel Core	Paula Hentz	Delphine Pinet
Madison Creech	David Hill	Nicole Porthier
Andy Dehnart	Resche Hines	Paula Quinn
Lizzie Dement	Sharmaine Jackson	Grace Ramsey
Heather Edwards	Erin Kelly	Michele Randall
Hala ElAarag	Shun Kiang	Rosalie Richards
Andy Eisen	Roxanne Lewis	Rajni Shankar-Brown
Michael Eskenazi	Holley Lynch	Steven Smallpage
Amber Finnicum-Simmons	Dejan Magoc	Colleen Vanderlip
Mayhill Fowler	Ryan Manning	Richard Vaz
Vernita Glenn-White	E. Lameria McRae	Jessica West
Antonio Golan	Melissa Messman	Petros Xanthopoulos
Alan Green	Julia Metzker	Nabeel Yousef

STAFF

Brown Center for Faculty Innovation and Excellence

- Julia Metzker, Ph.D., Executive Director
- Lynn Monahan, Project Manager
- Krystal Pruet-Lantz, Project Coordinator
- Rosalie A. Richards, Ph.D., Associate Provost for Faculty Development