

THE BROWN CENTER

FOR FACULTY INNOVATION & EXCELLENCE

PRESENTS THE 4TH ANNUAL

COLLOQUIUM

ON TEACHING & LEARNING INNOVATION

April 6, 2018

ALL LEARNERS WELCOME:

MAKING EXCELLENCE INCLUSIVE

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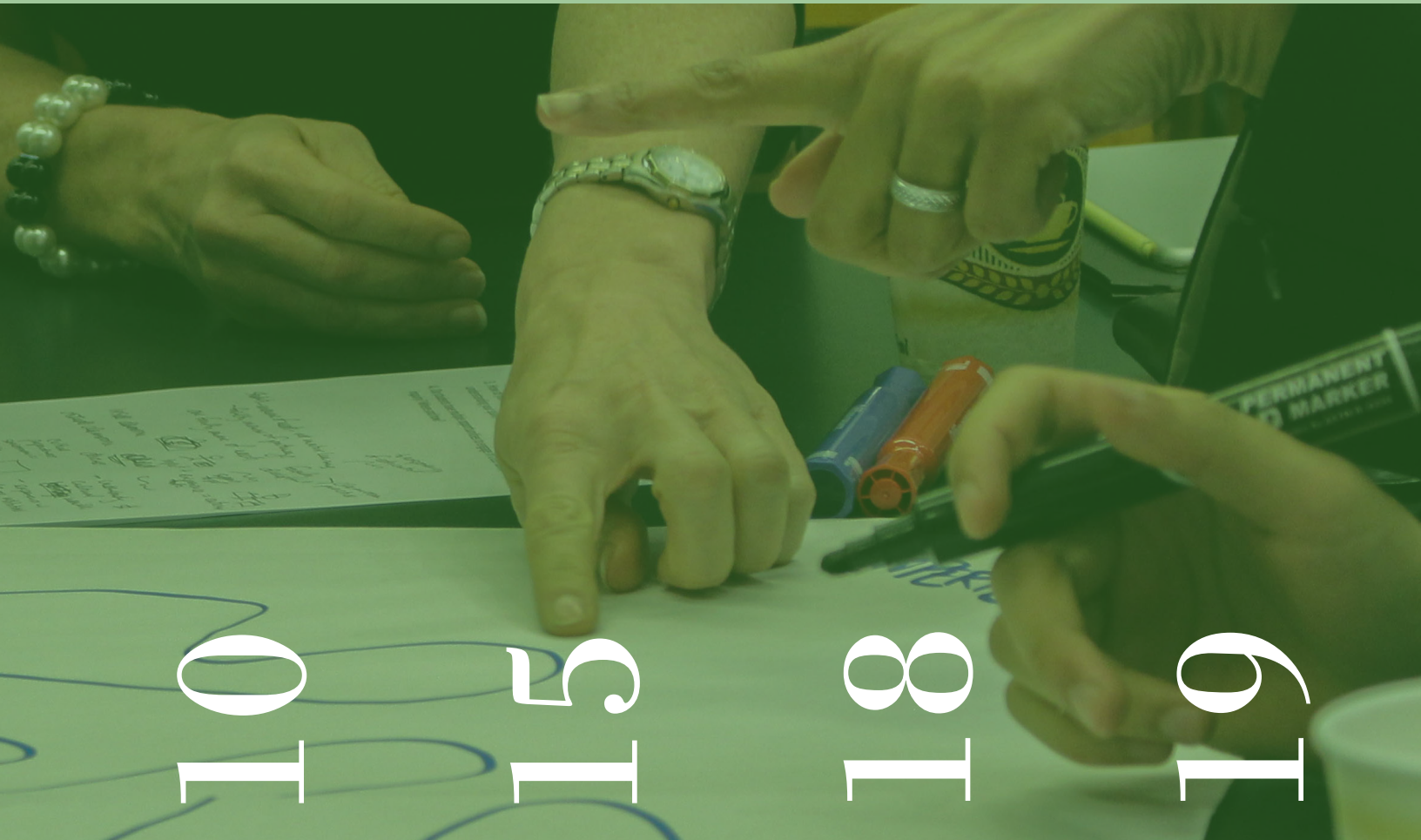
BROWN
INNOVATION
FELLOWS

COLLOQUIUM

ON TEACHING & LEARNING INNOVATION

"ALL LEARNERS WELCOME: MAKING EXCELLENCE INCLUSIVE"

This year's theme celebrates pedagogical strategies that support all learners. Excellence can be inclusive. However, this requires the academy to do the hard work of turning a critical eye on our own practices to recognize the assumptions we make and begin to decode our disciplinary strategies for the increasingly diverse and talented class of learners (and educators) arriving at college each year.



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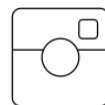
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STETSON UNIVERSITY
BROWN CENTER
FOR FACULTY INNOVATION AND EXCELLENCE
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COLLOQUIUM

TEACHING AND LEARNING INNOVATION

Welcome to the 4th annual Colloquium on Teaching & Learning Innovation. Stetson University is pleased to host this event, as it signals our deep 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 to our beautiful campus and to this event.

The national imperative to graduate students equipped with 21st century skills for successfully navigating an increasingly complex and networked global economy has never been more urgent. Yet, the gap in student achievement between african-american, hispanic, and white students continues to widen, despite over two decades of new knowledge about how people learn. This year's Colloquium is an urgent call to bring inclusiveness into the academic realm by making a commitment to inclusive pedagogy through powerful, evidence-based pedagogies that have been shown to reduce the disparities in student achievement. To enable this transformation, we must push beyond status quo. We must collaborate across disciplinary boundaries. We must invest in pedagogies that work, or introduce novel strategies that hold promise. We must aspire to inspire new generations of diverse students to move beyond success to significance.

We are particularly grateful to Hyatt and Cici Brown, longstanding members of our Board of Trustees, for their pioneering vision, investment and commitment to learning through the establishment of the Brown Center for Faculty Innovation and Excellence and their generous support of this Colloquium. I applaud your creativity, talents, and resilience. Leave here inspired to create quality learning experiences for students who will, in turn, inspire our world.



A handwritten signature in black ink, reading "W.B. Libby". The signature is stylized and cursive.

Wendy B. Libby, Ph.D.
President, Stetson University

NOEL PAINTER

Executive Vice President and Provost, Stetson University



Now in our fourth year, Stetson's 2018 Colloquium on Teaching and Learning Innovation continues to bring together a community of learners, thinkers, experimenters, and those who believe in the power of transformative education. Concurrent with the Colloquium this year is the inaugural Global Citizenship Symposium, a two-week exploration of our place in the world, with a focus on uncovering what it means for Stetson University to proclaim Global Citizenship as one of its three core values.

This year, we welcome an increasingly broad spectrum of participants from across Central Florida to join together in advancing our collective work. That you have chosen to be here—as a presenter or participant—demonstrates your commitment to innovation and excellence. Our collective effort to inspire students, broaden our cultural awareness, and expand our understanding of how education takes place in this increasingly complex world will surely prove enriching for all participants.

JULIA METZKER

Executive Director, Brown Center for Faculty Innovation and Excellence



It brings me great joy to convene so many talented and engaged individuals at our 4th Annual Colloquium on Teaching & Learning Innovation. As we reflect on our roles as educators and scholars, the implications of our work in higher education have never been so critical. The Colloquium theme, All Learners Welcome! Making Excellence Inclusive, embraces the perceived tension between making college accessible and our collective value for excellence. Excellence can be inclusive! However, this requires us to do the hard work of turning a critical eye on our own practices to uncover barriers and decode our disciplinary strategies for the diversely talented cohort of learners (and educators) arriving at our institutions each year. I invite you to join our learning community and engage in productive dialogue with new and familiar colleagues. But most of all, I invite you to challenge yourself by adapting something you learn today into your practice as an educator and a learner.

INVESTING IN INNOVATION AND EXCELLENCE

The Brown Center for Faculty Innovation and Excellence at Stetson University, made possible through the generosity of **J. Hyatt Brown, Hon. '92** and **Cici Brown, Hon. '07**, began offering programming in August 2014. Longstanding University Trustees, the Browns 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 1989 and as a member of the Board of Advisors of the College of Arts and Sciences, including one term as chair.



J. Hyatt Brown and Cici Brown

STETSON UNIVERSITY
BROWN CENTER
FOR FACULTY INNOVATION AND EXCELLENCE

SCHEDULE AT-A-GLANCE

8:00 AM - 10:00 AM	LBC LOBBY	Check-in, Onsite Registration, and Coffee
8:45 AM - 9:00 AM	LBC 108	— Welcoming Remarks <i>Provost Noel Painter, Stetson University</i>
9:00 AM - 9:50 AM	LBC 108	— Keynote: Facilitating Student Success with Data <i>Angela Henderson, Julia Metzker, and Resche Hines Stetson University</i>
10:00 AM - 10:50 AM CONCURRENT SESSION A	A1 LBC 123	— To Flip Or Not To Flip: A Hands On Learning Approach
	A2 LBC 124	— Using Roleplay at the Undergraduate Level to Help Students... (p.10)
	A3 LBC 220	— Student Learning Through Community Impact: Integrating... (p.10)
	A4 LBC 223	— Embracing Universal Design For Learning: Teaching Generation Z
11:00 AM - 11:50 AM CONCURRENT SESSION B	B1 LBC 123	— Radical Candor: How To Give Effective Feedback to Students <i>and</i> Critical Reflective Reflexive Inclusive Pedagogy... (p.11)
	B2 LBC 124	— Weight - What Bias? <i>and</i> Boosting Student Academic Excellence and Providing a Link... (p.11)
	B3 LBC 220	— A Little Less Talk, A Lot More Action: Engaging Learners With WAC/... (p.12)
	B4 LBC 223	— Using UDL to Enhance Accessibility in Student-centered STEM Courses
12:00 PM - 1:00 PM	LBC LOBBY	Lunch Provided
12:10 PM - 12:50 PM	LBC 124	— Lunch Panel: Why I Teach in Prison
1:00 PM - 1:50 PM CONCURRENT SESSION C	C1 LBC 123	— Project-Based Active Learning Homework (PBH): Improving... (p.13) <i>and</i> Are You Serious? I Can Learn Mathematics?" ... (p.13)
	C2 LBC 124	— Embracing Generational Differences
	C3 LBC 220	— Critical Reading: Pedagogy For All Students
	C4 LBC 223	— Teaching Students About Teaching And Learning: An Experiment... (p.13)
2:00 PM - 2:50 PM CONCURRENT SESSION D	D1 LBC 124	— Internationalizing Your General Education Course <i>and</i> Responding to International Students' Writing in the Writing Center
	D2 LBC 223	— Career and Civic Connections: Addressing Social Justice Issues... (p.14) <i>and</i> Inclusive Pedagogical Practices in the Spanish Language Classroom
	D3 LBC 220	— Exploring Arts and Revolution Across the Disciplines... (p.15)
	D4 LBC 123	— Workshop: Design Your Inclusive Syllabus
3:00 PM - 4:00 PM	LBC 108	— Global Citizenship Symposium: Special Session
4:00 PM - 6:00 PM	BOOKER HOUSE	Closing Reception: "Instructions for a Home Invasion" The artists will lead a 1/2 mile guided walk to the Booker House (246 E Florence Ave.)

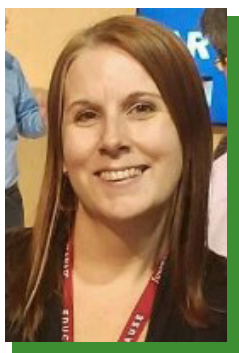
FACILITATING STUDENT SUCCESS WITH DATA

INCLUSIVE NARRATIVES

LYNN BUSINESS CENTER 108

Through a storytelling lens, the facilitators will present case studies drawn from actual student data. Participants will explore scenarios that impact student success. From this analysis, participants will be asked to reflect upon the roles and responsibilities of the institution in supporting individual and collective student success.

SPEAKERS



Angela Henderson
Director of Institutional Research, Stetson University

Angela E. Henderson, Ph.D. serves as Director of Institutional Research & Effectiveness at Stetson University where she is responsible for development and dissemination of institutional data reports and analytics. Angela's areas of expertise and interest include data-informed analyses, data visualization, and integration of data to guide institutional decision-making processes. Throughout her 15 years of higher education experience, she has presented numerous sessions on these topics at national and regional conferences. Angela has served as a co-editor and author for New Directions of Institutional Research and the soon to be published Cultivating a Data Culture in Higher Education. She received an M.A. in English from Georgia Southern University, an M.L.I.S. from Valdosta State University, and Ph.D. in Education and Human Resource Studies from Colorado State University.



Julia Metzker
Executive Director for the Brown Center for Faculty Innovation and Excellence, Stetson University

Julia Metzker is the Executive Director for the Brown Center for Faculty Innovation and Excellence, Professor of Pedagogy and co-founder of the Innovative Course-building Group (IC-bG). She received her first degree from The Evergreen State College where she learned first-hand the value of a transformative liberal arts education. She completed a doctoral degree in inorganic chemistry from the University of Arizona and a post-doctoral appointment at the University of York in the UK. In her 10 years as a chemistry professor at Georgia College, she discovered the power of service-learning to engage students and was selected as the Director of Community-based Engaged Learning. Through her most recent project, Course Design for Essential Learning, faculty build courses that use dilemmas, issues and questions to inspire students and engaged pedagogies to support transformative student learning.



Resche Hines
Assistant Vice President for Institutional Research, Stetson University

Resche D. Hines, Ph.D. is currently the Assistant Vice President for Institutional Research and Effectiveness at Stetson University. Dr. Hines is a results-driven, focused, and effectual leader with the proven ability to provide enhanced organizational leadership through data-driven decision making in academic affairs, strategic planning, enrollment measurement and institutional change management in Higher Education and not for profit sectors.

BROWN FACULTY FELLOW



Terence Farrell has served as the endowed Brown Faculty Fellow at Stetson University since 2010. He helps to recruit, mentor, and prepare the Brown-Teacher Scholar Fellows to successfully transition to tenure-track positions. His leadership has also contributed to the expansion of the visiting-fellow model to what is currently the Brown Teacher-Scholar Fellows Program. Farrell has advanced science education at Stetson, including the design and renovation of classrooms and faculty-student research spaces in the STEM disciplines. He has published research papers with more than 20 Stetson undergraduates on diverse investigations. 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 TEACHER-SCHOLAR FELLOWS

The Brown Teacher-Scholar Fellows Program prepares faculty leaders who will inspire excellence in undergraduate learning, teaching, and research; and in turn, leave inspired to lead.



Madison Creech 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. 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.



John (Sam) Houston, a Brown Teacher-Scholar in Islamic Studies, teaches in the religious studies department and works with the Stetson and local communities to educate about Islam as well as global and local Muslim communities. His research areas include modern Islamic thought and comparative religious ethics. His current work analyzes the role that Islamic mysticism, or Sufism, has played in providing Islamic activist movements with models and practices of ethical formation. Other research interests include modern political thought, African American Islam, and Christian-Muslim relations.



Ryan McCleary, a Brown Teacher-Scholar in Biology, develops active learning-centered courses, mentors Stetson undergraduate biology students, and works on collaborative research with Dr. Terence Farrell. Specifically, he develops and validates methods for examining the venoms of "harmless" snakes for future comparative venom (proteomic and transcriptomic) studies, among other projects. He teaches biostatistics and introductory biology, and is interested in building collaborations between the biology and chemistry departments for proteomic characterizations of venoms.

PROVOST FACULTY FELLOW

Provost Faculty Fellows build their leadership skills through 1-2 year fellowships that advance Stetson University through special projects. Past Fellows have made contributions in the areas of online learning, first-year seminars and supporting teaching and learning.



J. Anthony (Tony) Abbott, professor of Environmental Science and Studies, was named the inaugural Provost Faculty Fellow for International Learning in May 2016. Dr. Abbott is developing a comprehensive inventory of international and intercultural learning at Stetson University to support the development of a University-wide strategic plan for international learning. In his role, Abbott works closely with the International Learning Committee, WORLD: The David and Leigha Rinker Center for International Learning and the Office of International Education at the College of Law, the Office of Institutional Research & Effectiveness, and Campus Life and Student Success.

2018 BROWN INNOVATION FELLOWS *and their six-word stories*



Dengke Chen

*Assistant Professor
of Digital Arts*

*"Break the constraints
and gain inspirations"*



Christopher de Bodisco

*Assistant Professor
of Economics*

"Just happy to be here - everywhere"



Heather Evans-Anderson

*Assistant Professor
of Health Science*

"Teach an old biologist new tricks"



Sarah Garcia

*Assistant Professor
of Psychology*

"Learning from and teaching one another"



Vernita Glenn-White

*Assistant Professor
of Education*

"To question, to think, no judgment"



John (Sam) Houston, Ph.D.

*Brown Teacher-Scholar
in Religious Studies*

*"Expecting inclusivity. Discovering exclusivity.
Hurricanes suck."*



Renjing Lin

*Instructor in Chinese
& ALEX Scholar*

*"Reflect, inspire, revise,
repeat and improve."*



Khushbu Mishra

*Assistant Professor
of Economics*

*"Connected through
the passion of teaching"*



Jordan Ruybal

*Visiting Assistant Professor
Department of Biology*

"Learning to teach students about learning"



Julia Metzker

*Brown Innovation Fellows
Facilitator*

*"My story, your story,
our story"*



Snezhana Zheltoukhova

*Visiting Assistant Professor
of Russian*

"The art of teaching- forever learning"

The Brown Innovation Fellows program celebrates teacher-scholars by offering dedicated time for reflection on teaching practices and developing strategies that prepare students as global citizen leaders. This year's theme, *Inclusive Pedagogies*, encourages the 2017-2018 fellows to examine their approaches to teaching and learning in the context of demographic changes they are experiencing in their classroom. Modeling democratic ways of knowing, the program is developed using strategies from appreciative inquiry and the un-conference movement in digital humanities. We collaborate to actively create an agenda that is relevant, engaging and responds to the knowledge, interest and goals of participants.

SCHEDULE OF EVENTS

Friday, April 6, 2018

8:00 AM - 10:00 AM **REGISTRATION, CONTINENTAL BREAKFAST, & COFFEE** **LOBBY**

8:45 AM - 9:00 AM **WELCOMING REMARKS** **RINKER AUDITORIUM**

Noel Painter, Executive Vice President and Provost, Stetson University

9:00 AM - 9:50 AM **KEYNOTE: FACILITATING STUDENT SUCCESS WITH DATA** **RINKER AUDITORIUM**

Angela Henderson, Julia Metzker, Resche Hines

10:00 AM - 10:50 AM **CONCURRENT SESSION A**

A1 TO FLIP OR NOT TO FLIP **LBC 123**

A HANDS ON LEARNING APPROACH

Leslie Connell, Associate Instructor, University of Central Florida

Christopher Leo, Associate Instructor, University of Central Florida

How can you adopt a more learner focused approach? Our exciting, interactive workshop will demonstrate the hands-on pedagogical format commonly called the flipped classroom. At the end of the session, you will feel confident about applying the flipped classroom pedagogical format in any of your learning environments.

A2 USING ROLEPLAY AT THE UNDERGRADUATE LEVEL **LBC 124**

TO HELP STUDENTS UNDERSTAND KEY ECONOMIC PRINCIPLES

Raymond Sanders, Assistant Professor, Embry-Riddle Aeronautical University

Learn how best to set up roleplays to encourage students to stay in character and on-topic. Find ways of using personalization to better captivate students' attention and imagination. Hear what students have to say about roleplay exercises in final course evaluations.

A3 STUDENT LEARNING THROUGH COMMUNITY IMPACT **LBC 220**

INTEGRATING MEANINGFUL COMMUNITY-ENGAGED LEARNING INTO COURSES

Savannah-Jane Griffin, Director of Community Engagement and Inclusive Excellence, Stetson University

Kevin Winchell, Associate Director of Community Engagement, Stetson University

Few practices hold more promise for combining the academic and civic missions of higher education than community-engaged learning (CEL). This workshop will review best-practices for integrating community engagement experiences into courses, including identification of partners and needs, embedding learning and reflection, and discussing project ideas for multiple disciplines.

A4 EMBRACING UNIVERSAL DESIGN FOR LEARNING **LBC 223**

TEACHING GENERATION Z

Caroline Pratt Marrett, Lecturer of Exceptional Student Education, University of Central Florida

Maria Reyes, Associate Professor of Exceptional Student Education, University of Central Florida

The Universal Design for Learning (UDL) educational framework offers practical solutions to address the diverse learning preferences, abilities, and unique needs of Generation Z students. This interactive workshop will address the principles of UDL and provide participants the opportunity to experience, explore, and apply these principles to their courses.

RADICAL CANDOR

HOW TO GIVE EFFECTIVE FEEDBACK TO STUDENTS

Michael Eskenazi, Assistant Professor of Psychology, Stetson University

Robert Askew, Assistant Professor of Psychology, Stetson University

Sarah Garcia, Assistant Professor of Psychology, Stetson University

Danielle Linder, Assistant Professor of Psychology, Stetson University

Mentoring students can be challenging - especially when giving critical feedback. Some mentors avoid direct challenge by being ruinously empathetic, while others are too direct and can seem obnoxiously aggressive. In this session, you will learn about the Radical Candor approach to challenge students directly while caring about their success.

and

CRITICAL REFLECTIVE REFLEXIVE INCLUSIVE PEDAGOGY

A PATHWAY FOR IMPLEMENTING INCLUSIVE EDUCATIONAL PRACTICES IN HIGHER EDUCATION

Rohan Jowallah, Associate Instructional Designer, University of Central Florida

This presentation offers an innovative way of thinking about the design and implementation of inclusive educational practices within three amalgamated theoretical paradigms, (1) critical reflective practice (2) reflexive practice, and (3) inclusive pedagogy. The combination of the above theoretical paradigms should lead to a Critical Reflective Reflexive Inclusive Pedagogy (Jowallah 2018).

WEIGHT, WHAT BIAS?

Zach Cordell, Assistant Professor of Nutrition, Daytona State College

The thin ideal is the belief that if you are thin, you are successful, healthy, happy, and attractive. Is body bias playing a role in your classroom and college setting? Research has shown this subconscious belief and bias can carry over into our work. What can you do about it?

and

BOOSTING STUDENT ACADEMICS EXCELLENCE

PROVIDING A LINK BETWEEN CONTENT AND THE "BIGGER PICTURE" USING TRANSPARENT ASSIGNMENTS

Jordan Ruybal, Visiting Assistant Professor of Biology, Stetson University

Michael Eskenazi, Assistant Professor of Psychology, Stetson University

Ever find yourself (or your students) asking, "what's the bigger picture for [fill in the blank learning content]?" If so, we can help you design assignments such that the larger learning objectives become transparent to you and your students.

11:00 AM - 11:50 AM

B3 A LITTLE LESS TALK, A LOT MORE ACTION

LBC 220

ENGAGING LEARNERS WITH WAC/WID STRATEGIES

Jessica Kester, Professor of Writing; Coordinator, WAC/WID Daytona State, Daytona State College

Jessica Lipsey, Coordinator, DSC-UCF Writing Center, Daytona State College

This interactive workshop invites participants to develop activities that pair active learning with WAC/WID strategies in order to deepen students' experience with course content and/or to engage them with discipline-specific writing situations and genres.

B4 USING UNIVERSAL DESIGN FOR LEARNING

LBC 223

TO ENHANCE ACCESSIBILITY IN STUDENT-CENTERED STEM COURSES

Jacquelyn Chini, Assistant Professor of Physics, University of Central Florida

Bo Chen, Associate Professor of Physics, University of Central Florida

James Cooney, Lecturer in Physics, University of Central Florida

Jessica Sprague, Graduate Teaching Assistant in Chemistry, University of Central Florida

and Westley James, Eleanzar Vasquez, Jillian Schreffler, Cherie Yestrebsky

More than 10% of undergraduate students identify as having a disability. While university disability services offices can meet the legal requirement to provide these students with access to education, inclusion must go beyond access. In this panel, instructors will describe course modifications that enhance inclusion of students with disabilities.

12:00 PM - 1:00 PM

LUNCH BREAK

LOBBY

12:10 PM - 12:50 PM

WHY I TEACH IN PRISON?

LBC 124

LUNCHTIME PANEL

Pamela Cappas-Toro, Assistant Professor of World Languages and Cultures, Stetson University

Melinda Hall, Assistant Professor of Philosophy, Stetson University

Josh Eckroth, Assistant Professor of Computer Science, Stetson University

Josh Rust, Associate Professor of Philosophy, Stetson University

Joel Davis, Professor of English, Stetson University

The Community Education Project is an interdisciplinary educational program established by Stetson University professors for the purpose of providing high-quality liberal arts instruction to incarcerated people residing in Florida. Beginning in January 2015, professors and volunteers have offered a wide range of reading groups, workshops, and college-level courses at the Tomoka Correctional Institution, located in Daytona, Florida. The program recognizes that access to higher education offers incarcerated individuals with meaningful opportunities for personal growth, intellectual engagement, and leadership development, which benefits our society as a whole. In this conversation, Stetson University faculty will reflect on why they teach in prison. We will address both the philosophical and practical ways that teaching in prison has enriched our lives and made us better educators. If you are interested in teaching in prison, have questions about the project, or simply wish to learn why so many Stetson faculty have invested their time and expertise instructing incarcerated students, please join us for this informal conversation.

PROJECT-BASED ACTIVE LEARNING HOMEWORK (PBH)

IMPROVING STUDENT SUCCESS

Ricardo Zaurin, Associate Lecturer, University of Central Florida

Education researchers emphasize that traditional lecture-based learning environment does not adequately prepare students to succeed in their challenging majors, especially for introductory large-size engineering courses. This talk presents the results of a two-year study to improve the students' success by incorporating active-learning project-based homework (PBH) into a large-size introductory engineering course.

and

"ARE YOU SERIOUS? I CAN LEARN MATHEMATICS?"

THE MATHEMATICS INCLUSIVE CLASSROOM

Veon Stewart, Assistant Professor of Mathematics, Adventist University of Health Sciences

Becky Fisher, Collection Development & Archival Librarian, Adventist University of Health Sciences

Participants will be given the opportunity to engage in best-practice teaching and learning strategies that will aid in optimal learning in the mathematics inclusive classroom. This session will also provide various teaching techniques that can be used in the mathematics classroom at various levels of the education spectrum.

C2 EMBRACING GENERATIONAL DIFFERENCES

LBC 124

Dr. Joy Lewis, Associate Professor of Teacher Education, Daytona State College

Are your students older than you? Is your boss younger than you? It is important to recognize the unique generational values brought by every employee and student. Participants will leave the session with ready-to-use strategies regarding the generational differences in feedback style, clothing, Social Media, learning styles and more!

C3 CRITICAL READING PEDAGOGY FOR ALL STUDENTS

LBC 220

Megan O'Neill, Writing Program Director/Assoc Professor in English, Stetson University

Michele Randall, Visiting Assistant Professor in English, Stetson University

Leigh Ann Dunning, Writing Center Director, Stetson University

Reading at the college level challenges many students, and the frustration for faculty is real. But when we use strategies to teach and enhance this skill, everyone benefits. Helping students make meaning out of their assigned texts leads to richer class discussion, stronger writing, and deeper understanding.

C4 TEACHING STUDENTS ABOUT TEACHING AND LEARNING

LBC 223

AN EXPERIMENT IN PEDAGOGY

Alan Green, Associate Professor of Economics, Stetson University

Khushbu Mishra, Assistant Professor of Economics, Stetson University

Ranjini Thaver, Professor of Economics, Stetson University

Chris de Bodisco, Assistant Professor of Economics, Stetson University

Do students spend as much time thinking about learning as faculty do about teaching? Do students and teachers use evidenced-based methods? The economics department brought these questions to our department colloquium and challenged students and faculty to think hard and change behaviors about optimizing learning; this session presents the results.

D1

LBC 124

INTERNATIONALIZING YOUR GENERAL EDUCATION COURSE

A PATHWAY FOR IMPLEMENTING INCLUSIVE EDUCATIONAL PRACTICES IN HIGHER EDUCATION

Rachel Core, Assistant Professor of Sociology, Stetson University

An internationalized classroom is an inclusive space, which allows students to understand the interconnect-edness of global systems and how their actions affect these systems. This interactive workshop will introduce participants to resources for internationalizing their classroom, including three on-line tools, and allow them to design an activity for their own classroom.

and

RESPONDING TO INTERNATIONAL STUDENTS' WRITING

IN THE WRITING CENTER

Leigh Ann Dunning, Director of the Writing Center, Stetson University

Vanessa Petion, Undergraduate Student & Writing Center Tutor, Stetson University

Jeremy Jackman, Undergraduate Student & Writing Center Tutor, Stetson University

Jeanette Jakupca, Undergraduate Student & Writing Center Tutor, Stetson University

Nicholas Ikegami, Undergraduate Student & Writing Center Tutor, Stetson University

As the number of students whose first language is not English increases in US colleges and universities, writ-ing center tutors must adapt to develop ways to support this population as they learn to write in US Academic English.

D2

LBC 223

CAREER AND CIVIC CONNECTIONS

ADDRESSING SOCIAL JUSTICE ISSUES THROUGH COMMUNITY-BASED LEARNING IN SPANISH CLASSROOMS

Pamela Cappas-Toro, Assistant Professor, Stetson University

Valeria C. Servigna-Villalobos, Student Volunteer Coordinator for La Casa Cultural Latina,
Stetson University

The language classroom can promote greater critical awareness of the power differentials that perpetuates sys-temic inequities. This presentation shows how Spanish learners and instructors can bolster student employment opportunities while also engaging with the most pressing issues of our times.

and

INCLUSIVE PEDAGOGICAL PRACTICES

IN THE SPANISH LANGUAGE CLASSROOM

Esmeralda Duarte, Visiting Lecturer, University of Central Florida

Spanish language classrooms are characterized for having students with diverse skills in writing, reading, listen-ing and speaking. This project proposes the implementation of inclusive activities that engage Spanish speak-ing students from other disciplines to create an inclusive campus environment and give all students inside the classroom equal opportunities to learn.

D3 EXPLORING "ARTS AND REVOLUTION"

LBC 220

ACROSS THE DISCIPLINES THROUGH COLLABORATIVE TEACHING

Mayhill Fowler, Assistant Professor, Stetson University

Daniil Zavlunov, Assistant Professor, Stetson University

Katya Kudryavtseva, Associate Professor, Stetson University

Our presentation explores the theory and practice of teaching three collaborative junior seminars. Our JSEMs furnished a cohesive disciplinary experience for each class, but also a wider appreciation for interdisciplinary exploration. This model facilitating a collaborative experience allows faculty to practice high-impact teaching without consuming additional university resources.

D4 DESIGN YOUR INCLUSIVE SYLLABUS

LBC 123

WORKSHOP

2017 - 2018 Brown Innovation Fellows

Are you seeking approaches to develop an inclusive syllabus? What elements do you need to consider? How are learners invited to participate and contribute? This workshop will address these questions and provide strategies for evaluating syllabi for inclusivity.

10 WAYS

THE BROWN CENTER

PROMOTES FACULTY VITALITY AND VIBRANCY

AT STETSON UNIVERSITY

1. An annual Colloquium on Teaching and Learning Innovation where faculty learn with (and from) their peers
2. Offering a five-part Course (re)Design for Essential Learning Workshop Series each semester
3. Supporting teaching through one-on-one Teaching Consultation Services and Small Group Instructional Diagnostics (SGID)
4. Encouraging cross-disciplinary classroom visits through Teaching Squares
5. Bringing dynamic speakers to campus for Teaching and Learning Day in January
6. Highlighting innovative and cutting-edge research and creative work through the Stetson Faculty Spotlight series
7. Welcoming innovative thinkers and scholars to our campus through the Brown Teacher-Scholar Fellowship program
8. Digging deep into innovative and evidence-based pedagogical practices through the year-long Brown Innovation Fellows program
9. Supporting life-long learning through Teaching and Inquiry Circles
10. Developing faculty leadership through the Provost Faculty Fellows program

STAFF

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To learn about these opportunities and more, visit us at blog.stetson.edu/faculty-engagement or contact the Brown Center staff at browncenter@stetson.edu or 386-822-7930

IMMIGRATION & GLOBAL CITIZENSHIP

This special closing session marks the beginning of Stetson's inaugural Global Citizenship Symposium, a two-week exploration of our place in the world. This panel will explore ways in which we can re-imagine our commitment to global citizenship through an immigration lens.

2018 GLOBAL CITIZENSHIP SYMPOSIUM: IMMIGRATION

APRIL 6-17, 2018

As global and glocal phenomenon, immigration is not just the topic of highly charged political debates, but also the site of crucial struggles for human and civil rights. This year's Symposium offers many opportunities for conversations, debates, and direct actions that highlight importance of these struggles, especially in relation to education, economy and business, identity and immigrant experience. Join us for interdisciplinary panels, workshops, exhibits, film screenings, and hands-on activities, and learn how immigration impacts Stetson campus and nearby communities. <<Cultural Credit available>>

GLOBAL CITIZENSHIP SYMPOSIUM EVENTS		
April 6	3 PM - 4 PM	Opening Session: Colloquium on Teaching and Learning
April 7	2 PM - 4 PM	Campus screening and discussion of "Indivisible" (HOPE CommUnity Center)
April 9	5 PM - 6:30 PM	ACIREMA interactive simulation - Elizabeth Hall
	ALL DAY	Exhibit: Immigrant Art & Literature – duPont-Ball Library
April 10	1 PM - 2 PM	Panel: Children's Literature and Immigration - TBA
	5:30 PM - 6:45 PM	Arepas, Tacos, and More: Foodways of the Latin America Diaspora – The Rinker Environmental Learning Center
	ALL DAY	Exhibit: Immigrant Art & Literature – duPont-Ball Library
April 11	12 PM - 1 PM	Common Treasure: Celebrating The U.N. International Day of Peace at Stetson University – Elizabeth Hall 311
	3 PM - 4:30 PM	Campus screening and discussion: "Dayla's Other Country" - duPont-Ball Library
	7 PM - 8 PM	Immigration: History, Politics and Policy – Sage 205
April 12	4 PM - 5 PM	Presentation: Immigration and Business - TBA
	6 PM - 8 PM	Workshop: Undocumented Students facilitated by HOPE CommUnity Center – TBA
April 13	1 PM - 3 PM	WORLD Fair (interactive celebration of cultures and national heritages) – CUB
	5 PM - 5:50 PM	Movement: Roads & Ribbons Across the Americas (MFA of the Americas) - TBA
April 16	4 PM - 5 PM	Panel: Gender and Immigration – Sage 213
April 17	9 AM - 5 PM	Research on immigration at Stetson Showcase – multiple locations

All of these events are open to the public and all are encouraged to attend. For an updated schedule of events, please visit blog.stetson.edu/world/global-citizenship-symposium/.

CLOSING RECEPTION**INSTRUCTIONS FOR A HOME INVASION**

Chaz Underriner, Assistant Professor of Digital Arts, Stetson University

Madison Creech, Brown Visiting Teacher-Scholar Fellow, Stetson University

Teresa Carmody, Assistant Professor and Director of the MFA of the Americas, Stetson University

Terri Witek, Professor of English and Sullivan Chair in Creative Writing, Stetson University



“Instructions for a Home Invasion” is a collaborative installation inside the Booker House. The artists will lead a 1/2-mile guided walk to the house. The installation is a meditation on the space of the Booker House in response to poetic instructions. Someone who attends our session can expect to think critically about the evidence left in domestic spaces -- do houses archive other houses? Are what we carry into these spaces invasive species that alter the lives of the objects already present? What evidence do we leave behind of both similarity and difference? Visitors will consider such questions by experiencing the space of the Booker House through our collaborative artistic imagination.

**BOOKER HOUSE:**

246 E. Florence Ave. DeLand, FL

The Booker House is on the Northeast edge of campus at the Corner of Amelia and Florence Avenues. The house was built by Paul Booker during the Great Depression of the 1930's and is among the largest masonry examples of the Tudor Revival style in DeLand. The house is currently unoccupied - awaiting its next identity.

Join us for drinks on the back patio!

PRESENTER LISTING

BY INSTITUTION

STETSON UNIVERSITY

Alan Green
Angela Henderson
Chaz Underriner
Chris de Bodisco
Danielle Linder
Daniil Zavlunov
Jeanette Jakupca
Jeremy Jackman
Joel Davis
Jordan Ruybal
Josh Eckroth
Josh Rust
Julia Metzker
Katya Kudryavtseva
Kevin Winchell
Khushbu Mishra
Leigh Ann Dunning
Madison Creech
Mayhill Fowler
Megan O'Neill
Melinda Hall
Michael Eskenazi
Michele Randall
Nicholas Ikegami
Noel Painter
Pamela Cappas-Toro
Rachel Core
Ranjini Thaver
Resche Hines
Robert Askew
Sarah Garcia
Savannah-Jane Griffin
Teresa Carmody
Terri Witek
Valeria C. Servigna-Villalobos
Vanessa Petion

DAYTONA STATE COLLEGE

Jessica Kester
Jessica Lipsey
Joy Lewis
Zach Cordell

UNIVERSITY OF CENTRAL FLORIDA

Bo Chen
Caroline Pratt Marrett
Christopher Leo
Esmeralda Duarte
Jacquelyn Chini
James Cooney
Jessica Sprague
Leslie Connell
Maria Reyes
Ricardo Zaurin
Rohan Jowallah

EMBRY-RIDDLE AERONAUTICAL UNIVERSITY

Raymond Sanders

ADVENTIST UNIVERSITY OF HEALTH SCIENCES

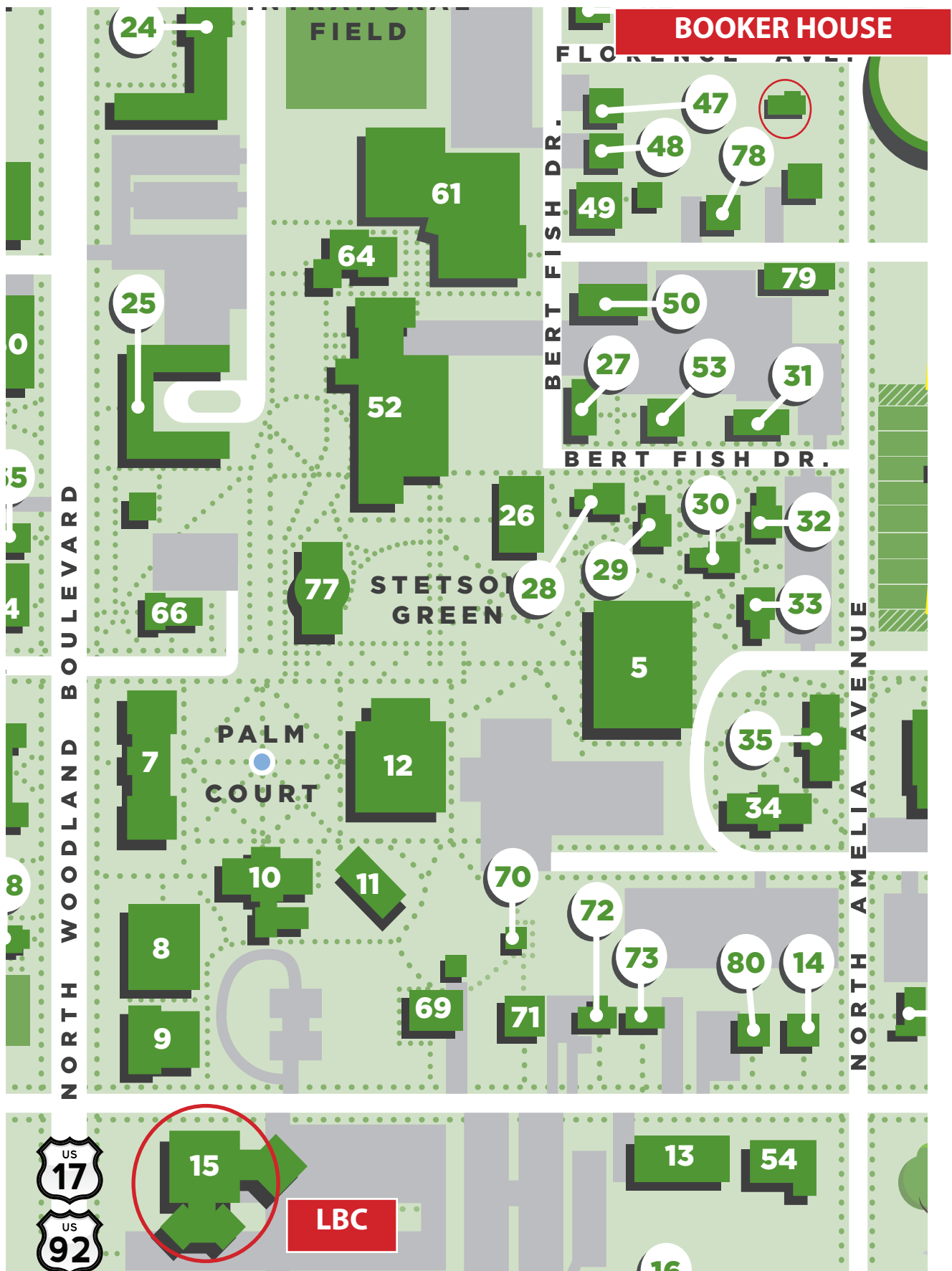
Becky Fisher
Veon Stewart

NOTES

A series of horizontal dotted lines for taking notes.

NOTES

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FOR FACULTY INNOVATION AND EXCELLENCE



The logo consists of two concentric, light green circular arcs on the right side of the page, partially cut off by the edge.

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