STETSON UNIVERSITY

POSITION:
The Brown Center for Faculty Innovation and Excellence invite applications for a Brown Visiting Teacher-Scholar Fellow to join the Biology Department for the 2026–27 academic year, with the possibility of renewal for 2027–28. The Fellow will play a pivotal role in strengthening teaching and learning within the two-semester Introductory General Biology sequence (lecture and lab). This position integrates teaching, curriculum innovation, and pedagogical research to advance student success in foundational biology courses specifically and contributes to institutional and national efforts to broaden participation in STEM education more broadly.

The Fellow will advance STEM education by improving student learning and retention in these critical gateway courses for STEM majors and pre-health pathways. The fellow will lead the adoption of innovative, evidence-based instructional practices such as problem-based learning, high-impact laboratory experiences, and standards-based grading, while fostering inclusive and engaging learning environments. In collaboration with faculty in Biology and related STEM disciplines (e.g., Biochemistry, Chemistry, Health Sciences, and Public Health), the Fellow will assess current teaching approaches, design and implement new strategies, and evaluate their effectiveness in improving student learning outcomes.

This role emphasizes interdisciplinary collaboration and active engagement in the Scholarship of Teaching and Learning (SoTL). The Fellow will also partner with the Natural Science Division's NSF-S-STEM team to align course improvements with grant objectives, including enhancing retention and success of S-STEM scholars. Opportunities include contributing assessment data, supporting mentoring initiatives, and collaborating on research and dissemination efforts related to STEM education and equity. The fellow will share insights and outcomes through faculty workshops, professional conferences, and peer-reviewed publications.

QUALIFICATIONS:
- Candidates must have a Ph.D. in a biological field or a closely related discipline, including biology-focused STEM Education or Discipline-Based Education Research (DBER) programs (e.g., Biology Education Research, Biological Education), awarded before August 2026.
- Demonstrated experience with evidence-based teaching practices (e.g., active learning, problem-based learning, inclusive pedagogy, standards-based grading).
- Track record of integrating emerging technologies, including generative AI tools, into teaching and learning.
- Strong communication and collaboration skills to work with faculty across STEM disciplines and student populations.
- Scholarly record in the Scholarship of Teaching and Learning (SoTL).
- Experience with both disciplinary and interdisciplinary collaboration in STEM education research (e.g., participating in course redesign or assessment projects within a STEM department; collaborating with faculty from related disciplines on Scholarship of Teaching and Learning or discipline-based education research studies; contributing to

interdisciplinary teaching or mentoring initiatives; presenting early research findings at STEM education or disciplinary conferences).
- Strong interpersonal and communication skills for effective collaboration with faculty, staff, and students.
- Ability to manage projects, meet deadlines, and coordinate multi-step initiatives.
- Leadership and facilitation skills for workshops and faculty development activities.
- Adaptability and innovation in adopting technology and pedagogical approaches.
- Cultural competence and commitment to inclusive excellence.
- Analytical and problem-solving skills for interpreting assessment data and improving practices.

RESPONSIBILITIES:
- Teach a lecture and lab section of Introductory Biology: Biochemistry, Cell Biology and Molecular Genetics or Introductory Biology: Animal and Plant Physiology per semester, based on expertise and experience.
- Collaborate with Biology faculty and the introductory lab coordinator to review current pedagogical practices and gather feedback from related departments in the natural sciences.
- Develop and implement innovative teaching strategies and assessment methods (e.g., problem-based learning, high-impact lab exercises, standards-based grading).
- Design and deploy assessment tools to evaluate instructional effectiveness and student learning outcomes.
- Implement new pedagogical approaches in Spring 2027 and assess their impact on student engagement and achievement.
- Partner with the NSF S-STEM team to align course improvements with grant objectives, including enhancing retention and success of S-STEM scholars.
- Contribute data and insights on student performance introductory biology courses.
- Support mentoring and community-building initiatives for S-STEM participants.
- Collaborate on research and dissemination efforts related to STEM education and equity.
- Share findings and teaching materials through a faculty workshop and prepare results for potential publication in a peer-reviewed journal.

FELLOWSHIP BENEFITS:
The Brown Teacher-Scholar Fellow will receive comprehensive professional development in teaching, assessment, and educational research through the Teacher-Scholar Model, structured mentoring from faculty in Biology and related disciplines, and guidance from the Brown Center for Faculty Innovation. Professional development opportunities will include:
- Regular meetings with a mentoring team to support teaching, research, and career development.
- Participation in workshops on evidence-based pedagogy, inclusive teaching, and assessment design.
- Engagement in interdisciplinary learning communities focused on STEM education and student success.
- Support for presenting at conferences and publishing in peer-reviewed journals on the Scholarship of Teaching and Learning (SoTL).

- Opportunities to collaborate on institutional initiatives, including the NSF S-STEM program, to gain experience in grant-related activities and program evaluation.
- Funding to support conference attendance.
- Cross-disciplinary mentorship from STEM and non-STEM faculty.
- Preparation for teaching and research careers at primarily undergraduate institutions (PUIs).
- Guidance and resources for developing research projects.

THE DEPARTMENT:
The Biology Department consists of eleven tenured or tenure-track full-time faculty members, a lab manager, and a visiting assistant professor with areas of expertise in molecular biology, genetics, plant ecology, neurobiology, cancer biology, microbiology, and aquatic and terrestrial ecology (https://www.stetson.edu/other/academics/undergraduate/biology.php). We emphasize small classes and investigative research in and out of the classroom. For examples of collaborative research with students across the University, see "Stetson Showcase" at https://www.stetson.edu/other/research/showcase.php.

COLLEGE OF ARTS AND SCIENCES:
Stetson's College of Arts and Sciences (https://www.stetson.edu/artsci/) is the largest and most diverse of the University's colleges and schools; it includes the humanities, social sciences, natural sciences, education, and creative arts. With nineteen academic departments and nine interdisciplinary programs, the College is the liberal arts core of the University. A great strength of the College is its faculty of approximately 140 full-time teacher-scholars. The College offers 31 undergraduate majors and 34 undergraduate minors; seven graduate degrees are offered in Education, Counselor Education, and Creative Writing. Every undergraduate major requires a senior research project, allowing students the opportunity to design and carry out independent research under faculty mentorship. Our academic programs are shaped by the values of social justice and civic responsibility. All our courses and programs of study promote engaged learning, whereby students create connections between the classroom or lab and the local, regional, and global community. The academic programs of the College of Arts and Sciences prepare students to live significant lives, to interact with and positively affect the world around them.

THE UNIVERSITY:
Founded in 1883, Stetson University (https://www.stetson.edu) is a private, selective university comprised of a rich array of liberal arts and professional academic programs. Collectively, Stetson's faculty works with approximately 3,800 students in undergraduate, graduate, and professional programs. The University's historic main campus, located in DeLand, enrolls approximately 2,400 students in undergraduate programs in the College of Arts and Sciences, the School of Business Administration, and the School of Music. Stetson University College of Law, Florida's first law school, moved from the main campus to Gulfport in 1945, and, with the addition of the Tampa Law Center, serves approximately 1,000 students working full-time or part-time toward J.D. or LL.M. degrees. Graduate programs based at the main campus in DeLand include Business, Accounting, Education, Counseling, and Creative Writing, with Educational Leadership cohorts also offered at the Gulfport campus. Florida's oldest private institution of higher learning, Stetson has regularly been ranked among the best regional universities in the Southeast and was the first private college in Florida to be granted a chapter of

Phi Beta Kappa. Stetson University provides an inspiring education that engages students with rigorous academic and creative study grounded in liberal learning and promotes civic values of personal and social responsibility. Working closely with faculty and with one another, students cultivate abilities to explore issues deeply, think critically, reason empirically, speak persuasively, and connect ideas creatively. Firmly committed to inclusive excellence, our vibrant community of teacher-scholars nurtures the potential of individual students to lead lives of significance and prepares each to meet the challenges of shaping the future—locally, nationally, and globally.

THE COMMUNITY:
DeLand is a picturesque residential community of 38,000 located 20 miles west of Daytona Beach and 35 miles northeast of Orlando. The area offers extensive cultural as well as recreational activities.

SALARY: Salary is competitive.

STARTING DATE: August 10, 2026

APPLICATION:
Applicants should supply the following materials for initial consideration as a single PDF file: 1) cover letter detailing how the applicant's professional accomplishments and experiences meet the requirements of the position; 2) curriculum vitae; 3) teaching statement and evidence of teaching effectiveness (e.g., student evaluations of teaching, peer observation letters); 4) the names and contact information for three professional references who can provide letters of recommendation upon request. In the cover letter, candidates are encouraged to highlight skills and experiences that demonstrate a commitment to promoting inclusive academic environments and engaging across differences.

All information may be submitted electronically to Michael King, Search Committee Chair at biology@stetson.edu with "BVTS STEM" in the subject line. Review of applications will begin on March 9, 2026 and continue until the position is filled.

Authorization Requirements:
Work authorization sponsorship may be available for this position. However, sponsorship is contingent upon the non-applicability of the visa petition fees outlined in the relevant Executive Order signed September 19, 2025. Due to the recent federally mandated increased financial expense, the university is not in a position to absorb this significantly increased cost of sponsorship for new H-1B petitions at this time. International candidates are encouraged to apply but should be aware that eligibility for sponsorship will be evaluated in accordance with current U.S. immigration regulations and institutional policies.

Stetson University is an Equal Opportunity Employer that affirms inclusive environments and engaging across differences as a core value of academic excellence at Stetson University. We are committed to achieving equal access in education, employment, and participation through the recruitment and retention of outstanding faculty, staff, and students from a tapestry of diverse backgrounds, and to meaningful academic and intellectual transformation in curriculum, research and service. We are dedicated to actions and policies that foster a community in which

individuals with various identities, cultures, backgrounds, and viewpoints work together to create opportunities for engagement through rewarding and fulfilling careers and personal experiences in an increasingly diverse society and a globalized world. We encourage qualified candidates across all backgrounds and identities to apply for employment, including members of historically underrepresented groups. Stetson University is an EEO, ADA, ADEA, and GINA employer.