

STETSON UNIVERSITY

HATTER READY AND IMMERSIVE EXPERIENCES Frequently Asked Questions

Faculty should first review the [Hatter Ready Guidelines](#) for protocols regarding the eligibility, development, proposal, review and planning of immersive experiences. This FAQ provides supplemental information to the information outlined there.

Requirements and Expectations for Providing Immersive Experiences

- **Since an immersive experience is a reallocation of the time associated with one traditional course, how many immersive experiences may a faculty member offer in an academic year?**
Faculty can only reallocate one traditional course to the Hatter Ready program per academic year. The precise activities within an immersive experience are established between the faculty member, their Department, Chair or Chair equivalent, and the Dean.
- **Can faculty receive additional compensation (i.e., a stipend) as part of implementing an immersive experience?**
No.
- **Under what circumstances can immersive experiences be offered or involve activities during the summer term?**
Faculty interested in offering an immersive experience during the summer term should discuss proposed plans with their Department Chair or Chair equivalent and the Dean.
- **Can faculty offer an immersive experience in an academic year in which they take a sabbatical leave in one semester?**
Yes, but faculty are not required to offer an immersive experience in an academic year during which they take a one-semester sabbatical leave.
- **Are all students required to participate in an immersive experience to graduate?**
No.

Defining an Immersive Experience

- **Can an immersive experience be offered for credit?**
Yes, immersive experiences can be offered for credit either as a new course or as an enhancement to an existing one. While we encourage faculty to integrate them into the curriculum to ensure student participation, immersive experiences are not required to be credit-bearing.
- **Can an immersive experience be a requirement for a major or minor?**

Yes. Ideally an immersive experience that meets a requirement would be offered as one of several options to fulfill a major or minor requirement—to accommodate varying student needs and circumstances.

- **How many students must sign up for an immersive experience in order for it to be allowed to run? What will happen if not enough students register or sign up for the experience? If a faculty member has designed and implemented an immersive experience that does not make, do they owe the University a class?**

Immersive experiences should be embedded within, complement, or not interrupt curricular goals. The Steering Committee suggests a minimum of 4-6 students involved, with opportunities to scale up if desired and if high impact practices can be maintained in a larger pedagogical setting. If not enough students register for the experience, the faculty member will have the option to modify the proposed immersive experience or revert to offering a regular course.

Immersive experiences will be treated similarly to other courses in the relevant School or College. As needed, Department Chairs/Program Directors will meet with Deans or their representatives to discuss low enrollment immersive experiences based on the current criteria for the School or College, the situation of the department or program, and the importance of the experience towards meeting graduation requirements. Innovation and experimentation will be encouraged, and the proposal and review processes are designed to maximize the likelihood of a successful immersive experience.

- **Can immersive experiences that are not credit-bearing still be registered for through the course registration system and therefore appear in the list of immersives that are assigned that attribute in Banner, much like 0 credit courses?**

We will explore the possibility of adding an immersive experience attribute on Banner for non-credit-bearing immersive experiences.

- **Can an immersive experience be an activity/course I have already been offering?**

Yes, an immersive experience can be an activity/course you have already been offering pending a successful proposal and review (as outlined in the Hatter Ready Guidelines) and as long as you are not receiving separate compensation for it.

Developing, Approving, and Implementing Immersive Experiences

- **My immersive experience is not credit-bearing. Who can help me advertise the opportunity and encourage student participation?**

College/School/Department/Program administrative assistants and the SoBA Marketing Manager may assist in advertising the opportunity. A running list of immersive experiences offered in specific semesters and during each academic year will be featured on the Hatter Ready website. Academic units may also feature immersive experience opportunities on their social media pages. Faculty are encouraged to contact related University departments, such as CLaSS, Career and Academic Success, or WORLD as appropriate to help generate awareness of the experience.

- **What resources are available for faculty interested in developing new immersive experiences?**

Informational resources include the Brown Center for Faculty Innovation and Excellence and a planned session on immersive experiences (open to all faculty) scheduled during New Faculty Orientation. In addition, faculty are encouraged to collaborate with other units across the University as they develop new immersive experiences.

- **How can the library be involved in Hatter Ready and immersive experiences?**

The Library can be a vital partner in all phases, from development to implementation, of an immersive experience. Please see this [Library and Immersive Experiences Guide](#) for a thorough review of available resources and support. Faculty interested in partnering with the Library should contact Jennifer Corbin (jcorbin1@stetson.edu)

- **My immersive experience will require funding, such as purchasing materials or other expenses, to implement. What funding is available for this type of student support? How do I request such funding?**

Faculty should first discuss the planned immersive experience and the proposed need for funding with their Chair, Dean or Associate Dean. The Chair, Dean, the Brown Center, and the Grants Office can also provide guidance about internal or external funding opportunities.

Assessment of Immersive Experiences

- **How is the University ensuring that the expectations are being met in all immersive experiences?**

As described in the Hatter Ready Guidelines, the University uses an iterative and multi-level assessment and review process that involves faculty, Department Chairs, Associate Deans, and Deans.

- **Where should I report the work that I have done in developing and implementing an immersive experience on my FAR?**

Faculty should comment on the immersive experience in the Reflection section of the FAR.

- **My immersive experience did not meet my planned outcomes and learning goals. What should I do?**

If an immersive experience falls short of planned outcomes, view it as an opportunity for growth. Document your reflections in your FAR and consult with your Chairs (CAS and SOBA) or the Assistant Dean for Faculty Affairs (SoM). In addition, consult the resources for immersive experience development noted above.

- **How can I receive additional feedback on my immersive experience?**

The best place for additional feedback about a particular immersive experience is within your department. A peer observation may also present a good opportunity to receive additional feedback.