Belonging and Global Citizenship  
Luu Hancock, Vice Provost

Moving to a new city as an adult reminded me of the human desire for community and a sense of belonging. It provided insight into the challenges and excitement our students face as they become part of and navigate through the Stetson community. Some of them find a few groups that take up much of their time through which they find belonging, such as a sport or a field of study. Others become engaged in many groups and activities. Some have additional identities that may complicate the process of engaging fully and feeling a part of the community, including being a first-generation college student, a student of a non-traditional college age, or an international student. Our students are continuously navigating multiple identities that they bring with them to campus and balancing them with the identities they add as a part of the Stetson community.

We are all in the process of discovering who we are becoming. As students adjust their identifications and perceptions and their understood meaning of those identifications during their time with us, their sense of belonging is likely to wax and wane and their understanding of their individual roles as global citizens will hopefully mature.

Last week the Campus Life and Student Success staff read and reflected together on the article Belonging: The Gateway to Global Learning for All Students from the Summer 2015 AAC&U’s Liberal Education (https://www.aacu.org/leducation/2015/summer/braskamp). We considered the role of challenge in student development, what belonging may mean in a liberal arts context, and how our work may catalyze belonging and development of skills and concepts key to being prepared to solve complex world problems.

Braskamp, Braskamp, and Glass (2015) present data from the Global Perspective Inventory including the correlation between faculty relationships, support, and challenge of students with student sense of community. Deep interaction with faculty and with a diverse student body are associated with students’ view of themselves as global citizens.

Genuine connections with students and environments in which they can interact with each other in purposeful ways creates a microcosm in which students can view themselves as global citizens. Through work on campus, near campus, and around the world, our students are gaining skills and knowledge, but also understanding themselves and their role in community in profound ways that will shape their world view for the rest of their lives. Read the article, and grab coffee with each other or one of my staff and let’s continue to reflect on our amazing and impactful work.

Veterans Day  
Brian Wade, President, Student Veterans Organization  
Lindsey Bishop, Director of Marketing, Dining Services

Join us for the dedication of our new University flagpole and Veterans Memorial pathway in front of the Carlton Union Building. This marks the official opening and dedication of the new central campus flag space honoring any who have served in uniform.

In partnership with the SVO, we are proud to announce offerings on campus as a small token of our appreciation. Veterans can stop in the Commons for a free lunch, grab a free medium drip coffee from Einstein Brother’s Bagels on November 10th and 11th, and stop in at Johnny Rockets to receive a free Chocolate Peanut Butter Shake—it’s also National Peanut Butter Lover’s Day!

Homecoming is Just Around the Corner!  
Amy Odes, Associate Director of Alumni Engagement  
Tanner Vickers, Associate Director for Student Development and Campus Vibrancy

A full schedule of events can be found online at the Homecoming website www.stetson.edu/homecoming. Come out and laugh during the comedy show, enjoy the food trucks by Rinkes Field, see one of the theatre performances on the schedule, and cheer on your Hatters at a number of athletic events.

Among all of the events planned, we invite you to be our guest and join President Wendy B. Libby, Ph. D., and her husband, Dr. Richard M. Libby, for the President’s Champagne Breakfast, Saturday, November 14, 2016, 9:00 – 10:30 a.m. at the Stetson Green. Come enjoy shrimp ’n grits, champagne and lots more while helping us recognize special Hatters in attendance, which will include our Stetson Society members, Edmunds Scholars, Veterans and the 2015 University and Alumni Award recipients.

In order to officially “be our guest,” please register for Homecoming on the Homecoming website. Use the promotion code “Faculty” to register for the breakfast free of charge; just another way for us to say “Thank you” for all that you’ve done for Stetson, its students and alumni.

Take a moment and thank a veteran on Wednesday, November 11th.
Residential Living and Learning
Larry R. Correll-Hughes, Ph.D., Executive Director of Housing and Residential Life

Guided by intentionally designed community engagement plans, a number of cook-outs and other welcome events introduced students to their residential communities at Stetson. Making connections to peers is an essential part of feeling a sense of belonging and engaging in a new community.

In their experience here at Stetson, our students are likely encountering more diverse interactions than they ever have before, experiencing a level of independence that they have not had previously, and asking big questions about who they are and will be. Through living in the residence halls and having roommates and shared spaces, students are learning to live together, to compromise, and to make relationships work. Our staff is trained to mediate conflict and students are learning vital skills they will use for the rest of their lives, both at home, work, and in their communities. Because the stakes are so much higher in a densely populated building, we focus on teaching students about the aspects of health and safety which are likely to impact the student and other individuals. In an effort to provide further education, we host purposeful programs and events in partnership with the University community, including faculty members.

The Housing and Residential Life staff is intent on realizing the potential of the residential environment to support the academic mission of the University. We are identifying physical space in some of our residence halls that can be seminar rooms and dedicated quiet study space. We are exploring ways to bolster our existing learning initiatives, such as the Honors and Red Bonner Scholar housing in Conrad Hall and the Women’s Leadership Community in Chaudoin Hall. We are planning to strategically collaborate with students and campus partners, including academic programs, to create new living and learning initiatives. These initiatives will include high impact practices which research has shown to positively impact student learning, engagement, and persistence.

Hallmarks of Living-Learning Initiatives (Niklas & Longeabean, 2008)

Peer Interaction has been shown by research to be the greatest influence in the college environment on student outcomes and is empirically tied to liberal learning and cognitive development (Pascarella & Terenzini, 2005).

Faculty Interaction: both formal and informal, has a tremendous impact on students’ educational aspirations, career aspirations, and persistence (Pascarella & Terenzini, 2005).

Residential Climate: can produce positive perceptions of the campus environment (Astin, 1993) by creating both academically and socially supportive climates.

Access to Resources: can be intentionally facilitated through the residential environment, which can have positive affect on student learning and success (Pascarella & Terenzini, 2005).

Dining Dish
Lindsey Bishop, Director of Marketing, Dining Services

Dining is always looking to make our programs better. How can we adjust our menu to better meet what the community wants? Or how can we speed up the lines at Einstein Brother’s Bagels? Some things are easier to change than others, but there is a plan to constantly improve everyday.

Mobile ordering is on the way! By the spring semester, the campus community will be able to order from Einstein Brother’s Bagels and Johnny Rockets from the GET App. Since these items are made to order, wait times will never completely go away, but we can shorten how long each guest waits in line. Whether you are running to a class, a committee meeting, or meeting a student, your time is valuable and should not be wasted waiting in line. With the GET App, anyone can order their sandwich or salad before they leave their office. Run errands on the way over to the CUB and your food will be ready when you arrive.

The Coffee Shop lounge is now open on all weekends. Although business simply does not warrant food services during this time remaining open, there is no denying the lounge is a popular place for students to study and hang-out on the weekends. We have come up with a way to secure our products so we can keep the space open all weekend long.

Education is an integral part of the dining program as well. Dietitian services are offered at least twice a semester for one-on-one appointments. We have recently partnered with Amanda Gelé, MS, RD from a sister account in DeLand. Most recently Amanda met with numerous students on how to maintain healthy eating on campus while balancing the demands of being a college student. Amanda walked through the Commons and our retail outlets with our students to point out different options to each student based on their eating habits and dietary requirements. Additionally, we work to provide the opportunities to explore different cultures through our “Your Region; Your World” and “Featured Events” programs. These programs offer food from a different region or country that we explore twice a month. In October we celebrated Dia de los Muertos in the Commons and in November we’ll explore Haute Southern Cuisine from Egypt.

There has been a significant increase of students requiring gluten-free diets. Previously, these cases have been handled on a one-on-one basis. Because there has been such an increase, we’re utilizing this as an opportunity to invest in professional development for all of our Associates. In November, all Associates will complete allergen and gluten training to make sure our staff is aware of the proper way to handle any guests’ dietary requirements.

The dining committee is up and running. Selected students, staff and faculty members who have a variety of dietary requirements have been gathered to continue the growth of the dining program. The committee will meet once a month to discuss needs from the community and help facilitate offerings and improvements. Feel free to reach out to any of the committee members to share any information or input you may have. Faculty and staff members include: Dr. Will Miles, Dr. Rajni Shankar-Brown, David Rigby, Matt Kurz, and Benjamin Brown.

Introducing Online and Mobile Ordering from your favorite campus retail locations!

GET is a place where you can manage your Hatter One Card, find places to eat, & place orders directly from your smartphone. Visit https://get.cbind.com or scan the QR code to register today!

Tell dining what you think!
Get 50% off a Johnny Rockets Shake!

1. Visit http://tinyurl.com/sudining
or
2. Scan this QR code
or
3. Text VTMY to 99299

Examples of New Initiatives for Fall 2015

Student engagement and belonging leads to greater social and academic integration, which in turn leads to persistence toward graduation (Astin, 1996; Kuh, Schuh, Witt & Associates, 1991; Pascarella & Terenzini, 2005)

Students in the First-Year Experience community in Carson-Holls Halls are participating in House Points System which encourages participation in various types of programming, community partnership, and faculty engagement.

Weekly Traditions: an initiative in which recurring and regularly scheduled formal and informal events are happening in many of our first-year residence halls to promote community building and frequent interactions with other students.

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Tell dining what you think!
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The First Six Weeks at a Glance
Lynn Schoenberg, Dean of Students

Every year I am excited to find out who the new class of Stetson students is, and this year, for the Class of 2019, things were no different. Variations in class cohorts from year to year appear from the beginning of FOCUS orientation to graduation. How do cohorts look different or similar? With services or programs are our new students more likely to utilize and engage? How do we respond to these trends to improve student success? As Stetson grows, there is even more curiosity about the Fall 2015 class, the largest in our history. As their Dean of Students, their chief student advocate, I feel like it is my responsibility to think deeply about the data we have to be strategic about how we can best work with them.

We already know that the Fall 2015 class has fewer midterm deficiency grades than the Fall 2014 class. They are utilizing the Hollis Wellness Center, tutoring services, and visiting the Hollis Family Student Success Center at very high rates. Study sessions thus far in the new space include 9,158 hours, 4,469 visits and 1,046 individual students. In line with Title IX compliance, 97% of our incoming first year students completed the “Think About It” online education program focused on sexual violence, alcohol and drug prevention; compared to a previous high of 93% in 2014. In a first time administration, 91% of new graduate students completed a version of the program refined to speak to their unique experience and role on campus. The total number of Community Standards incidents during the critical first six weeks of the fall semester decreased this year from last year. First-year Student Government Senators have increased, in part due to a forward-thinking restructure of the Senate representation.

Time will tell the full picture of the Stetson University Class of 2019 and the 2015-2016 academic year. So far, the Class of 2019 seems to be engaging in Stetson at a high rate. They seem curious, involved and committed to building community throughout campus. The buzz about them started before they even arrived from their initiation of connection through their Class of 2019 Facebook page. What will their next contribution be? Based on what we know about them, their overall contributions seem to be positive and values based. We hope this information expands your perspective of the class and your work with them. I know it has already done so for me.

Mapworks and You
Colin MacFarlane, Director of Assessment and Operational Effectiveness & The Academic Success Team

Mapworks is the University’s retention and student success software platform. By using it, faculty are able to activate support resources and interventions for students who are struggling. As faculty, you have the ability and opportunity to build great relationships with students and are able to truly get to know them. This means you often know something is wrong with a student before anyone else on campus; this makes you an invaluable partner for us as we work together to support students and make sure they are healthy and on the right track. Students who use it are able to share helpful information about how they are doing both academically and socially and reach out for assistance. Ultimately, Mapworks provides the primary infrastructure for the web of support we provide to promote student retention and persistence toward graduation.

We wanted to acknowledge the challenges that have arisen with the updating of Mapworks this year. Skyfactor, the company that produces Mapworks, rolled out a complete overhaul of their system. This set the foundation for them to be able to do more and provide a better product in the long term, but a significant number of technical issues have hindered current functionality and obscured the ability to see that better future product. We appreciate your patience as we push Skyfactor to resolve issues. We are in frequent communication with the senior leadership of their company and have kept two tenets as our top priorities: the ability to support student success and ease of use for our end users (primarily all of you). Progress has been made and we will be working with Skyfactor to ensure it continues. We appreciate your continued use of the software through these challenges as you notify our team of students who may need support and review student survey responses to help inform your meetings with students.

A step-by-step user guide and a description of known bugs are available within Mapworks after you have logged in through My.Stetson. Additionally, based on feedback from the recent Arts and Sciences faculty meeting, we will be providing additional FAQ and template-style documents to support your use of the system. If you have questions, comments, or concerns about the product, please do not hesitate to contact Colin MacFarlane or the Academic Success Team.

Academic Advising
Zonovia Proctor, Assistant Director of Academic Advising

Stetson University offers a unique approach to the general education curriculum that gives students freedom to explore areas of interest in ways that traditional general education curricula often limit. While faculty understand the purpose of the general education curriculum at our institution, a question that is asked quite frequently by students is “Will this count toward my major?”

Recently, first-year students got an opportunity to work toward their own answers to this question by using a reflection to ‘design their own unique learning experience.’ Students had the below prompts to assist them in this reflection after having a workshop that explained the general education curriculum and how to register for courses that met their needs.

1. Take a few moments to reflect on your experiences in the courses that you have taken. Write a few sentences on your first semester.
2. Think about what you would like to learn about next.
3. Look at your degree audit to choose courses for next semester that align with your learning interests.
4. Write down a few sentences that you can do outside of the classroom to reinforce this learning (think of internships, alternative spring break, study abroad, community engagement opportunities, etc.)
5. Share all that you have worked on with your advisor.

This could be a good reflective practice for your advisees—especially your first-year students—to work through as they plan for future semesters. Let us know what ideas or best practices you have for helping your advisees understand the value of the general education curriculum, so that we can help to facilitate. By working together, we can move students from “checking a box” to truly embracing the intentionality behind our curriculum!
Vibrancy Lecture Series
Matt Kurz, Director of Student Development and Campus Vibrancy

The Vibrancy Lecture Series, in partnership with the Stetson School of Business Administration and Stetson Entrepreneurial Group, was excited to host Ben and Jerry on October 11th to a packed Stetson room. It was great to see so many faculty, staff, and students at this event! Almost 20% of the first-year class (193 students) attended this lecture. The program attracted a diverse group of students which effectively mirrored the student population in our community. Student Development and Campus Vibrancy looks forward to continued collaboration with faculty and departments in bringing large-scale programs and speakers that stimulate student learning and community engagement.

Measuring Vibrancy
Colin MacFarlane, Director of Assessment and Operational Effectiveness

How does one measure the vibrancy of a campus? Is it the number students participating in faculty research or community engagement, the number of fans seated in the stadium, the amount of green shirts worn on Friday, the count of signatures on a student government petition? While we may choose different markers to proxy for vibrancy, most of us would probably agree that we would know a vibrant campus community if we saw or experienced one. Using a pair of this year’s allotted custom institution-specific questions on the Mapworks Fall Check-in survey, we asked our students to do just that: tell us if Stetson feels vibrant to them. Students were asked to define how they would know if a campus was vibrant and to then rate Stetson’s vibrancy based on that personal definition they provided. A qualitative exploration of their comments is still to come, but a quantitative look at their response showed very promising results. Almost 20% of the undergraduate population (584 students) responded to this question and 85% of them responded that Stetson was at least moderately vibrant according to their personal definition of vibrancy. The average response was a 4.94 out of 7.

Students were also asked to approach leadership in a similar manner, providing responses about what it means to be a leader. It will play, we ask our students to do just that: tell us if Stetson feels vibrant to them. Students were asked to define how they would know if a campus was vibrant and to then rate Stetson’s vibrancy based on that personal definition they provided, but an exploration of the descriptive statistics is possible now. Again, the numbers share a rather positive story: 636 Stetson students feel like they are leaders and that feeling generally increases the longer they are at Stetson with the average response being a 5.26 out of 7. More than 9 out of 10 students feel at least moderately that they are a leader.

Being a leader means...

“stepping up with a smile and an open mind whenever someone needs you.”

“to know how to guide people in the right direction while working as a team instead of just giving orders.”

“to guide others by providing purpose, direction, and motivation.”

“standing up for what you believe in, while at the same time helping others to understand those beliefs. To be a leader you have to be ready to 'defend, but also nurture.”

“having the ability to listen and to understand others in order to create a feeling of unity and acceptance.”

Site Visit to Sanford|Burnham|Prebys Medical Discovery Institute
Tim Stiles, Executive Director of Career and Professional Development

Stetson’s science and psychology students enjoyed a glimpse into the world of basic science research. Career and Professional Development sponsored a site visit to Sanford Burnham Prebys Medical Discovery Institute in the Orlando suburb, Lake Nona. Highlights of the visit included advice from the Director of Human Resources about applying for summer research internships and post-baccalaureate laboratory opportunities. The visit culminated with research scientist, Dr. Phil Wood, guiding students through a tour of different laboratories including disease-focused research (cancer, neuroscience, infectious diseases, metabolism), the Center for Stem Cell Biology and Regenerative Medicine, the Conrad Prebys Center for Chemical Genomics, and Translational Research Institute. Students left with a better understanding of short-term opportunities (internships, post-baccalaureate fellowships) and pathways to long-term careers in science research.
As director, Paula will be responsible for supporting the advancement of global learning initiatives at Stetson University. She will work with faculty and academic leaders to design, implement, grow, and assess on- and off-campus, virtual and hybrid international learning opportunities. Under Paula’s leadership, WORLD has implemented a Study Abroad Implementation Plan for faculty-led programs. This planning tool offers a full suite of online and face-to-face services and resources for developing and implementing new or existing study away programs. In addition, she has created a centralized Stetson Scholar-ship Program for International Learning for study abroad and other international learning experiences. Paula has implemented a number of new faculty initiatives including the WORLD Class Travel Awards program, WORLD Class Lunch & Learn Series, Faculty Open House @ WORLD, and more. Throughout her tenure, Paula has worked collaboratively with diverse faculty, staff, and students at Stetson as well as with universities, colleges and organizations abroad to facilitate strategic international partnerships to integrate and sustain the goals for international learning at Stetson.

Welcome to the New Director of Compliance and Title IX Coordinator
Shannon Sheppard, Director of Compliance

As Stetson University’s new Director of Compliance & Title IX Coordinator, I’m excited to join and serve the Stetson community. Compliance and Title IX have been topics of interest in higher education lately. Both are tied to increasing regulation leading many to wonder if higher education is drifting too far from its core mission, but I see it differently. When institutions focus on compliance, they formalize the documentation and processes of the wonderful work that’s already occurring on campus. In higher education, we have always shared in the responsibility for achieving our institution’s mission, deterring wrongdoing, and promoting honest and ethical conduct. A compliance program helps bring those values together through training, assessment, and prevention practices that encourage personal integrity, leadership, and responsibility.

The Title IX process too has become stronger on campuses across the country. The Violence Against Women Act (VAWA) amendments to the Clery Act expanded the rights of survivors and obligations of institutions. With a new focus on prevention, climate, and survivor support, Title IX compliance has become more than a policy statement. Title IX compliance leads to community improvements in harassment and sexual misconduct awareness, discussions on appropriate interpersonal relationships, bystander intervention strategies, reporting responsibilities, and due process—all of which help to create a more equitable and secure educational community.

As faculty members, you join me in a strategic partnership. Educating our students beyond the classroom, instilling Stetson values, and modeling ethical behavior are acts that go beyond checking a compliance box, these acts are a statement of our commitment to one another and the Stetson community. I’m honored to join you, and I look forward to working with you in this vital space.

For further information, I can be reached at 386.822.7960, ssheppard@stetson.edu, titleix@stetson.edu, 421 N. Woodland Blvd., Unit 8318 DeLand, FL 32723. Title IX web page: http://www.stetson.edu/other/title-ix/index.php

Welcome to the New Director of Community Standards
Jess Varga, Director of Community Standards

Community Standards is the office educating the campus on students’ rights and responsibilities to encourage positive contribution to the Stetson community. As the new Director of Community Standards and Deputy Title IX Coordinator for Students, I am excited to continue this mission, and further our students’ development in decision-making, risk reduction, and building positive behaviors and habits for their future. Community Standards houses the code by which students and student organizations are expected to uphold in order to keep Stetson a safe living and learning environment for all.

With the assistance of Housing staff, Public Safety, the Class On-Call team, and all community members, my office receives reports of alleged behavior that may violate the Code of Community Standards or affect the safety of the community. Our process is rooted in fundamentally fair practices with a commitment to follow our policies and procedures ensuring a process that is fair, equitable, and free from bias. We reach out to the students included in a report to gather information and decide what is more likely than not to have occurred and then determine the responsibility of each student linked to specific policies in the code. A finding of responsible results in sanctions intended to be educational, repair harm done to others or the community, and aid in reflection and critical thinking of one’s actions to mitigate similar behavior in the future.

All members of the Stetson community can support in educating students about conduct and keeping our campus safe. We have an online reporting form at www.stetson.edu/report. This form allows for any Stetson community member to provide my office with information about a student, or situation you have a concern about, or behavior you have witnessed that may violate the Code of Community Standards. We have no expectation for anyone other than our Hearing Officers and Student Conduct Board to investigate further or determine responsibility. Our hope is if you see something, you say something. Even small incidents need to be addressed to ensure a safe environment to continue living and learning.

I am always eager to share more about the student conduct process, its role in universities today, and how we can develop students to be ethically-thinking and positive citizens. I look forward to working with you in this effort. I can be reached at jvgarga@stetson.edu, standards@stetson.edu, 386.822.7205, or Carlton Union Building, room 223. More information about the office of Community Standards and the Code can be found at www.stetson.edu/administration/community-standards.

Additionally Dr. Luis Paredes will join us at the Director of Diversity and Inclusion on December 1, 2015 and will report to Savannah-Jane Griffith. Savannah-Jane has been promoted to Director of Community Engagement and Inclusive Excellence. A Coordinator of the Bonner Program and Social Justice Education position has been created and will report to Kevin Winchell, Associate Director for Community Engagement, and to Dr. Parades.

These synergistic staffing changes are reflective of our University’s deep commitment to personal and social responsibility, inclusive excellence, and global citizenship, and to a coherent and cohesive plan for elevating these critical area of our students’ liberal learning experience.
Late Night Breakfast is an event held each semester to give our students the extra boost they need as finals approach. This is a great opportunity for faculty and staff to spend time with students outside the classroom and work setting. Students appreciate the interaction and the commitment shown each semester by those willing to give up their night to serve the students.

Late Night Breakfast will take place on December 2nd from 9pm-11 pm. Should you be unable to attend the actual event, we are always looking for assistance for set up.

This year, the theme for Late Night Breakfast is Harry Potter. To engage with our students more, we ask that all participants complete the Sorting Quiz at http://www.gotoquiz.com/pottermore_sorting_quiz_all_possible_questions. We hope to have many volunteers representing all the Hogwarts houses.

If you are interested in volunteering, please complete the volunteer registration form at http://goo.gl/forms/UqsRUxaSmk. If you are unable to make it to the event, but would still like to help, we will also need help setting up.

Please indicate any accommodations you may need on the registration form.

Should you have any questions, please contact me for more information. We look forward to working with you at this magical event!

Midnight Breakfast
Kat Thomas, Assistant Director of Student Governance and Organizations

Become a Thanksgiving Holiday Host Family
Roxanne Lewis, International Student and Scholar Service Coordinator

Thanksgiving is a wonderful American tradition that gives our international students an opportunity to meet an American family and be in an American home. When you Share Thanksgiving, you share an authentic cultural experience with an international student. Likewise, your student shares his/her culture with you and your family in a safe and welcoming environment. WORLD: The Rinker Center for International Learning will match international students with you.

Share Thanksgiving is an AMAZING program. See what one family had to say about Share Thanksgiving on page 18 of the WORLD newsletter.

To become a host family here and change the life of an international student, contact Roxanne Lewis at X-8165 or world@stetson.edu.

Flash Panels
Kevin Winchell, Assistant Director of Community Engagement

Are you impassioned when you hear about the refugee crisis in Syria? Mass shootings in the U.S.? Bear hunting in Florida? When major events happen in our local, national, or global communities, institutions of higher education play a critical role in creating spaces for informed and civil discourse that both (a) educate about the issues and (b) provide pathways for civic action. If you have an interest in developing a program or panel about a recent major event, our staff can take care of most of the administrative work – such as reservations, cultural credit, marketing, and budgeting – so that you can focus on educating our students and community about the issue of importance. Contact us if you want to host a Flash Panel and want help with making it happen.

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Campus Life and Student Success Newsletter
Fall, 2015

Prepared and reviewed by:
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