This summer I read a lot of good business and higher education books (and some fun fiction as well - I am not a complete nerd). One of the books that has stuck with me is *Mindset: The New Psychology of Success* (Dweck, 2006). Now, with my social psychology background and obsession with metacognition, this is not so surprising. It made me question with what mindset I approach my daily work of student learning. Some of the questions posed in the text are: “If people have potential to achieve, how can they gain faith in their potential? How can we give them the confidence they need to go for it?” The author shared a study in which groups with equal ability performed significantly differently based on feedback, “when students were praised for effort, 90 percent of them wanted the challenging new task that they could learn from.” (p. 71-72)

With what mindset do I approach my work with students? Do I consider how they will best learn? Do I think I am smarter than them? Can they tell? Do I think some of our students are academically underprepared? Or do I think some have lacked the academic agency that they can now embrace at Stetson? What do I feel that they have to teach me? These questions about the mindset I bring to the learning space that is Stetson University have given me pause. I love questions that are simple and profound. It is nice to stop and practice the critical thinking and higher level of Bloom’s taxonomy that I preach to my students.

When it comes to student learning – what is your mindset?

Meaningful interactions across dimensions of difference are integral to success in a global community. Over 75% of faculty reported that it is important that Stetson increase its emphasis on encouraging contact among students from different backgrounds. Students are reporting high levels of cross cultural engagement, with over 50% of students reporting they have discussions with students from different backgrounds “very often”. This is significantly higher than their peers at other institutions.

The National Survey of Student Engagement (NSSE) was administered in the spring of 2014. 130 seniors and 185 first year students participated in the NSSE. Overall, the results from this survey were very positive. Stetson consistently outperforms its peers on the measures in the NSSE. When asked about their overall experience, the average first year student reported between “Good” and “Excellent”, with less than 10% reporting below “Good”. This is a significantly higher rating than their peers at other institutions.

High Impact Practices are deep and engaging experiences that are strongly associated with student learning and retention, including undergraduate research, study abroad, internships, community engaged learning, etc. The proportion of Stetson seniors reporting engaging in research with a faculty member has increased by over 20 percentage points and is over twice as high as at other institutions. Student reported participation in internships has been near the 60% range for seniors over the past several years and is a focal point for Career Development and the faculty Internship Taskforce this year. 68% of first year students reported planning to complete an internship which is comparable to their peers at other institutions.

First-year students persisting to their second year increased from last year. Coupled with enrollment growth, this means that 32 more students returned for their second year in 2014 than in 2013. We are currently working on further analysis of the retention data, and are encouraged that the University’s efforts to improve all aspects of the student experience are showing overall positive results.

The Guide to Proactive Success (GPS) series has been underway for three weeks now. We have seen some repeat visitors as well as new faces dropping in each week. This series is a great resource, especially for first year students. Sessions are every Tuesday from 5:15 to 6:00 pm in Sage Hall 242.
**OUR VISION AND SERVICES**

Career Development is here to serve students and to support the work of faculty and academic departments. Our vision is to serve all students on this campus through partnerships with faculty. These partnerships can entail many things. Please contact Tim Stiles at tstiles@stetson.edu or 386-822-7375, if you would like to have further discussions about how our staff can help you integrate career-related ideas into your curriculum, clubs, and student activities. Here are some of the support and services we can provide to you:

- Training
- Resume/Cover Letter Writing
- Interviewing
- Networking
- Social Media and Personal Branding
- Internship and Job Search Strategies
- Graduate/Professional School Decision/Application
- Events/Networking
- Planning Career Panels, Guest Speakers, Site Visits to Employers/Alumni
- Connecting Faculty with Employers and Alumni
- Related to Your Students’ Career Needs
- Action Learning
- Major/Career Decision-Making
- Interest Assessments/Goal Setting
- Networking at a Mingling Event
- Written and Verbal Communication with Alumni and Employer Contacts
- Dining and Professional Etiquette
- Mock Interviewing
- Bring Your Laptop Series:
  - LinkedIn Profile Draft
  - Resume or Cover Letter Draft
  - Grad/Professional School Essay Draft

**NEW LEADERSHIP TEAM!**

**Tim Stiles**

The new Executive of Career Development at Stetson University, is excited to be a part of the Stetson family. For the past 14 years, Tim was Associate Director of University Career Services at UNC-Chapel Hill, where he performed a variety of responsibilities from directing internal and external programming to employer relations. He previously worked in career services at North Carolina State University, Indiana University-Bloomington, and Franklin College. He also was employed as an accountant with Pennzoil Company in Houston, Texas. He received his MS in Counseling and BS in Accounting from Indiana University -Bloomington. He enjoys biking, taking walks, running, and time with his wife and two children.

**Dr. Elizabeth Boggs**

Elizabeth began her role as Director of Career Development at Stetson in mid-August. Before coming to Stetson, she worked in Career Services at Rollins College for eight years, most recently as Associate Director. Elizabeth received her Doctor of Education degree in Educational Leadership-Higher Education from the University of Central Florida and completed dissertation research on the relationship between academic and student affairs partnerships and student success. She received her MS in Child and Family Development from the University of Georgia, and BA in Psychology from Furman University. She has held professional leadership roles in both the Southern and Florida Associations of Colleges & Employers.

**UPCOMING EVENTS**

**Health Professions Fair**, Fri, 9/26, 10a-1:30p, Hollis Center, Rinker Fieldhouse

*Learn about health related careers and graduate/professional school opportunities directly from admissions reps. from FL and GA

**Employer Site Visit: DeLand Courthouse**, Tue, 9/30, 1-5p

*Come watch a Stetson alum as he hears cases in his courtroom

*Sign up through our event and job database, College Central Network ([http://www.collegecentral.com/stetson/Student.cfm](http://www.collegecentral.com/stetson/Student.cfm))

**Thinking about Law School Panel of Lawyers**, Thu, 10/2, 6-7p, Rinker Auditorium, Lynn Business Center

**Discovery: Connecting Passions to Majors with FOCUS2 and Spring Course Preparation for Faculty Advising Meeting**, Fri, 10/3, 2:30-3:30p, Sage Hall 142

*Use interest and skill assessment to help with choosing a major

*Narrow down possible major choices to help you with planning your spring course schedule

**Law School Fair**, Wed, 10/8, 10a-12p, Hollis Center, Rinker Fieldhouse

*Talk with admissions reps. from over 50 law schools

**Discovery: Lunch and Learn Faculty Chat**, Tue, 10/14, 11:45a-2p, The Commons, Carlton Union Building

*Talk to a faculty and advising staff member about your major and course questions before spring course registration

**Mock Interviews with Employer Representatives**, Wed, 10/15-F, 10/17, Various available times

*Practice for job and internship interviewing and gain valuable feedback from recruiters (Contact jsheehy@stetson.edu to sign up)

**2014 Networking and Recruitment Fair**, Tue, 10/21, 11a-2p

*Mingle with employers from over 25 organizations and search for full-time positions and summer internships

**Curious About a Career in Student Affairs?** Wed, Oct 29, 12-2p, The Commons, Carlton Union Building

*Join us for a lunch and learn session any time from 12-2p (First 10 students get a Starbucks gift card)
At Stetson University, we proudly boast an outstanding first generation student body. About ¼ of Stetson students identify as the first in their families to go to college. We are really excited to rollout the SU First program out of the Cross Cultural Center. The SU First program is a collaborative effort between the Cross-Cultural Center, Counseling Center, Academic Success and various programs under Student Affairs. We believe that successful students are those who excel academically and socially through their involvement in campus activities.

All incoming First Year- First Generation Students are eligible to participate in the program. This is an on-going open point of entry process that allows students to get involved in various aspects of the program including working with the Student Success Specialist, joining the SU First Got G.R.I.T. group, participating in the peer mentor program, and attending intercultural programming initiatives.

All first gen students needing extra support related to academic exploration and finding their niche have access to Colin MacFarlane, who serves as the Student Success Specialist. Essentially, Colin helps students define and achieve success at Stetson and serves as both a direct resource as well as a central referral agent. Students that are seeking a unique leadership development program can subscribe to the SU First Got G.R.I.T. group which serves to support first-year, first-generation students and enables them to feel more connected through a safe and inclusive environment. The group is facilitated by Becky Stone and incorporates interactive dialogue around a variety of topics that help members gain more self-awareness, develop leadership, personal, and social skills, and build resilience.

We believe the SU First program really helps students see themselves as part of the campus narrative. Students enrolled in the mentor component of the program have access to specialized services, receive a program T-shirt, and are eligible for off-campus trips that are no cost to the student. These trips foster socio-cultural conversations with international students and other first gen students. Mentors also support our efforts to engage first gen students at on-campus functions to include socials and intercultural programs which are critical in the formation of campus pride and school spirit.

This year Student Success has partnered with Alumni Relations to pilot Regional Affinity Groups. These groups were formed as a retention initiative for out of state students and as a means of developing a stronger pipeline of engaged alumni. The first event was a series of Welcome Receptions at which students mingled with other students and staff from their home regions. Events, such as watching rivalry games together or enjoying a regional dinner, will continue through the year and if you are interested in being involved please contact Colin MacFarlane at cmacfarl@stetson.edu. The regions were designed around location and number of students and are listed below:

**West:** Alaska, Hawaii, Washington, Oregon, California, Nevada, Idaho, Utah, Montana, Colorado, Wyoming, Arizona, New Mexico, Texas, and Oklahoma

**Midwest:** North Dakota, South Dakota, Minnesota, Iowa, Wisconsin, Michigan, Illinois, Indiana, Ohio, Kansas, Nebraska, and Missouri

**South:** Arkansas, Louisiana, Mississippi, Alabama, Georgia, Kentucky, Tennessee, South Carolina, North Carolina, Virginia, and West Virginia

**East:** Pennsylvania, Maryland, Washington DC, Delaware, New Jersey, and New York

**New England:** Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island, and Maine
Dr. John Schorr named a finalist for 2014 Thomas Ehrlich Civically Engaged Faculty Award

For faculty committed to civic and community engagement, there are two major national awards: The Thomas Ehrlich Civically Engaged Faculty Award from Campus Compact, and the Ernest A. Lynton Award for the Scholarship of Engagement, from the New England Resource Center for Higher Education (NERCHE).

The Thomas Ehrlich Civically Engaged Faculty Award recognizes senior faculty members nationally for exemplary engaged scholarship, including leadership in advancing students’ civic learning, conducting community-based research, fostering reciprocal community partnerships, building institutional commitments to service-learning and civic engagement, and other means of enhancing higher education’s contributions to the public good.

Dr. John Schorr was selected as one of three finalists from the hundreds of nominations submitted for this prestigious national award. John has dedicated the past nineteen years of his career to developing the infrastructure for community based research, which has helped institutionalize community based research at Stetson University. He is the founder of the Stetson Institute for Social Research (SISR), which is a resource for governmental and non-profit organizations that connect them with Stetson faculty to collaborate on research projects that make a significant impact on our community. He also played an integral role in bringing Princeton University’s Community-Based Learning Initiative, funded by Learn and Serve America and CNCS, to Stetson University. This partnership provided the tools and resources to build the foundation of the Stetson Community Based Research Program. Through this partnership, John was able to organize the addition of a junior seminar course in community based research that he taught for many years prior to retiring in Spring 2014.

The projects John has worked on with non-profit agencies in DeLand and Volusia County have addressed systemic issues including poverty and homelessness, emergency management and preparedness, health care, public housing needs, farm-worker health needs, and sustainability, just to name a few. He has served on the board of Community Outreach Services, which is a major substance abuse treatment program in Volusia County. He has also served a significant role on the international board of directors for Partners of the Americas, which is an international program for cultural and technological exchange. The impact John has had at Stetson and in the DeLand community is tremendous. He is a true inspiration to students, faculty, administrators and community partners.

John will be formally recognized at the 2015 Annual Meeting of the Association of American Colleges and Universities in Washington, DC. and will be a part of a panel discussion where he will get to discuss his work.

Dr. Pamela Cappas-Torro Selected to present at the Eastern Region Campus Compact Conference

Dr. Pamela Cappas-Torro has been selected to present at the Eastern Region Campus Conference in October. The theme of the conference is: “Moving Us Forward-Fifty Years On: From Civil Rights to Critical Engagement.” Pamela will be presenting on, “Higher Education and the Prison Industrial Complex: Promoting Social Justice and Student Activism in Latino Communities.” Her workshop will examine the opportunities and challenges of forging meaningful partnership between institutions of higher learning and Latino communities in an era of mass incarceration and inadequate schooling.
This year’s Values Day speaker, Rev. Dr. Vincent Pizzuto, gave a keynote address on Tuesday morning that focused on three fundamental dimensions of spirituality and the enrichment they provide to each of Stetson’s values.

Rev. Dr. Pizzuto reminded us of the value of silence and stillness as we encourage students’ journeys of personal growth. He likened intellectual development to “the dark night of the soul” in that unknowing, learning, and deconstruction can all be challenging. But if we are willing to endure the darkness, we find that we emerge from these experiences knowing more than we ever thought we could and certainly possessing more questions than answers. Finally, in regards to Stetson’s third value, Rev. Dr. Pizzuto asked, “How do the first and second values prepare us to take action in the third?” He described global citizenship as “contemplation in action.” We should understand contemplation as a quality that infuses everything we do. It’s not just another task on our to-do list; it’s about removing obstacles that prevent us from being fully aware and fully present. Living a contemplative life, then, means extending compassion toward others. This extension will be made possible as we spend time in meditation.

At Stetson, we seek to educate students who will engage the world both intelligently and compassionately. These qualities shouldn’t be understood as opposites, but as complementary to one another. Contemplation’s act of “being” is a wonderful balance to the act of “doing” that is contained within critical thinking.

At the end of the Values Day Keynote, the first question from an audience member came from a professor, who asked a practical question: How do we implement contemplation in the classroom? Rev. Dr. Pizzuto responded by describing his own experiences in implementation, but also called the content of his courses to attention—as the chair of the theology department, the theme of contemplation fits nicely. Ultimately, each discipline should address this question individually as they explore contemplation and the possibilities contained therein.

In The Way of Mindful Education: Cultivating Well-Being in Teachers and Students, author Daniel Rechtschaffen offers another option for application: the professor’s cultivation of a contemplative practice. This allows for contemplation to be introduced into the classroom without requiring a curriculum shift. “The vision is that the teacher’s sense of well-being will naturally translate into an environment of wellness for the students.” As we encourage our students to practice self-care, the self-care of those providing the education should not be forgotten. “The way of mindful education takes our attention from all the ways we want to change the world and turns our gaze inward. Instead of taking on the immense and impossible task of trying to get the world around us to calm down, we can notice and learn to manage the wild chatter in our minds.” The chaos in the world will still continue, of course, but contemplation invites us to become aware of our own anxiety and befriend our patterns of thinking. This level of self-care will bring about change in the life of the practitioner, and in the lives of their students, as professors continue to serve as role models and mentors.

~Submitted by Lindsey Graves

If you are interested in continuing this discussion, or learning about contemplative techniques, please contact Lindsey Graves, the Assistant Director of Interfaith Initiatives: lgraves@stetson.edu or 386-822-7403. You can also visit Stetson.edu/meditation for resources and information.

2 Ibid.
MAP-Works is our online student success software that integrates institutional data, survey responses, and faculty/staff notes into one user-friendly source to provide a more complete picture of how students are doing. Many faculty find MAP-Works is a great tool for them to understand more about their students so they can intervene and support them more effectively. It is also an easy tool for letting Student Success know about a student you are concerned about so we can mobilize support resources for that student. Success Coaching is the primary approach to student support here at Stetson and is founded on resource awareness and skill building.

The truly exciting part is that the MAP-Works survey creates an interaction between faculty, staff and students. Utilizing the survey data helps advisors to better understand students and their experiences and offers suggestions for continued success and improvement. The fall transition survey ends on Monday, September 22 and viewing student’s vital information is just a click away.

There will be several sessions for you to become more familiar with MAP-Works and we would love for you to attend or you can always call us at any time.

A comprehensive training on all of the coaching materials we have for students (time management, note taking, etc) including MAP-Works training:

MAP-Works/Success Coach training: Thursday, September 25th from 2:00 – 4:00 pm in Library 25L

Don’t have time for the full MAP-Works/Success Coaching training? That’s okay. We’re offering a quick (15 minute presentation with 15 Q&A as needed) MAP-Works Essentials workshop that goes over the essentials so you’re all set. This is great for first time users or as a refresher.

Monday, September 29th from 8:15 – 8:45 am in Davis 101
Tuesday, September 30th from 4:00 – 4:30 pm in LBC 317

To RSVP for the training sessions, please notify Colin MacFarlane at cmacfarl@stetson.edu or 386.740.2538.

**MAP-Works Essentials workshop**

- October 21: GPS— Diet vs Nutrition. *Sage Hall 242*
- October 21: Fall Networking and Recruitment Event
- October 27-30: Academic Advising for First Year Students
- October 28: GPS— Listen Up and Laugh: Using Improv Comedy to Improve your Attention. *Sage Hall 242*
- October 31-November 3: Registration for First Year Students
- November 4: GPS— Reference Librarians Do Exist! (And They’re Awesome). *Sage Hall 242*
- November 18: GPS— Studying Backwards: Matching Your Strategies to Your Test. *Sage Hall 242*
- November 18: End of FSEM Classes

**Seasonal Nature of Students**

**September**
- Long distance relationship strain
- Experimentation with drugs and alcohol
- Feelings of loneliness and homesickness increase
- Students run the risk of feeling disconnected from their peers if they don’t feel “connected” to school and/or other organizations -have desire to fit in
- Roommate conflicts
- Students question their decision to come to school
- Expectations may be unfulfilled resulting in low motivation
- Exploration and acknowledgement of personal values

**October**
- First year students begin to realize college life is not as perfect as they were led to believe
- Behind in class work/need for contact with instructors
- Masks start to come off
- Diversity issues are apparent
- Job panic of mid-year graduates
- Conflicts between friends in building and on the floor
- Sexual conflicts and confusion result when confronting, often for the first time, different heterosexual/homosexual/bisexual/pansexual/asexual standards
- Anticipation of mid-terms and fear of failure

**Looking Ahead**

- September 26: Health Professions Fair
- September 30: GPS— Budgeting 101. *Sage Hall 242*
- October 7: GPS— 10 Tips to Writing a Better Essay. *Sage Hall 242*
- October 8: Law School Fair
- October 13: Mid Term Grade Reports Due to Registrar 9:00 AM
- October 13-17: Academic Advising for Upper Class Students
- October 14: GPS— Academic Advising: Just Give Me My Pin! Why Do I Need an Advisor?. *Sage Hall 242*
- October 20-24: Virtual Career Fair /Registration for Upper Class students
- October 24: Last Day to Drop a Fullterm Course without Academic Penalty
- October 21: GPS— Diet vs Nutrition. *Sage Hall 242*
- October 21: Fall Networking and Recruitment Event
- October 27-30: Academic Advising for First Year Students
- October 28: GPS— Listen Up and Laugh: Using Improv Comedy to Improve your Attention. *Sage Hall 242*
- October 31-November 3: Registration for First Year Students
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