Just keep swimming…

There are two young fish swimming along. They meet an older fish swimming the other way, who nods at them and says, “Morning, boys, how’s the water?” The two young fish swim on for a bit, and then eventually one of them looks over at the other and asks, “What is water?”

I am not sure when I first heard the “How’s the water?” story, but it resonates with me often. In a world filled with violence, a deluge of information, and financial trials-I sometimes swim around Stetson without recognizing the water. In the past few weeks, I have had a few moments that allowed me to pause and reflect on this amazing community of learners that I get to be a part of everyday.

On September 11th I attended the noon panel discussion: “Civil Liberties, Security, and Syria: looking at current issues in the context of 9/11.” I got to spend an hour listening to Dr. Paul Croce, Dr. Margaret Venzke, Margaret MacDonald and Ahmad Yakzan (alumnus) speak about the complexities of war and conflict in the modern world. The ideas shared, although diverse and complex, were also relatable and engaging.

On Values day, I again was able to participate in a deep and profound learning experience with students, staff and faculty at the “Confronting and Exploring Racism in a ‘post-Racial’ World” half-day workshop with the ALANA-IA faculty including Dr. Josh Rust, Dr. Kimberly Flint-Hamilton, Dr. Patrick Coggins, Dr. Rajni Shankar-Brown, Dr. Ramee Indralingham, Dr. Harry Price and others. We dove deep, exploring racial and ethnic issues and implicit bias. Both of these moments gave me a sneak peek into the quality of the teaching environment in our classrooms. I was engaged, my thoughts were challenged, and I walked away with a head swimming with new thoughts and information about the world and my place in it. Too often I run from one meeting to the next and then home to help with homework and tuck in my little ones. It has been nice to have some time to relish the campus climate full of talented and passionate faculty and inquiring students—to stop and notice the water.
Engaged Career Programming
The office of Career Development and Academic Advising (CDAA) is excited to launch an engaged programming model designed to provide students opportunities to meet, build relationships with, and work with professionals and alumni to advance their career and academic interests. This model will also allow students to enhance their professional acumen and communication skills while building their professional networks.

CDAA strongly encourages all students (first-year through graduates) to take advantage of available opportunities to engage with professionals and alumni. Career development is a life-long process that includes four stages: self-awareness and assessment, exploration, experience, and transition. Regardless of the stage students find themselves in, CDAA offers programming to engage them in meaningful ways with professionals. Great programs and events like mock interviews, on-campus interviews, the Law School Fair on September 25, and the annual Afternoon of Career Opportunities on October 23, will supplement these new engaged programs: Employer site visits on October 10, Job shadowing program during winter break, Employer on-campus office hours, Senior Career Conference in January 2014 designed to assist students with achieving post-graduation success.

For more information about CDAA’s programs and new initiatives please visit http://www.stetson.edu/administration/career-development/.

Internships
One of the best ways for students to gain professional experience and exposure is through internships. The Association of American Colleges and Universities (AAC&U) has identified internship as a high-impact educational practice that allows students to gain work experience directly related to his/her area of study and career interests while also providing an opportunity to learn from professionals in the field. The emphasis on internships at Stetson has never been greater:

According to Stetson’s 2012 NSSE data, 83% of first-year A&S students, 71% of first-year SoBA students, and 47% of first-year SOM students plan to participate in an internship/experiential learning opportunity during their academic careers.

75% of A&S seniors, 53% of SoBA seniors, and 50% of SOM seniors reported to NSSE that they have participated in an internship/experiential learning opportunity during their academic careers. Significantly less than the reported percentage received credit for that experience.

In August 2013, the Jessie Ball duPont Fund trustees approved full funding of $100,000 over three years for Stetson’s project: Internship as a High Impact Learning Practice, which will support a new, full-time internship coordinator position. CDAA will lead a collaborative effort with deans, associate deans, faculty, and administrators to advance a campus-wide internship program that will significantly impact students’ career decision-making and preparation.

The benefits of internship go well beyond gaining experience, learning, and defining one’s career path:

According to the National Association of Colleges and Employers (NACE), 67% of interns received a full-time employment offer from their internship employer in 2012 and 87% accepted the offer. NACE also reports that in 2012 the average 1-year retention rate for college hires who were once interns was 76%, compared to 61% for college hires who never participated in an internship.

A 2011 study conducted by Iowa State University found that students who interned earned a significantly higher overall GPA (3.31) compared to students who did not participate in internship (2.84).
Discovery Program

Stetson University's Discovery Program is designed to help students identify their skills, values, and passions and connect them to a variety of academic studies and career paths. Designated Discovery Faculty Advisors play a large role in the program by serving as mentors and by advising students on exploratory courses, clubs, and organizations to help develop their interests.

The Office of Career Development and Academic Advising (CDAA) offers programming designed for Discovery Students. It provides opportunities for students to attend workshops to help them connect their interests and areas of study, to introduce them to faculty from a variety of fields, to meet employers who can directly answer their questions about careers, and to work with CDAA staff for individual mentoring.

Discovery’s fall program was successfully launched at the Major Mixer during Focus Orientation with fifty plus students attending. Students enjoyed meeting with faculty and took advantage of the opportunity to ask questions about various areas of study. Conversations continued well past the designated hour. We would like to thank Dr. Ted Surynt, Dr. George Glander, Dr. John Rasp, Dr. Philip Lucas, Dr. Sven Smith, Dr. John Tichenor, and Dr. Ramee Indralingham for attending and making this event such a success.

Throughout the fall, Discovery students will have the opportunity to participate in informal lunch chats with faculty in the campus coffee shop. If you are interested in hosting a chat, please contact Cindy Oakley-Paulik at coakleyp@stetson.edu.

Fall Faculty Chat Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Oct 15</td>
<td>11:30 – 1:00</td>
<td>Administrator Chat with Robin Kazmerek and April Thompson on Careers in Student Affairs *Campus Coffee Shop</td>
</tr>
<tr>
<td>Wednesday, Oct 23</td>
<td>11:00 – 2:00</td>
<td>Afternoon of Career Opportunities Freshman Friendly Tables with Employers Hollis Center</td>
</tr>
<tr>
<td>Wednesday, Nov 6</td>
<td>Noon-1:30 PM</td>
<td>Faculty Chat with Computer Science/Digital Arts Commons</td>
</tr>
<tr>
<td>Wednesday, Nov 13</td>
<td>1:30-3 PM</td>
<td>Faculty Chat with Dr. Tara Schuwerk, Communications and Media Studies Coffee Shop</td>
</tr>
<tr>
<td>Monday, Nov. 18</td>
<td>Noon-1 PM</td>
<td>Faculty Chat with Dr. Laura Gunn, Integrative Health Sciences and pre-health interests Commons</td>
</tr>
</tbody>
</table>

The fall programming calendar is listed above. Please share it with your advisees or students who may still be exploring whether they are designated as Discovery or some other major.
The Power of Learning through Community Engagement: Definitions and Benefits of Community Engaged Scholarship

Stetson University embraces community engagement as a powerful means to prepare students for active citizenship. The Center for Community Engagement is committed to providing resources on community-engaged scholarship, which will help faculty to integrate community engagement initiatives into teaching, research and service.

In the book *Participatory Partnerships for Social Action and Research*, the term ‘community-engaged scholarship’ is defined as “scholarly activities related to research and/or teaching that involve full collaboration of students, community partners, and faculty as co-educators, co-learners, and co-generators of knowledge and that address questions of public concern.” (Harter, 2010)

Some examples of the community-engaged scholarship model include components of community-engaged learning, such as service-learning pedagogies and community-based research (CBR), both of which emphasize addressing community needs and concerns. Service-learning and CBR applications provide complementary approaches for developing campus-community partnerships and optimizing student learning outcomes. Both are experiential and iterative processes in which students and faculty are called to collaborate with community representatives to devise creative solutions to existing challenges while experiencing the actualities of community life, and both utilize reflection as a way to process experiences and integrate theory and practice (Blundo, 2003). Service-learning and CBR, whether conducted at home or abroad, offer a rich array of benefits to Stetson students, faculty, and communities. For more information on how to integrate community-engaged learning into your course(s) contact the Center for Community Engagement cce@stetson.edu.

Benefits of Community-Engaged Learning:

**Students**
- Brings academic instruction to life
- Prepares individuals to participate in research
- Allows exploration of career options
- Teaches workforce skills
- Provides opportunities to accommodate different learning styles
- Facilitates connections with people of diverse cultures and lifestyles
- Develops meaningful involvement with the local community

**Campus**
- Promotes the university as an active, engaged partner in the community
- Facilitates teaching, research and program development
- Increases student retention
- Enriches the quality and relevance of the education provided
- Enhances faculty - students mentorship
- Increases students' awareness of societal issues as they relate to academic areas of interest
- Assists in the development of innovative approaches to instruction
- Provides opportunities for collaborative community research and project development
- Engages faculty and students in local and state community issues
- Provides opportunities to extend academic knowledge and resources
- Increases development and preparation of college graduates

**Community**
- Promotes awareness-building of community issues, agencies and constituents
- Provides affordable access to professional development
- Develops short- and long-term solutions to pressing community needs
- Creates ways to expand current services
- Increases human resources for problem solving
- Provides opportunities for participating in the educational process
- Contributes to positive exposure in the community

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This year Student Success and the Academic Success Center (ASC) have been a part of major collaborative efforts with Math and Biology faculty members to encourage academic excellence in some of our most challenging lower-level courses, which have higher DFW rates (grades of D, F, or withdrawals). With the expert and enthusiastic efforts of our faculty partners, we have been able to roll out new and improved supplemental instruction initiatives. In all Biology 141 courses and in some strategically chosen Math courses, we have selected high-achieving student leaders to act as Stetson Peer Instructors (SPIs) in each of these courses. These SPIs will, in addition to attending all classes, hold interactive sessions outside of class to promote higher level engagement for students with the course material. The goal is not just to ensure that more students are successful in these courses, but to truly move these students into deeper levels of learning in these content areas. As a model we have used Bloom’s Taxonomy to help describe the aspirational goal of this initiative hoping to move students up the pyramid. This initiative has the potential to have an incredible impact and with so many passionate and invested partners (faculty, staff, and students) we have VERY high hopes of its success!

**Writing Center & Speaking Center**

While most of our tutoring is very subject specific, there are two tutoring sites for which any student in any course can benefit: the Writing Center and the Speaking Center.

The Writing Center has moved to a centrally located site—the Dupont Ball Library—with more space for their many, many users. We encourage you to stop by and say hello to this group of expertly trained, nationally recognized group of students.

Students can meet with tutors at any stage of their writing, whether it be the brainstorming phase, construction phase, or final editing phase. Our tutors act as excellent sounding boards and guides for the writing process. Please send students to this amazing resource; students can either walk in or make an appointment online: [http://www.stetson.edu/administration/academic-success-center/tutoring.php](http://www.stetson.edu/administration/academic-success-center/tutoring.php). Students can also check out the Writing Center website, which will soon have more great tips and enable them to make appointments here as well: [http://www.stetson.edu/other/writing-center/](http://www.stetson.edu/other/writing-center/).

Be sure to send your students to the Speaking Center as well! This year the Speaking Center Tutor will be housed in the Academic Success Center and meet with students by appointment but will also be available to do classroom presentations. This amazing student who was one of our Speaking Center tutors last academic year—Eleanor Roy—will work with students to hone their presentation skills, move past any performance anxiety, and make gains in some of the learning outcomes Stetson faculty have specifically created for speaking: Central Message and Supporting Content, Organization and Coherence, Language, Delivery, and Audio-Visual Aids. Students will eventually be able to make an appointment online, but for now encourage students to email [asc@stetson.edu](mailto:asc@stetson.edu) to schedule an appointment.

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MAP-Works: MAP-works is the Stetson student success and retention software. We are best able to use this tool to help our students when it is populated with information from various sources including the student survey and faculty reporting. We are excited that 92 faculty members engaged in using MAP-Works during the inaugural 2012-2013 academic year. This year we seek to engage more faculty in this powerful system.

Faculty who are interested in more details about MAP-Works can visit the Student Success website (http://www.stetson.edu/administration/student-success/faculty-map-works.php). Student Success is also available to meet with departments to provide MAP-Works training upon request. Also, keep an eye out for 15 sessions during October that will walk your though how to use the system to access valuable information on the students you advise.

LOOKING AHEAD

- October 1st: GPS — Math: It’s Not a Spectator Sport. Flagler 201. 5:15pm-6:00pm
- October 2nd-6th: Fraternity Recruitment
- October 8th: GPS — Academic Advising: Just Give Me My Pin! Why do I need an advisor anyways?! Flagler 201. 5:15pm-6:00pm
- October 10th-13th: Fall Break 2014
- October 10th-13th: Global Leadership Retreat
- October 12th: SU Admissions Open House
- October 14th: Mid-term Grade Reports Due to Registrar by 9:00am
- October 14th-18th: Academic Advising for Upper-class Students for Spring Semester
- October 15th-17th: Advising help Session for Students. Flagler Hall.
- October 15th: GPS — 10 Tips to Writing a Better Essay. Flagler 201. 5:15pm-6:00pm
- October 16th: Social Justice Lecture Series with Dr. Peter Edelman. Stetson Room. 8:00pm-9:30pm
- October 18th: The Success Project: Design Your Path to Academic Success. LBC 122 12:00pm-1:00pm *
- October 21st: The Success Project: Design Your Path to Academic Success. LBC 122 1:15pm-2:15pm.
- October 21st: 25th Academic Advising for First Year Students for Spring Semester.

- October 22nd: GPS — Diet VS Nutrition. Flagler 201. 5:15pm-6:00pm
- October 23th: Afternoon of Opportunities. Rinker Fieldhouse. 11:00am-2:00pm
- October 24th: The Success Project: Design Your Path to Academic Success. LBC 123 4:00pm-5:00pm *
- October 25th: Last day to withdraw from all courses without academic penalty
- October 25th: Last day to change a full term course to pass/fail grade option
- October 25th: Last day to withdraw from all courses with W grades
- October 25th: Safe Zone Training. Cross Cultural Center. 2:00pm-4:30pm
- October 26th: Make a Difference Day of Service
- October 26th: Bandtober Fest.
- October 28th: Registration for Upper-class Students
- October 29th: GPS — Listen Up and Laugh: Using Improv Comedy to Improve Your Attention. Flagler 201. 5:15pm-6:00pm
- October 30th: Registration for First Year Students

* The Academic Success Center will be providing these sessions for students on academic tips and strategies (active reading, test preparation, etc.) to empower students to improve their academic performance.

SEASONAL NATURE OF STUDENTS

- 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

SEPTEMBER

- 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 standards
- Anticipation of mid-terms and fear of failure

OCTOBER

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