Spring Semester is off and running—meetings, classes, grading...breathe...coffee, meetings, classes, grading...Hope you all are finding time for coffee and breathing. If you have a moment, I am always willing to buy you a cup of coffee (or tea) and breathe and chat about the amazing learning that happens in the crucible of development that we call Stetson.

On Friday, January 11th, Jillian Kinzie, Associate Director of the Center for Postsecondary Research & NSSE Institute, spent the day at Stetson consulting with us about how we maximize student learning. The National Survey on Student Engagement (NSSE) provides data-driven feedback that has illustrated: “Engaged learning is a gateway to the desired outcomes of college. Students who engage more frequently in educationally purposeful activities both in and outside the classroom get better grades, are more satisfied, and are more likely to persist and graduate.” (Kinzie, 2013)

We were challenged to role model what we ask our students to do: critically think about data and engage in meaningful conversation and reflection with our colleagues on important issues. A strong take away for me was to integrate more peer learning experiences for our students. Our students report standout experiences of intellectual interaction with faculty and also report working with their peers outside of class, but less so in class. How can we maintain the strong faculty-student learning, and increase peer-influenced learning during class time? Hhhhhmmmm?? Food for thought...Coffee...Breathe...

Sincerely, Lua

Mark Powell, assistant professor in English, will be recognized in February at the 32nd Annual Conference on the First-Year Experience. Powell received honorary mention for the Teaching First-Year Seminars Award. Rosalie Carpenter, Assistant Dean of Students, said, “Mark is a faculty member who promotes student success through personal interaction that inspires and challenges students to bring out the best in themselves.” Powell teaches many creative and impactful courses including a first-year seminar entitled “How Fiction Works.” Dr. John Pearson, English Department Chair, stated, “[Powell] shares his profound love of literature, and guides students through their first semester in college.” Many students even go on to take more English classes or adopt it as their major. Dr. Beth Paul, Provost, added, “Powell is a most generous mentor to the students, often continuing relationships with them through their college career and beyond. He truly facilitates transformational learning!” Mark shares his vision by saying, “Literary citizenship is a first step toward global citizenship. To be an active participant in a larger discussion, to recognize one’s place in a continuous flow of ideas, to acknowledge the need to contribute to that flow of ideas—writing an essay on Garcia Marquez or leading a discussion on Toni Morrison turns out not to be terribly different from participating in democratic life. I hope this class makes a small contribution to the vibrancy of that life.”

Stetson students report that they work with peers much more during out-of-class time than during in-class time.

36% of Stetson faculty replied that first-year students frequently worked with other students on a project during class, as opposed to 47% of faculty at peer institutions.

Highlights of NSSE results at Stetson
- Overall, solid scores, on par with peers
- Low active-collaborative learning scores
- Stand out for student-faculty interaction—discussing ideas, assignments with faculty and supporting attendance at events, speakers
- Strong integrative learning with First Year Students
- Experiences with diversity better than peers
ASC Tips to Make your Writing Assignments more Accessible!

1) **Offer students both written and verbal instructions for assignments.** This allows for greater understanding across the learning spectrum and helps more students comprehend the assignment according to their own personal learning styles.

2) **Students paraphrase the assignment.** This action causes the brain to become actively engaged and, in some cases, can help students by allowing them to begin conceptualizing the assignment, then organizing the materials and steps they will need to complete the work and, therefore, reduce anxiety.

3) **Creating a rubric** for students to follow or at least view can help lessen anxiety because it gives a tangible example of the expectations for a given assignment. It can help develop clear goals and provides the ability to give targeted comments once the work has been submitted.

4) **Provide consistent involvement in the feedback process** throughout an assignment’s various stages. Having checkpoints for students breaks a large assignment into more manageable chunks that can be tackled individually.

GPS: Guide for proactive success

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<tr>
<th>Date</th>
<th>Title</th>
<th>Speaker(s)</th>
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<tr>
<td>2/19/13</td>
<td>Community Service is NOT Just for High School</td>
<td>Dr. Cindy Bennington &amp; Kevin Winchell</td>
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<tr>
<td>2/26/13</td>
<td>Diet Vs. Nutrition</td>
<td>Dr. Tara Schuwark &amp; Terrance Harris</td>
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<td>3/12/13</td>
<td>How Do YOU Handle Conflict?</td>
<td>Dr. Lua Hancock &amp; Dr. Brigid Noonan</td>
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<td>3/19/13</td>
<td>10 Tips to Writing a Better Essay</td>
<td>Dr. John Pearson &amp; Stacy Collins</td>
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<td>3/26/13</td>
<td>Failing Your Way to Success</td>
<td>Andy Dehnart</td>
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GPS 2.0 - Workshops for Proactive Success

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<tr>
<th>Date</th>
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<tr>
<td>3/13/13</td>
<td>Where and How I Enter: Exploring Privilege Identity and Its Role in Our Lives</td>
<td>Nate Burke</td>
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<td>RSVP only by 3/12/13. Contact</td>
<td>Jesse Tucker (<a href="mailto:jrtucker@stetson.edu">jrtucker@stetson.edu</a>)</td>
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<td>4/2/13</td>
<td>Get LinkedIn</td>
<td>John Sheehy</td>
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WORLD

Did you know 1/3 of all Stetson students study abroad before graduating?

WORLD now offers 14 semester and year-long exchange programs, hundreds of opportunities through Affiliates ranging from short-term to a year, spanning six continents and all academic disciplines., including locations in France, Korea, India, England, Scotland, Spain, Russia, Austria, Hong Kong, Thailand, United Arab Emirates, and Germany. Short term visits are available in Peru, Brazil, South Africa, China, and Innsbruck.

Join us for a “StudyAbroad 101” session to learn more about these opportunities and ask questions about studying abroad. Sessions are Monday and Friday at 11:00 a.m. in World.

Visit WORLD’s new office on 635 N. Bert Fish Drive or at www.stetson.edu/world.

DATA FROM THE ASC

89% of students who attended Success Coaching through the ASC said they would recommend Success Coaching to other students!

540 Students (21% of the undergraduate student population) attended tutoring during Fall 2012. They visited tutoring sites a total of 1,770 times!

The Writing Center accounted for the most visits.

203 Students (25% of the first year class) attended GPS Workshops during Fall 2012!
Service-Learning

Stetson University Center for Community Engagement partnered with Florida Campus Compact and Learn and Serve America in May 2012 to host a day institute that supported the integration of service learning into courses that focus on STEM (Science, Technology, Engineering, and Math) areas. There were eighteen faculty members from Stetson University and other Florida institutions of higher education that participated in the Stetson University STEM Day Institute.

Service learning is a pedagogical tool used by the instructor of the course to help students apply theoretical knowledge to a real-world problem with the goal of having a better understanding of the theory while solving the engaged problem at the same time. The primary goal of the service-learning course is to develop a better understanding of the subject material of the course. This better understanding is achieved by taking theory taught in the course and applying it to a problem faced by the community.

Dr. Alicia Schulthesis taught Introductory Biology where students put together presentations that demonstrated specific biological concepts that relate to the course. They then presented the concept to youth during the Gillespie Museum family days.

In Plant Ecology with Dr. Cindy Bennington, students collaborated with the Florida Division of Forestry at Tiger Bay State Forest. They collected data from different sites that were within an area targeted for restoration. This data informed students of the restoration process and provided baseline data for future comparisons.

Other faculty have redesigned their courses to integrate service learning, including Dr. Karen Cole, Nancy Barber, Andy Dehnart, Dr. Bette Hines, Dr. William Miles, and Dr. Chelsea Embry. If you are interested in learning more about service-learning and incorporating service-learning into your course, contact Kevin Winchell at kwinchel@stetson.edu or visit the Center for Community Engagement.

Career Development & Academic Advising

The office of Career Development and Academic Advising (CDAA) empowers students and alumni to achieve personal, academic, and career fulfillment. Some of the services Stetson students and alumni can take advantage of through CDAA include meeting with expert advisors about career and academic matters, attending programs and presentations that address current career and advising issues, and utilizing powerful electronic resources to navigate their career and academic paths. Below are suggested ways faculty members can enhance their engagement with students when discussing career and academic advising issues:

Utilize Degree Audit
Faculty members should let students know the advantages of using the planning section of Degree Audit. In addition, faculty members are encouraged to use the notes section to record advising meetings and course recommendations. Utilizing Degree Audit will inform the academic advising staff of the conversations and advice that has been given to students by their faculty advisors and it also provides a running record of the advice students have received.

Explore College Central
College Central is a web-based career management system that allows students and alumni to post their resumes and search for internship and employment opportunities. Employers can apply for access and, once approved by CDAA, they are able to post their employment opportunities and search for candidates. Faculty members who are interested in seeing available jobs and internships in College Central can do so through a “browse only” account that has been established by CDAA. To utilize this account please visit http://www.studentcentral.com/. The username and password are for use by any faculty member who would like to view jobs/internships. The username is “johnbstetson” and the password is “gohatters.”

Explore Going Global
Going Global is a career and employment resource that includes more than 10,000 pages of constantly-updated content on topics such as job search sources, work permit/visa regulations, resume writing guidelines and examples, employment trends, salary ranges, networking groups, and cultural/interviewing advice. Faculty members who work regularly with international students or with domestic students who wish to work or intern abroad will find Going Global to be a very useful resource. To access Going Global follow the directions on CDAA website here: http://www.stetson.edu/administration/career-development/goingglobal.php.

CDAA recognizes and appreciates the role faculty members play in the lives of Stetson students and alumni. We ask that all faculty members promote the use of CDAA and its resources for the benefit of current students and graduates. For more information please contact CDAA at 386-822-7315 or career@stetson.edu.
GPS Workshop Series: Held every Tuesday from 5:15-6:00pm in Sage 257. Students can learn about time management strategies, reading and study ideas, etc. Going to these workshops is a great way to make students’ GPA go UP! [http://www.stetson.edu/administration/academic-success-center/gps.php]

GPS 2.0 Workshop Series: For anyone wanting to take it to the next level here at Stetson, this is a great way to get started on that goal! Held February 13th, March 13th, and April 2nd in Sage 257 from 5:00-6:00pm.

Graduating Seniors: Seniors who need assistance with post-graduation plans can contact Career Development and Academic Advising at 386-822-7315. Whether they are launching their job search or considering graduate school, Career Development and Academic Advising helps students achieve their goals through insightful professional guidance and high-quality services, which are also available to Stetson alumni.

Success Coaching: Students can email asc@stetson.edu and make an appointment! A Success Coach will brainstorm with students about each of their courses and ways to have a successful semester!

MAP-Works Survey: This survey is all about students and how they think they are doing this semester. Students receive an individualized student report showing how they rate in a variety of areas and providing suggestions from Student Success for a successful semester!

 сезональные природные статистики студентов

February
- Deadline to apply for graduation
- Routine month… school finally becomes “home”
- Cliques becoming stronger on floors
- Cabin fever and burnt out
- Valentine depression if not dating
- Vocational choice/internship search causes anxiety
- Spring Break planning begins
- Missing family and friends at home and friends who did not return to school
- Problems getting into study mode
- Social calendar is non-active

March
- Mid-semester slump and mid-winter sickness
- Eating concerns arise as warm weather and Spring Break near
- Hidden conflicts between roommates and friends begin to arise – room assignments!
- Next year plans– classes, housing, and financial aid
- Seniors thinking about graduation – senioritis sets in
- Drug and alcohol use may increase
- Low energy levels and restlessness
- Changing and deciding on a major
- Excitement over Spring Break plans
- Mid-term anxiety
- 3.21 Last day to drop course without Academic Penalty

Looking ahead
- The Color ME Brown Project: Conversations with Unmuted Voices. February 19, 10:00am-11:15am. LBC 108
- Black Pride: Negotiating Triple Minority Status. February 19, 7:00pm-8:30pm. Stetson Room
- Black History Month Keynote Speaker: Honorable Lubbie Harper. Luncheon Discussion: Decision on Legalized Marriage in Connecticut. February 20, 12:30pm-2:00pm. Faculty Lounge. Keynote Address: Social Justice-An Ongoing Search—A Never Ending Challenge. 7:00pm-8:00pm. Stetson Room
- Book Feast: Arrested Justice: Black Women, Violence, and America’s Prison Nation by Beth Richie. February 21, 4:30pm-6:00pm. Cross-Cultural Center
- Strengths Finder Presentation. February 22, 2:30pm-4:00pm. LBC 322
- Jupiter String Quartet. February 23, 7:30pm. Lee Chapel
- Open House (CCC, World, Grants, Sponsored Research and Strategic Initiatives, and CCE) February 26, 9am-5pm.
- SOAR Wekiwa Springs Kayak Excursion. February 26. Sign up February 8th-February 20th
- Nashville Service Trip. March 2nd-March 9th. Center for Community Engagement
- New Orleans Disaster Relief Service Trip. March 2nd-March 9th. Center for Community Engagement
- Key West Environment Service Trip. March 2nd-March 9th. Center for Community Engagement
- From Band-Aids to Pipelines: Black Perspective on the Education System. March 12, 6:00pm-7:30pm. Stetson Room
- Echoing Air Concert. March 13, 7:30pm. Lee Chapel
- Book Feast: How the Garcia Girls Lost Their Accent, by Julia Alvarez. March 14, 4:30pm-6:00pm. Cross-Cultural Center
- Values and Decision Making. March 15, 2:30-4:00pm. LBC 124
- Intersections of Asian Identity: Higher Education and Beyond. March 19, 6:00pm-7:30pm. Stetson Room