The Mid-Night Breakfast for the Spring term is to be held on Tuesday April 29, 2014 from 9:45pm-12:00am. This event is held every semester as a way to give students a break from studying for final exams. Traditionally, Stetson faculty and staff have volunteered their time to serve the food and handle other tasks so the students can enjoy the event. We know you value your time and, therefore, greatly appreciate any that you chose to volunteer. If you can attend and are interested in serving food or facilitating other activities please email studentsuccess@stetson.edu

Student Success Highlights

Stetson was one of the more than 260 universities that participated in the National Assessment of Learning, Voting, and Engagement (coordinated through Tufts’ University’s Center). Among private, four-year institutions (n = 64), the average turnout in the 2012 general election was 49.6%. Stetson’s turnout was 54.6%.

Students who use TurboVote (a free service to students that allows them to register to vote, request an absentee ballot, or subscribe to free election text/email updates so they never miss an election) and registered using their on-campus address voted at an even higher rate of 78.2%

For more information contact Kevin Winchell, Assistant Director for Community Engagement, at kwinchel@stetson.edu

Which method do students prefer to use when voting

<table>
<thead>
<tr>
<th>Voting Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown</td>
<td>3%</td>
</tr>
<tr>
<td>In-person, Election Day</td>
<td>37%</td>
</tr>
<tr>
<td>Mail</td>
<td>0%</td>
</tr>
<tr>
<td>Early Vote</td>
<td>22%</td>
</tr>
<tr>
<td>Absentee</td>
<td>38%</td>
</tr>
</tbody>
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My hope is that you find something useful in this newsletter that maybe:
- helps inform your student learning practices
- provides you with useful information or reminders
- allows you to celebrate the work of you and your colleagues
- reminds you of the noble work that you do and the lasting and transformational impact it has on our students and each other
- makes you laugh
- reminds you, as it has me, what a truly remarkable place Stetson is and grounds you again in how fortunate we are to work in this educational community

I look forward to continuing to partner with you to meet the goals you have for your programs, yourselves, and our students! Come out and flip some pancakes with me!
Welcome Stephanie Ryan!

In last 2013, Stetson University was awarded a $100,000 grant for the DuPont foundation to grow the support for internships at Stetson. As part of the grant award, we were able to create an internship position. Stephanie Ryan joined the CDAA team as Internship Coordinator in December of 2013. Prior to Stetson, she worked as Patient Experience Manager at Florida Hospital in Daytona Beach for five years. In her role as Internship Coordinator, Stephanie is looking forward to combining her education and previous career development experiences with five years spent in industry to help students achieve professional success.

Stephanie holds a Bachelor of Arts in Journalism from St. Bonaventure University and a Master of Education, Mental Health Counseling from Clemson University. She served as a graduate assistant for two years at Michelin Career Center at Clemson, then ranked number seven for Best College Career Centers by the Princeton Review. Her primary focus of research was on transgender career development, which is still used at the Michelin Career Center today.

One of her main focuses as Internship Coordinator is to increase the number of high impact internship experiences available to students through key partnerships with faculty and industry leaders at the local, state and national level. She will also focus on educating and preparing students for internship job search strategies and resume writing. Stephanie Ryan joined the CDAA team as Internship Coordinator in December of 2013. Prior to Stetson, she worked as Patient Experience Manager at Florida Hospital in Daytona Beach for five years. In her role as Internship Coordinator, Stephanie is looking forward to combining her education and previous career development experiences with five years spent in industry to help students achieve professional success. Stephanie is located at CDAA’s Flagler Hall, 102 offices.

Advising Week is Coming:
Advising Week (March 31 through April 4) is fast upon us. How can advisors make the most of the one mandatory meeting of the semester to connect with students and foster a more productive advising relationship? First, contact students by March 21st to tell them your preferred method of appointment scheduling. Remind them to prepare for the advising meeting by reviewing Degree Audit to select their courses and to write down a few alternative courses as well. With over 750 students registering for their first fall semester, you may want to refer them to the Planner function on Degree Audit. This feature can be a great time-saver that will allow you to engage students in more meaningful conversations in the future. In Planner, students can “drag and drop” specific courses required for their major that are printed on Degree Audit such as ENGL 101 or BIOL 141 to create the schedule for each semester. If a course falls under one of the major headings such as “Culture and Belief” or “Historical Inquiry” where there are many choices, then students can simply type in the prefix and course number that interests them in the schedule. You can also encourage students to use the planner to note the amount of cultural credits they plan to attain that term to stay on track for graduation requirements. Next to the Planner schedule, there is a notes box where advisors or students can type comments or add alternate courses. Advisors can review the schedule in Planner before the actual meeting or during the meeting. Finally, during the advising meeting encourage students to use the Planner feature to create a four-year graduation plan and suggest a follow-up meeting to discuss it with the students. The meeting is also a great place to discuss students’ expectations and help them to set goals. Advisors could suggest high impact practices that could enhance students’ four-year academic plan such as study abroad, job shadowing, internships, alternative spring break, and encourage students to join or take on leadership roles in on-campus clubs and organizations. Combining academics, goal setting, and experiential learning advice will help students take advantage of learning experiences beyond the classroom and improve their advising experience at Stetson.

The Discovery Program
The Discovery Program’s Declaration Day will be held on March 20th in the Lynn Business center 123. Career Development and Academic Advising staff and several faculty will facilitate a discussion with Discovery students on their progression in exploring major areas of interest. Student groups will discuss next steps in exploring a major, will share resources that they have utilized, and will learn about experiential learning opportunities available to help them. If they have selected a major, forms will be available for them to formerly declare. Two FOCUS II workshops designed to help Discovery students connect their interests to majors and to careers are scheduled for Friday, March 21 at 2:30 PM and at 4:00 PM in LBC 322. Please share this information with your students who are still exploring major selection! For more information contact Cindy Oakley-Paulik at coakleyp@stetson.edu.

Spring 2014 Commencement Events
- Friday, May 9, 2014: ROTC Commissioning Ceremony. Lee Chapel. 10am
- Friday, May 9, 2014: The Celebration of Commencement. Lee Chapel. 3pm
- Friday, May 7, 2014: Commencement—Graduate. Edmunds Center. 7p
- Saturday, May 10, 2014: Commencement—School of Business Administration and School of Music. Edmunds Center. 10am
- Saturday, May 10, 2014: Commencement—College of Arts and Science. Edmunds Center. 2pm
Resumes Read by Robots:
Job search season is well underway and it is important that résumé catch the reader’s eye - whether the eye belongs to a robot or a human. Many organizations are now relying on Applicant Tracking Systems (ATS) to screen resumes in an effort to streamline their hiring process.

Did you know?
- On average, 144 people apply for each entry-level position posted and 89 people apply for each professional-level position.
- Some large companies, such as Google, have received thousands of applications—up to 75,000 in a week!
- It costs a company about $3,479 to hire a new employee

- Applicant Tracking Systems (ATS) analyze key-words, dates, titles, and other critical information in candidates’ résumé to evaluate the candidates’ depth of experience, including how recent and relevant that experience was.
- ATS screen out about 75% of candidates, making the hiring process much more efficient for employers.
- More than 95% of large organizations use ATS, including almost all Fortune 500 companies. 50% of mid-sized organizations use ATS

Robot-Friendly Résumé Tips

The Dos:
- Use Keywords for the job description.
- Put your contact information at the top of the page but not in a header.
- Use an executive summary and create a bulleted list of qualifications and skills.
- Use web-standard fonts (Arial, Tahoma, or Verdana).
- Use proper capitalization and punctuation.
- Spell check!
- Upload your résumé rather than cutting and pasting.

The Don’ts:
- Don’t feel forced to adhere to the standard 1-page resume. (ATS robots don’t care about length; in fact, a longer resume may improve your chances).
- Don’t get hung up on FANCY formatting: focus on clearly organized sections.
- Don’t use abbreviations.
- Don’t use tables.
- Don’t use graphics or logos.
- Don’t submit headers or footers.
- Don’t submit a PDF format of your résumé—they are unreadable by some software.
Senior Career Conference
The office of Career Development and Academic Advising hosted the first annual Senior Career Conference on the afternoon of Friday, January 31. Students from the College of Arts & Sciences, School of Music and School of Business Administration participated in educational break out sessions developed with the following outcomes in mind:

- Students will develop an understanding of professional acumen and skills to present themselves to potential employers and graduate school representatives.
- Students will learn skills to manage their social media presence to reflect a high level of professionalism.
- Students will develop an understanding of how to articulate their strengths and the value of a liberal arts education.
- Students will gain an understanding of key issues when transitioning out of college and transitioning into the next phase of their lives, including relocating, understanding fringe benefits, budgeting, and salary negotiation.

Presentation topics included: Workforce Readiness, Articulating the Value of a Liberal Arts Education, Behavioral Interviewing, Interviewing Preparations, and Managing your Social Media Accounts. Sessions were facilitated by visiting professionals from Alere North America; Charles Schwab; PLS Logistics; Siemens Energy, Inc. Stetson faculty member, Dr. Gary Oliphant, led a discussion on behavioral interviewing sharing information from his published book on this topic.

The afternoon concluded with a post conference meet and greet for students, employers and faculty. Many employers who did not formally present joined the post-conference event to provide encouragement, resources and continued support for our students’ career development.

Overall the event received high marks from students and recruiters and will become an annual tradition for our Stetson seniors. If you would like to present at next year’s conference, or meet to discuss the outcomes of this year’s conference, please contact the Career Development and Academic Advising Office at career@stetson.edu.
Embracing Apps:

It’s undeniable—technology is progressing at an exponential rate, and while this progress can bring with it incredible distraction for many of our students, there are some incredible benefits to technological development, particularly in the world of academics. Many companies are creating “apps” that boost productivity, enhance time management and organization, and handle increasingly more and different tasks. It is important not just for the students who grew up simultaneously with the technology to stay on the cutting edge of what’s happening, but it is as important for we in higher education—as faculty and professional staff—not only to understand what is out there, but to make relevant recommendations to our students to help them on their path toward success.

At the Academic Success Center, we encourage students to try out numerous apps in order to find those that best suit their personal learning styles. Below are a few of the apps that we recommend in order to enhance organization and academic performance. We encourage all to check out these apps to see if they work for you and your students. These are only a very small sampling of the apps available, so feel free to explore beyond these and see what other apps could work for you, too!

The Apps:

Mindmeister (Concept Mapping) – For visual learners, a concept map is an effective way to picture the information obtained from reading, class, etc. Mindmeister allows students to create concept maps on their smart devices, save them, export them, and do whatever else they need to create effective visual study aids. (http://www.mindmeister.com)

Evernote (Note Taking) – An app that spans multiple platforms, Evernote allows students to not only take notes but sync them between devices for easy organization and accessibility. (https://evernote.com)

Quizlet (Studying/ Note Cards) – Students can sign up for Quizlet and create online note cards for study aids in classes. In addition, signing up allows students access to others’ already-created notecards, which can help see topics through various lenses. (http://quizlet.com)

Dropbox (Cloud Storage) – Reduces the fear or anxiety of forgetting a presentation, assignment, etc. Dropbox is cloud storage that allows anyone to keep files safely accessible over the internet. In addition, files can be password-protected and shared with others, making group work easier than ever. (https://www.dropbox.com)

FREEDOM (internet blocking app) – This software will enable users to block certain sites at certain times of the day. So perhaps from 2-4pm, which might be a student’s peak study time, they can block Facebook, hopefully minimizing on their propensity to procrastinate through that app.

Khan Academy (app library) – This app has a complete library of over 4,200 videos and articles that users can access and learn from for free! Numerous topics are covered such as biology, chemistry, physics, history, civics, and finance.

Pocket Anatomy – Explore 9 layers of anatomical content from musculoskeletal to neurovascular to internal organ content for males and females. Relevant for medical clinicians, students, educators, practitioners. It’s a library of clinical medical information with over 100,000 concepts.

3D Brain — View 29 interactive structures of the human brain. Learn how each brain region functions and what happens when it is injured. Discovery how brain regions are involved with mental illness. Each detailed structure comes with information on functions, disorders, brain damage, case studies, and links to modern research.

We have more resources and recommended apps available on our website as well: http://www.stetson.edu/administration/academic-success-center/resources/students/helpful-handouts.php, so feel free to check it out and of course recommend to your students.
Plant Ecology (BIOL 450)
Dr. Cindy Bennington

This course will give students a better understanding of plant growth, reproduction, anatomy, and physiology as they relate to whole plant adaptation. Students will use evolutionary principles to understand adaptation to the environment and to elucidate strategies for maximizing reproductive success, avoiding predation, and maximizing carbon gain while avoiding water loss. Lectures and laboratory sessions will complement the study of basic botanical concepts with an emphasis on the ecological and evolutionary implications of plant structure and function. Students in Plant Ecology will incorporate community service into the experiential portion of the course by partnering with a local entity responsible for the management/conservation of natural land. Specific partners and projects vary from year to year, with students working closely with agency officials in all cases to determine the experimental questions and design that will provide the partner with ecological data that will inform management decisions.

The Center for Community Engagement specifically seeks and supports close partnerships between faculty, students, and community members through an emphasis on integrating experiential service-learning, community-based research, or advocacy projects into academic coursework across the disciplines.

Stetson University Choral Union (Choral MUSC 355-01)
Dr. Andrew Larson

In communities and in professional institutions all over the world, singers and conductors require large vocal ensembles to tackle artistically significant classical music. The School of Music provides such an ensemble where students participate along with community members in a parallel experience to professional symphonic choirs or large community choirs. Dale Warland's research showed that more Americans sing in a choir as an avocation than participate in any other type of active-involvement experience. Music performance intrinsically bears out the experiential learning model so directly that introducing a separate vocabulary to define it as such is superfluous. Music performance and experiential learning are synonymous.

If you would like to incorporate community engagement into your course, the Center for Community Engagement will support you in course redesign, connecting you with community partners, and will provide you with resources. Contact Savannah-Jane Griffin at savannah.griffin@stetson.edu for more information.

COMMUNITY ENGAGEMENT

Did you know???
Over 25% of faculty at Stetson University use community engaged pedagogy to assist nonprofit organizations, neighborhood groups, family businesses, philanthropic entities and government agencies with addressing critical community needs in DeLand and Volusia County. Here are some examples of Community Engaged Learning courses that are being taught this semester:

Internship in the Mexican-American Community (SPAN 397L)
Dr. Pamela Cappas-Toro

This course primarily focuses upon Latino/a issues in the United States, as well as the ways in which institutionalized oppression affects and impacts these groups. Throughout the semester, students will discuss various topics, including migration issues, education, gender, race, the U.S. Empire, Latino/a family detention centers and mass incarceration, DREAMERS, Civil Rights, and the Chicano/Puerto Rican movement, among others. Students will also engage in service-learning at La Plaza Comunitaria, a program which mainly focuses on ESL education and adult computer literacy.

Social Entrepreneurship (ENTP 353JS)
Dr. Gary Oliphant

Social entrepreneurship is a rapidly developing and changing business field in which business and nonprofit leaders design, grow, and lead mission-driven enterprises. As the traditional lines blur between nonprofit enterprises, government, and business, it is critical that individuals understand the opportunities and challenges in this new landscape. Furthermore, social entrepreneurship is increasingly gaining attention in universities around the world, as social entrepreneurs combine the knowledge and skills used in traditional business with a passionate commitment to having a meaningful and sustainable social impact. In this course, students will focus on using entrepreneurial competencies to craft innovative responses to social problems, touching upon the broader fields of 1) poverty and its causes, 2) entrepreneurship as a mechanism of social justice, and 3) the challenges of starting and sustaining a social venture.

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Looking Ahead

- March 17th –21st: Fall 2014 Room Selection
- March 17th: The Success Project: Design Your Path to Academic Success. LBC 108. 1:15pm-2:15pm
- March 18th: The Politics of Natural Hair. Stetson Room. 7pm-8:30pm
- March 18th: LinkedIn Workshop. LBC 108. 7pm-8pm
- March 18th: Chamber Recital. Lee Chapel. 7:30pm-9pm
- March 19th: “Going Global” Training Session. LBC 124. 10am-11am
- March 20th: The Success Project: Design Your Path to Academic Success. LBC 124. 4pm-5pm
- March 20th: The Education Gap: A Call to Action for School Counselors. LBC 108. 6:30pm-7:30pm
- March 20th: “My Name is Khan.” Hollis Center Lounge. 6pm-9pm
- March 20th: Discovery Declaration Day Workshop. LBC 123. 5:30pm-6:30pm
- March 21st: Startups x Stetson. LBC 108. 6pm-9pm
- March 22nd: SU Admissions Open House. 9am-2:30pm
- March 22nd: Startups x Stetson Workshops. LBC. 1pm-4pm
- March 25th: CSO Speaker Panel. Allen Hall. 7pm-9pm
- March 28th: CSO Carnival. Hollis Center. 3pm-1am
- March 25th: Their Eyes Were Watching God Book fest. Tri C. 12pm-2pm
- March 25th: Oxfam Presents: La Cosecha / The Harvest. 6:30pm-8pm
- March 26th: “A Tort Is Not a Cake.” Stetson Room. 7pm-8:30pm
- March 27th: Civic Renewal in America by Peter Levine. Stetson Room. 7:30pm-9pm
- March 28th: “Participatory Democracy, Poverty, and Social Welfare: Historical Moments and Present Opportunities.” LBC 108. 8:30am-9:30am
- March 28th: “Speaking at Selma: Public Memory and the Challenges of Commemoration.” LBC 108. 11am-12pm
- March 28th: Policy Options and Civic Engagement. LBC 108. 3:30pm-4:30pm
- March 28th-29th The Vagina Monologues. LBC 108. 8pm-9:30pm

The MAP-Works platform empowers faculty and staff to positively impact student success and retention by identifying at-risk students. It also provides faculty and staff the information they need to identify and coordinate interventions. The Student Success Office then reaches out to the students that faculty refer and offers success coaching and other services. You can submit academic updates as often as you like, on as many or as few students as you like. Sometimes, Student Success may request updates on students—for instance, we will use MAP-Works to request updates for student athletes. Faculty can use MAP-Works to access valuable information on their advisees. Contact Student Success to schedule a one on one 15 minutes training: studentsuccess@stetson.edu