New Faculty Orientation

2014-2015

Stetson University
Deland Campus
At Stetson University, we pride ourselves on the strength and expertise of our faculty and the outcomes of what it means to be an excellent teacher. Excellent teaching at Stetson is grounded solidly in liberal learning and its methods stimulate critical thinking, imaginative inquiry, the ability to see the world from multiple perspectives, creative expression, and lively intellectual debate.

You have joined a distinctive cadre of scholar-teachers at Stetson University – faculty with deep commitment to academic rigor and active citizenship who engage in a pedagogical enterprise of emerging ideas and new technologies to offer our learning community greater expectations and transformative experiences.

In addition to a two-day orientation program where you will be introduced to academic life and culture at Stetson, we offer a robust seminar series throughout the academic year with a single purpose of engaging you in continuous, reflective dialogue around the scholarship of teaching and learning in dynamic and innovative ways.

We challenge you to unleash provocative possibilities beyond traditional disciplinary lines to create and strengthen signature programs that actively engage students in scholarly research and creative endeavors.

Welcome to Stetson University!
Mission and Values

Mission
Our mission at Stetson University is to provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world.

At Stetson, the art of teaching is practiced through programs solidly grounded in a tradition of liberal learning that stimulates critical thinking, imaginative inquiry, creative expression, and lively intellectual debate. The art of learning is enhanced through small interactive classes, close student-faculty alliances, and collaborative approaches that provide the foundation for rewarding careers and advanced study in selective graduate and professional programs. We embrace diverse methodologies to foster effective communication, information and technological literacy, and aesthetic appreciation. We encourage the development of informed convictions, independent judgment, and lifelong commitments to learning that are characteristic features of the enlightened citizen. In bringing together learning and values, the University encourages all of its members to demonstrate personal integrity; to develop an appreciation for the spiritual dimension of life; to embrace leadership in an increasingly complex, interdependent, and technological world; and to commit to active forms of social responsibility.

Values
Stetson values the development of the whole person committed to engaging and building lifelong connections with the larger world through Personal Growth, Intellectual Development, and Global Citizenship. To that end, the University fosters policies, practices, and modes of inquiry to support and explore these values areas.

Personal Growth
Personal Growth encompasses the understanding that no single formula defines the journey to personal success, but that passion, the drive to increase self-knowledge, and the quest for balance are important tools in this process. Intercultural competence, religious and spiritual exploration, self-awareness, and wellness are components of personal growth.

Intellectual Development
Intellectual Development is a commitment from the University and from students to achieve excellence in academics, to foster the spirit of exploration that drives an engaged and active mind, to cultivate rigorous methods of academic inquiry, to model and support absolute integrity, and to value creativity and professionalism.

Global Citizenship
Global Citizenship is an important part of Stetson's mission to prepare students to be informed, active, and engaged citizens of both local communities and the world. Global citizenship includes University and individual commitments to community engagement, diversity and inclusion, environmental responsibility, and social justice.

Excerpted from the Stetson University Catalog.
## 2014-2015
### New Faculty Cohort

<table>
<thead>
<tr>
<th>First</th>
<th>Last</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wendy</td>
<td>Anderson</td>
<td>Professor and Chair of Environmental Science and Studies</td>
</tr>
<tr>
<td>Anthony</td>
<td>Appleton</td>
<td>Assistant Professor of Chemistry</td>
</tr>
<tr>
<td>Zenta</td>
<td>Auyong</td>
<td>Visiting Assistant Professor of Sociology</td>
</tr>
<tr>
<td>Tara</td>
<td>Batista</td>
<td>Visiting Instructor in Management</td>
</tr>
<tr>
<td>Valrie</td>
<td>Chambers</td>
<td>Associate Professor of Accounting</td>
</tr>
<tr>
<td>Rachel</td>
<td>Core</td>
<td>Assistant Professor of Sociology</td>
</tr>
<tr>
<td>B. Tod</td>
<td>Cox</td>
<td>Assistant Professor of Marketing</td>
</tr>
<tr>
<td>Laura</td>
<td>Crysel</td>
<td>Assistant Professor of Psychology</td>
</tr>
<tr>
<td>Leigh</td>
<td>DeLorenzi</td>
<td>Assistant Professor of Counselor Education</td>
</tr>
<tr>
<td>Fran</td>
<td>Duvall</td>
<td>Visiting Assistant Professor of Education</td>
</tr>
<tr>
<td>Mitzi</td>
<td>Dykes</td>
<td>Instructor in Management</td>
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<tr>
<td>Joshua</td>
<td>Eckroth</td>
<td>Assistant Professor of Computer Science</td>
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<tr>
<td>Jason</td>
<td>Evans</td>
<td>Assistant Professor of Environmental Science</td>
</tr>
<tr>
<td>Giovanni</td>
<td>Fernandez</td>
<td>Assistant Professor of Finance</td>
</tr>
<tr>
<td>Ethan</td>
<td>Greene</td>
<td>Assistant Professor of Digital Arts</td>
</tr>
<tr>
<td>Patrick</td>
<td>Guilbaud</td>
<td>Brown Teacher Scholar Fellow in Learning Technologies (Visiting Assistant Professor)</td>
</tr>
<tr>
<td>Fred</td>
<td>Hall</td>
<td>Visiting Assistant Professor of Physics</td>
</tr>
<tr>
<td>Lonnie</td>
<td>Hevia</td>
<td>Visiting Assistant Professor of Music</td>
</tr>
<tr>
<td>Michael</td>
<td>Hirsch</td>
<td>Visiting Assistant Professor of Mathematics and Computer Science</td>
</tr>
<tr>
<td>Asal</td>
<td>Johnson</td>
<td>Assistant Professor of Integrative Health Science</td>
</tr>
<tr>
<td>Clara</td>
<td>Knotts</td>
<td>Visiting Lecturer in Music</td>
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<tr>
<td>Danielle</td>
<td>Lindner</td>
<td>Assistant Professor of Psychology</td>
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<tr>
<td>Damian</td>
<td>MacLeod</td>
<td>Brown Teacher Scholar Fellow in Integrative Health Science (Visiting Assistant Professor)</td>
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<tr>
<td>Dejan</td>
<td>Magoc</td>
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<td>Mary Ellen</td>
<td>Oslick</td>
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<td>Melissa</td>
<td>Parks</td>
<td>Visiting Assistant Professor of Education</td>
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<tr>
<td>Douglas</td>
<td>Phillips</td>
<td>Assistant Professor of Music and Director of Bands</td>
</tr>
<tr>
<td>Madhu</td>
<td>Rao</td>
<td>Professor of Decision Information Sciences and Associate Dean of Undergraduate Programs</td>
</tr>
<tr>
<td>Rosalie</td>
<td>Richards</td>
<td>Professor of Chemistry and Education and Associate Provost for Faculty Development</td>
</tr>
<tr>
<td>Anne</td>
<td>Sinatra</td>
<td>Visiting Assistant Professor of Psychology</td>
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<tr>
<td>Sven</td>
<td>Smith</td>
<td>Assistant Professor of Sociology</td>
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<td>Page</td>
<td>Thanasiu</td>
<td>Assistant Professor of Counselor Education</td>
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<tr>
<td>Sophia</td>
<td>Ushinsky</td>
<td>Visiting Assistant Professor of Biology</td>
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<tr>
<td>Alexis</td>
<td>Walker</td>
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<td>Jamison</td>
<td>Walker</td>
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<tr>
<td>Roberto</td>
<td>Weiss</td>
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<td>Jessica</td>
<td>West</td>
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<tr>
<td>Ying</td>
<td>Yang</td>
<td>Assistant Professor of Marketing</td>
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<tr>
<td>Daniil</td>
<td>Zavlunov</td>
<td>Assistant Professor of Music</td>
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</tbody>
</table>
New Full-Time Faculty Orientation 2014
Stetson University
DeLand Campus
August 13-14, 2014

Wednesday, August 13 (8: 15 am – 3:30 pm)
Sage Science Center - SCALE UP Classroom – Sage Hall 222

### Refreshments

8:15 am - 8:20 am **Greeting & Overview:** Rosalie A. Richards, Associate Provost for Faculty Development

8:20 am - 8:30 am **President’s Welcome:** Wendy Libby, President

8:30 am - 9:00 am **Preparing for Pre-Tenure and Tenure Review – Promotion Policy Overview**
- Kimberly Flint-Hamilton, Professor of Sociology and Anthropology and Chair of ALANA-IA Caucus
- Tandy Grubbs, Professor of Chemistry and Chair of University Tenure and Promotion Committee

9:00 am - 9:30 am **The Stetson Student and You – Overview**
- Lua Hancock, Associate Provost for Student Success

9:30 am - 10:30 am **Faculty Resources for Teaching and Learning – Overview**
- Shelley Gross-Gray, Director for Learning Technologies and Lead Instructional Designer
- Resche Hines, Registrar’s Office
- Alicia Schultheis, Associate Professor of Biology and Provost Faculty Fellow for Faculty Development

10:30 am - 10:40 am **Break**

10:40 am - 10:50 am **Accommodating Students with Disabilities**
- Stacy Collins, Director of Academic Success Center

10:50 am - 11:00 am **Student Athletes and Academics**
- Mike Bitter, Professor and Department Chair of Accounting and University Athletics Committee

11:00 am - 11:10 am **Counseling Center**
- Jody Magras, Mental Health Counselor, The Counseling Center

11:10 am - 11:30 am **Campus Emergency Procedures**
- Rick Gaylord, Crime Prevention Officer, Public Safety

11:30 am - 12:00 pm **Become an Official Stetson Hatter**
- Email account – IT, Basement of Lynn Business Center
- Parking Decal – Public Safety, Amelia Avenue - (386)-822-7300
Main Floor of Library – Lunch
12:00 - 12:55 pm  Lunch – with Associate Deans, Department Chairs, and Faculty Mentoring Team
- Yiorgos Bakamitsos, Associate Dean, School of Business Administration, Associate Professor of Marketing
- Debbi Dinkins, Professor and Associate Dean, duPont-Ball Library
- Diane Everett, Associate Dean, College of Arts & Sciences, Professor of Sociology
- George Glander, Associate Dean, College of Arts & Sciences, Professor of Physics
- Noel Painter, Associate Dean, School of Music, Associate Professor of Music
- Madhu Rao, Associate Dean of Undergraduate Studies, School of Business Administration

Return to SCALE UP - Sage 222
1:05 pm - 2:00 pm  Surviving the First Year – What I Wish I’d Known About Faculty Life: Advice from Pre-Tenure/Recently Tenured Colleagues
- Roslyn Crowder, Assistant Professor of Biology
- Brigid Noonan, Professor and Chair of Counseling Education
- Tim Peter, Professor of Music
- Maria Rickling, Assistant Professor of Accounting

2:00 pm - 3:30 pm  Snack & Network – all faculty invited
Swap ideas about teaching and learning; meet other faculty members

Thursday, August 14 (8:30 am - 2:30 pm)
Carlton Union Building (CUB)
8:30 am - 10:00 am  Photo Op (Full-time faculty headshots for Stetson University web site)
Campus Tour (weather permitting; tour ends at LBC)

Eugene M. and Christine Lynn Business Center (LBC)
Refreshments
10:00am - 12:00 pm  Human Resources Orientation – LBC 317
- Christopher Chellberg, Assistant Director of Total Rewards

12:00 pm - 12:30 pm  Social and Pizza Lunch – Full-time Faculty and Adjunct Faculty —LBC Lobby

12:30 pm - 2:30 pm  Faculty Resource Fair – all faculty invited – LBC Lobby
We are grateful for the representation of departments, units and organizations represented at the Fair.

- Academic Success Center
- ALANA-IA Caucus
- American Association of University Persons (AAUP)
- Brown Center for Faculty Innovation & Excellence
- Career Development and Academic Advising Center
- Center for Community Engagement
- Cross Cultural Center
- duPont-Ball Library
- Faculty Senate
- Grants and Sponsored Research
- Holistic Wellness
- Honor Council
- Housing and Residential Life
- Human Resources
- DeLand, Florida
- Learning Technologies
- Public Safety
- Student Development and Campus Vibrancy
- Student Government Association
- WORLD: International Learning
Happy Hour with the Provost

join us on

September 19
5:30-7:30 P.M.

651 Taylor Rd E
DeLand, FL

Provost Paul will host a Happy Hour in honor of new faculty at her home. Academic leaders will be invited also, so you will have a chance to meet some interesting colleagues from across the university. Spouses, partners and children welcome. Bring a swimsuit and towel if you would like to swim.

RSVP by September 5:
rcarter@stetson.edu
(386) 822-7010
<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Day</th>
<th>Description</th>
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<tbody>
<tr>
<td>August 13-14</td>
<td>Wed-Thu</td>
<td>New Full-Time Faculty Orientation</td>
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<td>August 14</td>
<td>Thu</td>
<td>New Adjunct Faculty Orientation</td>
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<tr>
<td>August 15</td>
<td>Fri</td>
<td>Library Reception</td>
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<td>August 16</td>
<td>Sat</td>
<td>Opening Celebration</td>
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<tr>
<td>August 17</td>
<td>Sun</td>
<td>Start of FSEM classes</td>
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<tr>
<td>August 20</td>
<td>Wed</td>
<td>University Meeting (Faculty &amp; Staff)</td>
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<td>August 20</td>
<td>Wed</td>
<td>Opening Convocation</td>
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<td>August 20</td>
<td>Wed</td>
<td>Community Dinner</td>
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<tr>
<td>August 21</td>
<td>Thu</td>
<td>Classes Begin - Fall Full-Term</td>
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<tr>
<td>August 27</td>
<td>Wed</td>
<td>Last day to Add a full-term course for credit</td>
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<tr>
<td>August 27</td>
<td>Wed</td>
<td>Last day to Drop a full-term course without Financial Penalty</td>
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<tr>
<td>September 1</td>
<td>Mon</td>
<td>Labor Day Holiday - University Holiday, no classes</td>
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<td>September 3</td>
<td>Thu</td>
<td>Census Date</td>
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<tr>
<td>September 5</td>
<td>Fri</td>
<td>FSEM Brown Bag Lunch</td>
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<td>September 12</td>
<td>Fri</td>
<td>Faculty Meeting</td>
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<tr>
<td>September 16</td>
<td>Tue</td>
<td>Values Day, no classes except Graduate level after 5:00 pm</td>
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<tr>
<td>September 19</td>
<td>Fri</td>
<td>New Faculty Seminar</td>
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<tr>
<td>September 19</td>
<td>Fri</td>
<td>Happy Hour with the Provost (New Faculty)</td>
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<tr>
<td>October 3</td>
<td>Fri</td>
<td>Faculty Meeting</td>
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<td>October 3</td>
<td>Fri</td>
<td>FSEM Brown Bag Lunch</td>
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<tr>
<td>October 3-5</td>
<td>Fri-Sun</td>
<td>Friends and Family Weekend</td>
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<td>October 9-10</td>
<td>Thu-Fri</td>
<td>Fall Break, classes cancelled</td>
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<tr>
<td>October 13</td>
<td>Mon</td>
<td>Mid-Term Grade Reports due by 9:00 AM</td>
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<td>October 13-17</td>
<td>Mon-Fri</td>
<td>Academic Advising for Upper Class Students</td>
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<td>October 14</td>
<td>Tue</td>
<td>Social Justice Lecture</td>
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<tr>
<td>October 16</td>
<td>Thu</td>
<td>Board of Trustees Reception (New Faculty)</td>
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<tr>
<td>October 17</td>
<td>Fri</td>
<td>New Faculty Seminar</td>
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<tr>
<td>October 24</td>
<td>Fri</td>
<td>Last day to Withdraw from all courses with W grades</td>
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<tr>
<td>November 7</td>
<td>Fri</td>
<td>New Faculty Seminar</td>
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<td>November 7</td>
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<td>FSEM Brown Bag Lunch</td>
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<td>November 7-9</td>
<td>Fri-Sun</td>
<td>Homecoming</td>
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<td>November 17</td>
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<td>Last day to Withdraw from all Courses with WP/WF grades</td>
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<tr>
<td>November 18</td>
<td>Tue</td>
<td>End of FSEM Classes</td>
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<tr>
<td>November 26</td>
<td>Wed</td>
<td>No Classes</td>
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<tr>
<td>November 27-28</td>
<td>Thu-Fri</td>
<td>Thanksgiving Holiday – University Holidays, No classes</td>
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<td>December 5</td>
<td>Fri</td>
<td>Classes End</td>
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<tr>
<td>December 6</td>
<td>Sat</td>
<td>Study Day</td>
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<td>December 8-12</td>
<td>Mon-Fri</td>
<td>Final Exams</td>
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<td>December 12-13</td>
<td>Fri-Sat</td>
<td>Make Up Days, if needed</td>
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<tr>
<td>December 19</td>
<td>Fri</td>
<td>Fall Graduation Date (No Fall Commencement)</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
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<tr>
<td>January 12</td>
<td>Mon</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 19</td>
<td>Mon</td>
<td>Martin Luther King Holiday - University Holiday, no classes</td>
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<tr>
<td>January 20</td>
<td>Tue</td>
<td>Last Day to ADD a full-term Course for Credit</td>
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<tr>
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<td>Tue</td>
<td>Last Day to DROP a full-term Course without Financial Penalty</td>
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<tr>
<td>January 26</td>
<td>Mon</td>
<td>Census Date</td>
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<tr>
<td>January 26</td>
<td>Mon</td>
<td>Roster Verification</td>
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<td>Tue</td>
<td>Last Day to ADD a full-term Course for Credit</td>
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<tr>
<td>February 9</td>
<td>Mon</td>
<td>Mid-Term Grade Reports due by 9:00 am</td>
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<td>February 13</td>
<td>Fri</td>
<td>Faculty Meeting</td>
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<td>Fri</td>
<td>New Faculty Seminar</td>
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<tr>
<td>March 2-6</td>
<td>Mon-Fri</td>
<td>Spring Holidays, no classes</td>
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<tr>
<td>March 9</td>
<td>Mon</td>
<td>Classes resume</td>
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<td>March 13</td>
<td>Fri</td>
<td>Last Day to DROP a full-term Course without Academic Penalty</td>
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<tr>
<td>March 13</td>
<td>Fri</td>
<td>Last Day to change a full-term Course to Pass/Fail grade option</td>
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<td>Fri</td>
<td>Last Day to Withdraw from all Courses with W grades</td>
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<td>March 13</td>
<td>Fri</td>
<td>New Faculty Seminar</td>
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<tr>
<td>April 3</td>
<td>Fri</td>
<td>Good Friday – University Holiday, no classes</td>
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<td>April 10</td>
<td>Fri</td>
<td>University Faculty Meeting</td>
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<td>April 10</td>
<td>Fri</td>
<td>New Faculty Seminar</td>
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<tr>
<td>April 13</td>
<td>Mon</td>
<td>Last Day to Withdraw from all Courses with WP/WF grades</td>
</tr>
<tr>
<td>April 14</td>
<td>Tue</td>
<td>Stetson Showcase – No classes except graduate level after 5:00 PM</td>
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<td>April 18</td>
<td>Sat</td>
<td>Hatter Day</td>
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<td>April 29</td>
<td>Wed</td>
<td>Classes End</td>
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<td>April 30</td>
<td>Thu</td>
<td>Study Day</td>
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<td>May 1-2</td>
<td>Fri-Sat</td>
<td>Final Exams</td>
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<td>Sun</td>
<td>Study Day</td>
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<td>May 4-5</td>
<td>Mon-Tue</td>
<td>Final Exams</td>
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<td>May 6</td>
<td>Wed</td>
<td>Final Grades for Graduating Students Due by 9:00 AM</td>
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<td>May 8-9</td>
<td>Fri-Sat</td>
<td>Commencement Events</td>
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2nd Fridays: University Faculty Meetings, Stetson Room - 9/12, 11/14, 2/13 and 4/10
3rd Fridays: School/College Meetings
4th Fridays: Department meetings; 2:00-5:00 Faculty Development
5th Fridays: Faculty Development

Dates subject to Change
updated August 8, 2014
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<tr>
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<tr>
<td>August 12-15</td>
<td>Tue-Fri</td>
<td>International Student Orientation</td>
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<tr>
<td>August 16</td>
<td>Sat</td>
<td>Residence Halls Open (New Students Only)</td>
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<tr>
<td>August 16</td>
<td>Sat</td>
<td>New Student Orientation Begins</td>
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<tr>
<td>August 16</td>
<td>Sat</td>
<td>Opening Celebration</td>
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<tr>
<td>August 17</td>
<td>Sun</td>
<td>Residence Halls Open (Returning Students)</td>
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<tr>
<td>August 17</td>
<td>Sun</td>
<td>Start of FSEM classes</td>
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<tr>
<td>August 18-19</td>
<td>Mon-Tue</td>
<td>Academic Advising and Registration</td>
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<tr>
<td>August 18-19</td>
<td>Mon-Tue</td>
<td>New Student Registration</td>
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<td>August 20</td>
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<td>Convocation</td>
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<tr>
<td>August 21</td>
<td>Thu</td>
<td>Classes Begin</td>
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<td>August 27</td>
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<td>Last day to Withdraw from all courses without Financial Penalty</td>
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<tr>
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<td>Last day to Add a full-term course for credit</td>
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<tr>
<td>August 27</td>
<td>Wed</td>
<td>Last day to Drop a full-term course without Financial Penalty</td>
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<tr>
<td>August 27</td>
<td>Wed</td>
<td>Last day to change meal plan selection</td>
</tr>
<tr>
<td>September 1</td>
<td>Mon</td>
<td>Labor Day Holiday – University Holidays, No classes</td>
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<tr>
<td>September 3</td>
<td>Thu</td>
<td>Roster Verification information due to Registrar 9:00 AM</td>
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<td>September 3</td>
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<td>Census Date</td>
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<tr>
<td>September 11</td>
<td>Thu</td>
<td>Deadline to apply for December Graduation</td>
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<tr>
<td>September 16</td>
<td>Tue</td>
<td>Values Day- No Classes except Graduate level after 5:00 PM</td>
</tr>
<tr>
<td>October 9-10</td>
<td>Thu</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October 13</td>
<td>Mon</td>
<td>Mid Term Grade Reports due to Registrar 9:00 AM</td>
</tr>
<tr>
<td>October 13-17</td>
<td>Mon-Fri</td>
<td>Academic Advising for Upper Class Students</td>
</tr>
<tr>
<td>October 24</td>
<td>Fri</td>
<td>Last day to Drop a full-term course without Academic Penalty</td>
</tr>
<tr>
<td>October 24</td>
<td>Fri</td>
<td>Last day to change a full-term course to Pass/Fail grade option</td>
</tr>
<tr>
<td>October 24</td>
<td>Fri</td>
<td>Last day to Withdraw from all courses with W grades</td>
</tr>
<tr>
<td>October 20-24</td>
<td>Mon-Fri</td>
<td>Registration for Upper Class students</td>
</tr>
<tr>
<td>Oct 25-Nov 3</td>
<td>Sat-Fri</td>
<td>Registration closed to Upper Class students during First Year student Advising and Registration</td>
</tr>
<tr>
<td>October 27-30</td>
<td>Mon-Thu</td>
<td>Academic Advising for First Year Students</td>
</tr>
<tr>
<td>Oct 31-Nov 3</td>
<td>Fri-Mon</td>
<td>Registration for First Year Students</td>
</tr>
<tr>
<td>November 17</td>
<td>Mon</td>
<td>Last day to Withdraw from all Courses with WP/WF grades</td>
</tr>
<tr>
<td>November 18</td>
<td>Tue</td>
<td>End of FSEM Classes</td>
</tr>
<tr>
<td>November 26</td>
<td>Wed</td>
<td>No Classes</td>
</tr>
<tr>
<td>November 27-28</td>
<td>Thu-Fri</td>
<td>Thanksgiving Holiday – University Holidays, No classes</td>
</tr>
<tr>
<td>December 5</td>
<td>Fri</td>
<td>Classes End</td>
</tr>
<tr>
<td>December 5</td>
<td>Fri</td>
<td>Late Registration Hold applied for Current Undergraduate Students not yet registered for Spring</td>
</tr>
<tr>
<td>December 6</td>
<td>Sat</td>
<td>Study Day</td>
</tr>
<tr>
<td>December 8-12</td>
<td>Mon-Fri</td>
<td>Final Exams</td>
</tr>
<tr>
<td>December 12-13</td>
<td>Fri-Sat</td>
<td>Make Up Days, if needed</td>
</tr>
<tr>
<td>December 13</td>
<td>Sat</td>
<td>All Residence Halls close at 12:00 Noon for ALL Students (Except UVA and Stetson Cove)</td>
</tr>
<tr>
<td>December 18</td>
<td>Thu</td>
<td>All Grades due to Registrar 9:00 AM</td>
</tr>
<tr>
<td>December 19</td>
<td>Fri</td>
<td>Fall Graduation Date (No Fall Commencement)</td>
</tr>
<tr>
<td>Date(s)</td>
<td>Day</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>January 8</td>
<td>Thu</td>
<td>Residence Halls Open (New students only)</td>
</tr>
<tr>
<td>January 9-10</td>
<td>Fri-Sat</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>January 11</td>
<td>Sun</td>
<td>Residence Halls Open (Returning students)</td>
</tr>
<tr>
<td>January 12</td>
<td>Mon</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 19</td>
<td>Mon</td>
<td>Martin Luther King Holiday – University Holiday, No classes</td>
</tr>
<tr>
<td>January 20</td>
<td>Tue</td>
<td>Last Day to ADD a full-term Course for Credit</td>
</tr>
<tr>
<td>January 20</td>
<td>Tue</td>
<td>Last Day to DROP a full-term Course without Financial Penalty</td>
</tr>
<tr>
<td>January 20</td>
<td>Tue</td>
<td>Last Day to Change Meal Plan Selection</td>
</tr>
<tr>
<td>January 26</td>
<td>Mon</td>
<td>Census Date</td>
</tr>
<tr>
<td>February 9</td>
<td>Mon</td>
<td>Deadline to Apply for May Graduation</td>
</tr>
<tr>
<td>March 2</td>
<td>Mon</td>
<td>Mid-term Grade Reports Due to Registrar via my.stetson.edu by 9:00 AM</td>
</tr>
<tr>
<td>March 2-6</td>
<td>Mon-Fri</td>
<td>Spring Holidays – No Classes</td>
</tr>
<tr>
<td>March 9</td>
<td>Mon</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>March 13</td>
<td>Fri</td>
<td>Last Day to DROP a full-term Course without Academic Penalty</td>
</tr>
<tr>
<td>March 13</td>
<td>Fri</td>
<td>Last Day to change a full-term Course to Pass/Fail grade option</td>
</tr>
<tr>
<td>March 13</td>
<td>Fri</td>
<td>Last Day to Withdraw from all Courses with W grades</td>
</tr>
<tr>
<td>Mar 27-Apr 2</td>
<td>Fri-Thu</td>
<td>Academic Advising for Summer Session and Fall Semester</td>
</tr>
<tr>
<td>April 3</td>
<td>Fri</td>
<td>Good Friday – University Holiday, No classes</td>
</tr>
<tr>
<td>April 6-10</td>
<td>Mon-Fri</td>
<td>Registration for Summer Session and Fall Semester</td>
</tr>
<tr>
<td>April 13</td>
<td>Mon</td>
<td>Last Day to Withdraw from all Courses with WP/WF grades</td>
</tr>
<tr>
<td>April 14</td>
<td>Tue</td>
<td>Stetson Showcase – No classes except graduate level after 5:00 PM</td>
</tr>
<tr>
<td>April 29</td>
<td>Wed</td>
<td>Classes End</td>
</tr>
<tr>
<td>April 29</td>
<td>Fri</td>
<td>Late Registration Hold applied for Current Undergraduate Students not yet registered for Fall</td>
</tr>
<tr>
<td>April 30</td>
<td>Thu</td>
<td>Study Day</td>
</tr>
<tr>
<td>May 1-2</td>
<td>Fri-Sat</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 3</td>
<td>Sun</td>
<td>Study Day</td>
</tr>
<tr>
<td>May 4-5</td>
<td>Mon-Tue</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 6</td>
<td>Wed</td>
<td>Final Grades for Graduating Students Due to Registrar via my Stetson.edu by 9:00 AM</td>
</tr>
<tr>
<td>May 6</td>
<td>Wed</td>
<td>All residence halls close at noon for ALL STUDENTS (except for pre-approved late stays)</td>
</tr>
<tr>
<td>May 8-9</td>
<td>Fri-Sat</td>
<td>Commencement Events</td>
</tr>
</tbody>
</table>
### Fall Term 2014 – Half-term courses

#### First Half courses

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Day</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 21</td>
<td>Thu</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>August 27</td>
<td>Wed</td>
<td>Last Day to ADD a first-half Course for Credit</td>
</tr>
<tr>
<td>August 27</td>
<td>Wed</td>
<td>Last Day to DROP a first-half Course without Financial Penalty</td>
</tr>
<tr>
<td>September 18</td>
<td>Thu</td>
<td>Mid-term Grade Reports Due to Registrar via my.stetson.edu by 9:00 AM</td>
</tr>
<tr>
<td>September 19</td>
<td>Fri</td>
<td>Last Day to DROP a first-half Course without Academic Penalty</td>
</tr>
<tr>
<td>October 14</td>
<td>Tue</td>
<td>Classes End</td>
</tr>
<tr>
<td>October 14</td>
<td>Tue</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>October 17</td>
<td>Tue</td>
<td>Grades Due to Registrar via my.stetson.edu by 9:00 AM</td>
</tr>
</tbody>
</table>

#### Second Half courses

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Day</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27</td>
<td>Wed</td>
<td>Last Day to ADD a first-half Course for Credit</td>
</tr>
<tr>
<td>August 27</td>
<td>Wed</td>
<td>Last Day to DROP a first-half Course without Financial Penalty</td>
</tr>
<tr>
<td>October 15</td>
<td>Wed</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>November 10</td>
<td>Mon</td>
<td>Mid-term Grade Reports Due to Registrar via my.stetson.edu by 9:00 AM</td>
</tr>
<tr>
<td>November 11</td>
<td>Tues</td>
<td>Last Day to DROP a second-half course without Academic Penalty</td>
</tr>
<tr>
<td>December 5</td>
<td>Fri</td>
<td>Classes End</td>
</tr>
<tr>
<td>December 8-12</td>
<td>Mon-Fri</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 18</td>
<td>Thu</td>
<td>Grades Due to Registrar via my.stetson.edu by 9:00 AM</td>
</tr>
</tbody>
</table>

### Spring Term 2015 – Half-term courses

#### First Half courses

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Day</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td>Mon</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 20</td>
<td>Tue</td>
<td>Last Day to ADD a first-half Course for Credit</td>
</tr>
<tr>
<td>January 20</td>
<td>Tue</td>
<td>Last Day to DROP a first-half Course without Financial Penalty</td>
</tr>
<tr>
<td>February 6</td>
<td>Fri</td>
<td>Mid-term Grade Reports Due to Registrar via my.stetson.edu by 9:00 AM</td>
</tr>
<tr>
<td>February 9</td>
<td>Mon</td>
<td>Last Day to DROP a first-half Course without Academic Penalty</td>
</tr>
<tr>
<td>March 9</td>
<td>Mon</td>
<td>Classes End</td>
</tr>
<tr>
<td>March 9</td>
<td>Mon</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>March 12</td>
<td>Thu</td>
<td>Grades Due to Registrar via my.stetson.edu by 9:00 AM</td>
</tr>
</tbody>
</table>

#### Second Half courses

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Day</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20</td>
<td>Tue</td>
<td>Last Day to ADD a first-half Course for Credit</td>
</tr>
<tr>
<td>January 20</td>
<td>Tue</td>
<td>Last Day to DROP a first-half Course without Financial Penalty</td>
</tr>
<tr>
<td>March 10</td>
<td>Tue</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>April 3</td>
<td>Fri</td>
<td>Mid-term Grade Reports Due to Registrar via my.stetson.edu by 9:00 AM</td>
</tr>
<tr>
<td>April 6</td>
<td>Mon</td>
<td>Last Day to DROP a second-half course without Academic Penalty</td>
</tr>
<tr>
<td>April 29</td>
<td>Wed</td>
<td>Classes End</td>
</tr>
<tr>
<td>May 1-5</td>
<td>Fri-Tue</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 11</td>
<td>Mon</td>
<td>Grades Due to Registrar via my.stetson.edu by 9:00 AM</td>
</tr>
</tbody>
</table>
An Introduction to AAC&U and Liberal Education and America’s Promise (LEAP)

AAC&U is the leading national association concerned with the quality of student learning in college.

More than 1,300 institutional members—including accredited public and private colleges and universities of every type and size, including community colleges.

A network of more than 30,000 faculty members, academic leaders, presidents, and others working for educational reform.

A meeting ground for all parts of higher education—about our shared responsibilities to students and society.

AAC&U’s Strategic Plan, 2013-2017

AAC&U organizes its work around four broad goals:

- LEAP: Liberal Education as a Global Necessity
- Quality: 21st-Century Markers for the Value of US Degrees
- Equity: Innovation, Inclusive Excellence, and Student Success
- Social Responsibility: Integrative Liberal Learning for the Global Commons

About LEAP

Launched in 2005, Liberal Education and America’s Promise (LEAP) is a national initiative that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.

Clarifying Terminology

AAC&U traditionally—and particularly through LEAP—has advocated for all students to receive a powerful and horizon-expanding liberal education.

Liberal Education: An approach to college learning that empowers individuals and prepares them to deal with complexity, diversity and change. It emphasizes broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth achievement in a specific field of interest. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.

Liberal Arts: Specific disciplines (e.g., the humanities, sciences, and social sciences)

General Education: The part of a liberal education curriculum shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities.

Why LEAP?

The World is Demanding More:

- There is a demand for more numbers of college educated workers
- There is a demand for engaged and informed citizens
- There also is a demand that those educated workers and citizens have higher levels of learning and knowledge, as well as new and different skills and abilities.
**Why LEAP?**

**Employers are Raising the Bar and Endorse Liberal Education Outcomes**

- 95% of employers put a priority on "hiring people with the intellectual and interpersonal skills that will help them contribute to innovation in the workplace."
- 93% of employers agree that "candidates' demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major."
- 93% of employers say they are "asking employees to take on more responsibilities and to use a broader set of skills than in the past."
- 91% of employers say that "the challenges their employees face are more complex today than they were in the past."

Source: "A National Portrait: Major Employer Priorities for College Learning and Student Success" (AAC&U and Korn Ferry Research Associates, 2013)

---

**The Goals of LEAP**

Spark public debate about the LEAP educational vision and about what learning outcomes are essential for all students; create more informed public support for higher education and for changes to improve quality

Challenge the belief that students must choose either a liberal education or a practical education

Help all students understand, prepare for, and achieve essential learning outcomes in college

Document national, state, and institutional progress in student achievement of essential learning outcomes

---

**LEAP Promotes**

**Essential Learning Outcomes**

A Guiding Vision and National Benchmarks for College Learning and Liberal Education in the 21st Century

**High Impact Practices**

Helping Students Achieve the Essential Learning Outcomes

**Authentic Assessments of Student Learning**

Probing Whether Students Can APPLY Their Learning – to Complex Problems and Real-World Challenges

**Inclusive Excellence**

Diversity, Equity, Quality of Learning for All Groups of Students

---

**The Essential Learning Outcomes, cont.**

- **Knowledge of Human Cultures and the Physical and Natural World**
  Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

- **Intellectual and Practical Skills**
  Inquiry and analysis
  Critical and creative thinking
  Written and oral communication
  Quantitative literacy
  Information Literacy
  Teamwork and problem solving

- **Personal and Social Responsibility**
  Civic knowledge and engagement—local and global
  Intercultural knowledge and competence
  Ethical reasoning and action
  Foundations and skills for lifelong learning

- **Integrative and Applied Learning**
  Synthesis and advanced accomplishment across general and specialized studies

---

**The Essential Learning Outcomes**

- **Knowledge of Human Cultures and the Physical and Natural World**
  Focused on engagement with big questions, enduring and contemporary

- **Intellectual and Practical Skills**
  Practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

- **Personal and Social Responsibility**
  Anchored through active involvement with diverse communities and real-world challenges

- **Integrative and Applied Learning**
  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

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**High Impact Practices**

Through the LEAP initiative, AAC&U has published research on a set of widely tested teaching and learning strategies and programs that—when done well—have substantial educational benefits, especially for traditionally underserved students. The elements of good teaching and learning embedded in these practices can be applied in many settings, including in traditional classrooms as well as special programs, and in co-curricular settings.

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects
Authentic Assessments

As part of its VALUE (Valid Assessment of Learning in Undergraduate Education) project, AAC&U worked with faculty and other academic and student affairs professionals in an exhaustive process of gathering, analyzing, synthesizing, and drafting institutional-level rubrics for 16 of the LEAP Essential Learning Outcomes.

Each VALUE rubric contains the most common and broadly shared criteria or core characteristics considered critical for judging the quality of student work in that outcome area.

The VALUE rubrics reflect faculty expectations for essential learning across the nation regardless of type of institution, mission, size or location.

For more on the VALUE project, please see www.aacu.org/value

LEAP Principles of Excellence

The Principles of Excellence offer both challenging standards and flexible guidance for an era of educational reform and renewal. The Principles of Excellence can be used to guide change in any college, community college, or university. They are intended to influence practice across the disciplines as well as in general education programs.

* Principle One
  Aim High—and Make Excellence Inclusive

* Principle Two
  Give Students a Compass

* Principle Three
  Teach the Arts of Inquiry and Innovation

* Principle Four
  Engage the Big Questions

* Principle Five
  Connect Knowledge with Choices and Action

* Principle Six
  Foster Civic, Intercultural, and Ethical Learning

* Principle Seven
  Assess Students’ Ability to Apply Learning to Complex Problems

LEAP Areas of Work

* Public Advocacy—leadership through National Leadership Council, Presidents’ Trust, and work in selected LEAP states to make the case for liberal education and importance of essential learning outcomes

* Campus Action—networking and technical assistance to support campus efforts to increase all students’ achievement of essential learning outcomes and to communicate more effectively about liberal education; leadership through the Campus Action Network of institutions committed to advancing liberal education for all students

* Authentic Evidence—reports on public opinion, high-impact practices that lead to essential learning outcomes, assessment approaches that deepen student learning, and periodic reports of national data on student achievement

Selected LEAP Publications

College Learning for the New Global Century (2007)

For more information, visit www.aacu.org/LEAP or contact:

Bethany Zecher Sutton, Coordinating Director
sutton@aacu.org

To join the LEAP Campus Action Network, visit
www.aacu.org/leap/can/join.cfm
Academic Organizational Chart 2013-2014

President

Provost and Vice President for Academic Affairs

Executive Assistant

Deans of the Academic Colleges, Schools, and Library

College of Arts and Sciences

College of Law

duPont-Ball Library

School of Business Administration

School of Music

Associate Provost for Faculty Development

Assistant Provost for Student Success

Director of World International Learning

Associate Vice President for Boundless Learning

University Registrar

Director of Institutional Research and Planning

Executive Director of Academic Administration

Assistant Vice President of Academic Affairs and General Education

Administrative Assistant

Academic Success Center

Career Development and Academic Advising

Community Engagement

Continuing Education

Center at Celebration

Learning Technologies

Assessment

Director of Grants, Sponsored Research, and Strategic Initiatives
President, Wendy Libby

- **Office of the President**
  - Executive Assistant, Joan Beasley
  - Director of Strategic Communications and Assistant to the President, Amy Gipson
  - Administrative Assistant, Brenda Knight

- **Provost and Vice President of Academic Affairs, Beth Paul**
  - Special Assistant to the Provost, Kim Walker
  - Administrative Assistant, Robin Carter
  - Assistant Vice President of for Academic Affairs and General Education, John Pearson
  - Associate Provost for Faculty Development, Rosalie Richards
  - Assistant Provost for Student Success, Lua Hancock
    - Academic Success Center: Director, Stacy Collins
    - Career Development and Academic Advising: Executive Director, Tim Stiles
    - Center for Community Engagement: Director, Savannah-Jane Griffin
  - Associate Vice President for Boundless Learning, TBD
    - Continuing Education: Director, Bill O’Conner
    - Center at Celebration: Director, Toni Castillo
  - Executive Director of Academic Administration, Rick Tysor
    - Director of Grants, Sponsored Research, and Strategic Initiatives, Carol Buckels
  - Director of Institutional Research and Effectiveness, Resche Hines
    - Associate Director of Institutional Research and Effectiveness, TBD
  - Executive Director of WORLD International Learning, TBD

- **University Registrar, TBD**

- **Deans of the Academic Colleges, Schools and Library**
  - duPont-Ball Library, Sue Ryan
    - Learning Technologies: Director, Shelly Gross-Gray
  - School of Music, Tom Masse
    - Associate Dean, Noel Painter
  - School of Business Administration, Tom Schwarz
    - Associate Dean, Yiorgos Bakamitsos,
    - Associate Dean, Madhu Rao
  - College of Arts and Sciences, Karen Ryan
    - Associate Dean, Diane Everett
    - Associate Dean, George Glander
  - College of Law, Chris Pietruszkiewicz
    - Associate Dean for Academic Affairs, Mike Allen
    - Associate Dean for Administration & Business Affairs, Terri Radwan
    - Associate Dean for Faculty Development and Strategic Initiatives, Susan Rozelle
    - Assistant Dean for Administration and Decision Support, John Keyser

- **Vice President of Enrollment Management, Joel Bauman**
  - Director of Admissions, TBD
  - Director of Financial Aid, Tara Jones

- **Vice President of University Marketing, Greg Carroll**
  - Assistant Vice President, Joel Jones

- **Vice President of Student Affairs, Chris Kandus**
  - Dean of Students, Rosalie Carpenter

- **Vice President of Business and CFO, Bob Huth**
  - Associate Vice President, IT and CIO, Bill Penney
  - Associate Vice President, Human Resources, Shelia Daniels
  - Associate Vice President, Facilities Management, Al Allen
  - Associate Vice President for Budget, Melissa Peters
  - Associate Vice President, Finance, Jeff Margheim

- **Vice President for Development and Alumni Engagement, Jeff Ulmer**
  - Special Advisor to the President for Philanthropy, Linda Davis
  - Associate Vice President, Paul Gleason
  - Assistant Vice President, Rina Tovar Arroyo
  - Assistant Vice President for University Relations, Kate Pearce
USEFUL RESOURCES AT STETSON UNIVERSITY

Absences@stetson.edu – for reporting student absences

Academic Affairs and the Office of the Provost
First Floor, DeLand Hall
Unit 8358
386-822-7010
http://www.stetson.edu/academic-affairs

Admissions
Griffith Hall
386-822-7100 (Admissions)
http://www.stetson.edu/portal/admissions
admissions@stetson.edu

Advising Matters – Stetson’s Online Advising Handbook
http://www.stetson.edu/advising

Academic Success Center (part of Center for Student Success)
209 Bert Fish Drive, across from the sororities
Unit 8366
386-822-7127
academicresources@stetson.edu
http://www.stetson.edu/academic-success-center

Bookstore
Carlton Union Building (CUB)
386-822-7160
http://www.stetson.edu/bookstore

Academic Advising and Career Development Services
Lower Level, Flagler Hall
Unit 8395
386-822-7315
http://www.stetson.edu/career-development

The Catalog (formerly known as the Bulletin)
http://www.stetson.edu/catalog

Center for Student Success
Carlton Union Building (CUB)
Unit 8275
386-822-7345
http://www.stetson.edu/portal/class

Hub in the CUB – a Student Success helpdesk
http://www.stetson.edu/student-success/hub.php
hubinthecub@stetson.edu - 386-822-7776

College of Arts & Sciences – Dean’s Office
108 Elizabeth Hall
Unit 8396
386-822-7515
http://www.stetson.edu/artsci

Counseling Center
Located across from the Hollis Center on Bert Fish Drive
386-822-8906

Dean of Students
201 Carlton Union Building (CUB)
Unit 8416
386-822-7200

The duPont-Ball Library
Unit 8418
386-822-7183
http://www.stetson.edu/library

Facilities Management Work Order Center
386-822-8810, 8:00 am – 4:30 pm, M-F
After hours, call Public Safety at 386-822-7300
workdesk@stetson.edu

Glossary of Stetson terms, acronyms, names and rooms
http://www.stetson.edu/academic-affairs/glossary.php

Green Pages – Stetson’s online directory
https://www.stetson.edu/secure/programs/greenpages/

Honor System
http://www.stetson.edu/other/honor-system/

Information Technology (IT) Help Desk
Lower Level, Lynn Business Center (LBC)
386-822-7217
helpdesk@stetson.edu
http://www.stetson.edu/information-technology/has/

Learning Technologies Office
Accessed from courtyard on north end of the Library
386-822-7182
http://www.stetson.edu/learning-technologies

Post Office (on campus)
Carlton Union Building (CUB)
386-822-8825

Print Shop
386-822-8160
printshop@stetson.edu
http://www.stetson.edu/print-shop

Public Safety
386-822-7300

The Registrar’s Office (for faculty)
Nemec Hall
Unit 8298
386-822-7140
http://www.stetson.edu/registrar/

Residential Life
Nemec Hall
Unit 8338
386-822-7201
http://www.stetson.edu/residential-life/

School of Business Administration – Dean’s Office
513 Lynn Business Center (LBC)
Unit 8398
386-822-7405
http://www.stetson.edu/business

School of Music – Dean’s Office
125 Presser Hall
Unit 8399
386-822-8960
http://www.stetson.edu/music

Stetson One Stop (for students)
Griffin Hall
Bursar – Student Financial Planning – Dining Services - Registrar
http://www.stetson.edu/one-stop

Student Health Services
Located across from the Hollis Center on Bert Fish Drive
386-822-8152

The Writing Program & The Writing Center
(program) 209 Flagler Hall & (center in duPont-Ball Library)
386-822-7717
http://www.stetson.edu/other/writing-center
http://www.stetson.edu/artsci/writing-program/
Accessing My Stetson

User ID and PIN:

Your User ID is the 800-number on your ID card.

If you are using My Stetson for the first time, your login PIN will be set at your 6 digit birthdate (mmddyy). You will be forced to change that PIN as soon as you enter as it is not wise to leave it your birthdate. If you enter your six-digit birthdate but are unsuccessful in logging in, contact the Registrar’s Office who will be able to assist you. Please make note that the system gives you three tries to log-in, should you not be successful in logging in your access will be locked and you must contact the Registrar’s Office.

If you have forgotten your PIN, the system will allow you to reset your PIN after you have answered a security question.

Logging in to My Stetson:

1. URL: http://my.stetson.edu

You may access My Stetson through the Stetson Today web pages. The link for My Stetson is in the dark band running across the top of the page.

My Stetson is on a site that uses encryption to protect the information that it transmits to you. When you try to access it, your Web browser might open a window informing you that it does not recognize the authority certifying that the site is authentic. Clicking the Next button will take you through a series of windows that eventually give you the option of accepting the certification for one session, meaning that you will get this same set of windows the next time you try to access My Stetson, or of accepting it until the certificate expires, which will keep you from seeing these windows for some unknown period of time. Selecting either option will get you into My Stetson.

2. At the Login Screen, enter your User ID and PIN, and click on the Login button. If you have forgotten your PIN click on Forgot PIN, answer the security question, and reset your PIN. Please make note that the system gives you three tries to log-in, should you not be successful in logging in your access will be locked and you must contact the Registrar’s Office.

If this is the first time you are using My Stetson, you might be asked to compose a Security Question and to provide an Answer that will allow the system to confirm that you are who you say you are if you forget your PIN and you want to reset it.

3. You should now be at the Main Menu for My Stetson. If you gained access using the PIN number provided by the Registrar’s Office, proceed to the Personal Information page and use Change PIN to switch to a new six-digit PIN number that no one else is likely to be able to guess.

Revised: 06/18/12
HOW DO I...?
...ACCESS FACULTY RESOURCES?
http://www.stetson.edu/other/faculty
Find faculty profiles, governance, professional development and teaching resources

...ACCESS MY EMAIL OFF-CAMPUS?
http://outlook.stetson.edu
Sign in using your Stetson username and password

...ACCESS MY DESKTOP OFF-CAMPUS?
https://vlab.stetson.edu
Log on to VMware Horizon View HTML Access
Sign in using your Stetson username and password

...ACCESS INSTITUTIONAL RESEARCH DATABASES?
http://my.stetson.edu
Log in to myStetson to get access to the planning and reference guide

...POST AN ANNOUNCEMENT AT STETSONTODAY?
http://www.stetson.edu/portal/stetson-today/
Log in using your Stetson username and password
To the right of Announcements, click on Add Announcement
Follow instructions for posting announcements
Basic Information about the Counseling Center

- **Location**: The Counseling Center is located at 601 N. Bert Fish Drive. It is behind the Hollis Center and across the street from Health Services.

- **Office Hours**: 8:00am – 12:00pm & 1:00pm – 4:30pm

- **Contacting the Counseling Center**:
  - If it is during normal working hours, call the Counseling Center main line: 386-822-8900 to schedule an appointment or to consult with a counselor regarding a student of concern.
  - Walk-ins are welcome during normal working hours.
  - If it is an emergency after hours, call Stetson Public Safety at 386-822-7300 and ask to speak with an on-call counselor.

- **Why Use the Counseling Center?**
  - It is free and confidential.
  - Counseling records do not become a part of the student’s academic record.
  - There is no waiting list and no limit to the number of sessions.
  - It is a safe place for students to talk their concerns.
  - A counselor can often help students understand themselves better, gain insights into their decisions, improve their self-esteem and confidence, enhance their personal relationships, and help them learn how to make new choices for more effective living.

If any student, faculty, staff, and/or parents are concerned about another student, please feel free to call the Counseling Center for consultation and additional guidance.

- Counseling Center main page: [http://www.stetson.edu/administration/counseling-center/](http://www.stetson.edu/administration/counseling-center/)

- Faculty/Staff Resource page: [http://www.stetson.edu/administration/counseling-center/faculty-staff-resources.php](http://www.stetson.edu/administration/counseling-center/faculty-staff-resources.php)
- **Levels of Distress**

  - **Level One (Functional)**
    - The student’s distress does not interfere with daily activities, and it is typically short-term.
      - Ex: homesickness; feeling “stressed out” or “blue”
    - **How to know:** When talking with students, their distress levels decrease and they can compose themselves.
    - **What to do:** Bond with students and explore what their difficulties are while providing support. Inform them about the Counseling Center and its services.

  - **Level 2 (Chronic)**
    - The student’s distress interferes with daily activities and functioning.
    - Duration may be brief or extended.
      - Ex: Frequent crying spells; angry outbursts or temper tantrums; low mood that has lasted for several weeks
    - **How to know:** When talking with students, they become less composed and more upset.
    - **What to do:** Sit and talk with the student; refer to the Counseling Center or other professional staff member; seek guidance and consult with a professional staff member. If you are uncertain, contact the Counseling Center staff.

  - **Level 3 (Critical)**
    - There is a severe disruption/interference in daily activities of self or others.
    - He/She may exhibit out of the ordinary behavior.
    - The student expresses hopelessness, feels overwhelmed and cannot problem solve.
    - He/She may feel unable to cope.
    - The student may not want to accept help from others.
    - What they may say: There is no use/point. There is no point in living.
    - **How to know:** When talking with the student, you may feel overwhelmed by the frequency or intensity of the students’ needs/demands.
    - **What to do:**
      - If it is a life threatening emergency, call 9-1-1.
      - Notify Stetson Public Safety and ask to speak with the on-call counselor.
      - Call an RA or professional staff member.
      - **DO NOT LEAVE THE STUDENT ALONE!**

**Emergency Numbers:**

- **Life Threatening Emergency:** 9-1-1
- **Stetson Public Safety:** 386-822-7300
- **Stetson Counseling Center:** 386-822-8900

  - Stetson University has an on-call counselor available 24-hours a day, 365 days a year in case of mental health emergencies. To reach the on-call counselor, call Stetson Public Safety and ask to speak with the on-call counselor.
80% of students who commit suicide during college were not seen by a counselor.

30% of college students reported feeling so depressed in the last 12 months it is difficult for them to function.

6% of college students say they have seriously considered suicide in the past year.

The “At-Risk” program can show you how to initiate conversations with your students who may be feeling depressed, anxious, or even suicidal. Once you have identified an at-risk student, you can refer him/her to the Counseling Center. But you can’t refer a student if you can’t identify the warning signs.

You CAN save a life!

To access this training:

- Go to: www.kognitocampus.com/faculty
- Click “Access Training”
- Fill out the form using enrollment key: stetson14
- Follow the on screen instructions

This training is provided by The Stetson University Counseling Center
STETSON SHOWCASE
APRIL 15, 2014
A Celebration of Achievement at Stetson University

About the Undergraduate Research and Creative Arts Symposium Showcase:
This event, with its debut in 1999 and former names of Undergraduate Scholarship and Performance Day (USAPD) and later Undergraduate Scholarship Day (USD), was designed to foster an appreciation for academic achievements here at Stetson University. The student presenters have a wonderful opportunity to share their research and projects with the Stetson University community. Historically, the student projects have included a wide variety of excellent student work.

JUDGING CRITERIA AND PRIZES:
Each group of judges for each specific location will be deciding among themselves appropriate and consistent criteria that will help them decide which presentations were most effective. In general, students are asked to discuss their projects at a level that anyone not knowing the area can understand. Part of an effective presentation is effective communication, and the judges keep this as consistent criteria for choosing the best presentation for all involved. The winners of each of the six locations will receive a Maris Prize of $200 and a certificate of excellence. In addition, for each venue, an honorable mention will be chosen.

THE 2014 JUDGING PANEL:
Dr. Grady Ballenger, Professor of English
Kristina Brantley, Registrar
Eric Canny, Executive Director of International Learning World: International Learning
Jennifer Certo, Assistant to the Vice-President for Student Affairs
Barbara Costello, Associate Professor/Government Information & Research Librarian
Dr. Carol Corcoran, Professor of Education
Debbi Dinkins, Associate Dean, Library
Dr. Christopher Ferguson, Associate Professor of Psychology
Rosie Flowers, Learning & Information Literacy Librarian
Dr. Deborah Goldring, Assistant Professor of Marketing
Terry Grieb, Assoc. Prof. of Instructional Media and Assistant Director of Media Services
Dr. Steve Guthrie, Visiting Brown Professor of Biology
Dr. Melinda Hall, Assistant Professor of Philosophy
Dr. John Horn, Vice-President (ret.) for Research & Development, 3M
Laura N. Kirkland, Cataloging Librarian
Sims Kline, Research Librarian and Associate Professor
Dr. Deborah Bolin Maxwell, Visiting Assistant Professor of Chemistry
Terri Richards, Enrollment Specialist, Office of the Registrar
Dr. Gilbert Seigworth, Physician
**CAMPUS MAP**

**DELAND CAMPUS**

**ACADEMIC**
- B2 • 1 Wilson Athletic Center
- C1 • 2 Museum of Florida Art
- D1 • 3 Davis Hall
- D2 • 4 Allen Hall
- D3 • 5 Sage Science Center
- E1 • 6 Flagler Hall
- E2 • 7 Elizabeth Hall
  Dean of the College of Arts & Sciences
  Lee Chapel
- F3 • 8 Presser Hall
  Dean of the School of Music
- G1 • 9 McEachern Hall
- G2 • 10 Sampson Hall
- H1 • 11 Hand Art Center
- H2 • 12 duPont-Ball Library
- H3 • 13 Rinker Environmental Learning Center
- F2 • 14 Russian Studies
  15 Lynn Business Center
  Wands Center/IT Helpdesk
  Dean of the School of Business Administration
- F4 • 16 Ceramic Studio

**RESIDENCE HALLS**
- A3 • 17 Stetson Cove Apts.
- A4 • 18 House A (K, L)
- D2 • 19 House B (K, L)
- D4 • 20 House C (K, L)
- B4 • 21 House D
- B3 • 22 House E (K, L)
- B1 • 23 University Hall
  Housing & Residential Life Central Office
- C2 • 24 Emily Hall
- D5 • 25 Choudin Hall
- D3 • 26 Conrad Hall
- D4 • 27 House J (K, L)
- D5 • 28 House 2 (Honors)
- D3 • 29 House 3 (Honors)
- D2 • 30 House 4 (K, L)
- D3 • 31 House 5 (K, L)
- D3 • 32 House 6 (K, L)
- C3 • 33 House 7 (K, L)
- A1 • 34 Hollis Hall
- E4 • 35 Carson Hall
- B5 • 36 Gordin Hall
- B3 • 37 Smith Hall
- A5 • 38 Matter Hall
- A3 • 39 Nemec Hall
- G1 • 40 UVA 100 - Maxcy Hall
- G1 • 41 UVA - Rinker Clubhouse
- E6 • 42 UVA 200 - Hon Hall
- E6 • 43 UVA 300
- A3 • 44 UVA 400 - Lynn Hall
- B3 • 45 UVA 500 - Rinker Hall

**STUDENT SERVICES**
- C3 • 46 WORLD: International Learning
- G1 • 47 Cross-Cultural Center
- G2 • 48 Center for Community Engagement
- G3 • 49 Counseling Center
- A3 • 50 Student Health Services
- D3 • 51 Carlton Union Building
  The Commons Cafeteria
  Bookstore
  Hal Rack Cafe
  Student Success
  Student Government Association
  Student Involvement
  Post Office
  Convenience Store
  52 Academic Success Center
- E4 • 53 Gillespie Museum

**ATHLETICS/REC.**
- B3 • 54 Melching Field at Conrad Park
- C1 • 55 Spec Martin Memorial Stadium
- C2 • 56 Fiddler Field
- C3 • 57 Racquetball Courts
- C4 • 58 Tennis Courts
- C2 • 59 Cummings Gym
- C3 • 60 Hollis Center
  Rinker Field House
- C5 • 61 Hyer Stoll Tennis Center
- D5 • 62 Athletics Training Center

**OFFICES**
- C3 • 63 Griffith Hall
  Admissions
  Registrar & Bursar
  Research & Strategic Initiatives
- D2 • 64 Allen House
  Financial Aid
  Grants, Sponsored Programs
  Office of the Provost
  President’s Office
  Development Operations
  Office of the President
- E2 • 65 Development Office
  President’s Home
  Office of the Provost
  Financial Aid
  University Marketing
  Development Operations
  Office of the Provost
- E4 • 72 Development Office
  President’s Home
  Office of the Provost
  Financial Aid
  University Marketing
  Development Operations
  Office of the Provost
- F5 • 73 Public Safety
- F6 • 74 Facilities Management
DeLand, located in Volusia County, Florida, is one of the state's small town treasures. DeLand is the county seat as well as a college town, with Stetson University's campus classified as a National Historic District. The downtown, lined with notable gift shops and restaurants, has been recognized as a national Mainstreet program. Special events focus on culture and the arts, history, hospitality and lifestyle.

Tree-shaded streets adorned with handsome homes cocoon the campus of Florida's oldest private college, Stetson University. Stetson's presence enhances the community's rich cultural offerings with theater, recitals, museums and a vibrant speakers program.