New Faculty Orientation

2015-2016

STETSON UNIVERSITY

Deland Campus

STETSON UNIVERSITY

NEW FACULTY
ORIENTATION & SEMINAR SERIES

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!

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.

The Teacher-Scholar Role

The core focus of Stetson University's mission is *learning*. Our priority is the creation of a stimulating learning community that encourages a lifelong commitment to learning. Stetson's faculty inspire and model this commitment through the teacher-scholar role.

The power in the phrase *teacher-scholar* is in the hyphen that connects the role of teacher and scholar. It is through the integration of teachers' facilitation of student learning and scholars' continuous intellectual and creative inquiry that a learning community comes alive.

As faculty, our primary responsibility is to facilitate our students' learning through effective teaching. Faculty lifelong learning is critical for the development of a stimulating learning community and for effective faculty facilitation of our students' learning. It is through continuous engagement in scholarly and creative inquiry that teacher-scholar faculty continue their learning and thereby cultivate a culture of lifelong learning – at Stetson University and in society.

Faculty who continue to be active and engaged learners throughout their academic careers contribute greatly to a vibrant learning community.

1. Faculty model the learning process for students. Learning is a challenging, sometimes-uncomfortable, process. Learning is courageous, humbling, and exhilarating. It is most powerful for students to observe this in their faculty – up close and personally – so they learn to learn throughout their lifetime.

2. Lifelong learning faculty continually reinvent curricula and pedagogy so that new generations of students learn most effectively. As faculty expand and deepen their learning, they mature their skill and understanding of how students best learn, and they integrate new perspective, information, and/or technique into their pedagogy.

3. Teacher-scholar faculty are connected beyond campus, inviting students into an expansive professional network. Teacher-scholar faculty are engaged with disciplinary and interdisciplinary professional networks, participating in the generative peer review process, and networking with colleagues near and far to expand their learning, scholarship, and professional impact. These rich professional networks further expand the learning of teacher-scholar faculty, and open new opportunities and resources to faculty and through faculty to their current and former students.

4. Teacher-scholar faculty, through scholarly and creative engagement and contribution, communicate externally the mission and vibrancy of the University intellectual community. This helps attract strong prospective students and faculty that will in turn help further the strength of the University into the future. This also attracts new opportunities and resources (e.g., fundraising, grants).

STETSON UNIVERSITY

New Full-Time Faculty Orientation
DeLand Campus
August 12-13, 2015

August 12, 2015
Sage Science Center: SCALE-UP Classroom – Sage Hall 222
Refreshments

8:30 am -9:00 am	**Welcome and Introductions**	
	Greetings and Overview	Rosalie A. Richards, Associate Provost for Faculty Development Professor of Chemistry
	President's Welcome	Wendy Libby, President
	Deans' Welcome	Karen Ryan, College of Arts and Sciences Thomas Masse, School of Music Madhu Rao, School of Business Administration Sue Ryan, duPont-Ball Library

9:00 am -9:30 am **Liberal Learning and the Teacher-Scholar at Stetson University**
Camille King, Professor of Psychology
John Pearson, Associate V.P., Academic Affairs; Professor of English
Tim Peter, Professor; Director of Choral Activities
Rosalie Richards, Associate Provost of Professional Development

9:30 am -10:00 am **Connecting Safety and Mental Wellness to Academic Success and Significance**
Rachel Boldman, Director, Counseling Center
Jody Magras, Outreach Coordinator & Counselor, Counseling Center
Dee Carpenter, Captain, Public Safety
Robert Matusik, Director of Public Safety & Emergency Management Coordinator

10:00 am - 10:30 am	**Policy Overview**	
	Preparing for Pre-Tenure and Tenure Review	W. Tandy Grubbs, Chair & Professor of Chemistry
	Student Athletes and Academics	Mike Bitter, Chair & Professor of Accounting
	Registrar's Office	Robert Berwick, Registrar
		Resche Hines, Assistant Vice President of Institutional Research & Effectiveness

10:30 am - 10:45 am **Break**

STETSON UNIVERSITY

10:45 am – 11:45 am **Hit the Ground Running: Getting Ready for your First Day**
Roslyn Crowder, Assistant Professor of Biology
Kimberly Flint-Hamilton, Chair & Professor of Sociology & Anthropology
Alicia Slater, Associate Professor of Biology
Danielle Lindner, Assistant Professor of Psychology

11:45 am - 12:00 pm **Break**

12:00 pm - 12:45 pm **Lunch with Associate Deans and Department Chairs**
duPont-Ball Library (First Floor)

12:45 pm - 12:55 pm **2015 New Faculty Cohort Photo**
Fountain on the Green

12:55 pm - 1:00 pm **Return to Sage Hall 222 SCALE UP Classroom**

1:00 pm - 1:30 pm **Coaching, Mentoring, Advising**
Elizabeth Boggs, Director, Career & Professional Development
Zonovia Proctor, Assistant Director, Academic Advising
Tim Stiles, Executive Director, Career & Professional Development

1:30 pm - 2:00 pm **Inclusivity in the Classroom**
Stacy Collins, Director, Academic Success
Rachel Core, Assistant Professor of Sociology
Aaron Distler, Assistant Director/Accessibility Coordinator, Academic Success Center
Lua Hancock, Vice Provost
Rosalie Richards, Interim Executive Director, WORLD: David and Leighan Rinker International Learning Center

2:00 pm - 3:00 pm **Surviving the First Year –What I Wish I'd Known About Faculty Life: Advice from Pre-Tenure/Recently Tenured Colleagues**
B. Tod Cox, Assistant Professor of Marketing
Roslyn Crowder, Assistant Professor of Biology
Diane Everett, Associate Dean; Professor of Sociology & Anthropology
W. Tandy Grubbs, Chair & Professor of Chemistry
Danielle Lindner, Assistant Professor of Psychology
Tim Peter, Professor; Director of Choral Activities

3:00 pm-4:00 pm **Snack & Network** – Meet and socialize with new and veteran Stetson faculty; swap ideas about teaching and learning or learn more about the community and DeLand

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STETSON UNIVERSITY

Thursday, August 13 (8:30 am - 2:00 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, Human Resources

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

12:00 pm - 2:00 pm   **Faculty Resource Fair** – *all faculty invited* – LBC Lobby

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STETSON UNIVERSITY

NEW FACULTY ORIENTATION PLANNING COMMITTEE

Elizabeth Boggs	Director of Career and Professional Development
Rachel Boldman	Mental Health Counselor
Dee A. Carpenter	Captain, Office of Public Safety
Christopher Chellberg	Assistant Director of Total Rewards Compensation and Benefits
Stacy Collins	Director, Academic Success Center
Rachel Core	Assistant Professor of Sociology
B. Tod Cox	Assistant Professor of Marketing
Roslyn Crowder	Assistant Professor Biology
Diane Everett	Professor of Sociology, Associate Dean of the College of Arts and Sciences
Kimberly Flint-Hamilton	Professor of Sociology and Chair, Department of Sociology and Anthropology
Lua Hancock	Vice Provost
Paula Hentz	Assistant Director of Study Abroad
Resche Hines	Assistant Vice President of Institutional Research & Effectiveness
Camille King	Associate Professor of Psychology
Roxanne M. Lewis	International Student and Scholar Services Coordinator
Danielle Lindner	Assistant Professor of Psychology
Jody Magras	Counselor and Outreach Coordinator
Robert Matusick	Director of Public Safety and Emergency Management Coordinator
John Pearson	Associate Vice President of Academic Affairs
Timothy Peter	Professor and Director of Choral Activities
Zonovia Proctor	Assistant Director of Academic Advising
Rosalie Richards	Associate Provost for Faculty Development
Alicia Slater	Professor of Biology and Chair, Department of Biology; Program Design and Learning Assessment Coordinator
Timothy Stiles	Executive Director Career and Professional Development

Happy Hour with the Provost
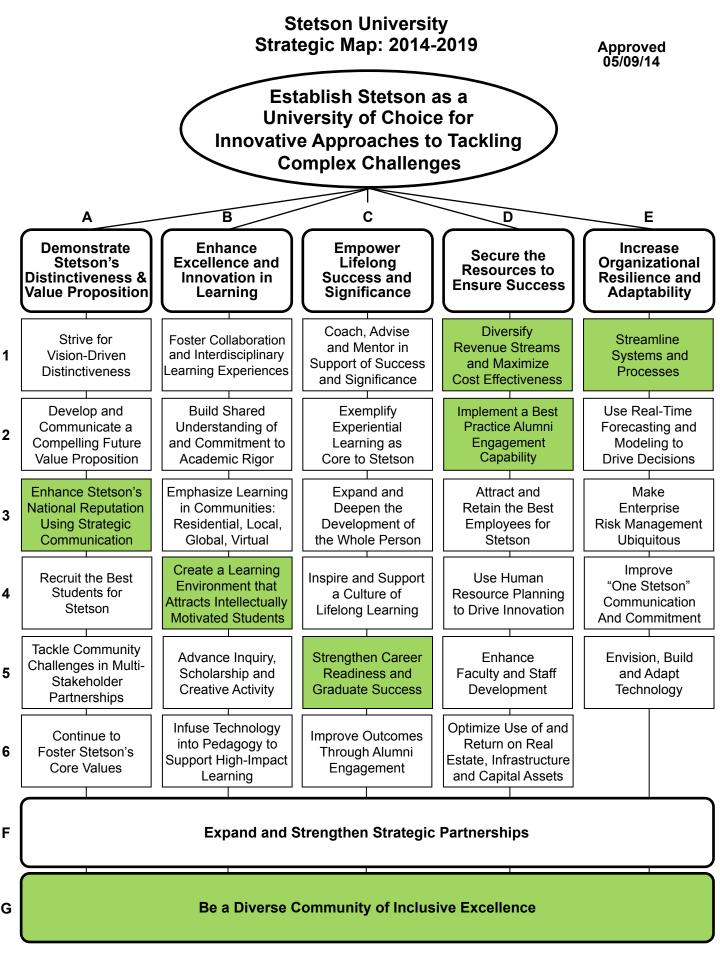
at our family's home

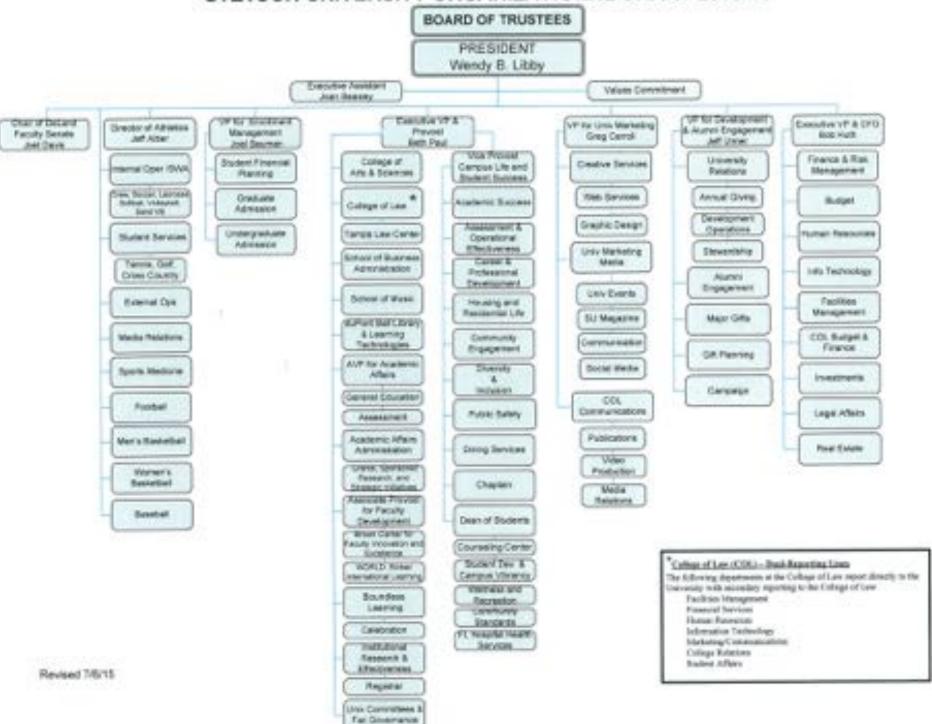## join us on

August 21
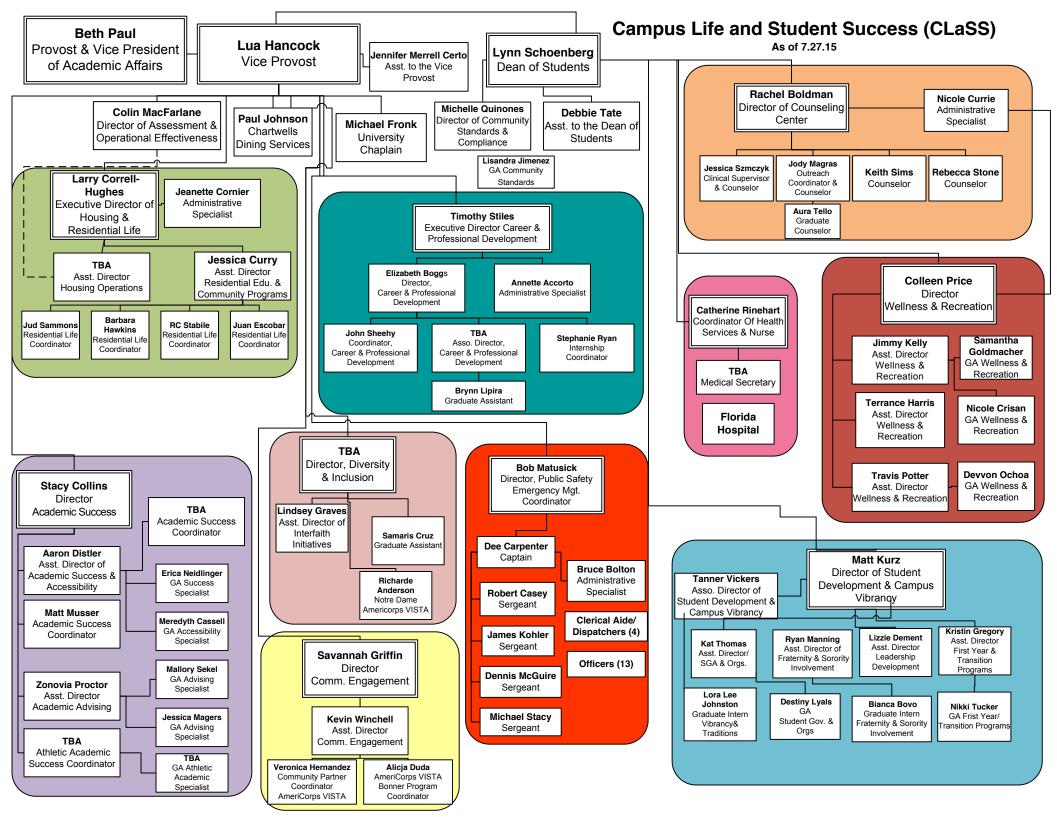4:00-6:00 P.M.

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.

RSVP by August 17:
rcarter@stetson.edu
(386) 822-7010

Stetson University
Strategic Map: 2014-2019

Approved 05/09/14

Establish Stetson as a University of Choice for Innovative Approaches to Tackling Complex Challenges

	A **Demonstrate Stetson's Distinctiveness & Value Proposition**	B **Enhance Excellence and Innovation in Learning**	C **Empower Lifelong Success and Significance**	D **Secure the Resources to Ensure Success**	E **Increase Organizational Resilience and Adaptability**
1	Strive for Vision-Driven Distinctiveness	Foster Collaboration and Interdisciplinary Learning Experiences	Coach, Advise and Mentor in Support of Success and Significance	Diversify Revenue Streams and Maximize Cost Effectiveness	Streamline Systems and Processes
2	Develop and Communicate a Compelling Future Value Proposition	Build Shared Understanding of and Commitment to Academic Rigor	Exemplify Experiential Learning as Core to Stetson	Implement a Best Practice Alumni Engagement Capability	Use Real-Time Forecasting and Modeling to Drive Decisions
3	Enhance Stetson's National Reputation Using Strategic Communication	Emphasize Learning in Communities: Residential, Local, Global, Virtual	Expand and Deepen the Development of the Whole Person	Attract and Retain the Best Employees for Stetson	Make Enterprise Risk Management Ubiquitous
4	Recruit the Best Students for Stetson	Create a Learning Environment that Attracts Intellectually Motivated Students	Inspire and Support a Culture of Lifelong Learning	Use Human Resource Planning to Drive Innovation	Improve "One Stetson" Communication And Commitment
5	Tackle Community Challenges in Multi-Stakeholder Partnerships	Advance Inquiry, Scholarship and Creative Activity	Strengthen Career Readiness and Graduate Success	Enhance Faculty and Staff Development	Envision, Build and Adapt Technology
6	Continue to Foster Stetson's Core Values	Infuse Technology into Pedagogy to Support High-Impact Learning	Improve Outcomes Through Alumni Engagement	Optimize Use of and Return on Real Estate, Infrastructure and Capital Assets	

F — **Expand and Strengthen Strategic Partnerships**

G — **Be a Diverse Community of Inclusive Excellence**

STETSON UNIVERSITY ORGANIZATIONAL CHART 2015-16

BOARD OF TRUSTEES

PRESIDENT
Wendy B. Libby

Executive Assistant
Joan Beasley

Values Commitment

Revised 7/6/15

Campus Life and Student Success (CLaSS)

As of 7.27.15

Beth Paul — Provost & Vice President of Academic Affairs

Lua Hancock — Vice Provost

Jennifer Merrell Certo — Asst. to the Vice Provost

Lynn Schoenberg — Dean of Students

Colin MacFarlane — Director of Assessment & Operational Effectiveness

Paul Johnson — Chartwells Dining Services

Michael Fronk — University Chaplain

Michelle Quinones — Director of Community Standards & Compliance

Debbie Tate — Asst. to the Dean of Students

Lisandra Jimenez — GA Community Standards

Housing & Residential Life

Larry Correll-Hughes — Executive Director of Housing & Residential Life

Jeanette Cornier — Administrative Specialist

TBA — Asst. Director Housing Operations

Jessica Curry — Asst. Director Residential Edu. & Community Programs

Jud Sammons — Residential Life Coordinator

Barbara Hawkins — Residential Life Coordinator

RC Stabile — Residential Life Coordinator

Juan Escobar — Residential Life Coordinator

Academic Success

Stacy Collins — Director Academic Success

TBA — Academic Success Coordinator

Aaron Distler — Asst. Director of Academic Success & Accessibility

Erica Neidlinger — GA Success Specialist

Matt Musser — Academic Success Coordinator

Meredyth Cassell — GA Accessibility Specialist

Zonovia Proctor — Asst. Director Academic Advising

Mallory Sekel — GA Advising Specialist

Jessica Magers — GA Advising Specialist

TBA — Athletic Academic Success Coordinator

TBA — GA Athletic Academic Specialist

Career & Professional Development

Timothy Stiles — Executive Director Career & Professional Development

Elizabeth Boggs — Director, Career & Professional Development

Annette Accorto — Administrative Specialist

John Sheehy — Coordinator, Career & Professional Development

TBA — Asso. Director, Career & Professional Development

Stephanie Ryan — Internship Coordinator

Brynn Lipira — Graduate Assistant

Diversity & Inclusion

TBA — Director, Diversity & Inclusion

Lindsey Graves — Asst. Director of Interfaith Initiatives

Samaris Cruz — Graduate Assistant

Richarde Anderson — Notre Dame Americorps VISTA

Community Engagement

Savannah Griffin — Director Comm. Engagement

Kevin Winchell — Asst. Director Comm. Engagement

Veronica Hernandez — Community Partner Coordinator AmeriCorps VISTA

Alicja Duda — AmeriCorps VISTA Bonner Program Coordinator

Public Safety

Bob Matusick — Director, Public Safety Emergency Mgt. Coordinator

Dee Carpenter — Captain

Robert Casey — Sergeant

James Kohler — Sergeant

Dennis McGuire — Sergeant

Michael Stacy — Sergeant

Bruce Bolton — Administrative Specialist

Clerical Aide/Dispatchers (4)

Officers (13)

Counseling Center

Rachel Boldman — Director of Counseling Center

Nicole Currie — Administrative Specialist

Jessica Szmczyk — Clinical Supervisor & Counselor

Jody Magras — Outreach Coordinator & Counselor

Keith Sims — Counselor

Rebecca Stone — Counselor

Aura Tello — Graduate Counselor

Health Services

Catherine Rinehart — Coordinator Of Health Services & Nurse

TBA — Medical Secretary

Florida Hospital

Wellness & Recreation

Colleen Price — Director Wellness & Recreation

Jimmy Kelly — Asst. Director Wellness & Recreation

Samantha Goldmacher — GA Wellness & Recreation

Terrance Harris — Asst. Director Wellness & Recreation

Nicole Crisan — GA Wellness & Recreation

Travis Potter — Asst. Director Wellness & Recreation

Devvon Ochoa — GA Wellness & Recreation

Student Development & Campus Vibrancy

Matt Kurz — Director of Student Development & Campus Vibrancy

Tanner Vickers — Asso. Director of Student Development & Campus Vibrancy

Kat Thomas — Asst. Director/ SGA & Orgs.

Ryan Manning — Asst. Director of Fraternity & Sorority Involvement

Lizzie Dement — Asst. Director Leadership Development

Kristin Gregory — Asst. Director First Year & Transition Programs

Lora Lee Johnston — Graduate Intern Vibrancy & Traditions

Destiny Lyals — GA Student Gov. & Orgs

Bianca Bovo — Graduate Intern Fraternity & Sorority Involvement

Nikki Tucker — GA Frist Year/ Transition Programs

STETSON UNIVERSITY

RESOURCES

An Introduction to LEAP

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Liberal Education & America's Promise

EXCELLENCE FOR EVERYONE AS A NATION GOES TO COLLEGE

AAC&U

Association
of American
Colleges and
Universities

An Introduction to LEAP

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Liberal Education and America's Promise (LEAP) is a national advocacy, campus action, and research initiative that champions the importance of a twenty-first-century liberal education—for individuals and for a nation dependent on economic creativity and democratic vitality.

LEAP responds to the changing demands of the twenty-first century—demands for more college-educated workers and more engaged and informed citizens. Today, and in the years to come, college graduates need higher levels of learning and knowledge as well as strong intellectual and practical skills to navigate this more demanding environment successfully and responsibly.

The LEAP vision for college-level learning (see pages 3-4) provides the intellectual framework for all of AAC&U's meetings, institutes, publications, and funded initiatives. Through LEAP, we seek to advance a guiding vision for high-quality education, support rigorous goals for student learning, provide evidence about student achievement of those goals, and test and report the value of practices designed to improve student achievement. LEAP leaders also work to engage the public with core questions about what really matters in college and to connect employers and educators as they build new partnerships and make the case for the importance of liberal education in the global economy and in our diverse democracy.

The Goals of the LEAP Initiative

• Spark public debate about the quality of college learning for the twenty-first century and the learning outcomes that are essential for all students;

• Help all students—including those traditionally underserved by higher education—understand, prepare for, and achieve Essential Learning Outcomes (see page 4) in college;

• Challenge the belief that students must choose either a liberal education or a practical education by advancing reforms that provide both;

• Highlight and counter current practices that steer some students to narrow educational tracks while the most advantaged students reap the full benefits of a broad liberal education;

• Generate more informed public support for policies that improve the quality of college-level learning;

• Document national, state, and institutional progress in student achievement of Essential Learning Outcomes.

The LEAP Initiative Provides

National, State, and Institutional Leadership

The LEAP **National Leadership Council** includes educational, business, community, and policy leaders who exercise strong advocacy for liberal education in their own spheres of influence and champion an empowering, inclusive, and public-spirited liberal education for all students.

The **Presidents' Trust** includes leaders from all sectors of higher education who are committed to advocating for the vision, values, and practices that connect liberal education with the needs of the twenty-first century. Trust members are reinvigorating liberal education on their own campuses, in consortia of institutions, and in state systems. They also are making the case for liberal education in their respective spheres of influence.

Campus-Based Reform and Funded Campus and State System Initiatives

The **Campus Action Network** (CAN) provides support for LEAP efforts at individual institutions. Through the CAN, institutions collaborate and use LEAP resources to ensure that all their students achieve Essential Learning Outcomes, and to research and expand their use of high-impact educational practices. AAC&U uses the network as a source of positive examples and frequently highlights the work of CAN institutions in publications and presentations.

In the **LEAP States Initiative**, state system leaders, institutional administrators, and faculty from two- and four-year campuses are collaborating within and across states to raise levels of inclusion and success for all students. They are working on issues of quality and student success through campus action and curricular reform—including, in particular, through frameworks to advance and assess Essential Learning Outcomes in general education, across disciplinary fields, and in transfer.

Research and Resources on Documenting Student Achievement

The **VALUE** (Valid Assessment of Learning in Undergraduate Education) project is an approach to learning assessment that privileges authentic assessment of student work and shared understanding of student learning outcomes on campuses over reliance on standardized tests administered to samples of students outside of their required courses. A set of fifteen VALUE rubrics keyed to the LEAP Essential Learning Outcomes has been developed collaboratively by teams of faculty and academic professionals. The VALUE rubrics are available for use at any institution. LEAP also provides reports and research on such topics as student achievement of key learning outcomes, making the case for liberal education, high-impact educational practices, and assessment of learning outcomes.

Research on the Economic Value of Liberal Education Outcomes and Employer/Educator Partnerships

Through LEAP, AAC&U has commissioned several studies of the learning students need in a fast-changing economy. National surveys of employers show that, across many fields and sectors of the economy, employers seek college graduates who have a broad set of liberal education outcomes. AAC&U also is developing and publicizing employer/educator partnerships through which students are achieving essential outcomes while putting their knowledge to use in real-world settings.

LEAP Vision for Learning in Brief

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Purposeful Pathways, Essential Learning Outcomes, High Student Achievement

STARTING IN SCHOOL...

★ Rigorous and rich curriculum focused on the Essential Learning Outcomes

★ Comprehensive, individualized, and learning-centered advising

★ Participation in service learning and civic engagement activities

★ Substantive culminating projects assessed for achievement of Essential Learning Outcomes

DEEPENED THROUGH CHALLENGING STUDIES IN COLLEGE, INCLUDING...

★ Broad integrative learning in the liberal arts and sciences—focused by engagement with big questions, both contemporary and enduring

★ Analytical, applied, and integrative learning across all major fields, both preprofessional and liberal arts and sciences

★ Active involvement with diverse communities, real-world problems, and social responsibility

★ Milestone and culminating experiences that connect general, major, and field-based learning

WITH A CONSTANT FOCUS ON THE ESSENTIAL LEARNING OUTCOMES...

★ From school through college

★ Across general education and majors, curriculum and cocurriculum

★ At progressively more challenging levels

★ Evaluated consistently through milestone and capstone assessments

★ For all students—including and especially those from underserved communities

ENRICHED BY STUDENT ENGAGEMENT IN HIGH-IMPACT EDUCATIONAL PRACTICES...

★ First-year seminars and experiences

★ Common intellectual experiences

★ Learning communities

★ Writing-intensive courses

★ Undergraduate research

★ Collaborative assignments and projects

★ Diversity and global learning

★ Service and community-based learning

★ Internships

★ Capstone courses and projects

The Essential Learning Outcomes

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

✦ 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

Focused by engagement with big questions, both contemporary and enduring

✦ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

✦ Personal and Social Responsibility, including

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

Anchored through active involvement with diverse communities and real-world challenges

✦ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *College Learning for the New Global Century* (2007) and *The LEAP Vision for Learning* (2011). For more information, see www.aacu.org/leap.

LEAP

A Guide to High-Impact Practices

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

First-Year Seminars and Experiences

First-year seminars bring small groups of students together with faculty or staff on a regular basis and place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies.

Common Intellectual Experiences

The older "core" curriculum model has evolved into a variety of modern forms, including common courses or vertically organized general education programs that include advanced integrative studies and/or participation in a learning community (see below). These programs combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options.

Learning Communities

Learning communities often encourage integration of learning across courses and involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link liberal arts and professional courses; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in quantitative reasoning, oral communication, information literacy, and ethical inquiry.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research has been most prominently used in science disciplines. In these programs, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Diversity and Global Learning

Many colleges and universities now emphasize courses that help students explore cultures, life experiences, and worldviews different from their own. These studies—addressing US diversity, world cultures, or both—often explore "difficult differences" related to racial, ethnic, and gender inequality, or human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning and Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. In these programs, students *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of college to create a project that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio, or an exhibit of artwork. Capstones can be offered in departmental programs and in general education as well.

Adapted from: *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter,* by George D. Kuh (Washington, DC: AAC&U, 2008).

The Principles of Excellence

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

✦ Principle One

Aim High—and Make Excellence Inclusive

Make the Essential Learning Outcomes a Framework for the Entire Educational Experience, Connecting School, College, Work, and Life

✦ Principle Two

Give Students a Compass

Focus Each Student's Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress

✦ Principle Three

Teach the Arts of Inquiry and Innovation

Immerse All Students in Analysis, Discovery, Problem Solving, and Communication, Beginning in School and Advancing in College

✦ Principle Four

Engage the Big Questions

Teach through the Curriculum to Far-Reaching Issues—Contemporary and Enduring—in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom

✦ Principle Five

Connect Knowledge with Choices and Action

Prepare Students for Citizenship and Work through Engaged and Guided Learning on "Real-World" Problems

✦ Principle Six

Foster Civic, Intercultural, and Ethical Learning

Emphasize Personal and Social Responsibility, in Every Field of Study

✦ Principle Seven

Assess Students' Ability to Apply Learning to Complex Problems

Use Assessment to Deepen Learning and Establish a Culture of Shared Purpose and Continuous Improvement

LEAP

How to Get Involved

Campus Action Network

The best way for individual campuses to get involved in LEAP is through the Campus Action Network (CAN). CAN institutions are provided opportunities to engage with AAC&U and each other around their work to improve student achievement of Essential Learning Outcomes in college. LEAP resources are provided to CAN members as they become available. Any AAC&U member institution is welcome to join the Campus Action Network.

Presidents' Trust

Members of the Presidents' Trust serve as national advocates for LEAP. The Trust includes presidents from all sectors of the higher education community who have made a significant commitment to providing local, regional, and national leadership for liberal education. Membership in the Trust includes a financial commitment.

LEAP States Initiative

The LEAP States Initiative brings AAC&U, state systems, and campus networks into intentional work together to advance systemic change. Work underway in the various LEAP states stands as a model for what other institutions, consortia, and systems might accomplish. LEAP States supports public advocacy for liberal education and frameworks to advance Essential Learning Outcomes in general education and across the curriculum and cocurriculum. Inclusion in the LEAP States Initiative is developed through a collaborative process involving state system representatives, institutional leaders, and AAC&U.

LEAP Online and Print Resources

• Original Publications and Blogs

LEAP publishes many reports and monographs on liberal education, assessment, Essential Learning Outcomes, high-impact educational practices, campus-based examples, and ways to educate students and the public about liberal education. AAC&U also publishes a blog, "liberal.education nation," with postings from AAC&U staff and experts in the field (blog.aacu.org).

• LEAP Campus Toolkit

The LEAP Campus Toolkit is an online, interactive library for campus practitioners and other educators to access concise, useful research narratives, examples of campus work, and assessment instruments.

• Speeches and Articles on Liberal Education

The LEAP website includes links to articles and speeches through which people from many backgrounds are effectively making the case for liberal education.

• Data and PowerPoint Presentations

LEAP-based PowerPoint slides present data that educational practitioners and leaders can use to make the case for liberal education more effectively.

• Employer Surveys and Public Opinion Research

AAC&U regularly commissions surveys of employers that explore the value of liberal education outcomes in today's workplace. All survey findings and PowerPoint slides for use in presentations are available on the LEAP website.

For more information or to find resources, visit aacu.org/leap or contact:
LEAP Coordinating Director, Bethany Zecher Sutton (sutton@aacu.org)

Photo credits: Mount Saint Mary College, Brandeis University, SUNY Geneseo

LEAP

www.aacu.org/leap

Stetson University
General Education Learning Outcome Statements (GLOs)

Last rev. 4/19/11

1.1, Writing
Students can compose and revise written texts that employ an appropriate voice to coherently express relationships between ideas from multiple sources, illustrating awareness of rhetorical context and purpose. rev. 11/09. Used in fall 2009 writing assessment.

2.1, Information Fluency
Using technology as appropriate, students know when there is a need for information and are able to locate, evaluate, and effectively and responsibly use that information for the task at hand. rev. 7/12/10.

3.1, Speaking
Students can speak in an understandable, organized, and audience-appropriate fashion to explain their ideas, express their feelings, or support a conclusion. Used in spring 2010 speaking assessment.

4.1, Critical Thinking
Students, having identified a topic of inquiry and gathered relevant data, can synthesize and evaluate those data to reach an appropriate conclusion or conclusions. 3/14/09.

5.1, Quantitative Reasoning
Students can apply quantitative techniques to solve problems or analyze data.
OR
Students can apply mathematical or symbolic reasoning to move from a set of assumptions to a conclusion.
Used in fall 2009 quantitative reasoning assessment.

6.1, Knowledge of Cultures and the Natural World
Students can apply relevant concepts to create, interpret, or explain a variety of cultural or natural phenomena. 3/14/09.

> **"A" designation—Creative Arts: Students can create or perform a level-appropriate work or art.**
> **OR**
> **Students can produce a critical analysis of a creative work that focuses on its formal characteristics, and/or its artistic traditions, and/or its historical context.** 1/26/11. Used in spring 2011 creative arts assessment.
>
> **"B" designation—Cultural Beliefs: Students can reflect analytically on their own and / or others' belief systems and cultural traditions. This analytic competence is to be demonstrated in any of the following ways:**
> - **Students are able to provide a thoughtful and coherent account of some of the important ways the beliefs, ideologies and values of a culture are reflected in its concrete practices**
> - **Students are able to provide a thoughtful and coherent account of some of the important ways in which the beliefs, ideologies and/or values of a culture are formed, perpetuated, rejected, and/ or transformed.**
> - **Students are able to provide a thoughtful and coherent account of some of the important ways in which cultures negotiate differences and/or conflicts in ideologies, authority structures, symbols, rituals, traditions and/or interpretations of texts and/or artifacts**. 2/23/11. Used in spring 2011 cultural beliefs assessment.
>
> **"H" designation—Historical Inquiry: Students can interpret broad changes emerging over time in cultures, societies, ideas, or institutions.**
> **OR**
> **Students can assess the impact of central turning points, revolutionary moments, or distinctive periods that were transformative within their wider historical context.** 10/18/10 Used in spring 2011 historical inquiry assessment.
>
> **"L" designation—Modern Languages: Students can communicate orally and in writing in the target language about relevant cultural topics.** 6/7/10. Used in fall 2010 and spring 2011 modern language assessment.

"P" designation—Physical World: Students correctly use, or describe the use of, a standard scientific technique to address (analyze, classify, interpret, explain, solve, etc.) a physical/biological question or problem. 7/12/10.

"S" designation-- Individuals, Societies, and Social Systems: Students correctly use appropriate social science methods to analyze (classify, interpret, explain, evaluate, or investigate) social systems, institutions, events, or issues. 7/12/10. Used in fall 2010 Individuals, Societies, and Social Systems assessment.

7.1, Personal and Social Responsibility
Students can recognize a complex personal, professional, or public issue related to environmental responsibility, ethical or spiritual reflection, health and wellness, human diversity, or social justice; analyze that issue; and argue effectively for a personal position on it. rev. 3/23/09.

8.1, Integration of Learning/Interdisciplinary Thinking
Students can analyze an issue or phenomenon in ways that go beyond a single paradigm. 3/14/09.

NACE Job Outlook 2015 Spring Update
Career Readiness Competencies

In this year's survey, employers were asked to rate seven competencies (defined below) in terms of their organizations' essential need for college graduates to successfully enter their work forces.

Critical Thinking/Problem Solving
Exercise sound reasoning and analytical thinking; obtain, interpret, and use knowledge, facts, and data to analyze situations, make decisions, and solve workplace problems; and demonstrate originality and inventiveness in work.

Oral/Written Communications
Articulate thoughts, ideas clearly and effectively with persons inside and outside of organization; demonstrate public speaking skills; and communicate new ideas to others; write/edit memos, letters, and complex technical reports clearly and effectively.

Teamwork/Collaboration
Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints; be able to work within team structure; and be able to negotiate and manage conflicts.

Information Technology Application
Select and use appropriate technology to accomplish a given task and apply computing skills to problem solving.

Leadership
Leverage the strengths of others to achieve common goals; use interpersonal skills to coach and develop others; demonstrate ability to assess and manage one's own emotions and those of others, using empathetic skills to guide and motivate; and prioritize and delegate work.

Professionalism/Work Ethic
Demonstrate personal accountability, effective work habits, e.g. punctuality, working productively with others, and workload management, and understand impact of non-verbal communication on professional work image; demonstrate integrity and ethical behavior; act responsibly with the interests of the larger community in mind; and be able to learn from one's mistakes.

Career Management
Identify and articulate one's skills, strengths, knowledge, and experience relevant to position desired and career goals; identify areas necessary for professional growth; be able to navigate and explore job options and how to take the steps necessary for pursuing opportunities; and understand how to self-advocate for opportunities in the workplace.

The results of the essential need ratings are shown in Figure 7. While the competencies are defined more clearly now, the similarity in ratings to "desired skills and abilities" presented in previous years' *Job Outlook* reports reinforces the fact that there are certain competencies employers continue to need, value, and desire in their new college hires.
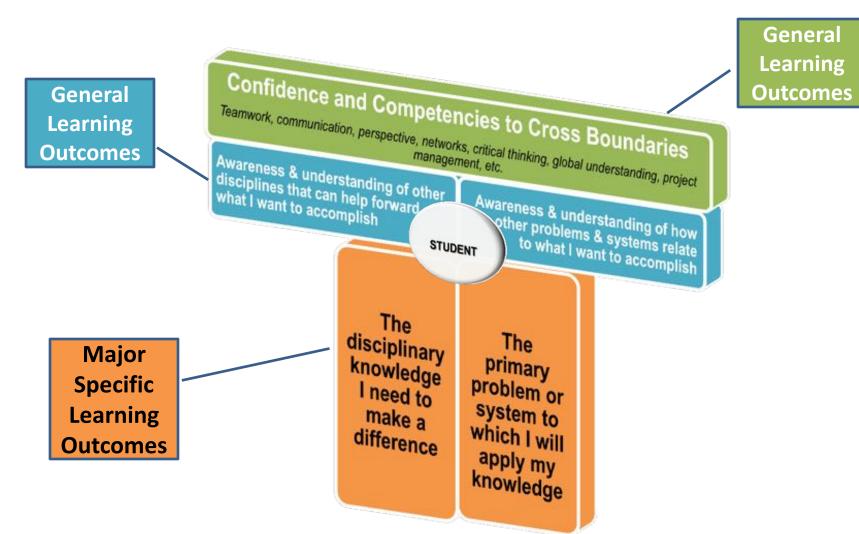
Figure 7: Employers rate career readiness competencies in terms of essential need

Competency	Essential Need Rating*
Critical Thinking/Problem Solving	4.7
Teamwork	4.6
Professionalism/Work Ethic	4.5
Oral/Written Communications	4.4
Information Technology Application	3.9
Leadership	3.9
Career Management	3.6

*Weighted average. Based on a 5-point scale where 1=Not essential, 2=Not very essential; 3=Somewhat essential; 4=Essential; 5=Absolutely essential

The T- Shaped Professional

In preparation for the "Inclusivity in the Classroom" session of the New Faculty Orientation, we ask that all faculty come prepared reading and thinking through the following.

Information about your role with ADA

In accordance with Title III of the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973 (Section 504), and Stetson University's strategic goal of being a diverse community of inclusive excellence Stetson offers reasonable accommodations to students with disabilities to ensure equal access to the educational environment. Faculty members play a huge role in creating an inclusive educational environment and helping to facilitate accommodations in collaboration with the department of Academic Success. Academic Success will be communicating with you about any official accommodations that are recommended to eliminate barriers in the classroom through email; you should be in touch with Academic Success first (before discussing directly with the student) for any questions about accommodations or any concerns if you feel an accommodation conflicts with a core learning outcome of your course.

In accordance with ADA, all faculty members must have one of the following syllabi statements in their syllabi:

 General syllabus statement:

"If a student anticipates barriers related to the format or requirements of a course, they should meet with the course instructor to discuss ways to ensure full participation. If disability-related accommodations are necessary, students should register with Academic Success (386-822-7127; http://www.stetson.edu/administration/academic-success-center/) and notify the course instructor of their eligibility for reasonable accommodations. The student, course instructor and Academic Success will plan how best to coordinate accommodations."

Syllabus statement that addresses the student directly:

"If you anticipate barriers related to the format or requirements of a course, you should meet with me to discuss ways to ensure full participation. If disability-related accommodations are necessary, you should register with Academic Success (386-822-7127; http://www.stetson.edu/administration/academic-success-center/) and notify me of your eligibility for reasonable accommodations. With Academic Success, we will plan how best to coordinate accommodations."

Information about Inclusive Design in Learning

In the "Inclusivity in the Classroom" New Employee Orientation session, you will be learning about Inclusive Design for Learning (IDL), also called Universal Design for Learning. Inclusive Design for Learning "is a teaching approach which considers how curriculum, instruction, and assessment can meet the learning needs of the greatest number and diversity of students while maintaining academic rigor"(*Office for Students with Disabilities*). A professor who incorporates IDL principles into his/her course design would have multiple means of delivery, engagement, and assessment. For instance, rather than

presenting information to the students solely through lecture, students might also have visuals, something tactile, and a group activity; presenting the information this way would enable students who have an auditory processing disorder or a student who speaks English as a second language have other opportunities to begin to grasp brand new concepts. In terms of assessment, an instructor might include multiple means, including tests and quizzes, writing assignments, group projects, or a presentation.

Please watch this video also in preparation for this discussion on inclusive approaches in the classroom: https://www.youtube.com/watch?v=LjUKGBipJZA

To frame this discussion around barriers that are created by the environment, please also read this article "I'm not a 'person with a disability': I'm a disabled person." http://www.xojane.com/issues/i-am-not-a-person-with-a-disability-i-am-a-disabled-person

Sources:

Office for Students with Disabilities. Office for Students with Disabilities at McGill University. Web. 29 July 2015.

I'm Not a Person with a Disability I am a Disabled Person
Lisa Egan
Nov. 2012

I am not a "person with a disability." I do not "have a disability." Given that I look like this:

Image Credit: ewheeling.

You probably think I'm either delusional or in denial. I'm not, I just have a real problem with the phrase "person with a disability" and the notion of "having a disability."

I am disabled. More specifically, I am disabled by a society that places social, attitudinal and architectural barriers in my way. This world we live in disables me by treating me like a second-class citizen because I have a few impairments — most obviously a mobility impairment.

Two ways of looking at disability

What's the difference between "having a disability" and "being disabled"? It all comes down to two sociological theories: the medical/individual model of disability and the social model of disability.

The medical model – the idea that a person has a disability – is the dominant notion in our society. It's the idea that a person is prevented from functioning in our society by their body or brain and it's just that person's tough luck. If they can't blend into this world, it's not the world's problem.

The social model is the way I prefer to view the world. It's the idea that a person with an impairment or illness is disabled by the society we live in because of all the barriers that are put in our way.

Society disables me.

I live in London, which has a world famous underground train network. Only around 20% of the stations have wheelchair access. Someone with a medical/individual perspective would state that I am prevented from getting around my city because I'm a person with a disability and it's tough luck that the Tube is so inaccessible. If I want to use the Tube then I'm just gonna have to find a new skeleton from somewhere.

The way I see it is that I've been disabled when it comes to travelling around my city by the architects that installed stairs and escalators instead of ramps and lifts at the majority of Underground stations. Stairs and escalators are man-made barriers put in the way by a discriminatory society that excludes me because I have impaired mobility. I continue to be disabled by a Mayor who has set the budget for improving access on the Tube to £0 for the next 3 years.

Most people look at the word "disabled" and assume it means "less able." It doesn't. It means "prevented from functioning." When I turn the wireless connection off on my computer, I get told that the connection has been "disabled":

Wireless Network Connection
Disabled
802.11+ Wireless LAN Card

Does this mean that my wifi has suddenly become less able or broken? Has my wifi acquired a disability? Of course not. It has been prevented from functioning by an external force. In a very similar way to how I'm disabled by bus drivers that just won't stop if they see me – a wheelchair user – waiting at the bus stop.

Hannah Cockroft is not someone you'd describe as "less able." The woman is an unstoppable force on an athletics track. But she is disabled when it comes to travelling around London because of the man-made stairs and escalators at Tube stations.

As a person with a mobility impairment I am disabled by steps, stairs, escalators, being denied computer access as I can't write by hand, inaccessible housing, and so on. To me a flight of stairs without a lift as an alternative is the equivalent of right-clicking me and selecting "disable Lisa."

Once I learned about the social model, I realized that my body wasn't the problem at all.

There are many who would argue that they do have a disability. They point out that even if all barriers put in place by society were removed, they'd still have things they can't do.

Firstly in response to that: it's a person's right to identify however the hell they want. If they're more comfortable as a "person with a disability" than as a "disabled person" then that's nothing to do with me.

Secondly, most of these people haven't noticed the social model's distinction between "impairment" (the things you can't do because of your body/brain) and "disability" (the social barriers disabling you on the grounds that you have an illness or impairment). I have a mobility impairment and because of that society gets all right-clicky and prevents me from functioning to my full potential.

Some people state that the social model is just a sociological theory; it doesn't make a bit of difference in one's everyday life. For me that's just not true. I was about 17 when I learned about the social model and it radically changed how I thought about my own body.

When I was a child I would wonder "why me?" on a daily basis. I would wonder why my spirit had been put into this body that hurt so much of the time. I hated my body when I was not allowed on school trips or when I was left in the classroom on my own while my classmates were doing something more fun. I'd get left in the classroom on my own with a math textbook — anything is more fun than that.

Once I learned about the social model, I realized that my body wasn't the problem at all. The reason I spent so much time in pain was because I'd get half a paracetamol every 4 hours for multiple broken bones. There was no need for me to be in pain; effective painkillers existed by the 1980s. I just wasn't given any. Denying someone needed pain meds is an attitudinal barrier making their life needlessly difficult.

I may have been a smiley child, but those broken bones all hurt.

It also made me realize that the reason I was treated like crap at school wasn't my body's fault at all. It was disablist discrimination. With hindsight, it seems so odd that I just accepted that my impaired body was to blame for all the misery I put up with during primary school[2], but it was the only difference I could see between me and all the other kids. No one stopped and told me that I was being discriminated against, that it didn't have to be happening, and that it wasn't my body's fault.

No one has ever told me that I should describe myself as a "person with gayness" or a "person with womanliness."

The main argument in favor of the phrase "person with a disability" is that it's "person first." Whasaat? No one has ever told me that I should describe myself as a "person with gayness" or a "person with womanliness." I'm gay and I'm a woman — no need to qualify that I'm a person too. But I have been told that I'm wrong for calling myself "disabled" rather than a "person with a disability." Unsurprisingly my response either tends to be about as long as this article or a short string of expletives.

We had the Paralympics here in London 2 months ago. During the games, it became the cool thing for unimpaired celebrities to tweet that the word disabled is "ridiculous" and needs to be replaced. I'd love to see if they still feel the same once they've been denied access to transport, housing, medical care and educational opportunities. "Disabled" is the best word in the world for describing the barriers I confront and no nondisabled person has the right to try and take that from me.

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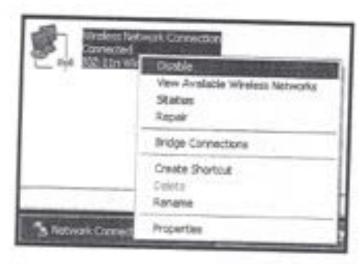
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STETSON UNIVERSITY
Counseling Center
601 N. Bert Fish Drive
(386) 822-8900
http://stetson.edu/counseling-center
Open M-F 8:00 a.m.-12:00 p.m. & 1:00-4:30 p.m.

FREQUENTLY ASKED QUESTIONS

Who are we?

The Counseling Center team includes a variety of professionals to assist our students:
- Five full-time Licensed Mental Health Counselors
- Two part-time Master's level counselors (not yet fully licensed)
- One counseling graduate student intern
- Graduate practicum students

Where are we located?

Our physical address is 601 N. Bert Fish Drive. We are the gray house behind the Hollis Center pool, across the street from Student Health Services.

Is there a fee for counseling sessions?

No! Counseling is free of charge to all currently enrolled Stetson students, and there is no session limit.

What services do you provide to students?

We offer a range of services to meet our students' needs:
- Individual, group, and couples counseling
- Consultation regarding concerns about their peers
- Referrals to other Stetson and Deland community mental health services
- Educational presentations/training sessions

What services do you provide to faculty and staff?

We do not provide counseling services to faculty and staff, but you can visit the Human Resources web site for information about Stetson's Employee Assistance Program (http://stetson.edu/human-resources).

We DO provide consultation for faculty and staff with concerns about students, and are happy to advise you regarding how to approach the student or how to get them the most appropriate help.

Is counseling confidential?

Yes! Counseling is confidential. Information regarding a student's counseling, including whether or not they have even come to the Counseling Center and made an appointment, cannot be released without the express written permission of the student. Confidentiality can only be broken without the student's consent in cases where there is a direct threat of harm to the student or others.

Does a student's counseling record become connected to their academic record?

No, unless information has been released, with the student's written permission, to an academic entity (for example, Academic Success) and it resides in that academic file. Their Counseling Center record is completely separate and confidential.

I'm concerned about a student. What can I do?

There are different ways to help a student you are concerned about. Here are some ideas:
- If you feel the student is in immediate danger, contact Public Safety at 386-822-7300.
- Call us during regular business hours to consult with a Licensed Mental Health Counselor.
- Encourage the student to call us and make an appointment, sharing with them some of the information on this handout You could even have the student call while you are with them, if that would make them more comfortable.
- Walk the student to the Counseling Center.
- Fill out an incident report online: http://stetson.edu/report-it
- In an after-hours mental health crisis, contact Public Safety and ask to speak to the on-call counselor.

Welcome to Stetson! Thank you for all you do for our students! Please feel free to contact us if you have any questions!

<u>Stetson University Counseling Center</u>
386-822-8900

<u>Basic Information about the Counseling Center</u>

- **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 <u>Counseling Center main line: 386-822-8900</u> 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 <u>on-call counselor</u>.

- **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/
  - Faculty/Staff Resource page: http://www.stetson.edu/administration/counseling-center/faculty-staff-resources.php

- <u>**Levels of Distress**</u>

• **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"
– <u>How to know</u>: When talking with students, their distress levels decrease and they can compose themselves.
– <u>What to do</u>: Bond with students and explore what their difficulties are while providing support. Inform them about the Counseling Center and its services.
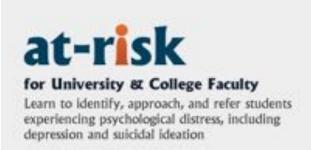
• **Level 2 (Chronic)**

– 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
– <u>How to know:</u> When talking with students, they become less composed and more upset.
– <u>What to do</u>: 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.
– <u>What they may say:</u> There is no use/point. There is no point in living.
– <u>How to know</u>: When talking with the student, you may feel overwhelmed by the frequency or intensity of the students' needs/demands.
– <u>What to do:</u>
   • 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!

<u>Emergency Numbers:</u>
– **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.

at-risk

for University & College Faculty

Learn to identify, approach, and refer students experiencing psychological distress, including depression and suicidal ideation

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!

STETSON UNIVERSITY
Counseling Center

601 N. Bert Fish Dr.

Deland, FL 32723

(386) 822-8900

8:00a.m.-4:30p.m. Monday through Friday

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

Student-Athletes and Academics

Mike Bitter
Rinker Distinguished Professor of
Accounting
Faculty Athletics Representative

Role of the FAR

- All NCAA institutions must have a Faculty Athletics Representative (FAR)
- At Stetson, FAR is appointed by and reports to the President; FAR serves as her athletic adviser
- Responsibilities vary by institution, but purpose is to bring a faculty perspective to athletics
- Primary areas of responsibility at Stetson: academic integrity; NCAA rules compliance; student-athlete welfare (see job description)
- Permanent member of the University Athletics Committee
- I have served as FAR since 1999

Select NCAA Academic Rules

- Generally, all student-athletes must…
  - Be enrolled full-time (12 credits) to practice or compete (if they drop a class and fall below 12 credits, they are IMMEDIATELY ineligible)
  - Pass at least six credits per semester to compete
  - Meet annual progress toward degree and grade point average requirements
- Student-athlete may NOT…
  - Miss class for practice, conditioning or training
- But MAY…
  - Miss class for competition and competition-related travel or necessary medical treatment (e.g., doctor's appointment)

Select NCAA Extra Benefit/Preferential Treatment Rules

- "An extra benefit is any special arrangement by an institutional employee…to provide a student-athlete or the student-athlete's relative or friend a benefit not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes or their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to the institution's students or their relatives or friends or to a particular segment of the student body (e.g., international students, minority students) determined on a basis unrelated to athletics ability."

Extra Benefits/Preferential Treatment

- Examples of impermissible extra benefits –
  - Free or reduced-cost housing or meals (other than "occasional" meals and meals incidental to participation)
  - Use of telephone (long distance), faxes, photocopiers or credit cards
  - The use of an automobile or provision of transportation (including a "ride home")
  - Signing or cosigning on a loan on behalf of the student-athlete
  - Gifts of any kind (even something as simple as a birthday card or cookies)

Academic-Related Extra Benefits/Preferential Treatment

- **The general rule is that faculty members are not allowed to provide support services, benefits, or treatment for a student-athlete that they would not provide for any other student.** For example, a faculty member is generally not permitted to…
  - purchase meals/drinks/snacks for student-athletes;
  - let student-athletes charge long-distance phone calls or faxes from office or home;
  - let student-athletes use computer or other facilities unless those opportunities are offered through a classroom experience and offered to all students;
  - offer special courses for student-athletes;
  - create assignments for student-athletes that differ from those required of all other students in a class (this does NOT preclude make-up work);
  - offer student-athletes incompletes or extra credit work unless the opportunities are available to all students, as identified in a course syllabus.
  - authorize a course waiver or substitution of academic requirements unless the same would be done for any other student under similar non-athletics-related circumstances.
  - authorize a grade change, unless for valid, non-athletics-related reasons.
  - handle any case of academic dishonesty or other prohibited classroom behavior by student-athletes in a manner any different from which you would handle such behavior by any other student.
- On the other hand, faculty members should not refuse to provide support services for student-athletes that they would normally or reasonably provide to other students. For example, if a student-athlete must take a make-up examination because of a university-sponsored athletic competition, and if other students are afforded the opportunity to take a make-up examination for a good reason, then the student-athlete should be given the same opportunity.

Stetson Policies

- In-season student-athletes are required to provide faculty members with a travel letter at the beginning of the semester that specifies the dates on which they may miss class due to travel and competition; not all student-athletes travel (there are travel party size limitations)
- Student-athletes will ask you to sign a form acknowledging receipt of the travel letter
- You will receive academic monitoring requests from athletics twice per semester – you are encouraged to complete and return them
- Faculty have the discretion to determine how a student-athlete makes up missed work or exams and how to apply their attendance policy
- HOWEVER, athletics events are UNIVERSITY-SPONSORED events, so the faculty member should apply their policies consistently, whether the student is an athlete, member of SGA, member of the University orchestra or choir, etc.
- Coaches are NOT permitted to contact faculty directly; however, faculty ARE permitted to contact coaches directly if they wish. If a coach contacts you directly, please notify me immediately.

What to Do

- Please contact me, the Faculty Athletics Representative, if…
  - A coach contacts you directly
  - A student-athlete is involved in academic dishonesty/violation of our Honor Code
  - A student-athlete communicates a student-athlete welfare issue to you (please do NOT refer this to the University Athletics Committee, as this is not its role)
  - You need to discuss or report a potential rules violation
  - You have questions about NCAA eligibility
  - You have questions about NCAA rules
  - You want to discuss any other athletic-related issue

Key Contacts

- FAR - Dr. Mike Bitter – 822-7422 or mbitter@stetson.edu
- Associate AD for Student Services – PJ Moses – 822-8141 or pmoses@stetson.edu
- Assistant AD for Compliance – Chet Hesson – 822-7490 or chesson@stetson.edu [NCAA rules]
- Academic Success Coordinator – Sarah Frohnapfel – 822-8823 [student-specific academic issues (e.g., need for tutor, missing class, at-risk)]

Resources

- "NCAA Rules Education" link on Stetson's "A-Z" listing on the Intranet
- NCAA Rules Education for Faculty and NCAA Eligibility Rules are also posted on the academic advising web page
- www.Gohatters.com – under "Inside Athletics" click on "Compliance"

TEACHING AT STETSON

Dr. Alicia S. Schultheis

Associate Professor of Biology

Provost Faculty Fellow

STETSON UNIVERSITY

BEFORE THE FIRST DAY

- Course Design
  - Review teaching evaluation form
- Find out where and when you are teaching
- Gather materials
  - Bookstore 822-7160 or dept. support staff
  - office computer (IT) helpdesk@stetson.edu x7217 (email, etc.)
  - student computer programs (IT)
  - art/lab supplies (over $300 → Provost)
  - room access, parking sticker (Public Safety)
  - Stetson ID card (library, bookstore discounts, Hollis center)

- Preparing your syllabus (Preparing to Teach at Stetson) (plus list below)
  - Schedule 4 hrs/wk office hours; place on syllabus
  - Mandatory ADA statement (copy and paste):
  If a student anticipates barriers related to the format or requirements of a course, she or he should meet with the course instructor to discuss ways to ensure full participation. If disability-related accommodations are necessary, please register with the Academic Success Center (822-7127; www.stetson.edu/asc) and notify the course instructor of your eligibility for reasonable accommodations. The student, course instructor, and the Academic Success Center will plan how best to coordinate.
  - Honor Code Statement: There is no standard text for this, but you have should have a statement about Stetson's Honor Code and that you expect students to adhere to the pledge they made (each students does so at orientation).
  - Mandatory GenEd Assessment (for GenEd Courses only):
  General Education Assessment: In order to assure that Stetson University is meeting its goals in providing an excellent General Education, the College has established specific General Education Learning Outcomes for all courses meeting a particular area requirement in the General Education curriculum. To monitor how well students are meeting those outcomes, instructors of those courses regularly submit work to the committees assessing each outcome. While the outcomes of these assessments are primarily for our internal use in monitoring and enhancing our curriculum, we may occasionally report the results of these assessments in published research or academic conferences. All such reports will include aggregate (not individual) data and will not include information that could identify the student or the instructor. While the use of this information within the institution is part of normal educational practice, you may choose not to allow data derived from your own work to be used for published reports or presentations by signing an "opt out" form in the Registrar's office.
  - Daily schedule & assignments (several before midterm)
    - Include dates students care about (drop dates, advising/registration dates, holidays, final exam)

- Print roster my.stetson.edu
- Get BlackBoard access
- Post syllabus on BlackBoard and/or print copies
- Prepare BlackBoard course components, if any
- Visit classroom and learn how to use technology (dry erase markers, erasers, lights, podium, speakers)
- Make sure you've been entered in the Green Pages
- Talk to your colleagues about what to expect

- Establish recordkeeping system
- Note deadlines for midterm and final grade submission
- Encourage students to complete course evaluations
- Consider formative midterm course evaluation for personal use
- Talk to Chair about peer observation of teaching

RESOURCES DURING THE SEMESTER

- Writing Center
- Tutoring
- Honor Council
- Learning Technologies

- Departmental colleagues
- Room too cold? Too hot? Noisy air handler? Facilities Maintenance (x8810)
- Concerns about students (BlackBoard: Tools: MapWorks)

LOOKING AHEAD
- Teaching Squares
- New Faculty Development Seminars
- Upcoming Brown Center for Faculty Innovation and Excellence
- New Associate Provost for Faculty Development ☺

DEVELOPING INTO A MASTER TEACHER
- Read about how humans learn in SOTL (Scholarship of Teaching and Learning) general & discipline-specific
- Attend ISSOTL or education session of disciplinary meeting
- SOTL is 'scholarship' for T&P purposes

WHAT STUDENTS VALUE IN TEACHERS :

- Enthusiasm
- Organization
- Clarity

From Filene, P. 2005. The Joy of Teaching. North Carolina University
   Press. Chapell Hill, NC. 159 pp.

Some Advice for New Faculty

- Develop a 1-3-5-year plan and identify specific goals for yourself in the areas of teaching, scholarly work and professional service.

- Make yourself aware of the policies and procedures for tenure and promotion

    - University Standards
    - Divisional Standards
    - Start a binder now!

- Learn the culture of Stetson, the college and your department

- Grants and other monies

- Do NOT engage in service work your first year!

- Ask for help!

- Seek out effective role models in your department, the college, and/or the university and build relationships with appropriate faculty

    - Identify mentors

    - Set goals, evaluate annually

    - Know where to publish in your field

    - Get to know players in your field

    - Ensure good teaching & evaluations

        - Understand how your students learn!
        - Understand how your teaching effects the learning process

    - Choose service commitments wisely

    - Know why YOU were hired

    - Ensure faculty understand your research

    - Get copies of your Peer Observation Reports! Be clear on their meaning

    - Solicit honest input from your mentor & faculty

- TIME MANAGEMENT

- FOCUS (on teaching; scholarly work)

- Focus on your wellness!

- Balance!

- Have fun!

Dr. Brigid Noonan

Surviving the First Year-What I Wish I'd Known About Faculty Life: *Advice from Pre-Tenure/Recently Tenured Colleagues*

Roslyn N. Crowder Ph.D., Assistant Professor of Biology, Stetson University

Updated 8-17-14

- Make a daily and weekly "To Do List"
  The app Wunderlist is very useful
- Schedule time for the following:
  - Research
  - Lecture preparation
  - Grading papers
  - Checking email
  - Responding to emails
- Take at least Saturday or Sunday off
  There will always be something to do. You need time to recharge.
- Utilize the staff in the Grants Office. Sidney Johnston and Carol Buckels are great resources.
  They can help you research grant opportunities.
- Email can be a TIME SUCK
  Minimize your Outlook window. Turn off the new email sound notification. Schedule time to check and respond to email
- Don't get overwhelmed with student research
  You cannot accept all interested students. Select a maximum number of students for your lab that is manageable.
- Your colleagues are a great resource. USE THEM! They can assist you with syllabi review, how to handle student issues, useful interactive classroom activities etc.
- Review the Tenure & Promotion requirements early
- It is OK to close your office door when you do not have office hours
- Choose your office hours carefully
  You may not want to schedule your office hours before class if you want time to modify your lecture materials
- Set up your lab early
- You may need to adjust your teaching style throughout the semester.
  - Example: My first exam in an upper-level Bio class was not very challenging for the students. I then modified the type of questions I asked to include more application questions
- It doesn't have to be perfect!
  We can spend many hours preparing the "perfect" lecture or assignment. Perfection is often not realistic, especially the first time you teach a course.
- You may need to modify your teaching style depending on the class size
  - Small (15-20 students) vs. large (35+ students) class size
    Student activities that you typical have in your small lecture section may not translate "as is" in a larger section. Be prepared to modify your activities if needed.

STETSON UNIVERSITY

HOW DO I...?

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.

…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

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
Carleton 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/

TEACHING AND LEARNING

COLLOQUIUM

SHARING EXCELLENCE

STETSON UNIVERSITY | 2015

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
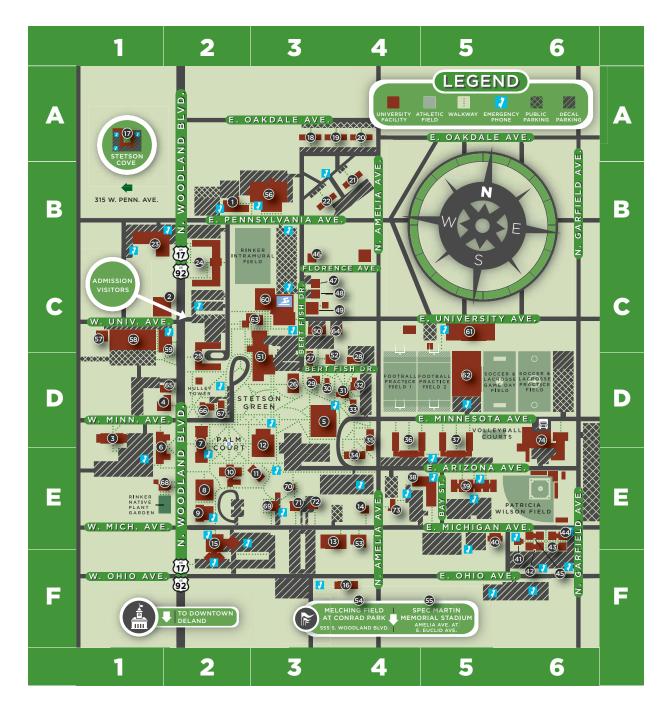Terri Richards, Enrollment Specialist, Office of the Registrar
Dr. Gilbert Seigworth, Physician

STETSON UNIVERSITY | CAMPUS MAP

DELAND CAMPUS

LEGEND

- UNIVERSITY FACILITY
- ATHLETIC FIELD
- WALKWAY
- EMERGENCY PHONE
- PUBLIC PARKING
- DECAL PARKING

STETSON COVE

315 W. PENN. AVE.

ADMISSION VISITORS

RINKER INTRAMURAL FIELD

HULLEY TOWER

STETSON GREEN

PALM COURT

RINKER NATIVE PLANT GARDEN

FOOTBALL PRACTICE FIELD 1
FOOTBALL PRACTICE FIELD 2
SOCCER & LACROSSE GAME DAY FIELD
SOCCER & LACROSSE PRACTICE FIELD

VOLLEYBALL COURTS

PATRICIA WILSON FIELD

TO DOWNTOWN DELAND

MELCHING FIELD AT CONRAD PARK
555 S. WOODLAND BLVD.

SPEC MARTIN MEMORIAL STADIUM
AMELIA AVE. AT E. EUCLID AVE.

ACADEMIC

- B2 • 1 Wilson Athletic Center
- C1 • 2 Museum of Florida Art
  - *Theatre Arts*
- 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*
  - 8 Presser Hall
    - *Dean of the School of Music*
  - 9 McMahan Hall
  - 10 Sampson Hall
- E3 • 11 Hand Art Center
  - 12 duPont-Ball Library
- E4 • 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

- — 17 Stetson Cove Apts.
- A3 • 18 House A (Δ Σ Φ)
  - 19 House B (π Κ Α)
- A4 • 20 House C (Φ Σ Κ)
- B4 • 21 House D
- B3 • 22 House E (Σ Φ Ε)
- B1 • 23 University Hall
  - *Housing & Residential Life Central Office*
- C2 • 24 Emily Hall
- D2 • 25 Chaudoin Hall
- D3 • 26 Conrad Hall
  - 27 House 1 (π Β Φ)
- D4 • 28 House 2 (Honors)
- D3 • 29 House 3 (Honors)
  - 30 House 4 (Α Ξ Δ)
- D4 • 31 House 5 (Α Χ Ω)
  - 32 House 6 (Ζ Τ Α)
  - 33 House 7 (Δ Δ Δ)
  - 34 Hollis Hall
- E4 • 35 Carson Hall
  - 36 Gordis Hall
  - 37 Smith Hall
- E5 • 38 Hatter Hall
  - 39 Nemec Hall
  - 40 UVA 100 - Maxcy Hall
  - 41 UVA - Rinker Clubhouse
- E6 • 42 UVA 200 - Hon Hall
  - 43 UVA 300
  - 44 UVA 400 - Lynn Hall
  - 45 UVA 500 - Rinker Hall

STUDENT SERVICES

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

ATHLETICS/REC.

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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.

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LEGAL ADVERTISEMENT REGARDING 2014 REFERENDUM ELECTION RE TAX ABATEMENT

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NOTICE OF LOGIC AND ACCURACY TESTS

City Commission Special Meeting 07-21-2014

Community Redevelopment Agency Meeting 07-21-2014

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CITY MEETINGS

STETSON UNIVERSITY

Office of the Provost