Fall Welcome Week

Inspiring Your Future: Academic Success Conference

Academic Preparatory Session Presentation Outline

Presenters: Please note that we ask you to use this basic outline as a template for your conference presentation. **Personalize it as needed**, but please address the following concepts, concerns, and issues at some point during your presentation. The session should focus on providing students a taste of academic life as you discuss skills that will help them be more successful as they go forward at Shippensburg University. The Academic Preparatory Session presentations are currently scheduled for Friday, August 21, 2015 from 10:30-11:30.

You will receive your room assignment from the Fall Welcome Week Committee (so be sure to check your email!). Please show up to your assigned room 30-45 minutes prior to the start of the session to make sure the room is unlocked and appropriate for your session. If it is locked, please contact a nearby department secretary or the University Police to unlock it. If it is unsuitable, please see if there is a nearby unused room that is acceptable. Students will be arriving to your session directly from their meeting with their Academic Dean. Occasionally, those sessions are done early and they may show up earlier than the 10:30 session start time; on the other hand, there have been occasions when the Deans have gone over time. In other words, be aware of the timing issues that may impact your session and adjust appropriately. After your session is over, you may walk to Reisner with your students for lunch (if you have selected this option, the “O Team” will provide you with your lunch ticket) or leave to enjoy the rest of your day.

I. **About 20 minutes**, Introductory Activities. Please note that you are welcome to substitute your own materials in this portion. For example, if you’d prefer to talk about your research interests or your academic discipline and major/minor, feel free to do so.

A. **About 5 minutes**, Introduce yourself to the students as you overview your academic background, discipline, and research interests. If you desire, you can also disclose any personal information that you feel is relevant to connect with or reach your audience (e.g., you enjoy hiking and serve as the faculty advisor for the “outdoor adventure club”).

B. Hand out blank cards for Q & A Activity at the end of the session. Explain that they can list any questions that they may wonder about during the session and that they can remain anonymous. Toward the end of the session, you will collect all of the cards, shuffle them, and respond to the questions as you can. The cards should be placed in your assigned presentation room by the “O Team” or the Conference Committee prior to the session. If they are not there, you may use blank paper or just ask for questions.
C. **About 15 minutes.** Ice-breaker activity. You can select one from the following options or create your own. You can find additional ice-breaker games and activities at sites like the following: http://www.greatgroupgames.com/icebreaker-games.htm, http://adulted.about.com/od/Ice-Breaker-Collection/tp/Breaker-Adults-2012.htm, or http://adulted.about.com/od/Ice-Breaker-Collection/tp/Breaker-Adults-2012.htm

1. Candy game. Bring a bag of assorted candies (or one type of candy with assorted colors). Have each student select a piece of candy. For each type (or color), have a question that they should answer (e.g., if a student selects 1) a lollipop, s/he should tell us a favorite movie, if 2) a Tootsie Roll, s/he should tell us a hobby, if 3) a taffy, s/he should tell us about a dream vacation, etc.)

2. The Toilet Paper game. Pass a roll of toilet paper through the audience and have each student take the amount s/he might take for a regular use. Then, once they've all taken their paper, each student must reveal as many things about him/herself as sections of paper taken.

3. Alliteration game. Have each student introduce him/herself and then list two things that they enjoy that also start with the same letter as their first name (e.g., “My name is Marcia and I like marshmallows and movies.”).

4. Simple introductions. Have each student introduce him/herself, hometown, hobbies, and interests. As an alternative, you could have the students pair up and take a couple of minutes to “interview” each other and then introduce their new acquaintance.

II. **About 10 minutes.** Describe some of the differences that students will find between their high school experiences and college. These may include:

A. Increased self-motivation and responsibility. Instructors give you assignments and due dates on the syllabus and/or D2L. You are responsible for following directions and meeting deadlines. We won’t pursue you or coddle you. You turn it in or you don’t.

B. Differences between K-12 faculty and university faculty

1. Your teachers were trained in teaching and then learned a subject matter as a specialty.

2. Your university faculty members are experts in their field (or subject matter) who chose to teach at the university level.

C. Classes are typically more challenging and require you to do most of your reading and work outside of class time. Manage your time wisely and seek
support at the Learning Center if you find that you struggle in your classes or with writing skills. According to Professor Marc Renault, Mathematics:

<table>
<thead>
<tr>
<th>High School</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>1 semester</td>
</tr>
<tr>
<td>5 classes/week</td>
<td>3 class hours/week</td>
</tr>
<tr>
<td>35 weeks</td>
<td>14 weeks</td>
</tr>
<tr>
<td>175 days of instruction</td>
<td>42 days of instruction</td>
</tr>
</tbody>
</table>

Ratio is 4.1666...

So, the content delivered in one college class is roughly the content delivered in four high school classes.

D. You will have an academic advisor assigned to you (you will receive an email identifying your advisor). Prior to class scheduling, meet with that individual and be prepared for your meetings. Have ideas about your course of study, plans for the future, and classes you want to take. Your advisor will recommend classes, but you are responsible for completing your coursework in a timely manner and meeting the requirements for graduation. Advisors typically email their students prior to advising periods, so don’t forget to check your Ship email account.

III. About 10 minutes. Communicating with your instructors

A. Addressing professors appropriately sets a tone for your relationship. They have often earned a terminal degree (Ph.D. or Ed.D) and should be addressed as Professor or Doctor. If they desire otherwise, they will inform you.

B. Office hours will be posted on your course syllabi and near (or on) your professors’ office doors. Your instructors hold office hours so that you have an opportunity outside of class to ask for help or get clarification of instructions. We really do want to help and provide you with the opportunity to succeed in our classes.

C. Read your syllabi and understand your professors’ course policies. Don’t ask things like, “I wasn’t in class yesterday; did I miss anything important?” Get a firm grasp on attendance, participation, and late-work policies. Find out what happens if you miss a class BEFORE you miss a class.

D. E-mail correspondence should be written professionally (grammar, spelling, not in “text-talk,” and addressed appropriately to Dr. or Prof. so-and-so).

E. Get to know your instructor. That doesn’t mean you need to “camp out” in his/her office, but take the time to introduce yourself and meet him/her outside of class time.
IV. **About 10 minutes.** Getting Involved

A. Student Research: increased interest in developing undergraduate student research has led to a variety of student-faculty collaborations and publications, the Celebration of Student Research Conference, research trips, and other opportunities. We want to encourage our students to apply their academic interests in a research venue.

B. Student Activities and Organizations: research indicates that students who are involved on campus tend to feel more satisfied with their college experience and this satisfaction leads to improved institutional retention. We want to encourage our students to get involved with a variety of academic, athletic, and social activities and organizations. If you are involved with student organizations as a faculty advisor, please feel free to use this time to talk about what the group does and why it is valuable to its members.

IV. **About 10 minutes*. Q & A Activity: collect the cards with questions from the students, choose cards randomly (or scan them to see if there are questions that seem to be asked frequently), read the question and respond to them. Offer to answer additional questions that may occur during the Q&A.

*Please note that some presenters have found that students respond most enthusiastically to this portion. If you’d prefer, you could cut some of the other areas a bit shorter and devote up to 20 minutes to this portion of the session.