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Red Flags for New Faculty with Freshman Students: Major Areas of Adjustment

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Office of the Dean of Undergraduate & Graduate Studies

Red Flags for New Faculty with Freshman Students: Major Areas of Adjustment

Office of the Dean of Undergraduate & Graduate Studies

1. **Erroneous beliefs about academics**
They may have expectations that college course work is the same as high school with no need to change study habits, etc.
2. **Time management and organizational skills**
They may need common sense scheduling and course strategies.
3. **Learning styles and adapting to teaching styles**
They may need your advice on what meshes and what doesn't.
4. **Getting to know professors**
They could all use an explicit and sincere invitation to see you if they are floundering; tell them where your office is!
5. **Listening and learning in classroom**
Some may need to refine their note-taking skills.
6. **Approach to textbooks**
Some may need to know how to approach a test, annotate a textbook, etc.
7. **Test taking strategies**
Some students need to know what kind of exams they are preparing for: essay, multiple choice, T/F, or matching.
8. **Academic integrity**
Consider making a statement on honesty, plagiarism, and cheating on your syllabus and on first day of class.
9. **Use of library**
Some students will be attempting skills like researching, effective writing, and critical thinking for the first time.
10. **Major and career**
Questions about career exploration, relationship to major/minor, credits, and course requirements may require a referral to their academic advisor, chairperson, dean, or career development office.
11. **Diversity**
The text, lectures, and/or class discussion may bring up issues concerning sexism, racism, ageism, etc.
12. **Values**
The influence of parental values will change as students are exposed to other social and political values in and out of class.
13. **Relationships**
The importance of relations with roommates, significant others, networks, and friends is often affected by a students' ability to communicate effectively.
14. **Wellness**
Various sources of stress can affect a student's academic performance (e.g. nutrition, fitness, sexuality, alcohol, drugs, homesickness, self-esteem, decision-making, coping.)
15. **Learning the ropes, and helpful resources**
Many students have to be reminded that they are responsible for utilizing the resources and adhering to deadlines. The following can help: catalog and handbook; counseling, advisors, academic deans and department chairs; Office of Academic Services and tutorial services.