UNIV 100 “How RU?” Meeting Guide

The goal of meeting with students in a one-on-one setting is to create connections with students, support them, and refer them to appropriate campus resources to assist in their transition to and success at Radford University.

Conversation Tips

1. Think of yourself as a resource person first and foremost.
2. Endeavor to make a personal connection with each student at each meeting. Try finding a commonality by asking about their interests and hobbies, where they are from, etc.
3. Try to establish rapport and a relationship with each student. Creating trust can allow the student to share more.
4. Avoid labeling students. Let them tell you about themselves.
5. Tread lightly on personal issues unless the student initiates a more personal discussion.
6. Ask open-ended questions, and try to let the student guide the meeting. Use words such as “why,” “describe,” “tell me about,” and “how.”
7. Keep the meeting positive and conversational. Be aware of your body language. Smile. Give eye contact. This is a conversation, not an interview.
8. Consider the physical space of your meeting. Desks, tables, and other obstructions between you and the student may make the setting feel too formal. Explore less formal settings such as a campus coffee shop or dining hall if you think it will make your students feel more comfortable.
9. Remember that one of your primary goals is to assist students with college transition and integration issues.
10. Use the expertise of your colleagues. Refer students to other offices, programs, and individuals. Make a phone call with the student in the room, or walk a student to a campus resource. Follow up on referrals and/or outstanding issues quickly.
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This is intended to serve as a guide. By no means is this a prescribed list of required questions to include.

Introduction/Warm Up

Thank the student for coming to meet with you. Explain to them that the purpose of your meeting is to check in with new students as they adjust to college life at Radford.

1. Tell me a little about yourself. Where are you from? What do you like to do?
2. What is your major?
3. How do you like Radford so far?
4. What are you looking forward to experiencing in college?

The following questions are divided by categories on the College Student Inventory. You can transition by saying something like: “I’d like to move on to looking over your report from the College Student Inventory.” (It is best when students bring their copy of the report with them).

Academic Motivation

1. How would you describe your study habits in high school? How do you see this changing, if at all, in college?
2. What class(es) are you finding most interesting so far? For what reasons?
3. Has anything about academic life at Radford surprised you? If yes, what?
4. Of what academic skills are you proud? What could you do to take advantage of these skills?
5. In what academic skills do you need improvement? What could you do to develop these skills?

General Coping

1. What career field(s) are you considering? What are you doing or plan on doing to explore this/these career(s)?
2. What activities, clubs, or organizations have you explored at Radford so far? What did you enjoy doing in high school?
3. How are things going with your roommate?
4. How often do you talk to your family back home? What do you talk about with them?
5. What is it like being away from home?

Conclude the conversation by summarizing the key takeaways, thanking them for meeting, scheduling a follow-up timeline, and reminding them that you are there to help them succeed.

Turn Over →