LASS/PRISM Faculty Guide:

**Important Dates:**
- **Monday, March 18, 2019** – Proposal and abstract submission deadline
- **Friday, March 22, 2019** – Notification of proposal or abstract acceptance
- **Wednesday, April 24, 2019** – Liberal Arts and Sciences Symposium and Posters of Research in Science and Mathematics

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I. **What is LASS/PRISM?**
The Liberal Arts and Sciences Symposium/Posters of Research in Science and Mathematics (LASS/PRISM) is an annual event that brings together Oglethorpe University students and faculty in a day-long celebration of exemplary scholarly work produced by Oglethorpe students under faculty mentorship. The symposium’s sessions provide a forum for students and faculty to present, discuss, and learn from outstanding student endeavors. Papers, roundtables, oral and poster presentations, art exhibitions, and scholarly musical presentations present the fruits of both Oglethorpe’s liberal arts curriculum as well as science, technology, and math research. You can explore programs and schedules from prior years at [https://oglethorpe.edu/symposium/](https://oglethorpe.edu/symposium/)

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II. **How proposals and abstracts are chosen for a presentation.**
A committee including faculty from a variety of disciplines including the humanities and sciences will convene to review proposals and abstracts. This year’s deadline for submission is Monday, March 18, 2019 with a notification date of Friday, March 22, 2019. (See section III.2 below for specific submission guidelines.)

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III. **Planning with your students.**
It is the student’s responsibility to initiate the process of presenting at LASS/PRISM, including idea generation and submission. However, this entire process is faculty mentored. We’ve put together some resources you may find helpful in guiding your students as they generate ideas, perform scholarly work, write their proposal or abstract, manage their time, and prepare for a rewarding experience as presenters. In addition, faculty-led Snack and Learns for students will be held early Spring 2019 to guide students through abstract writing and submission, design and preparation for oral presentations, presenting a paper, and design and presentation of PRISM posters.

*Note: Please work with your students as they develop their ideas. Improperly presented or late abstracts will not be considered.*
1) **Generation of ideas for a LASS or PRISM presentation.**
Scholarly work presented at LASS/PRISM typically stems from H-designations, honors theses, independent studies, and coursework. One student may take the lead with a group or a student may work on their own.

2) **Proposals and abstracts**
Students are required to submit a proposal or abstract of their work for consideration for a presentation at LASS/PRISM. We are using the terms proposal and abstract interchangeably as they are discipline specific. Abstracts for LASS/PRISM must not exceed 250 words. The abstract submission must be emailed and attached as a separate document, which includes the student(s) names and name of the faculty mentor. Abstracts are due by midnight on Monday, March 18 2019 to lass@oglethorpe.edu.

*Note on course-based undergraduate research experiences (CUREs) for presentation at PRISM: faculty may submit an abstract on behalf of their students detailing the CURE. (See Section III.2.B for specific guidelines.)*

**Process for faculty mentors:**
- Set up deadlines for draft and final review before submission.
- Review the draft prior to submission, in person or via email, to scout for potential revisions.
- Communicate potential changes with the student/s; this may be a good opportunity to teach Track Changes Reviewing in Microsoft Word.
- Check the revised document before the students submit the document to the committee.
- When your students receive notification by midnight Friday, March 22, 2019 from the review committee, if accepted, please schedule time to prepare and rehearse their presentations with them. (See section III.3, Preparation for LASS/PRISM presentations below.)

**A. Humanities**

*Guides to writing humanities abstracts:*
https://urc.ucdavis.edu/conference/write.html
https://writingcenter.unc.edu/tips-and-tools/abstracts
B. STEM
Indicate whether the abstract should be considered for an oral presentation or poster presentation at PRISM in the submission email.

Guides to writing STEM abstracts:
1. https://www.honors.umass.edu/abstract-guidelines

CUREs:
Faculty may submit an abstract on behalf of their students detailing the CURE for presentation at PRISM. Please include the course name and number, names of all students, number of posters, and description of the central theme underlying all projects.

C. Art and Music

3) Preparation for LASS/PRISM presentations
Schedule time with your student mentee to prepare and rehearse their presentation. Students need guidance in presenting their work to an audience, even a receptive one.

A. Humanities presentations.
In this informal rehearsal, time the presentation and work with the students on appropriate changes. Work with your students not only on length and focus of content, but on engaged and effective speech.
1. Paper presentation: The below link offers tips on how to mark up a paper or speaking notes with personal cues. Up and down arrows, boldface type, and spacing can be helpful to a student new to public speaking.
   https://brevitymag.com/craft-essays/can-you-hear-me/
2. Studio art exhibit
3. Musical performance and critical analysis

B. Presenting STEM research in an oral presentation.
Guides to presenting research at a conference:
1. https://www.nature.com/scitable/topicpage/presentation-slides-13905480
2. https://www.nature.com/scitable/topicpage/oral-presentation-structure-13900387
3. https://www.nature.com/scitable/topicpage/effective-oral-presentations-13906743
4. https://www.nature.com/scitable/topicpage/answering-questions-13907464
6. https://hub.wiley.com/community/exchanges/discover/blog/2018/03/08/6-tips-for-giving-a-fabulous-academic-presentation
C. Presenting a poster at PRISM.

Guides to preparing STEM posters for PRISM:

i. [http://www.swarthmore.edu/NatSci/wstromq1/math97/poster2.ppt](http://www.swarthmore.edu/NatSci/wstromq1/math97/poster2.ppt)

ii. [https://colinpurrington.com/tips/poster-design](https://colinpurrington.com/tips/poster-design)

Guides to presenting STEM posters:

i. [https://colinpurrington.com/tips/poster-design/presenting](https://colinpurrington.com/tips/poster-design/presenting)

ii. [https://www.nature.com/scitable/topicpage/poster-presentations-13907939](https://www.nature.com/scitable/topicpage/poster-presentations-13907939)

IV. On LASS/PRISM day

1) Faculty mentor

A. Please meet your students in their presentation space fifteen minutes before their scheduled start time.

B. Position yourself such that your student can use you as a point of contact while presenting.

2) Moderator

If you would like to moderate a panel or session, please contact Lea Alford (lalford@oglethorpe.edu) or Jessica Handler (jhandler@oglethorpe.edu).

To moderators or chairs: thank you. We understand that your agreeing to moderate LASS presentations takes time. These tips are intended as a guide to help you and our students make the most of a great experience.

A. Meet with students in advance, even if you are already working with them.

Familiarize yourself with the work they’re presenting, as well as the pronunciation of their names, their majors/minors, and their graduation years. Because you are the contact person for your panel, make sure you have your panelists’ phone or text info, and they yours.

B. Review the timeline for the event. Understand how much time each student has for their presentation. Be prepared to give a speaker a “time’s running out” signal and a “time’s up” signal if necessary. Make sure each member of the panel knows the signals in advance. Speak up politely if you need to. This demonstrates consideration for the panel and the audience. Students may be new to public speaking and will appreciate your guidance.

C. Prepare a few questions to get the ball rolling during the Q&A. Prepare more than you think you’ll need, so if one line of questioning isn’t working you can move on to something else.

D. Show up early. Please plan to arrive at your event room at least 15 minutes prior to the scheduled start. Make sure you have your panelists’ contact info on hand.

E. Flex. During the presentation, don’t be afraid to go off script or veer away from your prepared questions. Practice active listening.
F. Fade into the background. Interject only when necessary, such as if a presenter is faltering or a panelist is hogging the spotlight. Make sure that everyone gets equal time. Otherwise, fall back and enjoy the students’ great work!

G. Leave time for questions. Reserve at least ten minutes for Q&A. If you’re in a big room, not everyone may hear the questions, so remember to repeat them or ask the students to do so. Say, “The question is…”

H. Thank everyone for coming! Thank the students, the audience members, and yourself!

V. Encourage student participation and attendance.

Advertise LASS/PRISM to your students and advisees well in advance of the event. Help them see the importance of scholarly engagement in the academic community here at Oglethorpe as well as the benefit to their future professional lives. You may decide to incentivize attendance to LASS/PRISM, such as by offering credit/extra credit. Any of the below assignments can be used as course credit opportunities at the instructor’s discretion. Allowing students to choose the presentations they attend encourages creative and intellectual exploration. Any of these suggestions can be customized toward a particular presentation or topic. Feel free to come up with your own and share them with us!

1) A short reflective paper on the experience of attending at least one LASS/PRISM presentation of the student’s choice. What did they attend, and why? What were their expectations going in, and how and why were those expectations met or challenged?

2) Student-led classroom discussion on their impressions/arguments after attending at least one LASS/PRISM presentation. This is essentially an oral version of item #1 and can be effectively done in teams.

3) A one-page summary of a talk/poster session attended, exploring key questions answered/new ideas presented about the topic. Who were the presenting students, and what were their topics?

4) For presenting students, a post-mortem paper on the student’s personal experience as a LASS/PRISM participant, identifying presentation successes and opportunities for improvement.