Welcome to the 2018 Graduate Student Orientation!
Dr. Elizabeth Klonoff

Vice President for Research, Dean of the College of Graduate Studies
Dr. Devon Jensen

Associate Dean, College of Graduate Studies
Our Goal for this Session

Our effort is to come to a better understanding of who we are as a learner so that we can be more effective and knowledgeable graduate learners. The goal is to help you be a more informed learner and more cognizant of your graduate experiences.
What is the name of building where UCF’s President has his office?

Millican Hall
Here is a question for us to consider:

At what age do you think you become an adult learner and why do you think that age?
Characteristics of Adult Learners

1. Self-Concept
   As a person matures, they move from being a dependent learner to a self-directed learner.

2. Experience
   Maturity brings a wealth of experience that is a resource for learning.

3. Readiness to Learn
   Maturity makes a person ready to learn about developmental tasks within social and professional roles.

4. Learning Orientation
   Maturity changes the focus of learning to problem analysis and wanting immediacy of application.

5. Learning Motivation
   Maturity helps the student to be internally motivated.
Here is a rhetorical question for you to answer in your mind:

Look around the room right now at all your fellow graduate students.

What is one word you might use to describe them considering the requirements to get into graduate school?
When I think of all of you, the word that comes to my mind is **SMART**.

We can all agree this is a common variable among this group. So if you are all smart, what makes some people succeed, fail, or do average work in graduate school?
Curiosity: Good for the Soul and the Mind

Curious People have stronger memories
With 29% better short term memory
Curious People possess improved cognitive abilities because curiosity is strongly correlated with IQ and general intelligence.
Curiosity: Good for the Soul and the Mind

Curious People experience more satisfaction with school and learning.
Resilience: Good for Character

- Increases Commitment to succeeding
- Helps you develop a sustained work ethic
- Helps you build confidence and trust in yourself as a student.
- Helps you see your learning as a consistent process.
- Helps you see that trying and effort are integral to learning.
- Helps you to stick with the long term graduate goals.
- Helps you to see your learning strengths.
Emotional Intelligence

New research is also showing that **EMOTIONAL INTELLIGENCE** might have predictive value for both academic performance and effectiveness as a graduate student and beyond.
DOES HIGHER EI MEAN IMPROVED JOB PERFORMANCE?

IN 2015, OVER 1 IN 3 HIRING MANAGERS

71% Said it is more important than IQ

59% Even said they wouldn’t hire someone with high IQ but a low EI
TAKE STOCK OF YOUR EI TO HELP IN YOUR GRADUATE STUDIES

HERE ARE THINGS HIRING MANAGERS LOOK FOR . . .

• I am going to admit and learn from my mistakes.

• I am going to control my emotions and conduct thoughtful discussions, even on difficult topics.

• I am going to listen – at least as much as I talk.

• I am going to take constructive criticism well.

• I am going to learn to be cool under pressure.

SO TRY TO DEVELOP THESE SKILLS WHILE A GRADUATE STUDENT
Linked to EI is the Concept of INTELLECTUAL VIRTUES

INTELLECTUAL VIRTUES are character traits necessary for RIGHT ACTION and CORRECT THINKING.
Intellectual Virtues . . .
As traits of learning, the intellectually virtuous person is focused on developing and learning more about truth, knowledge, and understanding and to contribute to its foundation. These are the cognitive goods of your field of study.
<table>
<thead>
<tr>
<th>Intellectual Deficiency</th>
<th>Intellectual Virtue</th>
<th>Intellectual Excess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-deprecation</td>
<td>HUMILITY</td>
<td>Arrogance</td>
</tr>
<tr>
<td>Cowardice</td>
<td>COURAGE</td>
<td>Rashness</td>
</tr>
<tr>
<td>Indecisiveness</td>
<td>PERSERVERANCE</td>
<td>Inflexible</td>
</tr>
<tr>
<td>Timid</td>
<td>FIRMNESS</td>
<td>Biased</td>
</tr>
<tr>
<td>Indifference</td>
<td>CURIOSITY</td>
<td>Obsession</td>
</tr>
<tr>
<td>Stubbornness</td>
<td>OPEN MINDEDNESS</td>
<td>Over certain</td>
</tr>
<tr>
<td>Sloppiness</td>
<td>CAREFULNESS</td>
<td>Perfectionism</td>
</tr>
<tr>
<td>Meanness</td>
<td>CHARITY</td>
<td>High-minded</td>
</tr>
</tbody>
</table>
What is Knightro’s girlfriend’s name?

Glycerin
Let’s explore the Concept of SELF-REGULATED LEARNING

SELF-REGULATION is a process by which learners TRANSFORM their MENTAL ABILITIES into ACADEMIC SKILLS.
SELF-REGULATED LEARNING

SELF-REGULATION is not a trait that some students have and others do not. It involves the selective use of specific processes that must be personally adapted to each learning task.

EXPERT LEARNERS understand that they must set goals, select learning strategies to attain those goals, monitor their progress, re-evaluate goals, use time efficiently, and adapt to future methods of learning.
SELF-REGULATED LEARNING

**PLAN**
- When will I start learning?
- Where will I learn?
- How will I learn?
- What do I need to know
- What do I need to do to get this done?
- What does my prof want me to do?
- What do I want to learn?

**MONITOR**
- Am I accomplishing what I hoped to?
- Am I being distracted?
- Is this taking more time than I thought?
- Am I understanding what I need to?

**CONTROL**
- I don’t think I am understanding this:
  - What should I do differently?
  - What can I do to keep focused?
  - How can I motivate myself to do this?

**REFLECT**
- Did I accomplish what I had hoped to in this learning experience?
- Did I do well? Poorly? Why?
- What worked? What didn’t work in my learning?
- What should I do differently next time?
Reflect on our time today . . .

Remember you have needs as a learner. Consider how this impacts your learning.

Remember to be curious and resilient in your learning efforts.

Remember to work on your Emotional Intelligence just as much as your academic intelligence.

Remember to strengthen you Intellectual Virtues. These are the dispositions of academic success.

Remember to think about your learning through Self-Regulated strategies.

Yes, I Graduated!
GSA

Introductions

What is GSA?

New Programs and Initiatives

Involvement Opportunities
About GSA

Who are we?

• RSO (Registered Student Organization)
• Goals:
  • Advocacy for all graduate students
  • Forum for discussing graduate student issues/policies
  • Volunteering and social events for grad students
• Membership
  • FREE
  • All enrolled grad students
GSA Mission, Values, and Strategy

GSA leadership supports a culture which continually seeks out and identifies “needs” common throughout the graduate community.

Commitment to increasing visibility of graduate student excellence, expertise, and professionalism through collaboration with other university partners.

Demonstrate initiative, vision, and leadership in the development and execution of programming and professional development opportunities.
Services for Grad Students

Graduate Student Orientation and Welcome

Advocacy for Grad Policy
• Forums and reforms
• Faculty Senate
• SGA Senate for conference travel funds, etc.

Professional Development Conferences

Networking Opportunities

Undergrad/Grad Research Mentorship

Volunteering and Social Events
• Hunger and homelessness
• Mixers and outings

Grad Research Forum
BACKSTAGE TOURS

1st tour:
• Time: 1pm
• Location: Colbourn Hall Room 146

2nd tour:
• Time: 2:30pm
• Location: Colbourn Hall Room 146
How to Get Involved

• Like us on Facebook! @ucfGSA
• Attend meetings/events
• Contribute to leadership
• Graduate Outreach and OSI activities
• Become a Graduate Senator (ucfgsa.com)
TRIVIA BREAK #1

From Dr. Jensen’s Presentation:

What does E.I. stand for?
Answer:

Emotional Intelligence

Equine Influenza would have been acceptable
What was the first building on the UCF campus?
Answer:

The John C. Hitt Library
Academic Integrity: An Expectation and a Lifestyle
UCF Creed
Campus Values

Integrity, Scholarship, Community, Creativity, and Excellence are the core values that guide our conduct, performance, and decisions.

INTEGRITY
I will practice and defend academic and personal honesty

SCHOLARSHIP
I will cherish and honor learning as a fundamental purpose of my membership in the UCF community
UCF Creed
Campus Values

COMMUNITY
I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

CREATIVITY
I will use my talents to enrich the human experience.

EXCELLENCE
I will strive toward the highest standards of performance in any endeavor I undertake.
Personal Values

Achievement  Competency
Determination
Recognition  Reputation
Success
a) **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course related material also constitutes cheating.

b) **Communication to another through written, visual, electronic, or oral means.** The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment or project.

c) **Commercial Use of Academic Material:** Selling notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the University and the Instructor is a violation of this rule.
Golden Rule
Academic Misconduct

d) Falsifying or misrepresenting your academic work.

e) **Plagiarism:** Whereby another’s work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

According to the Council of Writing Program (WPA), plagiarism is defined as “In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.”

f) **Multiple Submissions**

g) Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
Example of Academic Misconduct

- A group of students that started their program together are in the same courses and often study together to help one another learn the class material.

- They reviewed material before the first online examination and all did well.

- They followed the same procedure for a second online examination, except one student decided to open the online examination early while they are studying just to be certain they were covering all of the key points.

- They carefully discussed each question but they took the examination later at home on their own without the benefit of the others.
Example of Academic Misconduct

• A graduate student was writing a research paper and used many online sources.

• Some concepts in the sources were stated so well, that she copied the passages directly into her paper.

• She was sloppy in keeping track of the origins of the content and soon forgot where some came from.

• In fact, after several revisions it was no longer obvious as to which material was written by her or someone else.

• Under pressure to turn in the assignment, she cited the sources in her reference list to the best of her ability and thought that she had identified most of them properly.

• She turns her paper in, but the instructor runs it through IThenticate and finds material that should have been cited.
Example of Academic Misconduct

- A graduate student spent four months collecting numeric data. However the data were so “noisy” with outlying data points that they were not statistically significant.

- The student knows in his heart that his idea is valid and decides to “shave” enough outlying data points so that the work becomes significant.

- His advisor, a young assistant professor, is very excited by the student’s new finding and rushes to include this key work in a grant proposal. A major publication soon follows. The student graduates. The grant is funded.

- One year later, another student cannot repeat the study but finds the original data set on a computer hard drive and re-runs the analysis. She reveals that the original data analysis was falsified.
Why Would a Graduate Student Do This?

- Pressure to **Meet Expectations** of Professors and Program of Study
- Pressure to be **Absolutely** Perfect
- **Financial** Consequences – Scholarships Agreements, Stipends, Teaching Positions
- **Pricing and Comparing** – Past Performance, Current Reputation, Grades, Perception of Work in the Eyes of Others
- The **Graduate Student Lifestyle** – Time Management, Sacrifices at Home, Classes, Research, Meetings, Opportunities
Mistake vs. Choice

Rationalization for OK
Two Types of Sanctions in Academic Misconduct Cases

Office of Student Conduct: If a student is found in-violation of academic misconduct they are given both punitive and educational sanctions

• Disciplinary Warning
• Disciplinary Probation – one semester, multiple semesters, academic career
• Deferred Suspension – one or more semester(s) – eligible to remain in classes
• Disciplinary Suspension – one or more semester(s) – separation from UCF
• Disciplinary Dismissal – between 2 – 7 years separation from UCF
• Disciplinary Expulsion – permanent separation from UCF

Golden Rule Student Handbook http://goldenrule.sdes.ucf.edu/
Graduate Program Sanctions: Additional sanctions are determined in consultation with Graduate Studies, the Department and the Program

- Grade on the Assignment
- Grade in the Course
- Release from Program within College
This training requirement is for Doctoral students

• The online Collaborative Institutional Training Initiative (CITI) Responsible Conduct of Research (RCR) training in the appropriate disciplinary area

• Four (4) face-to-face Ethics/RCR workshops coordinated by the College of Graduate Studies and the Office of Research and Commercialization, or an approved alternative alternative

(Students in a program that have approved alternative Ethics/RCR training must still complete the online CITI Responsible Conduct of Research training in the appropriate disciplinary area)
You Decided To Do This!

• Set Realistic Semester Goals
• More Visualization & Less Rationalization
• Let Others Know What You Are Doing
• Keep, Adjust, Remove, Say No To
• Be Honest and Communicate with Your Faculty
• Ask for Help – Create a Support Group
HERE'S WHAT I THINK INTEGRITY IS: IT'S CHOOSING COURAGE OVER COMFORT. CHOOSING WHAT'S RIGHT OVER WHAT'S FUN, FAST OR EASY. AND PRACTICING YOUR VALUES.

— Brené Brown
Student Rights and Responsibilities

- Integrity and Ethical Development
- Office of Student Conduct
- Student Care Services
- Title IX Reporting and Support Services

Ferrell Commons
http://osrr.sdes.ucf.edu/
Division of Student Development and Enrollment Services
TRIVIA BREAK #2

From Ms. Wright’s Presentation:

How many face-to-face Ethics/RCR workshops are required for doctoral students?
Answer:
What is the body of water in front of Millican Hall called?
Answer:

The Reflecting Pond
Graduate Faculty Panel

Malcolm Butler
Professor, Education

Jonathan Beever
Assistant Professor, Philosophy

Linda Walters
Professor, Biology

Moderator: Barbara Fritzsche
Associate Professor, Psychology
Associate Dean, College of Graduate Studies
Coming up after the break

- **Student Services Sessions** - 10:00 am – 11:10 am
- **Information Fair** - 11:10 am – 12:30 pm
  
  2nd Floor – Key West Ballroom
- **Assistantship and Fellowship Session** - 12:30 pm – 1:15 pm
- **Health Insurance Session** - 1:15 pm – 2:00 pm
- **Campus Tours** - 1:00 p.m. and 2:30 p.m.
  
  Colbourn Hall, 146
UCF Graduate Financial Aid

Ric Colón
Senior Financial Aid Advisor
Student Financial Assistance
Office of Student Financial Assistance
Free Application for Federal Student Aid

• October 1, each year
  • Waivers
  • Stipends
  • Assistantships
  • Fellowships
  • Scholarships
  • Stafford, Grad PLUS, and/or private loans

www.finaid.ucf.edu/funding
Unsubsidized Direct Loans

- File the FAFSA at FAFSA.ED.GOV
- Accept, Decline, or Reduce
- Entrance Interview and Master Promissory Note
- **ACCEPT** the offered loan(s) on myUCF *deferment*
- ONLY Unsubsidized Stafford loans
Grad PLUS Loans

• File the FAFSA
• Complete Grad PLUS loan application
• Master Promissory Note at studentloans.gov
• Grad PLUS Entrance Interview (first time borrowers)
• 180 Day Credit Check by Dept. of Ed.
• Stafford loan eligibility must be exhausted first
Other Sources

• Employment
  • Tuition Reimbursement

• Scholarships, Grants, Fellowships, Waivers
  • Grants.gov
    • With more than 1,000 federal grant programs totaling approximately $500 billion in annual aid.
  • Science.gov
    • Government fellowship in the field of science or health
  • FastWeb.com
    • Profile based scholarship search database
Other Sources

- Working at University
  - Human Resource Employee Benefits
- Grants.gov
  - Grants.gov is designed to enable Federal grant-making agencies to create funding opportunities and applicants to find and apply for these Federal grants.
  
SOURCE: GRANTS.GOV

- Science.gov
  - http://stemgradstudents.science.gov
Disbursement

- Disbursement begins after add/drop
- Automatic deferment
- Short Term Advance/Campus Bookstore
- Financial Aid is automatically applied
  - Tuition
  - On-campus Housing
  - Short Term Advance/Opt-In Program
Satisfactory Academic Progress (SAP)*

- Reviewed at the end of each term.
- Students must complete 70% of credit hours attempted
- Students cannot exceed 150% of the credits required to graduate
- Students must maintain a 2.0 cumulative GPA
- Courses must be towards program completion.

*Policy is subject to change for 2018-19 academic year.
Contact Us

Millican Hall 107
Phone: (407) 823-2827 or FAX 823-5241
Appointments: (407) 823-5285
Email: finaid@mail.ucf.edu
Website: FINAID.UCF.EDU
We want all students at the university to know that UCF not only cares about their academic success, but their overall wellbeing. Life can get difficult at times, especially while in college. Many students are faced with stressors and challenges that begin to impact their success as a student:

- Coping with tragedy or immediate crisis
- Responding to a bias incident
- Finding stable housing or getting a proper meal
- Health, wellness and safety resources
- A place to notify us about someone you think is in distress
- Alcohol and drug education and intervention
- Self-help resources

If you or someone you know needs help or assistance, please visit www.UCFCARES.com or 407-823-5607 to connect with the right resources.

Follow us on Twitter @UCFCARES or like us on Facebook.
UCF Police Department

Graduate Student
Orientation and Welcome
About the Department

- We have approximately 75 full time officer’s. Uniformed Officers patrol the campus 24hrs, 365 days a year in marked patrol vehicles, on mountain bikes, motorcycles, and on foot patrol.

- Professionally trained and state certified through an accredited police academy.

- **Physical Address:** 3610 Libra Drive (Bldg. #150) Located off Libra Drive.

- Officers are dispatched from our own communications center that answers calls, including 911 and blue light phones.

Web site: www.police.ucf.edu
UCF Police Web Services

www.police.ucf.edu

- Crime Activity Log
- Fire Activity Log
- Property Registration
- Crime Statistics
- Crime Alerts
- Sexual Predator Info
Or call 1-888-357-7332
- Campus Maps
- Employee Commendations / Complaints
How To Contact Us

• UCF is a 9-1-1 community
• If you’re using a cell phone, tell the police operator you’re on the UCF campus.
• 9-1-1 is for emergencies such as crimes in progress, medical, and fire
• For non-emergencies (i.e. crimes over with, suspicious activity, solicitors) call
  The Non-Emergency Line:
  (407) 823-5555

• You can also use blue light phones.
Blue Light Phones

- Blue lights are located throughout campus and in each parking garage on each level. Simply press the Emergency phone button (no dialing is necessary) to be connected to UCFPD dispatch personnel.

- The “Blue Light” identifies the location of an emergency telephone.

- Examples of emergency use would be medical assistance, traffic crashes, fires, suspicious persons, reporting a crime, and especially not having a cell phone.
Campus Traffic

• 10 Parking Garages containing 11,000 spaces
• 36 Surface Lots with 7,300 parking spaces
• 7 linear miles of roadway
• Multiple Sidewalks and interconnecting pathways
• Lynx Bus Terminal and over 40 UCF operated Shuttle stops
• Over 56,800 parking passes and 194,000 daily parking passes in 2016

2016 Statistics
• Responded to 370 Traffic Crashes
• 211 additional minor Hit and Run Crashes
• Arrested 46 Impaired Drivers
  • Issued 106 Speeding Citations
  • Issued 179 Seatbelt Citations
  • Conducted 3,202 Traffic Stops
  • Wrote 1,010 Uniform Traffic Citations
Engrave high value items with your driver license number so they can be identified faster should they be stolen and later recovered. (i.e. laptops, bikes, I-pods, cameras, cell phones and GPS devices, skateboards)

Please visit our website @ www.police.ucf.edu to register your valuables.
Safe Escort Patrol Service

- Free Service on Campus.
- 7 Days a Week
- 7pm-1am.
- 407-823-2424
- 11,941 rides in 2106
SAFE Women’s Self Defense Class

• Taught by UCF police officers

• Usually Held Monthly, during the semester, at the Police Department Building

• Will come out to your location for special events

• Cost is FREE

• Training consists of a 20 minute video, then physical exercises
  • There are 5 basic techniques we teach
  • Each student will get a packet of literature on safety when done

• Sign up via the police website, www.police.ucf.edu
• Under-Services-women’s self defense
Victim Services Offers

• Crisis Intervention
• Information and Referral
• 24/7 Advocate
• Safety Planning
• Emergency Assistance
• Educational Presentations
• Injunctions for Protection
• Building Cases
• Criminal Justice Support
• Liaison with Landlords, Employers, Creditors, Housing
• Student Conduct
• Academic Concerns

WE’RE HERE TO HELP!!!
407-823-2425
Office of Emergency Management

UCF ALERT

Over 15 different types of Notification Methods

Primary Notifications

• SMS Text Messaging System.
• UCF Homepage(www.ucf.edu)
• Add a parent on E-mail
• Campus Siren System

One of four emergency sirens on campus
QUESTIONS?  Graduate Student Orientation and Welcome

See our table at the information fair

Visit our Website at www.police.ucf.edu
TRIVIA BREAK #3

True or False:

Grad Students are not eligible for scholarships
Answer:

False

Half of you got it right
What was the original name of the University of Central Florida?
Answer:

Florida Technological University
Library Assistance

NID/NID password
Subject Librarians

Your Librarian

Use the drop down menu to view the librarian(s) associated with each subject. You can also view the librarians at the Rosen Library, the Curriculum Materials Center (CMC), and the Regional Campus Libraries.

Choose Librarians by Subject: -- Choose a Subject --

Tong, Min
Flick, Lily
Avila, Sandy
Basco, Ven
Services for Grad Students

Research Support
Contact Your Subject Librarians
Subject librarians offer a variety of services to assist students, faculty, and staff on each campus.
Graduate Workshops
Attend/register for graduate workshops this semester.
Research Consultations
Schedule an appointment with your subject librarian for one-on-one assistance.
Scholarly Communication
Locate information and assistance on all aspects of scholarly publishing.
Borrowing from Other Libraries & Document Delivery (ILL/DDS)
Request books/articles through Interlibrary Loan & Document Delivery Services (ILL/DDS)

Research Guides
Graduate Research Guide
Information about getting started with graduate level research.
EndNote and RefWorks
Get assistance using citation management software.
Theses & Dissertations Guide
Information about theses and dissertations at UCF.
SAGE Research Methods
SAGE Research Methods includes full text books, articles, and references and is designed to help researchers, students, and faculty explore quantitative and qualitative design methodologies.

Additional Services
Information Literacy Modules
Check out our information literacy modules to learn more about citing to avoid plagiarism, identifying subject databases, or applying library research strategies – the following links provide a few examples.
Avoiding Plagiarism Using APA Style
Avoiding Plagiarism Using MLA Style
Moving into Discipline Specific Research
Conducting a Literature Review
Ask Us – Get help via chat, phone, text, or email.

Ask a Librarian
Graduate Workshops

Pathways to Success – Library Workshop

- Library Research & Literature Review Strategies
- EndNote & RefWorks Citing Made Easy
- Where to Publish & Author Rights
- Optimizing Your Online Presence
- Useful Apps Grad Students Should Love & Use
- Presentation Skills
Graduate Student Center
Second Floor Trevor Colbourn Hall, Suite 213
Graduate Student Center

- Multipurpose Area
- Presentation Room
- Conference Room
- Study/Data Analysis Rooms
Multi-Purpose Room

➢ Communicate
➢ Collaborate
➢ Concentrate
Study/Data Analysis Rooms

FREE PRINTING!

*Must bring your own paper

- Computer labs
- Specialized software for graduate students
Conference Room

- Group meetings
- Thesis/Dissertation defenses
- Individual Study
Presentation Room

- 38-Seat Classroom
- Thesis/Dissertation Practice and Defenses, Professional Development and Ethics Workshops
Free development opportunities specifically for Graduate Students

- Academic Integrity Workshops
- Research Workshops
- Professional Development Workshops
- Personal Development Workshops
- Graduate Teaching Workshops

Graduate Student Center

- Staffed with five Graduate Assistants to help you

- Fall Hours: Begins August 20, 2018
  - Monday-Thursday: 8:00 a.m. to 8:00 p.m.
  - Friday: 8:00 a.m. - 6:00 p.m.
  - Saturday: CLOSED
  - Sunday: 1:00 p.m. - 6:00 p.m.

- More information:
  [https://graduate.ucf.edu/graduate-student-center/](https://graduate.ucf.edu/graduate-student-center/)
Join Us!

Come visit us on the 2\textsuperscript{nd} floor of the \textbf{NEW} Trevor Colbourn Hall starting August 20\textsuperscript{th}!
TRIVIA BREAK #4

The new Graduate Student Center is on what floor of what building?
Answer:

Second Floor of Trevor Colbourn Hall
What is UCF’s rivalry with the University of South Florida known as?
Graduate Student Panel

Madhura Nadarajah
English MA

Rosanna Scott
Psychology PhD

Omar Ahmed
Materials Science and Engineering PhD

Olivia Randall-Kosich
Health Administration MHA

Moderator: Lynn Hepner
Associate Dean, College of Arts and Humanities