The Center for Graduate Life

Supporting Success
Workshops
Courses
Faculty Associates
Resources
gradlife.uncc.edu

The Center for Graduate Life (CGL) supports the success of graduate students from all disciplines by providing numerous professional development workshops on academic and career topics. The content of these workshops is guided by the Graduate School’s set of core competencies: Communication, Leadership, Teaching & Instruction, Personal & Professional Growth and Advancement and Research, Ethics & Scholarly Inquiry.

This catalog lists workshops and courses offered through the CGL. Some are offered regularly while others are “on-demand.”
Mission Statement

The Center for Graduate Life (CGL) provides graduate students with centralized space dedicated to their needs. The CGL will create a stronger graduate community by promoting shared experiences, discourse and activities designed to support interdisciplinary learning. The CGL’s unique environment will enhance the growing graduate community at UNC Charlotte with professional development offerings, mentoring support, teaching assistant training and personal development programs. The Center for Graduate Life is a collaborative effort between the Graduate School and Academic Affairs.
Philosophy
The Graduate School is committed to providing graduate students at UNC Charlotte with the highest caliber of graduate education. While academic instruction and scholarly research are the ultimate foundation of any graduate education, the Graduate School also recognizes the importance of providing students with the resources and services needed to develop themselves professionally. The Graduate School’s Center for Graduate Life supports the success of all graduate students.

Competencies
The CGL’s professional development initiatives are all developed with the Graduate School’s five core competencies in mind: Communication, Leadership, Teaching and Instruction, Personal and Professional Growth and Advancement, and Research and Scholarly Inquiry.

• Communication:
Graduate students at UNC Charlotte will develop the communication skills needed in order to effectively and persuasively write and speak using a variety of media. This includes the preparation of scholarly and peer reviewed publications, grant writing, public speaking, facilitating group discussions, and increasing positive interpersonal relationships through communication.

• Leadership:
Leadership skills are invaluable in academia and beyond. UNC Charlotte students will have wide-ranging opportunities to develop the leadership competencies necessary to motivate, inspire, and manage others. The Graduate School will promote the development of ethical, competent leaders in academia and practice, ensuring success in a variety of contexts. Mentorship, effective decision-making, problem solving, and management skills will be cultivated through graduate studies at UNC Charlotte.

• Teaching and Instruction:
Graduate students will be prepared to effectively teach in all types of settings, creating engaging learning environments. They will possess an understanding of the challenges presented in non-traditional and inclusive classrooms and they will master the skills needed to create dynamic learning in any environment. UNC Charlotte graduate students will be competent with the most current teaching methods and technologies, enabling them to stimulate critical, innovative learning in others.

• Personal and Professional Growth and Advancement:
The Graduate School not only values and emphasizes the importance of academic rigor and progress, but also the holistic and professional development of students. Graduate students at UNC Charlotte will be committed to lifelong learning and remain active in the search for knowledge. Additionally, they will exhibit fair and ethical conduct both personally and professionally, and engage in opportunities to expand their understanding and appreciation for all forms of diversity.

• Research, Ethics and Scholarly Inquiry:
Graduate Students at UNC Charlotte will gain the technical research and scholarship skills needed for success in their chosen academic program, while maintaining a fierce commitment to ethical practices. These skills will reflect the commitment to diverse ideas, academic collegiality, and to continued student learning--concepts inherent in an interdisciplinary environment.

Professional Development - Format and Structure
The CGL recognizes the competing demands in the lives of graduate students. In an effort to accommodate different professional needs and schedules, the CGL’s professional development initiatives are offered in various formats ranging from specialized GRAD professional skills courses to virtual training.

Credit-bearing GRAD courses: Taught by graduate faculty housed in the CGL, GRAD courses are for students who seek more in-depth skill development in the areas of academic writing, teaching and career development. A complete listing of these courses can be found on page 18.

Modules: Employers consistently seek applicants with exceptional communication and leadership skills. Graduate students who are interested in building these competency skills should consider participating in these modules which consist of a series of extended workshops. Completion of a module results in a transcript notation of the related competency.

Workshops: Facilitated by some of UNC Charlotte’s most renowned faculty, these popular 60-90-minute workshops cover topics like grant writing, presentation skills, publishing in scholarly journals, and understanding the academic job search, to name a few.
Communication
Orientation to U.S. Academic Writing
Intended for graduate students who do not speak English as their first language, this workshop introduces concepts central to academic writing at the graduate level, such as audience and rhetorical purpose. This interactive workshop also includes information on academic integrity and strategies for avoiding plagiarism.

Understanding the Organization of Academic Writing
Understanding the structure of academic writing is vital to the success of a graduate student. This workshop introduces participants to organizational strategies common to academic writing at the graduate level. Participants learn how to apply these strategies by completing hands-on activities.

Incorporating Sources in Academic Writing: Quoting, Paraphrasing and Summarizing
The Graduate School considers academic plagiarism a serious offense and one that can be easily avoided. In this workshop, participants learn techniques for proper citation and paraphrasing. Participants collaborate on activities to improve their understanding of these concepts.

Grammar Spotlight: Verbs and Modals
Reviews grammatical features that sometimes prove difficult for non-native speakers of English, including verb tense/aspect and other grammatical points. Participants complete hands-on activities created from authentic professional-level texts to gain better control of each grammar point. (Spotlight topics change based on demand)

Competitive Grant Writing: A Workshop for Grads in the STEM Fields
Targeted to graduate students who are interested in academic careers or research positions, this session will teach the basics of grant writing. Intended for beginning grant writers.

Competitive Grant Writing: A Workshop for Grads in the Education and Social/Health Sciences
Targeted toward graduate students interested in academic careers or research intensive positions, this session will teach the basics of grant writing. Intended for beginning grant writers.

Publishing in Scholarly Journals: An Editor’s Perspective
Publishing is a vital component of success in academia. However, the rules and decision-making processes of journals can be mysterious. This workshop shares an editor’s perspective about the politics and the requirements of publishing in competitive journals.

Publishing in Peer-Reviewed Journals: Building a Research Portfolio
For graduate students, navigating the publication process can be especially daunting. In this workshop, participants are provided with an outline of how to build a solid research publication portfolio in order to secure a job in the future. Specific questions involving impact factors and best strategies for getting work accepted are also addressed.

Academic Publishing in the Sciences
Developed with the STEM graduate student in mind, this workshop provides an overview about factors to consider when submitting research for publication. The importance of journal impact factors are addressed, as well as the revision and resubmission process.

Writing a Successful Thesis or Dissertation Proposal: Strategies that Work
Strategies for writing academic proposals related to a master’s or doctoral project. Understanding the context for writing, understanding the genre, and understanding writing techniques are addressed.

Academic Writing in the Sciences
Participants are provided with strategies for evaluating and improving their scientific writing, as well as tips for drafting and revising. Strategies for contributing to an existing argument in the literature are also addressed.

Elements of Business Writing: Style
Employers continually seek applicants who articulate themselves in a clear and concise manner. Translating academic writing into professional writing is an important skill every graduate student should develop. This workshop focuses on key stylistic concepts that can be applied to many forms of business writing. Topics include a few elements of grammar, strategies for organization, and tips on polishing written style. Students practice learned concepts throughout the session.

Becoming a More Confident Speaker
Presentation skills are important for any graduate student to develop. In this workshop, participants learn how to use nonverbal communication strategies to minimize anxiety, develop effective presentation skills and build a better speaker-audience connection. The incorporation of visual aids is also
addressed. Participants leave with a set of skills that can be applied in any professional or academic setting.

“Tell Me about Your Research”: Strategies for Communicating Your Research Effectively

Most graduate students are skilled at discussing their research ideas and projects with peers and professors. Can they do the same when they meet someone from another department on a plane, in an elevator, or at a conference? This workshop provides practical tips and suggestions about how to communicate one’s research effectively to those outside a sub-specialty area. Part of the time is spent practicing in small groups.

Effective Communication in Professional Settings

Effective communication skills are necessary in achieving academic and professional success. Whether forming a thesis or dissertation committee, working with a research or teaching supervisor, or understanding how best to present one’s ideas, graduate students need to know how to communicate in clear, compelling, and audience-centered ways. Through interactive discussion and activities, this workshop addresses how to organize ideas, improve verbal and nonverbal communication, and communicate confidently.

Individual Professional Communications Support

The fear of public speaking often prevents individuals from engaging in new and exciting opportunities in their professional and/or academic lives. Graduate students from any discipline are encouraged to meet one-on-one with a professional speech coach to obtain the appropriate tools and resources needed to manage anxiety and improve presentation skills.

Multi-day:
Dissertation Boot Camp – offered in the fall, spring and summer

Dissertation boot camp is a multi-day opportunity for doctoral students who are actively writing their dissertation. Students needing to set writing goals, practice disciplined writing habits, learn new strategies, and connect with other dissertation writers, may benefit. The camp provides a quiet space, structured writing time and writing resources so students can make significant progress on their dissertation.
Virtual Library

Some of the CGL’s best workshops are made available online giving students access to “just in time” training. Examples of available workshops include:

**Graduate Writing Discussion**

Conventions of writing in the United States. This outstanding panel of graduate faculty offer tips, ideas and motivation to graduate students who want to fine tune their writing. Whether a first year paper or dissertation chapter, writing is a key to success in graduate school.

**Developing Your Teaching Portfolio**

Dr. Barbi Honeycutt, NC State University, discusses how to develop a strong teaching portfolio. It’s never too early to start and never too late to update.

**How to Write a Strong CV and Create a Strong Job Application Package**

Dr. Anita Blanchard provides an overview of how to write a strong curriculum vitae and prepare a job application package.

**Mahara: A Grad’s Guide to ePortfolios**

*Mahara* is an ePortfolio program designed to help professionals present their best work in a highly portable and versatile way. This workshop guides you through establishing your own.

**Networking 101: How To Fit Into the Professional Puzzle**

Learn the basics of networking in any professional setting.

**Speed Reading - A Tool for Grad School and Beyond**

Learn how to improve your reading speed and retention with these tips from the University Center for Academic Excellence. Several techniques are taught.

**Becoming a More Confident Public Speaker**

This workshop presentation addresses how to use nonverbal communication strategies to minimize anxiety, develop effective presentation skills and build a better connection with an audience.

View at gradlife.uncc.edu/virtual-training.

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Doctoral Writing Support

The Center for Graduate Life supports doctoral students who have completed all of their course work and are actively writing their dissertations. Dr. Lisa Russell-Pinson, CGL’s Faculty for Graduate Writing, is available to help these students improve their writing, understand the dissertation process, work more effectively with their chairs and committee members, manage their time and overcome issues related to procrastination and perfectionism. Appointment required for individualized assistance.

Dissertation Days – These writing retreats provide an opportunity for doctoral students to devote focused time and attention to one goal – making progress on their dissertations. Dissertation Days provide structured writing time, offer writing-related support and resources, and promote community among dissertation writers.

Dissertation boot camp is a multi-day opportunity for doctoral students who are actively writing their dissertation. Students needing to set writing goals, practice disciplined writing habits, learn new strategies, and connect with other dissertation writers, may benefit. The camp provides a quiet space, structured writing time and writing resources so students can make significant progress on their dissertation. (Offered in the fall, winter, spring and summer).
Leadership
Networking and learning to cultivate relationships with other professionals is an important part of leadership. The CGL offers several workshops on networking, designed to hone this important skill:

- **Networking: Fitting Into the Professional Puzzle**
  For some, “working” a room comes naturally. For the majority, it is a learned skill that takes time and practice to develop. This workshop addresses how to effectively network at a career fair or at a professional conference. Participants learn how to make themselves more comfortable and less awkward when approaching peers and/or other experts in their fields. Participants leave this interactive workshop with strategies intended to help make the most out of interactions with faculty and peers in various professional settings.

- **Using LinkedIn to Build Your Professional Profile**
  This presentation is designed for students who do not have a LinkedIn profile and are interested in creating a professional online presence using LinkedIn. Students who are anxious to improve their current LinkedIn page also benefit from the session.

- **LinkedIn: Networking to Find a Job**
  Participants learn the elements of an effective online profile, as well as how to use LinkedIn for networking and job searching. Participants also learn how employers use LinkedIn as a tool in the recruitment process.

- **Creating Positive Relationships and Networking on the Job**
  Success can depend on connections! This workshop addresses the importance of creating positive working relationships and how to network within an organizational setting.

- **How to Run an Effective Meeting**
  Effective meetings are critical to the survival of any group or team. When planned and facilitated appropriately, meetings help advance a group’s goals through important decision-making. Knowing how to run a meeting is a valuable leadership skill for any graduate student, student leader, future academic chair or corporate CEO. This workshop provides some best practices about leading concise action-oriented meetings through proper preparation, facilitation and follow-up. Participants engage in a fun and interactive exercise.

- **Leveraging Effective Conversation for Success**
  Building a reputation as a strong communicator translates into becoming an invaluable asset to one’s department, research lab, non-profit agency or corporation, large-scale or otherwise. In this workshop participants develop and/or enhance their listening, speaking and conversation skills for effective communication. Mastery of communication gets results!

**Leadership Module:** The Leadership Module includes a total completion of five extended workshops over the course of three semesters. Some workshop examples are listed below; offered annually. Three workshops leads to the transcript notation – Leadership Competency.

**Discovering and Building Your Leadership Style**
This multi-day intensive leadership experience is designed to enhance participants’ habits, patterns and values so they can begin to operate from a place of core clarity and develop new ways of leading and influencing others.

**The Importance of Organizational Culture to Career Success**
Learning how to understand and assess the specific culture that exists in an organization is imperative. In this workshop participants learn how culture clarifies expectations for leaders, and how understanding expectations within the culture can improve a leader’s effectiveness.

**Effective Leaders for Effective Teams**
In this workshop participants gain a clear use and understanding of the difference between leadership skills and management skills. In addition to assessing one’s own leadership skills and identifying areas for personal growth, participants learn how to build highly successful leadership teams.

**Embracing Change: Making the Most of Career Opportunities**
It is not always easy to take risks, but risks are the root of real change. In this workshop participants learn to recognize their fears/challenges and what is keeping them from taking the initiative to embrace and/or lead change. How can one be comfortable being “out there”? Why should individuals not be afraid of failing and where are the opportunities? Participants learn more about seizing opportunities when they come and learning from inevitable mistakes.

**Personal and Professional Balance for Career Success**
Students gain an understanding of the keys to work-life balance and define which keys support them personally. Participants receive tools and resources to guide them in creating short-term change, and in making long-term sustainable choices. Participants leave the workshop with actions which can be immediately be implemented into their work and life for greater personal satisfaction and professional effectiveness.
Teaching and Instruction
Each semester the Center for Graduate Life facilitates workshops intended to provide graduate students with training on a variety of topics related to teaching. Past workshops have included topics such as active learning, critical thinking, understanding the cultural transitions of international students, legal issues in the classroom, diversity in the classroom, and teaching portfolios to name a few.

Workshop Examples:

**GTA Workshop: A Beginner’s Guide to Teaching Online**
This workshop addresses the challenges associated with moving a traditional in-classroom course to the online environment. Topics discussed include determining the necessary resources, best practices, and incorporating multimedia into the online experience.

**GTA Workshops: Motivating Large/Early Classes**
This workshop provides participants with specific (and proven) strategies designed to increase motivation in large and/or early morning classes. Best practices are shared.

**How to Conduct a Teaching Demonstration at an Academic Job Interview**
Today’s academic job market has become increasingly competitive, and search committees have become increasingly selective. Graduate students can set themselves apart from the competition by being prepared to deliver a brief demonstration of their teaching skills. In this highly interactive workshop, experienced faculty discuss how to optimize this opportunity. Practical suggestions for presenting to the interview committee are shared.

**Developing Your Teaching Philosophy**
Any graduate student interested in college teaching needs to have a teaching philosophy which can be clearly articulated to a search committee. Knowing how to properly respond to challenging questions about one’s teaching philosophy is also a must. This workshop is a useful opportunity to begin the process of designing one’s own philosophy.

GTAs are encouraged to attend workshops offered through the Center for Teaching and Learning. [http://teaching.uncc.edu/](http://teaching.uncc.edu/).
Personal and Professional Growth and Advancement
Personal and Professional Growth and Advancement Workshops

Personal Growth:

Striving and Thriving: How to Succeed in Graduate School
Graduate school can be a most challenging time. This workshop shows participants how to better manage stress using gratitude and happiness. Learn how to replace old, negative thinking patterns with positive thoughts that contribute to one's enhanced performance and productivity in life, work and school. Relaxation and meditation tips designed to help improve concentration are also reviewed.

Avoiding Graduate School Burnout: Surviving till Graduation
Graduate students are challenged to perform under pressure, maintain energy and momentum, navigate tricky relationships, and receive ongoing feedback and evaluation. This workshop provides participants with some key strategies for maintaining balance in life/work and school. Learn how to identify signs of burnout, gain skills for coping with stress, and develop habits of good self-care to support success through graduation and beyond.

Mindful Mondays
Graduate school demands a great deal of resilience. In order to help support graduate students in their efforts to manage their stress, the CGL offers weekly sessions of complimentary 45-minute Yoga followed by 15 minutes of guided mindfulness meditation. Students learn how to engage in mindfulness practices that are related to reductions in stress and increased well-being. Facilitated by doctoral students in various academic programs. Annually or on-demand.

Discussion Groups
The Center for Grad Life supports ongoing discussion groups on topics of interest to our students. These discussion groups are coordinated from time to time and based on demand. Some previous groups have included the Women's Doctoral Discussion Group, the International Graduate Student's Discussion Group and the Post-Doc Discussion Group.

Professional Advancement:

Getting the Most out of Academic Conferences
Academic conferences provide the perfect venue for networking with future research collaborators and potential employers. This interactive workshop focuses on how one can actually enjoy networking opportunities and promote visibility in the field. Participants share their own “best practices” and learn from others.

Understanding the Academic Search Process
This workshop addresses the academic job search process from the very beginning (e.g., faculty opening identified; position description is written) to the end (e.g., contract negotiations; accepting a position). Participants learn how policies and procedures guide the Search Committee. Helpful strategies for successful communication with Search Committee members are also provided.

PSM and Graduate Students: Create a Winning Resume for Today's Job Market
Resumes are still important tools in today's job search. Although there are many options for representing oneself online as a job candidate, the resume is still the preferred tool for job applications. This workshop focuses on how to separate oneself from the competition, while communicating the technical skills developed in Professional Science Master's programs.

Resume Writing for Industry/Applied Jobs: Putting Together Your Best Application for a Job in Industry
Discover how master's and doctoral students can effectively present their experiences to obtain jobs in industry. Make your academic skills relevant and learn how to describe applied projects for the private sector. Develop strategies to communicate these skills in a manner that appeals to a variety of organizations.

Interview Skills for Applied/Industry Jobs
How can graduate students compete for industry jobs? Students learn interviewing skills needed to make a good impression during the hiring process, as well as how to address tough questions.

Creating a Strong CV and Job Application Package
This workshop is intended to help graduate students build a competitive job application package. Important components of a curriculum vita (CV), strategies for keeping a CV up to date, and suggestions and examples for what to include in the job application package are addressed. Students looking to secure a position in either academia or industry in the next two years should plan to attend this workshop.
Research, Ethics and Scholarly Inquiry
Research is the hallmark of graduate education and demands that rigorous ethical practices are followed. One’s ability to be effective in a community of research and scholarship depends on having a supportive and challenging environment from start to finish.

**Finding a Good Mentor for Grad School and Beyond**

There is no one course that teaches graduate students about how to merge the academic, decision making, and problem solving skills gained through graduate study while developing oneself as a leader in the field. Achieving that result requires effective mentoring, which is critical to one’s academic and professional career. Each year, the annual recipient of the De Silva Mentoring Award presents on mentoring and the important role it plays in the lives of graduate students.

**Preparing for Your Oral Defense: A Panel Discussion**

Defending your research is a requirement for any scholar. A panel of faculty from a mix of disciplines offer some especially helpful pointers on how graduate students can best prepare for their defense. Doctoral candidates who have been through the process also offer advice on what to expect.

**Building a Professional Relationship with Your Faculty Advisor: Defining Boundaries**

Unwritten boundaries exist in any professional relationship. This workshop addresses how doctoral students can establish a working rapport with their advisor(s) so that the needs of all parties are satisfied and understood. In good times and bad, students must keep lines of communication open with their directors and committee members. Participants learn to negotiate the delicate balance between self-advocacy and compromise.

Workshops on various statistical and research software are offered on-demand. Examples of past workshops include:

**Excel 2013 for the Intermediate User**

This workshop provides an overview of some basic and commonly used functions of Excel 2013 including: importing, formulas, VLOOKUP, charts/graphs, concatenation, interconnected sheets and an introduction to pivot tables. This 90-minute session is intended for graduate students with at least some experience with Excel.

**Multiple Regression Using SPSS and Factor Analysis Using SPSS**

Introduces participants to carrying out linear regression models involving several causal variables with the common and user-friendly software package SPSS. The primary purpose of these workshops are to convey the basics of how to do linear regression and factor analysis with SPSS and how to interpret the results.

**Using the Pivot Database to Search for Funding Opportunities**

UNC Charlotte subscribes to Pivot, the most comprehensive source of funding information on the Web. An enhanced version of the University’s previous COS (Community of Science) subscription, Pivot represents 26,000 records of funding opportunities and provides a database of nearly three million expertise profiles from around the world. In this workshop, graduate students learn the fundamentals of using this online database to search for funding opportunities in all disciplines for research, programs, creative activities, outreach, study, and other scholarly activities. Participants are given the opportunity to create personal profiles in order to receive funding alerts.

**Ethics Related Forums:**

Each semester the Center for Graduate Life coordinates a variety of faculty-student led forums, which focus on ethics. These forums are often coordinated in collaboration with the Center for Professional and Applied Ethics. Discussion topics are designed to provide an arena for scholarly discourse among graduate students from all disciplines.

**Examples of Past Forums Include:**

**How Safe is Your DNA? The Henrietta Lacks’s Case**

Faculty members from the Department of Genomics & Bioinformatics and the Department of Sociology provide an engaging presentation and discussion about the Lacks case and how guidelines concerning research involving DNA may be affected to protect individual rights and research ethics.

**Surveillance for Security: Legal? Ethical?**

This expert panel addresses surveillance issues at the national and local levels, including the Fourth Amendment (prohibiting unreasonable searches and seizures) and recent revelations about NSA’s practices. Different perspectives were discussed regarding security measures’ legality, privacy implications and fairness.

**Mentees’ Rights and Responsibilities**

The mentor-mentee relationship has a major impact on the productivity of a student’s graduate career. It is complex, and its success largely depends on the individuals involved. How do mentees choose a mentor who will help them achieve their goals? What are reasonable expectations that a mentee may have of a mentor or that a mentor may have of a mentee? How does a mentee handle conflict and uncomfortable situations? These are some questions the workshop will address, using discussion of case studies and role-playing.
Center for Graduate Life Faculty

Although the CGL partners with faculty across campus who bring expertise to instruction and training for graduate students, here we highlight our program faculty.

Dr. Judith Krauss
Faculty for Graduate Teaching
Dr. Krauss’ research interests include the use of active learning to promote critical thinking. To this end, she has researched pedagogy, developed classroom techniques, presented workshops, and published on effective methods of teaching. Dr. Krauss has worked extensively with at-risk undergraduates, non-traditional learners, and students from diverse backgrounds. As a result, she believes that accessible classroom teaching is the underpinning for student enthusiasm, learning, and retention. Dr. Krauss received her Ph.D. in Developmental Psychology from The George Washington University and a BA in Psychology from St. John's University.

Dr. Krauss is Faculty for Graduate Teaching in the Center for Graduate Life and Adjunct Graduate Faculty. In this role she coordinates efforts to support and train graduate teaching assistants through the Center for Graduate Life. In addition to the courses, Teaching at the College and University Level (GRAD 6001/8001) and Teaching at American Colleges and Universities: Perspectives for International Students (GRAD 8011), she facilitates professional development workshops on college teaching and best practice sessions to supplement training for TAs across disciplines.

Dr. Lisa Russell-Pinson
Faculty for Graduate Writing
Dr. Russell-Pinson has taught in the Department of English, ELTI and the College of Education at UNC Charlotte, where she also completed a postdoctoral fellowship in the Applied Linguistics Program. She has taught ESL/EFL in the U.S. and abroad and been involved in ESL/EFL professional development in the U.S., the Czech Republic and Slovakia. Her primary research interests include English for specific purposes (particularly curriculum and materials design), academic writing, medical discourse and corpus linguistics. Dr. Russell-Pinson’s courses address writing at the graduate level. She earned her Ph.D. in applied linguistics from Georgetown University.

Dr. Russell-Pinson serves as Faculty for Graduate Writing in the Center for Graduate Life. In this role she teaches Graduate-Level Writing for International Students (GRAD 8010/6010) and facilitates graduate student professional development workshops on a variety of academic writing-based topics. In addition, Dr. Russell-Pinson coordinates the CGL’s writing initiatives designed to provide support for doctoral students who have completed their course work and are actively writing their dissertation.

Dr. Jo Ann Lee
Faculty for Graduate Research
Dr. Lee’s research on psychology and aging translates well to her work in the CGL. She serves as the Faculty Associate for Graduate Research and Ethics in the Center for Graduate Life. The course she teaches (GRAD 6002/8002 Responsible Conduct of Research), focuses on the nine areas of ethical behavior for which training is required by the National Institutes of Health (NIH) and the National Science Foundation (NSF). In her role, she also facilitates a variety of graduate student professional development workshops focusing on ethical behavior expected of scientists. Dr. Lee received her Ph.D. from the University of Georgia in Psychology, with a specialty in industrial/organizational psychology. Her research interests include: personnel selection, testing and measurement, prevention of discrimination in the workplace, assessment techniques, performance appraisal procedures, older worker issues, and work/family issues.

Affiliates

Dr. Glenn Boreman
Professor and Chair, Department of Physics and Optical Science. Dr. Boreman teaches the Responsible Conduct of Research course. He received his Ph.D. from the University of Arizona.
Dr. Dipti Patel-Misra

Executive in Residence

Dr. Dipti Patel-Misra has two decades experience with a unique background in healthcare finance, insurance, health economics, outcomes, informatics, and healthcare analytics, including senior leadership roles at Blue Cross Blue Shield of North Carolina and SAS. She specializes in strategically using analytical insights to drive enterprise objectives. Her key projects include episode analytics, personalized healthcare models, risk based clinical models, and predictive models. Dr. Patel-Misra earned her Ph.D. in chemistry at The Johns Hopkins University and a Master of Business Administration from the University of North Carolina. She has her coaching certification from Healthcare Coaching Institute and advises rising stars in healthcare analytics on how to effectively transition from contributor to manager to executive.

Dr. Patel-Misra is faculty at UNC Charlotte where she teaches and advises graduate students in the Health Informatics Program. In her role as the CGL’s Executive in Residence, she teaches Transferable Skills for Career Success (GRAD 8002/6020), a course designed to give graduate students a very early start on the process of career planning, self-assessment and leadership development. In addition to teaching, Dr. Patel-Misra facilitates several career development workshops for graduate students, and provides individual guidance to doctoral students seeking a non-academic job.

Collaborative Partnerships

The CGL frequently collaborates with other campus offices such as the Writing Resources Center, the University Career Center and Project Mosaic. Students are invited to meet individually with a Senior Writing Tutor in the CGL Monday-Thursday by appointment. Likewise, students are encouraged to meet with a career counselor in the University Career Center to obtain resume feedback and tips on improving interviewing skills. Graduate students who seek assistance with statistical software can take advantage of the numerous “Project Mosaic” workshops sponsored by the College of Liberal Arts and Sciences.

Other Collaborative Resources:

- Research design consultations through Project Mosaic. By appointment in the CGL.
- Writing support for master’s students through the Writing Resource Center.

Helpful Links:

- Workshop calendar http://gradlife.uncc.edu/workshops
- Virtual Library http://gradlife.uncc.edu/virtual-training
- Student Resources http://gradlife.uncc.edu/student-resources
- The Graduate School http://graduateschool.uncc.edu
Credit-bearing Graduate School Courses

**GRAD 6002/8002 - Responsible Conduct of Research (2)**

An introduction to several aspects of a successful professional career emphasizing research. Designed to benefit graduate students across the University. Focuses on practical skills and critical thinking about the responsible conduct of research, highlighting the nine areas of instruction required by the National Institutes of Health (NIH) and National Science Foundation (NSF). Features several different speakers with expertise in various areas of professionalism and research ethics. Required course for all doctoral students. Graded on a Pass/Unsatisfactory basis. (Fall, Spring)

**GRAD 8010/6010 - Graduate Level Writing for International Students (3)**

This course is designed to benefit English as a second language (ESL) graduate students and serves as an introduction to concepts central to graduate-level writing in the United States, such as academic integrity, audience awareness, discipline-specific variation in writing norms and culture, and rhetorical purpose. Graded on a Pass/Unsatisfactory basis. (Fall, Spring)

**GRAD 8001/6001 - Teaching at the University Level (3)**

Designed for graduate students who teach or intend to teach in the future. Topics include: developing a teaching philosophy, constructing a syllabus, using student demographics and learning styles in course design, managing controversial topics, incorporating active learning and critical thinking, constructing rubrics, assessment, and applying theories of cognitive development, learning, and motivation to the classroom. Students lecture throughout the semester in order to gain teaching experience and to benefit from peer review. (Fall, Spring)

**GRAD 8240 - Research Ethics in the Biological and Behavioral Sciences (3)**

Cross-listed as PHIL 8240/6240. Designed to identify the fundamental elements that characterize not only methodologically grounded but also morally appropriate scientific research. (Fall, Spring)

**GRAD 8020/6020. Transferable Skills for Career Success. (2)**

This course is designed to give graduate students a very early start on the process of career planning, self-assessment and leadership development. The process involves broad components: understanding personal strengths, skills and values, building strategic career plans, and implementation of that plan.

**GRAD 6100. Quantitative Methods I: Basic Statistics and Probability (3)**

This course will cover basic statistics and probability theory. It will prepare students to take a more advanced course on linear regression. Students are expected to learn SAS, STATA, and R during the semester by participating in modules offered by Project Mosaic. By the end of the semester, students should know the steps that need to be taken to clean data prior to advanced analysis, strategies for combining data, graphing and measures of central tendency and dispersion. They will also understand sampling theory, inferential statistics, and sampling distributions.

**GRAD 8151/6151. Professional Communications (1)**

Cross-listed as BINF 8151/6151. Principles and useful techniques for effective oral presentations, poster presentations, scientific writing, use of references and avoiding plagiarism. Students in the course critique and help revise each other’s presentations and learn how to avoid common pitfalls. In addition, students learn how to properly organize and run a meeting. Students prepare a CV, job application letter, and job talk. (Fall)

**GRAD 8240/6240, PHIL 8240/6240. Research Ethics in the Biological and Behavioral Sciences. (3)**

Cross-listed as PHIL 8240/6240. Designed to identify the fundamental elements that characterize not only methodologically grounded but also morally appropriate scientific research.

**GRAD 8011. Teaching at American Colleges and Universities: Perspectives for International Students (3).**

Pre- or Co-requisites: Completion of two graduate semesters in the United States is a prerequisite for this course. Students must be enrolled in a master’s or doctoral degree program. This course, which offers the same curriculum and pedagogy as GRAD 6001/8001, Teaching at the College or University Level, is designed for and offered to International graduate students who wish to teach at American colleges or universities. The unique perspectives and cultural experiences of International graduate students will be sought and utilized in covering a variety of relevant topics.

**GRAD 8103. Advanced Quantitative Methods Time Series Analysis and Classificatory Methods (3)**

The purpose of this course is to introduce students to three methods for analyzing quantitative data that are used frequently in public policy research. These are two classificatory methods, factor analysis and cluster analysis, and an extensive overview of time series analysis. Students are required to be familiar with the principles of statistical analysis and, in particular, with regression analysis to be enrolled in this course.

**GRAD 8990. Academic Integrity. (Non-credit)**

Online training addressing issues of academic integrity and the University’s policy and procedures related to violations. Required of all new doctoral students. No credit, non-graded. (Fall, Spring)
The Graduate Life Fellow Program: Professional Development in Action

The Center for Graduate Life's Graduate Life Fellow (GLF) program helps graduate students hone leadership skills beyond the scope of their academics. Through programming designed to build a campus community within the graduate student ranks, GLFs learn how to work in teams, plan programs and events, and become comfortable outside their labs, classrooms and academic programs. As Graduate Life Fellows, they are ambassadors for graduate education and they work directly with their colleges. The Graduate Life Fellowship helps them become leaders of tomorrow in our region's business, industry and education community.

According to previous Graduate Life Fellow and Doctoral Candidate of Geography & Urban Regional Analysis, Claire Schuch, “As a result of my involvement, I have been able to develop new skills and initiatives that will serve me as I complete my PhD, apply for jobs, and launch my career. Thanks to the programming to which GLFs contribute, grads create more inter-departmental connections and gain necessary information and skills that their graduate degree doesn’t always provide. I would not have gained these insights and experiences had I not been a GLF.”

The Center for Graduate Life recruits and selects a new team of GLFs each spring based on a combination of exemplary leadership skills and academic achievement. In exchange for their programming, each GLF receives a cash award. For more information on the GLF program, please email the gradlifecenter@uncc.edu.

The 2015-2016 Graduate Life Fellows

Scott Barber, Master’s Student, Architecture.  
Meika Berlan, Doctoral Student, Public Policy.  
Myasia Burns, Master’s Student, Communications Studies.  
Gabriela Patricia Lopez de Arcia, Master’s Student, Latin American Studies.  
Emily Teague-Palmieri, Doctoral Student, Counselor Education and Supervision.  
Kristen Reynolds, Master’s Student, English; Certificate Student Africana Studies.  
Dahlia Shvets, Master’s Student, Bioinformatics.