Your first year checklist

☐ Complete Basic RCR Training (done today!)

☐ Pay your student bill and confirm enrollment for Spring 2014 today. Consult with your advisor or graduate program director for proper course selection

☐ Submit final official proof of previous degree(s)

☐ Get your HuskyCard (Michigan Tech ID) in the Library

☐ Check MyMichiganTech.mtu.edu regularly for additional checklist items, links to forms, and to confirm receipt of items

☐ Select an advisor and submit the “Advisor and Committee Recommendation form” no later than fall 2014 http://gradschool.mtu.edu/forms

☐ Learn the “Secrets to Successful Research” – check out our online seminars and other resources at http://gradschool.mtu.edu/professional

☐ Complete Advanced RCR training in fall 2014 or spring 2015

☐ Register and confirm enrollment for fall 2014 (required) and summer 2014 (optional)

Visit our website for all of our available resources.

www.mtu.edu/gradschool
January 10, 2014

Dear Graduate Student,

Welcome to Michigan Technological University! I am very happy that you have chosen to pursue your graduate education at Michigan Tech. Your time in graduate school will be filled with challenges and achievements; you will remember some of the experiences you have for the rest of your life. I know that you will meet interesting people, work hard, and learn much about your chosen discipline and yourself while you are here.

You are joining a university that values research and service to society. While you are here you may become an internationally recognized expert in your field of study. You may develop a new tool that will improve the quality of life for people around the world. You may identify new ways to save energy or water and promote strategic uses of natural resources. Your work may fundamentally change the way we think about transportation. All of these things and more are possible at Michigan Tech. The papers you write and presentations you give while you are here will help you to hone your communication skills and develop professional connections that will last throughout your career. Many of you will have the opportunity to teach or guide other students. You are going to be seen as a leader and will have the opportunity to make a strong positive impact on others’ lives.

Michigan Tech’s Graduate Student Government (GSG) represents you and all other graduate students on campus. The GSG works with me to continually improve the graduate education experience for all students. Students who participate in GSG have the opportunity to develop their leadership skills and work with other graduate students from across the campus on issues that are important to the Michigan Tech community. I hope that you will get involved in the GSG at some point during your graduate career.

When you are not working or studying, the local community and Keweenaw Peninsula area offer a wide variety of cultural, historical, and recreational opportunities. If you take advantage of these activities, you will get to enjoy all that the “Copper Country” has to offer.

Orientation is designed to introduce you to people and programs that are here to support you during your graduate career. You will also learn about some tools and techniques that you can use to build a relationship with your advisor, graduate committee members, and other faculty and staff. Today you will receive useful handouts that will be helpful in the future.

The staff of the Graduate School looks forward to working with you as you complete your graduate degree. We hope that you will come visit us on the fourth floor of the Administration Building. We are always happy to answer questions and provide assistance whenever possible.

Sincerely,

Jacqueline E. Huntoon, PhD
Associate Provost for Graduate Education and Dean of the Graduate School
Who are we?
Graduate Student Government, or GSG, represents the interests of the graduate student population to the university’s administration. With representatives from every graduate department on campus, GSG plays an important role in shaping the graduate experience at Michigan Tech. GSG also has representatives on most standing university committees ranging in scope from health care to campus diversity to entertainment.

What does GSG do?
GSG works to enrich the intellectual and professional lives of grad students.
> The Lunch-n-Learn lecture series features speakers and presenters while providing a free meal for attendees.
> Spring semester’s Graduate Research Colloquium allows grad students to share their research with their colleagues, awarding prizes for quality presentations.
> Each year GSG presents awards for an exceptional graduate student scholar, leader, and faculty mentor, honoring the recipients publicly at the Graduate Research Colloquium’s awards banquet.
> Grad students are also regularly awarded travel grants for attending ($150) or presenting at ($250) professional conferences.
> GSG also organizes a series of social events (cook-outs, games, bowling, karaoke) and sponsors a popular summer softball league. These venues provide opportunities for grad students to meet people not only from other academic disciplines but from other countries and cultures.

How can you get involved?
All graduate students are invited to attend GSG meetings, although only elected representatives and executive board members may vote. GSG representatives are typically elected by the fellow grad students in their department. You do not need prior experience to become a representative.
GSG is always looking for friendly, helpful people to get involved in developing a great grad student experience at Michigan Tech. Serving on GSG is excellent preparation for administrative and governance work both inside and outside of academia. Beyond the simple value of a stripe on one's vita, GSG members learn about team-building, public service, leadership, as well as the workings of a university at the administrative level.

How do you find us?
GSG meets the first and third Monday of every month in 404 Admin, right next to the GSG office. All graduate students are welcome to attend the meetings and invited to share their ideas, opinions, or concerns.

The GSG office is 405 (fourth floor) of the Administration Building. Office hours are posted on the door. Grad students are welcome to drop by during office hours. There is a comfortable common room with a sofa and chairs where people can sit, relax, socialize, read, or even play board games.

You can find the complete schedule of our upcoming socials, Lunch-n-Learn and other events on the GSG website.

Contact Us
Give us a call: 487-3183
Send us an email: gsg@mtu.edu
Visit our website: gsg.students.mtu.edu
Like us on Facebook: www.facebook.com/GraduateStudentGovernment

To learn more about GSG, you may speak with one of your departmental representatives, whose name you can find at the GSG website, or use one of channels listed in the Contact Us section.

Upcoming GSG Events

Graduate Research Colloquium
February 19-20, 2014
Memorial Union Ballroom

Lunch ‘n’ Learns - TBA

Social events - TBA

Like us on Facebook to connect with us and learn about current events:
www.facebook.com/GraduateStudentGovernment

Or, visit our website:
gsg.students.mtu.edu
Welcome to Graduate School Orientation!

Agenda

- Introduce you to Graduate School staff and a variety of services available to you
- Orientation program: 1 – 4:30pm
  - Help you start your first year and learn the basics of responsible conduct of research

Logistics

- We will have two breaks; please get water and use the restrooms as needed
- Attendance will be taken
  - Your presence for the entire session is required to successfully complete the required training portion of orientation

Associate Provost for Graduate Education and Dean of the Graduate School

Graduate School Staff

Jacqueline Huntoon
Professor of Geology

Graduate School Staff

Jacque Smith
Director of Graduate Enrollment Services

Carol Wingerson
Admissions and Applications

Kristi Isaacson
Assistant Director of Graduate Enrollment Services

Heather Suokas
Staff Support

Bonnie Gagnon
Finance Coordinator

Shellie Crisman
Business Systems and Data Analyst

Heather Sukas
Staff Support
Graduate School Staff

Nancy Byers Sprague
Assistant to the Dean

Deb Charlesworth
Assistant Dean

mtu.edu/gradschool

- Announcements
- Calendar
- News
- Current Students

Web Tip

MyMichiganTech and your e-mail

- MyMichiganTech continues with you
  - Your status as a student – academic information, account balance, registration information, etc.
  - Your courses, your advisors, quicklinks, etc.
  - Check it often!

- Your Michigan Tech e-mail (@mtu.edu)
  - FERPA requires communication regarding your status go to a verified and secure e-mail account
  - You are responsible for regularly checking your Michigan Tech e-mail for University notices – some messages may not be smartphone compatible

Responsible Conduct for Research Training

- Completing this session fulfills the basic training required of all students
- Advanced training is now required for all students. This can be completed in a variety of ways.
  - Search the Graduate School site for “RCR” and the first page will give details
  - It is required in your second or third academic semester – fall 2014 OR spring 2015

Graduate Student Orientation

Entering a New Stage in your Professional Career
Goals for Today

- Help you understand....
  - Expectations for your first semester
  - Expectations for your graduate career
  - Positive conflict management
- Introduce you to appropriate conduct for a researcher in the lab and classroom

The “Resolving Conflict” and “Setting Expectations” portions of orientation are adapted or used from materials developed by Michigan State.

A Time of Transition

- Congratulations on your acceptance and welcome to graduate school!
- You are now apprentices in your field
- Faculty will have higher expectations of you and your work
- Graduate school is challenging and different in many ways from your undergraduate career

What percentage of students complete their PhD within 10 years?
A. 20%
B. 40%
C. 60%
D. 80%
E. 100%

Why do Students Leave Graduate School?
A. Unmet expectations
B. Faculty-student relationships
C. Lack of departmental integration
D. Issues with funding
E. Personal reasons

Your First Semester
Develop plans for...

- ...your coursework
- ...your research
  - Determine what topics interest you the most
  - Identify potential faculty advisors
  - Schedule interview with potential advisors
- ...funding your education
  - GTA, GRA, External funding, loans
- ...your career

A faculty advisor generally provides guidance for...

- Academics
  - Courses to take
  - Teaching methods
- Research topic
  - Identify resources you may need
  - Provide constructive feedback on your results and presentation of your work
- Career
  - Identify potential sources of employment
  - Assist in networking at professional meetings
How do you select an advisor?

- Some programs will select an advisor for you – especially coursework only degrees
- Many factors can influence your decision
  - Availability of funding
  - Research topic
  - Management style
  - Other students in research group
  - Etc., etc., etc.!

What factor is most important to you in selecting an advisor?

A. Availability of funding
B. Research topic
C. Management style
D. Other students in research group
E. Some other factor

You will need support beyond your advisor

- Other faculty and staff at Michigan Tech will help you complete your degree
  - Look beyond your department and draw on the collective experience available on campus
  - Take advantage of seminars and workshops offered on campus
  - Some projects are highly collaborative, and will involve the skills of many people
- All research projects will be evaluated by a committee of graduate faculty

Why Does the Faculty/Student Relationship Matter?

- Relationship with your advisor and committee does not end with graduation
- Careers depend on good reference letters
- Faculty Power
  - Stipends
  - Work assignments
  - Resources
  - Advice

Basic Premise

- At some point in your graduate career, you may have a conflict with a mentor
- Conflict occurs when two or more people believe their actions, thoughts, or ideas are not compatible
  - One roommate wants to go on a ski trip; the other wants to go to Hawaii for a vacation
  - You want Dr. Smith on your committee; your advisor wants Dr. Roberts

More about conflict

- Conflict can be major or minor
  - The magnitude of the conflict can be a matter of perception. What may be very important to you may be less important to someone else.
- Conflict itself is neither good nor bad
  - It's how conflict is handled that is good or bad
What conflicts might occur during graduate education?

Basic Assumptions
- Many issues in graduate education are not negotiable (University policies, laws, etc.)
- The power differential between graduate students and faculty will always exist
- We should not expect 100% retention or completion
- Remember, conflict is not good or bad – handling it in a positive way is more important

How do we resolve conflict?

Resolving Conflict
- Identify the issue
  - An issue is the immediate question that needs to be answered
  - There may be more than one issue, but select one to start with
- Select a strategy to resolve the conflict
  - Avoidance, Accommodating, Positional, Interest-based
  - There is no right or wrong strategy

Options to Resolve Conflict Decrease Over Time

<table>
<thead>
<tr>
<th>Options</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>B</td>
<td>F</td>
</tr>
<tr>
<td>C</td>
<td>E</td>
</tr>
<tr>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>E</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>C</td>
</tr>
</tbody>
</table>

Avoidance and Accommodating
- Avoidance
  - Maybe the problem will go away if I ignore it
- Accommodating
  - Let the other person have his or her way
- Common point with both strategies is that the conflict does not usually go away
- Not dealing with the conflict now can lead to problems or anger later
The Positional Approach to Resolving a Conflict

- Narrows options in the beginning to two positions
  - Neither position may be the best answer to the issue.
- May produce a winner and a loser or two losers!
  - Neither person gets exactly what they want
- May harm the relationship

The Interest-Based Approach

- Differs from all of the other strategies because it considers more than just you and the other person in the conflict
- Many people or units may have a stake in resolving the conflict successfully
- Considers the interests of all people or units that have a stake in the conflict – not just you and your advisor

Sunny Skies – Discussion

- Identify the issue.
  - What is the immediate question that the student needs answered?
- Identify the people and interests.
  - Who are the people or groups that might be affected by the student’s actions?
  - What are their interests?
- Generate options for the student.
Setting Expectations

www.mtu.edu/gradschool/succeed

Advisor – Student Expectations

- You have expectations for your graduate career
  - The student in our video expected to have time to take a vacation during spring break
- Your advisor will have expectations for you
  - The advisor in our video expected the student to work during spring break
- Expectations can be either explicit or implicit

Explicit Expectations

- Explicit Expectations:
  - Clearly Stated (verbally or in written form)
  - Checked for understanding
  - Unilaterally or jointly set
- Explicit expectations can still cause conflict if you disagree with your advisor, but conflict may be dealt with in a positive way using the interest based approach.

Implicit Expectations

- Implicit Expectations
  - Not stated and rarely understood.
  - “What didn’t you understand about what I didn’t tell you?”
  - “What part of my silence didn’t you understand?”
- Implicit expectations can cause conflict between a student and advisor at an unknown point in the future.

Window of “Negotiable” Expectations

- Develop a list of your interests.
  - What are your goals for a graduate education?
  - What are the interests you bring to graduate education?
- Develop a list of issues that might arise during your education.
  - Who should serve on my committee?
  - What classes should I take?
Basic Expectations of a Student

- Perform work in a timely and responsible manner
- Asking questions when expectations or protocols are unclear
- Set expectations for their training
- Maintain good research records
- Follow policies that govern practices in field

Basic Expectations of an Advisor

- Provide training in research methods and standards for responsible conduct
- Setting goals for project
  - Managing staff time and equipment
- Setting criteria for and evaluating progress
- Setting an example by following proper research protocols
- Setting criteria for credit in publications

Integrity in Academics and Research

Part 1. Collaboration

Academic Integrity vs. Research Misconduct

- Academic Integrity (AI) pertains to work submitted for a grade.
- Research misconduct in scholarly activities pertains to research.
- Graduate students generally engage in coursework and research, so they need to be aware of both policies.

Regardless of the type...

- Students & faculty are expected to complete all work with integrity and comply with University policies
- Not knowing the policies is not a reason for infringement
  - Academic Integrity resources: http://www.mtu.edu/dean/conduct/integrity/
  - Research Misconduct resources: http://www.mtu.edu/research/administration/integrity-compliance/responsible-conduct/

Collaboration on Assignments

- Michigan Tech’s expectations may be different from your previous university
- At Michigan Tech, it is not acceptable to collaborate (work together) on any assignment unless your instructor has given you permission.
Collaboration Scenario

- A class is given a take-home assignment that may include both numerical and written components.
- Students are given written instructions stating that they may talk about any part of the project with anybody.
- Students must independently develop an answer and submit their own work.

Situation #1
While eating lunch, Paul asks Deb how to start the project. Deb describes her general approach.

Is this acceptable collaboration?
A. Yes
B. No

Situation #2
A few days later, Paul is talking to his roommate about the same assignment. The roommate took the class last year and shows him the solution to the problem.

Is this acceptable collaboration?
A. Yes
B. No

Situation #3
Paul asks Deb for more help after Deb has completed the assignment. Deb opens up her homework file, and discusses the problem with Paul, showing him parts of the computer file. After several attempts at explaining the problem to Paul, Deb decides she’s hungry and goes to lunch. Paul notices the file is still open on Deb’s computer and saves a copy of the file on his thumb drive.

What’s the violation in this scenario?
A. Paul and Deb talking together
B. Deb showing Paul her work on the computer
C. Paul taking Deb’s file
D. A and B
E. B and C

During Grading of the Assignment

- The instructor notices that Paul and Deb’s assignments are very similar.
- The two assignments share:
  - Identical file creation time stamp
  - Formatting of the answer
  - Errors in calculations
  - Formatting in the document
What will the instructor think?
A. Paul and Deb collaborated together and will accuse both of academic integrity violations.
B. Paul stole the file from Deb and will accuse Paul of academic integrity violation.
C. They just happened to come up with identical answers when they discussed the solution and there is no violation.

Who is at fault?
A. Paul
B. Deb
C. Both

Collaboration on Assignments
- Collaboration could include
  - Discussing assignments with other students
  - Sharing solutions and answers
  - Helping a friend – in or out of your class
- Collaboration is only allowed if you are explicitly told that you may work together
  - Ask your instructor
  - Don’t ask fellow students!

Integrity in Academics and Research
Part 2. Plagiarism

What is plagiarism?
- Plagiarism is when you use someone else’s words or ideas and take the credit for them.
- Reusing your words for another paper is not plagiarism, but it may violate the academic integrity policy.
- Plagiarism is not allowed under any circumstances for any work

Two things you need to do
- Acknowledge the source of any ideas you present that are not your own – this is done with a citation
  - Exception – if something is “common knowledge” you do not need to cite it – BUT it’s better to over-cite than under-cite
- When using ideas that are not your own, present them in your own words
Good Practices to Prevent Plagiarism

- As you read papers, make notes in your own words
- Use these notes as you write instead of the paper
  - Post-its, index cards
- Avoid copying text into your papers with the intent of changing it later
  - This can be difficult and can lead to unintentional errors

Worksheet – Example #1
Is this plagiarism?
A. Yes
B. No

Worksheet – Example #2
Is this plagiarism?
A. Yes
B. No

Worksheet – Example #3
Is this plagiarism?
A. Yes
B. No

Worksheet – Example #4
Is this plagiarism?
A. Yes
B. No

Worksheet – Example #5
Is this plagiarism?
A. Yes
B. No
Consequences for Plagiarism

- Academic work – Probation, suspension, expulsion, revocation of degree
- Research Misconduct hearing
- NIH will restrict or deny your ability to submit proposals for several years
  - NIH is public about this, but other government funding agencies also conduct investigations
- Journal can reject a paper

Integrity in Academics and Research
Part 3. Data

Responsible Conduct of Research (RCR) Expectations

- Follow the practices of your field and standards of the university.
- Commit to achieving the highest standards of integrity in scientific and scholarly research.
- RCR resources: www.mtu.edu/research/administration/integrity-compliance/

Which one isn’t Research Misconduct?

A. Fabrication, falsification, or plagiarism
B. Deviation from standard practices of field
C. Failure to comply with funding agency requirements
D. Retaliating against someone who has provided information about misconduct
E. Honest error or differences of opinion

What is the issue?

A. Who owns the data?
B. May the student take the data with him?
C. Does the advisor have the right to stop the student from taking the data?
D. Why didn’t they discuss the future of the data before he was packing?
E. Some other issue…

Definition of Data

- Michigan Tech considers data to be anything collected during research.
- Examples include:
  - Lists of sources
  - Samples
  - Plots
  - Printouts
  - Numerical data
  - Personal notes
  - Images
  - Strip chart recordings
  - Computer files
Who owns the data?

Owner is ultimately responsible in cases of misconduct and accept benefits and liabilities.
A. Funding agency
B. University
C. Faculty advisor/Principal investigator
D. Student researchers
E. All of the above

Who controls the data?

Controller decides who has access to the data for analysis.
A. Funding agency
B. University
C. Faculty advisor/Principal investigator
D. Student researchers
E. All of the above

Who can access the data?

A. Funding agency
B. University
C. Faculty advisor/Principal investigator
D. Student Researchers
E. All of the above

What options are available to the student?

Student Issues

- Students are expected to know lab policies about data access and control
  - May data leave the lab?
  - How is work given credit in publications?
  - May students continue research on the same topic in another lab using the preliminary data?
- By agreeing to work in a certain lab, you agree to PIs policies – know what they are

Fabrication and Falsification

- Fabrication
  - Lying
  - Making up data that doesn’t exist
- Falsification
  - Covering the data up
  - Hiding data that you collected
- There are valid reasons to exclude data, but running out of time is not one of them
Importance of Record Keeping

- If scientific misconduct, specifically fabrication or falsification is alleged, data must be produced
- The university must investigate, so they must provide the data
- Good data recording techniques are essential to protect your intellectual property and maintain integrity

Research Notebooks

- Research notebooks are essential to protecting your data and records
- An ideal notebook
  - Bound
  - Numbered pages
  - Duplicate pages
- Keeping good records of research sources is critical if you are in a lab, or library

Ideal Notebook Practices

- Write in pen
- Put a single line through errors
- Write down thoughts as well as data
- Collect data in notebook as you go – don’t transfer from a loose notebook or paper
- Original remains at University
- Keep a copy/backup elsewhere (3-2-1!)

Docupen

- Scan Your Notebook

LiveScribe Pen

- Record What You Write

What to do?

- If you observe misconduct, you are obligated to do something. To not act is to participate in misconduct yourself.
- Rash reactions and public accusations, however, are not appropriate.
- Learn about standards in the field.
- Ask questions to clarify expectations.
- Consult with a neutral party.
“Sunny Skies”

Professor Finished, Denise?

Graduate Student Yep! It’s Spring Break and since classes aren’t meeting next week, I’m headed to Florida for some well-deserved R and R!*

Professor Wait a minute! Everybody needs a break once and a while, but Spring Break is the best time for uninterrupted research. I need you here – in the lab.

*Note: “R and R” stands for “Rest and Relaxation”

“Moving Day”

Graduate Student Hello, Dr. Altierio.

Professor Well, congratulations again, now I guess we get to call you Doctor as well.

Graduate Student I guess so.

Professor Packing to go?

Graduate Student Yep. Packing up all my books and project files before heading off to North Carolina to start my post-doc.

Professor: Which files?

Graduate Student: My project files.

Professor: Those belong to the lab. You can’t take them with you.
1. Identify the issue

2. Identify the stakeholders and their interests

<table>
<thead>
<tr>
<th>STAKEHOLDER</th>
<th>STAKEHOLDER</th>
<th>STAKEHOLDER</th>
<th>STAKEHOLDER</th>
<th>STAKEHOLDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERESTS</td>
<td>INTERESTS</td>
<td>INTERESTS</td>
<td>INTERESTS</td>
<td>INTERESTS</td>
</tr>
</tbody>
</table>

3. Generate options
You are reading an article by Wright *et al.* entitled, “Bending and fracture toughness of woven self-reinforced composite poly(methyl methacrylate)” *(J Biomed Mater Res, 36, 441– 453, 1997)* and want to use some of the information in your term paper on a similar topic. For each example, consider if the proposed paraphrasing is plagiarism or not and why.

<table>
<thead>
<tr>
<th></th>
<th>Original material</th>
<th>Proposed paraphrasing</th>
<th>Is the proposed text plagiarism? Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bone cement fills the space between the bone and the prosthesis, acting to transfer the load between the prosthesis and bone.</td>
<td>Bone cement fills the space between the bone and the prosthesis, acting to transfer the load between the prosthesis and bone. <em>(Wright <em>et al.</em> 1997)</em></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fixation of hip prostheses by bone cement has been occurring since shortly after the introduction of total hip arthroplasty by Dr. Charnley. <em>(Charnley 1975)</em></td>
<td>In 1997, Wright said, “Fixation of hip prostheses by bone cement has been occurring since shortly after the introduction of total hip arthroplasty by Dr. Charnley. <em>(Charnley 1975)</em>”</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Long-term clinical success of cemented prostheses is directly linked to the stability of the bone cement mantle.</td>
<td>The stability of the bone cement mantle is directly linked to the long-term clinical success of cemented prostheses.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Previous work in this lab has concentrated on improving the mechanical properties of PMMA for use in total hip replacements without introducing a new chemistry for which it might be difficult and expensive to obtain FDA approval. <em>(Lautenschlager <em>et al.</em> 1984)</em></td>
<td>Lautenschlager’s prior work focused on increasing the mechanical properties of PMMA for use in total hip replacements without changing the chemistry since it might be expensive and difficult to obtain FDA approval.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Previous work in this lab has concentrated on improving the mechanical properties of PMMA for use in total hip replacements without introducing a new chemistry for which it might be difficult and expensive to obtain FDA approval. <em>(Lautenschlager <em>et al.</em> 1984)</em></td>
<td>The medical device industry has been hesitant to approve new materials due to a lengthy and expensive FDA approval process. Due to this, the Lautenschlager group has focused on improving the properties of PMMA without modifying the chemistry. In particular, fatigue and fracture properties have been greatly improved with their new materials. <em>(Lautenschlager <em>et al.</em> 1984)</em></td>
<td></td>
</tr>
</tbody>
</table>
Get out and **Experience Tech**

2013 - 2014 Checklist

Golf Course
Call 906-487-2641 or visit www.golf.mtu.edu to book your tee time and don't forget to bring your Michigan Tech ID.

Mont Ripley
The hill can safely support 1,000 skiers at a given time. To make sure we are within that limit, we ask you to swipe your ID card and pick up your day pass at the chateau before hitting the slopes.

Huskies Hockey
A block of 750 seats are held for Experience Tech students. One hour prior to each home game, bring your Michigan Tech ID to claim your ticket at the student entrance of the arena, on a first come first serve basis.

Intramural Sports
A variety of team and individual/duel sports are offered. Check the Fall and Spring semester schedules for team managers’ meetings and signup information. The Intramural Office is located on the second floor of the GDC.

Gates Tennis
Call 906-487-2373 to make a reservation. Bring your non-marking tennis shoes or purchase a pair at the desk. Simply bring your Tech ID and the attendant will point you to your court.

Outdoor Adventure Program
The Outdoor Adventure Program has a large inventory of snowshoes for students to use one time free of charge to introduce them to the sport. Snowshoes are available on a first come first serve basis.

Arts
Visual and Performing Arts Department events take place both at the Rozsa Center and McCabe Theatre. Tickets are available ahead of time for you at the Rozsa Box Office and online.

Wellness
The Wellness Program offers a Health Fair to give students the opportunity to check their current level of health and gain some new ideas to help take care of themselves.

www.ExperienceTech.mtu.edu

Michigan Tech