Welcome

Aloha
E komo mai
Tervetuloa
Benvenuto
Bienvenidos
Bienvenue
Yôkoso
Welkom

August 09, 2017
Please Silence your Cell Phones
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am – 9:00am</td>
<td>Check-in</td>
</tr>
<tr>
<td>9:00am – 9:15am</td>
<td>Welcome to GSU</td>
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<tr>
<td>9:15am – 10:30am</td>
<td>Surviving and Thriving at GSU</td>
</tr>
<tr>
<td>10:30am – 10:45am</td>
<td>Break/ Exit Ballroom</td>
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<tr>
<td>10:30am – 2:30pm</td>
<td>Resource Fair</td>
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<tr>
<td>10:45am – 12:15pm</td>
<td>Writing for Fun, Fame, and Glory: Academic Integrity &amp; Avoidance of Plagiarism</td>
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<td></td>
<td>*Master’s Student: Speakers Auditorium</td>
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<td></td>
<td>*PhD Students: House &amp; Senate Salons (Ballroom)</td>
</tr>
<tr>
<td>11:30am – 12:30pm</td>
<td>Lunch Breakout Session 1</td>
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<tr>
<td>12:30pm – 1:30pm</td>
<td>Lunch Breakout Session 2</td>
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<tr>
<td>2:30pm – 4:30pm</td>
<td>College of Education &amp; Human Development: Welcome!</td>
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<tr>
<td></td>
<td><strong>Location: College of Education, 30 Pryor Street</strong></td>
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<tr>
<td>2:00pm – 2:30pm</td>
<td>Institute for Biomedical Sciences (IBMS)</td>
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<tr>
<td>2:30pm – 3:30pm</td>
<td><strong>Location: Research Science Center, 316 RSC</strong></td>
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</table>
Important Reminders

Lunch Breakout Sessions
11:30am – 12:30pm
12:30pm – 1:30pm

Resource Fair
10:30am – 2:30pm
Dahlberg Hall
(Across the Street)
College of Education & Human Development

afternoon orientation for CEHD students only
@ 2:30 pm – 4:30 pm
CEHD 150

located at the corner of Pryor & Decatur Streets
physical address: 30 Pryor Street
Institute for Biomedical Sciences (IBMS)

_afternoon orientation for IBMS students only_

MIS Students   2:00pm – 2:30pm  
PhD Students   2:30pm – 3:30pm

Research Science Center   316 RSC

Located at the Corner of Decatur Street SE and Piedmont Avenue SE. Adjacent the Petit Science Center
Andrew Young School of Policy Studies

Don’t forget the mandatory AYS New Graduate Student Orientation on August 18th.

Check your email for the invitation and RSVP today!
School of Public Health

PhD Orientation – Tuesday, August 15th
11:00AM – 12:30PM, Urban Life 330

MPH Orientation – Friday, August 18th
9:30AM – 1:00PM, Dahlberg Hall
RCB Graduate Orientation

**When** - Friday, August 11, 2017 (Optional Reception from 6:30 pm – 8:30 pm) and Saturday, August 12, 2017 (Mandatory Program Orientation 8:00 am – 5:00 pm)

**Where** – GSU Buckhead Center, 3348 Peachtree Rd NE, Atlanta, GA 30326 (Tower Place 200)

**Questions?**

Please contact Tracy Kuepper, tkuepper@gsu.edu
Welcome from the Associate Provost

Dr. Lisa Armistead
Associate Provost for Graduate Programs
Distinguished Professor of Psychology
Coming to GSU marks the 1st time you’ve lived in ATL
Graduate Staff Introductions

**Andrew Young School of Policy Studies**
- Michelle Lacoss, Assistant Director Graduate Admissions & Program Administration

**Byrdine F. Lewis School of Nursing & Health Professions**
- Felisha Norrington, Director Office of Academic Assistance

**College of the Arts**
- Tony Davis, Assistant Director Office of Academic Assistance

**College of Arts & Sciences**
- Amber Amari, Assistant Dean for Graduate Programs
Graduate Staff Introductions

College of Education & Human Development
- Nancy Keita, Director
  Academic Assistance and Admissions

Institute for Biomedical Sciences
- Dr. Tim Denning, Graduate Director, Associate Professor

J. Mack Robinson College of Business
- Ian Schonberg, Assistant Director of Graduate Academic Advising

School of Public Health
- Denise Gouveia, Director
  Office of Academic Assistance and Career Services
Surviving and Thriving at GSU
Surviving and Thriving at GSU

Balancing Research & Classes

Lisa Armistead, Ph.D.
Associate Provost for Graduate Programs
Distinguished University Professor of Psychology
Balancing Research & Teaching

Tips & Strategies

• Set Goals, Planning from the Endpoint Back
• Use To Do List-Prioritize
• Break Tasks into Manageable Pieces
• Adapt to Your Clock
• Exploit Opportunities
Tips & Strategies cont…

• Don’t Reinvent the Wheel
• Use Your Department, College and University Resources
• Rest and Play
• Cultivate and Maintain Relationships (Play Nicely with Others)
• Be Thick-Skinned and Persistent
Surviving and Thriving at GSU

Balance is the Key to Life
Graduate Student Alliance (GSA)

Jeremy Land, Ph.D. Candidate, GTA
Department of History
President - Graduate Student Alliance

Megan Piorko, Ph.D. Candidate & Instructor
Department of History
Secretary, Graduate Student Alliance
• Organization devoted to graduate student advocacy and improvement of overall experience.

• Officers:
  – President: Jeremy Land (History)
  – Vice-President: Nagham El Karhili (Communications)
  – Treasurer: Mohammad Safiarian (Chemistry)
  – Secretary: Megan Piorko (History)
• Regular Activities:
  – Sponsor and support graduate student events, conferences, and workshops.
  – Meet with administration.

• Past Accomplishments:
  – Negotiated a reduction of fees for advanced students.
• Join GSA!
  – Sign up for GSA listserv at the Resource Fair.
  – Become a GSA Ambassador for your department.
  – Serve as graduate student liaisons to administrative committees/projects.
  – Email me: jland2@student.gsu.edu if you are interested in learning more about GSA or becoming a GSA Officer.
• Priorities for 2017-2018:
  – Increase graduate student research support.
  – Improve overall value of GSU graduate education.
  – Alleviate costs and difficulties of housing, parking, and transportation.
  – Support for international students.
Graduate Student Alliance

Quick Advice

- Get to know your departmental faculty quickly as they will help support your fellowship and grant applications.
- Apply for grants/fellowships.
- Get active in your field: attend and present at conferences, join professional organizations, participate in your own department’s lectures and events.
- Fight “Imposter Syndrome.”
Advice for International Students

- Stay connected with the International student office for updates on visa and travel policies.
- International students have an alternate option for health insurance through the International Student Office.
- Network constantly and seek outside fellowships/grants.
- Battle homesickness by seeking out and connecting with local communities.
• Some specific projects that GSA has been involved with/plans to undertake this year include:
  – Maternity/Paternity leave policy.
  – Compiling mental health resources for graduate students.
  – Graduate student space and resources in the new library plan.
Get involved!

• GSA is a great place to get connected with other graduate students outside your department and stay up to date with graduate student issues.

Next up: Tammy Turner
Assistant Director for Student Wellness
Student Health Promotion

Tammy M. Turner, MPH, MCHES
Pronouns: She, Her, Hers
Assistant Director of Student Wellness
Due Dates

Part 1
September 11

Part 2
November 6
Haven and Haven Plus

Part 1 Primary Course Content

- Course Lessons
  7 learning modules focused on healthy relationships, awareness of resources and policies, and skill-building

Part 2 Review

- Pre-Assessment
  Survey 1

- Post-Assessment

- Follow-up Lessons
  Survey 2

*Length of intersession is determined by individual schools.

SURVEYS measure changes in attitudes and behaviors
ASSESSMENTS are tests and quizzes that measure student knowledge
How can Student Health Promotion help?
# Student Health Promotion

## Services

<table>
<thead>
<tr>
<th>HIV / STI testing</th>
<th>Tobacco Cessation</th>
<th>Safer sex supplies</th>
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<tbody>
<tr>
<td>• Program planning</td>
<td>• Goal setting</td>
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</table>

## Health promotion consults

- Program planning
- Goal setting

## Online assessments

- AlcoholWise
- Marijuana
- EcheckUp To Go

## Presentation requests

- Health Educator led
- Peer Health Educator led

## Programs (Initiatives)

### Online health education

- AlcoholEdu
- Haven
- Haven Plus

### CHOICES / Basics

- *Generation Rx*

### Escalation – The Film

### Social media

- #GamePlanGSU
- #GYT
- #HealthIsPower

## Events (Outreach)

### Healthy State

- Great American SmokeOut
- World AIDS Day
- Love My Body
- Take Back the Night
- Vagina Monologues

### Into the Streets (working title)
Student Health Promotion

Tammy M. Turner, MPH, MCHES
Pronouns: She, Her, Hers
Assistant Director of Student Wellness

Next up: Nedda Ahmed
Arts Librarian, University Library
Nedda H. Ahmed
Arts Librarian

http://library.gsu.edu
I have to find articles for this Psyc lit review. How do I cite this [weird thing I found] in Chicago format?

Where can I find line drawings of housefly wings?

**Ticket sales for Chinese movie theaters in the 1990s.**

**GO.** I need stats on commuters: time of day, mode of transport, broken down by ethnicity. For Atlanta and Chicago.

How much was Charles Dickens paid for his US lecture tour, and how much is that in today’s currency?

I’m preparing my dissertation prospectus and need all the scholarly literature on comic books. Help?
• 1.6M+ books
• 10K+ journal subscriptions
• 300+ database subscriptions
• 14 Subject Specialist Librarians
Katrina Helz
Fellowship Advisor
Office of Graduate Programs

graduate.gsu.edu/fellowships
Catherine F. Neiner
Director

http://career.gsu.edu/
Thank you for your attention.

Any questions?
Writing for Fun, Fame, and Glory: Academic Integrity & Avoidance of Plagiarism

Lisa Armistead, PhD
Distinguished Professor of Psychology
Associate Provost for Graduate Programs

Nedda Ahmed, MLIS
Arts Librarian

Viviana Cortes, PhD
Associate Professor
Department of Applied Linguistics and ESL

Ida Martinez, MLIS
Psychology and Honors College Librarian

Georgia State University | GRADUATE PROGRAMS
• “Academic writing in particular calls upon writers not simply to express their own idea, but to do so as a response to what others have said.” (Graff & Birkenstein, They Say I Say: The Moves that Matter in Academic Writing)

• Research (thesis, dissertation) is generally developed in response to other scholars, who provide context and foundation to your work.
  – Why is my research important?
  – Where does it fit in the existing body of knowledge?
  – How does it extend the current body of knowledge?
Finding your scholarly voice is a process and a critical part of your graduate education.

– 1\textsuperscript{st}: Listen!

– 2\textsuperscript{nd}: Identify the key scholars who provide context and foundation to your research.

– 3\textsuperscript{rd}: Show that you know the context and foundation.

– 4\textsuperscript{th}: Know how to properly cite others’ contributions. Citation strategies are discipline specific.
• Getting Organized
  – 1\textsuperscript{st}: Read and highlight PDFs but don’t stop there.
  – 2\textsuperscript{nd}: Take notes that allow you to “tell your mom” what the articles say.
  – 3\textsuperscript{rd}: Consult your subject librarian & your professors
  – 4\textsuperscript{th}: Learn appropriate citation and the writing style of your discipline
• There is in fact very little novel language in our daily production and even less in our academic writing (Cortes, 2013).

• Common formulaic expressions in research article introductions:
  
  the rest of this paper is organized as follows.
  the objective of this study was to evaluate
  the purpose of the present study was to
  it has been suggested that
  little is known about the
• Common formulaic expressions in research article methods sections:

participants were randomly assigned to $p$ less than or equal to 0.05
agreed to participate in the study
a randomized complete block design
Textual borrowing comprises strategies used by writers to incorporate sources to their texts.

It includes copying and paraphrasing. There is a continuum of textual borrowing: Near Copy, Minimal Revision, Moderate Revision, and Substantial Revision.

(Keck, 2007)
• Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information (WTS, IU, Bloomington)

• The uncredited use (both intentional and unintentional) of somebody else's words or ideas (Purdue OWL)

• At UNC, plagiarism is defined as “the deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.” (UNC, Instrument of Student Judicial Governance, Section II.B.1)
Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes, the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.
Plagiarism As A Linguistics Phenomenon

Textual plagiarism

Prototypical plagiarism (intention to deceive present)

Patchwriting (intention to deceive absent)

Pecorari, 2008
• “The use of words and/or ideas from another source, without appropriate attribution, and with the intention to deceive.”

Pecorari, 2008
“A primary means of understanding difficult texts, of expanding one’s lexical, stylistic, and conceptual repertoires, of finding and trying out new voices in which to speak.”

Howard, 1999
• All students in this course are required to turn their papers in through Bright Space, and the papers are scanned with the TurnItIn program. Upon review of student’s paper, and further examination of the original sources, there are numerous instances where he uses material verbatim from a source without proper attribution. In most cases, while the source and page number may be referenced, quotation marks are lacking. In a few other instances, there is little to no attribution.

• Academic Penalty: Failing grade on the assignment.
• The student failed to acknowledge the sources of two direct quotations. The quoted material was not set apart in quotation marks. Neither source (Wikipedia and an Amazon.com review) was cited.

• Academic Penalty: Failing grade on the assignment.
Vignettes

• A first year international doctoral student was charged with plagiarism on a course paper after the instructor ran a draft of the document through TurnItIn. The program identified a high percentage of external sources without proper attribution. Almost all of the lines identified by TurnItIn were cited, but were missing quotations or other citation elements. The student stated that she did use the citation standards that were taught to her at her undergraduate institution in her home country, however these standards were not the same conventions used in her GSU doctoral program.

• Academic Penalty: Failing grade on the assignment.
• Subject Librarians

• Official Citation Style Manuals
e.g., APA, MLA, Chicago, Turabian, AMA

• Reputable Auxiliary Sources
e.g., Purdue Owl, Cite Right

• Writing & Citing Software
  – EndNote
  – Zotero
  – Mendeley
Thank you for your attention.

Any questions?
Succeeding in your Graduate Research Assistantship
Understand the Expectations

• Hours per week
• Responsibilities
• If in doubt, ask for clarification
• Discuss publication credit, where appropriate
Be Professional

• Formal address
• Punctuality
• Email etiquette
• Take responsibility for your behavior
• Make the most of the learning experience
Time Management

- Huge diff between graduate and undergraduate
- Everything takes much longer than you expect. Plan accordingly.
- Prioritize (collaboratively where appropriate)
Manage Issues in the Relationship

• Understand your role in the problem and take responsibility
• Don’t avoid
• Talk first directly to the faculty member
• Elevate as needed
Thank you for your attention.

Any questions?
10 Tips for First-Time Teaching Assistants

Laura Carruth, Ph.D.
Director, Center for Excellence in Teaching & Learning
Associate Professor, Neuroscience Institute
Effective communication

• = Good Teaching!
• Variety of disciplines represented in this room
• Shared common characteristic—enthusiasm for what you’re studying and a desire to learn more and create knowledge.
• This requires effective communication
• Novice vs. Expert
1. Reflect on your own past educational experiences

• Think back on your own undergraduate training and model the positive experiences.

• What made your good instructors good?

• What helped you learn?

• Don’t repeat teaching approaches that didn’t work for you or were less than engaging.
2. Set a class culture

- Get to know your students, but
- Don’t become friends with them or be afraid of them.
- Provide a professional, positive and engaging learning environment.
- Set boundaries regarding your role as an instructor and theirs as students.
- You might not be much older than your students (and some may be older than you are), but let them know why you’re here, what you’re studying, and about your career path.
3. Take “ownership” of your class

• GTAs often teach sections of large courses and aren’t involved in writing the syllabus or exams.
• Because of this some TAs may inadvertently send the message that they are passively involved in the course.
• If you act passive, your students may think that you lack knowledge about the course and be reluctant to ask you questions.
• One simple strategy is how you talk in class:
  – Use “I” language and say “What I want you to think about here is...” and “What I think will help you prepare for the test is ...” This sends the message that you know what is going on, can answer questions and help your students be successful.
4. Set the tone for your class early and don’t make lots of changes

• First impressions in class, are important.

• Your first class meeting should serve to break the ice and to establish class routines and a class culture.

• If you want students to contribute to discussions and ask questions, give them an opportunity from the first day.

• Follow the policies laid out in your syllabus. Changing a major policy, such as grading, during the semester is very disruptive to students.
5. Don’t be afraid to not know something

• But make sure to find the answer and follow-up

• We are all still learning and being asked a question that you don’t know the answer to (especially in front of an entire class) can be frightening and shake your confidence.

• Don’t be afraid to say you don’t know something. Say “that’s a great question—let me find out the answer” or ask your class to look it up. But then make sure to follow-up so that everyone knows the answer.
6. Less is more

• New teachers have a tendency to cover more material than necessary or possible.

• It’s often difficult when first teaching to judge how much material can be covered in one class session.

• Be realistic with time and make sure to save time for questions, discussion and review.
7. Learn how to respond to students

• At some point in your teaching career a student will tell you that “If I don’t get an A in your class, I will lose HOPE!”

• It is important that you treat all students fairly and don’t provide grading opportunities for some students that aren’t offered to the entire class.

• Developing a formulaic answer to use whenever you receive this type of message makes responding easier.
8. Evaluate your teaching and get feedback from students

- Course evaluations are one way to gain insight into what aspects of a course are working or not working.
- Consider informally evaluating your teaching several weeks into the semester and use the feedback to reflect on your teaching and make changes, where possible.
- GIFTS
9. Maintaining student confidentiality

• Since the enactment of the 1974 federal law called the Family Educational Rights and Privacy Act (FERPA), instructors are not permitted to disclose students’ records to anyone other than the student.

• Be mindful of maintaining students’ confidentiality in other circumstances.
  – Don’t post grades in a way that publically displays any student identifying information.
  – Don’t hand back graded assignments with letter or numeric grades in a way that makes the grades visible to other students.
  – Don’t openly discuss your students or their class performance anywhere students may overhear (this includes complaining about students!)
  – Don’t post anything related to students or their performance on social media.
• [http://deanofstudents.gsu.edu/student-conduct/ferpa/](http://deanofstudents.gsu.edu/student-conduct/ferpa/)
• The Family Educational Rights and Privacy Act (FERPA) was enacted to give students access to their education records and to protect their privacy. Unless a student is legally dependent, the university is prohibited by FERPA from releasing student account information to a parent or guardian or other unauthorized third party without the student’s consent.
• Students who wish to authorize an individual to have access to their student records should complete the Family Educational Rights and Privacy Act Waiver in the Dean of Students office.
10. Use campus resources

• Talk to your advisor and fellow graduate students about their teaching philosophies and always ask for advice.

• Center for Excellence in Teaching & Learning.
• CETL is here to support all of your instructional needs.

• Visit us in Library South, Room 100 (first floor)

• CETL: http://cetl.gsu.edu/
Teaching consultations and GIFTS (Group instructional feedback technique)
Online and hybrid course design
Teaching Portfolio Development and Review
Certificate of Excellence in College Teaching
Pedagogy workshops
International Teaching Assistant Program
Student Technology Training
Educational Technology Support and Training
eLearning Technology Checkout
eLearning Multimedia Development
Online and hybrid course design
Teaching Portfolio Development and Review
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Student Technology Training
Educational Technology Support and Training
eLearning Technology Checkout
eLearning Multimedia Development
Resources for Graduate Students

The CETL offers a variety of workshops, certifications and support for graduate students teaching at Georgia State University.

Certificate of Excellence in College Teaching

This certificate is available to all graduate students who have participated in pedagogical training at Georgia State and held a teaching or lab assistantship.

General Pedagogical Training

The CETL offers general pedagogical training to graduate students who are not able to receive training through their academic departments.
CETL Digital Badges

Graduate students can earn digital badges for participating in CETL trainings. Digital badges serve to recognize your training and accomplishments.

International Student Training

The CETL works with graduate students who are non-native speakers of English to help them develop their teaching style and address the difficulties that can arise while teaching in a non-native language.

Group Instructional Feedback Technique (GIFT)

The Group Instructional Feedback Technique (or GIFT), is a highly effective tool for providing instructors confidential information from their students about how to improve a course.

Conference on Scholarly Teaching

Each spring, the CETL offers a free pedagogical conference aimed at helping instructors develop their expertise in the scholarship of teaching and learning.

Student Innovation Fellowships

Graduate students can develop expertise and share ideas around emerging technologies and instructional innovations, with particular attention to enhancing learning and research at Georgia State University.

Additional Resources

- Pedagogical Mentorship Award
- Nominations for faculty who have served as a teaching inspiration and mentor.
- Online Professional Development
- Online Pedagogy Training (Magna Commons)
- Serving Our Student Veterans
- Technology Services & Support
- Help Desk
- Classroom Information
- Need help with a technical issue, visit the IIT Technology Services Help Desk
- Want to find out what’s available in a classroom, visit Online Classroom Reservation System

Jennifer Hall
Associate Director,
Graduate Student
Pedagogical Development

Phone:
404-413-5878

Email:
jennerhall@gsu.edu
Thank you for your attention.

Any questions?
SEXUAL MISCONDUCT
AND
Bystander Intervention Strategies

Presented By:
Annette D. Butler, D.B.A.
Director, AA/EEO Training & Compliance
&
Jennifer Bodnar, M.S.
Senior Coordinator, Student Victim Assistance
Learning Outcomes

• Identify behaviors that violate the sexual misconduct policy
• Identify reporting and disclosure options/requirements
• Know the available resources for parties involved
• Learn bystander intervention strategies
Why does GA State University have a sexual misconduct policy?

To prohibit discrimination on the basis of sex or gender and to create a safe learning environment that supports the dignity of all members of the community. To that end, this policy prohibits behaviors that violate Title IX of the Education Amendments of 1972 and the Campus SaVE Act of 2013.
What is sexual misconduct?

- Dating Violence
- Domestic Violence
- Non-Consensual Sexual Contact
  - Consent – Words or actions that show a knowing and voluntary agreement to engage in a mutually agreed upon sexual activity..."Two people agreeing to do the same thing in the same way at the same time."
- Sexual Assault
- Sexual Exploitation
- Sexual Harassment
- Stalking

[Code of Conduct](codeofconduct.gsu.edu)
Note to Self... Responsible Employee

- Not Confidential
- Have a responsibility to report incidents of sexual misconduct to the Title IX Coordinator
- Refer students to confidential support services:
  - Student Victim Assistance (victimassistance.gsu.edu)
  - Student Health Clinic (health.gsu.edu)
  - Counseling & Testing Center (counselingcenter.gsu.edu)
Privileged Employees

Confidential Disclosure/Privileged Employees

For Students
- Student Victim Assistance
- Student Health Clinic
- Counseling & Testing Center

For Employees
Faculty and Staff Assistance (FASA)
Support for the Respondent

• Counseling & Testing Center
  – Ongoing counseling

• Office of the Dean of Students (Student Advocacy & Outreach)
  – Emergency Notification, Emergency Withdrawal, Requesting Incompletes

• FASA
Where to report?

**Student Violations**
Deputy Title IX Coordinator in the Office of the Dean of Students
404-413-1515 Atlanta Campus

**Faculty/Staff/Contractor Violations**
Title IX Coordinator in the Office of Opportunity Development/Diversity Education Planning
404-413-3290
“Retaliation occurs when an employer, employment agency, or labor organization takes an adverse action against a covered individual because he or she engaged in a protected activity.”

**RETAIATION INCLUDES**

- Intimidation
- Harassment
- Threats
- Adverse Action or Speech
1. Notice the event
2. Interpret it as a problem
   Ambiguity & Conformity
3. Assume personal responsibility
   Diffusion of Responsibility
4. Know how to help
   Direct, Delegate or Distract
5. Implement the help (Step Up!)
Office of the Dean of Students
deanofstudents.gsu.edu/
404-413-1515

Student Health Promotion
healthpromotion.gsu.edu/
404-413-1577

AA/EEO Training & Compliance
odaa.gsu.edu/
404-413-2567
Thank you for your attention.

Any questions?