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EXPECTATIONS & PROCEDURES

School Contributions: You, as a graduate student, are an integral part of University of Maine’s School of Economics (SOE). While in graduate school, not only can you experience intensive personal and intellectual growth, you can also make a significant contribution to the scholarly development of other members of the research and teaching staff. The inquiring minds of graduate students have produced numerous scientific advances in multiple fields of scholarship.

Professional Work Environment: The school’s faculty strive to ensure that each graduate student has the opportunity to reach his or her full potential and to provide graduate programs that offer solid preparation for your future pursuits. To this end, we maintain a professional environment conducive to the interactions essential for the development of new methods and ideas. Moreover, we provide graduate students with many types of forums for these interactions - classroom discussion, regular seminars in which each student can participate as a discussant and a presenter, meaningful participation in the ongoing research projects of the school, and personal and informal discussions with individual faculty members.

SOE Procedures and Guidelines: The procedures and guidelines contained in this handbook are, by necessity, laid out in a formal manner. The actual working environment in the school is more informal but professional. This handbook provides information to assist you. Some of the enclosed materials refer to UMaine’s graduate school policies, procedures and guidelines. We make every attempt to make sure this handbook’s information is consistent with the graduate school; however, their policies and forms often get updated, are available on their website and in the graduate catalog, and preempt this handbook. It is your responsibility to make sure your progress is consistent with graduate school policies and procedures. If you have a question or a comment on anything contained in this handbook or about any aspect of your academic pursuits, please do not hesitate to ask your advisor, the school’s graduate coordinator, or other members of the graduate faculty for guidance.

UMaine Graduate School Procedures and Guidelines: All administrative matters concerning your graduate program are the responsibility of the graduate school. All procedural matters are handled by your Graduate Advisory Committee or the school’s graduate coordinator. You should seek advice on matters of procedures from your advisor or the graduate coordinator. However, you are responsible for knowing and complying with all graduate school and SOE rules and requirements (http://www.umaine.edu/graduate/). Importantly, EES students also need to know and comply with EES program requirements and have the EES graduate coordinator authorize academic forms (http://umaine.edu/ees-graduate/).

Graduate Student Success: To be successful, it is important you understand what is expected of you in your program and your assistantship, and what you can expect from your advisors, and committee members. Sharing a common understanding of expectations will enhance your experience by reducing uncertainties. We designed this handbook to acquaint you with the general procedures, timelines, and requirements to be followed while you are a graduate student in the school. This handbook should be the first place you turn when guidance is needed on technical requirements for your degree. You should also feel free to turn to your advisor, the school's graduate coordinator, or the school director for guidance. We wish you well in your graduate studies and hope you make the most of your time at the school and UMaine.
YOUR ADVISOR & GRADUATE ADVISORY COMMITTEE

Advisor: All graduate students, regardless of degree program, are assigned an academic advisor with whom they should regularly meet. Students should thoroughly discuss their intended program of study with their advisors as early as possible in their graduate studies. If you are a thesis student, your academic advisor will chair your graduate advisory committee and assume primary responsibility for guiding your thesis research. Alternatively, if you are a non-thesis student, your academic advisor will chair your graduate advisory committee and assume primary responsibility for matching your program of study to your professional career goals.

Your advisor should always be your first point of contact for program and research questions. Work with your advisor to develop strategies for keeping your full committee informed of your goals and progress and meeting with them to use their skills and get their advice. Staying in regular contact with committee members (often through e-mail updates) will help you develop a strong, well-rounded research project, and will help the committee stay abreast of your research agenda and progress.

If students wish to change their assigned advisors, the school attempts to accommodate these requests. Reassignment of students’ major advisors is done with the consent of the school’s graduate coordinator.

Graduate Advisory Committee: Consult with your advisor about your committee selection. Advisory committees are comprised of your academic advisor and at least two other members of the university’s graduate faculty.

M.S. and M.A. Student Advisory Committees - The committee consists of at least three members; two, including the committee chair, must be from the School of Economics. The third and any additional members may be from graduate faculty from other units. Individuals from outside the University of Maine can serve on thesis committees in an adjunct status, after approval of the SOE graduate faculty.

Ph.D. Student Advisory Committees - Students enrolled in a University of Maine Ph.D. program and advised by a SOE faculty member must assemble their committee following the specific guidance of their graduate program and the graduate school.

Ultimately, it is your responsibility to ask faculty members to join your committee. Select a committee who has complimentary research skills and interdisciplinary expertise, knowledge of and interest in your research area, and the time to work with you throughout your program. Based on your program of study form, the Dean of the Graduate School (upon the advice of the graduate coordinator of the school) will formally appoint your advisory committee, which should be selected in the second semester of enrollment.
GRADUATE COURSE & ORAL EXAM REQUIREMENTS

All of the UMaine graduate programs that SOE faculty participate actively in have graduate course and oral examination requirements. Your goal should be to complete your program with a solid set of skills in your field of study. Work with your advisor, committee members, and fellow graduate students to select classes preparing you to graduate in a timely fashion, perform and communicate your research, and succeed in your future career.

Coursework: All students are expected to plan their coursework with input from their advisor. Course selection must be consistent with the guidelines of the graduate program and your official program of study.

Course Loads
Course loads and registered credits will vary over a student's program (see continuous enrollment section below). Graduate assistantships only pay for 9 credit hours per semester, which is the normal graduate student course load. If you are a graduate assistant, you may not register for more than twelve credit hours per semester.

Add/Drop
All students have two weeks to drop a course without financial penalty. After that time, if you drop a course without adding one as a credit swap, you will receive a bill for the dropped course (even funded students will have to pay for courses dropped after the free add/drop period). If there are extenuating circumstances, you can complete a retroactive refund appeal form (from the graduate school website) which would need to be approved by the graduate school and the bursar's office.

Continuous Enrollment
Full-time graduate students are required to register each semester. Except the final semester of study, full-time enrollment is defined as a minimum of six credit hours per semester. Students in their final semester of study may maintain full-time enrollment status by registering for a minimum of one thesis or internship credit. Students not registered for credit must file for on-leave status. You should consult the graduate school catalog concerning renewal or extension of on-leave status beyond the time specified. If no action is taken, you will be considered withdrawn from the Graduate School at the end of the leave. On-leave status precludes regular contact with staff or facilities of the University. Graduate Assistants must be registered for course work or thesis through their period of appointment. Part-time graduate students must enroll and register at least once every twelve months from the time of first registration until completion of all degree requirements.

Course Grades
The school only accepts graduate credit grades of B or better in all core courses of the school's master's degree programs and substitutes for these courses; the school only accepts grades of B- or better in all courses contributing to graduate students' programs of study.

Credit Hours
General requirements of the M.S. and M.A. degrees offered by the school include a minimum of 30 graduate degree credit hours; students pursuing a thesis degree must complete 24 credit hours of coursework and 6 credit hours of thesis. A minimum of 12 of these 24 credit hours must be 500 and 600 level course work; up to 6 credit hours of 400 level coursework can count towards the school's M.A and M.S. degrees. Only coursework completed at the 400 level and above can apply to a graduate program of study.

Students enrolled in Ph.D. programs must follow the requirements of their specific programs; similar course-level and grading requirements will apply.
Oral Examination: All students, thesis and non-thesis alike, are required to pass an oral exam. The oral examination is usually scheduled for a time period after all coursework and research is completed. The exam will be comprehensive in nature and will include knowledge in your major area of concentration, as well as the thesis, in the case of thesis degree candidates. You will schedule the oral examination in consultation with your advisor and your committee. For these students, a form must be submitted to Graduate School two weeks prior to the oral examination. The school requires that at least one month (30 days) elapse before a student who fails the oral examination for a graduate degree be permitted to retake the examination.

PROGRAM OF STUDY

An official program of study (POS), developed in the second semester of study prior to registering for the third semester of coursework, is filed with the UMaine graduate school. The program of study is planned by the student in consultation with their academic advisor and their advisory committee. The school's degree program requirements and the interests, background, and future needs of the student are considered in course selection.

The UMaine graduate school's official program of study form is available at their website:

http://www.umaine.edu/graduate/system/files/files/POS_MC.pdf

Please submit a clean, typed form.

If students need to change their program of study after filing an official copy with the graduate school, they must complete a change in program of study form:

http://www.umaine.edu/graduate/system/files/files/Change%20POS.pdf

Program of study forms require signatures from your full advisory committee and the school's graduate coordinator.

Once approved by your committee, the program becomes your required curriculum. Minor changes in an approved program of study require only the approval of your advisor, the Graduate Coordinator, and the Dean of the Graduate School. Major changes in an approved program, exceptions to policy, require the additional approval of the SOE Graduate Faculty. Appropriate forms are available from the graduate school's website.

All graduate school forms must be filed in the graduate school. A copy of all forms must also be filed in your official file in 206 Winslow Hall. Failure to file your forms with the graduate school and the school of economics may result in a delay in graduating from the university, and in some cases, lead to additional fees.

SOE SEMINAR

All students are expected to attend seminars even if the topic seems outside your main interest. Many aspects of applied economic thinking and methods cut across topic areas – so you may learn something useful even though the topic is outside your area. Many of our seminar speakers send the article upon which they will speak prior to the seminar; professional courtesy indicates you should have completed this reading in advance of the seminar. Aside from the intellectual benefit to you, your seminar attendance signals to your colleagues that you are interested in developing your skills and are an active member of the school's research community. We will keep regular attendance at the school’s seminars to track attendance and participation.
Graduate students work closely with their major advisors to prepare their thesis. A thesis typically begins in outline form, with initial guidance from your advisor and other members of the committee. As soon as the thesis research has been sufficiently formulated, you will circulate a written draft of your thesis project to your graduate advisory committee. This thesis proposal should cover the following points: (a) definition of the problem, (b) brief review of literature, (c) hypotheses to be tested, (d) objectives of the study, (e) methods of data collection, and (f) procedures for analysis of data. Students should meet with their advisory committee to get feedback on this proposal and ensure that all committee members have the same expectations for your thesis research. All students are expected to present their thesis research in the school's seminar series to get feedback from faculty and graduate students of the school.

Detailed information on thesis preparation and requirements for completion can be found at the graduate school’s website (http://www.umaine.edu/graduate/studenthub/guidelines). It is your responsibility to be familiar with the formats acceptable to the graduate school. Your advisor should have the thesis or dissertation about one month prior to the final examination. A complete draft of the thesis must be delivered to the graduate school no later than 24 hours prior to the final oral examination accompanied by a completed and signed “Tentative Thesis Acceptance Form.” At this time, the format and major components will be reviewed as acceptable or not. You will then pick up a checklist of required changes and the thesis draft. You should allow approximately one week for the graduate school to review the thesis draft. Only letter quality print is acceptable for the final paper copy of the thesis. You also submit your final thesis electronically to The University of Maine Electronic Thesis and Dissertation database.

Writing should be a primary focus for thesis students. It is easy to let immediate pressures (papers, tests, work, etc.) take up large chunks of your time, ultimately letting weeks and months go by without working on your thesis or dissertation. This is a mistake. You cannot do this overnight so you need to schedule time each week to plan, organize, share ideas, write, and do research. A good rule of thumb is to dedicate at least approximately 1-2 days a week your first year and multiple days a week during your second year to writing. Set goals and make timelines to help you stay on task - writing and analysis are best done in an iterative fashion.

Writing well is an essential skill in your graduate program and to your career success. To help you develop your writing skills, your advisor, advisory committee members, and course professors will edit your writing – sometimes heavily. Do not take the editing personally, but see it as part of your professional development and an important aspect of collaborative work. At this point in your academic career, you are writing for your classes and for scientific journals – two different types of writing that faculty will help you understand.

There are many resources available to help you with your writing skills. Some classic texts offer useful guidance on general (e.g., Strunk and White's *The Element of Style*), economics (McCloskey's *Economical Writing*; Thomson's *A Guide for the Young Economist*; Greenlaw's *Doing Economics*), scientific (Day and Gastel's *How to Write and Publish a Scientific Paper*), and research-oriented (Ethridge's *Research Methods in Applied Economics*; Booth et al. *The Craft of Research Writing*) writing. Find additional resources that work for you at Fogler Library or on-line (e.g., Purdue University has an excellent writing center). Consider visiting the UMaine Writing Center (http://umaine.edu/wcenter/) or joining an official thesis or dissertation writing workshop.

Please do not use your advisor for basic grammar, sentence structure and typo editing. Proofread your documents, and use fellow grad students to review first drafts. Typos signal a lack of attention
to detail and can distract readers from taking your ideas seriously. Never discount the support and assistance of your fellow graduate students and friends. Your peers are excellent resources, and important members of your support network. In order to strengthen relationships with your peers you are encouraged to meet with other graduate students to increase both individual knowledge and overall team camaraderie.

**ACADEMIC APPEAL PROCEDURES FOR SOE STUDENTS**

Graduate students who wish to appeal academic rulings, including (but not limited to) a) results of the oral comprehensive exams; b) evaluation of teaching and research assistant duties; c) acceptability of written theses; and d) completion of all requirements for graduation from the program, should follow these established procedures.

Students may make appeals to the graduate coordinator or school director. In general, however, students are encouraged to try and resolve any disputes with his or her immediate supervisor, be that a course instructor or the advisor. If a resolution to a dispute cannot be reached, the student should notify, in writing, the graduate coordinator who will consult with the school director. If an acceptable resolution to the dispute cannot be reached by consensus of the parties involved, the graduate coordinator will bring the matter to the graduate faculty for a ruling. The graduate faculty will meet to discuss the written appeal. The student is entitled to make a brief presentation to the graduate faculty at this meeting. The graduate faculty will make a final school decision on the appeal by majority vote. A written decision to the appeal will be sent to the student. All appeals need to be made in a timely manner. In the very rare case where the dispute is not resolved by a vote of the full graduate faculty, the student has the right to appeal to the Dean of Graduate School. This is done only after all other appeals have completed.

**GRADUATION**

Graduation requires meeting program, school, and graduate school requirements. The graduate school offers students helpful checklists to guide them through the process. There are specific deadlines students must meet to graduate in December or August; these deadlines are clearly summarized in the graduate school's graduation check-lists. Deadlines and forms change year to year. Please refer to the graduation checklists at the graduate school's website for the most up to date information:

http://www.umaine.edu/graduate/gs-documents-and-forms

*Timetable for SOE M.A. and M.S. Graduate Students*

1. **Select Graduate Advisory Committee** - Recommended late in first semester, but required in second semester before registering for third semester

2. **Submit Program of Study** - During student’s second semester, but prior to third registration.

3. **Apply for Degree/Graduation** - Required date changes each year; check with Graduate School; sign-up for graduation is now done by students using MaineStreet (students must be registered for at least one credit during the semester of graduation)

4. **Schedule Oral Exam** - Consult with your advisor and committee to set an oral examination date that works for you and the committee, and meets the graduate school deadline.
5 Deliver Final Draft of Thesis to Graduate Advisory Committee - Two weeks before oral exam

6 Notify Graduate School of Oral Exam - Two weeks before oral exam; submit oral examination form to the graduate school.

7 Deliver Tentative Thesis and Signed Tentative Thesis Acceptance Form to Dean of Graduate School - At least 24 hours before oral exam and at least 6 days before classes end in the semester in which you expect to be awarded a degree. The graduate school will review your tentative thesis for consistency with its formatting guidelines. The tentative thesis form can require multiple signatures, including your advisor, committee members, and the graduate coordinator.

8 Pass Oral Exam. Bring a copy of the graduate school's oral examination and final project/thesis acceptance form to your oral examination. Your committee will complete the oral section of the form on the day of your oral examination.

9 Revise your thesis and obtain final approval. Revise your thesis based on committee feedback given at your oral exam. Also, be sure to make revisions in response to the graduate school's review of your tentative thesis. Obtain the final approval of your thesis committee and have the appropriate faculty sign the final approval of your oral examination and final project/thesis acceptance form. Submit your final thesis and final project/thesis acceptance form to the graduate school.

10 Completion of Requirements (COR) Form - Make sure the school's graduate coordinator has all of the materials for your COR form. This form must be filed in the graduate school before you can graduate. Filling out this form is the responsibility of the graduate coordinator; however, the proper filing of forms and meeting requirements that feed into the COR is your responsibility. Making sure a copy of all of the forms that you file with the graduate school are stored in your school file will make this process go very smoothly. Forms and requirements are: (a) a completed and up-to-date program of study (POS) form that matches the courses you took as evidenced by your course transcript; (b) copies of all other graduate school forms (e.g., thesis completion/oral exam forms) are completed and filed; (c) all course and grade requirements are met; (d) all thesis and research requirements are met; and (e) residency requirement is met.
ETHICS

This section is adapted from the Code of Ethics for the American Association for Public Opinion Research and it outlines SOE’s minimum standard for ethical research. Some of our research includes human subjects and there are additional University, Federal and professional standards that need to be met. If you are working with human subjects (e.g., collecting data using surveys, focus groups, interviews etc.) then you should discuss and understand these additional requirements with your advisor.

SOE pledges to maintain high standards of scientific competence, integrity, and transparency in conducting, analyzing, and reporting our work; establishing and maintaining relations with survey respondents and our clients; and communicating with those who eventually use the research for decision-making purposes and the general public. We reject tasks or assignments that would require activities inconsistent with these principles.

Principles of Professional Practice in the Conduct of Our Work
We exercise due care in developing research designs and instruments, and in collecting, processing, and analyzing data, taking all reasonable steps to assure the reliability and validity of results.
We employ only those tools and methods of analysis that, in our professional judgment, are well suited to the research problem at hand.
We do not knowingly select research tools and methods that yield misleading conclusions.
We do not knowingly make interpretations of research results that are inconsistent with the data, nor do we tacitly permit such interpretations. We ensure any findings we report, either privately or publicly, are balanced and accurate portrayals of research results.
We do not knowingly imply that interpretations should be accorded greater confidence than the data actually warrant. When we use samples to make statements about populations, we shall only make claims of precision that are warranted by the sampling frames and methods employed.
We do not knowingly engage in fabrication or falsification.
We accurately describe research from other sources that we cite in our work, in terms of its methods, content, and comparability.
We describe our methods and findings accurately and in appropriate detail in all research reports, adhering to the standards for disclosure specified below.

Standards for Disclosure
Good professional practice imposes the obligation upon all researchers to disclose certain essential information about how the research was conducted. When conducting publicly released research studies, full and complete disclosure to the public is best made at the time results are released, although some information may not be immediately available. When undertaking work for a private client, the same essential information should be made available to the client when the client is provided with results.
POLICY ON ACADEMIC DISHONESTY

SOE students are expected to be honest and forthright in their academic endeavors. To falsify the result of one’s research, to steal the words of another, or to cheat on an examination corrupts the essential process by which knowledge is advanced.

Academic dishonesty is a violation of UMaine’s Student Conduct Code. Disciplinary action under this Code is independent of the awarding of grades (an academic matter). If students violate the code then various disciplinary actions are available - the maximum possible sanction is dismissal from the University.

Types of Academic Dishonesty:

Cheating is an act of deception by which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered.

Academic Misconduct is the intentional violation of University policies by tampering with grades or involvement in obtaining or distributing any part of an unadministered test.

Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive.

Plagiarism is the presentation of someone else’s words, ideas, or data as one’s own work. Proper citation and/or acknowledgment must be given to other’s work.

This information comes from the pamphlet, “Academic Honesty and Dishonesty,” a publication of Student Affairs Office. For further information, please contact the Office of Judicial Affairs at 207. 581.1406.

UNIVERSITY OF MAINE NON-DISCRIMINATION POLICY

The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information or veteran’s status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Director, Office of Equal Opportunity, 101 North Stevens Hall, 207.581.1226.
UNIVERSITY OF MAINE SEXUAL HARASSMENT POLICY

Sexual harassment of either employees or students is a violation of federal and state laws. It is the policy of the University of Maine System that no member of the University System community may sexually harass another. In accordance with its policy of complying with non-discrimination laws, the University System will regard freedom from sexual harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy.

In conformance with this policy, the University of Maine System will ensure fair and impartial investigations that will protect the rights of the person(s) filing sexual harassment complaints, the person(s) complained against, and the institution or unit. Retaliation against anyone who makes a complaint of sexual harassment or who is involved in a complaint process will not be tolerated. Consenting relationships may constitute sexual harassment under this policy. When a professional power differential exists between member of the University of Maine System and a romantic or sexual relationship develops, there is a potential for abuse of that power, even in relationships of apparent mutual consent. Faculty and staff members are strongly advised not to engage in such relationships. Further, the University System prohibits the abuse of power in romantic or sexual relationships.

To assure that power is not abused and to maintain an environment free of sexual harassment, a faculty or staff member must eliminate any current or potential conflict of interest by removing himself or herself from decisions affecting the other person in the relationship. Decisions affecting the other person include grading, evaluating, supervising, or otherwise influencing that person's education, employment, housing, or participation in athletics or any other University System activity.
GRADUATE ASSISTANTSHIPS

Graduate Research and Teaching Assistants (RAs and TAs, respectively) are part-time employees of the School. RAs are normally appointed on an annual basis while TAs are normally appointed on an academic year basis. Appointments for graduate assistants (GA) are updated annually; however, continuation of any appointment depends upon maintenance of good standing in the graduate school and satisfactory performance of duties as a graduate assistant. Generally, reappointment is not made beyond the second year.

Administrative Responsibility: Administrative responsibilities for graduate assistants rest with the director of the school. The school director collaborates on administrative decisions with the graduate coordinator and the graduate faculty. Graduate assistants are assigned to a specific research project or to instructional responsibilities by the graduate coordinator and director. Each graduate assistant is under the immediate supervision of, and is responsible to, a member of the faculty of the school in carrying out their duties. Depending upon school needs, graduate assistants may be asked to assist on research projects in addition to the one to which they are assigned. Graduate assistants, when serving as a teaching assistant, work in support of a teaching faculty member. Typical responsibilities are grading homework and exams, leading discussions and help sessions, etc.

Some research assistantships are funded through outside grants which have specific research expectations, outcomes and deadlines that must be met. You are a critical part of meeting these expectations; you have a responsibility to your research team and to the funder to complete your research.

Working Hours
As a general guideline, graduate assistants devote an average of 20 hours per week to assistantship duties. However, given the specific needs of research projects and teaching duties, graduate assistants are expected to be flexible in the number of hours that they work in any given week. Graduate assistants often work less than 20 hours per week during busy academic times and more than 20 hours per week during the summer and breaks. As employees of the school, graduate assistants are expected to be available during regular office hours; please work with your advisor to establish regular, in-person office hours. During the summer, graduate assistants are expected to work except during their vacation (see information on vacation below). Note that work related to thesis research/independent study is not considered part of a funded-student’s work duties as these are part of your education and for which you obtain course credit.

A large part of the research that you complete in this assistantship will contribute to your research. However, as part of a team of researchers, you will be completing work that does not directly contribute to your personal research. You must be willing to work on projects outside of your own research, and complete tasks that may not be particularly stimulating (e.g., stuffing envelopes, transcribing interviews, or entering survey data). Since the school often matches funds, it is common to also have you perform some administrative or tutoring functions even if you are funded with outside grants.

Remember your assistantship is a professional position, which means that you need to consider, among other things, being respectful of co-workers and fellow graduate students, being punctual, dressing appropriately when representing the School or your research team (e.g., meetings with stakeholders), giving ample time for others to review documents (1-2 weeks), and meeting deadlines. Time management will be key to fulfilling your assistantship duties, course work, your own research activities, and other academic commitments.
Vacation time for graduate students on RA/TA funding is defined as the 10-day period between Dec. 25th and New Year’s Day. Funded graduate students should not assume they have time off during other university breaks (e.g. Spring Break). Many students find that they make more progress on their research during school breaks than they do when classes are in session. Take advantage of your breaks as opportunities to pursue your research in large, uninterrupted time blocks. Many faculty work through university breaks so do not assume that school breaks mean vacation time. In fact, your advisory or work supervisor needs to approve any time off you may want to take. All leave/vacation requests should be made to your work advisor at least two-weeks in advance of the requested time off. The graduate coordinator should be informed of all student leaves.

**Progress Reports**

All graduate assistants are required to prepare an annual report (approximately 400 to 600 words). The report can be used, in part, to evaluate whether a student continues to be funded. Each student’s report summarizes school responsibilities and research or teaching accomplishments for the reporting period. The report is provided to the advisor, who signs the report and then submits the report to the graduate coordinator.

**Publication and Presentation Expectations**

Publications and presentations allow student and research team ideas to be communicated broadly. Graduate assistants typically join a productive research team with research output expectations. You are expected to publish work that stems from your research. Although your thesis or dissertation may only have your name on it, the journal articles you publish may well have your advisor and other committee members listed as co-authors depending on their level of contribution to the submitted manuscript. Your advisor is the person: with whom you are working most closely, who likely brought in the funding supporting your research, and who is guiding your research throughout your program. Therefore, both you and your advisor and possibly other committee members need to discuss authorship. The more transparency there is to this process, the fewer problems will arise. It is in your interest to publish your research - you want your ideas to reach a wide audience.

It is also in your interest to share your research with others by making presentations. Work with your advisor to submit abstracts and papers to appropriate conferences and workshops. Conference presentations allow students to get constructive comments on their work, while also getting access to professional networks. Your advisor and graduate advisory committee can give you guidance about specific conferences. Because travel is often costly, you want to select events well and make the most of presentation opportunities. Watch for opportunities to present on campus, including the Graduate Expo every spring.

Keep in mind your advisor's career and research are tied, in part, to your work as a graduate student and researcher. Publishing is critical to a professor's career and the school's productivity. Respect these relationships by producing quality research, writing, and presentations, and bolster your own professional development at the same time.

**Office Supplies and Equipment**

The school provides office supplies and equipment needed to fulfill some graduate assistant duties. The use of school supplies for class work is not permitted. Students should not ask administrative support staff when they need supplies; all students are in charge of getting their own supplies from the closet. The photocopy machines are not for personal use; TAs and RAs should have a code for assistantship-related copying.
University Vehicle Use
University Motor Pool cars can be used by graduate assistants on University business for approved projects. Requests for cars are made on an official "Requisition for Motor Vehicle" form well in advance of the proposed trip. The School Chair or the Graduate Assistant’s supervisor must approve the request before it is sent to the Motor Pool dispatcher at the University garage. Reimbursement for use of personal cars for University Business is based on the current University mileage rate.

Travel
All university employees are eligible for travel insurance ($100,000 accidental death benefits), while on business travel. The coverage is provided automatically once a travel request form has been submitted. All graduate students (including those not on an assistantship) traveling in-state on university-related business must submit a travel request form, which must be approved by the school chair and controller one week prior to making the trip. The requirement applies to all individual trips.

When necessary, a travel advance may be obtained to meet trip expenses. The advances must be requested on the trip request form. See the administrative assistant in the school’s main office for procedures in processing the advance request. As in every case, expenses must be accounted for when a travel advance is involved. Unused funds must be returned within 48 hours.

Building and Room Keys
The school director will authorize issuing of keys to the outside door of Winslow Hall and office keys will be provided as needed. It is the responsibility of each person having keys to maintain proper security of the premises. Keys assigned must be returned to the director’s office upon the termination of the graduate assistant’s appointment, when the graduate student is in an “on-leave” status, or has completed degree requirements. The administrative assistant in the school’s main office controls the keys.
PROFESSIONAL ETIQUETTE

Email use and etiquette
As students, you should realize that your emails to fellow students, faculty, staff, and partners help shape their professional opinion about you. Please follow these email guidelines:

- Never send an email without a brief and meaningful subject line.
- Make sure your e-mail includes a courteous greeting and closing. Avoid making your e-mail seem demanding or terse. Be polite and professional.
- Address your contact with the appropriate level of formality and make sure you spell their name correctly.
- Be concise and to the point. Do not make an e-mail longer than it needs to be. Reading e-mail is harder than reading print. So keep sentences short (e.g., less than 20 words) use proper structure & layout (short paragraphs with blank lines between paragraphs).
- Answer all questions, and pre-empt further questions. An email reply must answer all questions, and pre-empt further questions – if you do not answer all the questions in the original email, you will receive further e-mails regarding the unanswered questions, which will waste time and be frustrating.
- Use proper spelling, grammar & punctuation.
- Do not attach unnecessary files; sending large attachments can annoy your professors and even fill their email boxes.
- Do not overuse the high priority option because it will lose its impact when you really need it.
- Do not write in CAPITALS, SINCE IT LOOKS LIKE YOU ARE SHOUTING.
- When you reply to an email, you should include the original message in your reply since doing so will save the recipient time and the frustration.
- Read the email before you send it. In addition to checking for spelling and grammar mistakes, reading your mail through the eyes of the recipient will help you send more effective messages and avoid misunderstandings and inappropriate comments.
- Only use Reply All if you really need your message to be seen by each person.
- Take care with abbreviations as the recipient might not know their meanings.
- Never make, send or forward any libelous, defamatory, offensive, racist, obscene or sexist comments in emails. Even forwarding one can lead to you and the School facing a lawsuit.
- Spell check - emails with typos are simply not taken as seriously.
- Just because someone doesn't ask for a response doesn't mean you ignore them. Always acknowledge emails from those you know in a timely manner. If you cannot respond to an email promptly, at the very least email back confirming your receipt and when the sender can expect your response.
- Always end your emails with "Thank you," "Sincerely," "Take it easy," "Best regards" - something!
- Never expose your friend's or contact's email address to strangers by listing them all in the To: field. Use BCC:!
- Make sure when using BCC: that your intentions are proper. Do not use BCC: as a way of talking behind someone's back.
- When forwarding email, if you cannot take the time to type a personal comment to the person you are forwarding to--then don't bother.
- Don't forward anything without editing out all the forwarding >>>>> other email addresses, headers and commentary from all the other forwarders.
- If you must forward to more than one person, put your email address in the TO: field and all the others you are sending to in the BCC: field to protect their email address from being published to those they do not know. This is a privacy issue.
Formality is in place as a courtesy and reflects respect. Assume the highest level of formality with new email contacts until the relationship dictates otherwise. Refrain from getting too informal too soon in your email communications.

*Email response time.* Faculty and other professionals receive considerable email that needs answering – some are extremely time dependent; others are not. Hence, do not expect immediate responses to your emails. Email is a great way to share questions with faculty and other colleagues, but do realize they may not be able to answer until they have time and they may not have access to information about your question; 72 hours is a reasonable window for a response during the work week.

Above adapted from:
https://teamwork.jacobs-university.de:8443/confluence/display/APS/Email+etiquette
http://science.kennesaw.edu/~hmattord/email.htm
http://www.emailreplies.com/

*Telephone use & etiquette*
Students are provided access to telephones for work use. Long distance access codes are available through arrangement with your advisor. The use of long distance access codes for other than official University business is prohibited. When making a professional call, make sure to announce yourself at the beginning – e.g., "Hello, this is X from the School of Economics at the University of Maine. May I please speak to Y?" Please be sure to observe the same etiquette when answering a phone in a common area (ex: graduate quads or lab). To leave a professional voice-message, make sure you clearly state your name, provide a brief message and then repeat your name and number at the end of the call. When using speaker phone always tell the person on the other line that you put them on speaker and mute your phone when people on the other line are presenting information.

*Homework Assignments & Electronic Submission*
Students are expected to follow faculty's instructions for submitting assignments. Do not assume that a faculty wishes to receive your assignments via email. While it may save students time and money to email their assignments, it typically creates extra work for faculty. Follow the guidance set by the faculty - some prefer email submission, others do not.

*Meeting etiquette*
During your graduate study, you will be asked to attend, organize, and run meetings of colleagues. Strive to plan and run these meetings professionally so you can maximize the returns from these meetings. Many of your colleagues, including faculty, are very busy managing classes, grants, employees and other deadline-dependent activities. If you, or they, call a meeting then you should do your part to make the meeting successful and efficient. Below is an edited compilation of meeting rules that help you do just that.

When you call on someone in their office (this includes the main office) then you are a guest. As a guest, you should:

- be punctual
- be prepared by bringing note-taking materials, data, books etc.
- not make yourself more comfortable than the host.
- not take over their space.
- not overstay their welcome or their scheduled meeting time.
• If you are going to ask a professor a question and you need to refer to your notes or a book, have them within easy reach, with the relevant pages marked. Don't waste time searching.
• If the professor is dining *al desco*, an activity typically done to save time on a busy day, don't ask, "Are you busy?" The answer is yes. Ask instead, "Do you have a few minutes to talk, or should I come back at a better time?"

In larger meetings:
• Be punctual or even better turn up a bit early. If you turn up late, step in quickly and quietly while taking your seat. The less interruption you create the better.
• If you require your laptop or smartphone in the meeting, announce that you'll be taking notes on it (and only do that); do not open instant message or check e-mail. People will notice that you're not paying attention.
• Be prepared and organized. You should come to the meeting with all of the materials (handouts, PowerPoint slides etc.) you will need and an understanding of the meeting topic.
• Being unprepared is disrespectful and wasteful.
• If your phone rings or buzzes, don't take it unless it's an emergency. If you have to take it, step out of the meeting room.
• Avoid side conversations; it's distracting.
• Don't repeat what someone else in the meeting has already said; it's a time-waster.
• Be attentive to the topic at hand. Don't let distractions get in the way, whether you're running or attending the meeting. Listen carefully what the speaker is addressing, the attendees' questions and the answers provided. You surely don't want to ask a question that has already been asked.
• When invited to a meeting, be sure to reply if a reply is requested.
• Don't fidget, tap your pen, play with your fingers, read materials not concerning the meeting or any other act that might distract other attendees.
• Attend the entire meeting. Unless it is absolutely necessary or you have prior permission, you can leave earlier. Leaving earlier is disruptive to other attendees and inconsiderate to the speaker.
• Dress and conduct yourself professionally.
• Be brief when speaking and make sure what you say is relevant.

If you are running a meeting:
• Set a time limit for the meeting and end on time!
• Create an agenda and make sure you distribute it to all participants beforehand. Stick to only what is on the agenda.
• If the meeting goes off topic, remind the attendees of the agenda at hand and suggest that unrelated matters be addressed at another time.
• If the meeting is likely to discuss problems, make sure you think about some solutions to offer.
• Keep eye contact 80 - 90 % of the time.
• Once the meeting is over, follow up with all participants. Circulate a list of action items, resolutions and issues that remain open. Don't forget to thank people for attending the meeting and request feedback.
• If you wish to get high-quality feedback from a faculty or committee member on a written document, distribute the document in advance to these individuals; then the substance of your in-person meeting can be about feedback.
Students can often make valuable contacts by interacting with peers, staff, and faculty on campus. Don't forget your meeting etiquette in these less formal settings. It is rude not to greet people when you first enter an office (including the main office). Make it a habit to smile and say "good morning" and you will help make the workplace a more pleasant environment.

Finally, always dress and conduct yourself professionally. In general, universities are a relatively casual environment; however, part of your graduate experience is to develop yourself to work in a professional setting. Your dress can be casual (especially in the summer); however, always try to be neat and clean, and do not show too much skin or your undergarments. You are in a professional work environment – not at the beach or at a club.

Above adapted from:
http://blog.verticalresponse.com/verticalresponse_blog/2012/06/business-meeting-etiquette-8-pet-peeves.html
http://tips.nuvvo.com/lesson/2779-30-tips-on-business-meeting-etiquette

WINSLOW COMPUTER LAB USE AND ETIQUETTE

The school provides a computer lab cluster for use of all SOE students on the third floor of Winslow Hall. Graduate students are welcome to use this facility during the day and at night. The computer lab can get quite busy; we have been fortunate to have graduate students who have been cooperative and polite regarding their computer use. A few reminders that can keep it that way: do not camp out at a computer; it is not ‘your’ space. If you need to leave for a few minutes it is ok to keep your space occupied but be considerate – if you are leaving for an hour or more, clear out your space. Work together to maintain a neat, professional, and stimulating lab space. Also, report and document computer issues so that Professor Louis Morin and his staff can address these issues systematically. The computer lab historically has assumed an important role for cohorts of graduate students. We encourage you to take advantage of this space and maintain its vitality.
TAKE INITIATIVE & SUCCEED

Take the initiative to succeed at UMaine. There are numerous resources available at UMaine to assist your research, your coursework, and to help achieve your personal goals. We hope your time with SOE results in tremendous personal and intellectual growth and makes significant contributions to the school. Remember, the inquiring minds of graduate students have produced numerous scientific advances in multiple fields of scholarship.

“Believe you can and you’re halfway there.”
— Theodore Roosevelt

"All great achievements require time."
—Maya Angelou

“You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know. And you are the one who'll decide where to go...”
— Dr. Seuss, Oh, the Places You'll Go!