



**Graduate Board
Room 57, Stodder Hall
Thursday, December 22, 2016
3:00-4:30 pm**

AGENDA

1. Review/approval of the October 2016 Graduate Board minutes
2. December 2016 Curriculum Committee Report
3. Quick items:
 - 2017-18 Waldron, Eckardt and Hunter Fellowship Recipients
 - ETD recommendations
 - Tracking 4+1 students – Draft departmental application/minimum GPA?
4. Proposed MA in Anthropology
5. Modification to RCR Policy
6. Items arising

Graduate Board
Room 57, Stodder Hall
Thursday, October 27, 2016
3:00pm – 5:00pm

AGENDA

Attending: D. Bousfield, X. Chen, S. Cushing, M. Day, S. Delcourt, J. Ferland, B. Frederick, H. Hamlin, N. Jacobs, J. Kelley, C. Kim, M. Kinnison, A. Knightly, K. Kreutz, G. Markowsky, S. Marrs, J. McClymer, I. Mette, K. Miner, D. Neivandt, S. Nelson, S. Ohno, E. Pandiscio, A. Reeve, J. Seale, M. Shea, O. Smith, M. Socolow, C. Sponarski, C. Villacorta Gonzales, G. Werrbach

Graduate School: L. Dupee, C. Burgess

1. Approval of September 2016 Graduate Board (GB) minutes
Motion to approve, seconded, unanimous approval.
2. October 2016 Curriculum Committee report
S. Delcourt presented the following courses which had been recommended by the Curriculum Committee at their October 4th meeting for approval by the GB.

New Courses:

ECE 584 - Estimation Theory

An amendment to the proposal to add ECE 515 as a requisite for this course was proposed.

Motion to approve with amendment, seconded, unanimously approved

3. Quick items:
 - a. Enrollment management update/Oct 18 Open House
S. Delcourt stated there were approximately 90 students inquiring about programs at the Open House. He explained a general positive consensus among both student and faculty participants. He discussed the changes from previous years with promoting the event did increase participation. S. Nelson stated most of students attendees were current undergraduate students interested in graduate programs and the application process. It was suggested for the Graduate School to provide a workshop or FAQ sheet with administrative processes or for the Graduate School to have a table at the event to answer these types of questions. S. Delcourt readdressed the potential for holding a similar event in the spring for rising students to promote admission to graduate school and enrollment.

S. Delcourt explained J. Ballinger has met with most Graduate Coordinators while he and C. Kim have been meeting with Deans and Department Chairs to encourage the development of 4+1 programs; to uncouple admissions

decisions from the financial awards decision process recognizing that best practices in admissions involve getting admissions decisions out as soon as possible, since early offers tend to make a difference in student attendance; and to develop non-thesis options in most programs to help fill seats in classes without having faculty take on additional thesis advising.

b. Solicitation of nominations for Graduate School competitive assistantships and fellowships

S. Delcourt announced that an email with the link to all Graduate School award nominations was sent prior to the GB meeting. He stated the Executive Committee (EC) decided the deadlines needed to be moved forward to December 2nd to allow decisions to be made by December 23rd. A. Knightly explained first year master's students may not have enough time to put together an appropriate submission for the early December deadline. After agreement from other GB members, it was decided to change the Chase Distinguished Research Assistantship deadline to February 3rd.

c. Discussion of min GPA requirement of 3.5 for admission to 4+1 programs

C. Kim stated there has been discussion about whether there should be an overall 3.5 minimum requirement for admission to a 4+1 program. S. Delcourt expressed students achieving a 3.5 GPA would probably not be applying to a non-thesis program. C. Kim explained that some minimum GPA requirement is necessary for the rigor of this program and to make sure students have the academic backgrounds to succeed, reminding the GB that the department of a 4+1 student who does not complete the program within the allotted timeframe would not receive 20% tuition incentive. After suggestions from GB members ranging from keeping the minimum GPA at 3.5 to dropping it down to 3.0 (the Graduate School minimum for admissions), C. Kim asked GB members to continue discussion within units with the hope of bringing this issue to a vote at the next GB meeting. She also clarified that the financial incentive is for 4+1 programs only, there is no financial incentive for 4+2 programs.

The Executive Committee will review the policy regarding GPA requirements for the 4+1 program and will bring a recommendation forward to GB in a subsequent meeting.

4. Proposed application to better track 4+1 students

S. Delcourt described a proposed 4+1 application, instructions, timeline, and sample letter from the department to ensure students have a full understanding of the program and application process. He explained these documents are templates which could be adjusted within each program. C. Kim stated that a standardized application process will aid in tracking 4+1 students and to ensure departments receive funds from the tuition incentive. S. Delcourt reported the Executive Committee is recommending that individual departments have discretion over whether students within the 4+1 track are required to submit all general graduate application

materials. He stated the 4+1 program application template will be available on the Graduate School website and there will be a box on the ImageNow web admission form to indicate a student who had been admitted to a 4+1 track. He clarified that students are able to take **UP TO 9 credits**, and if they complete the program within 15 months, the students will be able to use those 9 graduate credits towards both the undergraduate and graduate degrees, and the department will receive 20% of the student's graduate tuition taken during the graduate (+1) year. S. Delcourt noted that the language in the 4+1 application and template materials will be brought back to GB once the minimum GPA issue is resolved.

5. Proposed change in RCR policy

D. Neivandt addressed the issue of students being unable to register in INT 601 due to limits in course offerings and program structure. He explained the Executive Committee will work on increasing the number of INT 601 sections offered and the wording in the RCR policy will change to require students to take the RCR requirement before enrolling in their fourth thesis credit. M. Kinnison suggested changing the wording to “concurrently with the fourth thesis credit” . J. Ferland suggested changing RCR requirement to be altered for different disciplines. D. Neivandt encouraged departments which do not have a discipline specific RCR requirement to develop their own course which directly relates to the discipline. O. Smith suggested changing the policy wording so that the policy indicates commencing with the 4th 699 credit rather than registering for the 4th credit. D. Neivandt stated the EC will rework the current policy.

6. ETD recommendations - recommendations from Oct 19 implementation committee meeting

S. Delcourt noted that the ETD implementation committee met on October 19th, and after lengthy discussion the committee had worked out most of the details on a revised ETD submission process. Tentative ETDs will stay within the Graduate School (GS) from tentative thesis submission through submission of the final copy approved by the GS, thesis advisor, and the Graduate Coordinator. At this point the GS would forward the final copy to D. Nagy in Fogler Library for final posting on the UMaine Digital Commons. He further explained original ETD submission process recommendations #1, 2, 3, 4, and 9 would be addressed with this decision. He stated the ETD implementation committee will continue to explore recommendation #7 regarding submission to ProQuest and the technology needed to implement recommendation #8.

The ETD committee recommended items 1, 2, 3, 4, 9 be adopted in the proposed submission process. The committee recommended standards in formatting will be linked to discipline.

O. Smith recommended the following wording change in recommendation #2, proposing that the format be discipline-specific:

“any appropriate professional format accepted by the academic unit should be permitted. Final decisions on the formatting of the dissertation should rest with the student’s advisory committee.”

S. Delcourt stated the policy will be brought back to the EC to adjust the phrasing of the original recommendations and then presented at GB for approval.

7. Monitoring graduate student progress –*next steps?*

C. Kim suggested EC to draft forms to present to GB for review and approval. She encouraged GB members to submit additional recommendations directly to C. Kim, D. Neivandt, or S. Delcourt.

8. Items arising

S. Delcourt passed out the Northeastern Association of Graduate Schools (NAGS) call for award nominations and explained each award. He stated nominations must be provided to NAGS by February, therefore the GS deadline is January 6th. All nominations should be sent to Scott.

S. Delcourt introduced the CalTech Space Challenge, a five-day prestigious event for undergraduate and graduate students from around the world designing a space related mission, will take place March 26-31. He directed GB members to contact C. Kim, D. Neivandt or S. Delcourt for more information or see the folder in FirstClass.

S. Delcourt announced a US Department of Homeland Security 2017 HS Stem Summer Internships where undergraduate students receive a stipend of \$6,000 and graduate students receive a stipend of \$7,000 plus travel expenses. He further explained this internship is a 10-week research experience at a number of different sites associated with the Department of Homeland Security with more information on FirstClass.

Meeting adjourned 4:43.

Recommendations of the University of Maine ETD Implementation Committee

1. The University of Maine Graduate School should only require PDF submission of any thesis or dissertation (ETD). Individual graduate programs or units may add any additional requirements that they choose, however it is strongly recommended that graduate programs seek to minimize the burden on graduate students and keep additional requirements to a minimum. ETD submissions must be in PDF/A format, which is designed for long-term preservation of electronic documents.
2. Although elements required in the *Thesis and Dissertation Guidelines* (i.e. title page, abstract, etc.) must still be included in the ETD, more flexibility should be allowed for theses and dissertations, and any appropriate professional format accepted by the academic unit should be permitted. Final decisions on the formatting of the dissertation should rest with the student's advisory committee.
3. At the time the student submits the tentative copy of his/her thesis or dissertation to the Graduate School, s/he should establish an electronic record on the University of Maine Digital Commons and indicate the level of access afforded to the ETD. As soon as the software is available, the Fogler Library will begin assigning an ORCID to the ETD which the student may use on other publications.
4. Verification of final, approved copies of electronic theses and dissertations should be managed by the Graduate School in conjunction with the student's advisor and the Graduate Program Coordinator. Upon receiving the signed final thesis acceptance form and accompanying final electronic copy of the thesis or dissertation, ETDs will be submitted by the Graduate School to Fogler Library to ensure that the final approved copy of the thesis or dissertation is uploaded to the University of Maine Digital Commons.
5. The Graduate School will notify the student and his/her advisor once the ETD has been uploaded to the Digital Commons so that the faculty advisor may inform the remaining members of the student's committee in order that they may review the ETD.
6. University of Maine Printing Services is able to print bound copies of the thesis or dissertation if required by the graduate program, or if the student or advisor would like a bound copy. If a printed copy is necessary, then students should allow for a margin of 1 1/2" on left for binding purposes.
7. Fogler Library via the University of Maine Digital Commons is designated as the official repository for ETDs. Both master's theses and doctoral dissertations that are designated for open access will also be made available to Proquest at no cost to the student.

APPLICATION OF INTENT TO APPLY TO THE **FOUR PLUS ONE PROGRAM** IN <<**INSERT PROGRAM NAME**>> AT THE UNIVERSITY OF MAINE

INSERT Contact: Graduate Program Coordinator, address email, phone
Return the completed digital application to: ??

NOTICE: This form is an internal application to be considered for an accelerated Four Plus One (4+1) graduate degree program at the University of Maine upon meeting all admission conditions. **A listing of all accelerated programs is available at umaine.edu/graduate/programs/accelerated-programs/.**

The form must be submitted to the program and NOT to the Graduate School. Students must apply to the 4+1 track in their junior year. Once accepted into this track, students may take up to 9 credits of graduate coursework beginning in their senior year. The credits will be transferred to the student's graduate record upon application and formal admission to the Graduate School in the 4+1 program (see attached timeline).

Name _____ MaineStreet ID _____
(Family Name) (First) (Middle)

Maiden name or other names under which records may be filed _____

Mailing Address _____
(Street) (City, State) (Zip Code) (Country)

Phone Number _____ E-mail _____

Date of Birth _____ Gender _____

Semester you expect to take first course in the Four Plus One Program _____

Current undergraduate degree you are seeking: **<<degree options>>**

Proposed graduate program of study: **Department**

List in chronological order all institutions of collegiate standing, and location, that you have attended. Include dates of entering and leaving degrees received or for which you are a candidate. The department will access transcripts from the University of Maine. Transcripts from other colleges and universities must be sent **directly** from these institutions to:
INSERT CONTACT INFO OF PROGRAM COORDINATOR

Name of Institution	Dates Attended	Major	Name of Degree or Diploma	Date Degree Received or Expected

Cumulative undergraduate average on a 4.0 scale (A=4): _____.

List any honors, prizes or scholarships previously awarded to you on the basis of academic achievement, or any honor societies to which you have been elected.

List any employment or other activities related to your current undergraduate program or the proposed graduate program of study. If you have taught, name subjects.

Optional

Provide the date you have taken or intend to take the **Graduate Record Examination** (Not required until senior year)

Date of Exam _____

GRE scores: Verbal _____ Quantitative _____ Analytical Writing _____ Subject _____

Please have the official scores from the GRE exams sent directly to the University of Maine Graduate School from the testing institution. The institution code for UMaine (ORONO) is 3916.

Note: You may examine test review materials and register for the GRE Computer-based General Test at <http://www.ets.org>

List names and addresses of three people whom you are asking to send letters of recommendation. Letters of recommendation must be recent and must be written by people qualified, through personal experience with your academic work, to judge your capacity for advanced study. Current university instructors would be highly appropriate. Applicants should request the named people to send their recommendations directly to the Four Plus One Coordinator listed at the top of this application. Hard copy and/or electronic letters are acceptable.

Name	Address (include physical address, email and phone)
1.	
2.	
3.	

In the space below, compose a brief essay (300-500 words) to be read by the **Graduate Faculty Admissions Committee** that describes your academic and personal intentions and objectives. Identify any special interest you would like to pursue now or in the future.

REQUIRED SIGNATURE OF ALL APPLICANTS

Signature _____ Date _____

IMPORTANT NOTIFICATIONS:

Admission decisions for the *Four Plus One Track* cannot be made until the complete application is received. All application materials become part of the permanent records of the University of Maine and are not returned. It is your responsibility to keep copies and be sure your application materials are complete and have all been received by the **Graduate Program Coordinator**.

In complying with the letter and spirit of applicable laws and in pursuing its own goals of pluralism, the University of Maine shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veterans status in employment, education, and other areas if the University. The University provides reasonable accommodations to qualified individuals with disabilities upon request. Questions and complaints about discrimination in any area of the University should be directed to the Director of equal Opportunity, 101 N. Stevens, 207-581-1226. Inquiries about discrimination may also be referred to the Maine Human Rights Commission, U.S. Equal Employment Opportunity Commission, Office for Civil Rights for U.S. Department of Education or other appropriate federal or state agencies.

Accelerated (4 + 1) Program Timeline

Junior Year:

Student will submit an internal application signifying their intention to pursue a 4+1 accelerated graduate program at the University of Maine.

Program will review application and send student a letter informing him/her of admission status (copying Graduate School).

Once accepted by the program, the student will be considered to be in a 4+1 track and will take the prescribed curriculum specified in the original 4+1 program proposal.

Senior Year:

Student completes up to nine credits of prescribed graduate level coursework.

Student submits formal application to the Graduate School.

Note: Programs may waive standard admission requirements for 4+1 students such as GRE scores and letters of recommendation at the program's discretion.

Graduate program and Graduate School review application. Graduate School sends admission letter in consultation with graduate program coordinator. Acceptance by the Graduate School constitutes admission to the Graduate School and to the 4+1 program for students who had been previously admitted to a 4+1 track and had satisfied all conditions of admission.

Graduate (Plus One) Year:

Student completes graduate course work within 15 months of acceptance to Graduate School.

Upon successful completion in the 15 month timeframe, up to 9 graduate credits taken as an undergraduate will be applied to the student's graduate program.

Template Admission Letter

Dear <student name>,

Upon the recommendation of the graduate admissions committee for the (name) program, it is my pleasure to inform you that you have been admitted to the accelerated (4+1) track leading to a Master of (Arts/Science, etc) in (program name).

This offer is contingent upon your maintaining a **(3.3?)** GPA through the remainder of your undergraduate program, and your completing the required graduate level courses (up to 9 credits) which may be applied towards both your undergraduate and graduate degrees, if you earn grades of B or higher in these courses.

During your senior year, you must submit a formal application to the University of Maine Graduate School (**umaine.edu/graduate/apply/**). The \$65 application fee will be waived. In addition to the graduate application, we require that the following items be submitted to the Graduate School in order for you to be formally admitted:

LIST ITEMS, IF ANY


Upon successful completion of your master's degree program in 15 months or less, you will receive transfer credit for up to three graduate courses (nine credits) taken as an undergraduate student after you were admitted to the 4+1 track.

Please feel free to contact me with any questions. Congratulations again on your admission to the accelerated program track! We look forward to your continued study at the University of Maine.

Sincerely,
Graduate Coordinator

pc: Graduate School

December 5, 2016

To: Carol Kim, Dean, Graduate School
CC: Gregory Zaro, Chair, Department of Anthropology
From: Emily Haddad, Dean, College of Liberal Arts and Sciences 
Re: Proposal for M.A. in Anthropology and Environmental Policy

I endorse the Department of Anthropology's proposal to modify the PhD in Anthropology and Environmental Policy by adding a corresponding master of arts degree. The MA would constitute a substantive modification of the existing doctoral program, which did not include a master's program when created in 2012. The proposed addition of the non-thesis MA is sound. This program consists of the coursework portion of the doctoral program. Consequently, there is no curricular change being proposed via the addition of a master's program, and no additional faculty resources will be required.

My support for this program is based on the benefit anticipated for three groups of students:

1. Students who begin in the doctoral program and encounter circumstances that do not allow completion of the PhD will have completed the coursework necessary to earn the non-thesis MA. The MA degree will recognize their time and effort in the program and will enhance their employment prospects.
2. For doctoral students doing dissertation work, the MA credential may improve professional employment opportunities (and lessen financial stress) during completion of the doctorate.
3. For students whose professional goals would be advanced by completion of a stand-alone master's degree with an environmental policy focus, the MA being proposed could be advantageous. Because it is a non-thesis degree, it could be completed relatively quickly as a professional master's.

The proposal persuasively documents the need for the program. I approve the proposal on behalf of the College of Liberal Arts and Sciences, and recommend it to you. Please do not hesitate to contact me if further information would be helpful.

UNIVERSITY OF MAINE SYSTEM
PROPOSED CHANGE/ADDITION TO AN EXISTING PROGRAM

Graduate X
Two-Year
Four-Year

University of Maine

1 **Title:** Anthropology and Environmental Policy
 Degree: M.A.
 Area: Anthropology

2 **Person Responsible for Planning**

Name: Gregory Zaro
Address: 5773 South Stevens Hall
 University of Maine,
 Orono, Maine 04469

Department: Anthropology
Telephone Number: 581-1857

3 **General Objective of Proposal**

In 2012, the Anthropology Department launched a new Ph.D. program in Anthropology and Environmental Policy. The program trains students to work within a multi-disciplinary framework, bridging the environmental and social sciences with policy studies by focusing on the sociocultural impacts of, and responses to, local and global environmental change. Specifically, the program combines a set of core anthropological courses in social and cultural theory, policy development, and policy analysis with methodological and specialized courses tailored to the environmental policy interests of individual students.

This new but very successful Ph.D. program has attracted considerable attention and some very impressive students, but we are nearing capacity for doctoral students at current levels of support. Our original proposal for the Ph.D. program did not include a masters program. We therefore propose the addition of a non-thesis (coursework) M.A. degree program for the following reasons:

- We often receive inquiries from students interested in an M.A., some of whom would likely be paying graduate students. In a non-thesis program, these students would fill available seats in existing classes without requiring any additional faculty resources. A masters degree in this field would qualify recipients for employment in the growing climate change adaptation and mitigation sectors in state agencies and in the non-governmental sector.
- As in other programs with non-thesis masters, we have found that, occasionally, students who start the doctoral program are unable to complete it, through the dissertation, for a variety of circumstances. For those who have done the coursework successfully, a non-thesis masters would recognize this significant

investment in time, effort, and resources and improve employment outcomes for these students. It would also benefit UMaine by expanding the alumni base in a field of increasing demand.

- Doctoral students often need to work while completing their dissertation. A masters degree awarded at the completion of the coursework portion of the program would provide a credential for better employment (e.g., teaching in community colleges, colleges, and universities; working in government sectors). Conferring a M.A. on our students who have completed the required coursework will allow them to progress through the program with less financial stress while potentially gaining the necessary experience to improve employment outcomes after completing the doctorate.
- The proposed program will provide students with skills relevant to both academia and beyond. We envision students finding positions in state, national, and international institutions dealing with environmental management and change, as well as positions in the private sector. Because this program would consist of the coursework portion of the doctoral program, all of the courses needed for the M.A. are already available at no additional cost. The addition of professional students who come for the M.A. degree would potentially add revenue and help guarantee the enrollment viability of these courses.

4 Documented Evidence of Need

The problem

The global community faces a number of tremendously important environmental challenges. Some are already exerting negative influences on humanity, while others are projected to do so in the foreseeable future. Scientists have already detected changes in global ecology, disease patterns, and land-use attributable to “greenhouse-gas” emissions. Ocean fisheries and forests in several parts of the world, including the Gulf of Maine, are threatened. Global population growth continues to challenge the traditional breadbaskets of the world and will continue to do so well into the latter part of this century, even if stringent control measures are instituted now. There are also growing problems associated with the depletion of energy and other resources and with associated environmental degradation.

These are human problems as much as they are environmental, and several are global as well as local in their effects. For example, climate is affected by human activity at a global level, but climate changes have significant and highly variable consequences at the local level. Maine being a natural resource state, these effects are particularly relevant to the people of Maine, our culture, and our society.

There is a present and growing need to apply the results of basic and applied research to better understand human interactions with the environment and to comprehend the cultural and multi-scalar dimensions of these interactions and their consequences. Social scientists have an extremely important role to play in assisting state, national, and world decision makers in understanding these problems and finding solutions to them.

Currently, some economists and political scientists are working with policy makers, but few social scientists are trained to understand the scientific evidence and then advise on policies that will take into account the social and cultural implications of these decisions. More than in any other discipline, anthropologists are equipped to study these issues from global to local scales. They are trained to investigate and understand the responses to environmental change of people whose cultural backgrounds may be radically different from that of the western world and to devise policies that take these cultural differences into account in creating and managing viable environmental solutions.

Needs

In response to growing awareness of these environmental challenges, the University of Maine has focused increasingly on issues related to environment and policy, and a number of initiatives have emerged over the last few years (e.g., the Sustainable Solutions Initiative; the School of Policy and International Affairs program). Despite these developments, there is currently no place on campus where a social science student – or a science student, for that matter – can earn a policy M.A. degree focused on environmental issues in the context of their cultural implications.

Directive

The Anthropology Department proposes a distinctive M.A. program that will produce graduates strongly positioned to fill current professional lacunae in the analysis of (1) social relations, social organization, cultural perceptions, and ecological behavior as they bear on the causes and consequences of local, national, and global environmental change; and (2) policy aimed at mitigating the negative environmental consequences of these changes while safeguarding or promoting human well being. Areas of environmental policy to be addressed will include (but not be limited to) global climate change, energy resources, marine resources, eco-tourism, forestry resources, land-use, water management, and pollution control.

5. A. Which campuses, agencies, organizations, institutions or individuals have you involved in the program?

<u>Name</u>	<u>Address</u>	<u>Contact</u>	<u>Title</u>
Climate Change Institute	UMaine	Paul Mayewski	Director
Canadian-American Center	UMaine	Stephen Hornsby	Director
Margaret Chase Smith Center	UMaine	Jonathan Rubin	Director
School of Policy and Int. Affairs	UMaine	Dan Sandweiss	Director
Native American Programs	UMaine	Darren Ranco	Director
School of Earth & Climate Sciences	UMaine	Scott Johnson	Director
School of Forest Resources	UMaine	Stephen Shaler	Director
School of Biology and Ecology	UMaine	Andrei Alyokhin	Director
George Mitchell Center	UMaine	David Hart	Director

B. Which campuses, agencies, organizations, institutions or individuals do you plan to involve in the program?

<u>Name</u>	<u>Address</u>	<u>Contact</u>	<u>Title</u>
School of Marine Sciences	UMaine	Rebecca Van Beneden	Director

C. How?

Involvement will consist of cooperation with scholars in these centers of excellence through joint research projects and enrollment of our M.A. students in courses they offer. We will also continue making courses from our program available to interested students from these other units on campus.

6. What type and/or extent of support is presently available?

A. Personnel

The core of the program is already in place. It consists of a group of internationally recognized departmental personnel, extremely active in research and publication in international journals and presses and in securing prestigious grants and scholarships. Many departmental faculty have cross- or cooperating-appointments with centers of excellence such as the Climate Change Institute (5 members), the School of Marine Sciences (1 member), the Canadian-American Center (1 member), Native American Programs (2 members). Several faculty from these other units also have cooperating appointments with Anthropology. Program members are also experienced in producing interdisciplinary degrees with an anthropology focus (e.g., interdisciplinary Ph.D. students; Ph.D. in Anthropology and Environmental Policy; M.S. in Quaternary and Climate Studies; and M.A. in History). This cross-appointment model establishes a unique and successful framework for our programs.

B. Facilities

This program does not require additional laboratory space. With one and a half floors of South Stevens Hall allotted to the anthropology department, we anticipate few difficulties in accommodating additional personnel and facilities for the immediate future.

C. Equipment

Equipment needs for this program are either in place or can be acquired through normal grant channels.

D. Funding Sources

The Department of Anthropology has been highly successful in obtaining grants to support its research activities. Over the past 5 years since 2011-2012, core members of the department have been directly responsible for more than \$3.2 million dollars in external grant support of research, travel, fellowships, student assistance, and equipment.

E. Library Resources

Library holdings are generally adequate in anthropology and in many of the fields that will support this program. Depending on the precise directions taken in the future, some new journals and books will be required, though we anticipate that part of this upgrading will also significantly benefit other departments on campus.

F. Other

The University of Maine is well positioned to launch this distinctive program because of the presence of several internationally recognized units to which it would be closely

linked. These include the Climate Change Institute, the Canadian-American Center (and its associated Cartography Lab), the School of Marine Sciences, and the School of Forestry. Furthermore, the effectiveness of this collaborative model has already been demonstrated through our new doctoral program.

Several members of the department have long-standing involvements with other UMaine scientists already working on environmental change. This network of collaborators demonstrates that the interdisciplinary research and teaching required of the proposed program is not just an idea, but a proven reality.

G. What additional new costs are required in any or all of the above categories?

We do not anticipate additional costs for this program. All of the pieces are already in place and funded through our doctoral program. Initially, this program will just serve students in the doctoral pipeline. Once established, we intend to open the program to professional masters students who would bring revenue rather than create additional costs.

7 Briefly describe preliminary plans for regular program evaluations, formative and summative.

Formative: Since this program will be very small by national standards for graduate programs in anthropology, special care will be taken to have people from other small programs review our plans to assess potential weaknesses in it.

Summative: If financial resources permit, we plan to have the program evaluated at 5-year intervals jointly with the doctoral program. Depending on the timeframe for program approval, we expect that the M.A. program will be in place around the time of, or shortly after, the doctoral program's first review. Consequently, its first full review will likely occur alongside the doctoral program's second review.

8 Time Frame

Estimated Planning Time: 1 year

Estimated Implementation Time: AY 18

Estimate of Program Lifetime: Indefinite

9 COMPLETE FOR GRADUATE PROGRAM ONLY: On what other campus, if any, will this program be available? What plans are there to insure transferability from other campuses into this program or to deliver this program to other campuses?

No other campus in the System has a graduate program in anthropology. Transferability of graduate level anthropology credits therefore is not likely to be an issue. However, students enrolled in related programs in the system will be welcome to attend classes and special functions according to their background and interests, and special attention will be paid to class scheduling to improve access for students from other system campuses.

10 Other Pertinent Data and/or Information

11. Submitted By:



Gregory Zaro
Associate Professor and Chair of Anthropology

(Signatures of Person(s) Responsible for Program Plan) (Date)

Approved By:

 12-5-16

(Dean, College of Liberal Arts and Sciences)
(Date)

(Dean of the Graduate School)
(Date)

(Provost)
(Date)

(President)
(Date)

Current Policy:

4.7 Responsible Conduct of Research (RCR) Training

All students enrolled in graduate research masters (thesis) or doctoral programs must receive one credit of RCR training prior to completing the degree, preferably prior to commencing the research. At the advisory committee's or Graduate Coordinator's discretion, this credit may be substituted for one of the 6 required thesis/dissertation credits (XXX699). Students must take the RCR training before the completion of 3 credits of XXX699. The Graduate School will provide a list of acceptable options for fulfilling the RCR training requirement.

Proposed Revised Policy:

4.7 Responsible Conduct of Research (RCR) Training

All students enrolled in graduate research masters (thesis) or doctoral programs must receive one credit of RCR training prior to completing the degree, preferably prior to commencing the research. At the advisory committee's or Graduate Coordinator's discretion, this credit may be substituted for one of the 6 required thesis/dissertation credits (XXX699). Students **complete** RCR training before **the commencement of the 4th credit** of XXX699. The Graduate School will provide a list of acceptable options for fulfilling the RCR training requirement.