



Graduate Board
Thursday, October 28, 2021

By Zoom:

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ID: 84593608997

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3:00-4:30 pm

AGENDA

1. Review/approval of the September 30, 2021 Graduate Board minutes
2. Review/approval of the October 5, 2021 Curriculum Committee report
3. Announcements/updates
 - a. Final fall enrollment numbers
 - b. Call for applications for Flagship Doctoral Fellowships
 - c. GB meeting time
4. NCFDD – Associate Provost Jessica Miller
5. Review of 2020-21 Graduate Admissions Cycle and Goal Setting for 2021-22
6. Draft language on outside work for GAs
7. Pursuing best practices in graduate mentoring
 - a. Draft charge
 - b. Committee membership
8. Items arising



Graduate Board
Thursday, September 30, 2021

By Zoom:

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ID: 87009682052

Passcode: 354730

Call to order: 3:05pm

Attendance: E. Allan, P. Agrawal, J. Artesani, J. Ballinger, C. Beitzl, J. Bonnet, T. Bowden, S. Butler, S. Delcourt, J. Deisenreider, S. De Uroiste-Stone, D. Dryer, P. Edelman, S. Fraver, J. Gill, A. Goupee, H. Greig, W. Gramlich, S. Klein, A. Knightly, P. Libby, Z. Ludington, J. McClymer, C. Murphy, H. Onsrud, E. Pandiscio, L. Rickard, J. Romero Gomez, D. Rooks-Ellis, J. Settele, J. Stoll, J. Walker, T. Yoo, Z. Zhang, Y. Zhu

Guests: Crystal Burgess, Graduate School, Mandy Barrington, Ryan Weatherbee & Debra Allen, Institutional Research and Assessment, Bryan Silverman –MAT

1. Welcomes/introductions
 - New member introductions
 - Alternative Graduate Board meeting time? – Current meeting time 3-5pm
 - Childcare centers closing early - who does this impact: Zack, Josh, CiCi, Laura, and Kim.
 - We will create a doodle poll to see if other times would work better. (12-1:30 – lunch meeting is possible if it would work better?)
2. Review/approval of the May 13, 2021 Graduate Board minutes
 - Motion to approve minutes: J.Gill, 2nd H.Onsrud
 - Unanimous approval – with 8 abstentions due to membership changes for 21-22 academic year (Judy, Christina, Andy, Janina, Patty, Zach, Yifeng, and Elizabeth)
3. Review/approval of the September 14, 2021 Curriculum Committee report
 - a. DSE 510 Data Science and Engineering Practicum
 - b. ERL 541 Methods of Teaching English in the Secondary School
 - c. ERL 604 Doctoral Pro-Seminar in Literacy II
 - d. INT 610 Advanced Seminar in Integrated Behavioral Health Care

J.McClymer –motion to approve, J Settele – 2nd

Discussion: J. McClymer – Asked about the hyflex designation for DSE 510

commenting that hybrid/blended may be more accurate. Scott noted that the Graduate School will review the UMS modality definitions to ensure that it is appropriate, observing that the graduate curriculum committee has been guided by a [UMS document on course modalities](#). In this document, hyflex is defined as a single course section with in person option, an asynchronous option, and a recording – or any combination of the three.

H. Onsrud – DSE 510 – practicum for Data Science and Engineering – was submitted to Graduate Curriculum Committee with SIE 507 or equivalent as the only prerequisite. There are objections to the 2nd prerequisite that was added (COS 125) and moved to strike COS125 from the course description. S. Delcourt agreed to the revision and will convey the change to the office of student records.

One abstention – Andy Goupee – Otherwise, unanimous approval given the proposed revisions above.

Crystal Burgess provided an overview of the new curriculum form in Smartsheet. She emphasized that in order to ensure that the program coordinator or program chair reviews the form, please ensure the proper name/email gets entered into the form for approvals. (The approval steps are entered by the person who submits the proposal and are routed automatically upon approval at each level). She will explain further later in the meeting agenda.

4. Announcements/updates

- a. Janina – GSG President – quick update. This semester there are 42 graduate student senators from 32 departments. Current Executive Committee was elected in May and worked together over the summer. In conjunction with OVPRDGS, GSG was able to continue the Summer Graduate Fellowships. Any relevant ideas or events – please send to Janina or Danielle Gabrielli (outreach and professional development officer) to have included in the GSG newsletter.
- b. Graduate Stipends – Scott noted that the Graduate School’s budget did not receive a formal stipend increase as we have in the past. However, Vice President Varahramyan authorized a stipend increase to Graduate School budgeted stipends - \$16,500 for Masters and \$19,000 for PhD – effective as of October checks. (Retroactive to September). Thanks to continued investment, we are making progress in reaching the stipend levels of the other New England Land-Grant universities.
- c. Scott updated the Grad Board on further good news for graduate assistants, fellows and scholarship recipients. Now that mandatory fees are rolled into tuition and paid by tuition waivers, these students will save about a \$1000 in out-of-pocket costs, essentially amounting to an additional \$1000 stipend increase.
- d. Revenue Incentive program / Entrepreneurial Programs – there will soon be an announcement from the Provost’s Office on which grad programs will be included this year in a pilot program to return a portion of tuition revenue based on enrollment growth. Many of the programs being considered were in the UMaineGOLD initiative.

- e. [Admissions survey](#) – reminder to complete if you have not to enable the Graduate School to assist in recruitment and enrollment efforts.
- f. Enrollment update – we almost hit 2600 graduate students at our peak early this semester – currently at 2548 at 31 days after the start of the semester. Doctoral enrollment is also at a new all-time high at 532.
- g. Crystal Burgess – There are 26 forms maintained by the Graduate School
 - i. In October 2020 – the Graduate Board asked for a better solution than fillable PDF’s. The Graduate School identified SmartSheet as a temporary solution to forms that require multiple levels of approval and electronic routing.
 - ii. Forms that don’t require multiple signatures were constructed in form assembly. Links to the forms are included here:
 1. [New Smartsheet curriculum proposal form with electronic routing](#)
 2. [New Smartsheet assistantship appointment form with electronic routing](#) (created by payroll & modified by the Graduate School). ([Instructions](#) here.)
 3. [New course registration form](#) – to be able to share the registration process.
 4. [Graduate School Staff Responsibilities sheet for reference \(R- Responsible, S- Support\)](#)

H.Onsrud mentioned the most problematic form currently is the Programs of Study. (Crystal suggested that the form is complex and may require more work.) H.Onsrud mentioned that he has some students who may be willing to help develop this form.

Kevin Wentworth & Crystal Burgess have been working on. S. Delcourt mentioned that we may be able to use the degree audit process in MaineStreet for for non-thesis programs that have a relatively fixed curriculum.

Will Gramlich and admin had issues filling out the form this summer for GAAF appointments. Grad School will check in with these programs and can provide resources for training. Juan Romero – had similar issues with forms.

Smartsheets – there are instructions on the course proposal website (linked above), and we are happy to work with individual admins for any training needed to use the forms.

Can we bump this up to the system? Someone in UMS IT should be informed. If there is the possibility of a system wide solution, it will need to go through David Demers office.

5. Continued work on developing graduate Program Learning Outcomes (PLOs)
 Deb Allen, Mandy Barrington, and Ryan Weatherbee
 Program Learning Outcomes – Grad programs need to have PLO drafts sent

to Mandy and Ryan by April 1, 2022. OIRA will provide feedback on the drafts.

Programs to post final PLO's on individual websites

Send link to your final PLO's to OIRA

OIRA Support

Consultations

Workshops

Online resources

<https://umaine.edu/oira/assessment/current-assessment-activities/>

NECHE wants PLO's for all programs (certificates and degrees) at all levels

Overarching graduate goal for PLO development (approved by Graduate Board in May 2020):

During and after graduate training, accordingly, the University of Maine's doctoral, masters, and graduate certificate programs will enable students to:

Understand, interpret, shape, and augment the knowledge base by

- Contributing research, scholarship, creative work, and informed practice to our developing understanding of the social and material world;
- Staying abreast of methodological, pedagogical, and professional advances;
- Consuming research for continuing professional knowledge and practice; and
- Committing to professional development through engagement in professional societies and other knowledge-transfer modes.

Share disciplinary expertise openly, effectively, and accurately by

- Accurately distilling and disseminating complex expertise to help solve problems;
- Responsibly integrating developing research consensus into professional best-practices;
- Working collaboratively across domains to develop new insights and effective practices;
- Responding with principled recommendations to emerging concerns that confront their communities of practice; and
- Respectfully observing (and where necessary, helping to shape) the communicative conventions of the community of practice.

Demonstrate responsible and ethical practice by

- Attending to sustainability, responsiveness, and potential long-term implications when engaging local-global context and communities;
- Learning from and working respectfully with diverse cultural perspectives, knowledge-systems, and priorities;
- Giving and acting on productive feedback;
- Complying with best-practices in methodology and pedagogy and in making informed recommendations to employers, coworkers and the broader public; and

- Maintaining a critical awareness of structural inequities in their communities of practice and working to redress them.
- Assuring that context- and discipline-informed modes of inquiry are safe.

6. New graduate proposals:

- a) Bryan Silverman – presented a proposal for a 4+1 program leading to MAT in secondary education (math, languages and social studies focus). Scott advised that if EDT520 were to count toward the undergrad and graduate degrees, there would need to be an MOU between CoEHD and individual undergrad programs stating such.

Zachary Ludington asked about how content area would be impacted (i.e. if students from a different discipline wanted to complete this program.) Bryan responded that the core curriculum of this program is focused on pedagogy with some undergraduate or graduate content courses.

Jim McClymer – asked about MST faculty – and if this has been run by that program. (Bryan responded that there is some overlap but, not identical programs. The MAT is more focused on pedagogy and does not require a thesis.)

Patty Libby – asked about the modality. (Is it hybrid / blended – or is it hyflex?) Bryan - Summer courses – synchronous online and there are teaching placements required. At this point, not all courses are online.

- 4+1 proposal for Master of Arts in Teaching in Secondary Education – target would be summer 2022 for admission of first class. (March 1 for Graduate School application.) Marketing would be UMaine initially. (Eventually could be offered to other UMS undergrad students).
- MOU is required for credits to be double counted. Bryan will work on this.

Motion to accept – Eric Pandiscio – 2nd – Elizabeth Allan

Unanimous approval for this 4+1 option.

- b) New graduate concentrations in the MBA – Jamie Ballinger – 100% online, no course sequencing required for any proposed concentration
- i. Public and Nonprofit Management
 - Patty expressed concerns about coding as “online” with the synchronous vs asynchronous options
 - It would be possible to complete this program 100% online due to multiple offerings of the same course.
 - ii. Outdoor Industry Management
 - Managing travel and tourism related items (ski resorts, national parks, etc...). We have a potential donor base for this program in the state of Maine and beyond.
 - S. Delcourt said Exec Committee suggested hyphenating the name to avoid confusion (i.e. Outdoor-Industry Management). Sandra De Urioste-Stone agreed - the name

may be confused with outdoor programs and correlation with forestry program, etc...

iii. Geospatial Technologies

- Partnership with Maine Geospatial Institute
- Supply chain issues
- Harlan Onsrud asked about 7-8 week online asynchronous format.
- All core courses are offered during the semester / live
- The concentration is only for MBA students
-

There may be concerns with SCIS courses being available to these MBA students – Harlan Onsrud would like to be signing off on concentrations that require courses from his program. Harlan would like to bring it back to faculty. Jamie mentioned that she had worked with Kate Beard to develop this concentration. These concentrations meet a Harold Alfond Funding goal - to launch 3 new concentrations before December.

Motion to approve – Harlan Onsrud, Patty Libby 2nd

Unanimous approval to move forward once we have SCIS approval.

7. Pursuing best practices in graduate mentoring

- Framework –Executive Committee is developing a charge to the committee
- Resources - S. Delcourt suggested graduate student handbooks, and other university resources to reference as well as from national organizations like the Council of Graduate Schools.
- Thoughts on committee membership - If you are interested in volunteering for the committee, please let Scott know. Many members will be drawn from the Grad Board to facilitate the ongoing discussions at regular Grad Board meetings, but other interested faculty are welcome. Will also ask GSG for student representation.

Meeting Adjourned: 4:43PM

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on October 5th, 2021 and is recommending the following courses to the Graduate Board for approval at its October 28th meeting.

New Courses:

COS 542 Cloud Computing

COS 573 Computer Vision

MBA 637 Global Supply Chain Networks

Modifications:

BUA 601 Data Analysis for Business

ECE 515 Random Variables and Stochastic Processes

ECE 585 Fundamentals of Wireless Communication

MBA 609 Financial Statement Analysis

MBA 626 Management of Contemporary Organizations

MBA 649 Management Policy

MBA 651 Financial Management

MBA 670 Managerial Marketing

SED 505 Diversity of Development in Childhood

Call for Applications

Flagship Doctoral Research Fellowships

The University of Maine is pleased to announce the opening call for the Flagship Doctoral Research Fellowship program. This is the second year of funding for this initiative aimed at bolstering the strength and diversity of doctoral training at the University of Maine. Specifically intended to add additional Research Assistant lines – and associated doctoral student enrollment – this program will award up-to-5 doctoral research awards with up-to-\$40,000 of funding for each over 2 years, to provide for stipend, tuition, health, and research expenses.

Selection priority will be given to non-STEM applicants in an effort to diversify the institution's doctoral student headcount in alignment with broad University research growth objectives. Faculty supervising doctoral students from *all disciplines* are, however, encouraged to apply. Mentorship of undergraduate research learning experiences and impact tracking are expected to be embedded within these appointments.

Programs may submit up to 3 applications for the Flagship Fellowships through the graduate program coordinator (one per research mentor). Fellowships may be for a period of up-to-two years.

Applicants to this program are *faculty research mentors*, currently working within PhD-granting departments and units. The **deadline** for applications is **Dec 10, 2021**. Applications will be reviewed by a committee including representatives from the Graduate School Executive Committee.

Applications should be submitted by the graduate program coordinator through the [InfoReady Platform](https://umaine.infoready4.com/): <https://umaine.infoready4.com/>

To apply, please prepare the following materials:

- Letter of Application (not more than three pages): briefly describe the doctoral program within which the Research Fellow will be enrolled; departmental plans for the recruitment of doctoral students (to include broadening participation in the research enterprise); the research project(s) to which the Fellow will be assigned; any existing allied support – internal or external – for the Fellow; plans for the continued support of the Fellow past the fellowship period; as well as an account of how the addition of the Research Fellow will enhance, extend, or enrich existing research activity, including undergraduate research mentorship. This letter should also contain the current doctoral student headcount of the applicant's program along with the prospective headcount should the Fellowship be awarded. The level of use of existing University funds to support doctoral students and the potential for a Flagship Fellowship to extend available support for doctoral students will be factors in the award decisions.
- Detailed Doctoral Mentoring Plan (two pages): this plan should describe the faculty applicant's experience with doctoral student mentoring and/or other student research mentoring (including degree completion statistics where available); the Fellow's physical location and relevant facilities; plans for supervision and guidance; available and/or required research and professional development opportunities; as well as any plans for co-

advising or co-mentoring (please include a letter of support from prospective co-mentors, documenting this commitment).

- A current academic CV or biographical sketch of the research mentor (not more than 4 pages)
- A Letter of Support from the department chair or senior unit administrator.
- (Optional) Letter of Support from prospective co-mentors

The Flagship Doctoral Research Fellowship will observe the following guidelines:

1. This Fellowship program is intended to bolster recruitment of exceptional doctoral students in varied disciplines. As such Fellowships may be awarded only to students *beginning in the summer/fall following the award of the Fellowship*.
2. Fellowships are intended to enrich our doctoral-level research activities *as well as* to improve our standing in third-party research classifications, including the Carnegie Classifications. As such, the Fellow is expected to be a full-time student for the duration of their doctoral studies. Preference will be given to faculty applicants with a track record of receiving external support as well as mentoring student in the timely completion of their doctoral degree.
3. Fellowships will start between June 1, 2022 and September 1, 2022. By the following April 1st, the faculty applicant should submit a report documenting the successful recruitment of the Fellow and their satisfactory progress towards degree over their first year.
4. Fellowship support is to be used in consecutive semesters. Any interruption in the fellowship period must first be approved by the Vice President for Research and Dean of the Graduate School.
5. Supplemental funding beyond that offered by the Flagship Doctoral Research Fellowship may be provided by the faculty applicant's home department or unit. However Fellows may not take on more than 10 hours per week of additional employment of any kind above the fellowship commitment. Such additional employment should be related to the Fellow's doctoral research.

INSTITUTIONAL MEMBERSHIP

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postdocs, and
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at more than 450
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across the country!

Membership Benefits:

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- Increased interactions with campus-based and external mentors, sponsors, and collaborators
- Increased job satisfaction and retention

The NCFDD has members from almost every discipline and representing a broad range of colleges and universities. We offer essential tools for underrepresented faculty, postdocs, and graduate students and best practices for all scholars looking to make successful transitions throughout their careers.

For more information, contact: InstitutionalMembership@facultydiversity.org
www.FacultyDiversity.org (313) 347-8485

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- 14-Day Writing Challenges with WriteNow accountability tracking
- Private Discussion Forums with moderated monthly writing challenges
- Peer-mentor ("buddy") matches
- Dissertation Success Curriculum & Discussion Forum for advanced graduate students
- Priority registration for the Faculty Success Program
- Alumni program enrollment free of charge for Faculty Success Program Alumni

"The supportive community that the NCFDD provides has given many of our faculty new ways to organize their work so they can both be productive and have time for families and friends. Balance is the term that comes to mind, but it is more than that." **Margaret L. Andersen, PhD, University of Delaware, Associate Provost for Faculty Affairs, The University of Delaware**



"Our faculty at all career stages, especially faculty of color and underrepresented faculty members, have found the resources beneficial - inspirational, pragmatic, and normalizing of the challenges they face... Faculty evaluations of the program report their appreciation that the institution is 'investing in our future and success.' The NCFDD is a breath of much-needed fresh air in the Academy." **Diane Finnerty, MS, Assistant Provost for Faculty, The University of Iowa**

For more information, contact: InstitutionalMembership@facultydiversity.org
www.FacultyDiversity.org (313) 347-8485

Grad Board Admissions Talking Points Fall 2021

- For fall 2021, when compared to fall 2020:
 - Applications from students of color increased by 55%
 - Admissions of students of color increased by 25%
 - Enrollments from students of color increased by 16%
- However, there is a significant disparity in the acceptance and yield rates for students of color.
 - White applicants were admitted at a rate 36% higher than black applicants and 11% higher than Hispanic applicants.
 - White applicants enrolled at a rate 28% higher than black applicants and 24% higher than Asian applicants.
- The acceptance and yield rates were impacted by the month-long fee waiver in May, which enabled many underrepresented students to apply, but you can see that the pattern existed in previous years.
- Underrepresented students are often disadvantaged when applying to graduate school, particularly research-based programs where identifying an advisor is part of the application process.
- A study published in [Psychological Science in 2012](#), and updated in 2015, found that professors' response rates to prospective students varied significantly by both race and gender, with caucasian males being 26% more likely to secure a meeting with a prospective advisor than any other group.
- The Graduate School is open to ideas to create greater equity in the admissions process and would be happy to work with any program one on one.

Fall 2021, 2020, 2019 Admissions, Acceptance, and Enrollment by Ethnicity

		2021	2020	2019				
Applied	White	1,482	1,502	1,170				
	Black	342	127	94				
	Hispanic	116	85	60				
	Asian	270	244	158				
	Native American	22	29	19				
	Total Underrepresented	750	485	331				
	Change from previous yr	55%	47%					
						2021	2020	2019
Admitted	White	948	1,048	776	Acceptance Rate	64%	70%	66%
	Black	97	65	39		28%	51%	41%
	Hispanic	62	52	34		53%	61%	57%
	Asian	134	109	71		50%	45%	45%
	Native American	16	21	13		73%	72%	68%
	Total Underrepresented	309	247	157		41%	51%	47%
	Change from previous yr	25%	57%					
Enrolled	White	590	656	497	Yield Rate	62%	63%	64%
	Black	33	33	15		34%	51%	38%
	Hispanic	33	25	21		53%	48%	62%
	Asian	51	40	32		38%	37%	45%
	Native American	9	11	9		56%	52%	69%
	Total Underrepresented	126	109	77		41%	44%	49%
	Change from previous yr	16%	42%					

15.2 Assistantships

Current:

Graduate assistantships are available in most departments offering work leading to an advanced degree, and include teaching assistantships (TAs) and research assistantships (RAs). A number of assistantships that are funded through Federal financial aid are also available. The awarding of assistantships is contingent upon admission of the applicant to graduate study. Visiting graduate students in good standing in an approved program of study may be awarded assistantships. Graduate Assistants, although appointed through the professional payroll system of the University, do not accrue vacation or sick leave. To avoid misunderstandings, duties during the semester, any assignments during student holidays, and any other expectations should be defined by the faculty member, or the department to whom the graduate assistant reports. Graduate Assistants may not normally be employed in any other capacity by their department or by other units of the University.

Proposed:

Graduate Assistants may not normally be employed in any capacity other than their assistantship, inside or outside the University. Although assistantships are part-time positions, it is expected students are working full-time on the combined primary workload of their assistantship, coursework, and/or thesis or dissertation. In addition, some funding sources (e.g., federal grants) do not permit outside employment. Also, international students must follow federal visa requirements regarding maximum employment hours. In certain circumstances, domestic students who are not funded by a grant with a strict policy, and international students who are on an assistantship that requires less than their maximum allowable hours as specified in their visa paperwork, may request an exception. Any requests for additional employment or changes in employment should be discussed first with the student's faculty advisor and/or assistantship supervisor/project Principal Investigator (PI). If approved by the advisor/supervisor/PI, the request also must be reviewed and approved by the graduate program coordinator and the Graduate School, and must adhere to all University and any other applicable policies (e.g. funding agencies) that are relevant to the additional employment.

Charge to Graduate Mentoring Committee

Background: Graduate admissions is an imperfect process. While the experiences of most graduate students have been positive, paving the way to rewarding careers, inevitably some working relationships between faculty mentor and graduate student are not productive. In extreme cases, they may result in actions that are destructive to the student and/or faculty mentor. The Graduate School as the primary advocate for the University's graduate mission has helped mediate many of the situations where the mentor-mentee relationship has broken down and through these difficult cases has gained some insight on how more productive mentoring relationships may be fostered.

Response: In AY 2021-22, the Graduate School has established an *ad hoc* committee of Graduate Board representatives, graduate student representatives, and other interested faculty to explore and define best practices in establishing a positive and productive relationship between a University of Maine graduate students and his/her University of Maine faculty research mentor. The new student success manager in the Graduate School will be an *ex officio* member of this committee.

Members of the committee are:

Dylan Dryer

Hamish Greig

Laura Rickard

College of Engineering rep?

2 Graduate Students (via GSG)

The committee is charged with identifying exemplars from graduate student handbooks, Graduate School documents and guidance from organizations like the Council of Graduate Schools and the National Association of Graduate and Professional Students.

The information should be used to develop a document that defines the conditions necessary for a positive mentor-mentee relationship and which clearly defines the responsibilities of each party in developing and maintaining this working relationship. The committee is also asked to recommend a process for resolving issues when there is a clear violation of the established mentoring relationship, including ensuring that needs and obligations of both parties are preserved in the event of a separation.

The group is asked to present an interim report to the Graduate Board early in the spring 2022 semester with the final report and recommendations due by the last meeting of the Graduate Board in May 2022.

