THE UNIVERSITY OF MAINE
Graduate School

Graduate Board
Thursday, October 26, 2023
57 Stodder Hall

12:30-2:00 pm

<u>AGENDA</u>

1. Review and approval of the September 28, 2023 Graduate Board minutes

2. Review and Approval of the October 2023 Graduate Curriculum Committee report

3. Announcements/updates
   - Graduate Student Workers' Union movement
   - Reminder - sharing graduate student highlights with Amanda Quiring
   - Graduate Commencement speaker nominations

4. Promoting accelerated degree program options to newly admitted undergrads –VPEM Kevin Coughlin

5. Name change for the MS in Nursing (for informational purposes)

6. Graduate student mentoring guidelines

7. Restarting the 3MT competition

8. Items arising

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Graduate Board
Thursday, September 28, 2023
57 Stodder Hall

12:30-2:00 pm

<u>AGENDA</u>

<u>Meeting called to order: 12:31PM</u>
<u>Attendance:</u> L. Hakkola, P. Agrrawal, K. Ashley, C. Beitl, M. Camire, J. Chiarell, S. Smith, N. Emanetoglu, K. Evans, A. Foster, M. Gardner, D. Granke, A. Gray, H. Greig, L. Riordan, S. Marzilli, S. Nittel, E. Pandiscio, B. Peterson, P. Rahimzadeh-Bajgiran, L. Rickard, D. Sandweiss, T. Schwartz, G. Schweiterman, J. Settele, P. Stechlinski, S. Wright

<u>Joining via Zoom:</u> J. Artesani, M. Brichacek, E. Landis, R. Wheeler, J. Gill, D. Dryer, R. MacAulay

<u>Guests:</u> Ray Hintz, SVT, Will Manion, SVT, Sarah Howorth, SED, Erin-Kate Sousa, IEI, Aylah Ireland, Student Success Manager, Emily Kuhlmann, Academic Records Specialist.

*S. Delcourt called the meeting to order and welcomed everyone, especially new members to the Graduate Board, noting that the GB is a highly collegial group where everyone has an interest in the support and promotion of graduate education at the University of Maine. He also mentioned that given the difficulty in trying to conduct a face to face meeting when many participants are on Zoom Kathleen will provide a Zoom link by request only. In person participation is highly encouraged.

1. Review and approval of the April 27, 2023 Graduate Board minutes
    - One correction to the attendance - Parinaz Rahimzadeh-Bajgiran
      Dan Sandweiss – motion to approve
      2nd - Sandy Butler
      Unanimous approval aside from those who abstained
      Abstaining – Dan Sandweiss, Mary Ellen Camire, Tom Schwartz, and Eric Landis.

2. Review and approval of the September 2023 Graduate Curriculum Committee report:

The Curriculum Committee met on September 5th, 2023 and is recommending the following courses to the Graduate Board for approval at its September 28th meeting.

New Courses:

ECE 531	Advanced Operating Systems
DSE 501	Statistical Foundations for Data Science and Engineering
DSE 502	Programming Foundations for Data Science and Engineering
DSE 589	Data Science and Engineering Graduate Project
DSE 590	Data Science and Engineering Internship
DSE 699	Graduate Thesis/Research
FSN 536	Food Laws and Regulations
MEE 580	Wind Energy Engineering
SVT 598	Selected Studies in Surveying Engineering Technology

Course Modifications approved over the summer:

ACC 507 Advanced Financial Accounting
ACC 515 Advanced Federal Tax Topics
ACC 608 Topics in Accounting
BUA 682 Data Pre-Processing for Business Analytics
BUA 681 Data Management and Analytics
BUA 683 Information Visualization
BUA 684 Business Data Mining and Knowledge Discovery
BUA 685 Problem Solving and Decision Analysis
BUA 686 Predictive and Business Forecasting
MBA 545 Topics in Business Administration
MBA 645 Advanced Topics in Business Administration
MBA 596 International Field Study
MBA 637 Global Supply Chain Analysis
MBA 651 Financial Management
MBA 670 Managerial Marketing
MBA 620 Law, Business, and Society
MBA 652 Management of Financial Institutions
MBA 653 Investment Management
BUA 601 Strategic Data Analysis
MBA 609 Financial Statement Analysis
MBA 626 Management of Contemporary Organizations
BUA 680 Foundations of Business Intelligence and Analytics

MBA 695 MBA Internship
MBA 698 Independent Study
ERS 542 Atmosphere, Ocean, Ice, and Climate Change
MAT 590 Graduate Research Seminar

Motion to accept Curriculum Committee Report: Jim Artesani
2nd - Sandy Butler
Unanimous approval with 2 abstentions: Terry Yoo & Mary Ellen Camire

3.   Announcements/updates

- Graduate Student Workers' Union movement

    o   Proposal is with the Chancellors office & it appears that it is going to be approved.

    o   Graduate Board made a statement in favor of graduate unionization in the spring.

    o   Scott will be involved in the collective bargaining as will Laura Rickard as a representative of the Graduate Executive Committee. Both will provide regular updates to the Graduate Board.

- Draft mentoring guidelines

    o   Mentoring Committee comprised of faculty and graduate students developed a set of recommended guidelines to help make the relationship between graduate faculty and their graduate student advisees more transparent and to clarify expectations for both in ensuring a successful relationship.

    o   Grad Board members were asked for feedback so that this document may be put forward to the Graduate Board at the October meeting as a working document with the recognition that there may need to be more input from professional/non-thesis programs.

- Homecoming Graduate Centennial celebration

    o   Recognition of graduate student research: *Imagine That!* Tours are scheduled for 1- 4pm on October 13 with 12 tour sites, ending in the Graduate School.

    o   Matthew Revitt – in Fogler Library's Special Collections pulled together many of the historical items for the displays & helped to secure display space in the Library.

- The Graduate School plans to honor graduate faculty who have been recognized in the past year for research, teaching, or mentoring at upcoming sporting events as part of the Centennial celebration

- Terry Yoo and Mary Ellen Camire both asked how 12 sites were selected.

- S. Delcourt clarified that sites were chosen in collaboration with the OVPRDGS and that each site was asked to have graduate students available to talk about their research during the tours.

- Budget for graduate assistantship lines

    - Scott informed the Graduate Board that the VP for Finance and CBO had met with OVPRDGS regarding a huge structural deficit (over $2 million) in the tuition differential budget account which pays the difference between resident and nonresident tuition for all nonresident graduate assistants.

    - Scott further explained that as the Graduate School has increased the proportion of funded nonresident graduate student students as well as the overall number of graduate students receiving assistantship support due largely to growth in the University's research activity, the budget in the differential account has not kept pace.

    - The University is currently considering mitigation measures which may include freezing all open TA lines for the 2024 semester, so please do not fill any vacant TA lines without checking first with the appropriate college dean and the Graduate School.

    - VP & Dean Varahramyan, AVP Delcourt, and the OVPRDG staff are working with the senior administration to identify strategies to address the deficit in the tuition differential account without negatively impacting graduate student recruitment and financial support, including examining how other peer research universities address the issue of tuition waivers for non-resident GAs.

    - A number of comments were raised in a discussion on this issue:

        Zach Ludington questioned how a graduate student is determined to be "out of state" – is it possible to have a more flexible policy?

        Meghan Gardner suggested that wherever you vote, register your car, etc…is where your residency is established.

        Sarah Howorth – stated that a change in the current policy may risk our R1 status if we end up making a change to the tuition that impacts student enrollment. Hamish Greig agreed.

Gail Schwieterman asked: What to do about students we are currently interviewing? Scott replied that he has urged the university administration to provide guidance ASAP.

Jacqueline Gill – echoing the concerns here – and concerned about stalling on any offers. Especially for international students hoping to come for spring. A pause could effect our overall graduate enrollment.

Dan Sandweiss asked how this related to the Undergrad tuition / flagship match tuition discounting. (This has also recently been discussed.) Scott noted that Flagship Match is also a budgeted scholarship account.

Terry Yoo – some of this may be a residency issue and some of it is a book-keeping issue. Are there hard and fast rules for residency? Dan Sandweiss suggested that perhaps employment status might be considered when determining in-state / out of state tuition?

Sandy Butler stated that professional programs don't have assistantships, so students are charged the out of state rates unless they receive scholarships. International students who self-pay are also paying the out of state rate. (>$1600 per credit hour)

Keith Evans – what percentage of our students are actually paying the out of state rates. Scott replied that when the Graduate School did this analysis several years ago, it was about 2 dozen. However, those numbers have probably grown with increasing international enrollment.

Rebecca MacAulay noted that for Clinical Psychology the majority of our students are out of state, and would not come without a waiver. These students are helpful to supporting mental health initiatives.

- Sharing graduate student highlights -
  Both the Marketing and Communications office and the Graduate School would like to profile graduate students who have won awards/honors/recognition or are pursuing interesting research topics. Please share student highlights with Amanda Quiring, digital communications manager.

- Xerox printing -
  When IT set up the new printing contract, they linked printing charges to where students are paid. For graduate assistants paid

from the grad stipend account, charges were linked to the Graduate School.

Students could be given the administrative assistants printing code to make copies as a workaround for photocopying. The University is working on a solution.

Parinaz asked if it just impacts TAs – or does it also affect GAs or other student employees? Scott replied that it impacts any student who wishes to charge printing to an account from which they are not paid.

- Hyflex courses and international students -
Hyflex courses are considered online courses for international students, this may put them out of compliance with their visa if these students have too many online/hyflex courses.

Possible solution suggested is to have 2 sections for hyflex courses –one online and one in person so that it is more clear that international students are studying in person.

Keith Evans asked how this would work for course enrollment minimums – will they pool the online & on campus portions of a section?

Scott Marzilli suggested that the hyflex issue impacts 9 sections of courses currently. There is a broader discussion around international students & the growth of online programs.

Meghan Gardner suggested that the MBS has been asking for clear guidance on this because of the number of international students and the number of online programs.

Sylvia Nittel suggested that AFUM contract states that there should be additional compensation if hyflex is offered. Who pays the additional compensation? Richard Roberts will meet with Sylvia Nittel & Patty Libby to sort this out for the SCIS courses of concern.

- Update on doctoral completion degree efforts -
Survey completed by faculty & staff last spring semester.
Responses reflected 3 main areas of interest:
    1. Higher Ed & Pedagogy
    2. Higher Ed & Management
    3. Complete Phd in the same subject as Masters (this could be an IPhd for some)
Focus groups are planned next.

- Katie Ashley – Board of Trustees graduate student representative – New state law establishes regular full voting undergraduate and graduate student members of the BOT. Hope to have a slate of applicants by October 27th to get recommendations to the BOT office in January and to the Governor's office by February.

2. Doctor of Engineering (D. Eng.) in Engineering Technology proposal – Ray Hintz; Will Manion
    - Ray Hintz – discussed the proposal and the first proposed concentration in surveying engineering technology. Thjis is intended to be a professional doctorate.
        o There are currently 5 faculty members at other universities who are seeking a doctoral degree and waiting to be admitted.

        o Scott Delcourt asked how the D. Eng. would work – what the thesis requirements would be and and how would the thesis research and advising be handled as an online doctoral program?

        o There would be a thesis requirement, but work may be done online. Most of the master's program has been done via Zoom and feel that this would be possible as well.

        o Dan Sandweiss asked how the faculty needs will be addressed. Currently 4 faculty members – additional faculty will be needed.

        o Scott and Dan Sandweiss both asked how the students in the program would be assessed on their writing. Ray Hintz replied that a written summary of peer-reviewed papers would be part of the assessment.

        o Liam Reardon asked about core requirements and course/credit requirements. As a follow up, Terry Yoo asked if thesis credits could be used to satisfy the residency requirements. Scott replied that by Graduate School policy all UMaine graduate credits count toward residency.

        Scott Delcourt made a motion to approve conditionally based on the feedback noted.
            2nd: Dan Sandweiss
            Unanimous approval

3. Updated IEI curriculum – Erin-Kate Sousa
    - Erin-Kate brought an updated IEI curriculum to share with the GB.
    - Scott asked how the advanced graduate writing class had been going. Erin-Kate replied that there had been good feedback from the students

enrolled.
- Scott reminded GB that GA tuition waivers will cover IEI courses if required for international graduate students.

4. Transition Leadership graduate certificate proposal - Sarah Howorth
   - This proposal represents a collaborative effort of the Maine LD924 task force focused on community inclusion of adults with disabilities and the transition plans for what happens after schools. Cerificate requires a minimum of 15 credits –with courses offered both by UMaine and USM. UMaine will be the 2nd program (1st is at University of Massachusetts.)
     Motion to approve - Mary Ellen Camire
     2nd - Eric Pandiscio
     Unanimous approval

5. Progress on outcomes assessment for graduate programs – Laura Millay and Ryan Weatherbee, OIRA
   - Handout didn't make it to the packet – contains a timeline of the overall assessment plan.
   - Next steps – special website for grad assessment, links to some recorded workshops
   - OIRA is trying to organize special assessment workshops in October. Please contact Ryan or Laura if your graduate program requires any assistance in developing an assessment plan.
   - Looking for faculty volunteers to serve on a University assessment committee and will be trying to put that together soon – contact Ryan.

6. Promoting accelerated degree program options to newly admitted undergrads – pilot program?
   - Scott has had a number of conversations with new VP for Enrollment Management, Kevin Coughlin regarding earlier acceptance into 4+1 & 4+2 programs.

   - Invited VP Coughlin to the Graduate Board meeting on October 26.

7. Items arising

Meeting adjourned: 2:00PM

<div align="center">**CURRICULUM COMMITTEE REPORT**</div>

The Curriculum Committee met on October 3rd, 2023 and is recommending the following courses to the Graduate Board for approval at its October 26th meeting.

New Courses:

DSE 503   Systems Foundations of Data Science and Engineering

MBA 654   International Finance

MBA 655   Financial Modeling

MBA 656   Financial Engineering

MEE 577   Introduction to Structural Dynamics

SFR 514   Enhanced Forest Inventory & Analysis

Modifications:

ELL 591   Multiculturalism and Diversity for English as a Second Language (ESL) Contexts

SVT 512   Survey Business Law and Policy

SWK 580   Adult and Child Psychopathology

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TO: Scott Delcourt
Associate Vice President for Graduate Studies and Senior Associate
Dean

FROM: Diane Rowland
Dean College of Natural Sciences Forestry and Agriculture

SUBJECT: Program Name Change: "Master of Science in Nursing"
become the "Master of Science in Nursing Leadership

DATE: September 29, 2023

The University of Maine Nursing proposes to change the name of the **Master of Science in Nursing** to become the **Master of Science Nursing Leadership**, beginning Spring 2024

- Current Program/CIP: Master of Science in Nursing
  CURRENT PROGRAM CIP CODE: 51.38
- Proposed Program/CIP: Master of Science Nursing Leadership
- PROPOSED PROGRAM CIP CODE **No requested change**

The rationale for this change is: The UMaine School of Nursing must align its Master of Science in Nursing degree programs with new national accreditation standards and expectations set forth by our accreditors, the Commission on Collegiate Nursing Education (CCNE), no later than 2025. Adopting a new teaching and learning framework focused on competency-based education (CBE) and assessment is necessary to meet the new curriculum guidelines fully.

There are currently 21 active students pursuing this program. Four (4) will graduate with the old program name, and 17 will be converted. Re-entry students will be required to apply for readmission under the new certificate name.

This proposed name change has been approved and is recommended by the School of Nursing graduate faculty.

The new guidelines, defined as the *Essentials,* were developed through a rigorous and inclusive process involving faculty, deans, and stakeholders nationwide, representing expectations that set future-thinking standards for professional nursing education. The new model for nursing education includes a transition to competency-based education, which addresses key issues the profession faces. These issues include inconsistent degree pathways, variability across similar programs, varying levels of graduates'

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School of Nursing

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5724 Dunn Hall
Orono, ME 04469-5724
Tel: 207.581.2592
Fax: 207.581.2585
umaine.edu/nursing

knowledge, skills, and competencies, and more agreement on degree preparation for entry into practice and advanced education.

The Graduate Committee within the School of Nursing aligned the new CCNE requirements with the domains, competencies, and sub-competencies required to meet the accreditation standards. The committee developed and proposed the first concentration of the Master of Science in Nursing Leadership Nursing Education which leverages the strengths of the existing School of Nursing faculty and resources.

Description of the changes: The changes consist of a focus on leadership that addresses the AACN Essentials including a focus on knowledge for nursing practice; person-centered care; population health; scholarship for the nursing discipline; quality and safety; interprofessional partnerships; systems-based practice; informatics and healthcare technologies; professionalism; and personal, professional, and leadership development. The new curriculum includes courses that address each of these new essential domains. The curriculum includes five new core courses worth 12 credit hours that replace four existing core courses worth 12 credit hours. The core courses are shared with the Master of Science in Nursing Family Nurse Practitioner track. A substantial redesign of the Nursing Education track focuses on practicum experience and active learning. This revision transforms the existing Nursing Education track from five courses worth 14 credit hours including a field experience course to five courses worth 11 credit hours consisting of didactic and practicum courses designed to prepare students to take the National League for Nursing Certified Nurse Educator (CNE) Exam. This revision meets stakeholder for a pathway to become a nursing educator expert through the CNE credential and is consistent with the AACN standards.

MSN in Leadership Curriculum Proposal

CORE CURRICULUM			
Course	Crs	Semester	Instructor
NUR505: Advanced Nursing Scholarship	2	Spring 2024 *(Spring + Summer for now)*	Katherine Weatherford Darling
NURXXX: Evidence-based Practice for Advanced Nursing Practice	2	Summer 2024	Kathryn Robinson
NURXXX: Quality and Safety in Healthcare	2	Summer 2024	Amanda Savage
NURXXX: Population Health for a Global Society	3	Spring 2024	Katherine Weatherford Darling
NURXX: Interprofessional Leadership in Healthcare	3	Fall 2024	Amanda Savage

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Course	Credits	Semester	Instructor
NURXXX: Leadership in Resilience and Wellness for Advanced Nursing Practice (Lab)	1	Fall 2025	TBD
NUR507: Advanced Pathophysiology	3	Fall	Jordan Porter
NUR503: Advanced Assessment	3	Summer	Sean Sibley
NUR508: Advanced Pharmacology	3	Spring	Colleen Marzilli
NUR697: Capstone	1	Fall	Katherine Weatherford Darling
Total:	23		
NURSE EDUCATION CONCENTRATION			
NURXXX: Innovations in Teaching and Learning in Nursing Education (Didactic)	3	Fall 2024	TBD
NURXXX: Innovations in Teaching and Learning in Nursing Education Practicum	1	Fall 2024	TBD
NURXXX: Nursing Education Program Design and Evaluation	3	Spring 2025	TBD
NURXXX: Innovations in Clinical, Simulation, and Laboratory Instruction (Didactic)	2	Spring 2025	TBD
NURXXX: Innovations in Clinical, Simulation, and Laboratory Instruction Practicum	2	Spring 2025	TBD
Total:	11		
Total MSN-NE Credits 34 *11 credit education certificate			
Denotes new course			

Signatures

Submitted by:

Signature: _Colleen Marzilli_
Colleen Marzilli (Oct 18, 2023 10:46 EDT)

Email: colleen.marzilli@maine.edu

Colleen Marzilli, PhD, DNP, MBA, APRN, FNP-BC, CNE, NEA-BC, PHNA-BC, CCM, MedSurg-BC, FNAP, Graduate Program Coordinator

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Approved by:

Kelley A Strout (Oct 20, 2023 08:56 EDT)   Oct 20, 2023

Kelley Strout, Ph.D., RN, Director, School of Nursing

Susan S Sullivan
Susan S Sullivan (Oct 20, 2023 08:46 EDT)   Oct 20, 2023

Susan Sullivan, Ph.D., Associate Dean, College of Natural Sciences, Forestry, and Agriculture

Diane L. Rowland   Oct 20, 2023

Diane Rowland, Ph.D., Dean, College of Natural Sciences, Forestry, and Agriculture

Scott G. Delcourt   Oct 24, 2023

Scott Delcourt, Ph.D., Associate Vice President for Graduate Studies and Senior Associate Dean

UMaine Graduate Student Mentoring Compact

This document summarizes the primary roles and responsibilities of the faculty advisor and graduate student, and is intended to facilitate conversation regarding financial support, degree requirements, research expectations (if applicable), and professional development. Effective communication can support the development of a positive mentoring relationship and promote student success. Graduate students and their faculty advisors are to review this document, and then meet to discuss, sign, and submit it to the Graduate Program Coordinator within the *first four weeks* of each academic year. The expectations of this meeting are to give and receive feedback.

General Principles
- Mentoring is a central component to graduate student success. Both parties should agree on the frequency and length of the meetings, agree on how agendas for meetings will be formulated, and keep notes and record of meetings.
- Graduate students and their faculty advisors share responsibility for cultivating positive and productive mentoring relationships and should communicate to ensure a shared understanding of responsibilities and expectations.
- While the faculty advisor will be the primary mentor during the student's time in the graduate program, one mentor may not be able to provide all the guidance and support needed. Students are encouraged to seek guidance from their committees, other faculty or staff, fellow graduate students, or through programs offered by the Graduate School or other campus resources.
- Open communication is expected when the mentoring relationship or academic progress* to date is perceived as not satisfactory. Advisor and advisee should use intentional communication, prepare for the meetings, adhere to the previously agreed upon agenda, and determine communication styles, needs, and frequency.
- Both advisee and advisor should be clear and respect one another's personal and professional boundaries. Boundaries are often informed by our culture(s) and we cannot assume others have similar boundaries. The power differential in this dynamic could convolute the working relationship, and both advisor and advisee should discuss and agree on the work that needs to be done and how it will come to completion. The advisee and advisor should also decide when phoning or texting a personal number is appropriate.

Additional Principles for Research Programs
- Advisor and advisee are encouraged to work together to identify strategies to resolve conflict should it arise. If a conflict does arise that cannot be resolved without assistance, both the graduate student and their advisor can seek support from other committee members, the Graduate Program Coordinator, Department Chair, Student Success Manager, and Associate Dean for the Graduate School.
- Graduate student academic goals, professional goals, and outcomes are mutually beneficial to the student and their faculty advisor, and can advance the interests of the university, the funding source (if different), and an academic discipline as a whole. Commitments made regarding financial support and graduate appointments should include clear expectations and should be honored.

Roles and Responsibilities of All Faculty Mentors
Faculty support and oversee the student's scholarly and professional development. To this end, they should:
- Tailor guidance to the individual and their expressed goals, and advocate on behalf of the student.
- Be knowledgeable about Graduate School and departmental/degree program policies.
- Assist with understanding program requirements and developing a timeline for completion.
- Review graduate student progress, challenges, and professional goals.
- Be aware of on- and off-campus resources that may provide support to graduate students experiencing academic, professional, and personal challenges, and that may provide guidance to advisors during these times.
- Model professional and ethical behavior.

- Be knowledgeable about and inform students of UMaine resources for managing stress and maintaining personal well-being.

Additional Roles and Responsibilities of Faculty Research Mentors
- Provide guidance on the thesis/dissertation topic and scope for completion within an appropriate time frame (if applicable to thesis/dissertation track). Advisors should let advisees know how long it will take for them to provide feedback. Advisors should commit to providing feedback in a timely manner based on upcoming deadlines and goals.

Roles and Responsibilities of Graduate Students
Students have the primary responsibility for the successful completion of their degree and the development of their career beyond degree completion. To this end, they should:
- Be aware of and comply with the [academic standards and degree requirements](#) of the Graduate School and the academic unit.
- Be committed to their graduate education, degree progress*, and demonstrate that commitment through efforts and accomplishments in coursework, research (if applicable), and teaching (if applicable).
- Be responsive to faculty advisor/committee members (if applicable) advice and constructive criticism.
- Contribute to a collegial environment by attending and participating in departmental activities or group meetings and seminars as appropriate.
- Work with their faculty advisor to establish a research topic and timeline and commit to meeting regularly to discuss progress, challenges, and professional goals. Work with their faculty advisor to establish a research topic and timeline and commit to meeting regularly to discuss progress, challenges, and professional goals (if applicable).
- Engage in the [Responsible Conduct of Research](#) (if applicable).
- Interact respectfully, positively, and professionally with colleagues including fellow graduate students, undergraduate students, lab and field workers, research or lab technicians, UMaine faculty and staff, as well as external collaborators and funders.

*Academic or degree progress can be defined as any combination of coursework, independent study, research, instruction, etc.

Faculty Advisor Name & Signature   Graduate Program Coordinator Signature

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Graduate Student Name & Signature   Date

Conversation Starters: Important topics to facilitate shared understanding

Financial Support (if applicable) - Master's students typically complete their degree within 2-5 years and doctoral students typically complete their degree within 3-5 years. Faculty advisors are expected to communicate the duration for which funding (stipend and tuition) is secured. If funding is not secured, advisors should be forthright about the likelihood of obtaining additional funding (including application/notification timeframe and funding rates). Clarify that assistantships do not cover mandatory student fees. Clarify the summer funding rate.

Complete the fields below to indicate the commitment of support (TA or RA; source of RA need not be detailed) and anticipated timeline.

AY_____: _____   SU _____:_____

AY_____: _____   SU _____:_____

AY_____: _____   SU _____:_____

Graduate Appointments (if applicable) - Review and discuss the *Graduate Student Guidelines* and the details regarding TA and RA appointments. If supported through an RA, discuss whether the work is associated with or outside the scope of the student's thesis research. Discuss expectations regarding vacations and time away from campus, including the timeframe and what is appropriate notification.

Thesis/Directed Research (if applicable)
- Discuss expectations about the mentoring relationship. Establish a schedule for meetings and discuss what is satisfactory preparation for each meeting. Discuss expectations regarding the timeframe for communications or assessments.
- Define the anticipated thesis/dissertation topic, timeline, format, and potential committee members.
- Clarify standards and norms for authorship. Relevant topics include expectations and commitments around the production of first author publication(s) by the graduate student (whether that occurs before or after degree completion) and expectations around co-authorship (e.g., Will the graduate student be recognized as an author for contributions beyond his/her own thesis work? Are other lab members or colleagues likely to be coauthors on work led by the graduate student?).
- Discuss responsible conduct of research (if applicable).
- What permissions will be required (e.g., IRB) and what role may the student have in obtaining those permissions?
- Describe policies on data ownership, management, storage, and sharing.
- Set clear expectations for attending and participating in group meetings (if held), and consider other opportunities for student engagement (e.g., seminars or reading groups).
- Clarify what, if any, research related expenses may be incurred by the student, including the use of their own equipment or vehicle. Discuss compensation pathways for these expenses.

Degree Requirements - Review degree requirements. The *Program of Study* form is to be completed by the end of the first year or after the completion of twelve (12) credit hours. This deadline is intended to keep students on track for a timely graduation and facilitate communication among all parties.

Professional Development
- Discuss professional goals and opportunities on/off campus (e.g., courses, certificate programs, workshops, partnerships, conferences) that would aid in the student identifying and achieving their goals, and discuss the availability of financial support, where applicable.
- Discuss interest in professional service (e.g., departmental or society committees).
- Involve students, as appropriate and applicable, in budget management, grant preparation, and report writing.

Faculty Advisor Name & Signature   Graduate Program Coordinator Signature

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Graduate Student Name & Signature   Date

Competition Overview

Three Minute Thesis (3MT®) is a research communication competition developed by The University of Queensland (UQ). Whereby PhD students have three minutes to present a compelling oration on their thesis and its significance. 3MT challenges students to consolidate their ideas and research discoveries so they can be presented concisely to a non-specialist audience.

Developed by The University of Queensland (UQ) in 2008, enthusiasm for the 3MT concept and its adoption in numerous universities led to the development of an international competition.

Rules

- A single static PowerPoint slide is permitted (no slide transitions, animations or 'movement' of any description, the slide is to be presented from the beginning of the oration).
- No additional electronic media (e.g. sound and video files) are permitted.
- No additional props (e.g. costumes, musical instruments, laboratory equipment) are permitted.
- Presentations are limited to 3 minutes maximum and competitors exceeding 3 minutes are disqualified.
- Presentations are to be spoken word (e.g. no poems, raps or songs).
- Presentations are to commence from the stage.
- Presentations are considered to have commenced when a presenter starts their presentation through movement or speech.
- The decision of the adjudicating panel is final.

Judging Criteria

Comprehension & Content
- Did the presentation provide an understanding of the background to the research question being addressed and its significance?
- Did the presentation clearly describe the key results of the research including conclusions and outcomes?
- Did the presentation follow a clear and logical sequence?
- Was the thesis topic, key results and research significance and outcomes communicated in language appropriate to a non-specialist audience?
- Did the speaker avoid scientific jargon, explain terminology and provide adequate background information to illustrate points?
- Did the presenter spend adequate time on each element of their presentation - or did they elaborate for too long on one aspect or was the presentation rushed?

Judging Criteria

Engagement & Communication
- Did the oration make the audience want to know more?
- Was the presenter careful not to trivialise or generalise their research?
- Did the presenter convey enthusiasm for their research?
- Did the presenter capture and maintain their audience's attention?
- Did the speaker have sufficient stage presence, eye contact and vocal range; maintain a steady pace, and have a confident stance?
- Did the PowerPoint slide enhance the presentation - was it clear, legible, and concise?