



Graduate Board
Thursday, September 22, 2022
48 Stodder Hall
Or by Zoom:

[Join Zoom Meeting](#)

ID: 82686859002

Passcode: 098222

3:00-4:30 pm
AGENDA

1. Welcomes/introductions
2. Review/approval of the May 2022 Graduate Board minutes
3. September 2022 Curriculum Committee report
4. Announcements/updates
 - Graduate enrollment update
 - Graduate Student Employment Manager
 - Graduate Student Success Manager
 - Update on University of Maine searches
 - PATFA contract update
 - Competency-based education
5. TTD for doctoral students and program follow-up
6. Graduate curriculum update:
 - Graduate Certificate in Climate Adaptation (pending Provost approval)
 - Substantive change proposal for SBE (pending Provost approval)
 - MS in Engineering Technology (BOT approved)
7. Graduate Program Assessment, Phase 2 (see handouts) – OIRA staff
8. Discussion of priorities for the upcoming academic year –what does it mean to be a R1 University? (see handout)
9. Items arising



Graduate Board
Thursday, May 12, 2022

By Zoom:

[Join Zoom Meeting](#)

3:00-4:30 pm

AGENDA

Meeting called to order – 3:05pm

Attendance: E. Allan, P. Agrawal, J. Artesani, J. Bonnet, T. Bowden, S. Butler, M. Camire, S. Delcourt, D. Dryer, J. Gill, A. Goupee, W. Gramlich, K. Harding-Heber, K. Huguenard, A. Knowles, Z. Ludington, S. Marrs, C. Murphy, N. O'Reilly, E. Pandiscio, D. Rooks-Ellis, N. Stormer, G. Van Walsum, J. Settele, T. Yoo

Guests: Ace Barrera, Graduate Student Success Manager; Crystal Burgess, Graduate Communications Director.

1. Review/approval of the March 2022 and April 2022 Graduate Board minutes
Motion to approve – Jim Artesani; 2nd – Sandy Butler
One amendment – add Sharon Klein to April attendance list.
Unanimous approval of the March 2022 and April 2022 GB minutes.
2. Review/approval of the May 3, 2022 Curriculum Committee report
New Courses:
KPE 641 General Medical Conditions & Pharmacology
MET 540 Lean Six Sigma

Modifications:
SIE 505 Formal Foundations for Information Science

Special Memo:
Please see memo regarding several ECO prerequisite changes that were approved at the recent Curriculum Committee meeting.
Motion to approve: Anne Knowles; 2nd - Sharon Klein.

Unanimous approval of the Graduate Curriculum Committee report.

3. Review of 2022-23 Graduate Board membership
 - a. S. Delcourt conducted a roll call review of the membership and recorded both new GB members and renewal of terms as appropriate

4. 2022-23 Graduate Executive Committee
 - a. CLAS will have a new rep (Dylan is going on sabbatical)
 - b. Jim Artesani & Pankaj Agrawal will stay on
 - c. If anyone is interested in serving on Executive Committee, please reach out to Scott. Work includes: Financial award decisions, establishing the Graduate Board Agenda, and Academic hearings for graduate student appeals. Executive Committee members also hood all graduating master's degree, EdS and CAS students at the Graduate Commencement.

5. 2022 Commencement debrief
 - a. First ceremony since 2020 was cancelled due to the pandemic so we had 2020, 2021, and 2022 participants – 140 faculty, 65 Doctoral students, and approximately 400 Masters Students. We finished in just over 3 hours.). There were nearly twice as many faculty at the Graduate Commencement as there were at either of undergraduate ceremony on Saturday.
 - b. Student experience – many students left after being hooded and receiving their diploma jackets.
 - c. Norm O'Reilly – thought the ceremony and opportunity to meet students who usually participate online was great.
 - d. Will Gramlich – faculty feedback – concerned with the length of the ceremony. Is there any way to knock off time in the hooding? (Avg. Masters = 15 seconds, Doctoral = 22 seconds.
 - e. President is considering cutting back on speeches in future ceremonies – both graduate and undergraduate.
 - f. Anne Knowles – suggestion to speed up the ceremony – have photos taken off the stage and not shoot a photo of the hooding on stage?
 - g. Sharon Klein – suggestion to shorten the ceremony – same evening as Mother & Son dance in Bangor. We may want to wait until next year to make changes as we had 3 years of grads this year and hopefully will only have 1 each year going forward
 - h. Scott received a suggestion to only hood Doctoral students at the Graduate Commencement & have the Master's students hooded at separate departmental or college celebrations.
 - i. Sandy Butler – liked the ceremony and the Commencement address. Not sure about having separate ceremonies for Master's students – they may not attend the larger Graduate Commencement if they are hooded separately.

6. Graduate School Orientation program (Aug 24-25, 2022)

Taylor Houdlette and Dylan Morin will be planning this year's orientation.

Taylor will be the primary coordinator. You will receive a request for the names of your TA's to invite to the orientation program. Jessica Ouellette will also use this list to initiate appointments for TAs paid through the Graduate School budget. Reminder: The health insurance policy for graduate assistants begins on August 1 so it is important to initiate appointments early.

7. Update on Graduate School retention efforts (Ace)
 - a. Ace sent out a request for feedback regarding how we want to proceed with upcoming efforts.
 - i. Navigate – validating data from Mainstreet currently
 1. Majority of academic depts don't see the need or the use for Navigate. (It may be more feasible for larger depts – ie MBA)
 2. Automating academic progress reports would be helpful
 3. Coordinating meetings – advisors & students, etc...
 - ii. Exit Interviews – collaborate the surveys and reports with graduate departments. (Ace is working with Norm / MBA program to help collaborate efforts.)
 - iii. Online Leave of absence form – there is a pdf form that can be downloaded – Ace has been working with Crystal to help students get the form transitioned to more of an online form.
 - iv. *Ad Hoc* Committee – has met 3 times this spring to help develop a guide for mentor / mentees – what guidelines, best practices, reasonable expectations for both mentor and mentee, etc... should be included? Committee will be working this summer via google chat and tasks to gather a document that will be used as the guideline.
 - v. Retention Plan – Ace is asking for feedback on ideas for retention.
 1. Additional student engagement activities this coming year (getting back to more “normalcy”)
 2. Suggestion from Jen Bonnet: “We had lots of grad student participation in our synchronous Zoom Grants 101 sessions, and asynchronous library programs (like the publishing, research impact, and other challenge activities), in case it's helpful to know. Participation in virtual events did not go down this last year that I can tell and they remain popular. For the asynchronous programs, people shared an appreciation for the convenience of being able to work at their own pace and on their own time when it comes to professional development options.”

8. Draft policy on nonterminal master's degrees (redux) – see handout
 - a. EdS and CAS options are added into the proposal
 Motion to approve: Dylan Dryer; 2nd Deborah Rooks-Ellis.
 Unanimous approval

9. Draft changes to letter of recommendation form (redux) – see handout
 - a. Edited (red boxes on the right side)
 - b. Added:
 - Q1: How many students have you written recommendation letters for who were applying to graduate school?
 - Q2: How does this applicant compare to other students whom you have recommended for graduate school?
 - c. Anne Knowles – asked for clarification on who would be using the form.
 - d. Sharon Klein suggested:
 - i. Just a little rewording on the first question: For how many students applying to graduate school have you written recommendation letters? Also, do we want a timeframe? i.e., For how many students applying to graduate school have you written recommendation letters in the past year? 5 years? Etc.?
 - e. Anne Knowles suggested: Approximately how many letters of recommendation have you written in your career for graduate applicants?
 - f. Stuart Marrs suggested: "over the course of your career."
 - g. Anne Knowles added: "Where would you rank this student in relation to others?"
 - h. Dylan Dryer suggested: "For approximately how many students have you written referrals to graduate programs?"
 - i. Anne Knowles added: "Approximately how many students have you recommended for graduate study?"
 - j. Jacquelyn suggested that she wouldn't know how many letters she had written – but would rather answer how many students she had, etc....
 - k. Nathan Stormer asked: "How prone are you to exaggerate? A lot, tons, so, so much, like an infinity?" ☺
 - l. William Gramlich: "The program does not need to use the number either."
 Motion to approve with amendments: Sharon Klein
 2nd Anne Knowles
 Unanimously approved
 Crystal stated that she could implement the change immediately and further asked if the question should be required – and Scott agreed that they should be required questions to answer.

10. Substantive change for SBE Master's degree programs
 - a. Jacquelyn Gill noted that the substantive change proposal includes changes for both Master's and Doctoral programs in the School of Biology and

Ecology (SBE). Jacquelyn mentioned that she spoke to other relevant stakeholders before proposing changes. (SFR, SFA, etc.)

- b. Combined the Master's degrees in Zoology and in Botany and Plant Pathology into a MS in Biological Sciences and incorporated the PhD in Plant Science into the existing PhD in Biological Sciences. The MS in Entomology remains a separate degree program.
 - i. The changes included removing a foreign language requirement and changing the curriculum to include specific concentrations.
 - ii. New fall course approved in the last Grad Board meeting.
Introduction to Biological Inquiry and Analogy.
 - iii. Minimum number of credits for MS degree = 30
 - iv. Minimum number of credits for a PhD should be 30+ (including the successful completion of a dissertation)
 - v. Kept the biomedical science concentration to work in conjunction with GSBSE. Rob Wheeler asked if Julie Gosse was involved in the discussion. (Julie was not involved in the discussion.)
His concern is ensuring coordination between similar programs in NSFA. (Biomedical Science in particular.)
 - vi. J. Gill noted that the intent of the proposal was to develop concentrations within combined degree programs rather than offer several degree programs with lower enrollment. This was a change recommended by the Provost's office and NSFA Deans' office.

Motion to approve – conditionally – pending review by the Department of Molecular and Biomedical Science and approval from the NSFA College Deans' office.

Motion to approve: Deborah Rooks-Ellis;

2nd – Christina Murphy

Unanimously approved based on the condition above.

11. Items arising

Scott thanked all GB members for their participation and service, especially hat has continued to be unusual and uncertain circumstances, and wished everyone a relaxing and rejuvenating summer.

Meeting adjourned: 4:39PM – See you in the fall!

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on September 13th, 2022 and is recommending the following courses to the Graduate Board for approval at its September 22nd meeting.

New Courses:

COS 578 Introduction to Private Machine Learning (AI)

Modifications:

PSE 509 Experimental Design

Special Note: the following course modifications were approved this past summer

ACC 608 Topics in Accounting

MBA 649 Strategic Decision Making

PATFA Graduate Committee Service Form
University of Maine

Use this form for any PATFA faculty member serving on a graduate thesis or dissertation committee in a given fall or spring semester. Such assignments are exceptional. Ordinarily, graduate students' committees are populated by full-time faculty.

Submission of the completed, signed form is the obligation of the department chair or school director. By signing, the chair/director affirms that the PATFA member served on an active committee for a registered student during the semester at issue. Completed forms must be submitted to the College Dean's Office **no later than November 30 (fall semester) or April 30 (spring semester)**.

The Dean's Office will forward the form to the Graduate School, which will notify the department of the payment amount required. The department is responsible for initiating payment through the SmartSheet payroll system **and** for covering the cost of compensation. In case of a PATFA member serving on committees for students in multiple units, within or beyond a single college, the cost will be shared proportionally across units. There is a single payment at the member's 1-cr. hour rate per semester regardless of the number of committees on which the member serves in a semester.

The PATFA collective bargaining agreement is at <https://www.maine.edu/human-resources/labor-relations/>; see Article 19.

Semester:	Faculty member's name:
Student's name:	Student's department:
Student's name:	Student's department:
Student's name:	Student's department:
_____	Date:
Signature of PATFA member	
_____	Date:
Signature of chair/director	
_____	Date:
Signature of chair/director	
_____	Date:
Signature of chair/director	

Office use only	
Dean's signature:	_____
Credit hour rate:	_____
~~~~~	
Graduate school approval:	_____
Proportional cost break-out	
Department:	_____ Amount: _____
Department:	_____ Amount: _____
Department:	_____ Amount: _____
<b>CC completed form to Dean's Office and all departments.</b>	



# Graduate Program Assessment General Expectations 2022-23

Office of Institutional Research and Assessment (OIRA)

## Introduction

Program-level learning outcomes assessment is the process of gathering information about the extent to which students are meeting stated program learning outcomes. This information is used to make meaningful curricular adjustments so that a cycle of continuous improvement of our academic programs takes place. Assessment at UMaine is governed by the policies of the [University of Maine Assessment Plan](#) with reporting of assessment results done on both annual and three-year time frames. By the end of this academic year (2022-23), all graduate programs are expected to have program learning outcomes (PLOs) developed, a curriculum map created and plans in place for assessing their PLOs (data collection will start next academic year). OIRA provides a [planning document](#) for every program to record their assessment plan. Once data are collected, this information will be submitted to OIRA annually. Every three years, a [3-Year Assessment Summary](#) report, which asks each program to reflect on the process, is submitted to OIRA. This document also contains each program's curriculum map. Details about the reporting expectations for undergraduate programs are provided in the [UMaine Assessment Reporting Handbook](#). A similar process will be implemented for graduate programs.

## Program Learning Outcomes

(Due May 2022)

Program learning outcomes (PLOs) are the foundation of a good assessment plan. They are the knowledge, skills, and abilities your students will have by the time they graduate. Good outcomes are meaningful, manageable, and measurable (the 3Ms). Generally speaking, a program will have 4-7 program learning outcomes that have been agreed upon by faculty.

Resources	Checklist
<p>See Student Learning Outcome section of <a href="https://umaine.edu/oira/assessment/assessment-toolkit-resources/">https://umaine.edu/oira/assessment/assessment-toolkit-resources/</a></p> <p>Graduate Learning Outcomes workshop (2022) <a href="#">REGISTER HERE</a> for a fall 2022 workshop</p> <p><a href="#">Recording of last year's workshop</a></p>	<ul style="list-style-type: none"><li>• Does each program within your school have its own PLOs?</li><li>• Are certificate, masters and PhD levels differentiated in your PLOs?</li><li>• Are your PLOs aligned with the <a href="#">Graduate School Learning Goals</a>?</li><li>• Have you submitted your PLOs to OIRA for feedback?</li><li>• Are your final PLOs posted to your program's website?</li></ul>

# Curriculum Map

(Due January 2023)

A curriculum map is a table depicting how program learning outcomes map to courses across a curriculum. It is an important document for understanding the progression of learning in a program and also for identifying gaps and redundancies in learning within the curriculum. Before developing an assessment plan, a curriculum map should be created and agreed upon by the full program faculty. This is best done with the group gathered in one place at one time to facilitate shared understanding of learning throughout courses in a program.

Note: A curriculum map may not be useful or possible in programs with a high degree of flexibility.

Resources	Checklist
<p>Curriculum Mapping Workshop here <a href="https://umaine.edu/oira/assessment/workshops/">https://umaine.edu/oira/assessment/workshops/</a></p> <p><a href="#">Curriculum Mapping Handout</a></p> <p><a href="#">Curriculum Mapping Toolkit</a></p>	<ul style="list-style-type: none"> <li>• Have all faculty associated with graduate programs met or provided input to build your map?</li> <li>• Did your faculty have discussions about the progressions, gaps and redundancies in learning while making the map?</li> <li>• Has your map been added to the “Curriculum Map” tab of your <a href="#">3-Year Assessment Report</a> document? [If a map was not meaningful for your program please provide a detailed explanation of why it was not meaningful in place of the map.]</li> </ul>

## Example Curriculum Map

Program Learning Outcomes	Courses								PLO Touchpoints	
	ABC 100	ABC 105	ABC 200	ABC 210	ABC 330	ABC 340	ABC 400	ABC 450	Count	Graph
PLO 1	X	X		X	X		X		5	
PLO 2			X	X		X		X	4	
PLO 3		X	X			X		X	4	
PLO 4	X				X		X		3	
PLO 5		X	X	X			X		4	
PLO 6			X	X		X		X	4	
PLO 7	I				X	X	X		4	
PLO 8			X			X		X	3	
<b>PLOs per Course</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>4</b>		

# Assessment Plan

(Due June 2023)

An assessment plan is developed after program learning outcomes have been established and a curriculum map has been constructed. Thinking specifically about individual program learning outcomes and using the curriculum map as a guide, decide how, when, and where each outcome will be assessed. Your initial plan will be recorded in the assessment plan spreadsheets. More details about the information needed in the assessment plans can be found in the [UMaine Assessment Reporting Handbook](#) (see table on page 3-4).

Resources	Checklist
<p><a href="#">Assessment Planning Documents</a> (link to Google Drive)</p> <p><a href="#">Graduate Assessment Resources</a> (OIRA website)</p>	<ul style="list-style-type: none"><li>• Have you identified places within your curriculum to assess each PLO?</li><li>• Have you decided how you will assess each PLO?</li><li>• Have the “Data/Evidence” and “Evaluation Process” sections (highlighted in yellow) of your Assessment Plan document been completed for all your PLOs?</li><li>• Have you decided which PLOs you will assess next year? Only one PLO needs to be assessed each year but all PLOs need to be assessed over a regular three-year cycle.</li></ul>

## Link to this Document

<https://tinyurl.com/grad-assessment-2022>

## Contacts

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Office of Institutional  
Research and Assessment

# Graduate Assessment Fall Workshop Series

## 1. Graduate Assessment Expectations

Please join us for this first workshop of the fall to learn about the program assessment process at UMaine and expectations for the 2022/23 academic year. There will be an opportunity for discussion and questions.

Oct 14, 2022  
12-1 PM  
Zoom



## 2. Graduate Program Learning Outcomes

In this workshop we will provide guidance on how to develop program learning outcomes that are meaningful, measurable, and manageable and are aligned to the Graduate School Learning Goals.

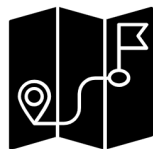
Oct 18, 2022  
12-1 PM  
Zoom



## 3. Curriculum Mapping

Curriculum mapping is a graphical way to visualize where program outcomes are being introduced, reinforced and mastered throughout a program. In this workshop we will review the steps needed to create a robust curriculum map and discuss how to use it to inform curricular review.

Nov 1, 2022  
12-1 PM  
Zoom



## 4. Assessment Planning

In this final workshop we will review the steps for building a meaningful assessment plan to make sure all your program learning outcomes are assessed over the three year assessment cycle. All graduate programs are expected to create an assessment plan by the end of this academic year.

Nov 9, 2022  
11-12 PM  
Zoom



[Register for workshops here](https://umaine.edu/oira/graduate-workshops)

<https://umaine.edu/oira/graduate-workshops>

## Research at the University of Maine as the State's Research University

### What is a Research University?

A research university is a public or private institution of higher learning that is committed to research as a central part of its mission. Specifically, research universities are characterized as institutions that:

- Give high priority to research as an integral part of their mission
- Have extensive basic and applied research programs
- Provide research-grade university education through a full range of research-based undergraduate and graduate programs
- Have distinguished faculty conducting research at high levels, including through nationally and internationally recognized research centers and institutes
- Have outstanding research programs supported by significant external funding from federal and other sources
- Have undergraduate and graduate students engaged in research and scholarship
- Are committed to extensive graduate education through the doctorate and annually award a significant number of doctoral degrees for a wide range of disciplines
- Are vigorous engines for workforce and economic development in their region and beyond

Research universities are at the top of the academic hierarchy of the institutions of higher learning. Particularly, the universities that focus on the highest level of academic research are part of a premier group of institutions that according to the Carnegie Classification of Institutions of Higher Education (a prominent university ranking system in the United States) receive the highest classification. There are three classifications to doctorate-granting universities according to their level of research activity. These are as follows:

- R1: Doctoral Universities - Very High Research Activity
- R2: Doctoral Universities - High Research Activity
- D/PU: Doctoral/Professional Universities

For colleges and universities that do not classifying in the above group, the Carnegie classifications include the following:

- Master's Colleges/Universities
- Baccalaureate Colleges

Since January 2022, the University of Maine is the only university in Maine with the R1 classification. The University of New England is the only R2 university and Husson University is the only D/PU university in Maine. Within the University of Maine System, the University of Southern Maine is classified as a Master's College/University, and the remaining universities are classified as Baccalaureate Colleges.

### What is the role of research at the University of Maine?

As the State's research university, research constitutes the distinguishing aspect of the university mission, impacting all areas — from student success and cutting-edge academic programs to workforce

development, innovation and economic advancement. The university has nationally and internationally recognized research and closely coupled academic programs that have global impact and local relevance in diverse areas, ranging from artificial intelligence, bioinformatics, biomedical science and engineering, business administration and analytics, computer and information science, composite materials and structures, data science and engineering, and engineering management, to arts and humanities, health and life sciences, food and agriculture, marine sciences, forestry, nursing, and social work.

The strategic growth and development of the university's research enterprise has been instrumental in the transformation of the University of Maine into a modern 21st Century research university of global impact and local relevance.

### **What is the significance of being an R1 university?**

The R1 designation is a well-recognized standard of excellence for premier research universities, and earning it is a significant endorsement of UMaine's advancement as a premier modern 21st-century research university. There are only 146 R1 institutions out of 3,982 post-secondary degree-granting institutions in the US, placing UMaine in the top 3.7% universities in the nation. Additionally, of the 146 R1s, only 55 have no medical schools out of 3790 institutions in the US, placing UMaine in the top 1.4% of universities in the nation that are R1s with no medical schools. As part of this, UMaine per number of faculty, has elevated itself to be among the highly productive universities in the nation in conducting externally funded research of global impact and local relevance, in awarding nationally recognized master's and doctoral degrees, and in providing a comprehensive set of bachelor's degree programs that are uniquely distinguished by their research-based features and thought by top faculty researchers.

### **What are the benefits of being an R1 university?**

- Elevates UMaine's stature as being among the top national research universities and enhances its global recognition as a premier research university.
- Reflects the success and excellent research and scholarship by UMaine faculty, staff, and students.
- Has significant impact on the recruitment of undergraduate and graduate students from Maine, the nation, and the world.
- Provides students from Maine and beyond access to top education from a premier nationally recognized research university.
- Students receive highly valued degrees from an R1 institution.
- Has significant impact on the recruitment and retention of top faculty.
- Current faculty gain more recognition and prestige through association with an R1 institution, leading to career enhancement and other benefits, including greater research funding opportunities.
- Raises the profile of UMaine's research enterprise as a vital engine for workforce and economic development in the State of Maine and as a key contributor in attracting more talent, investment, and business to Maine.
- It solidifies the State of Maine as a dynamic hub for talent, research, and economic development.