



Graduate Board
Thursday, October 24, 2024
57 Stodder Hall

12:30-2:00 pm

AGENDA

1. Approval of September 19, 2024 minutes
2. October 1, 2024 Graduate Curriculum Committee report
3. Announcements/updates
 - Graduate enrollment update
 - Update on Graduate School staffing
 - Graduate Student Workers' Union update
4. ITP for PhD concentration in Education, Schools, and Community – Rebecca Buchanan
5. The evolution of Maine's research university – George Jacobson
6. Update from the Office of International Programs – Orlina Boteva
7. Items arising



Graduate Board
Thursday, September 19, 2024
57 Stodder Hall

12:30-2:00 pm

AGENDA

Meeting called to order: 12:33PM

Attendance: K. Gillon, C. Beitzl, G. Cox, J. Crittenden, L. Curioli, S. Delcourt, D. Dryer, N. Emanetoglu, M. Gardner, J. Gill, A. Goupee, D. Granke, A. Gray, V. Herbert, P. Libby, S. Marzilli, N. Micinski, G. Miles, S. Morano, W.D. Nichols, P. Rahimzadeh-Bajgirani, J. Riccardi, L. Rickard, F. Rondeau, D. Sandweiss, T. Schwartz, G. Schwieterman, P. Stechlinski, R. Wheeler, S. Wright, T. Yoo

Zoom attendance: T. Bowden, M. Brichacek, M. Camire, S. Smith, J. Dimmel, K. Evans, G. Goins, E. Kimball, R. MacAulay, K. Peruccio, S. Nittel, E. Pandiscio, J. Romero Gomez, E. Wujcik

1. Welcome/introductions
 - Introductions of new Graduate Board members
2. Approval of April 25, 2024 minutes
 - Motion to approve – Dan Sandweiss
 - Jacquelyn Gill – 2ndUnanimous approval with one abstention – William D. Nichols
3. September 10, 2024 Graduate Curriculum Committee report

New Courses:

- BIO 539 Integrated Pest Management
- CHY 525 Physical Chemistry of Polymers
- COS 582 Introduction to Data Science
- ERL 555 Intervention Design for Struggling Readers
- NUR 567 Innovations in Teaching and Learning Practicum
- SVT 699 Thesis/Research

Course Modifications:

- SED 536 Educational Strategies for Students with Severe Disabilities
- SED 544 Math Methods in Special Education
- SED 545 Intervention for Reading Difficulties
- SED 546 Writing Interventions for Students with Disabilities

Previously approved

- BMS 650 Grant Writing in Biomedical Science and Engineering

Motion to approve – Dee Nichols

2nd – Greg Cox

Unanimous approval – no abstentions

4. Announcements/updates

- Enrollment update – current PhD enrollment is 594 – vs. 2017 when enrollment was 450 PhD students.
 - i. Overall enrollment 2435 – down about 60 students overall. While PhD enrollment is up, enrollment in graduate certificate and master’s degree programs is down.

Juan Romero (ANS) suggested that the PhD push has impacted master’s enrollment

Online feedback:

Justin Dimmel:

Is the increase in doctoral enrollment over the past 7 years sustainable? I’m wondering if that is statistical noise or the result of a specific campaign to boost doctoral enrollment. I’m also wondering if we have a target for doctoral enrollment that we are hoping to hit and sustain.

Mary Ellen Camire: The delays in rehiring faculty are also prohibiting FSN from admitting more students. We do not have enough faculty advisors

Keith Evans – The economics department has lost a GA line & is experiencing grant funding challenges. We have 13-14 students with the incoming cohort. Any additional PhD enrollment would mean having to cut back on Master’s admits due to lack of faculty.

Juan Romero – extension appointments, wasted opportunities for new master’s programs such as those offered by UNE & Husson. Most critical - we don’t have enough faculty.

Scott noted: Faculty capacity is one of the largest

contributing factors to increasing graduate enrollment. Financial support is another important contributing factor, especially in doctoral programs and research-focused master's programs.

- Changes in Graduate School staff
 - i. Director of Graduate Recruitment – Fiona Libby has taken a new role with Dartmouth. She had been part time most recently.
 - 1. We are currently searching for a new Director
 - ii. Debbi Clements – medical leave for approximately 6 weeks
 - 1. Aylah Ireland & Jessica Ouellette will be the primary people covering.

- Graduate Mentoring Compact
 - i. Initially rolled out for PhD students
 - ii. Signed copies of individual agreements don't need to be sent to the Graduate School
 - 1. Signed copies should go into the students' files within the departments
 - 2. Jacqueline Gill asked if there was a timeline
 - 3. Terry Yoo - Is the packet online?
 - a. Faculty resources section of Grad School website
 - i. Faculty forms
 - 1. Link:
<https://umaine.edu/graduate/facultystaff-resources/faculty-forms/>
 - b. Does this apply to only new grad students or to all?
 - i. Applies to all doctoral students with priority for new docstudents. Catch up on continuing students as they meet with advisors.

- English proficiency expectations (appx 35 mins in on recording)
 - i. Proposal initially suggested that we waive testing for primarily English speaking countries. Conversations are ongoing.
 - 1. Parinaz Rahimzadeh-Bajgiram mentioned that Forestry faculty is discussing this currently – and wondering where to make a distinction with regard to English speaking countries.
 - 2. Terry Yoo asked about State Dept regulations
 - 3. Meghan Gardner mentioned that Business School opted to be more rigorous in their expectations due to the volume of international applicants.
 - 4. Terry Yoo asked what the Graduate School policy is currently
 - a. Scott Delcourt stated with the exception of Business and Chemistry that if a student is from an English speaking country or is a graduate of a program taught in English – they would be excluded from English proficiency testing.
 - 5. Mary Ellen Camire – FSN required testing scores from anyone who didn't go to school in the US. They allow funding

professors to make decisions on requirements when funding is involved.

6. Scott Delcourt noted: If the Grad School waives English test scores, that only applies to graduate admission. English expectations for TAs are more rigorous and require additional verification.
 7. Laura Rickard asked if the information on the Grad School site is updated.
 8. Current information on Graduate School website:
<https://umaine.edu/graduate/apply/test-scores/>
 9. Dylan Dryer suggested that the discussion has moved in a positive direction from last spring.
 10. Jacquelyn Gill – problem we are trying to fix – are we creating more problems that we are trying to fix? What are the consequences of admitting someone without English proficiency – do they enroll in an IEI course?
 11. Meghan Gardner – suggested that the high volume of applications to Business School were causing the biggest issue (over 800 applications last term). We have a pre-review with the Grad School – but the volume we were creating was cumbersome for Grad School and Business School staff.
 12. Jacquelyn Gill suggested that the context from the Business School was helpful – and that perhaps this is not an issue for all departments.
 13. Nick Micinski asked how the English proficiency requirement for MBA would impact a student who started in SPIA and then wanted to add MBA. Would require a discussion between coordinator and would also depend on academic performance.
 14. Jessica Riccardi – English proficiency is very important in speech therapy
 15. Nuri asked whether we were talking about written English proficiency or spoken/dialect.
 16. Dylan Dryer – suggested that academic English is different than spoken English
 17. Sabrina Morano asked if there was any connection between test scores and whether students’ struggle?
 18. Keith Evans – if the issue is at the program level, could programs add restrictions that are more rigorous than Grad School? Is this a good idea if the goal is to get more applications & encourage more PhD applications?
 - a. This is what the Business School has done
- Graduate Student Workers’ Union update
 - i. Rally yesterday on MLK Plaza
 1. Negotiations continue (both Scott Delcourt & Laura Rickard are on the UMS negotiations team)
 2. Bargaining meetings were canceled this week & that may have impacted the decision to rally
 3. We are approximately 1 year into negotiations
 - a. Stipends & health insurance have not been discussed yet.

- b. Workplace safety has come up, HR files, grievance procedures, academic freedom, appointment letters – mostly HR-related issues.
- c. The GW union had made an extensive request for information from all UMS campuses (14 pages) which has required significant time to gather data.
- d. Laura Curioli mentioned that there may be gaps in communication – union to administration (Laura emailed Scott to ask a question about why meetings were canceled, and Scott replied very quickly.)
- e. Laura Rickard mentioned that faculty contracts are not even finalized yet – still in negotiations as well.
- f. Jacquelyn Gill – suggested that the source of the union (non-academic) may be part of the issue. We are not allowed to raise stipends while negotiation is happening (*status quo*) and this issue is also causing angst among graduate assistants.
- g. Kathleen Gillon – suggested that the unions focus has been health and safety (they may be delaying the stipend & health insurance talks strategically).
- h. Scott Delcourt mentioned that this collective bargaining agreement is being built from the ground up, and not based on previous contracts like AFUM and UMPSA.

5. Changes to admission deferral procedures for international graduate students

- New Deferral form:
 - i. <https://app.smartsheet.com/b/form/d1764b5a9b2f4d7f8acf6727d13cddb3>
 - ii. If a student is admitted with financial support, they can request a deferral once under the updated policy.
 - iii. The change in policy is intended to prevent repeated deferral requests from international students who are seeking funding from the university.
 - iv. Programs should forward student deferral requests to the Graduate School to make the official response.

Kathleen Gillon asked about the financial support and whether the department has to hold that offer. Scott replied no – that is not required since it is the student's decision to defer. Only admission is guaranteed in deferral.

Jennifer Crittenden asked if someone has an assistantship offer, can they defer and be eligible to do so. Funded students may request a deferral subject to the approval of the program and the Graduate School.

Meghan Gardner asked about the impact of Empower Loans and how that would work with a deferral.

Terry Yoo suggested that computer science has around 100 applications each year – and they ask students to defer to the following fall due to the availability of TA options.

William D Nichols – how do we help support students who need to stay over the

summer months? (International students who need to stay over the summer months – do we have any plans in place to assist?)

Meghan Gardner suggested that the Business School has internship coordinator who helps students locate jobs where they can legally work.

The union is also interested in the issue of summer funding. Twelve month appointments have been discussed by the union – as well as 9 month appointments.

William D Nichols suggested that currently hiring a TA during the summer would require adjunct funds.

Juan Romero – having students available during the summer would be beneficial with field research being conducted in the School of Food and Agriculture. A database would be helpful to know if there are students who are looking for work. (They have a need for summer help for PFAS research.)

Scott Delcourt stated that the Graduate School keeps a database via Allyson Davis with information on students who are looking for financial support. (We could also potentially list the funding opportunities for programs in need on the Graduate school's funding page.)

6. U.S. Embassy wait times for visa appointments/assistantship award letters
How long should an assistantship offer be in place? Graduate School recommends that language be placed in the offer letter that states when the offer will be rescinded. (i.e. if you are unable to get your visa by “X” date, this offer will expire). Meghan Gardner suggested that they created their own version of an offer expiration, and they would be happy to share with other departments
What do the embassy wait times look like? (Some countries take months for visa appointments and units should be aware when making assistantship offers).
Informational document will be shared with Graduate Board members.
7. Strategic Re-Envisioning discussions
Town hall meetings – someone asked about the lack of a graduate theme
The President responded that all themes relate to graduate education in some way.
As a R1 university, the graduate mission is very important.

Kathleen Gillon is on the restructuring committee – they discuss both grad & undergrad impact.

Jacquelyn Gill – is on the research center committee and were charged with big ideas – then a revised charge was just to sort out what could be cut.

Patty Libby – GERS committee / revenue sharing models (along with Scott) & committee on online programming.

Frederic Rondeau – is on the programming and structure committee.

William D Nichols is involved with Faculty Senate but not on an SRE committee – suggested that it would be helpful to share the 6 guiding principles for SRE discussions.

Restructuring, elimination, etc...will take time. Feb – when the 2026 budget will be due.

8. Discussion of priorities for the academic year/invited guests
 - SRE initiatives
 - Funding (sharing of information of available positions / matching with available students).
 - Affordable housing – what might be done to make housing more affordable.
 - Faculty / resource issues - Is GERS the correct model to address issues related to graduate enrollment capacity? Departments often need a larger infusion of funds to launch programs.
 - Understanding more about the process of state appropriations and university funding.
 - i. Jake Ward or Sam Warren from the system may be able to help us understand better.
 - ii. George Jacobson (suggested by Jacquelyn Gill)

9. Items arising

Meeting adjourned: 2:02 pm

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on October 1, 2024 and is recommending the following courses to the Graduate Board for approval at its October 24th meeting.

New Courses:

BMS 651 Grant Writing in Biomedical Science and Engineering

NUR 568 Innovations in Clinical, Simulation and Laboratory

NUR 569 Innovations in Clinical, Simulation and Laboratory Instruction Practicum

NUR 570 Nursing Program Design and Evaluation

Modifications:

ERS 542 Atmosphere, Ocean, Ice, and Climatic Change

MEE 550 Mechanics of Laminated Composite Structures

MEE 554 Theory of Elasticity

NUR 523 Family Nurse Practitioner Care of Adults II



School of Learning and Teaching

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Statement of Intent to Plan

Title: Ph.D. in School, Community,
School/Department: Education, Schools, and Community
College: Education and Human Development
Modality: Online
Program Lead/Coordinator: Dr. Rebecca Buchanan

*This Intent to Plan (ITP) must be submitted to the Provost with a written description/rationale for a new program in **500 words or less**. The ITP must briefly address the following areas:*

A. General Objective of the Proposal and How it Supports the Mission of the University

We propose adding a Concentration in Education, Schools, and Community (ESC) to our existing P-12 Ph.D. in Education. The ESC Ph.D. will prepare practicing teachers and leaders who can lead systemic change in educational and community settings and promote equitable opportunities for children, adolescents, and adults. Specific objectives of this program include:

- Prepare educators and community service providers to assume leadership positions in school and community agencies.
- Prepare students to teach, lead, and conduct research in P-12 schools, community, or higher education settings, particularly those serving rural communities.
- Offer coursework through distance modalities, making it accessible to students throughout Maine and beyond, including those in remote rural areas.
- Address the educational needs of working professionals seeking part-time doctoral preparation.
- Provide hands-on experience in grant writing and project management.
- Create a flexible program that builds on the COEHD's existing graduate coursework and Ph.D. programs, with the intent of growing and stabilizing enrollment across doctoral programs.

In summary, the proposed Ph.D. concentration in ESC will attract new students with a strong professional commitment and previous accomplishments that will enhance the R1 status and the doctoral degree-granting mission of the University of Maine. The program will benefit from and contribute to the College and university's vibrant research community.

B. Evidence of Need Supported by Market Analysis

State and College Challenges

- Need to serve part-time, practice-oriented audiences and students primarily interested in curriculum and instruction, informal education, or who don't find another ready home in our doctoral programming.
- Currently have small Ph.D. programs that address specialized areas in a small college with limited resources. We tend to have small class sizes with inconsistent enrollment and the broader scope of this concentration would attract students with a broader range of academic and practitioner-focused interests.

C. Involvement of Universities with Similar Programming

While graduate education programs exist in various forms on six UMS campuses, Doctoral education programs reside primarily at the University of Maine. The University of Southern Maine offers a Ph.D. concentration in Public policy, Educational Leadership, and Policy and a Psy.D. in School Psychology. We would welcome students from other system doctoral programs in our courses.

D. Extent of Support Presently Available and/or New Costs Required

The College of Education and Human Development has the core resources in place in terms of an existing Ph.D. in Education structure and qualified faculty expertise. The COEHD has existing faculty to teach research and foundation courses. There are also adjunct faculty, including current UMaine employees, who hold doctoral degrees and are well-qualified to serve as course instructors and on dissertation committees. Faculty members from other UMaine System campuses have also expressed an interest in collaborating with this program through teaching and research.

E. Timeline

Early Fall '24: Intent to Plan Submitted
Late Fall '24: Full Proposal Submitted
Spring '25: Approval Process
Fall '25: Added to Program Inventory
Fall '25: Admission of First Students

F. Approvals

Department Approval:



Department Chair / School Director

09-19-2024

Date

Dean Approval:



Dean

09-20-2024

Date

Provost Approval:

Executive Vice President for Academic Affairs & Provost

Date



Intensive English Institute

Graduate Board
October 24, 2024

What is Conditional Admission?

The student meets the academic requirements for admission.

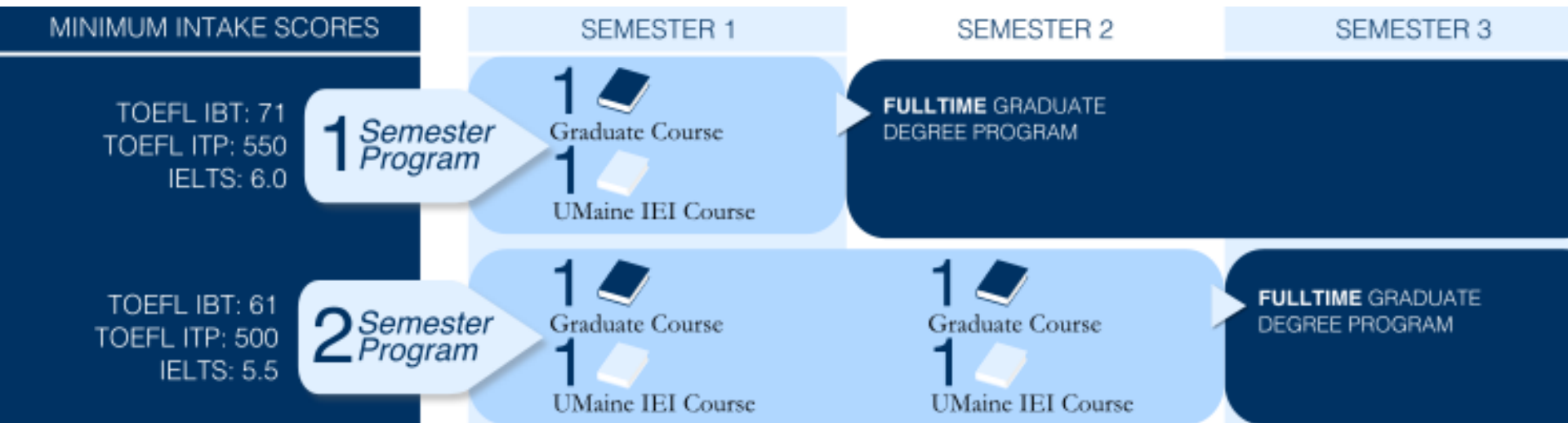
Their English proficiency is lower than 80 TOEFL or 6.5 IELTS.

Impact on GRE scores and essay

Admission Process

- Student can request conditional admission
- Graduate School can identify a suitable candidate
- Graduate committee can offer as a condition of admission
- Submitted application
- Jason Aylmer or Katy Blackmer requests an IEI test
- Test score and placement recommendation
- Admission letter issued

Sample Progression Schedule



Maine Bridge Program

- [Common European Framework \(CEFR\)](#)
- A student's level is determined by placement testing.
- Four different levels of courses:
 - A2 - Level 1
 - B1 - Level 2
 - B2 - Level 3
 - C1 - Level 4
- Student movement up through the different levels is determined by ongoing assessment of student learning outcomes and progress testing.

Sample Student Body

6 graduate students
2 research scholars
2 spouses
2 future graduate
students
1 exchange student
8 countries



Additional programing

IEI 99– Advanced Academic Writing for Graduate Students- A workshop-style course for graduate students who are non-native English speakers designed to focus on writing and editing with individualized grammar instruction to improve written English composition.

Contact

Intensive English Institute (IEI)

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