



**Graduate Board**  
**Thursday, March 28, 2024**  
**57 Stodder Hall**

**12:30-2:00 pm**

AGENDA

1. Review/approval of the March 7, 2024 Graduate Board minutes.
2. Review/approval of the March 12, 2024 Curriculum Committee report.
3. Announcements/updates
  - Commencement update
  - UMSS 24
  - Graduate student workers union collective bargaining update
4. Graduate Program Assessment Update – Laura Millay and Ryan Weatherbee
5. New certificate proposal – Advanced Library and Media Specialist
6. Graduate Faculty appointments
7. Items arising



**Graduate Board**  
**Rescheduled: Thursday, March 7, 2024**  
**57 Stodder Hall**

**12:30-2:00 pm**

AGENDA

Meeting called to order 12:35PM

Attendance:

P. Agrrawal, K. Ashley, C. Beitzl, T. Bowden, J. Buttane, M. Camire, G. Cox, S. Delcourt, D. Dryer, M. Gardner, A. Goupee, D. Granke, A. Gray, E. Landis, C. Marzilli, T. Nunez, J. Riccardi, L. Rickard, M. Magnani, G. Schwieterman, N. Micinski, P. Stechlinski, S. Wright, T. Yoo, R. Roberts

Zoom Attendance:

J. Artesani, M. Brichacek, S. Butler, S. Smith, S. DeUrioste-Stone, K. Evans, J. Gill, A. Knowles, P. Libby, K. Strout, S. Nittel, B. Peterson, P. Rahimsadeh-Bajgiran, T. Schwartz, J. Settele, R. Wheeler

Guests:

Fiona Libby, Director of Graduate Recruitment  
Peter Schilling, CITL

1. Review/approval of the January 25, 2024 Graduate Board minutes
  - Eric Landis – motion to approve
  - Greg Cox – 2<sup>nd</sup>
  - Unanimous approval with one abstention- Jack Buttane - Mathematics
2. Review/approval of the February 6, 2024 Curriculum Committee report

***New Courses:***

**ERL 554** Literacy Processing: How Students Learn to Read

**FSN 539** Probiotics in food: Formulation and Function

**KPE 661** Current Topics in Athletic Training Practice

## KPE 681 Leadership and Management in Athletic Training

- Motion to approve: Colleen Marzilli
- Greg Cox– 2<sup>nd</sup>
- Unanimous approval – no abstentions

### 3. Announcements/updates

- Staff leaves
  - i. Debbi Clements – back part time as of this week
  - ii. Allyson Davis – Student Employment – out of office until Mid-May
    1. Jessica & Kathleen are covering student employment related questions.
- Graduate School financial awards
  - i. 2 Janet Waldron Dissertation Awards – 2 year awards (3 awards continuing from last year)
    1. Maja Kruse
    2. Taylor Bailey
  - ii. 5 Chase Distinguished Research Assistantship Awards:
    1. Erin Victor
    2. Meghan Spoth
    3. Caroline Kelberman
    4. Alice Hotopp
    5. Holly White
  - iii. Trustee Scholarship Awards:
    - 8 full awards:
    - Rori Smith
    - Sarvinoz Egamova
    - Sean Lopez
    - Taylor Wells
    - Sheikh Sanjana
    - Nicholas Poulin
    - Isabel Berman
    - Amjid Rana  
    - 5 partial awards:
    - Elizabeth Chesley Perreo
    - Caitlin Humphries
    - Jean Pierre Nizeyimana
    - Brook James
    - Michaela Fornaro
  - iv. Thurgood Marshall Scholarship Awards:
    - 5 full awards:
    - Deborah Alademehin
    - Felix Tetteh Agoe
    - Nancy Paulina Almerna Pullupaxi
    - Emma Whitney
    - Karen Tetteh

4 partial awards:

Tracy Saforo  
Grace Sowole  
Elmer Ambrose  
Mojahid Ahmed

*Full and partial awards were made based on Executive Committee ranking.*

- Commencement update
  - i. Keynote speaker – Dr. Stephanie Seguino, UMaine MA in Economics
  - ii. Graduation Fair 3/20
  - iii. Doctoral Regalia deadline 3/29 – only 17 have requested thus far vs. 79 applied to graduate.
  - iv. Stage Party Invitations coming soon.
  - v. Faculty Marshall invitations – Sam Carrell is organizing and still looking for additional faculty marshalls for all ceremonies.
  - vi. Volunteer Form – sent earlier this week – we need a lot more volunteers for all ceremonies.
  
- Graduate assistantship budget
  - i. CBO has provided an update (handout sent to GB members after meeting)
    1. Process for reaching and approving – budget targets were provided to units and units decided on the spend.
    2. \$18M allocated for all GA lines in FY25 (vs. \$17.2M in FY24)
    3. Keith Evans requested that Scott to share the statement from CBO Kelley Sparks with the Graduate Board Members. Scott agreed and will send the document out after the meeting.
    4. Gail Schweiterman asked why cuts are necessary if more dollars are being invested. Scott replied that he understood from the CBO that even with an \$18 million budget there was still a structural deficit (due to tuition differential?)
    5. Pending individual unit admissions/financial decisions – offers may go out – PhD students first priority & then additional offers (to masters students)
    6. Laura Rickard – asked when the stipends would change based on negotiations – Scott stated that it would likely be after the collective bargaining agreement is approved.
  
- Graduate student workers union collective bargaining update
  1. Negotiation meetings – ongoing discussions (14 separate proposals have been made by the Union. Some of the proposals offered and questions that have been raised:
    - i. Workload - Collective bargaining is unclear in this area due to the variety of positions supported (GA, TA, RA) and the responsibilities for each. Compensated work vs degree-related work?
    - ii. Posting of open positions – union has asked that any positions open be openly posted to the

- UM System graduate student community.
- iii. Union has proposed that all assistantship positions be 12 Months. (What would this mean for TA's? What would happen if the student wished to do something different for the summer and be off contract?)
  - iv. Academic freedom – role of TA vs faculty related to instruction?

Complete listing of proposals is available on the [Graduate Workers' Union web site](#).

- Graduate Student BOT representative - Katie Ashley is receiving her PhD this semester and in the process of seeking a graduate student representative to the Board of Trustees to be her successor. The GSG's plan is that the person chosen would attend the April meeting with her. Please send names of potential nominees for this position to Katie directly. The representative serves an important role as a liaison between the Board of Trustees and UMaine graduate students.
4. TA Orientation discussion – Karen Pelletreau
- Peter Schilling is also present (on Zoom)
  - There is a gap in training for TA's
  - Some have only 1-2 days after arrival before they are teaching in the classroom.
  - Goal - continuous opportunities for training.
  - Scott noted that Union negotiations are requesting additional training for graduate student workers.
  - In past years, Karen and Peter have provided regular training opportunities for TA's – but very few have attended.
  - Peter suggested that we communicate more broadly to the TA group to provide that training and support.
  - Is there value to providing additional training before their arrival?
  - Terry Yoo asked about the current schedule (1 week before classes start) – suggested that during the break between fall and spring semesters might be a good time to reach TA's and potentially have an impact. The problem is that what do you do with new TAs in the fall semester?
  - TTT Program for new TAs has been moved to spring semester.
  - Richard Roberts spoke about his experience as a TA and how training was incorporated into their required hours.
  - Gail Schweiterman asked for clarity – 1 on the target audience - first time teaching assistants (not first year students)
  - Mary Ellen Camire – had an issue with TA's allowing students to make up exams anytime – so were constantly grading exams and shuffling schedules.
  - Jessica Riccardi – Can we offer something asynchronously? Brightspace training – available ahead of time but participation has not been great.
  - Karen & Peter have been brainstorming more of a deep dive into the TA role at some point earlier in August.
  - Other graduate programs have a required course (1 credit) for TA's that they must take prior in their first year of teaching.
  - Jack Buttane asked that faculty be involved in the planning if we do something more in August due to other training that takes place at that time.
  - Terry Yoo – concerned about required training consuming part of the 20 hours

of a TA's workload. Scott noted that any training that the TA's would undergo, would have to be part of their workload. This was also proposed by the graduate workers' union. Jacquelyn Gill suggested that students want to be paid for training time

- Karen suggested that some institutions require more extensive training prior to starting teaching. Begin TA appointments in August and use that month for training?
- Students have questions about when they are being paid. Some announcements about training come too late after fieldwork or other summer work has been scheduled. Clarifying the "when" you are expected to work is important. Where would the funds come from to support starting in August?
- Peter Schilling – asked about training and the issue of high turnover in 1<sup>st</sup> year students in classes taught by TA's. Would more training have a positive impact? Patty Libby spoke in favor of advocating for the funding to support TA training due to the direct correlation to student success.
- Eric Landis – thinks that taking 1-2 hours during the week for TA training may be more effective. If you are working on training each week, it would give them a chance to ask questions about real situations, etc... This is the strategy in programs that have weekly TA training classes.
- Jacquelyn Gill - in biology, students are teaching lab sections. I felt that training during the semester was more supportive to ask questions as they come up.
- Keith Evans – advocates for anything that we could do to better support our TA's in the way of training before & during their appointments. "In my own dept we don't place a master's student in charge of a class."
- Dylan Dryer – suggested that we evaluate actual competence and ability to teach before assigning a TA to a graduate student. Would need to be part of admissions review before TA offers are made?
- Karen is concerned with the differences between departments and the emphasis on training and how we implement them and whether we offer credit for training or not. Should there be more consistency? Some programs don't prepare TA's at all.
- In some cases, students are being asked to teach in areas that they are not studying.
- Executive Committee will discuss a possible recommendation on TA training to bring to Grad Board.

##### 5. DRAFT AI for Instruction guidelines and discussion – Peter Schilling

- Potential issues of academic dishonesty, use of AI in personal statements, in graduate student research. Scott suggested that there may be a need for stronger statements with relation to all these areas. Ali Abedi also created a document about the use of AI in research.
- Peter shared the following:  
<https://docs.google.com/document/d/1y1UCfNAnRTO17I3kRzEoJlJ3ae2NssIRXB7ABMkVYk8/edit#heading=h.jlywk6re1z9v>
- Giving students the knowledge to understand what is coming out of the AI tools. It is important for faculty to set the expectations for their students on the use of AI – be clear in your syllabus what the expectations are.
- Individual departments might have specific needs regarding the use of AI.

- Some emerging issues:
    - i. Methods of introducing AI tools into the classroom.
    - ii. Citations for AI (CITL is working on guidelines)
  - Rob Wheeler stated that he hoped that an AI policy would come out sooner rather than later.
  - Greg Cox mentioned that a few students have asked if AI grammar tools would be appropriate to use for students whose first language was not English. He requested that the faculty see the original, the AI version, and the corrected version. Curious about what other experiences are and how they handle it.
  - Peter is working with a student whose first language is not English and the use of expressions in speaking – almost as a “sparring partner”. Neurodiverse students may also benefit from the use of AI in tone and presentation strategies.
  - Anne Knowles asked if students start using AI, if they ever go back?
  - Turn-it-in had a tool that was built into Brightspace that was supposed to be able to tell – however, it doesn’t always detect the use of AI.
  - Peter suggested that in 100 & 200 level courses that we ask for more synthesis in writing which goes beyond the current limits of AI tools..
  - Incoming undergraduate students next fall – majority of high school students will have used AI as part of their high school curriculum!
  - Pank suggested that technology keeps moving forward. At one point many years ago, I was reprimanded for bringing a laptop to faculty meetings. Open AI is evolving – we must adapt or perish. Interesting to note – AI makes some great multiple-choice questions!
  - Send Peter an email if you have any additional questions.
6. Continued discussion of English language requirement for applicants seeking funding
- Scott noted that some programs are concerned about the impact of requiring English language scores on their applicant pools and the expense of obtaining official English language scores.
  - One possible solution is to have the ability to provide some scholarships for Duolingo tests.
  - Nick Micinski asked what list of eligible countries would be used? (list of 5 countries or list of English speaking countries) This is potentially discriminatory depending on what qualifies a country to be on the list.
  - Meghan Gardner processes more international applications – (284 processed currently) – 74% have asked for assistantships – language of instruction is sometimes different. The MBA program would welcome a more rigorous standard.
  - Nick expressed SPIA’s concern about the potential of choosing white western countries – and would be more comfortable requiring all students to submit English scores.
  - Jacquelyn Gill – agrees with Nick’s concerns.
  - Laura Rickard suggested that they also do an interview with students in addition to any scores.
  - Scott noted that we are looking for equitable standards – you cannot say that every student coming from a primary English-speaking country is equally proficient in English as it is taught in the U.S. The idea is to be more selective in making offers of financial support.
  - Mary Ellen Camire offered that some of the applicants are simply not qualified and don’t have the basic science skills needed to be successful.

- Meghan Gardner – MBA removed application fee and now encounters a lot more applicants who are not qualified for admission, significantly increasing application processing time.
  - Scott will consult with OIP as well as look at the practices of institutional peers and report back to the Graduate Board.
  - Pank asked about the possible use of AI in screening applications.
  - Scott stated that there are 3<sup>rd</sup> party software programs available – but with most, like Liaison, you must use their application portal software.
7. Graduate Faculty appointment process (held over from the January 25 meeting)
- Pari had suggested that the post tenure review be used for tenure review. We will move this item to the next meeting and put it earlier in the agenda.
8. Items arising

Meeting adjourned: 2:05PM

## CURRICULUM COMMITTEE REPORT

**The Curriculum Committee met on March 12, 2024 and is recommending the following courses to the Graduate Board for approval at its March 28th meeting.**

### *New Courses:*

- CIE 536** Applications Organic Chemistry Principles
- EHD 547** Technology and Teacher Leadership
- LMS 517** of PK-12 Literature in School Libraries
- LMS 559** School Library Leadership
- LMS 657** Seminar in Library and Media Studies
- LMS 580** Summer Technology Institute for Library and Media Studies
- MBA 610** Managerial Accounting for Decision Making
- MBA 611** Financial Reporting for Governmental and Nonprofit Entities
- MBA 612** Fraud Investigation
- MBA 615** Accounting Data Analytics
- MBA 621** Launching Sustainable Ventures
- MBA 622** Triple Bottom Line Business

### *Modifications:*

- EAD 692 Superintendent Internship I***
- POS 531 Topics in Comparative Politics***
- POS 549 Seminar in American Politics***
- POS 596 Directed Research in Political Science***

## Graduate Program Assessment Onboarding

Update from the Office of Institutional Research and Assessment (OIRA)

Laura Millay (Assessment and Institutional Research Analyst)

Ryan Weatherbee (Assistant Director for Assessment)

Mandy Barrington (Assessment Coordinator)

Deb Allen (Assistant Provost for Institutional Research and Assessment)

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The onboarding of all graduate programs to the university learning outcomes assessment process is underway. Our timeline is as follows:



All graduate programs have been asked to gather data to support evaluation of at least one PLO this year.

**Graduate programs in CLAS and interdisciplinary programs submit data and their first reflection report by June 30, 2024.** We will be providing info sessions focused on these reports on the following dates:

Thursday, April 4, 11-12 (in-person, 122 Alumni Hall)

Wednesday, April 10, 1-2 (Zoom)

Monday, May 6, 1-2 (in-person, 122 Alumni Hall)

Or by appointment, either in person or online.

All other programs (ELH, MCEC, COEHD, MBS) submit data from this academic year by October 2024.

## **Status Update**

### Program Learning Outcomes (PLOs)

100/169 (59%) of degree programs have submitted and posted their PLOs to their websites

### Curriculum Maps

63/169 (37%) of degree programs have provided maps

### Assessment Plans

45/169 (27%) of degree programs have provided assessment plans

Since last spring, in addition to many one-on-one meetings with graduate programs, OIRA staff have offered 5 round-table sessions and 2 rubric workshops. These were attended by 31 graduate faculty and 2 associate deans, with some faculty attending both a roundtable discussion and one of the rubric workshops. Please let us know any time if you have assessment questions - we are happy to meet with you and your program faculty, and will build on your ideas to organize additional cross-program sessions and workshops.

## **Resources**

The graduate assessment section of the OIRA/Assessment website is your one-stop-shop for everything related to graduate assessment:

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

Details about the various steps of the onboarding process, including links to program-specific reporting documents can be found in the expectations document (also available on the graduate assessment website):

[Graduate Program Assessment General Expectations - 2022-23](#)

## **Next Steps**

If you coordinate a CLAS or interdisciplinary graduate program and have any questions about the reports due June 30, 2024, please join us for a reporting info session or reach out to set up a meeting.

For all other programs, we will be offering annual data reporting info sessions in September for the annual data reports due by October 31, 2024.

The first three-year reports for programs are due as follows:

CLAS (including MCEC - computing) and Interdisciplinary Programs - June 30, 2024

MCEC (engineering), MBS, and COEHD - June 30, 2025

ELH - June 30, 2026

**Memo**

March 18, 2024

To: Dr. Kody Varahramyan, Vice President for Research and Dean of the Graduate School

From: Dr. Jim Artesani, Associate Dean for Graduate Studies, Research, and Outreach, College of Education and Human Development

Re: New Graduate Certificate: Advanced Library and Media Specialist

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The attached proposal describes the components of a 9-credit hour Advanced Library and Media Specialist (A-LMS) graduate certificate offered by the School of Learning and Teaching in the College of Education and Human Development. The A-LMS certificate is part of the Instructional Technology Program, a multi-campus collaborative between the University of Southern Maine, the University of Maine at Farmington, and the University of Maine. UMaine grants all program degrees and certificates.

The University of Maine currently offers a 15-credit Library and Media Specialist (LMS) graduate certificate. The proposed nine-credit Advanced Library and Media Specialist certificate is designed to be stackable with our existing LMS certificate and will be available to students whose objective is to complete the required 24 credits for a full Library and Media Specialist endorsement (071) through the Maine Department of Education (MDOE). The proposed certificate will only accept students who have completed our existing 15-credit Library and Media Specialist Certificate or a comparable program from another institution).

The MDOE Office of Higher Education & Educator Support Services Director has indicated that once approved, students who complete the 24 credits offered through our two certificates will be recommended by the MDOE for a full 071 endorsement. Of particular concern is that, currently, the MDOE is recommending that interested students take LMS courses through universities outside of Maine.

This proposal includes an overview of the program, rationale, course requirements, collaboration with other UMS campuses, and existing resources needed to implement and sustain this certificate.



**Advanced Library and Media Specialist Certificate**

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The Director of the Maine Department of Education Office of Higher Education & Educator Support Services has indicated that once approved, students who complete the 24 credits offered through our two certificates will be recommended by the MDOE for a full 071 endorsement. Currently, the MDOE is recommending that interested students take LMS courses through universities outside of Maine.

**Advanced Library and Media Specialist Certificate 9 Credits**

<b>Requirements</b>
<p><b>Prerequisites</b></p> <p>15 Library and Media Studies Credits</p>
<p><b>Required Course</b></p> <p>LMS 657: Seminar in Library and Media Studies (3 Credits)</p>
<p><b>Two Electives</b></p> <p><i>LMS 516: Reference and Research for Digital Age Teaching, Learning, and Libraries (3 Credits)</i></p> <p><i>LMS 520: Digital Age Methods of Teaching in Library and Media Studies (3 Credits)</i></p> <p><i>LMS 559: School Library Leadership (3 Credits)</i></p> <p><i>LMS 560: Assessment in Library and Media Studies (3 Credits)</i></p> <p><i>LMS 580: Summer Technology Institute for Library and Media Studies (3 Credits)</i></p> <p><i>LMS 598: Library and Media Specialist: Special Topics (3 Credits)</i></p>

## LMS Course Descriptions

### Approved and in 2023-2024 Graduate Catalog

#### LMS 516 - Reference and Research for Digital Age Teaching, Learning, and Libraries

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The modern library is a rich hub of information sources, and librarians need excellent skills to promote inquiry, inclusiveness, and collaboration with students and educators. This course will provide an overview of the field of reference and research instruction to prepare graduate students to work with students in grades PK-12. Graduate students will critically evaluate the most important print and electronic resources, reference interviews, bibliographic instruction, and readers' advisory. In addition, students will practice their leadership skills with reference and research as they seek to promote the library as a learning commons and information literacy as essential to teaching and learning in the digital age.

#### LMS 520 - Digital Age Methods of Teaching in Library and Media Studies

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This course will be an introduction to using technology for teaching and learning. Students will explore current theories and conceptual models for technology integration as a mechanism for reflection and goal setting. They will integrate the American Association of School Librarian Standards/National School Librarian Standards (AASL/NSLS) to consider learner development, diversity, and differences while fostering a positive learning environment. Through this online course, which uses multiple modalities, learners will critically review various educational technology tools for appropriateness in different library and media settings. Students will use digital tools, resources, and emerging technologies to design and adapt learning experiences. The student will engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment, as well as articulate, communicate, model, and teach digital citizenship.

#### LMS 560 - Assessment in Library and Media Studies

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In this course, students will first analyze traditional vocabulary used for assessment and learning within the context of the modern school library media program. They will then consider the implications of integrating technology and digital assessment tools in the pk12 learning environment, both positive and negative, to support knowledge acquisition, skill building, and creativity. Students will look through various lenses for students' understanding and assessment including ISTE, SAMR, and American Association of School Librarian Standards/National School Librarian Standards (AASL/NSLS), among others.

**LMS 598: Library and Media Studies: Special Topics: A concentrated** study of designated topics in Library and Media Studies. Topics may vary depending on faculty and student interest.

**Courses currently going through the approval process**

### **LMS 559: School Library Leadership**

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School librarians are uniquely positioned to reach all students, teachers, and administrators in the learning community. This course examines how school librarians can positively impact student learning by providing leadership in curriculum development, instructional design, technology integration, professional development, student advocacy, information literacy instruction, and collaboration.

### **LMS 580: Summer Technology Institute for Library and Media Studies**

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This course is for librarians seeking to enhance their knowledge and skills when and by using educational technology to support coaching, supporting, teaching, and learning. Participants will engage in online study and complete participation in a conference-like event. The course will include strands to allow for a focused study of literature, research, and practices with regard to the use of educational technology in library and media environments. Students will participate in both individual and collaborative projects. The focus will be pedagogically driven practices for technology in virtual, blended, and in-person environments. The course is designed for a wide variety of librarians and educators as well as educational technology skill levels.

### **LMS 657: Seminar in Library and Media Studies**

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The Seminar is a culmination of the LMS program of study that requires each student to engage deeply with and reflect upon their own body of cumulative work, as well as the domains of the Essential Questions (EQs) of the program. To provide evidence of their competency in each of the domains, students will create a digital portfolio that includes exemplars of their work with a statement of competency that is supported by current research. Students who are successful in this course are skilled at independent research and time management. If the student is seeking endorsement from the Maine State Department of Education (071 Librarian Media Specialist), the digital portfolio will form the foundation for the portfolio requirement for state certification.

### **Proposed Course Rotation with Identified Faculty**

**Fall:** LMS 520, Mia Morrison (two other LMS courses are offered during fall semester)

**Spring:** LMS 560, Joyce Yoo Babbitt; LMS 559, Rebecca Bushby; LMS 657, Iris Eichenlaub (one additional LMS course offered spring semester)

**Summer:** LMS 516, Iris Eichenlaub; LMS 580, Mia Morrison (no other LMS courses offered summer semester)

\* LMS 598 is a special topics course offered on a variable schedule.

### **Program Faculty**

The multi-campus Instructional Technology Program is fortunate to draw on the expertise of multiple faculty members from UM, UMF, and USM and a number of highly qualified eminent practitioners in the field. Those who will be most involved in the program include:

Dr. Donn Karno, Coordinator, UMF

Dr. Mia Morrison, UM

Rebecca Bushby, USM

**College of Education and Human Development  
Instructional Technology Masters of Education (M.Ed.) Revision Routing Slip**

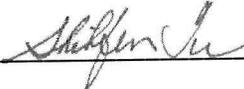
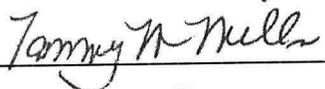
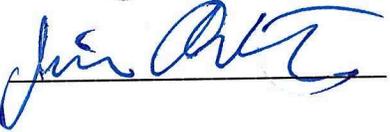
From: **School of Learning and Teaching**

**College of Education and Human Development**

Item: **Masters of Education (M.Ed.) in Instructional Technology  
Revision**

*Below are the endorsements to accept this revision.*

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	Signature	Date
Shihfen Tu, Director School of Learning and Teaching	 _____	<u>1/2/2024</u>
Tammy Mills, COEHD Curriculum Committee	 _____	<u>2/13/2024</u>
Jim Artesani, Associate Dean of Graduate Studies, Research, and Outreach	 _____	<u>3/4/2024</u>
Penny Bishop, Dean of College of Education and Human Development	_____ _____	_____ _____
Hannah Carter, Associate Provost for Online and Continuing Education and Dean of Cooperative Extension	_____ _____	_____ _____
Kody Varahramyan, Vice President for Research and Dean of the Graduate School	_____ _____	_____ _____
John Volin, Executive Vice President for Academic Affairs and Provost	_____ _____	_____ _____