

The mission of the Graduate School of the University of Maine is to produce engaged scholars and professionals by promoting excellence in all aspects of the graduate student experience. The School provides advanced education and professional training through innovative teaching, mentorship, research, and creative activity in established and emerging areas. This rigorous education prepares students to contribute meaningfully to the advancement of the state of Maine, the nation and the global community.

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During and after graduate training, accordingly, the Graduate School's doctoral, masters, and professional-certifications degree programs will enable students to:

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- Contributing research, scholarship, creative work, and informed practice to our developing understanding of the social and material world;
 - Staying abreast of methodological, pedagogical, and professional advances;
 - Consuming research for continuing professional knowledge and practice; and
 - Committing to professional development through engagement in professional societies and other knowledge-transfer modes.
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- Accurately distilling and disseminating complex expertise to help solve problems;
 - Responsibly integrating developing research consensus into professional best-practices;
 - Working collaboratively across domains to develop new insights and effective practices;
 - Responding with principled recommendations to emerging concerns that confront their communities of practice; and
 - Respectfully observing (and where necessary, helping to shape) the communicative conventions of the community of practice.
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- Attending to sustainability, responsiveness, and potential long-term implications when engaging local-global context and communities;
 - Learning from and working respectfully with diverse cultural perspectives, knowledge-systems, and priorities;
 - Giving and acting on productive feedback;
 - Complying with best-practices in methodology and pedagogy and in making informed recommendations to

employers, coworkers and the broader public; and

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

(R ... : J → 2020)