



Welcome to

UNIVERSITY OF SOUTHERN MAINE'S
LEWISTON – AUBURN COLLEGE

Faculty Handbook

Academic Year 2009 – 2010

51 Westminster Street
Lewiston ME 04240
(207) 753-6500
(207) 753-6555 fax
www.usm.maine.edu/lac

UNIVERSITY OF SOUTHERN MAINE

LEWISTON-AUBURN COLLEGE

FACULTY HANDBOOK

<http://www.usm.maine.edu/lac/facultystaff/handbook.pdf>
http://usm.maine.edu/prov/faculty_resources/handbook_toc.htm

Table of Contents

MISSION STATEMENT	1
COMMITMENT TO COLLABORATION	3
WHAT'S LEWISTON-AUBURN COLLEGE MADE OF: From the Beginnings	
BEGINNINGS	4
STRUCTURE	4
FACULTY	5
STUDENT PROFILE	5
CURRICULUM	6
PEDAGOGY	6
COLLEGE COMMUNITY	7
FACULTY	10
USM's LAC FACULTY.	10
USM's PORTLAND & GORHAM FACULTY AT LAC	11
USM LAC ADJUNCT FACULTY	11
PART-TIME FACULTY	12
USM's LAC STAFF WITH TEACHING RESPONSIBILITIES	12
ADMINISTRATION OFFICE	13
ATRIUM ART GALLERY	13
BOOKSTORE	14
REQUISITIONS	14
COURSE PACKS	14
USED BOOKS	14
DESK COPIES	14
L-A CAFÉ	15
COLLEGE OF NURSING AND HEALTH PROFESSIONS	15
COMPUTER SERVICES	15
BLACKBOARD	15
MAINESTREET UMS PORTAL	15
E-MAIL	15
CHANGING E-MAIL DESTINATION	16
FACILITIES MANAGEMENT	17
FRANCO-AMERICAN COLLECTION	17
INFORMATION COMMONS	17
CLASS TOURS	18
ELECTRONIC RESEERVE	18
MEDIA & COMPUTER EQUIPMENT	18
LEARNINGSHOP	19
LEARNING WORKS	20
SCIENCE LAB	20
SENIOR COLLEGE	21
STUDENT SUCCESS CENTER	21
USM LAC GRADUATE PROGRAMS	21
WOMEN, WORK & COMMUNITY	21
THE BASICS	22
ASSIGNMENTS/STUDENT WORKLOAD	22
Class Presentations and Participation	22
Reading Assignments	22
Writing	22
Special Considerations	22

ATTENDANCE	23
Attendance Verification	23
CLASS CANCELLATIONS	23
Cancellation due to Illness	23
Cancellation due to Weather / Emergency	23
CLASS ROSTER	23
CLASSROOM ASSIGNMENTS & ROOM RESERVATIONS	24
COURSE EVALUATIONS	24
On-line Courses & Blended Courses	24
On-site Courses	24
EXAMINATIONS	24
Final Exams & Grades	24
MAKE-UP CLASSES	25
MAKE-UP EXAMS	25
MEETING WITH STUDENTS	25
OFFICE HOURS	25
ORDERING TEXTS	25
SYLLABUS	25
USM CARD	26
OTHER NOTES OF INTEREST	27
DEGREE PROGRAM LIAISONS	27
EMERGENCY PROCEDURE GUIDELINES	27
EVENTS PUBLICITY	27
Press Releases	27
Calendar/Information List.	28
Photos	28
FACSIMILE	28
INJURY & INCIDENT REPORTING	28
MAIL	28
PARKING	28
PHOTOGALLERY	29
PHOTOCOPYING & COPYCODES	29
STUDENT SUPPORT	29
Personal Counseling	29
Tutoring	29
SUPPLIES	30
POLICIES & PROCEDURES	
USM GRADING POLICY	31
LAC POLICY FOR MAKE-UP EXAMS	33
LAC CRITERIA FOR EVALUATING STUDENT ESSAYS	34
USM EQUAL OPPORTUNITY POLICY	35
USM SEXUAL HARASSMENT POLICY	37
REPORTING SEXUAL HARASSMENT AT USM	37
USM SUBSTANCE ABUSE POLCY	38
USM ACADEMIC INTEGRITY	39
USM/LAGUIDELINES FOR INSTRUCTIONAL CREDIT BANKING	40
INTERDISCIPLINARITY AT USM LEWISTON-AUBURN COLLEGE	44
IMMEDIATE EMERGENCY PROCEDURE GUIDELINES	45
EMERGENCY RESPONSE & EVACUATION PROCEDURE FOR BOMB THREATS	46
<i>APPENDIX I: EXAM CHECK-OUT SHEET</i>	<i>47</i>
<i>APPENDIX II: STUDENT HONOR CODE FOR MAKE-UP EXAMS</i>	<i>48</i>
<i>APPENDIX III: ACADEMIC DISHONESTY REPORT FORM</i>	<i>49</i>
<i>APPENDIX IV: FACULTY AUTHORIZATION FOR STUDENT USE OF USM LAC FACILITIES</i>	<i>50</i>
ACADEMIC CALENDAR 2009 – 2010	51

UNIVERSITY OF SOUTHERN MAINE'S Lewiston-Auburn College

USM MISSION STATEMENT:

The University of Southern Maine, with a rich history reaching back to 1878, is a comprehensive metropolitan university offering associate, baccalaureate, graduate, and professional degrees within the University of Maine System. The University of Southern Maine's fundamental mission is teaching, research, and public service for the benefit of the citizens of Maine and society in general. In achieving its mission and fulfilling its responsibilities as a university, the University of Southern Maine addresses the aspirations and needs of southern Maine and serves as a vehicle for linking southern Maine and the state to the nation and the world. The University actively encourages faculty, staff, and students to contribute to and participate in state, national, and international academic and professional communities.

The University's principal responsibility is to provide a wide range of programs responsive to students diverse in age, background, and experience, many of whom are part-time, employed, and/or commuter students. Undergraduate education at the University of Southern Maine aims to provide every student with a solid foundation in the liberal arts and the sciences. Master's, professional, and selected doctoral degrees and research programs emphasize the integration of theory and practice. The University of Southern Maine seeks to assure broad access at various geographic locations to educational opportunities including lifelong learning and is committed to providing academic and support services essential to the needs of a diverse student body. This commitment extends to creating a sense of university community and a vibrant, diverse cultural environment for the University of Southern Maine's students, faculty, staff, and the entire community of southern Maine. In all activities, the University continually strives for excellence in teaching and learning.

As an essential Maine resource, the University sets program priorities that are driven by the needs of the people and the institutions of southern Maine in particular, and the state in general. The University of Southern Maine responds to the special needs of, and provides leadership for, southern Maine's many cultural, health, human service, business, and technological institutions and activities. The University fulfills an historical and special commitment to elementary and secondary education through the preparation of teachers and educational leaders. The University of Southern Maine links the teaching, research, and public service capabilities of faculty and staff, through both traditional and interdisciplinary programs and units, with the people, organizations, and institutions of the state and the region. As one of seven campuses in the University of Maine System, the University of Southern Maine complements and collaborates with the other six institutions in the System to fulfill the needs of public higher education in the state of Maine.

LEWISTON AUBURN COLLEGE MISSION STATEMENT:

Lewiston-Auburn College of the University of Southern Maine is committed to being a national leader in interdisciplinary education, to serving as a resource for the community, and to providing an outstanding educational experience for its students through degree programs that are responsive to changing cultural and workplace demands, and are available to a non-traditional and diverse student body.

The aim of the College is to increase the educational preparedness of the people of central Maine for meeting the challenges of our dramatically changing global and pluralistic world. The curriculum is marked by integration between the liberal arts disciplines; between the liberal arts, the professional concentrations and the workplace; and between the college and the community. We hire and retain faculty who embrace a teaching philosophy that emphasizes student-centered learning, analytical and creative thinking, effective oral expression and writing across the entire curriculum. The college makes a rigorous liberal arts education available to students of varying levels of readiness in order to foster in them a sense of ethical and civic responsibility, a disposition toward lifelong learning, and the capacity to live responsible, creative and productive lives.

Revised & approved: May 21, 2003

USM'S LEWISTON-AUBURN COLLEGE: COMMITMENT TO COLLABORATION

A central question for higher education is whether the intellectual and social cultures of our colleges and universities are healthy enough to meet the educational needs of students and to provide leadership for an increasingly troubled society. Social commentators generally agree that we are now in a post-industrial information era. Considering the future of higher education, Ogilvy (1993) points out that "What the farm was to the agricultural era, and the factory to the industrial era, educational institutions will be to the information era, namely, the means of production and manipulation of the principal product of society."

How will we develop that role? How will key social factors such as the demographics of multiculturalism, rapid change and uncertainty, and increasingly limited resources affect higher education? And how will the sheer volume of new information be processed and converted into useful knowledge? Ogilvy calls for an education that enhances our understanding of how things are systematically interconnected. Given the expanding capacity of computers to store and manipulate information and the increasing complexity of society, the new paradigm would promote associative and integrative patterns of thought and research rather than analysis based upon specialization and the isolation of phenomena. The focus on complex systems also supports increased integration of the university with the community, since the educational process is seen now as an ongoing and integral part of social production. Ogilvy's vision for higher education posits a future in which scholars and students from all disciplines work together with their communities: "From participatory knowledge it is then a short step to participatory democracy...knowing is a part of doing."

The challenge is clear: Institutions of higher learning need to provide a healing kind of leadership for a pluralistic, disoriented and fragmented society. The question then becomes, can we reform our present higher-learning institutions or create new ones with structures and philosophies that obviate turf wars; reward integrative, boundary-crossing thought and communication; and bring college and community into a mutually supportive working relationship?

USM's Lewiston-Auburn College, formed under the aegis of its parent university, the University of Southern Maine, is trying to meet the challenge. Those of us working to build USM's Lewiston-Auburn College (USM LAC) believe we are engaged in developing healthful, integrative structures that others contend are necessary if we in higher education are to respond to the needs of our students and our society. We have asked ourselves what it means to have a genuinely collaborative environment. What does it mean, more particularly, to collaborate in terms of curriculum development? What kind of pedagogy and scholarship would such an enterprise promote? What are its implications for relations with the local community? For relations between the individual unit and the larger university? And what about the way faculty conduct their administrative matters? In a variety of significant ways, USM LAC is creating a community where collaboration and connection are practiced at least as much as they are preached. From advising and teaching to curriculum development, publishing, and community relations, the USM LAC administration and faculty cross boundaries and forge connections that challenge the sanctity of traditional turfs and call into question well established status and power relations. Our path has not been easy, and challenges and frustrations abound as we attempt to establish our place in the larger University, experience growing pains, and plan for the future. Nevertheless, we feel energized by the course we have set for ourselves and suspect that others engaged in reform might draw upon this energy if we can share with them the narrative of our beginnings and our ongoing efforts to commit ourselves to interdisciplinary, collaborative education.

WHAT'S LEWISTON-AUBURN COLLEGE MADE OF: From the Beginning

BEGINNINGS

USM's Lewiston-Auburn College opened its doors in 1988. Formerly a thriving manufacturing center, the Lewiston and Auburn area experienced a sharp economic decline, with high unemployment and severe pockets of poverty, when its shoe factories and textile mills began shutting down in the seventies. Although the second largest urban center in the state by the 1980s, the area had no university campus of its own, and leaders in this largely working-class community felt that it deserved, and would greatly benefit from, the establishment of such a campus. In 1982, they therefore requested that a separate campus of the University of Maine System be developed in their area. The request was denied, but the community was granted a college that would function as a unit of the University of Southern Maine (USM). At that time USM had a student body of about 8,000 students on two campuses, in Portland and Gorham, each located about 40 miles from Lewiston.

In 1984, a curriculum committee was formed consisting of community representatives and faculty from the University of Maine at Farmington, the University of Maine at Augusta, and the University of Southern Maine. This initial pattern of collaborative planning was extended as the committee attended many public meetings and met frequently with community leaders. The planners' intention of forging close ties between college and community was symbolically suggested by the fact that committee meetings were often held in the mayor's office, area motels, and the local community center.

It soon became clear that the community wanted college graduates who could write and speak effectively, think critically, contribute solutions to community problems, and more broadly, conceptualize the world in ways that transcend academic molds. After considerable study and discussion, the committee decided that the college, to be called USM's Lewiston-Auburn College, should develop interdisciplinary programs which would integrate the liberal arts with each other, with professional studies, and with the community and the workplace. The current mission statement for the College clearly reflects the vision developed by its founders.

STRUCTURE

USM's Lewiston-Auburn College and its affiliated programs are currently housed in two connected buildings at 51 Westminster Street in the Lewiston Industrial Park. The original building, a converted former indoor tennis facility, makes maximum use of its space for classrooms and laboratories, administrative and faculty offices, library, computer lab, business office, bookstore, and dining area. The Franco-American Collection (an archive of materials dedicated to the scholarly use of historical information and resources that preserve the local Franco-American history and culture) and the Atrium Gallery (an art exhibit area in the main entrance area that showcases at least five major art exhibits each year) are also housed in that building. A second building, opened in July 2007, houses *LearningWorks* (including the Writing Center and math tutoring as well as College for ME-Androscoggin) and will eventually include additional classrooms and offices. The facility to date has been built in four phases, with the most recent major phase initiated in 2006.

Our degree programs articulate with associate degree programs from University of Maine at Augusta (UMA), Central Maine Community College (CMCC), Andover College, and Central Maine Medical Center (CMMC), as well as with the Occupational Therapy program at

Kennebec Valley Community College (KVCC), so that students can complete their degrees in preparation for applying to the Master of Occupational Therapy program.

FACULTY

No vision of education, however lofty or pertinent to pressing social needs, will thrive without a faculty fully dedicated to it. To avoid the problems inherent in hiring professionals miscast for the desired institutional mission, planners and builders must hire with the vision clearly in mind. In hiring USM LAC faculty, those charged with delivering the baccalaureate degrees, the College's planners early on sought candidates without hard-edged allegiances to particular pieces of academic turf and with connections to and experience in non-academic terrain.

Collectively we bring to our academic positions outside experience in such areas as labor relations, court protection services for children, clinical work in counseling, social service program development, economic and social policy development, clinical occupational therapy, health care administration, mediation for people with disabilities, applied health research, agriculture and biological sciences. We were also hired for our strong interest in interdisciplinary learning and scholarship and in collaborative and student-centered forms of pedagogy. We regularly attend and present at local, regional, and national conferences on issues related to interdisciplinary and collaborative activity, both inside the classroom and out in the community.

In addition to hiring practices which help preserve and develop the educational values of the College, our promotion and tenure criteria emphasize participation in collaborative work and innovative contributions to pedagogy and curriculum development. We do not look askance at collaborative efforts in scholarship: indeed, in keeping with our general emphasis on collaborative learning and work of all sorts, we encourage joint authorship of presentations and publications. We do not have separate academic departments, and thus we develop programs by working together as a single unit. We attempt to avoid hierarchical formations by rotating the faculty chair position every two to three years. No doubt our being few in number assists us in this happy outcome, but we believe our commitment to cooperative and collegial endeavor has been equally important in our success. Our aim is to achieve consensus via open and thorough discussion and, when necessary, healthful compromise.

STUDENT PROFILE

The college now registers approximately 1100 students each semester. Of these, approximately 345 are matriculated in USM LAC's programs, while others are in USM LAC's nursing program, and others are in USM programs extended from Portland or Gorham. Seventy-five percent of the students are women and the average age is 30. Eighty-three percent identify themselves as Caucasian. Thirty-eight percent come from the Lewiston-Auburn. An unofficial but commonly recognized minority group is Franco-American whose families originally came into the state to provide a labor force for the mills. Increasing numbers of students represent new immigrant groups in the area from African countries. Our students come largely from working-class backgrounds. Many are first-generation college students, and a good number are single parents with considerable family and work responsibilities. We find them on the whole to be serious, highly motivated, and possessed of much valuable life experience that enriches the materials we bring to class. Nineteen classes of students have graduated with baccalaureate degrees.

CURRICULUM

Lewiston-Auburn College of the University of Southern Maine is among only a handful of higher education institutions in the country providing interdisciplinary majors within an interdisciplinary core, or General Education, curriculum. In Fall, 2007 our new core curriculum was launched. It is developmental and intentional (i.e., specifically designed courses) unlike the more traditional “distribution model” core curriculum, outcomes-based in that it provides for certain student abilities to be mastered, and focuses on four, overarching themes: Justice, Democracy, Difference, and Sustainability. The Lewiston Common Core curriculum also includes a career development sequence of courses and internship experiences.

Our approach to curriculum at USM LAC does not eschew discipline-based courses, but views them as at their best when they are synergistically related to each other and to a range of interdisciplinary courses. In addition, our programs provide a variety of opportunities for integration between liberal arts and the professions. This is achieved through selection of course materials and work with the community as described below. Students at LAC can choose among the following interdisciplinary majors: Arts and Humanities, Leadership and Organizational Studies, Natural and Applied Sciences, Social and Behavioral Sciences, and, at the masters level, Occupational Therapy and Leadership Studies. The USM nursing curriculum is also provided at USM LAC.

Our commitment to collaborative work in the academic program is manifest in a number of other ways as well. Guided by a consensus that writing improves thinking skills and the mastery of important concepts, we have worked together to produce a writing-across-the-curriculum program by which virtually every course is writing-intensive; and several, in our new Lewiston Common Core, are writing-instructive (i.e., including specific writing instruction and improvement skills) and offered at various developmental levels throughout the curricular sequence. In addition, we have agreed to use a common English handbook to provide consistency and thereby facilitate improvements in student writing.

PEDAGOGY

Faculty at USM LAC are committed to effective teaching that often includes nontraditional kinds of pedagogy. As Guskin (1994) has reminded us, the research on optimal learning environments and practices sends “a clear message to most every college and university: that the primary learning environment for undergraduate students – the fairly passive lecture-discussion format where faculty talk and most students listen – is contrary to almost every principle of optimal setting for student learning.” Traditional lectures are used sparingly if at all by USM’s full-time faculty at LAC; small-group discussions, role playing, case studies, group projects and presentations, mini-lectures, labs, and student-led discussions are the methods of choice. Our emphasis is always on active learning and frequently entails teamwork and practical application.

One example of our forms of alternative pedagogy is the student-led discussion. This technique is used in variable forms and in combination with the other methods by a number of faculty. The basic form calls for choosing at random just after the start of class a student leader to initiate the discussion and making sure it stays close to the assigned text. Faculty are required to remain silent for the first 25 to 35 minutes, after which they attempt to participate without totally taking over and dominating with their expertise (Rhodes and Schaible 1992). A spirit of genuine collaboration often arises in such classes as students find themselves discussing and debating ideas on more level ground with their professors.

Collectively the various student-centered methods of conducting class put into practice the theories and ideas that guide our sense of mission at LAC. At the center of our mission is **a commitment to building community** which entails the development of skills in group work and a parallel commitment to challenging traditional power relations. We wish to empower students by encouraging them to find and use their own voices, and by helping them to understand that they can offer solutions to real social problems as well as construct meaning for themselves out of difficult texts without relying entirely on the professorial experts to explicate each text for them. We want our classrooms to be thought and speech labs where words are used to construct, define, and evaluate various knowledge and truths. Our hope is to produce **informed democratic citizens** who will participate actively in creating a sense of community in the larger society. And by marginalizing the illusion of expertise as the only path to final answers we hope our pedagogy makes concrete for students the notion that our truths are socially (communally) constructed, a notion conducive to a tentative embracing of our own “absolutes” and a tolerant approach to those held by others.

COLLEGE COMMUNITY

The college’s beginning, as noted above, involved collaborative efforts across one of the more unfortunate divides in our society, the boundary between town and gown. As the college grows this boundary is repeatedly crossed in a variety of ways. Soon after the college was established, a Community Advisory Council was set up as a means of facilitating communication between the college and those citizens concerned about its mission and welfare. The council’s thirty-one members meet twice each semester on campus. The college dean is always present, reporting on various issues and supplying information and advice on projects on which the council may be working. Faculty also regularly attend these meetings in order to share with council members their own perceptions about matters relevant to the college and listen to council members’ ideas and concerns about issues ranging from state legislative support for USM LAC to our relationship with UMA. Anyone attending these meetings will soon detect the palpable sense of pride that council members take in USM LAC – they regard it as their college. The awkwardness and mistrust that often characterize relations between a college’s faculty and citizens of the surrounding community simply do not exist here.

Education means more when students are motivated by genuine interest in real-world problems and challenges. Adhering to this philosophy, we see the college’s community as integral to students learning, serving at times as the students’ textbook. All majors require at least a three-credit internship, directed by both a faculty advisor and an on-site supervisor. Students do professional work related to earlier course studies and to future career plans while offering their time, motivation, and fresh perspectives to the community.

Community service is not, however, relegated to a single internship near the end of the academic study. At USM LAC such activity is woven into a number of courses throughout the curriculum. Faculty and students frequently embark on ventures with various government and public service agencies as well as community businesses. They do so in ways that serve the community while giving students practical experience and, just as important, a chance for growth in conceptual thinking. This latter component must be deliberately worked into the experience for, as Guskin has observed, off campus activities “do not necessarily emphasize reflection and conceptual development.” In the tradition of earlier progressive educators, Guskin (1994) argues anew for the importance of combining classroom ideas with actual

experiences but goes on to point out “what converts these experiences into a setting for conceptual development is reflecting on the experience itself through the written word and/or presentations to reflection with others”(24).

It is with this awareness that we have designed a number of our classes as laboratories of both action and reflection. For example, Service-Learning courses in Leadership and Organizational Studies have conducted organizational studies and provided highly regarded written and oral reports on a major local business and the area’s primary mental health agency. The Applied Social Policy students work with a variety of social service agencies writing grants and developing testimony on state legislation. And one year they joined with the Research Methods class (including faculty from both courses) to work collaboratively on a county-wide human services needs assessment project. This assessment was guided by a task force of community businesses and social service leaders, and both the survey and the secondary data analysis for the final report were completed by students (46 in all). These students then took an independent study to complete the integration of the final report. This document, an “action research” product, was the basis for subsequent social service funding decisions by the local United Way, area banks, and other donors. It is also being used by the area legislators as a basis for additional state legislation. Similarly, students in Managing Organizational Change and Development divided into work groups, found an organization going through change with which they could work, and carried out a project that would generate outcomes helpful to the organization. One of the projects involved the Lewiston Police Department and its attempt to implement a Community Oriented Policing Project Oriented Policing (COP/POP) philosophy. The students’ task was to assess whether the rank and file members of the department were as enthusiastic as their superiors were about these new techniques and the drive for greater involvement by the community in the police department activities. The group designed and administered a questionnaire to all members of the police department. They then coded and analyzed the data and presented a report to the several levels of the department hierarchy. In each of the courses, students discussed in class the relationship of theory to practice, the meaning of working with people who have diverse experiences and interests, and the ethical issues and values that underlie all work. What we seek, in brief, is a collaboration with our surrounding and supportive community in a way that does not at all sacrifice, but indeed promotes, the development of those higher cognitive skills traditionally associated with academic study and reflection.

Art, of course, is an important means of helping any community define and understand itself. Under the direction of USM LAC’s Director of Exhibitions, the college has organized and promoted exhibitions that heighten and celebrate the community’s sense of its own identity. Many of the exhibitions are collaborative projects between USM LAC and area organizations. The college has an ongoing collaborative relationship with L/A Arts, a community-based organization that presents performing arts events to the public and offers a comprehensive arts education program in the local schools.

Another important linking point between the college and its community is the Franco-American Heritage Collection donated to USM LAC by the Centre d’Heritage Franco-American. This collection of documents, photographs and artifacts is dedicated to promoting the study of the largest ethnic group in the Lewiston-Auburn area. On the foundation of this collection is built a study concentration in Franco-North American studies. Please see page 17 for more information.

A final link between college and our community is College for ME-Androscoggin, housed in the new building's LearningWorks space. This collaborative effort to raise college aspirations and attainment in central Maine partners USM LAC with more than two dozen community partners across the fields of education, business, government, and social service.

References

Guskin, Alan E. (1994). Restructuring the Role of Faculty. Change. September/October. 16-25.

Ogilvy, James (1993). Three Scenarios for Higher Education. Thought and Action: NEA Higher Education Journal. Fall. 25-67.

Rhodes, Gale & Schaible, Robert (1994). Talking Students/Listening Teachers: The Student-led Discussion. Issues & Inquiry in College Learning and Teaching. 15 (3). 44-61.

USM's LAC FACULTY

SUPPORT: Wendy Mitchell 753-6685 wmittchell@usm.maine.edu

CONTRACT INFORMATION: Pam Roy 753-6553 pamelar@usm.maine.edu

Joyce Gibson, Dean and Associate Professor, Leadership and Organizational Studies

Roxie Black, Faculty Chair, Director and Associate Professor, Masters of Occupational Therapy Program

Kaitlin Briggs, Associate Professor, Interdisciplinary Studies, Honors Program

Paul Caron, Associate Professor, CLASS PDS Program

Lisa L. Clark, Clinical Instructor, Masters of Occupational Therapy

Rose Cleary, Associate Professor, Social and Behavioral Studies, Honors Program

Tara Coste, Faculty Vice-Chair, Associate Professor, Leadership and Organizational Studies, Coordinator of Master in Leadership Studies Program

Marvin Druker, Professor, Leadership and Organizational Studies

Christy Hammer, Associate Professor, Social and Behavioral Sciences, CLASS PDS Program

Jan L. Hitchcock, Professor, Social and Behavioral Sciences

Ike Levine, Associate Professor, Natural and Applied Sciences

Jayne Marsh, Assistant Professor, Social and Behavioral Sciences

Carol Nemeroff, Associate Professor, Social and Behavioral Sciences

Larry Nowinski, Associate Professor, Natural and Applied Sciences

Eve A. Raimon, Professor, Arts and Humanities

Betty Robinson, Associate Professor, Leadership and Organizational Studies

Barry Rodrigue, Associate Professor, Arts and Humanities

Steve Romanoff, Associate Professor and Director of Russell Scholars

Robert Schaible, Professor, Arts and Humanities

Mark Silber, Associate Professor, Social and Behavioral Sciences

Daniel Stasko, Assistant Professor, Natural and Applied Sciences

Elizabeth Turesky, Assistant Professor, Leadership and Organizational Studies

Michelle Vazquez Jacobus, Assistant Professor, Social and Behavioral Sciences, Leadership and Organizational Studies

Blake Whitaker, Associate Professor, Natural and Applied Sciences

William 'Bumper' White, Coordinator and Associate Professor of Education, CLASS Program

Kris Winston, Assistant Professor, Masters of Occupational Therapy

USM's PORTLAND & GORHAM FACULTY

Jeff Beaudry, Associate Professor, College of Education and Human Development

Janet Burson, Associate Professor, College of Nursing and Health Professions

Bonnie Cashin Farmer, Assistant Professor, College of Nursing and Health Professions

Laurie Caton-Lemos, Instructor, College of Nursing and Health Professions

Maurice Chabot, Associate Professor, Mathematics

Bruce Clary, Professor, College of Education and Human Development

Andrew Coburn, Research Associate II, Health Policy & Management

Patti Drapeau, Lecturer IIB, Professional Education

Bonnie Farmer, Assistant Professor, College of Nursing and Health Professions

Maggie Fournier, Associate Professor, College of Nursing and Health Professions

David E. Harris, Associate Professor, College of Nursing and Health Professions

William Harrison, Assistant Professor, Leadership and Organizational Studies, Director, Office of Research Compliance

Phyllis Healy, Associate Professor, College of Nursing and Health Professions

Joyce Lapping, Academic Counselor/Director of Prior Learning, College of Education and Human Development

George Lyons, Associate Professor, Professional Development Center

Corinne Martin, Instructor, College of Nursing and Health Professions

Stephen Murphy, Professor, Human Resource Development

Carla Randall, Assistant Professor, College of Nursing and Health Professions

Robert Small, Assistant Professor, Social and Behavioral Sciences

USM's LAC ADJUNCT FACULTY

Elaine Makas, Social and Behavioral Sciences

PART-TIME FACULTY (ACADEMIC YEAR 2009-2010)

SUPPORT: Cathy Harman 753-6503 charman@usm.maine.edu

CONTRACT INFORMATION: Pam Roy 753-6553 pamelar@usm.maine.edu

Art

Bernie Meyers

Common Core (LCC)

Lillian Kennedy, Bill Maxwell,
Phil Paratore

Computer Science

Valarie Maguire

Economics

Mike Cote

Education

Laura Boldebook, Paula Eppich,
Maureen Fox, Ellen Honan

English

Ann Boyce, George Lyons

Humanities

Colleen Lepage, Lenore Boerner

Leadership & Organizational Studies

Tim Coste, Michael Davis, Rick Dodge,
Leigh Mundhenk, Evan RichertSharon
Timberlake

Mathematics

Peter Eskilson

Music

Scott Vaillancourt

Natural & Sciences

Tammy Begin-LeBlanc,
Rachel Simons

Nursing

Brenda Bennett, Janet Burson,
Maggie Fournier, Catherine Lyden,
Jayne Mills, Erin Pendexter,
Cynthia Randall, Paul Rouleau

Occupational Therapy

Tammy Bickmore, Tim Reidman

Social & Behavioral Sciences

Heather Blanchard,
Bernice Conklin-Powers,
Stephanie Blecharczyk, Laurie Cyr-Martel,
Marcia-Anne Dobres, Anne Edwards,
Frankie Holt, June Zellers

Theater

Bryan Brito

USM's LAC STAFF WITH TEACHING RESPONSIBILITIES

Donat Boivert, Coordinator, Franco-American Collection

Karen Hall, Coordinator, Learning Workshop

Kim Marie Jenkins, Director, Student Success Center

Mary Larlee, Science Labs Coordinator

Margaret Park, Advisor and Community/Alumni Liaison

Dan Philbrick, Director of Marketing, Information & Web Services

Jan Phillips, Associate Dean for Outreach, Instructor in Social and Behavioral Sciences

Mary Sylvain-Leonas, Academic/Career Counselor

Nancy Whitehouse, Curriculum Technology Coordinator

ADMINISTRATION OFFICE

Administration Office hours: Monday - Friday, 8:00 a.m. - 4:30 p.m.

Joyce Gibson, USM Lewiston-Auburn College Dean, 753- 6594, jgibson@usm.maine.edu. USM LAC has one Dean who is the chief academic and operational officer of this college and its campus. All academic programs and operational units of the college report to the Dean who, in turn, reports to USM's Provost and Vice-President of Academic Affairs in Portland. When there are issues which can't be resolved at the USM LAC faculty chairperson, or Director level, they can be brought to the Dean.

Pamela Roy is the Director of Finances, 753-6553, pamelar@usm.maine.edu. Pam's responsibilities include bookkeeping; travel arrangements; reimbursements, and purchase orders. Pam is also the 'go to person' for faculty contracts.

Terri Pelletier, Director of Administration, 753-6551, terrip@usm.maine.edu, has primary responsibility for the daily management of the Administration office as well as provides professional support to the Dean. Terri is also responsible for implementing the Academic and Summer and Winter course offerings in coordination with the Dean and Faculty; oversees the development of the course guide and catalog revisions; coordinates staff development seminars and conferences; and handles all HR personnel actions for USM LAC Staff.

Dan Philbrick, 753-6575, philbric@usm.maine.edu, is the Director of USM LAC Marketing, Information & Web Services. Dan is responsible for all marketing, advertising and promotional activities as well as managing marketing-related services for USM LAC. Dan oversees and maintains the USM LAC web pages and coordinates all print-related publications for USM LAC. In addition to marketing duties he also performs public relations duties for the campus. Working with Student Success Center he organizes and gathers student retention data to assist with the USM LAC Strategic Marketing Plan.

Wendy Mitchell, 753-6685, wmitchell@usm.maine.edu, Administrative Assistant, provides support to, and processes the faculty and course evaluations for the full-time faculty in the HUM, NAS and SBS programs; provides support to full-time faculty; maintains the Dean's calendar; supervises the student employee process within the department; and provides general administrative support.

Cathy Harman, 753-6503, charman@usm.maine.edu, Administrative Assistant, provides support to and processes the faculty and course evaluations for the part-time faculty in the HUM, NAS and SBS programs; provides support to part-time faculty; and provides general administrative support.

ATRIUM ART GALLERY

The Atrium Art Gallery, centrally located in the building, presents year-round art exhibitions of paintings, drawings, photography, sculpture, and contemporary crafts by Maine artists. In addition to solo and group exhibitions, the gallery sponsors several annual events. The biennial open-juried exhibition in January and February features work by artists in Androscoggin, Franklin and Oxford counties. The annual summer exhibition features work by students of local artist Mercedes Gastonguay. <http://www.usm.maine.edu/lac/art/>

Robyn Holman, Director of Exhibitions, 753-6554, holman@usm.maine.edu

BOOKSTORE:

Bookstore Hours: Monday-Thursday, 8:30 a.m.- 4:30 p.m. (When classes are in session)
Friday, 8:30 a.m. - 4:00 p.m.
Monday-Friday, 8:30 a.m. - 4:00 p.m. (During semester breaks and summer)
The Bookstore is open extended hours at the beginning and end of each semester.

Lyn Philbrick, Bookstore Manager, 753-6521, lynelle@usm.maine.edu

The bookstore stocks all course materials needed for classes at LAC. We strive to have adequate quantities to fulfill the needs of all students at LAC at the beginning of all classes. If there is a problem with the availability of a text, or we sell out of a text, I will pass on this information to you, the instructor. If we run short of a text, we will have copies sent overnight from the publishers or distributors.

Textbooks are returned to the publishers and distributors starting the fifth week of classes, therefore, students need to purchase all required materials the first month of classes.

Requisitions: Textbook requisition requests will be emailed to you a few weeks before they are due. When placing textbook orders please indicate if you would like the text required or optional. If no text is required please let me know. I will contact you if a new edition is being published before the class begins. The due dates for the requisitions will be indicated in the bookstore email you receive.

If a book is being used the following semester we will keep copies instead of returning them to the publisher. If you know that you will be using the same text the following semester, please let us know to prevent unnecessary returns.

Course Packs: USM Printing Services provide faculty with a copyright service. James Booth is the contact the person for faculty. He obtains permissions and puts together course packs. Please contact him at 228-8244 if you are interested in custom course packs. A minimum of six – eight weeks is required to process custom course packs.

Used Books: Used books account for 47% of the total sales of textbooks at LAC. We try to secure as many used books as possible since this saves the student 25% off the new price. The sooner we receive text requisitions the better chance we have of obtaining used books from the wholesalers.

The LAC bookstore does buyback during finals week in both the fall and spring. If you could let us know what texts you will be using the following spring or fall before buyback, we can buy back used texts from students and save the next group of students money in the cost of the texts.

Desk Copies: The bookstore cannot obtain desk copies for instructors. However, we can supply publisher information that would enable you to call and have a desk copy sent to you from the publisher. Many publishers allow you to order desk copies online if you visit their web sites.

Faculty Discounts: We offer a 20% discount on Fridays to LAC faculty and staff on all regular price general trade books.

Café L-A

Carol Sebastianelli is Supervisor of Café L-A. If you haven't already visited Café L-A, you should, for a variety of fresh baked goods, salads, sandwiches and daily specials! Don't forget to use your Husky Bucks for a 7% savings. Catering is always available for your functions as well! www.usm.maine.edu/lac/cafe/.

COLLEGE OF NURSING AND HEALTH PROFESSIONS

The School of Nursing is committed to providing exemplary educational programs, scholarship, and community and professional service which is responsive to the needs of the citizens of Maine and in the global community. Classes are provided for completing the BS program in nursing and the RN to BSN program.

Elaine Ogrodnik, Administrative Assistant for the School of Nursing, supports the nursing faculty and students. Please direct any nursing related questions to Elaine (753-6624) eogrodnik@usm.maine.edu in the Nursing Office located in Room 114.

COMPUTER SERVICES & TECHNOLOGY

Paula Caggiula, (753-6563), paula@usm.maine.edu, Computer Support Specialist, has her office in the Information Commons and assists staff, faculty, and students with hardware and software issues.

Nancy Whitehouse, (753-6522), nancyw@usm.maine.edu is our Curriculum Technology Coordinator who assists faculty, staff and students with software issues.

TECHNOLOGY

Computers are available for students' use in the Information Commons. All students, faculty, and staff have University of Maine System (UMS) accounts. This is the account that will be used to log in to **Email, Blackboard, MaineStreet** and **Lab computers**. This account must be **activated** before it may be used. To activate your UMS account, contact the Helpdesk at (780-4029) HelpDesk@usm.maine.edu or Paula Caggiula.

- **Blackboard for Faculty**: Faculty are encouraged to make use of the university's online computer courseware "**Blackboard.**" Blackboard includes many features and opportunities for course support, from "low-maintenance" announcements and communication tools to more intensive interactive group work, etc. Let your students know if your course uses Blackboard. The Blackboard Handbook for University of Maine System Faculty is found at: <http://usm.maine.edu/ctel/documents/BbHandbook.pdf>

Blackboard for Students: Blackboard User Name and Password are the same as Account Name & Password. Blackboard access is: <http://www.courses.maine.edu>

- **MaineStreet**: Manage your grading, curriculum, personal/payroll/HR information, get your class rosters, etc.! MaineStreet access is: <http://www.usm.maine.edu/erp/> User ID and Password are the same as for Blackboard.
- **E-Mail**: **USM will use your University email to keep you informed.** Your email address is accountname@maine.edu. Go to <http://mail.maine.edu> to check your mail and manage your account.

If you wish to change the destination of e-mail sent to the University of Maine System e-mail account (such as to your home e-mail) please use the following instructions:

Go to: <https://mail.maine.edu/>

Click **Change the destination of email sent to your @Maine.edu address**

Login with your UMS account Userid and Password

Check: **Forward to the following address(es):**

Type forwarding address in box

Click **Change Forwarding**

UNET Mail Forwarding
Technology Services

paula@maine.edu

Mail forwarding (choose one)

- Your IMAP-POP mailbox
- Your mainframe reader for CMS MAIL
- Don't accept mail
- Forward to the following address(es):

Page generated by Forwards.java 1.13. Last modified 2002-10-01 19:07:23.
UNET User Support: support@maine.edu

If you are successful the next box will show

Mail forwarding set as requested

UNET Mail Forwarding
Technology Services

Mail forwarding set as requested.

paula@maine.edu

Mail forwarding (choose one)

- Your IMAP-POP mailbox
- Your mainframe reader for CMS MAIL
- Don't accept mail
- Forward to the following address(es):

Page generated by Forwards.java 1.13. Last modified 2002-10-01 19:07:23.
UNET User Support: support@maine.edu

Done

FACILITIES MANAGEMENT

753-6512 or x6512: To contact the Facilities Management Staff for issues concerning building and grounds repairs and maintenance.

754-5909: Primary cell phone used for urgent or emergency items/issues such as slippages, floods, fire, or security issues if there is no one available at the above number.

212-1476: Secondary cell phone is used for urgent or emergency items/issues as above. **This phone will only be available when a second staff person is “on duty”.**

Randy Estes, Facilities Manager, 753-6514, estes@usm.maine.edu

Alton Gile, Building & Grounds Crew Leader

David Crookston, Maintenance & Grounds Worker

James Fritz, Maintenance & Grounds Worker

Sheila Rose, Custodian and Landscaper

Paul St. Hilaire, Maintenance & Grounds Worker

FRANCO-AMERICAN COLLECTION

The college houses a collection of documents, photographs, artifacts, and audio and visual materials relating to the French presence in North America with a concentration on the local Franco-American community. In keeping with its educational, research, and community service mission, the college acquired this collection as a gift from the Trustees of the Centre d'Héritage Franco-Américain. The collection is designed to develop and promote interest in, and study of, Franco-American culture and history on the part of the University community, the broader academic community, and the community at large. The collection focuses on the Lewiston-Auburn area, with additional regional materials providing a link to the wider contexts of French North America.

The collection is comprised of books (many of which are rare and out of print), letters, diaries, scrapbooks, newspaper clippings, reports, other file materials, oral histories, music and an extensive collection of photographs, slides and negatives which are housed in the Madeleine Giguere Reading Room. Additional artifacts are used for exhibitions and displays. The collection is open 20 hours a week and by special arrangement. <http://usm.maine.edu/lac/franco/>

Donat Boisvert, Coordinator, 753-6545, boisvert@usm.maine.edu

INFORMATION COMMONS

HOURS:

Mondays - Thursdays 8:00 a.m. – 8:00 p.m.

Fridays 8:00 a.m. - 4:30 p.m.

Saturdays 9:00 a.m. – 3:00 p.m. (Fall & Spring only)

Hours change during breaks and in the summer.

www.usm.maine.edu/lac/library

The Information Commons includes the Library and Computer/Technology Services combined. USM's Lewiston-Auburn College Library, is one of three University of Southern Maine libraries. See page 15 for information on Computer Services and Technology.

Evelyn Greenlaw, 753-6541, evelyng@usm.maine.edu, is the Library Director.

Jennie Beal, 753-6542, jbeal@usm.maine.edu, Library Assistant, assists faculty, students and staff with circulation, course reserves, and serials.

Dale Kuczinski, 753-6526, dalek@usm.maine.edu, Library Assistant, is responsible for Interlibrary Loans and Media Services.

Maureen Perry, 753-6546, mperry@usm.maine.edu, is the Reference Librarian.

The library, located in the Commons @ LAC, maintains a collection of books, journals, and non-print material to support the research needs of the students and faculty. Through a statewide courier service, and a nationwide electronic interlibrary loan service, materials not owned by the library can be easily obtained. Faculty have semester-long loans privileges from other UMS libraries. Faculty may put articles on electronic reserve for access by their students 24/7, or may continue to be physically available in the library.

CLASS TOURS

Class tours should be set up in advance, and usually take 45 minutes to an hour, though the library is happy to conduct a sequence of sessions. These sessions can cover the library layout, URSUS, journal indexes and databases and policies. From experience, the best tours are those that promote active learning; so faculty are encouraged to develop related assignments that encourage immediate use of the skills taught. We encourage faculty to leave a copy of the assignment with the library. We also encourage faculty to consult with librarians to make sure that the assignment makes the best use of resources. We strongly suggest that faculty remain in the library to answer their students' specific questions.

ELECTRONIC RESERVE

Electronic reserve is available for faculty who wish to place required articles on reserve in a web-based format "**Docutek**." This allows a student to view or print articles from any computer 24 hours a day. For fastest processing, provide material in the form of 8 1/2" by 11" photocopied sheets. To keep processing time down and preserve electronic storage space, we're asked to include only required readings as electronic reserves, vs. assigned general resources. Allow several days for the material to get online after you deliver it to our Library, more time, of course, around the beginning of each semester. For additional information, consult with Jennie Beal, who coordinates faculty use of electronic reserves.

MEDIA AND COMPUTER EQUIPMENT FOR CLASSROOM USE

Mobile computers with projectors are available for use in classrooms, and may be reserved on line at www.usm.maine.edu/lac/computing/request/cartrequest.html. Anyone reserving a mobile computer cart must make an appointment at least one week prior to using in order to be fully trained.

Audio-Visual Equipment Available in-house or off-campus:

- Slide projectors
- 16mm movie projector
- Filmstrip projector w/audiocassette
- Rear-screen slide projector w/audiocassette
- VCRs or DVDs
- Tape recorders w/microphone
- Portable overhead projectors
- Digital cameras
- Camcorders (VHS and digital)
- Portable video projector
- FLIP video camera
- Computer cart for classroom use

Audio visual equipment can be reserved for classroom use on a first-come, first-served basis at <http://usm.maine.edu/lac/registration/equiprequest.html> . The Library staff will deliver the equipment prior to the start of each class. Questions should be directed to Dale Kuczinski at 753-6526 or to any staff member at the Circulation Desk at 753-6540.

LEARNING WORKSHOP

The Learning Workshop is a free service dedicated to supporting students, faculty, and staff in skills development. Most tutors in the Learning Workshop are peer **writing** tutors who assist students in improving their writing by helping them to generate and organize ideas, sharpen critical thinking skills, strengthen grammar and punctuation, and enhance their writing style. They also explore with students options for research documentation and integration of source materials in their writing. Students can book appointments on the sign-up sheets posted outside room 187, by calling 753-6513, or by emailing writingcenter@usm.maine.edu. Karen Hall, the Workshop's director, frequently consults with faculty on developing writing assignments, giving feedback on student writing, integrating writing instruction into the curriculum, and setting and achieving professional writing goals. She can be reached directly at 753-6674. You can also visit the Workshop's web site at <http://www.usm.maine.edu/lac/writingcenter/> for instructional handouts.

Tutoring assistance in **math** and **statistics** is available to students in the Learning Workshop. Contact the Math Tutor directly at 753-6513 for hours or more information. Student **computer** consultants are available in both the Learning Workshop and Information Commons to work with students who need assistance in microcomputer applications. Hours are posted in the Commons and on the USM LAC web site at www.usm.maine.edu/lac.

The Learning Workshop is also home to our student *Literati*, a writing group that frequently meets for creative gaming and collaborative work. Under the guidance of Karen Hall, they publish a bi-annual student literary magazine, *Sneakers, Stilettos, and Steeltoes* and host *Café Night*, an open-microphone evening of original readings, songs, short films, and various other creative expressions.

Exceptional students who show an interest in writing or teaching should be directed to the Learning Workshop where they can be introduced to the *Literati* or invited to train for the tutoring program.

Karen Hall, Director of Writing Programs, can be reached at 753-6674, khall@usm.maine.edu. Visit the Learning Workshop, Room 187 in the LearningWorks Suite, or call for hours and information. You can also visit the Workshop's web site at <http://www.usm.maine.edu/lac/writingcenter/>

LEARNING WORKS

LearningWorks Hours: 8:00 a.m. to 4.30 p.m., Mon – Fri.; other hours to be announced

LearningWorks houses College for ME–Androscoggin, the community-based initiative whose goal is to double the number of college-educated citizens in Androscoggin County, and serves as a hub linking USM LAC with other education as well as business, community, and economic development partners. Assessment, training, advising, tutoring, and research supporting college readiness and college degree attainment across Androscoggin County are housed in this suite.

Jan Phillips, 753-6548, Jananep@usm.maine.edu, Associate Dean for Community Relations and LearningWorks, is responsible for efforts related to community partnerships, legislative advocacy and communication, outreach, and general community relations. She coordinates all programming related to the mission and goals of LearningWorks, and works with Dan Philbrick on strategic marketing. She is located in the LearningWorks suite.

Joan Macri, 753-6625, jmacri@usm.maine.edu, Associate Director of LearningWorks, is responsible for development, implementation, and coordination of programming related to increasing college enrollment and completion county-wide, particularly for youth. She works with all school districts located in Androscoggin County delivering services such as early college class coordination, career and college planning support, and professional development. In addition to working with youth aspirations she also works with targeted adult learners who decide to pursue college degrees but are unsure how to get started. She is located in the LearningWorks suite.

Sandi Croft, 753-6556, scroft@usm.maine.edu, Staff Associate for LearningWorks, oversees daily operations in LearningWorks and provides support for USM LAC community relations and outreach, as well as College for ME-Androscoggin. She is also the liaison for the Senior College Board of Directors. She is located in the LearningWorks suite.

SCIENCE LAB

The Science labs are located on the second floor of the college. A variety of lab courses are taught. Examples include: Introduction to Biology, Anatomy & Physiology, Chemistry, and Microbiology. **Mary Larlee** is the Science Lab Coordinator. She is responsible for maintaining the labs and the equipment within them so that students have an optimum learning environment. Mary's office is located upstairs, off of room 223 and she can be reached at 753-6532, larlee@usm.maine.edu.

SENIOR COLLEGE

Senior College provides a curriculum of intellectually stimulating learning opportunities and special events for persons 50 years of age or older. Classes are taught by peers, with no entrance requirements, grades, or tests. USM LAC's Senior College is an affiliate of the Elderhostel Institute Network and is one of 16 Senior Colleges throughout Maine. The College provides access to classrooms, a library, office space and communications, and in return many members provide volunteer support to Senior College, whose course fees contribute to a scholarship fund for an Androscoggin County USM students. You may find course information on the USM LAC web site www.usm.maine.edu/lac - Senior College. The Senior College office is located in room 189.

STUDENT SUCCESS CENTER

Academic Advising, Career Planning, Counseling, Financial Aid, Registrar
Monday – Friday 8:00 a.m. to 4:30 p.m. (plus 2 evenings to be determined)

The Student Success Center staff, whose offices are located across from the Information Commons entrance, provide a wide variety of services to matriculated, non-matriculated and prospective USM students. These services include transfer and academic advising, career planning, orientation, financial aid, personal counseling, registration and registrar-related functions such as transcripts and change of major requests. The Center's staff is also responsible for academic actions and graduation certification.

A full-time Financial Aid associate is also a member of the Student Success team, and the office of Undergraduate Admission has a regular presence. The Student Success Center staff also provides support to the faculty advisors.

USM LAC GRADUATE PROGRAMS

Master of Occupational Therapy Program: <http://www.usm.maine.edu/lac/ot>
Leadership Studies: <http://www.usm.maine.edu/leadership/>

Luisa Scott is the Coordinator of USM LAC Graduate Programs. Luisa can help you with questions related to the Master of Occupational Therapy (MOT) Program, and the Master of Arts in Leadership Studies (MLS) Program and the Masters in Literacy in Education Program. You can find Luisa in Room 131 or at 753-6523, lscott@usm.maine.edu.

WOMEN, WORK & COMMUNITY

The Maine Centers for Women, Work and Community is a statewide economic development and training organization committed to improving the economic lives of Maine citizens. We have centers across the state of Maine, and our Lewiston center is housed at USM-LAC. We offer free trainings and one-on-one assistance in four program areas: Workforce Development, Asset Development, Microenterprise Development, and Leadership Development. Some of our trainings include: Career Exploration, Financing Your Future, Introduction to Self-Employment, and the Basics of Starting a Business. Our trainings are often offered on site at USM-LAC. Anyone interested in our services can call 753-6622 to learn more about what we offer. Our website is: www.womenworkandcommunity.org.

Laurie McDonnell, Center Coordinator, 753-6612, lauriemcdonnell@maine.edu Laurie offers all the Workforce and Asset Development trainings as well as works with folks individually.

Shirley Hamilton, Microenterprise Trainer, 753-6505, Shirley.hamilton@maine.edu Shirley offers all of the business development-oriented trainings as well as works with individuals.

Cathy Collins, Regional Secretary, 753-6622, catherine.e.collins@maine.edu Cathy supports staff throughout the Western Region including Lewiston, South Paris, and Farmington.

THE BASICS

ASSIGNMENTS / STUDENT WORKLOAD

The course syllabus should clearly define the assignments, papers, reports and other work required and the schedule for completion.

Class presentations and participation: Many courses require students to make formal presentations of their work (sometimes individually, but often in groups) as a part of their course grade. We all try to maximize the class time available for class discussion. While this discussion may be facilitated by the instructor, we also use various methods of encouraging student-led discussion either in small groups or in the class as a whole. General class participation may make up anywhere from 10-25% of the student's grade.

Reading assignments: The average reading assignments are between 60-80 pages per week. Instructors often ask students to read this amount even on the weeks they have short 3-6 page papers due or an experiential exercise to prepare. Just before major papers are due, instructors may try to lighten class reading assignments. Most faculty supplement text reading assignments with current articles handed out in class or placed on electronic reserve (see page 20). Students regularly joke about the number of supplemental readings they get in USM LAC classes.

Writing: The vast majority of our classes involve a fair number of writing assignments. For example, students may be required to write 3-4 short analytic (or reaction) papers of 3-6 pages and then a final paper of 12-15 pages. Mid-terms or finals, when they are used, may be open book or take home essay exams. Students are often given the opportunity to rewrite papers, especially those that make up a significant portion of their grade. Some papers are the result of a group project and are given a group grade. Several of us have also used journal writing of various types in our courses. In a number of classes, students are required to do a fair amount of library research and to prepare bibliographies (not all students are equally prepared to do this work-so be alert to uneven skill levels).

Special considerations: Since the vast majority of our students work, have families or both, and since many of them face particular challenges in their lives, we do try to be flexible about such things as deadlines for turning in papers. Nonetheless, we also try to be clear with them about our limits and the importance of their notifying us when they are having trouble meeting course requirements.

ATTENDANCE

Attendance Policy is left to the discretion of the faculty member. It is the responsibility of the faculty member to inform students in each class of the attendance requirements for the class and to include the policy in the course syllabus.

Attendance Verification: At about the eighth week of each semester, the University's Registrar sends updated class lists to faculty members. These lists are used to verify the attendance of students and allow instructors the opportunity to note students who do not appear on a list or delete students who have not been in attendance. These lists are then used to update the computer file so that final grade report rosters may be produced. It is an important process and faculty members are urged to read and carefully follow instructions sent with the verification lists and return them in a timely fashion.

CLASS CANCELLATIONS

Cancellations due to Illness: If a class has to be canceled due to the instructor's illness, or immediate family death, the instructor should contact Wendy Mitchell, in the Administration Office, at 753-6685 as soon as possible. If Wendy is not available, please call Terri Pelletier, 753-6551. Students will then be notified of the cancellation by a staff member in the Administrative Office. *Instructors canceling classes for other reasons are responsible for contacting students themselves but should notify the Administration office as well.*

Cancellations due to Weather: If classes are cancelled due to inclement weather, announcements will be made on all local radio stations, and on T.V. Channel 13 and Channel 6 by 6:30 am for day classes, and will be posted on the USM LAC web page. The storm line message begins at 6:00 a.m. **Do not call the main phone number.**

You may also subscribe to **USM's Emergency Alert System** to receive notices by email or text messages on your cell phone in the event of an emergency or weather related closure. To take advantage of this service complete a brief form at: <http://www.usm.maine.edu/usmalert/>. If you need assistance contact the Help Desk at: 7804029 or helpdesk@usm.maine.edu. After signing up you will receive a test message notifying you of the emergency and giving instructions on how to receive more information about it.

- In the event of deteriorating conditions, a decision will be made during the day for cancellation of evening classes at least 2 hours prior to the start of classes. Please tune in to either radio or T.V. weather updates announcing closure, refer to the USM LAC web page, or call the storm line.

Common sense dictates, however, that faculty and students should decide for themselves whether or not they are able to travel to and from their campus.

- Portland and Gorham make their weather related decisions independent of the Lewiston campus.

The storm line number is 753-6595.

CLASS ROSTER

Your class roster is now on MaineStreet (refer to page 15 under "Technology").

CLASSROOM ASSIGNMENTS & ROOM RESERVATIONS

Room assignments are scheduled prior to the first class and are now in the details on your class roster in MaineStreet. If the instructor feels the need for a different classroom due to higher enrollment or for other reasons, instructors must contact Jim Bradley, jbradley@usm.maine.edu. Students will also be able to see what room their class is in by viewing their schedule in MaineStreet. Classroom assignments will still be posted by the library and in the north and south lobbies on the first day of classes.

If you need to reserve a/v equipment, including the remotes for the rooms that have built-in computers, please use the following link:

<http://www.usm.maine.edu/lac/registration/equiprequest.html>

COURSE EVALUATIONS

On-Line and Blended Courses: Please direct students to go to:

<http://www.usm.maine.edu/lac/coursesurvey/>

When the students click on the "Course Evaluation" button they will need to have all the necessary information:

- Instructors name
- Semester
- Subject/Catalog number (i.e. "LOS 200")
- Class no. (formally CRN number, i.e. "1234")

Please remember that this evaluation page is for classes taught either ONLINE or BLENDED only.

On Site Courses: Course Evaluations will be placed in each instructor's mailbox two weeks before finals and should be completed the week before finals. The forms should be administered in each class by someone designated in accordance with USM LAC's approved evaluation procedures. This individual may be a student. To insure confidentiality of these evaluations, instructors should leave the room while students fill out the evaluations. The evaluation forms will be collected and returned to the Library only by the individual designated to administer the evaluation. Within the library are two boxes in which the evaluations should be deposited. Once the evaluations have been processed, instructors will receive a copy and the original will be kept on file.

EXAMINATIONS

Dates should be scheduled in advance and the dates listed on the syllabus. No quiz, test or examination may be scheduled during the last week of classes. The final examination, if used, must be given during the regularly scheduled USM final examination period at the time the class usually meets (refer to the Academic Calendar in the back of this Handbook).

Final Exams and Grades: Final grades are entered in MaineStreet within seven calendar days after the last day of final examinations. Because semester grades are used in determining the academic progress of students and may have financial implications, it is imperative that grades be entered in a timely fashion. *Part-time faculty teaching on a contract per course basis who enter grades late may jeopardize their position with the University of Southern Maine.* Final papers and exams to be returned to students must be submitted to the Administrative Office two weeks after grades have been posted. If students

wish to have their final exams/papers mailed, they must provide a self-addressed stamped envelope.

MAKE-UP CLASSES

Instructors must contact Jim Bradley, jbradley@usm.maine.edu, to reschedule a room prior to a make-up class.

MAKE-UP EXAMS

See page 33 for campus policy for make-up exams.

MEETING WITH STUDENTS

Faculty may use office 162L or the faculty conference room 162 to meet with students by scheduling hours for room use through Jim Bradley, 753-6618, jbradley@usm.maine.edu. Many faculty meet students in the café or first or second floor lounges as well.

OFFICE HOURS

Faculty members are expected to schedule office hours for consultation with students and these should be listed on the course syllabus. Office hours should be regarded as an integral part of the teaching work load. Part-time faculty should schedule the opportunity for student consultation before and after each class.

ORDERING TEXTS

For assistance in ordering textbooks for class, contact **Lyn Philbrick** in the Bookstore. You may call her at 753-6521 or e-mail her at lynelle@usm.maine.edu. Lyn would like orders as soon as possible, and no later than July 1st for the Fall 2009 semester, and by October 23rd for Spring 2010 semester. See page 14 for further information.

SYLLABUS

At the first class meeting, the instructor is expected to distribute to each student a syllabus setting forth the course objectives and/or learning outcomes, major topics to be covered, a schedule of assignments, the grading procedures for the course including, but not necessarily limited to, the weight to be given quizzes, reports, class participation, examinations scheduled throughout the semester, attendance policy, make-up policy for exams, and the final examination. **Instructors must also forward an electronic copy of the course syllabus to Wendy Mitchell in the Administration Office wmitchell@usm.maine.edu.** The following items should, at a minimum, be discussed in detail in the syllabus:

1) Course Objectives/Outcomes

It should be clear in the syllabus the knowledge for which students will be responsible, the skills and techniques students should master, and the kinds of ideas that will be developed in class. These objectives and/or outcomes should be articulated in writing and discussed with the students at the first class meeting.

2) Textbook(s) and Other Materials

The instructor should list the textbook(s) and/or other materials needed for the course and should indicate whether such materials are required or optional. Instructor generated materials that do not require the acquisition of copyright permission may be distributed in class, but may not be sold directly to the students. The USM Bookstore and Printing

Services should be contacted regarding the production and resale of instructor generated materials.

In addition, instructors have the option of using the Library's electronic reserve system, Electronic reserve is available for those faculty who wish to place required articles on reserve in a web-based format "**Docutek**." This allows a student to view or print articles from any computer 24 hours a day. As compared with Course Packets sold through the bookstore, the electronic reserve system provides faculty with much more flexibility in the distribution of required supplementary readings, and is less expensive for students as well.

3) *Copyrighted Materials*

Copyrighted materials cannot be printed by the Printing Center for distribution to students without permission of the author, publisher, or journal, and cannot be sold through the Bookstore without payment of the proper royalties. The Custom Publishing service offered by the Printing Center is available to all faculty members, and is covered in Course Packet Submission Guidelines. The Printing Service Staff will obtain permission to reproduce materials, oversee production and transfer them to the Book Store to sell the finished coursepacks to students and assure that proper royalties are paid. Coursepacks require an eight-week process time. Questions regarding custom publishing may be answered by calling USM Printing Services, **James Booth** (228-8244). There is a University of Maine System policy on Guidelines on Classroom Use of Copyrighted Material that you may request from the Library.

For copyright resources please refer to the following web sites:

<http://www.copyright.gov/title17> (linked from USM Bookstore)

<http://www.utsystem.edu/OGC/IntellectualProperty/cprtindx.htm> (linked from University of Maine System Counsel)

4) *The Americans With Disabilities Act, 1990, The University of Maine System Policy. The following statement should be included in your syllabus:*

USM is committed to ensuring access for qualified individuals with disabilities. If you have documented disability and wish to receive academic support, please let us know. Mary Sylvain-Leonas in the USM LAC Student Success Center is our liaison to Joyce Branaman, Coordinator of the Office of Academic Support for Students with Disabilities for USM. Mary can be reached at 753-6561, and Joyce can be reached at 1-800-800-4876 ext. 4706.

USM CARD

The USM CARD serves as the official University of Southern Maine Identification card and it provides a wide variety of services, access privileges, and purchasing functions. It operates as a library card, pay-for-print card, dining services card, and allows you on-campus purchases at the Bookstore.

Campus Card Services manages a number of databases to assign privileges and maintain accounts.

- The **magnetic strip** on the back of the card is encoded with user information that when passed through a reader checks account balance or assigned privileges.
- The **barcode** on the front of the card is utilized for University of Maine System library access. The **red number** printed below the barcode is for your use in accessing on-line

library services. Your barcode must be **activated** at one of the library circulation desks to allow complete library privileges.

- The **blue number** printed on the front of the card is the card identification number.
- An integrated **proximity antenna** emits a frequency that when held up to a reader permits entry based on assigned access privileges

Please inquire at the Student Success Center for more information or visit the Card Services webpage at <http://usm.maine.edu/usmcard>.

OTHER NOTES OF INTEREST

DEGREE PROGRAM LIAISONS

Natural and Applied Sciences: Blake Whitaker, 753-6516 blakew@usm.maine.edu

Social and Behavioral Sciences: Jan Hitchcock, 753-6506 hitch@usm.maine.edu

Leadership and Organizational Studies: Tara Coste, 753-6596 tcoste@usm.maine.edu

Arts and Humanities: Barry Rodrigue, 753-6574 rodrigue@usm.maine.edu

EMERGENCY PROCEDURE GUIDELINES

The Lewiston-Auburn campus of the University of Southern Maine is committed to maintaining a safe environment for all faculty, support personnel, students and visitors. An emergency plan has been developed. The policies and procedures within the manual are a compilation of recognized emergency practices; deviation from recommended protocols and should not be taken lightly but only in unusual circumstances.

You will find a shortened copy of the manual in each class room, the faculty lounge and on our website www.usm.maine.edu/lac "Campus Safety".

EVENTS PUBLICITY

What will your event or activity need for publicity? Below are several options on what USM's Lewiston-Auburn campus may provide in publicizing events. Please note that these guidelines are intended for USM related/sponsored events and USM organizations.

Press Releases

USM sends press releases to local news organizations and targeted groups to announce events or activities, awards, promotions, etc. Press releases/announcements will also be published on the USM LAC web site under the "News & Information" section. The request for a press release must be received at least three weeks in advance of the event or activity. Please provide as much information about the activity or event as possible when submitting. Submissions should be in electronic format. Information should be sent to Dan Philbrick, 753-6575, philbric@usm.maine.edu. Photos may be included, but please contact Dan Philbrick first before sending a photo.

Items that may not require or need a press release will still be considered for publicizing and may be submitted to public calendars such as the Sun-Journal activities calendar and Maine Public Broadcasting's online calendar (as well as USM LAC's own events calendar). Items still need to be submitted to Dan at least three weeks in advance.

Calendar/Information List

Events, activities, news items, and announcements may all be submitted for the USM LAC events calendar and email information list. The information list is published once a week on Fridays. Submissions must be received prior to the Friday deadline. The complete policy is available online at <http://usm.maine.edu/lac/infolist/submit/submissionguidelines.html>

Activities and events will be published on the USM LAC events calendar accessible from the web page. Please submit items for the calendar using the above link.

Photos

If you require pictures taken at your event please email Dan Philbrick (philbric@usm.maine.edu) at least two weeks prior to the event or activity. We will take pictures of most events or activities as long as coverage and time allows. If you take your own pictures and would like to submit them to the campus archive or for a press release about the event (one that is submitted after the event), please contact Dan before sending.

FACSIMILE

A FAX machine is located in the Administration Office for faculty and staff use only. Should a student request the use of the fax machine, only documents pertaining to enrollment, financial aid, or health records are accepted. The Library fax machine is for library use only.

INJURY AND INCIDENT REPORTING

For injuries and/or property damage sustained by visitors, students, general public, faculty or staff alleged to have been caused by the University or occurring on University property or during a University activity or event an INCIDENT REPORT and/or employee INJURY REPORT must be completed and submitted to Terri Pelletier 753-6551, terrip@usm.maine.edu. Forms are available in the Administration Office or on-line.

All incidents/injuries are to be entered on the Incident Log located in the Student Success Center. The Log is required by Federal law and is a listing of incidents only—no names are entered. The log is also posted on our web page.

Employees: http://usm.maine.edu/hrs/benefits/forms/injury_report.pdf

Others: <http://www.maine.edu/system/facMan/documents/IncidentReportForm-InjuriesorPropertyDamagetoOthers.doc>

MAIL

Mail is delivered daily and is distributed to each instructor's mailbox which is assigned for the current semester. The Mailroom is located on the first floor, Room 115 and should always be kept locked. Because of confidentiality rules, students are not permitted in the mailroom. Keys for the mailroom are available at the start of the semester from Lynn Poor in the Student Success Center. Part-time instructors are to return their keys to Lynn at the end of the semester.

PARKING

Faculty, staff, and students are required to pay a parking fee. Students are assessed \$3.00 for each credit hour of courses taken. Faculty and staff fees have been negotiated by the various bargaining units. Locations for parking are on the side of the college and by the back

entrance. Handicap spaces are available by the side entrance and also in the back. Parking is at the owner's risk – the University is not responsible for vehicle damages that may occur.

PHOTO GALLERY

A photo-gallery of full and part time faculty is posted in the Faculty Lounge, Suite 162. Please see Wendy or Cathy in the Administration Office to have a snapshot taken to add to the gallery. This helps your fellow faculty know who you are!

PHOTOCOPYING & COPY CODES

Faculty copiers are located in the upstairs hallway and in the faculty suite (room 165). Obtain a code from Cathy Harman in the Administration Office. For special copying needs see Cathy or Wendy in the Administration Office.

For copyright resources please refer to the following web sites:

<http://www.copyright.gov/title17> (linked from USM Bookstore)

<http://www.utsystem.edu/OGC/IntellectualProperty/cprtindx.htm> (linked from University of Maine System Counsel)

The administrative and faculty copiers are not available for students' use. Students may use the photocopiers in the Information Commons (.10 per page) or (.07 per page if they use their **USM Card**). They can also print from the computers in the Information Commons using their **USM Card** (.04 per page). A machine is located in the hallway outside the Information Commons if they need to add money to their **USM Card**.

Alternatives to photocopying are available to Faculty!

- Printing Services. If there is an excess amount of copying, instructors may be referred to Printing Services in Portland at 780-4065.
- Electronic Reserve. See page 18.
- Blackboard. See page 15.

STUDENT SUPPORT

Personal Counseling Services

A professional counselor from the USM Counseling Center is available to students for short-term, individual counseling sessions. Services will be available one or two days a week at USM LAC. The schedule will be posted as soon as it is determined. Counseling is open to all currently enrolled USM students at USM Lewiston-Auburn College. We provide this service free of charge. Students may meet with the counselor, at their discretion, for up to six sessions during an academic year. If more extensive treatment is required, the student will be referred to appropriate community resources. All information gathered in counseling, including the fact that the student is receiving services, is held in strict confidence. Students may schedule an appointment to meet with a counselor by calling Pauline Pierre at 753-6552.

Tutoring

Tutoring assistance in **math** and **statistics** is available to students in the Learning Workshop. Contact the Math Tutor directly at 753-6513 for hours or more information.

Student **computer** consultants are available in both the Learning Workshop and Information Commons to work with students who need assistance in microcomputer applications.

Peer **writing** tutors in the Learning Workshop assist students in improving their writing skills.

SUPPLIES

Materials are in the supply closet located in Administration Office. Administration staff will be able to assist you.

USM LEWISTON-AUBURN COLLEGE POLICIES AND PROCEDURES

USM GRADING POLICY

Grades at the University of Southern Maine are given in terms of letters, **with the option of a plus or minus designation**, representing levels of achievement. The basis for determining a grade is the relative extent to which the student has achieved the objectives of the course.

Note: grades of A+ and D- are not valid.

- A** High honors
 - B** Honors
 - C** Satisfactory, successful, and respectable meeting of the course objectives.
 - D** Low level work, below the average required for graduation for an undergraduate and a failing grade for a graduate student.
 - F** Failure to meet the course objectives.
 - P** Pass: Given only for courses open to the pass-fail option.
 - I** Incomplete: A temporary grade given when the student, because of extraordinary circumstances, has failed to complete course requirements. **Incomplete grades must be resolved by the end of the next semester.** The Registrar will notify faculty members involved and their Department Chair or the Office of Extended Academic Programs, if appropriate, of students who have carried unresolved incompletes on their transcripts for one semester. Under special circumstances, the instructor may request that the Dean or Director extend the time limit for a specific time period.
 - INC** Permanent incomplete: When a temporary incomplete grade is not/cannot be resolved to create a normal letter grade, a permanent incomplete may be assigned in extraordinary circumstances, as recommended by the instructor and approved by the Dean or Director. In the circumstance in which an instructor is no longer available, the Dean or Director may assign this grade.
 - MG** Missing grades: Occasionally, faculty assign students invalid grades for a course or fail to submit a grade for a particular student in a course. In these cases, the Registrar's Office will note this by designating a missing Grade, MG, instead of a grade for the course. This situation must be resolved in the same manner as incompletes.
 - W** Withdrawal after the first week through the eighth week of a semester. If a student has not officially withdrawn by the end of the eighth week of a course, one of the regular grades, normally **F**, will be assigned. The W notation may be obtained after the eighth week under unusual circumstances as recommended by the instructor and approved by the Dean or Director.
 - Y** Satisfactory progress after one semester of a two-semester course with grade and credits to be given upon completion of a second semester.
 - L** Stopped attending. The grade of **L** may be assigned to students who stopped attending a course without officially dropping the course. The grade of L will be computed as an F for the purposes of the student's grade point average.
- **Please note the following policies for course withdrawals and incompletes, as they are often confused.**

Course Withdrawal: Students may withdraw from classes during the Add/Drop period and receive an automatic grade of W, if the form is processed between the beginning of the second week of classes and through the eighth week of classes. Beyond the eighth week of classes, a Course Withdrawal Form must be used to withdraw from any class. At this point in the semester instructors have the prerogative to:

- 1) Assign the student an “F” for the course, or
- 2) With the approval of the Dean or Director, and then only in unusual circumstances, a grade of W may be assigned.

Incomplete Grades: It is the instructor's decision as to whether or not an incomplete (I) should be given. As a general rule, an incomplete is assigned only in extenuating circumstances and only if the amount of work to be completed is limited. Incomplete grades must be resolved by the end of each subsequent semester. If not resolved, the incomplete becomes a failing grade. The faculty member may designate a shorter period of time for the resolution of incomplete grades. INC (the permanent INC) should only be used in truly exceptional circumstances when a student is unable to complete the course

Students having a incomplete (I) in any class five weeks after the last day of finals will not make the Dean’s list for that semester.

Grade Point Averages: The academic standing of each student is computed by the Registrar at the end of every semester. The following table represents the rating scale:

A	4.00 grade points per credit hour
A-	3.67 grade points per credit hour
B+	3.33 grade points per credit hour
B	3.00 grade points per credit hour
B-	2.67 grade points per credit hour
C+	2.33 grade points per credit hour
C	2.00 grade points per credit hour
C-	1.67 grade points per credit hour
D+	1.33 grade points per credit hour
D	1.00 grade points per credit hour
F	0.00 grade points per credit hour

USM LAC POLICY FOR MAKE-UP EXAMS

The following guidelines have been adopted by the USM LAC faculty in consultation with Administrative staff.

1. Notify all students at the beginning of each course of your policy regarding make-up exams. The best way is to have it written into your syllabus.
2. If you allow a student to take a make up exam either during a subsequent class period or at a separate time and place:
 - a) Contact the Administrative Assistant assigned to you to arrange a time and place in advance
 - b) Fill out the form that individual provides you re: your requirements, e.g. open book? calculators allowed? any time limits? Leave the exam and this form with your AA. *(see appendix for forms)*
 - c) You are responsible for notifying the student of the finalized arrangement.
 - d) Please note that the Administration Office is open only from 8:00 – 4:30.
3. If it is a closed book/notes exam, the student must leave all personal items with the AA or in their cars. *Please tell students this in advance!!*
4. Students will not be formally proctored.
5. Students must sign an honor code statement that is handed in with the exam to the AA.
6. If, by chance, an AA does catch a student cheating, s/he will document the incident, have the note(s) co-signed by another staff or faculty member available, and notify the instructor (you) as soon as possible.
7. The faculty member is responsible for dealing with this eventuality.

It is rare that an AA is available after business hours to administer an exam. In this event, you may need to provide the make up time yourself unless you can make alternate arrangements.

Adopted by faculty February 9, 2005

USM LAC CRITERIA FOR EVALUATING STUDENT ESSAYS

- A:** Addresses the assigned topic and takes an original or especially insightful approach to it--either in the framing of perspectives or in the careful and perceptive use of evidence presented to support these perspectives. Identification and mastery of relevant points from the readings as well as an ability to critically evaluate, critique or interpret this material are demonstrated. The arguments made are lucid, the organization is thorough and logical, and there are only minor and occasional technical errors: infrequent typos, an inconsistent verb tense in a difficult context, or a few poor word choices. The prose is clear in any case, but it may also be stylistically sophisticated--characterized, for example, by a skillful use of sentence structure.
- B:** Addresses the assigned topic, establishing a sound framework of relevant points from course material. The paper is clear and logically organized, and the evidence presented to support the author's assertions is adequate. There are few factual errors and/or only occasional conceptual inconsistencies. If there are mechanical and grammatical errors, they are few and relatively minor errors in punctuation, word choice or sentence construction. The B essay often establishes a solid base of relevant material from readings, includes good use of supporting detail, but is limited in its development of critical evaluation, critique and/or integration of these ideas.
- C:** Addresses the assigned topic. The central points of the paper are generally clear; the essay makes a generally "accurate" statement about the subject at hand. The exposition may be insufficient or disorganized. The paper may, in important places, rely on unsupported generalizations and insufficiently developed ideas. There are a number of mechanical and grammatical errors, and perhaps a few problems with coherence and unity. There may be some serious conceptual/syntactical errors such as mixed constructions or faulty predication. The paper is still comprehensible and makes a few good points, although supporting evidence from relevant readings to support these points may be thin or awkwardly introduced.
- D:** Has a very garbled set of points. It may fail to address adequately the assigned topic. Evidence in support of the writer's assertions is almost nonexistent or so poorly introduced as to be of little value. Paragraphs tend to be brief and chaotic. There are many mechanical errors, both major and minor. Problems in sentence construction such as syntax shifts and faulty predication interfere with the writer's efforts to present and develop assertions. The D paper, however, unlike an F, shows that the writer has at least some understanding of the subject (the paper makes at least one or two good points), and that the writer has made some effort, however unsuccessful, to establish a position on the topic at hand and organize an argument to support it. Direct use of relevant course material is very limited.
- F:** Has no discernible major points, or two or three that are confusingly mixed together. (The paper that fails completely to address the assigned topic or that is plagiarized may also be given an F.) Organization is illogical, and paragraphing is incoherent. The writer's assertions are unsupported by relevant material from the course, and there is considerable misinformation. Mechanical and grammatical errors, both major and minor, are numerous. Syntax is often incoherent or illogical.

NOTE: STUDENTS SHOULD BE AWARE THAT INSTRUCTORS MAY EMPHASIZE CERTAIN CRITERIA OVER OTHERS IN THE CONTEXT OF DIFFERENT COURSE OBJECTIVES AND ASSIGNMENTS.

Adapted from criteria developed by the English Department, USM

USM EQUAL OPPORTUNITY POLICY

In complying with the letter and spirit of applicable laws and pursuing its own goals of pluralism, the University of Southern Maine shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veterans status in employment, education, and all other areas of the University.

A) *THE PROCEDURES FOR HANDLING DISCRIMINATION AND HARASSMENT COMPLAINTS AT USM*

The University of Southern Maine has an Equal Opportunity Complaint Procedure to deal promptly and fairly with concerns and complaints about discrimination and harassment. Any student or employee who feels that he or she has experienced discrimination or harassment, and anyone with knowledge of an incident, should contact the Executive Director, Office of Campus Diversity and Equity (OCDE), Kathleen Roberts, 222 Deering Avenue, Portland Campus, at 780-5094.

B) *THE AMERICANS WITH DISABILITIES ACT, 1990, THE UNIVERSITY OF MAINE SYSTEM POLICY*

The University of Southern Maine is committed to providing access to the University for people with disabilities. Our goal is to enable students, staff, applicants, and the public to participate in the academic, employment, cultural, and recreational life of the University. Under University policy and federal and state laws, qualified people with disabilities are entitled to reasonable accommodations that will allow them access to University programs, jobs, services, and activities unless the accommodation would pose an undue hardship on the University.

Students needing an accommodation should be referred to the Director, Office of Academic Support for Student with Disabilities (OASSD), Joyce Branaman, 242 Luther Bonney, Portland Campus at 780-4706. Employees needing an accommodation should be referred to the Executive Director, OCDE, at 780-5094. University policy, the law, and common sense require that a flexible interactive process which involves the person with a disability be used to select an effective, reasonable accommodation. Asking about the disability itself is inappropriate and unnecessary. The discussion should focus on accommodations that would help the person meet the requirements of the job or program.

The University's Procedure for Accommodating individuals with Disabilities is available from the campus Equal Opportunity Director. At the University of Southern Maine, please contact the following people with your questions or concerns about specific accommodations for:

Employees - **Daryl McIlwain**, Associate Director, Office of Campus Diversity & Equity (OCDE), 780-5094, TDD 780-5646

Students - **Joyce Branaman**, Director, Office of Academic Support for Student with Disabilities (OASSD), 780-4706, TDD 780-4395

USM Lewiston-Auburn College's liaison" to the Office of Academic Services for Students with Disabilities is **Mary Sylvain-Leonas** at 753-6561.

USM Lewiston-Auburn College's liaison to the Physical Facility Questions is **Randy Estes**, Facilities Manager

Suggested Statement to Include in Your Syllabus.

USM is committed to ensuring access for qualified individuals with disabilities. If you have documented disability and wish to receive academic support, please let us know. **Mary Sylvain-Leonas** in the USM LAC Student Success Center is our liaison to Joyce Branaman, Coordinator of the Office of Academic Support for Students with Disabilities for USM. Mary can be reached at 753-6561, and Joyce can be reached at 1-800-800-4876 ext. 4706.

USM SEXUAL HARASSMENT POLICY

In compliance with federal and state laws, the University of Maine Board of Trustees adopted the following policy on sexual harassment effective March 1, 1982.

Sexual harassment of either employees or students is a violation of federal and state laws. It is the policy of the University of Southern Maine that no member of the University community may sexually harass another. In accordance with its policy of complying with nondiscrimination laws the University of Southern Maine will regard freedom from sexual harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy.

It is the policy of the University of Southern Maine to ensure fair and impartial investigations will protect the rights of the person (s) filing sexual harassment complaints, the person (s) complained against, and the University as a whole.

REPORTING SEXUAL HARASSMENT AT USM

- 1. What to do at USM:** If a faculty member becomes aware of a situation which may constitute sexual harassment either by their own observations, or because it was reported to the faculty member, there is a responsibility to follow through by speaking with the Dean, Provost, President or the Executive Director, OCDE. Failure to report information about sexual harassment exposes the faculty member and the University to the possibility of substantial liability. A faculty member may not guarantee students and other staff confidentiality, but they can be assured the matter will be handled in the most confidential manner possible.
- 2. What can be expected?** The Executive Director, OCDE, will frequently encourage students to speak directly to the faculty member about whom they are concerned to see if the matter can be resolved. Students who choose not to do so may request that the Executive Director, OCDE, handle the matter for them. A call from the Special Assistant will then be made and should be seen as a means of clarifying a matter, and should not be interpreted as an assumption of guilt. Discussions with the Executive Director, OCDE, should be seen as educational opportunities for the student, the faculty member, and any others.

The USM Lewiston-Auburn College liaison to the Executive Director, OCDE is **Terri Pelletier**, Director of Administration, (753-6551).

To file a sexual harassment complaint, call the OCDE at 780-5094 and ask for **Kathleen Roberts**.

USM SUBSTANCE ABUSE POLICY

University policy recognizes that substance abuse is a complex problem that is not easily resolved solely by personal effort and may require professional assistance and/or treatment. Accordingly each campus and System Wide Services have designated an individual to assist employees and students who seek referral for assistance with a substance abuse problem. Students, faculty and staff members with substance abuse problems are encouraged to take advantage of available diagnostic, referral, counseling, and prevention services. However, employees and students availing themselves of these services will not be granted special privileges and exemptions from standard personnel practices applicable to job performance requirements and from standard academic and student conduct requirements. The University will not excuse acts of misconduct committed by employees and students whose judgment is impaired due to substance abuse.

USM LAC ACADEMIC INTEGRITY

The USM Lewiston-Auburn College Student Handbook states that “Academic integrity means not lying, cheating, fabricating, plagiarizing, or stealing. To cheat on an exam, to steal the words or ideas of another, or to falsify the results of one’s research corrupts the essential process by which knowledge is advanced. A student who admits to or is found guilty of a violation of academic integrity will be subject to appropriate sanctions.”

You may obtain a full copy of the USM Student Guide to Academic Integrity and a copy of the Student Academic Integrity Policy from the Student Success Center at USM LAC. You may also consult with the USM Office of Community Standards at 780-5242. or visit our web page at www.usm.maine.edu/ocs/

USM LAC Guidelines for Instructional Credit Banking

Introduction:

The general guidelines outlined below are based on the UMS and AFUM agreement to elaborate the workload provisions of the current Agreement to enable faculty members at USM LAC and the USM Administration to implement collectively an experimental voluntary instructional credit-banking program that will allow faculty members to accumulate and bank instructional credits for later course release. It is hoped that the flexibility in these guidelines will provide direction in guiding the implementation of Credit Banking at USM LAC.

General Parameters:

- This policy is not intended to replace existing overload policies but may augment such policies (http://usm.maine.edu/prov/faculty_resources/handbook/credit_banking.htm)
PLEASE NOTE NEGOTIATIONS ARE CURRENTLY ONGOING.
- The starting date for the implementation of the policy (as defined below) is “grandfathered” to the Spring semester of 2004, the time when several of the general education courses had a fourth credit added to them.
- All regular tenure track and non-tenure track faculty, regardless of rank, may participate in the instructional credit banking program.

Participation in the instructional credit banking program is voluntary. Faculty retain the right to choose whether they want to be compensated for an additional course at the overload rate of the faculty member **OR** bank the credits for a subsequent courseload reduction. Note: If a faculty member wants a monetary compensation for the overload, he or she must receive it in the semester during which the course is taught; *there cannot be any overload payments for accumulated credits unless the administration is unable to provide a timely response to a course release request.*

- Instructors will receive full credit for all courses taught as part of a regular "load," even with enrollments below ten.
- If a faculty member repeatedly encounters low enrollment for a course not otherwise required for a major, then the feasibility of re-offering that course should be assessed.
- It should be noted that USM LAC is a small university campus that has traditionally offered a variety of courses with lower enrollments due to the unique nature of its interdisciplinary academic programs and the distinct needs of its student body. Thus, an effort will be made by the Associate Dean so that credit banking should still be possible for those faculty who teach small classes. Generally, when a faculty member takes on a teaching overload, and any of the resulting set of course enrollments fall below the threshold number, then the credit-banking policy with pro-rating would go into effect relative to the lowest enrolled course. However, there are numerous exceptions to this, depending on the academic program, with the final decision resting with the Associate Dean of the College with input from the Faculty Chairperson.

- All “regular” undergraduate and graduate courses taught in the Fall and Spring semesters are eligible as part of the instructional credit banking program.
- The credits for all “course by contract” courses are bankable.
- The teaching of overload courses and the disposition of the resulting overload credits, whether they are banked or compensated for at the overload rate at the time the course is taught, requires the agreement of a faculty member’s academic program, appropriate college faculty peers, Faculty Chairperson and Associate Dean.
- The common currency for any kinds of instruction to be accumulated for or credited to a later course release will be the credit hour as normally counted for an undergraduate and graduate course.
- Faculty may accumulate credit hours in excess of contracted work assignment, which may be mixed together for redeeming a course release, in the following fashion:
 - a. One credit hour for any and every regularly scheduled course credit hour in excess of contracted work assignment (for instance the fourth credit of a four-credit hour course) upon completion of the work.
 - b. One/tenth of a credit hour for every student credit hour a faculty member supervises in an independent study format (or ten student credit hours of independent study per banked instructional credit hour, or 30 student credit hours of independent study per banked instructional course. *Note: Regular courses should not be taught by full-time faculty as independent studies except with the approval of the Dean. Regular courses should never be taught by part-time faculty as independent studies. See addendum on “course by contract” below.*
 - c. One credit hour for direction of a master’s thesis or a “capstone” course upon completion of the work, upon the agreement of a faculty member’s academic program and Dean prior to any activity that might lead to accumulation of instructional credits. Up to three credit hours in the case of faculty who serve on doctoral dissertation committees not originating at USM LAC. The originating academic program would be the one responsible for the compensation for the course release.

Accumulation and Redemption:

- Faculty desiring a course load reduction should discuss with program and appropriate college faculty peers and administrators the ramifications for covering courses that need to be offered. Faculty need to recognize the importance of working things out for the common good of USM LAC.
- A faculty member’s request to redeem accumulated credits for a course release in any particular semester must be mutually agreeable with the academic program and the Dean or Associate Dean as USM LAC is small and requesting a course load reduction and/or overload for accumulated credit may cause a hardship for programs and the college as a whole.
- In some cases, it may be less problematic for the USM LAC faculty member to request monetary compensation (e.g., overload payment at the appropriate rate) rather than

receive a course load reduction. In all cases, course load reductions should be negotiated and agreed to between the faculty member and the appropriate program personnel. Negotiations that are not resolved to the satisfaction of all parties will be mediated by the Associate Dean. If a faculty member wants a monetary compensation for the overload, he or she must receive it in the semester during which the course is taught; there cannot be any overload payments for accumulated credits unless the administration is unable to provide a timely response to a course release request.

- The Dean of the College will determine how many faculty members may take course release in any given semester, and such determination shall be made in conjunction with approved sabbatical leaves and other leaves.
- A faculty member who accumulates credits toward instructional credit banking may accumulate no more than six (6) credit hours before attempting to redeem them for a course release and must use credits within five years of banking them. However, if a faculty member is unable to redeem his/her credit hours within the five year timetable due to the hardship it may cause a for his/her program and/or the college as a whole, his/her timeline will be extended.

Administration and Record keeping:

- USM LAC is a small campus and requesting a course load reduction for banked credits may cause a hardship for programs and the college as a whole. Therefore, to assist with gate keeping and planning, there is a brief application process and sign-off form for faculty that will indicate for a particular semester it was mutually agreeable with the academic program and the Associate Dean for the course release.
- Faculty members will be responsible for completing all the paperwork necessary regarding their participation in the instructional credit banking program in a timely fashion. 1. Brief application and sign-off form for the desired semester to be released; 2. Processing requests for redeeming credits; e.g., his/her timeline; total number of banked credits being used, etc.; and 3. Verification of course completion; e.g., documenting the category of “course”; i.e., 4 credit course, independent study, thesis, etc.; its date, etc.
- Faculty will be responsible for regularly updating the Director of Institutional Reporting and Sponsored Projects, who will retain this information on a spreadsheet for the Dean and Associate Dean with a copy to the individual faculty member annually.
- Any issues/negotiations/questions between the faculty member and the Director of Institutional Reporting and Sponsored Projects will be mediated by the Associate Dean.

Addendum:

- “Course by contract” includes both undergraduate and graduate courses that are outside of faculty member’s regular teaching load; e.g., summer session courses, winter break courses, specially offered courses; i.e., a course that a student or small group of students must have taken in order to graduate. These are courses with limited/small enrollments under **10**—faculty will get paid on a prorated basis based on using **10** as the threshold

(e.g., a course with 6 students would result in the course instructor getting 60% of his/her salary and also being counted as 60% of a course for banking purposes).

- The numbers of students registered in many courses vary from the first week through to the end of a semester sometimes substantially. The point in the semester for calculating the count for the pro-rating of enrollments for the base of **10** will be the same deadline date in the semester for students withdrawing from a course with a refund.

11-30-06

Interdisciplinarity at USM Lewiston-Auburn College

Interdisciplinarity is central to the philosophy and practice of education at USM's Lewiston-Auburn College. Our mission statement specifies that the College "is committed to being a national leader in interdisciplinary education." This approach to learning involves setting academic disciplines in dialogue with one another in order to adequately address the complex issues and problems of our world. The curriculum at the College therefore consists of degree programs characterized by "integration between the liberal arts disciplines; between the liberal arts, the professional concentrations" (USM LAC Mission Statement).

We do not have separate academic departments at USM Lewiston-Auburn College. Rather, full-time faculty from all of our undergraduate and graduate degree programs work and meet together as a whole for discussion and decision-making around pedagogical, institutional and program concerns. Our undergraduate degree programs, such as "Arts and Humanities" and "Social and Behavioral Sciences," were designed to involve faculty and courses crossing more traditionally and narrowly defined academic fields (i.e., "English," "History," "Psychology," etc). Most of our courses draw upon material from more than one discipline. Our team-taught courses, which bring together faculty trained in different disciplines with their alternative ways of knowing, further highlight an interdisciplinary model of learning. USM LAC graduate programs embrace interdisciplinarity and work to further learning through emphasis on critical thinking skills.

Interdisciplinary courses expand and cross "boundaries" of what are often separate areas of thought and study. Sometimes this, most simply, involves use of materials from other academic fields, keeping one disciplinary approach "primary." In other instances, methods, concepts and applications from multiple disciplines will be brought together in a complementary manner to address different facets of a topic. More intensive interdisciplinary courses make explicit the assumptions and implications inherent in each of the disciplinary perspectives such that the nature of the "disciplines" themselves is also examined.

Real world problems confronting our students and society, now and in the future, do not neatly fall within the boundaries of traditionally defined academic disciplines. Rather, effective problem-solving requires the ability to selectively identify and apply relevant concepts and skills associated with a range of fields. For instance, effectively responding to social problems may involve a mix of understanding from political, economic, psychological and sociological disciplines, to name a few - it may even be that works of art, such as imaginative literature, may be the catalyst for a new level of insight into the issues.

We believe, at the most fundamental level, that interdisciplinarity, as a philosophical and pedagogical approach, strengthens both the liberal arts and career preparation we offer to our students. Interdisciplinarity prompts greater appreciation of the importance of how one thinks about different types of problems and solutions. Being flexible - and rigorous - in one's examination of varied areas of inquiry and knowledge expands the intellectual and practical resources at one's command. One of the most profound levels of learning to be offered through higher education occurs with the deepening and broadening of the range of processes with which one can formulate questions and evaluate the answers and actions available to us as individuals and as a society. At USM Lewiston-Auburn College, we view interdisciplinarity as one of the most powerful means available to us, as faculty and as an institution, in achieving this educational outcome.

Immediate Emergency Procedure Guidelines

The Lewiston-Auburn campus of the University of Southern Maine is committed to maintaining a safe environment for all faculty, support personnel, students and visitors. An emergency plan has been developed. The policies and procedures within the manual are a compilation of recognized emergency practices; deviation from recommended protocols and should not be taken lightly but only in unusual circumstances.

You will find a shortened copy of the manual in each classroom, faculty lounges and on our web site www.usm.maine.edu/lac - campus safety.

Emergency Response & Evacuation Procedure for Bomb Threats

DO NOT PULL THE FIRE ALARM

DO NOT USE YOUR CELL PHONE

This procedure provides the USM L-A Community with guidelines for action and information regarding Bomb threats.

WHEN RECEIVING A BOMB THREAT FOLLOW THE STEPS BELOW:

1. Listen, be calm and courteous, do not interrupt the caller.
Try to keep the caller on the phone as long as possible.
Write down as much information as possible (note any background sounds).
Ask the following questions:
 - When is the bomb going to explode?
 - Where is it right now?
 - What kind of bomb is it?
 - What will cause it to explode?
 - What does it look like?
 - Why did you place the bomb?
 - Where are you calling from?
 - What is your name?
2. Note the time of the call and notify the Administration Office. The Administration staff will notify the Dean or the Dean's designee who will then notify the Maintenance Manager. If no one is available in the Administration Office contact maintenance. The Lewiston Police will be notified immediately (9-911) and the evacuation process will begin. U.S.M. PD will also be notified immediately (780-5000).
3. **If the threat is received in writing, the letter or note should be set down and not handled until police arrive and secure it as evidence.** The Administration Office should then be notified. If no one is available in the Administration Office contact someone in maintenance. The Administration staff will notify the Dean or the Dean's designee who will then notify the Maintenance Manager. The Lewiston Police will be notified immediately (9-911). A decision whether to evacuate or not will be made and the evacuation process will begin (if needed). U.S.M. PD will also be notified immediately (780-5000).
4. Using the attached "FBI Bomb Data" form record fill out as much information as possible, and give to the Dean, Maintenance Manager, or Lewiston Police upon arrival. Be available for Police to provide information about the threat.
5. While evacuating the building **DO NOT USE CELL PHONES** until at least ½ mile away. Leave the University property immediately. If you do not have transportation, proceed to the Verizon parking lot across from the Westminster Street Entrance.

APPENDIX I

Exam Check-Out Sheet

Test For: _____

Professor: _____

Course: _____

Check What Applies

Open Book Calculator

Closed Book _____ Time Limit

Other: _____

Time Out: _____ AM PM

Release by: _____

Return In: _____ AM PM

Returned To: _____

Date: _____

APPENDIX II

Student Honor Code for Make-up Exams

By signing below, I _____, hereby acknowledge that I am aware of my ethical obligations as a USM student and that academic dishonesty and/or cheating will not be tolerated. I affirm that I will take this exam with no assistance other than the use of materials (if any) approved by my professor. I understand that if it is found that I have cheated during my exam, I will receive a failing grade with no chance to retake this exam. Additionally, I understand that according to USM policy and procedures, academic dishonesty may result in my being expelled from the university.

Signature _____

Date _____

APPENDIX III

Academic Dishonesty Report Form

Name of AA reporting incident: _____

Student's Name: _____

Date: _____ Time: _____

Place: _____

What precisely did you see and/or hear? (be specific) _____

Reporting AA's signature: _____

Co-worker's signature: _____

Faculty Authorization For Student Use of USM LAC Facilities

In order for students to request space in the building for projects and events related to their coursework at USM LAC, their faculty member needs to approve the request in advance. The faculty member should fill out this form, in its entirety, and sign it. The student or faculty member can then bring the form to Jim Bradley to request the space. Jim will try to accommodate all requests, however, requested room(s) may not be available or appropriate for requested use and an alternative may be suggested.

Thank you for your cooperation! Jim

Date Requested: _____ Time Frame: _____

Room Requested: 1st choice _____ 2nd choice _____

Student's Contact Information: *(Only one student should be authorized to make arrangements for a particular event.)*

Student's Name: _____ Phone: _____

Student's Email: _____

Instructor's Name: _____ Course: _____

Instructor's Signature: _____ Today's Date: _____

Special Room Setup Instructions: Note: If the request is for a regular classroom, and no additional setup is needed, you can leave this space blank.

USM ACADEMIC CALENDAR

FALL SEMESTER 2009

Classes Begin	8 a.m. Monday, August 31
Labor Day (no classes)	Monday, September 7
October Vacation Begins	After all classes, Sunday, October 11
Classes Resume	8 a.m. Wednesday, October 14
Veteran's Day (no classes)	November 11
Thanksgiving Vacation Begins	After all classes, Tuesday, November 24
Classes Resume	8 a.m. Monday, November 30

WINTER SEMESTER 2009

Winter Session	December 21 – January 15, 2010
----------------	--------------------------------

SPRING SEMESTER 2010

Classes Begin	8 a.m. Tuesday, January 19
Winter Vacation Begins	After all classes, Sunday, February 14
Classes Resume	8 a.m. Monday, February 22
Thanksgiving Vacation Begins	After all classes, Sunday, March 21
Classes Resume	8 a.m. Monday, March 29
Last Day of Classes	Friday, May 7
Final Exams	Monday, May 10 – Friday, May 14
Commencement	Saturday, May 15