USM Classroom and Lab Facilities
Report from Deans/Directors

Request to Deans:
Standard 8.2 requires that we address the following: “Classrooms and other facilities are appropriately equipped and adequate in capacity. Classrooms and other teaching spaces support teaching methods appropriate to the discipline. Students and faculty have access to appropriate physical, technological, and educational resources to support teaching and learning.”

Please provide:
1. An assessment of the general condition of labs, studios, rehearsal and teaching spaces, etc. that your academic units use on the Portland, Gorham, and/or Lewiston-Auburn campuses - please note specific examples if necessary or warranted;
2. An identification of particularly bad teaching spaces; and
3. General comments about teaching spaces overall (size, facilities, electronics, etc).

Responses

Muskie School of Public Service

Since moving into the new Wishcamper Center a year ago all Muskie classes have been taught in our new facility. Classrooms, as you would expect, are functional, appropriately equipped with technology, and in good condition.

Our one space concern is the size of the USM distance education classroom in Payson Smith, that limits class size to 10. We have been able to reschedule Muskie distance ed classes (which have 20 students on site) to the Wishcamper Center, only because ITMS has provided support.

Generally, our experience has been that the physical space in Wishcamper is good, the needed technology in place, and any problems have been in the use and support of the technology (unfamiliarity with the equipment, late arrival of ITMS support staff, equipment not set up correctly, etc.)

Women and Gender Studies

In general, the rooms are adequate for teaching but most of the rooms we use have inadequate audio-visual equipment. Two examples: Luther Bonney 523, like many classrooms, not only has no built in capacity but the equipment provided on a week-to-week basis (a VCR/DVD player on a cart with a small television set) does not have a working remote which makes it impossible to cue up only a chapter of a DVD for classroom use. Also room 208 (a very small seminar room - seating maximum 20 or so - oddly enough does have built in projection equipment. However there too, the equipment is not in optimal operating order. I have had to ask the IT people to come cue up material because, once again, there is no working remote.

Another problem is accessibility; the Women and Gender Studies building -- which has a small
conference room which could be (and sometimes is) used for small seminars, is inaccessible. We have at least one major who uses an electric wheelchair and cannot attend meetings or classes if they are held in the building (94 Bedford St.).

Lewiston-Auburn College

The Lewiston-Auburn College campus of the University of Southern Maine consists of a single building that is 100% Wi-Fi served. The facilities are in good to excellent shape with one wing having been remodeled three times since 1988 and the new wing constructed in 2007. The facility includes six seminar rooms with seating for <20 students, eighteen classrooms accommodating >20 students, and a multifunction room with a seating capacity of 250 (spreadsheet attached). There are two advanced electronic teaching and learning rooms equipped with digital video and audio recording equipment and three seminar polycom rooms.

The College includes a total of 1,057 instructional seats.

The College is very well positioned for promoting learning in this digital age. Eight of the classrooms contain dedicated computers with ceiling mounted projectors while the remainder of the rooms can be serviced by carts carrying computers and projectors. Three rooms are assigned to interactive television programming. The Information Commons joins the former library and largest computer lab to foster electronic information literacy. The Commons houses 29 computers, ten study carrels, two group study/meeting rooms, and six offices. Seven spaces serve as dedicated teaching laboratories with two containing specialized equipment for occupational therapy or nursing instruction.

Additional construction phase plans include expanded teaching laboratory space, language labs, and a 120 seat capacity lecture/performance amphitheater.

LAC Teaching & Learning Support Facilities

<table>
<thead>
<tr>
<th>Room #</th>
<th>Seats</th>
<th>Function</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
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<td>6</td>
<td>research lab</td>
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</tr>
<tr>
<td>103</td>
<td>30</td>
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<td>Cart with Computer &amp; Projector</td>
</tr>
<tr>
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<td>35</td>
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<td>Cart with Computer &amp; Projector</td>
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<td>15</td>
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<td>Cart with Computer &amp; Projector</td>
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<td>116</td>
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<tr>
<td>147</td>
<td>12</td>
<td>group study</td>
<td></td>
</tr>
<tr>
<td>147A</td>
<td>12</td>
<td>group study</td>
<td></td>
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<tr>
<td>153</td>
<td>4</td>
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<td>Description</td>
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<td>--------------------------------------------------</td>
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<tr>
<td>156</td>
<td>seminar room</td>
<td>Polycom</td>
<td></td>
</tr>
<tr>
<td>157</td>
<td>classroom</td>
<td>Interactive Television</td>
<td></td>
</tr>
<tr>
<td>159</td>
<td>classroom</td>
<td>Interactive Television</td>
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</tr>
<tr>
<td>159A</td>
<td>classroom</td>
<td>Interactive Television</td>
<td></td>
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<tr>
<td>164</td>
<td>OT Lab</td>
<td>Occupational therapy lab/kitchen</td>
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<tr>
<td>170</td>
<td>multifunction</td>
<td>Computer with Ceiling mounted Projector</td>
<td></td>
</tr>
<tr>
<td>185</td>
<td>seminar room</td>
<td>Computer with Ceiling mounted Projector</td>
<td></td>
</tr>
<tr>
<td>187</td>
<td>tutoring</td>
<td>Writing Instruction</td>
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<tr>
<td>207</td>
<td>teaching lab</td>
<td>molecular &amp; cellular biology equipment</td>
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<tr>
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<td>teaching lab</td>
<td>Cart with Computer &amp; Projector</td>
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<tr>
<td>210</td>
<td>classroom</td>
<td>Cart with Computer &amp; Projector</td>
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<tr>
<td>211</td>
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<tr>
<td>212</td>
<td>classroom</td>
<td>Computer with Ceiling mounted Projector</td>
<td></td>
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<tr>
<td>214</td>
<td>classroom</td>
<td>Cart with Computer &amp; Projector</td>
<td></td>
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<tr>
<td>216</td>
<td>classroom</td>
<td>Computer with Ceiling mounted Projector</td>
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<td>classroom</td>
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<td>Computer with Ceiling mounted Projector</td>
<td></td>
</tr>
<tr>
<td>226</td>
<td>classroom</td>
<td>Six computers, Computer with Ceiling mounted Projector</td>
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<tr>
<td>227</td>
<td>teaching lab</td>
<td>Three teaching mannequins</td>
<td></td>
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<tr>
<td>228</td>
<td>nursing lab</td>
<td>Electronic Teaching &amp; Recording, Polycom</td>
<td></td>
</tr>
<tr>
<td>285</td>
<td>classroom</td>
<td>Electronic Teaching &amp; Recording</td>
<td></td>
</tr>
<tr>
<td>287</td>
<td>seminar room</td>
<td>Computer with Ceiling mounted Projector</td>
<td></td>
</tr>
<tr>
<td>162L</td>
<td>seminar room</td>
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<td></td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>220A</td>
<td>photo lab</td>
<td></td>
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</tr>
</tbody>
</table>

1057 total seats

Information Commons houses 29 computers, 10 study carrels, and 6 offices.

Administration space includes 41 faculty offices, 4 cubicles, 16 administrative/student services offices, and two conference rooms.

Cafeteria has seating for 64.
School of Nursing and Health Professions

NEASC Space and Facilities Responses: 13 faculty responded out of 37 full-time and 47 part-time teaching faculty

An assessment of the general condition of labs, studios, rehearsal and teaching spaces, etc. that your academic units use on the Portland, Gorham, and/or Lewiston-Auburn campuses - please note specific examples if necessary or warranted;

No comments regarding the LA campus space

Gorham Labs and classrooms are adequate in the newer spaces but older buildings such as Hill Gym need serious updating of technology and furniture in the classroom teaching spaces as well as air conditioning issues and class sizes in spaces not large enough

113 Masterton Chairs are dangerous and need to be replaced

Room 303 Masterton is set up for technology use but not a presentation room, as many spaces at USM are being used for presentations and technology used classrooms that were never designed for that purpose.

An identification of particularly bad teaching spaces; and

Payson Smith and Luther Bonney Hall classrooms are too small for the amount of students they are scheduling in these spaces and the technology and furniture is in bad need of updating.

General comments about teaching spaces overall (size, facilities, electronics, etc).

The comments about the older spaces needing updating of technology and furniture has been consistent. Class sizes in rooms too small is also a consistent comment.

As well, the maintenance, air conditioning and air quality control, ergonomics updates and cleaning schedule needs to be more vigorous, faculty comment about embarrassment

Problems with media equipment and response time for media services to service the equipment is slow and uses up 15-20 minutes of class time.
College of Arts and Sciences

An assessment of the general condition of labs, studios, rehearsal and teaching spaces, etc. that your academic units use on the Portland, Gorham, and/or Lewiston-Auburn campuses;

The College of Arts and Sciences (CAS) uses teaching spaces on the Portland and Gorham campuses. The college mostly teaches classes in Luther Bonney and Payson Smith Halls in Portland, with some classes in Masterton Hall. The Science Building houses classrooms, and teaching and research lab spaces. On the Gorham campus CAS teaches many classes in Bailey Hall. There are also labs for Geosciences, Geography-Anthroplogy and GIS in Bailey hall. The three Arts units are housed in Robie-Andrews hall (Art Department), Corthell Hall (School of Music) and Russell Hall (Theatre Department). The Art Department has teaching studios in four smaller structures adjacent to Robie-Andrews (brick shop, Academy building, drawing classroom, and welding shed). CAS also teaches digital arts courses in the computer labs in the John Mitchell Center.

Most classroom spaces are adequate but many have issues with loud or ineffective heating or ventilation systems. There is no air conditioning in most buildings which makes classes in the summer months very uncomfortable. Few rooms have effective room darkening shades. Many classrooms have built in data/video projectors but these are not always functional. The Science Building roof has serious leaks which have damaged Psychology Department lab spaces. Many Bailey Hall classrooms have leaking and ill-fitting windows. Science labs in Bailey Hall have a lack of storage space. The Arts facilities are too small for the number of students enrolled in art, music, and theatre. Many of the teaching, rehearsal, and performance spaces are in poor condition. In Art the finishes (floors, walls and ceilings) are deteriorating and difficult to maintain. Corthell Hall and Robie-Andrews have humidity control problems and lack of sound isolation. In Music there are too few teaching studios and music practice rooms, and no storage space. The Art facilities need improvements in air quality and more storage spaces. Art students also need space to exhibit, critique and produce their work. The Art Gallery space is a historic structure which needs ceiling repairs and lighting upgrades. Russell Hall needs upgrades in stage equipment for sound and lighting and overall renovation of teaching, storage, and rehearsal spaces. The arts programs need a larger performance hall to be used by music and theatre which includes a dance studio and black box theatre.

An identification of particularly bad teaching spaces (supplied by CAS Dept. Chairs)

302 Payson Smith, Amphitheatre space looks shoddy and seating arrangement makes group work impossible
303 Payson Smith, cavernous and computer projection system frequently fails to operate
326 Payson, computer system has been out of service September-October 2009
Payson General Chemistry lab, in dire need of renovation (used by all Chemistry, Biology, Environmental Science, Engineering, Physics and Geosciences students)
113 Masterton seating arrangement makes it hard for students to connect with each other or instructor, poor sightlines to the audiovisual screen
203 Luther Bonney, roof leak damaged Robotel in this computer classroom, now instructor has no control over students' machines
308 Bailey, cracks in asbestos-reinforced floor tiles, old chipped chalk board
152 Science & 215 Bailey, old chipped chalk boards
162 Science lacks adequate blackboard space
165 Science has leaks, noisy ventilation, poor temperature control, and unreliable AV equipment
362 Science, noisy ventilation system
533 Science, poor ventilation and overcrowded
1 Payson Smith & 208 Luther Bonney, loud and ineffective heating systems
Robie-Andrews basement art studios are in overall poor condition
Art Education classroom in Gorham is barely adequate.
There is a significant leaking problem in the Ceramics studio
Heater in welding shed is ineffective and inefficient; problems with flooding
320 Corthell acoustics contribute to excessive noise levels during band rehearsal

General comments about teaching spaces overall (size, facilities, electronics, etc).

Several Chairs noted a lack of computer classrooms on the Portland campus. It is possible to book the existing labs for one or two class sessions but not always possible to get the lab for an entire semester. Also computer lab room capacity is 30 whereas some classes have 35 (or more) students enrolled.

The Mac classroom in Bailey Hall, which was used by Music, is no longer in place.

We need a larger, 30-seat, compressed video classroom to support distance education. Current compressed video classrooms are only small seminar rooms.

Media Studies studio production equipment is 20 years old and analog, not digital.

Small classrooms and lack of equipment limits class sizes in some programs, for example in music, theatre, art, biology, and media studies.

Planetarium equipment is very old, nearing the end of its useful life

Some classrooms do not have enough seats for enrolled students

Lack of classrooms for 50-100 students

Shared Physics/Geosciences labs in Bailey Hall create scheduling and equipment storage problems

Corthell Hall: The following statements about Corthell Hall music facilities appear in the National Association of Schools of Music Visitors’ Report, March, 1990. Each of these issues remains unresolved today, almost 20 years later.

A lack of resources caused by the financial condition of the state of Maine at the present time hampers the Department of Music from realizing its full potential. Facilities and equipment are particularly in need of attention. However, the upper administration is aware of these problems and has plans to remedy them as funds become available.

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The Self-Study speaks to acoustical problems in the building. These problems are severe to the point of being detrimental to instruction and practice. They are also a significant obstacle to the effective use of space. The sound isolation of the newly renovated portion of the third floor is described in the Self-Study as flawed but as good as possible. The visitors disagree and find the sound isolation to be far less effective than that of many buildings in which no effort has been made to incorporate special sound isolating construction. It is strongly recommended that an experienced acoustical consultant be brought in to determine whether the design is fundamentally in error or if the contractor failed to execute the design.

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The concert hall is hampered by the current incomplete state of the renovation in that sound from the third-floor classroom/studio area passes directly through the floor with little loss of intensity.

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The very attractive recital hall has excellent acoustics and is visually appealing, however, the concert band rehearsal observed in this space was painful to the auditors when sitting in even the furthest back rows. The band is very good and has the potential to represent USM well in a suitable and appropriately sized hall.

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- Classrooms are marginal at best.
- Faculty offices vary from adequate to quite cramped.
- Much of the building has inadequate control of humidity and, to a lesser extent, heating and cooling. The plans for the renovation of the facility include climate control.

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The department and USM should sustain the commitment to the completion of the renovation. At present much has been done, but much more is necessary to make the building truly functional as a music facility.

These concerns were not broadly raised again in 2001 because NASM was assured by USM that progress was well underway on a new music facility. Their report stated: “A much-needed new facility is planned for occupancy within the next three years.”
School of Applied Science, Engineering, and Technology (ASET)

Technology

From: William Moore, Chair, Department of Technology
To: Wright, John
Date: 9/30/2009 9:31 AM
Subject: Facility/teaching evaluation

Dean Wright,

The request by Luisa Deprez regarding (NEASC Self Study-Standard 8.2) the evaluation of the classrooms/teaching facilities within the John Mitchell Center has been reviewed by the Dept of Tech. faculty who teach within this facility.

This newly renovated facility (2005) is equipped with the latest instructional media thru the use of smart boxes which allow the instructor to connect his or her laptop up to a computer projector and use power point presentation media as well as projecting DVD’s and VHS discs and tapes.

Each classroom/lecture area (11 total as referred to above) are flexible in design and will seat approximately 20-30 students in ergonomically adjustable seating, and have white boards with dry erase marking technology.

The John Mitchell Center is considered a “state-of-the-art” instructional facility, one of which the University of Southern Maine is very proud of.

Computer Science

Computer Science uses a variety of computer laboratories to support our students.

1.) Computer classroom/laboratories in Luther Bonney 202 & 203 each hold about 30 computers. These are used for the laboratory class COS 170 that supports our introductory programming course COS 160. These labs are scheduled for one hour per week for two or three sections person semester. There has never been a problem in scheduling these once a week laboratories, however one Professor prefers to teach their section(s) of COS 160 & 170 entirely in the lab. This has been more difficult to schedule because these labs are a shared resource for the University and the people in charge of scheduling them are reluctant to schedule a large block of time exclusively for one course.

This year one of these rooms was switched from being a Windows based laboratory to a Macintosh based laboratory (running Windows as a virtual machine). Faculty were unaware of this switch which caused some chaos for the first weeks of classes, but we have adjusted.

These labs are also used to support our computer organization class’ lab COS 255, and occasionally used by other upper-level classes.
We note that these classrooms are fine for students working on computers, but are far from ideal in presenting material on the chalkboards and blackboards due to the rooms’ long shape and poor illumination of the chalkboards and blackboards. Only one of these classrooms is equipped with a mechanism to send the professor’s computer’s screen onto the screen’s of the student’s computers.

2.) There is a large general computer laboratory in 144 Luther Bonney. This lab is open for use for all students. They regularly upgrade the machines and install the software that we need for our courses. We have not had any feedback from students reporting problems with this laboratory. We expect that it is primarily be used by freshman level students taking our introductory classes. Most of our students these days have personal computers of their own on which they prefer to work for our introductory courses.

3.) The computer science department maintains its own small Linux & Windows laboratory in 103 Science. This laboratory is primarily used by sophomore and higher level computer science majors. This lab provides the specialized and sophisticated software used only by our majors. A very important side benefit of this laboratory is that it helps foster a sense of community among our majors by bringing them together into a space where they can naturally help encourage each other. We also provide tutoring services for lower-level students in this laboratory as well as occasionally accommodating specialized needs such as a space for testing and demonstrating software or robotics projects.

The teaching and lab facilities for the Department of Environmental Science, located in Bailey Hall, are inadequate. They are antiquated in terms of functionality, space, technology, safety and general condition, and do not provide us with the appropriate space or equipment for educating students for the 21st century. Lack of temperature control in Bailey, along with decaying building envelope, result in conditions that are often not suitable for students and faculty work. Lack of functional and up-to-date AV equipment results in substantial challenges for faculty. Detailed examples are provided below.

Bailey 103

The DES Aquatic/Ecology laboratory located in Bailey 103, is no longer available for use by faculty or students. This is due to repeated flooding in recent years combined with inadequate drainage that has resulted in an unsafe build-up of mold. Students and faculty have complained of respiratory discomfort whenever they spend any amount of time in this room. DES faculty have had to discard valuable research and teaching materials, such as curated plant and insect specimens, that have historically been stored in Bailey 103 due to mold. Sensitive electronic equipment used for teaching and research that has typically been stored in this lab has been moved to other locations. As a result, common teaching and research equipment is spread across
individual offices and laboratories on multiple floors. The loss of this valuable laboratory space has resulted in significant disruption to research efforts by students and faculty. For example, we have three student researchers in DES that should have access to Bailey 103, that, for health and safety reasons, are now required to work in cramped space with inadequate basic laboratory resources, such as adequate bench and shelf space as well as a sink. Students are therefore required to carry water and waste material between labs.

It should also be noted that the corridor just outside of Bailey 103 is a high traffic area. Many prospective students and their families stop to read the DES and other bulletin boards in this corridor. Having active student researchers working their research in Bailey 103 would demonstrate to potential students that USM, ASET, and DES are engaged in active learning and real world research.

Bailey room III

Room III houses the introductory laboratories for Environmental Science (ESP 103 and ESP 125). It is a high demand teaching space that is used by 40 to 60+ students during any given semester. Classes taught in this room involve a wide range of topics in science. This room is also used for occasional external activities such as the New England Science Bowl, the Science Olympiad, and the EAST summer institute.

This room sits 24 students at three benches (Table 1). There is only one instructor bench located at the front of the room. The student benches in this room are stationary and are only 2’ 5” high. Stools are only 1’ 5” high.

**Issues confronted when using room III**

The lower benches and stools are poorly designed for a general laboratory as Bailey III. Because stools and benches are so low, students that are using microscopes must stand; bend forward and down to see through the microscopes. This poor posture can make it difficult to see specimens through the microscopes.

There are too few sinks, to safely accommodate 24 students. For example, students working with aquatic samples at the far end of the bench, opposite to the sinks, are required carry water between the benches and other seated students to reach the sinks. This presents a potential slipping hazard that could be avoided by placing sinks on both ends of the bench or along the back wall. Additionally the sinks are too small for the number of students and types of exercises that are commonly taught in this room. Additionally, there is no space for standard safety equipment for chemical storage, and no phone line.

<table>
<thead>
<tr>
<th>Bench Space</th>
<th>Length</th>
<th>Width</th>
<th>Height</th>
<th>Sinks</th>
<th>Outlets</th>
<th>Gas ports working</th>
<th>Individual work Spaces</th>
<th>Stools height</th>
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<tbody>
<tr>
<td>Student Bench Space</td>
<td>14’4”</td>
<td>4’5”</td>
<td>2’5”</td>
<td>1</td>
<td>4</td>
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<td>1</td>
<td>4</td>
<td>0</td>
<td>8</td>
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Table 1. Room infrastructure and facilities for Bailey III
### Student Bench Space

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<tr>
<th>Space</th>
<th>14'4&quot;</th>
<th>4'5&quot;</th>
<th>2'5&quot;</th>
<th>1</th>
<th>4</th>
<th>0</th>
<th>8</th>
<th>1'4&quot;</th>
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### Instructor Bench Space

<table>
<thead>
<tr>
<th>Space</th>
<th>8'</th>
<th>4'5&quot;</th>
<th>2'5&quot;</th>
<th>1</th>
<th>4</th>
<th>0</th>
<th>1</th>
<th>Variable</th>
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</thead>
</table>

### Other:

- **Biological Chamber**: One Working
- **Fume Hood**: One Working
- **Room area**: 35'5" x 30'8"
- **Whiteboard**: 1
- **Network access ports**: 2
- **Student capacity**: 24

### Suggested Changes

Classes taught in Bailey III involve a broad range of scientific subjects including water testing; soil testing; plant growth & toxicity analysis; air quality analysis etc. In order to safely meet the needs of individual students laboratory classes taught in this room, we suggest that following changes be made:

1. The current low benches should be replaced with movable benches that can be adjusted to different eights ad required for individual classes and students needs.
2. Laboratory stools should similarly be adjustable and possess optional back support for students that require it.
3. Because there are numerous laboratory classes that analyze water samples, we recommended that a large sink with multiple faucets and drains be located along the back wall and beveled no-slip rubber mats be placed in front of each sink.
4. Retractable & movable outlets should be suspended from the ceiling to allowing students safely to access electricity anywhere in the room.
5. A shelving system should be placed along wall opposite of the doorway to allow students grow plants while taking advantage of the natural light coming through the windows.
6. An overheat projector would also provide instructors with the ability to connect to, computers, microscopes, and cameras for live demonstration purposes.

### Bailey 209

Bailey room 209 is a 17 ft x 17 ft room that is currently used for advanced undergraduate research project, storage, and for drying soils. This room contains two work benches 3'H x 3’W x 6’L. Each bench has 4 work areas. There are two office desks in Bailey 209 for student use. There are no sinks or gas ports in this room. There are at least two electrical outlets and one network connection in this room. There is one permanent chalkboard in this room. There is one very old computer in this room that is not currently being utilized.

Bailey 209 is currently used by students working as research assistants for faculty and for long term storage of soil samples and other research materials. This room contains adequate space and resources for it designated purpose. It comfortable allows up to 4 students with
microscopes and other equipment to work simultaneously at the benches and two additional students at the desks (when they are not being used for storage). Minor suggested changes include tables and stools with adjustable height. Two newer computer workstations and an additional network connection would provide student and faculty researchers with necessary access to the internet and printers.

**Bailey 217, Planning and Impact Assessment Lab**

This room is used for upper level planning and policy courses. The room has poor temperature control, often falling outside the ASHRAE standards. It needs to be bigger to teach a decent class size where we work on site plans or spread things out—after about 10 students it gets too crowded. USM should have computer hookups that are not charged to the individual departments. This lab needs connections for several computers. The wiring & outlet locations are outdated. It needs a space for projecting onto the wall, or at a minimum adequate white board space.

**Bailey 213**

At this time, several field and laboratory courses in DES simultaneously use Bailey 213 (Table 2). Typically, these courses must share space with on-going soils research that requires access to the hood, introducing the potential for disrupting the research and cross-contaminating aquatics projects. For example, phosphorus is an important nutrient studied in the water quality and limnology classes, but analyses are easily contaminated, particularly by soil particles. In addition to this, resources and space in Bailey 213 are also used by numerous independent student research projects throughout the year. Often multiple research and teaching activities are barely compatible and result in competition for bench space, desk space, and secure storage for electronic equipment (meters, surveying equipment, electronic balances), chemicals and field equipment (boots, nets, traps, shovels, buckets).

**Specific requirements:**

Multiple sinks in a room to reduce the need for students to walk glassware across the room as often happened in Bailey 213 and therefore reduces the chance of broken glassware or spilled substances.

Multiple fume hoods are critical for working with chemicals during wet chemistry analyses, and could be used as vented space when students and researchers are looking at specimens preserved in alcohol or other preservatives.

Additional bench space would allow us to set up permanent cultures of algae and zooplankton for demonstrations, experiments and research such as aquatic toxicity assays or feeding experiments. This space would also allow us to designate space for commonly used instrumentation and still allow space for student research projects such as replicated mesocosm experiments.

A storage facility for field equipment and storage of sensitive equipment and equipment that “walks”, such as balances, compasses, meters and surveying equipment.
A freezer and/or refrigerator to hold samples and specimens—currently there is no space for either in Bailey 213.

Table 2. Concurrent courses using Bailey 213

<table>
<thead>
<tr>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
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</thead>
<tbody>
<tr>
<td>ESP 412 field Ecosystems</td>
<td>ESP 360 Water Quality</td>
<td>ESP 341 Limnology</td>
<td>ESP 126 Intro to Ecology</td>
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<tr>
<td>ESP 280 Research Methods</td>
<td>ESP 126 Intro to Ecology</td>
<td>ESP 280 Research Methods</td>
<td>ESP 303 Wetlands Ecology</td>
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<tr>
<td>ESP 495 Research practicum</td>
<td>ESP 495 Research practicum</td>
<td>ESP 280 Research Methods</td>
<td>ESP 403 Bioremediation and Phytoremediation</td>
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<td></td>
<td>ESP 25 Soils and Land use</td>
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<td>ESP 495 Research practicum</td>
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</table>

Bailey 216—Instrumentation room

This lab houses our Inductively Coupled Plasma Emissions Spectrometer, and a broken carbon analyzer. Both of these instruments require a clean room that is temperature controlled and vented. The window air conditioner in this room, on the southern side of Bailey, does not provide adequate temperature control for these expensive pieces of equipment. This, the equipment suffers from wear and tear that could be avoided given an appropriate space. Also, large pieces of equipment in need of repair sit idle, as the university does not have the resources to fix them, or maintain warranties of maintenance agreements. So, the burden of equipment maintenance and repair falls to faculty who often do not have the time or the expertise to keep equipment running at expected levels.

Bailey 217A—Soil research lab

This lab is inadequate as a research space, thus the soils research often spills into our teaching space. This space has no temperature control, and a southern facing exposure. As a result summer temperatures routinely top 100°F. In addition, there are no safety requirements as necessary in a functioning research space, such as a hood, eye wash, shower, chemical storage area, etc. In addition, the small size of the room does not allow for sample preparation, analyses, or storage.
Applied Medical Sciences

In general, the Department of Applied Medical Sciences has adequate classroom and laboratory space for teaching. We currently have two laboratory courses that require teaching laboratory space: Molecular Biology Lab and Immunology Lab. The department maintains a molecular biology laboratory that supports the molecular biology course. The Immunology laboratory is currently held in Science 160, which is a Biology Department teaching laboratory. While this space is not ideal, it has been used due to its proximity to Professor Ah-Kau Ng’s research laboratory, where most of the equipment and laboratory preparation is located. In addition this laboratory uses local biotech companies (Maine Biotechnology Services & Inverness Medical) and non-profit research (MMC Research Institute & Foundation for Blood Research) laboratories for demonstration of specialized equipment and analysis. While it would be useful for the laboratory to have an Immunology teaching laboratory, the likely hood is low due to the specialized equipment and resources that would be necessary to outfit such a teaching laboratory. We therefore, rely on our research laboratories to support this effort.

The university provides adequate lecture space and in general scheduling has not been an issue for the department. Most of the classrooms that are used by the department have adequate space and equipment (either housed in the room or provided by Instructional Technologies department). One concern, which has been a constant complaint of students’ is the wide fluctuation in climate control. Of particular note is Room 7 Science Bldg, which typically runs very warm.

Mechanical Engineering

From: Jim Smith, Chair, Engineering
To: jwright@usm.maine.edu
Date: 10/05/2009 3:47 PM
Subject: Dean Wright,

Dean Wright,
The purpose of this document is to apprise you of the status of the engineering department facilities.
a. Physical space - the physical space housing both the electrical and mechanical engineering program is excellent. The laboratories are housed in comfortable environs with adequate services to support the laboratory equipment.
b. Equipment - the equipment for the electrical engineering program is adequate, although during the next academic year we will be replacing the signal generators in the C.I.E. laboratory. The mechanical engineering program, whoever, is growing rapidly, and the instructional laboratories will require some capital investment.
College of Education and Human Development

CEHD Responses to each question:
(NOTE: Based upon 15 faculty responses.)

1. An assessment of the general condition of labs, studios, rehearsal and teaching spaces, etc. that your academic units use on the Portland, Gorham, and/or Lewiston-Auburn campuses - please note specific examples if necessary or warranted;
   • There is a lack of classroom space on both campuses.
   • The condition of teaching spaces was rated OK by faculty. About half the faculty rated classrooms in Gorham as being in better condition and half rated the classrooms in Portland as being in better condition.

2. An identification of particularly bad teaching spaces; and
   • Classrooms in Bailey are in particularly rough shape: ceilings are in poor condition; blinds window treatments need updating; temperature control is inadequate—very hot in some rooms and very cold in others; and there are rodents.
   • One faculty member commented room 107 is “very bare and ugly.”

3. General comments about teaching spaces overall (size, facilities, electronics, etc).
   • Both part-time and full time faculty were satisfied with library and technology services noting the promptness and helpfulness of both USM library and technology staff. Equipment needs are commonly met without incident, with the assistance of staff in Media Services, which is housed in Bailey Hall. The library offers a full range of services, including references and research, consulting, digital media, inter-library loan, course reserves, media services, and others. Through its own resources and inter-library loan, the library is able to fulfill the major of faculty requests for particular materials.
   • Several faculty noted the following wishes for campus classrooms: overhead LCD projectors in every room and a central hub in the classroom with extension cords for laptop hookup.
School of Law (from recent accreditation report)

VIII. FACILITIES  
A. Overview

The primary physical plant for the Law School consists of the first four floors and basement area of a seven-story building on the campus of the University of Southern Maine. Over half of the 66,000 square feet of space in the primary facility is devoted to the Law Library. Secondary facilities for the Law School include an adjacent two-story building that houses the Cumberland Legal Aid Clinic and a fourth-floor suite in an office building on the downtown waterfront that houses the Center for Law and Innovation. As an administrative unit of the University of Southern Maine, the Law School contracts with the USM facilities department for maintenance and repairs, but manages and controls physical use of all Law School and Law Library space.

B. Classrooms and Offices

Classroom space consists of two large lecture rooms with seating capacity of about 100 each, a medium-size lecture room with capacity of about 50, and two seminar rooms. The small number and variety of classrooms limits flexibility in scheduling classes and in providing space for meetings, lectures and conferences. A conference room in the Law Library and the Faculty Lounge, although not regularly used for classes, are available for other gatherings and occasional make-up classes or review sessions. One of the large lecture rooms is devoted exclusively to first-year students, who meet in that room for classes and often use the room for individual study and small group discussions. Each faculty member and senior staff person has a private office, as do some other professional staff, while some other professionals and most administrative support staff work in shared space or reception areas. Administrative support offices were consolidated in 2002, combining three private offices into one administrative suite. This consolidation helped assure adequate space for faculty and senior administrators, but did not create optimal space for the administrative assistants. In 2006, the Suite was further reconfigured to provide each staff member with a window and a modicum of privacy, and to relocate the copy center and mail and supply rooms to a side room with door. This reconfiguration resulted in reduced traffic, noise, and heat in the administrative suite. This suite continues to house the mail room, photocopiers, fax and general communication services, printers, and supplies. Four administrative assistants share the suite and support full-time and part-time faculty, as well as admissions, registration and records, student affairs, and other Law School administrative functions.

10 The fifth and sixth floors of the Law Building are occupied by USM's Muskie School for Public Service, and the seventh floor houses offices of USM's President, Provost, Chief Financial Officer, and other administrative staff.

The Student Bar Association has a small office in the basement, and the Maine Law Review and the Ocean and Coastal Law Journal have offices in the Law Library. The basement 72 includes a café area with tables and a student lounge. Addition of a couch and chairs in the Law School lobby has created a popular gathering spot and a suggestion of the need for more such interactive spaces.

C. Library Facilities

The Law School built additional Library space in the early 1990s in order to provide enough room for collections to grow for another 10-15 years. We are now coming to the end of that period, and, with the exception of some loosely filled bookshelves on the second floor, the Library faces space constraints. A decision was made some years ago to de-accession bound journal volumes in cases where those titles are available through our subscription to
HeinOnline. This policy has freed a great deal of shelf space and has not resulted in any problems for or complaints by users. To the extent that space issues loom in the near future, there are several potential solutions which will be investigated in the next few years. The University of Maine System Libraries are moving forward aggressively to secure offsite storage space, which the Law Library will be able to use. The Library can easily identify portions of the collection which could be accessed via retrieval from remote storage without any real sacrifice to users. Ultimately, the Library’s space needs will be addressed when a new building is built. Some combination of offsite storage and compact shelving at the new site will allow the Library to grow at a reasonable pace without necessitating any drastic weeding or culling of current collections.

The Law Library was able to renovate a storage space in the Law School building into a very attractive room to be used for housing special collections and rare books. The Edward T. Gignoux Special Collections Room was dedicated and opened for use in 1999. It houses papers relating to the Chicago Seven contempt trial, among others, and also includes Judge Frank M. Coffin’s donated judicial papers. The Law School is proud to have found a way to honor U.S. District Court Judge Gignoux and the Library is equally proud to have a space where our rare and special materials can be used in some comfort and security by scholars near and far. There is currently adequate space for student use of the Library, although some students do not have an assigned carrel. There are a large number of tables and other seating options, and student complaints have been few. The Library needs more space, and will continue to need more space. The layout of the Library space is challenging given the round Law School building. That said, the Law School and the Library have shown a steady commitment to improving the physical space in which the Library is housed. New furniture in the Library as well as hardware upgrades in the Library Computer Lab have proven very popular with students. Within the constraints imposed by small gross space housed in a less-than-perfect building, the Library is a comfortable place, conducive to work and study, and adequate to house the several purposes it serves.

D. Clinic Space In late 2004, the Law School completed substantial renovations to the building housing the Law School’s Cumberland Legal Aid Clinic, the primary aim of which were to improve access for people with disabilities. The Clinic is a free-standing building adjacent to the Law School’s main structure. The renovations consisted primarily of a two-story addition (a total of nearly 700 additional square feet), which houses a new library/classroom, a student office, a faculty office, and a lift. Improvements included modifications to ensure that the entire first floor of the building (including the rest room) is accessible to persons using wheelchairs, as well as the construction of a fully-accessible entrance, addressing concerns raised in connection with the last ABA site evaluation. With these renovations, the Clinic was able to expand the number of student work stations by five as well as adding a faculty office and library/classroom. The Clinic building includes a client waiting room (with a children’s play area), a client meeting room, a kitchen area, as well as student and faculty offices. The Center for Law and Innovation, which includes the Maine Patent Program and the Marine Law Institute, and which is the primary site of the Intellectual Property Clinic, has always been housed in leased office space downtown. Since the last site evaluation, the Law School has entered a lease for different office space located on Portland’s working waterfront. The Center’s new office suite consists of over 2,200 square feet of prime office space. The suite includes four private offices, each with top-floor views of the harbor and two of which have interior windows that allow those in the
Center’s ample inner office also to see the ocean. Each clinic student or intern is allocated her
own computer and work station in the open and airy interior space. The Center has a kitchen,
conference area, meeting tables, several printers and high-speed network connectivity for each
work station. Within short walking distance of the Center is the new, state-of-the-art and
internationally acclaimed Gulf of Maine Research Institute, with which the Center collaborates
frequently.
E. Building Adequacy
In addition to the Clinic building renovation and Center for Law and Innovation lease, the Law School has made modest improvements to its core facility. With respect to information technology, wireless access to the University server and the Internet is now available throughout the building. All staff and faculty have networked personal computers, with a regular rotation system to assure timely equipment replacements. A food service café now operates daily for breakfast, lunch, and light refreshments and, along with the adjacent student lounge, serves as a gathering place for students. New and refurbished computer labs and new furniture in the Law Library have created a more inviting library environment. Similarly, new carpeting and furnishing in selected classrooms and offices has accompanied some reconfiguration and cosmetic improvements. These facilities improvements have allowed for continued delivery of a quality legal education program. Nonetheless, the building, constructed in 1972, is aging and continues to suffer from original design flaws. New air exchangers were installed last year, resulting in increased air quality and better regulation of temperatures, but occasional heating and cooling problems persist. Aside from carrels and tables in the Law Library, study space and common areas in the Law School building are few. The Law School would benefit from additional space tailored for small and mid-sized classes, for conferences and workshops, for collaboration with external institutions, and for other extra-curricular initiatives. Meeting space for administrative departments is limited due to the small size and inflexible design of the building. At this point, classrooms are in demand, faculty and staff offices are filled to capacity, and few venues are available for student activities and public service. The Law School's strategic plan envisions a limited increase in the number of students to broaden the tuition base and facilitate a wider array of activities that would strengthen our educational enterprise. This will require more and better-configured space.
F. Future Plans A committee of selected faculty, staff, and alumni is exploring the opportunity for building a new law center. An appropriately designed law school building would enable us to advance the institution on several fronts – better service to our students and to the community, enhanced recruitment for students and faculty, increased revenue through a slightly larger J.D. program and related educational initiatives, greater interdisciplinary opportunities, and expanded service learning. Initial indications are promising.

The Provost has committed University support for the installation (in December 2007) of new electric outlets to the classroom desktops, which will provide a ready power source for student laptop computers and avoid over-use of limited outlets located in the outside walls of the classrooms.

The Law School Foundation has created a planning fund and has engaged an architectural firm for early-stage programming, needs assessment, and financial modeling. We have explored a handful of potential building sites in the Portland metropolitan area, closer to the downtown courts and law firms, and have increased awareness among developers and public officials regarding the Law School’s pursuit of new space. One well-positioned developer in particular, who is a donor to the Law School, has assembled a strong team to explore a multi-use development on the waterfront with the Law School as a key participant and interdisciplinary synergy with other schools and institutions. University leadership, although cautious, is engaged and supportive of our vision for a new law and graduate center and is seriously exploring options on the USM campus as a potential interim step or alternative to a long-term development process off campus. The current planning process will set the stage for a more concerted program for a philanthropic feasibility analysis and ultimately implementation of a comprehensive capital campaign beginning in 2008 for a new law center and related programs.

Goals
1. Take further concrete steps toward a new law center as a means of advancing institutional goals, reflecting institutional value, growing in scale and quality, supporting innovation, and generating enthusiasm and support. [SP 1.a]
   a. Select an architect for initial needs assessment and facility programming.
   b. Undertake philanthropic feasibility study and finance planning, including plan for capital campaign.
   c. Continue site selection process with selected developers.
2. Work with University facilities department to ensure that Law School facilities remain adequate to carry out its program of legal education (e.g., regular preventative maintenance of HVAC system, electrical power sources on desktops, and general maintenance).
3. Creatively configure current space, and capture and use additional space when available.
<table>
<thead>
<tr>
<th><strong>School of Business</strong></th>
<th><strong>An assessment of the general condition of labs, studios, rehearsal and teaching spaces, etc. that your academic units use on the Portland, Gorham, and/or Lewiston-Auburn campuses - please note specific examples if necessary or warranted</strong></th>
<th><strong>An identification of particularly bad teaching spaces</strong></th>
<th><strong>General comments about teaching spaces overall (size, facilities, electronics, etc)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Portland rooms - Not awesome, usually, but more than acceptable</td>
<td>Some rooms in the basement of Payson Smith</td>
<td>ALL of the projectors in every single room on both campuses are far too dim to show in full light, so we are forced to turn the lights off which disengages the student from the experience.</td>
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<td>Generally OK - sometimes it has been a challenge to find a room with tables - this semester I have 42 students in ACC 221 with old-style lecture (tablet) chairs b/c there was no room available with tables - it is difficult for students to juggle working with journals, ledgers, and business documents with no room to spread out their work.</td>
<td>LB 402 -- I taught Intro to MIS in that room one fall (2007?). No computer facilities, so a roll around cart had to be used. Hard to set up and use without students and me tripping over wires, had to have back to room on occasion. Class often delayed due to technical setup difficulties. When it rained, one corner of the room leaked. So many chairs in the room that it was impossible to move around to engage students. Crumbling floor tiles. No A/C.</td>
<td>most of the rooms with ceiling mounted projectors and computer boxes do NOT have enough flexibility to adapt the lighting so that students can see the screen without being in the dark. Some rooms have had some lighting adaptations made; often, however, they are not adequate. Few have the simplest and most effective lighting scheme, which is one that would enable the lights at the back of the room to be turned on while the first two rows are turned off.</td>
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<td>On one level, the Portland campus spaces I use for my BUS and MBA teaching are adequate--there are floors, walls ceilings and chairs. Most of the time I use rooms that have ceiling-hung LCD projectors that I can use. However, the spaces are old, dusty, the lighting ranges from OK to terrible, and they are usually either too hot or too cold. Some spaces are occasionally too noisy [e.g., LBH 303, 326, and 402 [if the window is open]]. Many of the rooms in Payson Smith are very old and in need of almost complete renovation.</td>
<td>LB 209 -- ageing technology in the room, especially the overhead projection system. The projection system is so dim it's hard to see even with all the lights off (especially for those sitting in the back of the room). Cannot use with the lights on. Broken seats, huge stains on floor, leaking ceiling (at times), window shades difficult to raise and lower. White board and chalk board space is awkward because some students sitting up front at extreme corners cannot see those spaces. White board very hard to read from in the back of the room. No markers for the board. An embarrassment to use. I will say that part of the responsibility for the poor condition is due to those using it -- trash left at seats, etc. A/C never seems to work, so by default windows always must be opened. Temperature seems to climb to around 80, especially at night.</td>
<td>Perhaps we need more lecture rooms, if we want to boost class sizes. In the SB, what I miss most is &quot;case classrooms,&quot; i.e., rooms that hold 30-60 people in a semi-circular tiered arrangement to facilitate case discussions. Most business schools have multiple classrooms like that, but the only one we have that even approximates that is LBH 209.</td>
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<td>LB 410 is rated to hold 40 students. However, only about 36 can fit at the tables so the additional students have to sit in old lecture chairs in the back or side</td>
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of the room, making it difficult for them to balance their textbook while working problems. Also, I have had times in the past when it floods during periods of steady continuing hard rain - significant amounts of water can drip through the ceiling as well as around the windows; students have had to move away from the inside rain. With my classes as full as they are this semester, I hope it doesn't rain much.

| LB 503 had specialized fluorescents on a dimmer switch (intended to enable adjusting the amount of light). These bulbs burn out quickly and often flicker when they are going bad. Students have reported headaches from the flicker preventing me from using the adjustable lights and leaving the room in the situation in which it is either fully lit (so they can't see the screen) or totally dark (so they can't see their work). See note 3 below. |
| Luther Bonney 326 is a good-sized room, but sometimes the blower can't be turned off and it's hard to hear oneself or one's students. LBH 402 is either too hot or too cold; when it's too hot, we open the windows, and the air conditioning compressor a couple of floors down drowns us out. |