Lewiston-Auburn College made significant progress towards goals set in motion last academic year. Staff and faculty adopted the Academic and Administrative Master Plan, the companion plan to our facilities expansion Master Plan, providing a structure that supports both LAC’s long-range vision and TUSM. Guided by priorities chosen in a collaborative effort of joint faculty and staff meetings, and staying true to our interdisciplinary heritage, the companion Plans are dynamic statements of who we are, culturally and institutionally, and how we want to evolve. Our Dean, Zark VanZandt, underwent his initial review and, as a result, revisions in the administrative structure are being implemented. These will mean, in part, clarifying and strengthening the academic and outreach duties of the Dean while enhancing administrative roles for senior staff. Our physical space is undergoing dramatic change with the scheduled August 2006 ground-breaking for a second building on campus. Our architectural and engineering team from Harriman Associates continues to work with USM/LA’s and USM Facilities Management in realizing this dream of expanded facilities and educational opportunities. The hard work and leadership of LAC’s GenEd Outcomes and Assessment Team was rewarded with the news that our GenEd revisions and curriculum were accepted by USM’s GenEd Council, the first campus and College to do so. This, in concert with our continued efforts in the College for ME-Androscoggin campaign, shows LAC’s commitment to transformative education in our communities, the region, and the state of Maine.

I. Academic Programs

- **General Education Reform: How, Then, Shall We Live? Citizenship in a Global Society**
  The purpose of reforming general education at Lewiston-Auburn College is to more effectively fulfill our mission of preparing students to meet “the challenges of our dramatically changing, global and pluralistic world.” The interdisciplinary design of our curriculum is intended to enhance students’ ability to address complex problems, understand ethical issues, tolerate ambiguity, enlarge their horizons, enrich their perspectives, and enable them to act as informed citizens. We believe that our proposed curriculum, built on themes of democracy, sustainability, justice, and difference, will not only enhance the learning of LAC students (and faculty), but will also serve as a national model of an integrated, thematically focused, interdisciplinary curriculum of general education. The timeline for formal implementation is
AY 07-08. The highlights of progress made this past year include the following actions:

- Submitted model to the General Education Council of the USM Faculty Senate March 10, 2006
- Approved by the General Education Council of the USM Faculty Senate March 24, 2006
- Modified in accordance with recommendations by the General Education Council of the USM Faculty Senate April 5, 2006
- Submitted to the USM Faculty Senate Executive Committee for review by the USM Faculty Senate April 7, 2006
- Approved by the USM Faculty Senate April 14, 2006

**Arts & Humanities (HUM)**

- Worked to establish interdisciplinary Global Studies Minor
- Worked on action steps to increase HUM enrollment, to include a request for a new faculty line in rhetoric and composition/visual culture
- Held discussions on the impact of the new LAC Gen Ed pathway for the HUM major
- Held discussions on HUM majors and secondary education
- Worked with the Alliance for Sexual Diversity student group to hold campus events
- Held numerous events in concert with ISOLA student group, including International Women’s Day celebration, Michael Parent’s one-act play “One More Thing”, and International Forum Week.
- Provided several service-learning opportunities, including shipments of textbooks to our sister University of Kwazulu-Natal in South Africa, primary school supplies to the Gakuto Primary School in Botswana, and shipment of computers to students in Somalia.
- Began discussions on a closer relationship between the Franco-American Archives and the Sampson Center for Diversity

**CLASS PDS**

- The articulation agreement between USM/LA and Central Maine Community College was formally signed this spring, which allows for undergraduate CMCC students to be enrolled in the CLASS PDS program.
- The faculty continued to work very closely with our CLASS Program Steering Committee, which is made up of both university and district personnel, to strengthen the program.
- The program’s ongoing initiative in the areas of Service Learning and Action Research continued this year with support from aUSM/LA Service Learning Advisory Committee’s grant. In addition, CLASS PDS Faculty worked with our colleagues in TEAMS and ETEP to write a Learn & Serve Corp. grant to support the development of a Service Learning curricular component for pre-service students and educators.
- This year we piloted a “modified” strand of the program, which allows selected incoming students with a sufficient number of credit hours to take
a concentrated course of study resulting in earlier Candidacy and Exit Reviews.

- An integrated team including both faculty from the university and school district went to the national conference of the National Association of Professional Development Schools (NAPDS) in Orlando, Florida in March to make a presentation called: Program adaptations in a PDS for non-traditional pre-service students: Navigating the hurdles and challenges.

- During the past year, CLASS PDS faculty and staff have worked with our colleagues in TED and TEC on revising USM’s Standards for Teacher Educators.

- At the annual spring “End of Semester Seminar” (ESS) celebration, about forty CLASS PDS Mentor Teachers were formally recognized by their pre-service students, CLASS faculty, and USM/LA administration at a special ceremony.

- Over the course of the year, CLASS faculty and staff have met with our colleagues in LOS, HUM and NAS on both advising and curricular issues to ensure that the CLASS PDS students matriculate in their majors as seamlessly as possible.

- CLASS faculty and staff have been involved in a variety of scholarly activities during the past year. Please see the Appendix to this report for a listing of our scholarship and recognition items.

**Nursing (CONHP)**

- Elise Wiley MN, RNCS, APRN, joined the faculty as a nursing instructor and Assistant Chairperson of Nursing, Lewiston-Auburn campus beginning September 1, 2005.

- A Celebration/Congratulations/Welcome Back Social was held in September 2005.

- LA nursing faculty continues to serve on CONHP/Nursing and LAC committees and participate in multiple and ongoing faculty exchanges between the two campuses.

- The use of Handheld Technology in nursing education was continued for faculty and students of LA NUR. With funding from several grants, 17 Personal Digital Assistants (PDAs) and accompanying software had been purchased. Nationwide, the use of handheld technology for information purposes at the “point of care” is highly regarded as a benchmark of innovative teaching/learning in nursing curricula. Students receive instruction in their use and are permitted to use them in the clinical setting.

- A Transfer Students Informational Meeting was held in November, nine students and several nursing faculty and staff were present. Three of the students present at the meeting were accepted into the nursing program in May 2006.

- LA nursing students have continued with the advancement of the Student Nurses’ Association (SNA), formerly known as SNO (Student Nurses’ Organization) at LAC. LA Nursing was represented by four LA SNA
members, Kyra Reis, President, Jolleen Young, Vice President, Tina Charest, Treasurer, and Christie Darcy, Secretary, at the National Student Nurse Association (NSNA) meeting in Baltimore, Maryland on April 5-9, 2006, making a presentation when they returned. The trip to Baltimore was funded in part by many successful fundraising activities, one of which included the sales of t-shirts designed by President, Kyra Reis.

- The CONHP/LA Nursing web page is currently maintained. The page may be accessed at www.usm.maine.edu/lac/nursing/index.htm

- On May 23, 2005 Kristine Gorman, newly appointed academic nursing advisor, joined the CONHP staff. She advised all first and second year LA nursing students as well as potential LAC nursing students. Ms. Gorman resigned in May 2006; however, her position will be filled and continue in the fall of 2006.

- SimMan, a full-bodied patient simulated manikin, is up and running in the LAC Nursing Learning Resource Center / Nursing Lab. This very technologically advanced and realistic model provides simulation education to challenge and test the students’ clinical and decision-making skills during realistic patient care scenarios. For example, SimMan even has vocal chords, simulator speaking, coughing, vomiting, moaning, and user-programmed bowel, heart, and lung sounds, a trachea, appearance of “spontaneous breathing”, palpable pulse, and so much more. SimMan was used in several nursing courses and an independent study project with 5 students who used the simulation to further advance their skills.

- The CONHP/LAC nursing program graduated 4 BSN undergraduate nursing students in August 2005, 16 BSN and 3 RN to BSN undergraduate students in December 2005, and 1 BSN and 8 RN to BSN undergraduate students in May 2006.

- In May 2006 the LAC nursing faculty became fully integrated into CONHP and effective July 1, 2006 the budget was transferred to that location.

- LA Nursing faculty reviewed nursing course offerings at LAC and worked with Dean Kirschling, Dean VanZandt, and Chairperson Marianne Rodgers to gain approval for NUR courses to be offered more frequently, thus allowing greater course availability at the LA Campus and more options to students for course progression without necessitating transfer to Portland.

- As part of expanded course offerings, LAC will now offer one clinical nursing course each summer at LAC. In June 2006, NUR 311, Reproductive and Sexual Health Nursing, was offered and included a blend of students from both campuses.

- **Leadership & Organizational Studies (LOS)**
  - Master’s in Leadership Studies (MLS)

- The Bachelor’s degree program in Leadership and Organizational Studies continued to develop the new concentration in Human Resource Management, offering several new courses to students interested in this
area. The student organization associated with the Human Resource Management Association held several meetings during the year, featuring professionals discussing specific concerns that have emerged in the field. Students in the Leadership course undertook an evaluation of the undergraduate program considering the role of part-time faculty, the challenges of advising, and the connectivity of the courses in the program.

- The Master’s in Leadership Studies program was in its third year of accepting students and offering classes. Eighteen new students began taking classes in the MLS program during the year. New classes offered for the first time included the Capstone Seminar and Conflict and its Alternatives. Graduates for the 2005-2006 academic year included: Ann Craigs, P.J. Mears, and John Potvin.

- LOS and MLS also coordinated the Community Leadership Initiative, which included 18 people drawn from the Lewiston-Auburn area who participated in a series of 13 workshops conducted by faculty, students, and community members. The topics covered were: Myers-Briggs Type Indicator and Leadership, Cultural Competency, Power of Leadership, Effective Communication Skills, Conflict Management, Problem Solving, Stages of Group Development, Networking, Making Meetings Work, Ethical Decision Making, Managing Change, and Self Direction and Community Engagement in Lewiston. Participants conducted a community project as part of the work of the program.

**Master’s in Occupational Therapy (MOT)**
- Admission numbers continue to improve; a 33% increase in the first-year class, with 22 students
- Three-year pass rate on the National Certification Exam is at 94% - 10 points higher than the national average of 84%
- The program continues to work with the Office of Graduate Studies to streamline the admissions process.
- In November, the MOT program was chosen as one of nine in the country to host Frank Kronenberg, an international speaker from the Netherlands, who spent two days working with faculty and students, and presenting on issues of Occupational Apartheid related to his work in OT Without Borders: Learning from the Spirit of Survivors. Frank continues to work with this program on a consultation basis.
- The program continues to work effectively with its Advisory Board to evaluate and review the curriculum
- All MOT 2nd year students were accepted to and presented their research posters at Thinking Matters on the Portland campus in April, 2006.
- Students continue to engage in service-learning projects as part of the curriculum. They engaged with elder partners at Maison Marcotte in Lewiston during their third semester, and returned to the local Head Start programs to work with children during their developmental (4th) semester.
- MOT students researched and completed the next edition of the Maine Diversity Manual. This resource, developed for health and human service
providers, now examines twenty-one diverse ethnic and cultural groups in Maine.

- The MOT full- and part-time faculty have been involved in a study group on issues of Occupational Justice. Lisa Clark, Roxie Black, and Susan Spear will be presenting some of their findings at the fall conference of the Maine Occupational Therapy Association.
- Roxie Black joined Rose Cleary and Deb Como-Kepler on an International Summer service-learning course to China in May. Two MOT students were participants as well.
- MOT faculty continue to be involved in multiple service commitments at the college, university, and community levels.

- **Natural & Applied Sciences (NAS)**
  - NAS faculty were active in obtaining funding and initiating new research projects including:
    1) a collaborative grant working with multiple partner organizations in Maine and New Brunswick, Canada that will create a geographic information system which would allow public health officials to respond more rapidly to an outbreak of pandemic influenza or similar infectious disease. This grant is funded by the US Geological Survey.
    2) a collaborative grant with Janet Blum (USM Sports Medicine) as principal investigator and other partners across the state to study the impact of rule changes that limit the sale of low-nutrition “junk food” in schools on students’ diets. This grant is funded by the Robert Wood Johnson Foundation.
    3) an exploratory seed grant awarded examining new chemical compounds that could play a role in improving the efficiency of energy systems such as batteries and fuel cell systems. This work is geared towards initiating a fruitful collaboration with a NASA research lab and is funded by the Maine Space Grant Consortium.
    4) two grants funded by the USDA: one, with multiple principal investigators, to study food safety and another to develop a Northeast Regional Aquaculture Research Facilities Directory.
    5) a grant to conduct a nanotechnology and supermolecule review. This grant is funded by the XL TechGroup.
  - NAS faculty continued to publish research articles in their areas of interest including the use of geographic information systems to assess the behavior and health of seal populations, the predictors of student success in math/science education, new chemical compounds with novel structures and interesting electronic properties, the aquaculture of the seaweed *Porphyra*, and the monitoring of *Porphyra* under aquaculture.
  - NAS faculty were involved in the publication of two books; serving as a coauthor of a popular volume on the physiological impact of high altitude, and contributing several chapters and other material to a college level general chemistry textbook.
NAS faculty taught, for the first time at LAC, an upper-level Environmental Health course. This course was approved by the LAC faculty as a requirement for all NAS majors and provides a setting in which NAS “Environmental Issues” majors and NAS “Biology of Health and Illness” majors collaborate and interact.

NAS faculty began the process of developing and teaching the multiple new courses approved by the LAC faculty for addition to the NAS “Environmental Issues” concentration.

- **Social & Behavioral Sciences (SBS)**
  - Expanded the number of SBS elective offerings, from a combined total Fall and Spring semesters '04-'05 of 27 sections and 553 student registrations to, in '05-'06, a total of 31 sections and 657 student registrations.
  - Progress made towards offering USM’s MSW program at LAC: organized community meetings, met with SW faculty, mailing list of interested parties compiled, letters of support solicited, eleven received. MSW faculty committee designed three-year degree program specifically for offering at LAC. Two SBS faculty members have joined the MSW Planning Task Force and collaborated on development of an initial proposal to the Provost and Deans of CAS and USM/ LA.
  - Faculty created a preliminary draft of a syllabus for the SBS program-specific writing course (as per new Gen Ed model)
  - Mark Silber, anthropologist, has been hired as a one-year replacement during Hsin-yi Lu's leave '06-'07
  - Met with CMCC Early Childhood Ed program director & included the director in the SBS program retreat
  - SBS faculty member Jan Phillips and student Robyn Dumont secured a USM Summer Undergraduate Research Fellowship
  - SBS is a participating program in the new Global Studies minor at LAC
  - New SBS international study course, SBS/OTH 470: Study Abroad - China’s Orphans, was developed and offered spring and summer '06, providing students the opportunity to study and travel in China and to contribute to the welfare of children there.
  - Expanded SBS Service Learning activities, including through above course, SBS 470, and SBS 347: Youth, Community and Higher Ed (received grant support)
  - SBS faculty member Michelle Vazquez-Jacobus received a 2006 Donald Harward Faculty Award for Service-Learning Excellence, in part for her work through SBS 347
  - Student work from SBS 347: Youth, Community and Higher Ed was exhibited in LAC Student Display Space
  - Two SBS students participated in 2006 USM Thinking Matters conference
• Internship and Career Development
  Significant changes were made to the internship program to give students the opportunity to share experiences, reflect more on how they link theory to practice, and enhance their knowledge of the workplace through the addition of a monthly seminar. Each month students meet to report on their internships and discuss important workplace topics such as ethics and communication. Those who have completed their internships give a comprehensive PowerPoint presentation on their internships and learning outcomes. Students appear to be more engaged in their internships, completing them in a more timely fashion, and draw more from the experiences of others. New assignments ask students to link theory to practice, helping them see the connection of their classroom learning to their work and encouraging them to work in a more deliberate and informed manner.

• College for ME – Androscoggin
  o Six subcommittees of the Steering Committee have spent the past year formulating a three-year strategic plan that outlines actions we can take, what our next steps in getting there will be, and what “success” in achieving our higher education attainment goals might look like.
  o One of the six working groups, the Marketing and Outreach subcommittee, has formulated a three-year Communications Plan, which includes the following: a) develop a website to communicate and provide a conduit to resources available to local residents, b) identify and capture stories of adult learners from local colleges and Adult Education to use as a database for research and marketing efforts, c) conduct focus groups of adults without college degrees to better understand higher education barriers and marketing/outreach needs, and d) create print, video and audio promotional tools to communicate subsequently developed informational and value-targeted messages. The first three of these activities are already underway.
  o Highlights of the strategic plan attached as Appendix B

• Faculty Mentoring
  Four new faculty (with tenure-track or other regular appointments) and four faculty with longer-term service participated in our LAC faculty mentoring program. Two group mentoring meetings were held, November 15th and March 22nd.

• Part-Time Faculty Professional Development Fund
  Four part-time faculty were awarded funds to attend professional meetings relevant to their teaching at LAC: Fall ’05: Jayne Marsh, to attend a conference on Attachment, a topic she teaches on at LAC; and Deb Como-Kepler, to attend a continuing ed workshop bearing on the development of an international studies course she and Rose Cleary offered early Summer ’06. Spring ’06: Robin Rockett, to attend the
Maine Chapter of the North American Social Work annual conference; Joanne Cole, to attend the Northeast Writing Center Association (NEWCA) annual conference.

**Grants and Proposals**

**Black, Roxie**
- Whiting Foundation (Fellowships for Higher Education of Present and Prospective Teachers), *Project Summer 2006*, $3,105

**Druker, Marv**
- Received $7000. in additional funding for existing grants
- Ongoing grants:
  - Maine Campus Compact (Civic Engagement), 2005-2007, $14,000.
  - Maine Campus Compact (ACEDONE and Empower Lewiston partnerships), 10/05 – 9/06, $4,000.
  - Maine Campus Compact (Learn and Serve), 2/05 – 5/06, $4,000.

**Harris, David**
- 2006 National Spatial Data Infrastructure Cooperative Agreement Program (Mapping Infectious Diseases Across the New Brunswick-Maine Border) - collaboration w/Maine and New Brunswick Lung Associations. 03/31/06-3/31/07 - $26,414

**Holman, Robyn**
- Samuel Rubin Foundation $5750. for exhibit funds - Awarded 6/05

**Levine, Ike**
- Has received no-cost extension to existing grants
- Ongoing grants:
  - Salmon Hatchery Effluent, ends 12/05 - $75,000
  - Aquaculture Database, ends 12/05 - $5,000
  - Seafood Safety, ends 8/06 with possible extension - $27,000

**Phillips, Jan**
- Submitted new proposal to Maine Community Foundation (MCF) for additional funding for College for ME (continues w/steering committee meetings).
- Ongoing grants:
  - College for ME-Androscoggin (Maine Community Foundation) - $5,000.

**Statsko, Dan**
- Maine Space Grant Consortium (NASA EPSCOR) – (“Borane and carborane based electrolytes for fuel-cell and battery applications”) 12-month project. Total budget amount $44,358 Project 03/01/06 to 03/31/2006

**VanZandt, Zark**
- w/S. McFarland, R. Hansen: Maine Health Access Foundation (Pathways to Health Care Higher Education) - $81,007. project period 01/01/06 to 12/31/06 – 3 yr grant.
II. Student Services and Campus Life

- Atrium Gallery

**Students of Mercedes Gastonguay**, annual summer exhibition
July 15-August 19, 2005
Opening reception: Friday, July 15, 7-9 p.m.

**The Figure Revealed II**
September 11-October 22, 2005
Opening Reception: Sunday, September 11, 1-3 p.m.; state-wide open juried exhibition of drawings, paintings, and sculpture by 63 artists done in life-drawing groups. Essay for the exhibition was written by nationally recognized author, Peter Steinhart.

**Robert Shetterly's American Who Tell the Truth**
November 10-December 16, 2005
38 portraits of individuals who possess qualities of courage, honesty, tolerance, generosity, wisdom, and compassion and whose contributions have had a lasting effect on American life. Supported in part by the Samuel Rubin Foundation.

School tours were continuous throughout the exhibition. Classes included 60 4th graders and 60 7th and 8th graders who had done advance preparation before their visit to the gallery where they met with Shetterly (done in collaboration with L/A Arts' Visual Literacy Program). Other school tours: 140 7th graders from Gray-New Gloucester Middle School, 60 6th graders from Oxford Hills Middle School, 30 students from Sherwood Heights Elementary School, 30 Somali students in the English as a Second Language (ESL) program from Lewiston Middle School, and 15 art students from Leavitt High School.

Robert Shetterly was the featured speaker at the Great Falls Forum, November 17, a monthly lunch-time public platform encouraging thought-provoking speakers and discussion on a variety of topics. The Forum is sponsored by the Sun Journal, St. Mary's Regional Medical Center, Bates College, and the Lewiston Public Library. His talk, entitled *Consent, Dissent, and the Maintenance of Democracy*, was presented to a capacity crowd. He also signed copies of his book published in April 2005, *Americans Who Tell the Truth*. Later that evening, Shetterly spoke at the reception held in the Atrium Art Gallery on the evening of November 17 again followed by a book signing.

**The Uncounted: Portraits by Rebecca McCall**
November 10-December 16, 2005 (Hall Gallery)
As a supplement to Shetterly's exhibit, the Hall Gallery featured an exhibition of portraits of Iraqi children. The paintings were inspired by the
work of Bangor photojournalist Jim Harney taken during his January 2003 trip to Baghdad.

Erratic Locations
Site-specific installation by Dudley Zopp
January 19-March 4, 2006
A space altering installation, using alternative materials and inspired by glacial erratics, boulders left in the Northeast topography over thousands of years ago.

All Maine Invitational
March 24-May 6, 2006
Opening reception held in conjunction with local Chamber ‘Business After Hours’. 17th annual exhibit and auction by 40 artists from around the state. Proceeds from the auction gala benefit L/A Arts, a local performing arts presenter in Lewiston.

FORESTS: Anchors of Earth, Tellers of Time
A multi-media exhibition of work in ceramics, photography, painting, prints, book arts, wood, fiberarts, and poetry inspired by the forest.
Poets: Herb Coursen, Kathleen Ellis, Gayle Portnow, Candice Stover, Jeniferlee Tucker, and Douglas Woody Woodsum.

In the Student Forum Display site:
Student work from SBS 347: Youth, Community and Higher Ed
Student posters from LAC 400 Senior Seminar classes

• Franco-American Collection
  o Acquisitions: 50 volumes from the Mallet Collection, a series of L-A city directories from the 1940’s to the 1970’s, papers and momentos on storyteller Michael Parent, local family photo albums, and the works of contemporary author Normand Beaupré.
  o Educational outreach: In addition to the ongoing Franco-American Archives & Community Work course offered at LAC, classes were also given to students from Bates College, CMCC and local public and parochial schools.
  o A permanent display of historical photos was mounted in Café L-A.
  o Open houses were held in conjunction with LAC and community events.
  o An eight week internship was provided for a Laval University student.
  o The Collection’s website was revamped with added features on holdings and exhibits.
Two cultural events, a musical tribute in memory of Madeleine Giguère and Georgette Bérubé and an evening of storytelling by Michael Parent, were sponsored.

A bilingual brochure, *Rendezvous of Franco-America* was published.

Exhibits on St. John the Baptist Day and French theater in Lewiston-Auburn were displayed at the Collection and added to the Maine Historical Society’s MaineMemory website.

Two dozen rare books were rebound.

Several graduate students traveled to the Collection to do research.

Promotion of Normand Beaupré’s *La Souillonne*, the first novel written entirely in the local French dialect, was undertaken.

MPBN used photos and documents from the Collection for a new series on Maine history.

Mary Rice-Defosse, a Bates College professor of French and long time member of the Advisory Board was elected to the chairmanship.

**Library**

- Evelyn Greenlaw, Director of Library and Media Services, assumed Head of Reference duties at USM in June 2005, in addition to directing the USM/LA Library.
- USM/LA Library operation - including all ordering of supplies, books and materials - and budget successfully merged into the USM Libraries effective July 05.
- Both USM/LA’s Director and Reference Librarian maintained involvement in USM’s information literacy efforts.
- Staff position revisions included hiring of full-time (replacing part-time position) Library Asst II for reference/serials/Info Commons.
- Two subject guides were created: Occupational Therapy, and Graduate Schools, and updates made to all the others.
- More than a dozen course guides were created to support library instruction.
- Journal titles added this year:
  - *Books and Culture: A Christian Review*
  - *Creative Nonfiction*
  - *Leadership* (online only)
  - *Scandinavian Journal of Occupational Therapy*
- Goals for 2006-2007 include weeding the reference collection, continuing to build the circulating collection in light of new degree programs and minors, increased instructional presence in USM/LA classes, monitoring faculty work in GenEd and its potential impact for library instruction, and reviewing our journal collection through access versus ownership.
- Interlibrary Loans (IL) up from 1998 borrowing requests in AY 01-02 to 2428 in AY 05-06. USM/LA continues to be responsible for all IL lending requests.
• **Bookstore**
  o Past academic year the bookstore provided 902 titles for 507 USM classes.
  o Offered the sale of textbooks online, providing students more options for how to purchase their textbooks.
  o Held several successful promotions including; children's book month, customer appreciation day, holiday basket raffle, school spirit promotion, graduation raffle, and specials on best-sellers throughout the year. Strived to increase traffic and increase interest in the bookstore.
  o Worked on the 15 year LAC plan. Strong desire to have the bookstore more centrally located on campus with like services.
  o Gave several donations to student groups for fundraising activities.
  o Worked with two student groups providing Books for Africa.
  o Continued acquiring as many used textbooks as possible, providing savings of 25% off the new price to USM students. Our current textbook inventory consists of 35% used books, while the national average for college bookstores is only 25% in used texts. This results in significant savings for our students.

• **Student & Enrollment Services**
  o Fall enrollment: head count of 1,347 represented an increase of 9.8% over the previous year. Total credit hours of 8,683 represented an increase of 3.5%. There were 532 active LAC matriculated students in the fall, 2005 semester, a 9.4% increase.
  o The Social and Behavioral Sciences program had 261 students, making it the fifth largest major at USM.
  o Successful open houses/information sessions were held for the following programs: CLASS, MOT, Literacy Education, Leadership Studies, ETEP and Master’s in Social Work.
  o Hosted a campus-wide open house on December 10.
  o USM'S Graduate Programs Information Session was held on campus.
  o USM Card Services were provided to students on a full-time basis in the Business Office starting in September.
  o A variety of career development workshops and seminars were offered to students: Developing Your Career Plan, Resume Writing, Interviewing Skills, the Strong Interest Inventory, and the Meyers-Briggs Type Indicator.
  o Workshops on developing a prior learning portfolio were held on campus.
  o Conducted college search/admissions presentations at Lisbon H.S., Oxford Hills H.S., and Lewiston H.S.
  o Recruiting visits were made at the following high schools: Lewiston, Edward Little, St. Dom’s, Oxford Hills, Lisbon, Leavitt, Oak Hill, and Buckfield.
  o Hosted visiting groups of students from several area high schools and middle schools.
o Maintained high enrollment of area high school students through the Early Study program, with the greatest number from Lewiston High School.

o The Student Government Association (SGA) sponsored “Welcome Week” activities during the first week of classes in September. The group also provided yoga classes for students, a bus trip to Boston, and a café night in the upstairs lounge. The SGA also funded two scholarships and provided the refreshments and gifts for the annual Student Recognition Ceremony. The group held weekly meetings and significantly increased the number of active senators. The SGA was advised by assistant dean Roger Philippon and faculty member Marv Druker.

o The International Students of Lewiston-Auburn (ISOLA), a multicultural and international student group, hosted a special "Renaissance" event to commemorate 9/11. ISOLA also hosted a screening of the films "Silent Killer: The Unfinished Campaign against Hunger," and "Born into Brothels."

o ISOLA received USM Multicultural Center’s Outstanding Student Organization Award.

o Julia Trujillo-Luengo received USM’s Student Life Award for Outstanding Contribution to Campus Life, May 2006.

o Informal Spanish, French and Swahili conversation groups were held regularly throughout the academic year.

o The Human Resource Association campus organization held an HR Networking Social at LAC in March.

o The Alliance for Sexual Diversities at LAC (TASDLAC) hosted several lavender bag lunches and sponsored “Wednesday Film Night” presentations of “Normal” and ”Close to Home.”

o “Perspectives on Singapore and Malaysia” gathering was sponsored by the LAC LEADER organization. Students who traveled to Singapore and Malaysia in the summer talked about their trip and shared experiences and photos. A silent auction was held to raise funds for the group.

o The LAC Annual Winter Celebration was sponsored by the LAC Diversity Committee, with support from ISOLA, SGA, and LEADER.

- Community Affairs/Public Relations

  o Dean and Assistant Dean served as active directors for “Jobs for a Healthy Maine” economic development bond coalition PAC (for Bond Issue #4, which included $2,000,000 for USM/LA campus expansion. Raised funds, encouraged letters to the editor, and secured resolutions in favor of bond from Lewiston and Auburn city councils, the Lewiston and Auburn Development Corporations, and the L-A Economic Growth Council.

  o USM/LA had informational booths/displays at AAGC College Fair, Business to Business Trade Show, CMCC transfer days, Classy Lady fashion show, and at two Colisee events.
• In collaboration with the World Affairs Council of Maine (WAC), a panel discussion and forum about the role the Maine National Guard has performed while serving in Operation Iraqi Freedom was held in February.

• A breakfast meeting for area legislators and other local officials was held in February. The purpose of the meeting was to update them on our master plan and upcoming construction.

• Provided administrative support and publicity efforts for the launch of the Community Leadership Institute (CLI).

• USM/LA faculty and staff hosted an informational breakfast meeting for their colleagues at Central Maine Community College in March. A reciprocal event was held at CMCC in April.

• USM/LA Professor Michelle Vazquez Jacobus, Applied Policy students, and guests held a mock disaster response exercise in October for the mythical “Hurricane Zelda.” The disaster was created as a class exercise, with the Red Cross, emergency response officials and area social service agencies on hand to explain their responses to a deadly emergency.

• Gubernatorial Candidate Pat LaMarche and Jonathan Carter of the Green Party held a public forum on campus on February 15.

• Students in the “Labor, Literature, and the Arts” course at USM/LA hosted a special “May Day” celebration on May 1. This event highlighting the labor movement included a family picnic, music, guest speakers and presentations, and information tables.

• Great Falls Television, the local community access TV, broadcast the USM/LA Recognition Ceremony that was held on May 7. The ceremony aired on May 17, on Adelphia's channel 11.

• The “Eighth Annual Mousetrap Car Race” was held in May. This event, conducted by students and faculty at USM/LA, had students from the Auburn Middle School (AMS) squaring off against students in the Applied Physics class at USM/LA.

• The Office of Community Service presented a Spring Fling on April 11.

• Veterans for Peace organization held several meetings at USM/LA.

• The Lakes Environmental Association’s Maine Milfoil Summit was held at USM/LA in March.

• ACSUM "Have a Heart" Food Drive was held on campus in February.

• Maine Women's Lobby Town Meeting was held here in January.

• “Passport Day at USM/LA” was held in December, enabling those interested to apply for a passport and have their photo taken.

• The celebrated American folksinger and storyteller, Utah Phillips performed at USM/LA in November. The public was invited to attend. His appearance coincided with the opening of the Robert Shetterly exhibit, which featured a portrait of Phillips.

• A public Farmer’s Market was held on campus on several Wednesdays during the summer.

• Lewiston Adult Ed held their Math for College course on campus during the summer.
• Collaborated with MEOC to host several “Planning for College Workshops” on campus.

**Corporate Partners/L-A**

- Annual joint breakfast event with the Chamber was held in January at the Hilton Garden Inn in Auburn. Dr. Charles Colgan from the Muskie School presented his annual “State of the Maine Economy” address.
- Regular breakfast meetings were held at Central Maine Community College and USM/LA. Guest speaker topics included Interviewing Techniques for Employers and Travel Abroad by USM/LA Students.
- A planning committee was convened to review input from membership on future direction of Corporate Partners/LA and how the group can better serve the needs and interests of business.
- The Health Care Action Team (HCAT), a Corporate Partners committee, comprised of representatives of USM/LA, CMCC and the area’s major health care employers, collaborated with USM’s Pathways to Higher Education in the successful submission of a grant application to the Robert Wood Johnson Foundation. If awarded, the project to be funded is titled: *From Pathways to Highways - Increasing the Pace and Success of the Professional Development of the Frontline Healthcare Workforce.*

**Writing Center**

- Provided 1350+ individual direct tutorials to students
- Consulted with 6 faculty (full and part-time) on developing personal/professional writing skills, creating/revising writing assignments, and/or providing feedback to student writing
- Presented 22 in-class workshops to support writing across the curriculum
- Presented 9 in-class workshops to support new GenEd writing instruction courses
- Presented 13 open-campus workshops to support new GenEd writing instruction courses and writing across the curriculum
- Assisted in design of writing instruction components of new GenEd curriculum
- Held “dining and designing” summer meetings for instructors of GenEd writing instruction courses
- Completed first phase of website re-design project
- Collaborated with SGA’s on Café Night (jazz and readings)
- Writing Programs Associate Paul Manoff attended Northeast Writing Centers Association conference and accepted into Provost’s Summer Writing Seminar
- Center Coordinator Karen Hall attended Calderwood Conversations evenings (UMF-sponsored writing instruction discussions)
III. Administration

- **Administrative and Academic Master Plan**
  Drafted and adopted as a companion plan to the USM/LA Expansion Master Plan through 2015. Collaborative staff and faculty effort included two college-wide meetings to discuss and prioritize recommendations. More detailed report on plan priorities attached as Appendix C.

- **Building Expansion and Facilities**
  USM/LA retained Harriman Associates, an architectural/engineering firm, to produce a master plan for this campus to extend to 2015. Two architects from the firm, Rob Klinedinst and Jon Boyd, worked with an expansion team at USM/LA consisting of faculty, staff, and community members. The driving factors that defined the goals of the Master Plan and the work of the team were as follows:
  - Increasing student enrollment
  - Acquisition of property at 61 Westminster Street
  - College for ME Androscoggin initiative’s goal of doubling the number of higher education degrees in Androscoggin by the year 2015
  - The University of Maine System’s strategic plan
  - The University of Southern Maine’s transformation plan
  - General Education reform
  - Desire for a vision of USM/LA campus

  Harriman Associates identified additional phases that the project needed:
  - Phase 1. Data gathering and analysis
    - Facility Evaluation
    - 61 Westminster Street evaluation
    - USM/LA building evaluation
    - Education Program Analysis
    - Space Utilization
    - Program Requirements
    - LEED construction Considerations
  - Phase 2. Solution Development
    - Site Plan Design
    - Building Design
    - Floor Plan Diagrams
    - Funding, full build-out approximately 18 million in 2005 dollars

  Nancy Whitehouse, who chaired the expansion team, scheduled meetings for all of the academic areas, library, computer lab, business office, student services, café, bookstore, and student groups for phase 1. The architects met with each of these groups and listened to their needs as they envisioned them for the next 10 years. They then met with the expansion team to go over all of their findings. Finally, a master plan book was put
together and preceded through several drafts, the final book completed in November, 2005. The architects continue their work on the construction plans for the first build out phase with construction plans to start in August 2005. The building on the property at 61 Westminster Street was razed.

USM/LA is currently working with CCS, a community counseling service, to perform a feasibility study of the Lewiston-Auburn area. The purpose of the study is to determine whether or not there is an opportunity to raise significant funds to complete the first building phase. This study is currently underway and will be completed by the end of June, 2006. If the report is in the affirmative, the L-A campus will launch its first capital campaign this year.

- **Campus-wide Committees**
  - A **Policies and Procedures** committee convened Fall 2005 and worked through the year to identify and assemble a central resource of information regarding most commonly asked about and/or overlooked policies. The committee completed a draft of relevant sections and table of contents. This initiative originated as the Applied Social Policy project of LAC student Carol Bourque.
  - The **Wellness** committee continued to promote and offer healthy educational opportunities including a fitness challenge, lunch and learn presentations, yoga classes, a ‘poker walk’, seasonal fruit for snacking provided one day/month, and a frozen yogurt party with a participatory game and prizes.
  - The **Diversity** committee had its initial meeting October 2005. Our first year was spent clarifying purpose and goals, establishing open and ongoing dialogues with offices of Campus Diversity & Equity and Division of Student & University Life, and short- and long-term event planning. The 2nd annual Winter Celebration was coordinated with assistance from student groups, several formal recommendations were made to the Dean, and a semester-long exhibit, ‘In Our Family’ was planned (with support from OCD&E and the Provost) for fall 2006. The exhibit will be aligned with USM/LA’s GenEd as a co-curricular event.

- **Business Office**
  Effective July 1, 2005, the Business Office became funded and managed by USM/LA. The Business office has undergone a total reorganization of its operational functions and services to provide better services for faculty, staff and students. Accomplishments include:
  - Hired student employees to assist Business Office staff throughout the fiscal year.
  - Purchased new equipment to run a more independent and efficient office – fax machine, copier, telephones, computer, and printer.
  - Provided ID cards for students, staff, faculty, and alumnus to fulfill ID requests as needed.
Facilitated Student Government Association and other student organizations to meet their financial requests - purchase equipment, registration/conference fees, fund-raising, catering services, etc.

Familiarized faculty, staff, and students with WebDSIS to advance the self-service function.

Implemented a third workstation during peak times for refund checks only which reduced long lines and waiting times.

- **Senior College**
  - **Fall 2005**
    - 11 courses offered
    - enrollment: 150
    - membership: 94
  - **Spring 2006**
    - 10 courses offered
    - enrollment: 134
    - membership: 81
    - Spring membership declines due to people relocating to warmer climates for the winter months.

- **Food for Thought** – monthly luncheon program grew with an average attendance of 50.
  - Ten luncheons were offered, with the following topics:
    - September: Fall Semester Presenters – Overview of Fall Courses by the Instructors
    - October: Habitat for Humanity
    - November: A World War II War Bride Story
    - December: Edward Little High School Choir – Holiday Music
    - January: Life in the Peace Corps
    - February: Behind the Curtain: Directing a Musical Play
    - March: Spring Semester Presenters - Overview of Spring Courses by the Instructors
    - April: History of the Bates Mill
    - May: Four Seasons at Thorncrag
    - June: Economic History of Auburn – Full Circle

V. **Technology**
- Oldest Computers (Gx 150’s) have been replaced with Gx 620’s
- New overhead projector/computer set up in rooms 108 and 212
- New Computer bought for 170
- Set up Jack placement in first section of new building
VI. Service-Learning and Civic Engagement

One of the most important aspects of the LAC mission is to serve as a resource for our community. We approach community service with the goal of providing meaningful help for community organizations; allowing students to see the applications of concepts learned in the classroom to real world situations; providing an opportunity for students to develop their understanding of their role as citizens in a democracy; and giving students the opportunity to reflect on the relationships between the classroom and the community.

During the 2005-2006 academic year LAC students, staff, and faculty continued the tradition of involvement with significant numbers of community partners. Fifteen faculty members participated with one or more classes involving 350 students in various forms of service and engagement and provided almost 11,000 hours of community involvement.

Examples of the community groups we worked with over the last year were:

- United Way
- New Beginnings
- Lewiston Youth Empowerment Program
- Advocates for Children
- Auburn School Department
- Lewiston Adult Education
- Empower Lewiston
- Lewiston Police Department
- Maison Marcotte

The VISTA volunteer position at LAC ended this year. However, the Office of Community Service continues to grow with the support of two work-study students.

Several grants were obtained through the Learn and Serve America program of the Corporation for National and Community Service. These included a grant to further develop the infrastructure of service-learning at LAC, a grant to hold a community summit to discuss ways in which LAC could provide more effective service with community partners, and a grant to strengthen collaborative bonds with our community partners.
Appendix A
Accomplishments, Awards and Service

Bailey, Claudia, AAI
Completed Administrative Certificate Program at Central Maine Community College.

Baskett, Robert, Assistant Professor, SBS
Baskett, R. “The interdisciplinary lives of children: My lunch with Dante.” Accepted by Cultural Studies ↔ Critical Methodologies.

Black, Roxie M., Director and Associate Professor, MOT:
Black, R.M. (summer, 2005). Invited manuscript reviewer of the entire proposed text of Clinical Reasoning, for Lippincott, Williams, & Wilkins.
Black, R.M. (Fall, 2005). Invited adjunct faculty for the combined master’s and doctoral OT program at the University of Indianapolis, teaching a course entitled “Culture and Occupation”. Twenty-one students (the largest class in the program). Have been invited to teach with them for the next two years.

Brewster, Carol, AAI
Completed Administrative Certificate Program at Central Maine Community College.

Caron, Paul, Assistant Professor, CLASS PDS

2006 University of Southern Maine Faculty Technology Grant $1687.09
2006 Lewiston-Auburn College Service Learning Grant $300.00

Clark, Lisa L., Clinical Faculty, MOT

Clark, L.L. 2006 Faculty senate award for service

Cleary, Rose, Associate Professor, SBS
Cleary, R., Raimon, E. & Schaible, R. “Neutrality is Just Another Word: Advocacy Teaching and Academic Freedom in the Classroom.” Panel presentation at the Association of American Colleges and Universities’ annual meeting, Washington, D.C. January, 2006 (Refereed)

Croft, Sandi, AA II
Served on the Safety & Security Committee

Greenlaw, Evelyn, Director of Library & Media Services, USM Head of Reference
Chaired search committee for two reference and instruction librarians
Chaired search committee for USM/LA LAII
Served on LAC’s GenEd Design Team
Served on two ALA committees, and attended Midwinter and Annual conferences
Hosted the first systemwide heads of reference meeting Jan 2006

Guillemette, Iris, Enrollment Services Coordinator and Advisor
Recipient of USM’s Emerging Professional Staff Award, May 2006
Continued serving on the USM/LA Gen Ed Curriculum Design Committee

Kuczinski, Dale, Library Assistant II
Founding member of Library Staff Advisory Council

Hammer, Christy, Associate Professor, SBS and CLASS PDS
Publications:


Professional Presentations:
Hammer, C., and Dusek, V. (Panel organizers and presenters.) Sociology and philosophy of science in general education reform. Montreal, CN. American sociological association. August 6, 2006. (Accepted.)

Harris, David, Associate Professor, NAS

Reviewed Publications:

Book:

Professional Presentations:

Grant Activity:
Robert Wood Johnson - Healthy Eating Research: Building Evidence to Prevent Childhood Obesity. “Impact of Maine’s statewide nutrition rule on high school nutrition environments and students’ dietary behaviors” Principal Investigator: Janet Whatley Blum, Sc.D; Co-Investigators: Christina Beaudoin, Ph.D., David Harris, Ph.D., Liam O’Brien, PhD., Michelle Pollacek, PhD., and Karen O’Rourke, MPH. 2006-2007. $100,000.

Hitchcock, Jan, Associate Dean and Associate Professor, SBS

Publications:
Hitchcock, J.L. (2005). Transforming words: Poetry and psychologies of change. Course syllabus, assignments, and supporting material included in “Selected Interdisciplinary Syllabi” of the Association for Integrative Studies:
http://www.units.muohio.edu/aisorg/syllabi/index.html (Refereed)
Presentations:
Hitchcock, J.L., & Bowden-Schaible, S. Accessibility: Of what, for whom? Presentation at the 26th Annual Conference of the National Association for Poetry Therapy, Boston, April 2006. (Refereed)

Morris, Mary, Adjunct Faculty, MOT

Mundhenk, Leigh, Assistant Professor and Director of Field Experiences

Pelletier, Terri, Director of Administration
Represented USM/LA on the Professional Staff Senate.

Perry, Maureen, Reference Librarian
Member of the Information Literacy Advisory Board for USM, Fall 2005
Accepted into ACRL Information Immersion program, Summer 2006
Joined ACRL Continuing Education Committee, Summer 2005
Volunteer, Women in French Studies organization
Wrote book review published in Choice magazine

Philippon, Roger, Assistant Dean of Students and Community Affairs
Served on the LAC Expansion/Building Committee
Served on the USM One-Stop Implementation Committee
Served as member of the Lewiston MAINEiacs Education Foundation Board, Museum L-A Committee, Lewiston Development Corporation, L-A Community Education Coalition, the Chamber
Phillips, Jan, Instructor, SBS

Professional Presentations:

Publication:
Syllabus for ‘This Consuming Life’ accepted for inclusion in the soon-to-be released American Sociological Association teaching guide to consumption, SYLLABI AND INSTRUCTIONAL RESOURCES FOR TEACHING THE SOCIOLOGY OF CONSUMERS AND CONSUMPTION.

Recent Research/Training Grants:
Will mentor Robyn Dumont, an LAC student, who was just awarded a USM Summer Undergraduate Research Fellowship (SURF) to do an 8-week research project analyzing what data exist or are needed for College for ME -- Androscoggin to track our collaborative efforts to raise degree attainment in Androscoggin County [we had to apply as a pair, student and mentor]

Helped obtain the following grants for College for ME – Androscoggin: $5,000 from Androscoggin County Fund of the Maine Community Foundation; $5,000 Nellie Mae Discretionary grant.

Co-authored FY2007, FY2006 USM/LA Federal Earmark proposal for The Learning Works [orig. Careers for ME Center] at Lewiston-Auburn College ($500,000 targeted from either Employment and Training Administration or Small Business Administration, not funded in FY2006 but resubmitted for consideration in FY2007).

Helped initiate and advocate for state bond issue (LD-1020: An Act to Authorize a General Fund Bond Issue to Stimulate Economic Growth and Job Creation through Investments in the Maine Economy) to fund Careers for ME Center and related USM/LA facilities expansion ($2,000,000 budgeted by Governor, approved by state legislature and voters at referendum).

Documentation of Public Service:
Chair, Steering Committee of College for ME - Androscoggin (2005–present). This collaborative effort between institutions of higher education, K-12 education, adult education, business, and economic development focuses on significantly increasing over the next decade the number of residents in Androscoggin County who have attained college degrees.

Board of Library Trustees, Lewiston Public Library, 1997-present (Chair, 2003–present).
Member, Marsden Hartley Cultural Center Building Committee, Lewiston Public Library, 2002–05.
Co-chair, Lewiston Public Schools District Building (Farwell School) Committee, 2003–present.
Board of Directors, Empower Lewiston, 1999–present.

Documentation of Special Recognition/Awards:
2005 USM Faculty Senate Award in Teaching.
Priganc, Victoria, Assistant Professor, MOT

Raimon, Eve, Associate Professor, HUM
Cleary, R., Raimon, E. & Schaible, R. “Neutrality is Just Another Word: Advocacy Teaching and Academic Freedom in the Classroom.” Panel presentation at the Association of American Colleges and Universities’ annual meeting, Washington, D.C. January, 2006 (Refereed)
Raimon, E. “Miss Marsh’s Uncommon School Reform”. Presentation for the American Literature Association on Harriet Wilson’s Our Nig.

Awarded Faculty Senate Award for Scholarship.
Voted President-elect of the New England American Studies Association.
Facilitated USM/L-A’s initial Dean review.

Rickman, Dana, Staff Associate for Personnel
Served on USM Climate Survey Committee
Co-chaired USM/LA Diversity Committee
Served on USM/LA Wellness Committee, Policy & Procedures Committee
Member CMHRA

Rodrigue, Barry, Associate Professor, HUM
USM Student Life Award for Outstanding Faculty Involvement, May 2006.

Schaible, Bob, Professor, HUM
Cleary, R., Raimon, E. & Schaible, R. “Neutrality is Just Another Word: Advocacy Teaching and Academic Freedom in the Classroom.” Panel presentation at the Association of American Colleges and Universities’ annual meeting, Washington, D.C. January, 2006 (Refereed)
Conducted “Poetry and Transformation” workshop at the Institute on Religion in an Age of Science annual conference.
Panel discussion on “Democracy and Education” with USM professors Mark Lapping and Pamela Anderson. Southern Maine Review’s annual Thinking Matters conference.
Selected as one of USM’s master teachers to be featured in Professor Rob Sanford’s book as his Provost’s Master Teacher project.
Served on University committee to develop and implement a USM religious studies minor.

Served as coordinator for USM/L-A fundraiser benefiting ISOLA and Art Exchange for JustPeace.
Served as host-sponsor of Peace Action Maine’s annual dinner, Portland.

Turesky, Liz, Assistant Professor, LOS

VanZandt, Zark, Dean and Professor, HRD
Books:
Article:

Presentations:

Vazquez-Jacobus, Michelle, Assistant Professor, SBS

Maine Legislature Sentiment of Honor, April 27, 2006
Maine Campus Compact Harward Faculty Award for Service Learning Excellence, 2006.

White, Bumper, Associate Professor and Program Coordinator, CLASS PDS

Publications:

Professional Presentations:

Special Awards/Recognitions:
National Association for Professional Development Schools, Founder
Kids Consortium Inc., Board Member

Whitehouse, Nancy, Curriculum Technology Coordinator
Recipient of USM’s Distinguished Professional Staff Award, May 2006
Chaired LAC’s Building Expansion Committee
Presentation to USM lobbyists on “The Learning Works” for Mike Michaud’s office to support federal earmarks.
Presentation at the Regional SCUP conference with Zark, Rob and Jon on Master Planning for public universities at Brown University, RI

Winston, Kris, Fieldwork Coordinator, MOT
Appendix B

College for ME – Androscoggin

Strategic Plan Highlights

- Establish a College for ME – Androscoggin website
- Create a “bank” of student success stories for future media use
- Develop a three-year Communications Plan
- Secure public support for the state bond issue that will create the Educational Change Center (subsequently renamed The Learning Works) at USM/Lewiston-Auburn College

- Create a College for ME – Androscoggin business card
- Create resource packets for multiple audiences
- Develop joint marketing and possibly signage for the “Colleges of the Androscoggin”
- Develop an awards dinner to recognize success among employers and educators
- Develop collaborative technical assistance and educational advising teams, to bring college and college readiness (high school credential) advising on-site to businesses and organizations
- Host a meeting(s) with area Human Resources directors to review the definition of “benefits eligible” and ensure there is flexibility in HR policies to encourage employees to enroll and achieve success in school; explore what they’re willing additionally to do to support our efforts
- Pilot an Employers Commit initiative: identify businesses in targeted sectors (esp. those with 20+ employees, enough to offer a tuition reimbursement program); begin meeting individually with these businesses to help them explore options and develop strategies for increasing the higher education attainment (and high school credential attainment, where needed as a precursor) of their workforce
- Create a menu of best K-Adult Education practices related to college attainment, which can be featured on the College for ME – Androscoggin website
- Encourage area colleges to be even more proactive on such efforts as accommodating early college or college transition students, increasing up-front tuition reimbursement, enhancing capacity for returning students, delivering classes off-site, attracting and more successfully retaining students, smoothing pathways between county institutions of higher education, bringing pre-college students of varying ages on campuses, etc.
- Explore with other organizations the possibility of flexible scholarships that might be used for childcare, books, and transportation, as well as part-time study
- Develop a list of scholarships available to students in the area to feature on the College for ME – Androscoggin website
- Host an initial (regular) “Eyes on Education” breakfast meeting with the Androscoggin state delegation and representatives from the federal delegation offices, to inform them of, advocate for, and advance our community’s higher education efforts
• As core messages and needs are developed by College for ME – Androscoggin action teams, research grant organizations and develop grant proposals
• Research acquiring for high schools countrywide student clearinghouse data that could track students through college
• Define the data collection and research responsibilities of College for ME – Androscoggin, its collaborative partners, and the Educational Change Center
Thank you to all the faculty and staff who joined us on May 17th to once again examine the USM/LA Administrative and Academic Master Plan and to suggest priorities within that plan. It was obvious that we are all very invested in shaping the future growth and development of this campus.

Clearly, more work remains to be done in the coming months to develop work plans around the Administrative and Academic Master Plan; however, we want to distribute a brief report now, including the full set of tallies (available on the "k-drive" under Academic Master Plan, "Priorities" and "Top Tier"), so everyone can continue to reflect on the outcomes and some needed next steps.

Care needs to be taken when comparing exact numbers of dots from the priority-setting exercise, especially across categories. As our research courses have taught us about errors of measurement, a difference of just one or two dots should not be given too much weight. Given that the number of priorities from which to choose varied from section to section, one would also expect overall lower numbers in those longer lists (section B, in particular). And we know that there were a few instances of “dropping dots” * though nothing as systematic and widespread as those infamous hanging chads! These caveats aside, in most all sections one can see some priorities that are head and shoulders above the others in the number of recommendations. It is on those "first tier" recommended priorities * and a status report on associated relevant actions and planning processes * that we will focus in the rest of this memo. As discussed in May, however, we will next be looking more systematically at the interrelationships of items and the possible "folding in" of recommended priorities, and setting up some workgroups on select, major priorities.

Section A. Revitalize the Curriculum: The implementation of LAC’s Gen Ed pathway is by far the most heavily recommended priority in this section. This outcome highlights the importance of a continued focus on this area!

Section B. Invest in Current Programs and People: The creation and implementation of reorganization plan (student services, business office, and administration office) received substantially more endorsement than the other choices in this section, although -- given the number of choices here -- recommendations in the next tier also deserve serious attention. Top among those: creation of administrative structure for Gen Ed; addressing safety and security concerns; creating faculty lines to enrich programs; and further developing LAC interdisciplinary model.

As an update on the progress of the reorganization plan, we should have a proposal ready within the next week or two. We had to delay this for a couple weeks, since some of the key players (including the Provost) were traveling around the world. The administration team working on this plan still needs to meet to finalize the plan, then we will meet with all the department heads and the faculty chair(s), and then (after revisions and final “tweaking”) we will make it public.

Section C. Change Enrollment Profile: The two top recommendations concern increasing retention rate and increasing number of transfers from CMCC. The first is a concern shared by all, of course, in our tuition-driven budget. The top recommendation in Section F below (re: marketing and advertising) has bearing on this priority, as can any reorganization plan. Specific to CMCC, Michelle Vazquez-Jacobus and others have been
working to increase our visibility at CMCC this year; plans are underway to institutionalize increased Student Service staff presence in the year to come.

Section D. Maintain, Upgrade and Expand Facilities: A set of three recommendations topped the list: creation of "The Learning Works," improvement of the college/campus image, and additional rooms for student groups to meet. The Building Expansion project will serve to address all three recommendations, but we cannot rely solely on this one project to satisfy the needs.

Section E. Raise Additional External Support: Several items shared similarly high levels of support, with less clear of a "top tier" in recommendations: additional grant proposals and funded grants; and secure grant funding for Gen Ed were the top two in number of dots, followed closely by increase fund to support regular faculty and staff development, work with legislature to increase awareness of need for vibrant University, and expand internal support.

With Carla Yount's support, which we will continue to benefit from for the next year, we have been building our grant-seeking and management infra-structure; we are beginning concerted proposal development this summer to support Gen Ed and College for ME-Androscoggin (and the Learning Works). If successful, these grants should contribute also to faculty and staff development, and take off some strain on our "internal" funding.

F. Advancing Community Partnerships: This section included the top-ranking recommendation across the entire set: to increase our marketing and recruiting! While, we all, across all sectors of the campus, have recognized this need over the years, our priority-setting activity brought this recommendation into very sharp focus! The Action-planning phase of this process will dedicate a specific component to a Marketing and Communication Plan.

Support for the College for ME - Androscoggin initiative and involvement approached the same level of endorsement; in this case, the mechanism and next steps are well underway, with key leadership roles played by Jan Phillips and the Dean.

We will have much more information to share with you as we embark on the next academic year in September, but we wanted everyone to have this update before people head off to their various summer adventures. Once again, thank you all for sharing your ideas, reactions, perspectives, and your concern for the welfare and future goals of this campus and we engage in this important process.
### Top Priorities Ordered by Votes

<table>
<thead>
<tr>
<th>Priority</th>
<th>Votes</th>
</tr>
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<tbody>
<tr>
<td>Marketing and recruiting</td>
<td>28</td>
</tr>
<tr>
<td>Implement new Gen-Ed pathway</td>
<td>26</td>
</tr>
<tr>
<td>College for ME- Androscoggin</td>
<td>23</td>
</tr>
<tr>
<td>Create “The LearningWorks.”</td>
<td>21</td>
</tr>
<tr>
<td>College / Campus image</td>
<td>21</td>
</tr>
<tr>
<td>Increase transfers from CMCC</td>
<td>18</td>
</tr>
<tr>
<td>Create and implement reorganization plan (student services, business office, and administration office)</td>
<td>16</td>
</tr>
<tr>
<td>Increase retention rate by 5%</td>
<td>16</td>
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<tr>
<td>Rooms for student groups to meet</td>
<td>16</td>
</tr>
<tr>
<td>Grant proposals and funded grants</td>
<td>14</td>
</tr>
<tr>
<td>Secure grant for Gen-Ed</td>
<td>14</td>
</tr>
</tbody>
</table>

### Top Tier Priorities within Each Section

**A. Revitalize the Curriculum**

- Implement new Gen-Ed pathway                                           26

**B. Invest in Current Programs and People**

- Create and implement reorganization plan (student services, business office, and administration office) | 16

**C. Change Enrollment Profile**

- Increase transfers from CMCC                                             18
- Increase retention rate by 5%                                            16

**D. Maintain, Upgrade and Expand Facilities**

- Create “The LearningWorks.”                                              21
- Rooms for student groups to meet                                          16
- College / Campus image                                                   21

**E. Raise Additional External Support**

- Grant proposals and funded grants                                       14
- Secure grant for Gen-Ed                                                  14

**F. Advancing Community Partnerships**

- College for ME- Androscoggin                                             23
- Marketing and recruiting                                                 28