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CURRENTS

University of Southern Maine

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USM to Focus Resources

As USM prepares for its ninth budget cut in the last three years, President Richard L. Pattenaupe called for review of all programs to ensure that they are central to USM's mission and meet the needs of students.

Despite the fact that USM has lost \$5,026,703 through budget cuts already and faces severe cuts in the coming year, Pattenaupe stated, "I never feel helpless or passive in these situations" during an address to faculty, staff and students on Wednesday, January 27.

In a speech given on both campuses he said USM's responsibility is to focus resources to better serve USM's students and prepare them "to meet the opportunities and challenges that will confront them in the coming decades." Programs will be evaluated by standards of quality, cost and need, he said, and we may have to "reduce or eliminate some of our academic and support programs," but he also stressed that we "will not lose sight of the need to expand in those areas where justification is most compelling. Our job is to move ahead."

In the short term, Pattenaupe is proposing greater scheduling flexibility, such as more evening and weekend courses, to attract students. In addition, he said, Judy Ryan, acting vice president for student affairs, has formed an enrollment management group headed by John Keysor, registrar, to work with deans and directors on student retention.

He stressed the importance of quality teaching to our mission and denied that there was a dichotomy between teaching and scholarship. "Teaching is informed by scholarship," he said.

Pattenaupe explained that if we wait for final word from the Legislature on the size of this year's cut, we will have to make snap decisions "driven by the budget not by our vision." Instead, he said we will do what we ought to do anyway to make the university more efficient in supporting student achievement.

He has asked the university community to forward feedback on USM's core mission and programs to him by Wednesday, March 3. In early April he will distribute a proposed action plan of "reallocations, reductions, investments and eliminations" designed to support the university's mission of student learning. Another response period will follow circulation of the plan, and a final action plan, ready for implementation, will be distributed by Wednesday, May 5.

Commission Asks for Campus Input

In spring 1992, President Pattenaupe established the Commission for Undergraduate Education to examine the undergraduate experience at USM and devise concrete strategies for strengthening the quality of undergraduate teaching and learning.

Under chair Ellen Schiferl, associate vice president for academic affairs, the

19 members, representing faculty, professional staff, administration, students and classified staff, have split into pairs and visited campus groups seeking feedback on improving undergraduate education at USM.

The purpose of the commission is to serve as a vehicle for change, Schiferl says. To assess community concerns, members of the commission are meeting with all undergraduate academic departments and those in the College of Education, the Core Council, the Student Board of Organizations and the Professional, Classified and Student Senates to solicit their response to questions about undergraduate education. The questions have been designed to prompt discussion about values and future directions.

Student input will be solicited through **focus groups** of various student populations. Selected classes will be visited by committee members in a two-step process that will distribute questions in one class and return for discussion in another. Students will also be invited to send in written comments to the commission. Schiferl stressed that this process is not related to student course evaluations at the end of the semester.

The commission hopes that by seeking active input from small groups within the university, a few major areas of change widely supported by the university community will emerge. These goals will be presented to President Pattenaupe in May to be included in our strategic plan.

Some of these ideas may be incorporated into plans for the Teaching and Learning Center, directed by John Bay and scheduled to open in Fall 1993 with start-up funds drawn from an alumni bequest.

An offshoot of the Commission is the Breakfast Club formed by members who wanted to study different experimental models of educational reform as a prelude to developing a pilot program for USM.

For more information, contact Ellen Schiferl at 780-4680.



"Rob and Self" from "Family Photos" by Judith Black, part of "Herstory, Part One: Body/Home," on exhibit now at USM's AREA Gallery in the Portland Campus Center. This is the first part of a paired set of exhibits, curated by USM's Michael Shaughnessy, about women's lives and perspectives by women photographers. Also included in "Herstory, Part One" is "The Belly Project" by Peggy McKenna and Lisa Kushner. This exhibit runs through Saturday, March 6. The second exhibit will cover cultural and political aspects of women's lives.

"Creating New England" Grant

USM's New England Studies Program, in conjunction with the Academic and Cultural Collaborative of Maine and the Portland-Falmouth Teachers Academy, has won an award of \$150,000 from the National Endowment for the Humanities to support a cooperative project for teachers based on New England Studies' interdisciplinary curriculum.

Titled "Creating New England: Memory, Nostalgia and Tradition," the project will bring together 60 public school teachers from across Maine with the NES faculty and visiting scholars in an exploration of the development of New England's regional identity. Half of the teachers will spend three weeks in residence at USM during the summer of 1993. The other 30 will join them for a six-session institute during the winter and spring of 1994. Both groups will participate in two conferences in the fall of 1993 and a closing conference in June, 1994.

The project will examine New England's historical traditions, interpretations of regional character and the development of towns and communities. NES faculty members Joseph Conforti, director, Ardis Cameron, Donna Cassidy, Christopher

Castiglia, Faith Harrington and Kenneth Severans will be augmented by visiting scholars Martyn Bowden, professor of geography at Clark University and Libra Distinguished Visiting Professor in USM's College of Arts and Sciences, Michael Kammen, professor of American history and culture at Cornell University, and Barbara Melosh, associate professor of English and American studies at George Mason University.

The Academic and Cultural Collaborative of Maine is an educational organization which provides study opportunities for teachers working with Maine scholars in the humanities. The Teachers Academy has involved 250 teachers from the greater Portland area in the study of great texts since 1984.

Victoria Bonebakker, chair of USM's Department of Foreign Languages and Classics and director of the collaborative, will serve as project director for the grant, while Joseph Conforti will be lead scholar and Sarah Franklin of Deering High School will be coordinator of the academic year seminars.

In addition to outlets through the participant organizations, ideas from the project will be shared through the Southern Maine Partnership, a collaboration of USM's College of Education with more than 20 school districts.

Gavin, James and "The Vague"

"May there not after all be a certain ambiguity in truth?" wrote philosopher William James in "Pragmatism."

Not in the minds of most people, who, as USM philosophy professor Bill Gavin points out, "...have pursued certainty, objectivity, and some form of universal truth."

Gavin, however, argues in a new book published by Temple University Press that modern society needs to cultivate and encourage "the vague." "William James and the Reinstatement of the Vague," is the culmination of two decades of study by Gavin of the American philosopher. It has been described as a major new interpretation of James' philosophy.

Throughout the work, Gavin uses the term "vague" not in the common literal sense, but symbolically to describe James' outlook. "When James talks of the need to preserve the vague, he is arguing against certainty, that is, against the usurping of the privileged position of center stage once and for all by any formulation of the universe," Gavin explains.

Trained in medicine, James, the younger brother of novelist Henry James, earned the title "father of American psychology" for his 1890 work, "The Principles of Psychology." The central tenet of James' philosophy—that truth is changeable and that we can make ideas true through our actions—is an important concept, says Gavin. It's also one that has several pragmatic applications in modern society, especially in doctor-patient relationships, he says.

Society's relationship to medicine can benefit from preserving the vague, argues Gavin. This is particularly true in an age when technological advancements are changing our fundamental definitions of death and dying. There is little in the training of a doctor to prepare him or her for the ethical arguments inherent in these issues. Specific legal and medical definitions of death don't help. By applying James' sense of the vague, doctors and patients can address as fully and humanely as possible the ethical question of when a person ought to be allowed to die.

Gavin, who joined the USM faculty in 1968, earned his B.A., M.A. and Ph.D. at Fordham University. Active in numerous university and community initiatives, he was named the third occupant of the Walter E. Russell Endowed Chair in Philosophy and Education.

One of the major obstacles to delivering effective public service is lack of easy access to information and expertise. That obstacle has been removed with the establishment of the University of Maine System Public Service Resource Network, or UMSserve for short.

UMSserve is an online database of people, programs and facilities that are available for public service throughout the University of Maine System. The network represents a major cooperative effort by all campuses to gather information about their public service activities in one place.

William Mortensen, USM director of public service, chaired the UMS Public Service Council subcommittee that developed the network. "Through participating in the UMSserve network," said Mortensen, "USM faculty, staff and service units have a unique opportunity to serve Maine in a creative, organized manner. We are in the early stages of building the network, and the potential for growth is enormous." To date, some 200 USM faculty, staff and service units are listed on the network. The systemwide database includes more than 1,000 entries.

The UMSserve database is a subset of the URSUS library catalog and operates in the same way. People can have immediate access to public service programs and facilities through the database. Those who want to reach individuals who are available for specific public service work need to call the UMSserve coordinator at each campus.

USM's coordinator is Ellen Corkery, USM assistant to the director of public service. She can be reached at 780-5928 or 1-800-675-8837. People who want to be included in the system, or who have questions about how to use it also should call Corkery.

Mortensen and Corkery point out that UMSserve also is intended as a tool for university faculty and staff. It provides opportunities to work on outside projects; allows faculty and staff to quickly identify the key public service programs at each campus; and enables them to be connected to people with similar expertise for possible collaborations.

Bequest Endows Teacher Education Scholarships

An endowed scholarship fund to assist USM students planning to enter the teaching profession has been established in memory of a former Maine school teacher and graduate of Gorham Normal School. The gift of Laura B. Hansen, who died last year, will benefit individuals enrolled in USM's Extended Teacher Education Program (ETEP).

A total of three, \$2,000 Laura B. Hansen Memorial Scholarships will be awarded annually to full-time ETEP students. The first awards will be given for the fall, 1993 semester. Selection will be based on financial need, academic merit, and professional promise. Preference will be given to graduates of USM.

USM eliminated its traditional, baccalaureate education program in favor of a program which allows those who hold undergraduate degrees to pursue a year of classroom internships and coursework at the graduate level. Upon completion of the fifth year, candidates are certified to teach.

Mrs. Hansen, who lived in Allentown, Penn. at the time of her death, was involved in education for nearly her entire life, having taught in both the South Portland and Cape Elizabeth schools. "This contribution is symbolic of Mrs. Hansen's commitment to excellence in teaching," said Richard Barnes, interim dean of the College of Education. "It is fitting that Mrs. Hansen, a graduate of Gorham Normal School, would endow a scholarship designed to help train teachers for the 21st century."

Phase 2 of USM Improvement Push

As part of USM's Continuous Quality Improvement Program, President Richard L. Pattenau is announcing requests for proposals for 10 pilot projects in quality improvement. The call for proposals marks the beginning of Phase 2 of USM's involvement with the Continuous Improvement approach. Projects have already been undertaken in the Department of Facilities Management and the Division of Student Affairs, and now the goal is to extend CI into



Bill Street, jazz instructor, will perform some of his original music and other jazz numbers with the help of other members of USM's jazz faculty. Hear Street on saxophone, Janet Reeves on piano, Les Harris Jr. on percussion, and Marty Ballou on bass at 8 p.m., Friday, February 26 in Corthell Concert Hall. Tickets are \$8 for public, \$4 for faculty/staff, students and seniors. The concert is sponsored by TFH Architects and Kidder, Peabody. Call 780-5555 for reservations.

the broader community.

Meetings on February 9 on each campus will explain the next phase to interested parties, and a call for proposals has already been disseminated through deans and directors.

The President and the Quality Council hope for a proposal from each of USM's divisions. Each project should have a team and leader. Proposals must be submitted to Robert Goettel in the President's Office and will be considered by the Quality Council. Selection will be made on the basis of the following criteria: the proposal addresses a significant customer-oriented problem; it is consistent with USM's strategic priorities and demonstrates why the problem is a priority; the approach is manageable and can be resolved in two to three months; base-line and follow-up data can be obtained to assess results; success will increase the capacity of the team and division staff in using continuous improvement tools; the project will raise consciousness and visibility of CI on campus.

For proposal format and more information, contact Goettel at 780-4480.

What We're Doing

CHARLES P. BERNACCHIO, adjunct professor, Human Resource Development, and research assistant IV, Muskie Institute of Public Affairs, presented a paper titled, "Policy Implications for Early Intervention in Maine: A Three-Year Evaluation of Project Reach ME" at the American Evaluation Association's annual meeting in Seattle last November. He served as a panelist during the conference at a session, "Evaluation Training Models for Social Service Providers," and his paper is currently under consideration for publication in the journal of the American Institutes for Research Within Resources in Education. He also presented findings from this paper along with **WENDY H. BESSEY**, research assistant III, **JOHN HORNSTEIN**, research associate, both from the Muskie Institute of Public Affairs, at the "Future Directions for Early Intervention Practice in Maine: Implications for Policy" conducted in conjunction with the Maine Bureau of Children With Special Needs in Gorham, September 25.

SCOTT W. BROWN, associate professor of psychology, published an article in the British journal *Perception* (1992, Vol. 21), titled "Attention and Interference in Prospective and Retrospective Timing."

C. GEORGE CAFFENTZIS, associate professor of philosophy and Honors Program, presented the paper "Why Machines Cannot Create Value or, Marx's Theory of Machines," to the Marxism and the New World Order conference held at the University of Massachusetts—Amherst on November 14. On November 21 he presented a paper titled "Academic Ethics and the Enclosure of Knowledge in Africa," to the 35th annual meeting of the African Studies Association held in Seattle.

MONIQUE Y. CROCHET, professor of French, delivered a paper "Le Sentiment Religieux dans la Correspondance 'Ma Chère Petite Soeur' de Gabrielle Roy" at the international meeting of the American Council on Quebec Studies in Montreal, November 19-22. She also had a book review on Denis Monette's "Adèle et Amélie" published in the Autumn 1992 issue of *Canadian Literature*.

MUHAMMAD A. EL-TAHA, assistant professor of mathematics/operations research, had his paper "Sample-Path Analysis of Stochastic Discrete Event Systems" accepted for publication by *Discrete Event Dynamics Systems: Theory and Applications*. He also

had his paper "Deterministic Analysis of Queuing Systems with Heterogeneous Servers" published in *Theoretical Computer Science* (Dec. 1992). Both papers are co-authored with **Shaler Stidham Jr.**, University of North Carolina, Chapel Hill.

JOSEPH GRANGE, professor of philosophy, addressed the American Academy of Religion meeting in San Francisco on "Religion, Mysticism and Psychoanalysis." He also published a critical analysis of recent French Psychoanalytic thought in *International Studies in Philosophy*.

JUDY A. KNAUB, assistant professor of accounting, recently completed the requirements to become a Certified Management Accountant.

EDWIN P. KULAWIEC, associate professor of education, had his article, "Janusz Korczak—A Life for Children," published in the fall 1992 issue of the *Journal of Emotional and Behavioral Problems*. He was invited by the Maine Commissioner of Education and the State Board of Education to serve as a member on the teacher education program approval visitation team for the University of Maine at Fort Kent.

GORDON E. NELSON JR., assistant director, Department of Facilities Management, was the subject of an executive profile cover story in the December 1992 issue of *Executive Housekeeping Today*. The column details Nelson's work with recycling and energy conservation at USM.

THOMAS PARCHMAN, associate professor of music, coaches woodwinds in the Portland High School band as part of an Arts in Education project designed to enhance existing school music programs that received funding from the Maine Arts Commission. The program is a collaboration with Portland High School, Portland's King Middle School and the Portland Symphony Orchestra. The project was profiled in the January, 1993 *Music Educators Journal*.

GEORGE R. PARKS, university librarian, has been elected to a three-year term on the board of directors of the Maine Community Cultural Alliance which is a coalition of local and state-wide groups dedicated to the preservation, appreciation and enrichment of Maine's cultural richness and its effect on Maine's quality of life.

MOHAMMAD RIAHI, assistant professor of industrial technology, had two papers accepted for publication. "Surface Treatment of Cast Iron by Adding Different Alloying Elements to Form Metallic Glass Structure Layer Using an Industrial Carbon Dioxide Laser" has been accepted by the

International Journal of Advanced Materials (December 7, 1992), and "Efficiency of Heat Storage in Solar Energy Systems," has been accepted by the *Journal of Energy Conversion and Management* (December 12, 1992). Riahi also presented a paper, "Industrial Laser and Its Application in Metallurgy," at USM's School of Applied Science on January 28.

BETTY D. ROBINSON, assistant professor of human services management, and **ROBERT M. SCHAIBLE**, associate professor of literature and writing, have been informed that their article, "Women and Men Teaching 'Men, Women and Work'" has been accepted for publication in the journal, *Teaching Sociology*. Schaible presented a paper titled "College Teaching: The Importance of Being Unimpressive and How to Do It," in May, 1992, at the tenth annual conference on Non-Traditional and Interdisciplinary Studies at George Mason University. In July, he taught a one-week module as a core faculty member in New Hampshire's Scientist As Humanist Project, a monthlong seminar for New England high school teachers, funded by the National Science Foundation and the National Endowment for the Arts. Schaible has been informed that a paper he co-authored with **GALE W. RHODES**, professor of chemistry, titled "Talking Students/Listening Teachers: A User's Guide to Student-led Discussion," is to be published in the winter 1993 issue of *Issues and Inquiry*. In addition, another paper he co-authored with Rhodes, titled "Metaphor in Science and Literature: Creating an Environment for Active Interdisciplinary Learning," was featured as the cover article in the November issue of the *Journal of College Science Teaching*.

NANCY SALMON, dance instructor, was in the cast of a modern-dance work called "Momentary Order," choreographed by Doug Varone and staged in New York City's Ohio Theater last December. It was reviewed by the *New York Times*.

L. KINVIN WROTH, professor of law, moderated a debate on Gray Community Cable TV among the three candidates for the Maine Senate District 27 seat. Also in October, he introduced the keynote speaker at the 10th annual meeting of the New England Association of Regional Councils at Kennebunkport. On November 6, Wroth made a presentation on the foundations of American and Canadian constitutionalism in a program titled "Comparative Legal Systems," at the 11th annual Canada Conference sponsored by the Canadian Studies Center at Plymouth State College.



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