

NMD 200 – New Media Strategies

Fall Semester 2016 Syllabus

Course Number: NMD 200

Credits: 3

Instructor: Gene A. Felice II – www.genefelice.com

Lab: www.coactionlab.org

Contact: gene.felice@maine.edu

Office Hours (please email to make an appointment):
IMRC or York Village #6

TA: Wade Warman – <http://www.wadewarman.com>

Contact: wade.warman@maine.edu

Classrooms / Times:

Lectures – 12:30pm to 1:50pm Monday's & Wednesday's - Estabrooke 130

Labs – Monday's 2:30 to 4:20 pm & Tuesday's 9 to 10:50 am - IMRC 113

Course Description:

An adaptable class structure on the following foundational elements:

- presentation skills
- portfolio development (WordPress)
- group discussion / critique formats
- contemporary art / design history / theory
- proposal writing / grant seeking
- new media prototyping techniques:
 - 2D vector design / laser cutting
 - basic electronics and interaction design
 - 3D modelling & printing
- Collaboration / team-based projects
- independent research & concept development
- interaction design
- prototyping processes: sketches > prototypes > testing > final version
- visiting artists / community, studio & lab field trips
- final projects / end of Semester Show

This course explores new media culture, making students aware of a range of contemporary artistic, political, and ethical issues in the field. Students in this course also extend the technical skills acquired in previous courses by applying them to a creative application of their own individual or collaborative design, submitted in the form of an advanced online portfolio.

Class Structure / Goals:

This class will provide new techniques and strategies for developing research and concept driven works of art and design. Contemporary New Media theory will also be explored through various reading and writing assignments. Students will be responsible for documenting their work and submitting it through their WordPress portfolio. All projects will be presented by the students for in-class critique sessions.

Objectives:

To produce conceptually interesting and formally compelling art & design work.
To understand the principles of New Media.
To develop an awareness of artists & designers working in the field.
To research and develop original ideas and concepts.
To utilize digital / electronic / analog / prototyping technology to give rise to original art and design projects.
To offer intelligent and informed critiques.

Requirements:

You are given one excused absence from class for the semester to use as you see fit. Otherwise, attendance is a must and only medical or family emergencies will be accepted. Please contact the instructor before class, in either of these cases. No exceptions! Each un-authorized absence beyond the one allowed absence, will result in a 1-point reduction from the overall 100-point grade structure for the class. Example: If your grade is currently an A+ / 100 points, one absence will bring you down to 99 points, two absences will bring you down to 98 points. At the start of each class an attendance word of the day will be given. That word should be emailed as part of the subject line of an email in the following format: NMD 200 attendance word: "insert word of the day here" and that email should be sent to: attendance@nmdportfolios.org

In lieu of textbooks, all NMD 200 students are required to set up an IMRC Community account in the IMRC Fab Labs. This will require safety training set up during class time, as well as creating an account with a \$50 deposit. This deposit is your money to spend on materials and machine time in the IMRC fab labs, both during this class and into the future. You can add more funds to your account in the future if you use up your initial deposit. You will be trained at the IMRC during class time and can read more about the community accounts here: <http://imrccenter.com/fab-lab-member-info/>

Students will also be required to purchase the following electronic tools and components to be used for their own projects in the class:
https://docs.google.com/document/d/1kCg_pBP4A5Xd7z6kBfTeuCED4FvQQecZtnslj5szOQc/edit?ts=57c3b17f

All students are required to attend at least 3 of the visiting artist events scheduled at the IMRC this fall. You can view the entire fall schedule in your

class resources / events folder. For the three events you attend, write a 500+ word response and leave it in your personal class drop box on the Google Drive. Each writing assignment will count as one your class homework assignments.

All students are required to participate in the end of the semester Fall Show at the IMRC, where they will present their final projects.

Evaluation:

Evaluation will be based on the following:

1. The quality of class participation, including contribution to critiques, discussions and in class presentations. In class participation during general discussions and especially during critiques, is required and is worth 10% of your grade!
2. Out of class reading and writing assignments will also require and graded throughout the quarter as well as additional homework assignments given out in class.
3. The quality of your completed assignments with your comprehension of concepts, demonstration of your effort in achieving your goals, the exploration of new ideas, and your personal development.
4. Students must demonstrate satisfactory achievement of course objectives through fulfillment of course projects and by contributing to class discussions and critiques.
5. All projects will require students to work both inside and outside of class. Assignments turned in late will be decreased by 25% for each day the assignment is late. Example: 20 points will equal 15 after 1 day. 20 points will be 5 points after 3 days late.
6. Completion of each week's project assignment.
7. Final evaluation will be in the form of a final research project to be determined in the 10th week of the class.

Grading:

Class participation = 10 points

Reading & Writing Assignments = 15 points

Student Presentations = 7 points

- Student presentation assignment (Pecha Kucha 20 slides, 20 sec each (6:40 total) / current work / creative interests, using [PREZI free education account](#)) You need at least 10 images or videos of your own work and can add 10 images or videos of work that inspires you or if you prefer, you can show all 20 images or video of your own work.
- Please create a google doc in your class drop box titled "pk-presentation" and paste a share link to your presentation in the doc so that I can review the presentation and share it with the class.

Visiting Artist Presentations / Written Reflections = 3 points

Project 1 = 15 points: WordPress Portfolios

Students will create their own WordPress portfolio websites. Complete & successful portfolios will include the following:

- 2D Site architecture maps designed in Illustrator
- Customized Theme (custom CSS & Themes explored)
- A menu system with at least the following: Home, About, Contact, Portfolio and Class links
- Portfolio & Class pages should be created from posts that are organized into category listings with featured images for each post.
- Each portfolio post should have a photo gallery and video of each class project.
- Each project in this class (1,2,3 and final projects) must be documented with photos and video and submitted as completed WordPress posts.

Project 2 = 15 points: Basic Electronics / 2D Vector Design / Laser Cutting

Create a project that combines a simple analog circuit design (No Arduino's!) and laser cutting. Feel free to explore any form of output. Examples include LED's / Light, Piezo's / Sound or Motors / Movement & more. Use the laser cutter to create additional parts, housings / cases / enclosures or mechanical / sculptural components. At the bare minimum, all projects electronic components should be attached to or housed inside a laser cut case or structure using [Maker Case](#) or equivalent techniques. Thematically, students should take inspiration from their reading of "Vehicles" and explore the idea of creating an electronic organism with simple input and output systems. Other ideas will be considered on a case by case basis. Successful projects will also include a project proposal that has a brief description, sketches or 3D models, a timeline and budget if applicable designed in Illustrator and saved as a PDF. Final projects should be documented with photos and video as well as written reflections to be posted on student WordPress portfolios. Links to project posts should be pasted into a Google doc labeled "project 2" in the student Google drive.

Group project 3 = 15 points:

Advanced Electronics / 3D Modeling & Printing - Digital Organisms

Students will be broken up into small groups of 3 to create Arduino based, interactive projects that will include 3D printed parts or design / sculptural components. Projects should include both input from sensors and output from light, sound or motion producing components. Students should explore projects that specifically take advantage of the unique capabilities of the 3D printer and the Arduino. Try to create a project that could only be created on a 3D printer and the Arduino versus more traditional tools. As a theme, take inspiration from your "Vehicles" reading earlier in the semester and create a simple digital organism / creature that has both input from sensors and output

from LED's, motors, speakers, etc. All circuits must be soldered to a perf board. No breadboards will be accepted for project 3. Successful projects will also include a project proposal that has a brief description, sketches or 3D models, a timeline and budget if applicable designed in Illustrator and saved as a PDF. Final projects should be documented with photos and video as well as written reflections after class critique and posted on student WordPress portfolios. Links to project posts should be pasted into a Google doc labeled "project 3" in the student Google drive.

Independent or Group Final Project = 20

Final projects are set up to be self-directed, but with a research & prototyping emphasis. These projects encourage the students to research a subject with a personal connection to their lives or histories. Final projects can extend project 2 or 3 or can be a completely new project. Students must also create a project proposal in PDF format (following the same structure as project 3), with written component, sketches, photos / collages or 2D / 3D visualizations explaining their project. The proposal should include a timeline and budget / materials / tech list. Students must then produce a physical scale or electronic model / prototype / rehearsal / draft of their project to be critiqued by the class, followed by a final project due on the last class of the semester. Final projects can be done by an individual student or small groups up to 3 students maximum. Keep in mind that a three-person team will be expected to produce the work equivalent of 3 students, not one. Final projects should be documented with photos and video as well as written reflections to be posted on student WordPress portfolios. Links to project posts should be pasted into a Google doc labeled "Final Project" in the student Google drive.

NMD OPEN STUDIOS 12/8 5 to 8pm All students will be required to display their final projects in a public show for critique by our peers, in the last week of classes at the IMRC on Thursday, 12/8 from 5 to 8pm. Students will be responsible for setting up and tearing down their projects for the final show, as well as attending the show and being available to talk about their work.

Total possible points = 100 points

Grading scale:

A = 94 - 100 A- = 90 - 93
B+ = 88 - 89 B = 83 - 87 B- = 80 - 82
C+ = 78 - 79 C = 73 - 77 C- = 71 - 72
D+ = 69 - 70 D = 64 - 68 F = 0 - 63

Academic Honesty Statement:

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or re-word parts of books or articles into your own papers

without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Students with disabilities statement:

If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

Course Schedule:

Course Schedule Disclaimer (Disruption Clause): *In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.*

Week 1:

Monday 8/29

Lecture:

- Review Syllabus / Class Schedule
- Introductions (students & instructor), General Class structure
- Schedule student presentation times
- Pecha Kucha presentations by your Instructors

Homework:

- Finish student surveys by Sunday 9/4 at 11pm
<https://goo.gl/forms/cKuC9R4FUgT0b5Uw2>
- Work on student Pecha Kucha presentations

Labs:

- Intro to Google Drive system / signing into multiple accounts
- Forwarding First Class to Gmail & vice versa
- Intro to [Prezi for students](#)
- Review of Pecha Kucha set up in Prezi

Wednesday 8/31

Lecture:

- Pecha Kucha presentations round 1

Homework:

- Finish surveys by Wednesday 9/9
<https://goo.gl/forms/cKuC9R4FUgT0b5Uw2>
- If you just completed your presentation, write a 500+ word reflection on how your presentation went and upload it to your Google Drive by Sunday 9/4 at 11pm.
- Continue working on student Pecha Kucha presentations for next week.

Week 2:

Monday 9/5

NO CLASS – LABOR DAY

NO LABS - LABOR DAY

Wednesday 9/7

Lecture:

- Pecha Kucha presentations round 2

Homework:

- If you just completed your presentation, write a 500+ word reflection on how your presentation went and upload it to your Google Drive by Sunday 9/11 at 11pm.

Week 3:

Monday 9/12

Lecture:

- Final presentations
- Introduction to Project 1
- How to create a website architecture map with Illustrator.
- Show examples of past students site maps and portfolio websites
- Introduction to WordPress

Homework:

- Create a site architecture map for your new portfolio site. Be creative and think about the design style that you'd like to have for your portfolio site. Research existing WordPress themes and try to reflect your design choice in your sitemap design. Site architecture maps should be created in Photoshop, Illustrator or any other approved format and saved as a PDF and upload to your class Google drive by Tuesday 9/13 at 11pm.

Labs:

- WordPress - Setting Up Accounts & Basic Dashboard features.

Wednesday 9/14

Lecture:

- Review Sitemaps in class

- Continued Lessons in WordPress – menus, customize / theme options, jetpack plugin and widgets

Homework:

- Read “matthew-goulish-39 microlectures-beginnings.pdf” found in the Google Drive class resource folder. Please respond with a 500-word reflection and upload it to your student drop box folder by 11pm on Sunday 9/18
- Finalize your sitemap and apply it to your new WordPress site, by setting up an initial menu / nav system using your sitemap structure. Review this WP lesson for more details:
http://codex.wordpress.org/WordPress_Menu_User_Guide

Week 4:

Monday 9/19

Lecture:

- Discuss Matthew Goulish Reading
- Image Optimization: Photoshop Actions & Adobe Bridge
- Individual Check-In’s with each student / class work time

Homework:

- Pick three lessons from the following link:
http://codex.wordpress.org/WordPress_Lessons Apply your chosen lessons from this link to your new WordPress portfolio site. Submit the lesson link and the link to the page on your website that you applied the lesson to. You can submit your links in a text file / Google doc and upload it to your drop box on Google drive by Tuesday, 9/20 at 11pm.
- Go to the Tuesday night IMRC talk with Heather Dewey-Hagborg
<http://deweyhagborg.com/> and write one of your three required reflections.
- **Make sure you have your Adafruit electronics order for Week five, starting on 9/26!**
https://docs.google.com/document/d/1kCg_pBP4A5Xd7z6kBfTeuCED4FvQQecZtnslj5szOQc/edit?ts=57c3b17f

Labs:

- WordPress Cont’d - Finalizing Wordpress Portfolio Sites: About, Contact, Portfolio & Classes, Custom Headers, backgrounds and Widgets

Wednesday 9/21

Lecture:

- Project 1 Due – Class Critique – Students will present their websites to the class

Homework:

- Write a 500+ word reflection on Project 1 and upload it to your Google drive by Sunday, 9/25 at 11pm

- Read chapters 1 through 8 of “Vehicles” found in your class resources folder on the Google drive and write a 500+ word reflection on Vehicles and upload it to your Google drive by Tuesday, September 29th at 11pm

Week 5:

Monday 9/26

Lecture:

- Complete project 1 critiques
- Introduction to Project 2
- Review of electronic components (bring your Adafruit order of electronics to class!)
- Review project proposal requirements / process: sketches, written description / research, budget / materials list & timeline.

Homework:

- Complete “Vehicles” reading and reflection and upload it to your Google drive by Tuesday, September 29th at 11pm
- Set up IMRC account with [Sean Taylor](#) at the IMRC

Labs:

- IMRC Training: Set up Accounts & Phase 1 Level 1 – General Safety, Hand & Power Tools

Wednesday 9/28

Lecture:

- Discuss chapters 1 through 8 of Vehicles in class
- Lesson tbd from Wade Warman

Homework:

- Finish 3 of the tutorials (your choice) from the following links and upload final project files as PDF’s to your personal folder on the class Google drive by Sunday 10/2 at 11pm. Make sure that you save your final files as Illustrator CC file format.
 - <http://helpx.adobe.com/illustrator/topics/illustrator-tutorials.html>
 - <http://tv.adobe.com/show/learn-illustrator-cs6/>
- Read “Electronics for Contraptions” found in your electronics / Peter Elsea folder in the class resources Google drive and write a 500+ word reflection on it and upload it to your Google drive by Sunday, 10/2 at 11pm

Week 6:

Monday 10/3

Lecture:

- Discuss “Electronics for Contraptions” in class
- Project Proposal Design Lesson in Illustrator

- Review of Basic electronics concepts (Ohm's law, Watts vs Volts Vs Amps, etc.) class example resource:
<http://www.physicsclassroom.com/class/circuits/Lesson-4/Two-Types-of-Connections>
- **SPECIAL NOTE: Bring your electronic tool / component kits to all future lectures / labs!**

Homework:

- Create a project proposal for Project #2 and upload as a PDF to your Google drive by 11pm on Tuesday, 10/4 at 11pm.

Labs:

- IMRC Electronics Lab training & lessons on soldering, multi-meters, & power supplies. As well as smaller components (equipment take apart if time permits)

Wednesday 10/5

Lecture

- Mid Semester Report review (Wordpress and homework)
- Review initial project 2 proposals in small break-out critique groups for feedback.
- Introduction to [123D Circuits](#) design & simulation
- Review the 555 timer circuit design & capabilities:
<http://blog.123dapp.com/2014/07/you-can-simulate-a-555-in-123d-circuits>

Homework:

- Last chance to review & submit all late homework assignments / projects for mid-semester grade review
- Revise and submit final project proposal for project 2 and upload to your Google drive by Sunday, 10/10 at 11pm.
- Pick three tutorials from the following resource page and complete them and then create your own custom circuit. Share the final circuit by pasting its link in a text doc on your personal class google drive by Sunday, 10/9 at 11pm <https://circuits.io/lab/learn>

Week 7:

Monday 10/10

NO CLASS – FALL BREAK

Tuesday 10/11

NO CLASS – FALL BREAK

****MID-Semester Grade Review** All assignment / homework will be reviewed for a mid-semester progress report by your instructors!**

Wednesday 10/12

Lecture:

- Review of 123D Circuit issues / questions
- Intro to reading wiring schematics
- Continued work with [123D Circuits](#) by creating a simulated 555 circuits from one of the many examples in the class resources folder and in Peter Elsea's books.

Homework:

- Read "How to Read a Schematic" found in your electronics / peter elsea folder in the class resources Google drive and then create a schematic version of your custom circuit from your last homework assignment, using 123D Circuits schematic view. Organize the schematic so that it's clear upload it to your Google drive by Sunday, 10/16 at 11pm
- Work on Project 2
- Make sure to bring your electronic components to the next class!

Week 8:

Monday 10/17

Lecture:

- Discuss "How to Read a Schematic"
- Review of 123D Circuit issues / questions
- Introduction to bread boarding a 555 circuit

Homework:

- Work on Project 2
- Complete your Virtual 123D Circuits 555 circuit and paste a link in a google doc and add it to your Google drive by Tuesday 10/18 at 11pm.
- Read the first half of "Wiring for Contraptions" by Peter Elsea

Labs:

- Continued circuit breadboarding
- The completion of a simple 555 timer circuit in 123D circuits and on a physical bread board

Wednesday 10/19

Lecture:

- Introduction to the Laser cutting process
- Review of artists & designers using laser cutting
- Review of past student Laser cut projects

Homework:

- Research one artist that uses Laser Cutting in their work and create a 5 slide Prezi showing their range of work and paste a link to the presentation in a Google doc in your Google Drive student folder by Sunday, 10/23, at 11pm.

- Read the second half of “Wiring for Contraptions” by Peter Elsea and write a 500 word response and upload it to your Google Drive by Sunday at 11pm.

Week 9:

Monday 10/24

Lecture:

- Review of Laser Cutting Artists / Designers researched by students
- Break out session for students to share their project 2 ideas / progress with each other and the instructors for group mini-critiques

Homework:

- Finalize project 2 circuits
- Finalize laser cutting designs and laser cut / engrave project 2

Labs:

- Universal and Logilase Laser cutter training

Wednesday 10/26

Lecture:

- Individual check-in with each student to review any issues with project 2
- Schedule laser cutting times for remaining students to complete project 2.

Homework:

- Finish project 2

Week 10:

Monday 10/31

Lecture:

- Project 2 due for class critique

Homework:

- Write a 500-word reflection on project 2 and upload it as a PDF or word doc to your Google Drive by Tuesday 11/1 at 11pm.
- Document Project 2 with photos and / or video and post it to your website by Sunday 11/6 at 11pm.

Labs:

- Intro to 123D Design & Meshmixer basics

Wednesday 11/2

Lecture:

- An introduction to project #3
- Review of 3D printed student examples
- A review of artists & designers using 3D printing in their work
- Creation of teams for project 3

- establish team roles: examples: project leader, designer, circuit designer, programmer, fabricator, etc.
- Exchange contact info and schedule first meeting before next class to work on project proposal / idea

Homework:

- Research one artist that uses 3D printing in their work and create a 5 slide Prezi showing their range of work and paste a link to the presentation in a Google doc in your Google Drive student folder by Sunday, 11/6, at 11pm.
- Meet with your team and create a project proposal that includes text, images, a timeline & budget for Project #3 and upload it in PDF format by Sunday 11/6 at 11pm.
- Download the following software (123D design & Meshmixer.) and pick three tutorials from the following links, complete and upload each tutorial file to your Google drive by Sunday 11/6 at 11pm.
<http://www.123dapp.com/design>
<http://www.123dapp.com/howto/design>
<http://www.meshmixer.com/>
<http://www.meshmixer.com/help/index.html>

Week 11:

Monday 11/7

Lecture:

- Review artists & designers from homework assignment
- Introduction to Arduino's in 123D circuits
- Teams will present and project proposals for critique

Homework:

- Work on project 3 prototypes
- Complete at least 3 tutorials from the following Arduino tutorials site and test them in 123D Circuits. Share these virtual circuits and past their links in a text doc in your class Google drive by Tuesday, 11/15 at 11pm
<https://www.arduino.cc/en/Tutorial/HomePage>

Labs:

- 3D Printing Training - Makerbot and Lulzbot

Wednesday 11/9

Lecture:

- 3D Printing presentations continued
- Schedule printing times for each team
- 123D Design advanced tools
- 123D Make intro
- Team work time w/ instructor check-in's

Homework:

- Complete Project 3 Prototypes and bring to class on Monday 11/13 for review / critique.
- Read Chapter 1 of “The Design of Everyday Things” by Don Norman and write a 500+ word response and upload it to your Google drive by 11pm on Sunday 11/13.

Week 12:

Monday 11/14

Lecture:

- Hand out perfboards and review perfboard practice sheets
- Review pcb layout options in 123D Circuits
- Introduction to output systems with external power supplies and Arduino’s

Homework:

- Watch “Print the Legend” on Netflix and be prepared to discuss in class
- Work on Project 3

Labs:

- Arduino lessons continued: input & output
- Perfboard soldering basics

Wednesday 11/16

Lecture:

- Discuss “Print the Legend”
- Review Final Project requirements
- Share / critique project 3 prototypes
- Debug / Open lab time for students / teams having issues with project 3.

Homework:

- Finish project 3

Week 13:

Monday 11/21

Lecture

- Project 3 Due for class presentations / critique
- Review of Final project requirements

Homework:

- Write a 500-word reflection on project three and upload it to your google drive as a word doc. or PDF by Sunday 11/27 at 11pm
- Also create a post on your WordPress site and include your 500-word reflection on your project, and photos or video documenting the project work. This post needs to be created by Sunday 11/27 at 11pm

- Students must create a final project proposal in PDF format (following the same structure as project 3), with written component, sketches, Photoshop 2D / 3D visualizations explaining their project, a timeline and budget / materials / tech list. (See project details above for more info!) Proposals must be uploaded to students Google drives by Sunday 11/27 at 11pm.

Labs:

- 123D Design & Meshmixer cont'd - STL and DXF gears for laser or 3D Printers, instruction on use of calipers and possibly simple 3D scanning techniques

Wednesday 11/23

NO CLASS THANKSGIVING BREAK

Week 14:

Monday 11/28

Lecture:

- Share Final Project Proposals in class for feedback / critique
- Class work time

Homework:

- Take photos of your prototypes, create a post on your portfolio site about your work-in-progress and upload the photos to your Google drive by 11pm on Tuesday 11/29 at 11pm
- Work on Final projects!

Labs:

- Open Lab for Final Projects

Wednesday 11/30

Lecture:

- Class review / critique of project models / prototypes / demos
- Check-in with instructors on Final projects

Homework:

- Work on Final projects!

Week 15:

Monday 12/5

Lecture: (MEET IN THE IMRC!)

- Finalize installation locations for end of semester show in the IMRC
- Open class time to work on Final projects

Homework:

- Complete Final projects!

Labs:

Open Lab for Final Projects

Wednesday 12/7

Lecture:

- Final Projects Due for Class Critique!

Homework:

- Write a 500-word reflection on your final project and upload it as a PDF or word doc to your Google Drive by Sunday 12/11 by 11pm.
- Document your final project and upload images and video to your WordPress site, write a post about it and add it to your portfolio page by Sunday 12/11 by 11pm.

Thursday 12/8 5 to 8pm - NMD OPEN STUDIOS

A class project of the students choice will also be displayed in a public show for critique by our peers, in the last week of classes at the IMRC. Students will be responsible for setting up and tearing down their projects for the final show, as well as attending the show and being available to talk about their work.

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell any of your teachers about sexual discrimination involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

Behaviors that can be “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination?

The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise - for example, if more than one victim reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports?

An employee from the Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution's obligation to provide a safe,

nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution's ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution's response

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000.**

For confidential resources off campus: **Rape Response Services:** 1-800-310-0000 or **Spruce Run:** 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>