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## Installation of the University of Maine's 20th President Susan J. Hunter

Jeff Hecker

Susan J. Hunter

Nancy L. Zimpher

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## Installation of the University of Maine's 20<sup>th</sup> President, Susan J. Hunter

March 27, 2015

Link: <https://youtu.be/OJlbjw0Xkps>

Run time: 01:23:06

**Transcript is machine generated, unedited, in English.**

TRANSCRIPT:

00:47

welcome to the Collins Center for the

00:49

Arts my name is Jeff hecker and I'm

00:51

provost here at the University of Maine

00:53

thank you for rising and we'll have the

00:57

national anthem by senior Blake peachy

02:18

you

02:49

is my distinct pleasure to introduce dr.

02:51

Nancy zimpher in over 40 years as an

02:55

educational professional doctors emperor

02:57

has attained international recognition

02:59

for her visionary institutional and

03:01

community leadership over the course of

03:04

her career doctors emperor has pushed to

03:07

new heights universities power as

03:09

regional state and national economic

03:12

engines she has spearheaded community  
03:16  
initiatives that improve education  
03:18  
outcomes from cradle to career she has  
03:21  
been a leader in setting new standards  
03:22  
for teacher preparation and she has  
03:25  
developed initiatives that ensure  
03:26  
student mobility shortened time to  
03:29  
degree and reduce student debt it is for  
03:33  
reasons like this that political  
03:35  
magazine has called her President  
03:37  
Obama's favorite college leader these  
03:41  
are extraordinary achievements over a  
03:43  
career of exceptional public service in  
03:46  
june 2009 dr. zephyr became the 12th  
03:49  
Chancellor of the state university of  
03:51  
new york the largest comprehensive  
03:54  
system of public higher education in the  
03:56  
nation prior to SUNY she served as  
03:59  
president of the University of  
04:00  
Cincinnati and Chancellor of the  
04:03  
University of Wisconsin-Milwaukee  
04:06  
Chancellor Zimpher is active in numerous  
04:09

state and national educational  
04:11  
organizations is a recognized leader in  
04:14  
the areas of teacher preparation urban  
04:16  
education and university community  
04:18  
engagement subjects of which she has  
04:21  
written extensively and has been invited  
04:23  
to speak around the globe at each step  
04:26  
in her career Chancellor zimpher has  
04:28  
crafted and refined a vision of higher  
04:30  
education that is inclusive encourages  
04:33  
innovation and is rooted in addressing  
04:35  
the most pressing needs of our nation  
04:37  
please welcome SUNY Chancellor Nancy  
04:41  
zimpher  
04:46  
good afternoon  
04:48  
I I have to say to Jeff hacker thank you  
04:53  
for this gracious introduction but I  
04:55  
would have come anyway I am thrilled to  
04:57  
be here so proud of Susan hunter and so  
05:01  
pleased to counter as a colleague I am  
05:05  
very pleased as well to get better  
05:08  
acquainted with Chancellor Jim page we  
05:11

have obviously much in common and much  
05:14  
that I can learn from the University of  
05:15  
Maine system and of course from the  
05:17  
University of Maine I have the great  
05:20  
privilege earlier this afternoon to join  
05:22  
a luncheon which featured the NSF  
05:25  
advance grant which really helped found  
05:28  
the the Center for for women and rising  
05:34  
tide rising tide lifts all boats i heard  
05:37  
tremendous presentations from all of the  
05:39  
women who were present there and jeff  
05:41  
was there as well as the functioning  
05:43  
principal investigator of this grant and  
05:45  
of course Susan hunter had a role in  
05:47  
this as well I am very impressed that  
05:51  
you have devoted this week to women in  
05:54  
leadership and that it is not lost on  
05:57  
you that president Susan hunter is the  
06:01  
first woman president of the University  
06:04  
of Maine I am  
06:12  
I once heard a student say to me don't  
06:18  
you get tired of being introduced as the  
06:21

first woman president or Chancellor of  
06:24  
whatever it stopped me dead in my tracks  
06:28  
and I heard myself say when it doesn't  
06:32  
need to be said anymore it won't be  
06:36  
until then we will celebrate so of  
06:41  
course I have work to do I have to say  
06:44  
that I have been inspired from my first  
06:47  
meeting with Susan hunter which some of  
06:49  
you may know I chaired the accrediting  
06:51  
team for the New England Association of  
06:53  
colleges and universities in 2009 my  
06:56  
host my greeter my pathfinder was none  
06:59  
other than provo Susan hunter and so  
07:02  
seeing her rise to this occasion today  
07:05  
says to me the greatest thing that women  
07:07  
can do for other women in leadership is  
07:10  
to lead so I've i've coined my remarks  
07:14  
leading with a cause so america is is  
07:20  
used to big hairy audacious goals we  
07:24  
remember these two gentlemen they've  
07:26  
been contemporized but you are  
07:28  
celebrating the hundred and fiftieth  
07:30

year of the University of Maine and the  
07:32  
150 third year of the founding of the  
07:34  
land grant act and in the midst of the  
07:37  
Civil War these two gentlemen saw the  
07:40  
opportunity to create a system of public  
07:43  
higher education Universal across the  
07:46  
country of course we've had other big  
07:48  
ideas bringing our GIS back and sending  
07:51  
them to college was a momentous occasion  
07:53  
for not only our veterans but for higher  
07:55  
education we went on to establish the  
07:58  
Pell grants which have provided tuition  
08:01  
assistance for many low-income students  
08:04  
across the country and of course I'm  
08:07  
from Ohio so the one on the right Neil  
08:10  
Armstrong really met the goal that  
08:13  
president Kennedy announced that we  
08:15  
would put a man on the moon by the end  
08:16  
of the decade so it's only fitting that  
08:20  
we have another big idea on  
08:22  
our plate to introduce you know the  
08:29  
President of the United States well it  
08:35

is good to be back in buffalo good to be  
08:38  
back and we've got all the students in  
08:42  
the house thank all the little benefit  
08:49  
a higher education is the single best  
08:52  
investment you can make in your future  
08:55  
I'm excited because the great work that  
08:57  
SUNY campuses like Binghamton are doing  
09:01  
to keep costs down for hardworking  
09:03  
students like so many of you we're going  
09:07  
to be partnering with colleges to do  
09:09  
more to keep costs down and we're going  
09:12  
to work with States to make higher  
09:13  
education a higher priority in their  
09:15  
budgets now if we move forward on these  
09:17  
three fronts increasing value  
09:19  
encouraging innovation helping people  
09:21  
responsibly manage their debt I  
09:23  
guarantee you we will help more students  
09:27  
support college so I had to return the  
09:30  
favor what he did however was give us a  
09:33  
charge not unlike the big hairy  
09:35  
audacious goals of presidents who led  
09:38



before him that we could be first in the  
09:41  
world in degree completion by 2020 he  
09:45  
framed it around what secretary Duncan  
09:47  
has called the Iron Triangle of  
09:50  
affordability and accountability and  
09:52  
excess and said to us we can do this  
09:55  
work one of my favorite columnist from  
09:59  
the New York Times however said this  
10:01  
puts us in a tricky troubling spot a bit  
10:05  
of a balancing act we must make college  
10:09  
practical but not excessively so lower  
10:13  
its price without lowering its standards  
10:15  
and increase the number of diplomas  
10:18  
attained without diminishing not only  
10:20  
their currency in the job market but  
10:22  
also the fitness of this country's  
10:25  
workforce so ironically the two most  
10:29  
public and major goals for  
10:31  
post-secondary degree completion across  
10:34  
America are those rendered by the  
10:37  
President of the United States that by  
10:39  
2020 we would be first in the world and  
10:42

the Lumina Foundation which is invested  
10:44  
millions of dollars in completion that  
10:47  
all adults 24 254 would be  
10:50  
post-secondary equipped by 2025 and what  
10:55  
this little chart shows you is that  
10:57  
we're not about to make the 2020 goal  
11:00  
for first in the world or the 2025  
11:02  
goal for as many adults as possible not  
11:05  
until maybe 20 30 7 or maybe 20 50 for  
11:09  
this is a troubling tricky problem and  
11:15  
part of the issue here and maybe this  
11:18  
will ring true with you is that we are  
11:21  
organized in silos we make public policy  
11:25  
in the Department of Education it  
11:28  
affects education in the Department of  
11:30  
Labor it affects education in its in NSF  
11:33  
in HHS and it does turn out that we're a  
11:37  
bit of the problem in Washington within  
11:41  
the Beltway there are two major  
11:42  
education organizations we would know  
11:45  
the higher education Secretariat it's  
11:47  
about 40 organizations that represent  
11:50

universities like the University of  
11:52  
Maine and systems like the University of  
11:54  
Maine system and Sunni we also have  
11:57  
another group of about 40 k-12 educators  
12:00  
principals teachers superintendents  
12:03  
members of school boards chief financial  
12:05  
officers and to my best knowledge they  
12:09  
have never met with each other so is it  
12:12  
any wonder that we make policy in silos  
12:16  
but there is one guy again a favorite  
12:19  
columnist of mine from the New York  
12:21  
Times who has a solution for us if only  
12:25  
we could come together on a national  
12:28  
strategy to enhance and expand our  
12:31  
natural advantages more immigration more  
12:35  
post-secondary education better  
12:37  
infrastructure more government research  
12:39  
smart incentives for spurring millions  
12:42  
of startups nobody could touch us well  
12:47  
this is my challenge in New York each of  
12:50  
those dots or stars or squares  
12:52  
represents one of the four sectors of  
12:55

the State University of New York there  
12:57  
are in this portfolio 64 campuses and  
13:01  
we're thinking hard if only if only we  
13:06  
as a system could come together so it  
13:10  
caused me to look at your map and while  
13:14  
there are a few ER numbers there  
13:16  
be more acreage to cover in getting our  
13:20  
collective act together so at suny  
13:23  
pretty early after i arrived somebody  
13:26  
told me that Stephen Colbert had  
13:29  
invented this word called truthiness I  
13:32  
thought this is licensed for doing the  
13:35  
same thing so we invented the word  
13:38  
system pneus we dressed it up  
13:40  
phonetically we gave it a fancy  
13:42  
definition but really it meant that if  
13:46  
we were going to be a true system the  
13:48  
whole would have to be greater than the  
13:51  
sum of the parts which leads me to why  
13:55  
oh why stop collaborate and listen ice  
13:58  
it back in I am told this is vanilla ice  
14:01  
I have no idea but the people who helped  
14:05

with my powerpoints have a sense of  
14:07  
humor and they're young so what what  
14:11  
they represent with the vanilla ice is  
14:13  
what we've been talking about lately and  
14:16  
this concept of collective impact so in  
14:20  
explaining how we could ever meet  
14:22  
Friedman's desire that we as a country  
14:25  
get our collective act together I'm only  
14:29  
going to demonstrate from Sunnis  
14:32  
portfolio the challenging issues we are  
14:35  
facing to make a point this is not to  
14:38  
say we've got it right it's to say we're  
14:41  
struggling with what the meaning of  
14:42  
collective impact truly means so the  
14:45  
illustration I'm going to use to make  
14:47  
this case is our commitment to access  
14:50  
plus completion equals success it's  
14:55  
Moritz rememberable it helps our public  
14:57  
policy members understand what we're  
15:00  
doing at the State University and it  
15:02  
also helps us organize all the things  
15:05  
we're doing to get more students to  
15:08

degree completion or in the case of our

15:11

community colleges two-year degree

15:13

completion certificate completion bagent

15:16

badges completion competency completion

15:19

and I'll just illustrate this notion of

15:22

collective impact through three examples

15:25

from access completion and six

15:27

yes so the first is an organization that

15:30

grew up when I was living and working in

15:32

the University of Cincinnati

17:51

so this was how the conversation started

17:55

in Cincinnati for every 100 ninth

17:58

graders who complete a high school

18:01

diploma only 75 will make it to that

18:05

finish line 65 75 7325 are more are

18:11

already left behind of those 75 ninth

18:15

graders only 51 will enter college the

18:18

next year and of those 51 only 38 37

18:23

will find their way to their sophomore

18:25

year in college and the most devastating

18:28

national statistic more or less true

18:31

this way in every state across the

18:34

country is the devastating knowledge  
18:37  
that one in five ninth graders will make  
18:42  
it to the college and career readiness  
18:44  
beginning line for their life's work so  
18:48  
these people in Cincinnati decided they  
18:50  
just weren't going to put up with that  
18:52  
it started with our university  
18:53  
presidents who said we're not getting  
18:55  
the yield from our local public schools  
18:57  
that we want in a pub isn't that where  
19:01  
we draw on napkins we thought that what  
19:04  
we needed was a road map we gave it to  
19:07  
some graduate students you can see what  
19:09  
happened after that we asked them to  
19:11  
research all the critical ways along the  
19:14  
social and academic pipeline we're  
19:17  
intervening collectively could make the  
19:21  
greatest difference we thought we were  
19:23  
working on a project from high school to  
19:25  
college until we figured out you can't  
19:27  
do well in high school if you don't do  
19:29  
well in middle school if you don't do  
19:31

well in third and fourth grade if you  
19:33  
don't come to kindergarten ready to  
19:35  
learn we settled on a set of ambitious  
19:38  
interventions a framework for getting  
19:41  
the right people at the table for having  
19:43  
a shared vision for using data to decide  
19:47  
where and how to intervene and to get  
19:50  
investors to agree to only invest in  
19:53  
what works and now as you saw all those  
19:56  
logos there are over 60 of these  
19:59  
communities across the country striving  
20:01  
together from cradle to career  
20:04  
to seal the leaks in the education  
20:06  
pipeline and perhaps you noticed  
20:08  
Westbrook around Portland is one of  
20:11  
those members we have report cards every  
20:13  
year we show our data we share our  
20:15  
vulnerability because we are trying to  
20:18  
get our collective act together how  
20:22  
would this work around completion well  
20:24  
one example for completion for saving  
20:27  
money and saving time for those students  
20:30



who cannot engage in the residential  
20:32  
campus is to exponentially expand the  
20:36  
access of traditional age students but  
20:39  
particularly adult age students to  
20:42  
online learning and Scott and I are in  
20:50  
this together there we go  
21:04  
more than 11 million people in New York  
21:06  
State have the need for high quality  
21:08  
higher education whether we meet their  
21:12  
needs has consequences for New York  
21:14  
State for their communities for them but  
21:18  
today learners come with real lives  
21:20  
children jobs aging parents homes  
21:24  
community ties and they need real access  
21:27  
to higher education with strong chances  
21:30  
to complete a degree and succeed they  
21:34  
need education that is flexible and fits  
21:37  
into their lives education with the  
21:40  
right supports and experiences along the  
21:42  
way that helps them complete a degree  
21:44  
and open career opportunities the world  
21:48  
has changed too with today's technology  
21:50

online education is more flexible and  
21:53  
effective than ever and can reach and  
21:56  
engage learners on their terms across  
21:59  
the nation other universities are moving  
22:01  
aggressively to address the rapidly  
22:03  
growing potential and promise of online  
22:05  
education fortunately SUNY is positioned  
22:09  
well to raise its aspirations to provide  
22:11  
high quality online enabled education we  
22:15  
cannot miss the opportunity to come  
22:17  
together to shape online education for  
22:20  
tomorrow some SUNY institutions are  
22:23  
already tackling the challenge and are  
22:25  
well positioned to provide a high  
22:27  
quality online  
22:29  
imagine what we can achieve if we come  
22:32  
together making the most of the heritage  
22:34  
and aspirations of each institution  
22:37  
imagine if more students graduated  
22:40  
because we used online education to help  
22:42  
crack the completion code for students  
22:45  
imagine if prospective students could  
22:47

easily find the online suny program that  
22:50  
is right for them imagine if every New  
22:53  
Yorker had access to a high quality  
22:56  
affordable SUNY degree regardless of  
22:59  
where they live or their ability to be  
23:01  
on a campus will you open the doors to  
23:04  
expanding student access will you open  
23:08  
opportunities for students to complete  
23:10  
their education will you open the  
23:13  
potential for students to succeed  
23:17  
will you open SUNY so like you we had  
23:27  
lots of online course offerings and  
23:30  
degree programs but they were only  
23:32  
available to students who were taking  
23:34  
those online courses from that  
23:36  
particular campus so we have been  
23:39  
heavily diagnosing our digital DNA and  
23:44  
we have figured out that the goal for  
23:46  
completion the goal for collaboration is  
23:48  
that no matter which campus the student  
23:51  
is enrolled in he or she can find online  
23:54  
access we've given a concierge an  
23:57

individual person on every campus you  
23:59  
can go to who can hold your hand we have  
24:02  
added online tutoring online mentoring  
24:06  
mentors across the state and importantly  
24:09  
we have promised and I'll say more about  
24:11  
this in a minute that each of our online  
24:14  
degree programs will also have an  
24:16  
applied learning experience so we have  
24:19  
tried to upgrade online thinking  
24:22  
collaboratively what as a system we can  
24:25  
do together that is greater than the sum  
24:28  
of the parts including the navigation  
24:31  
system that people not used to online  
24:34  
learning can engage in so it's a pretty  
24:37  
good example of collective impact from  
24:40  
completion because we know that if the  
24:42  
courses online and degree programs  
24:44  
online can help more Americans complete  
24:48  
we're closer to the president's goal so  
24:51  
a third and last example of collective  
24:54  
impact comes from our commitment to  
24:56  
applied learning we've given the  
24:58

umbrella name to applied learning or for  
25:00  
use without experience it's hard to find  
25:03  
a position right  
25:05  
I've been working for two months and  
25:08  
I've learned so much more than I could  
25:10  
ever thought what co-op allows you to do  
25:13  
is take the questions and topics that  
25:16  
you learn in school and find out how  
25:19  
they apply to the real world I'm going  
25:21  
to stay on on a project-by-project basis  
25:23  
but it seems else again like an  
25:26  
opportunity to can't pass up we treat  
25:28  
our co-op says employees we really plug  
25:31  
them right into the team may have  
25:33  
responsibilities within the groups the  
25:35  
people that we've had join us are  
25:37  
technically excellent they are highly  
25:41  
marketable and will be very relevant in  
25:44  
the marketplace and they've been a  
25:45  
tremendous asset to us students  
25:47  
returning from professional experience  
25:49  
in rich classroom by bringing that  
25:53

experience to the classroom employers  
25:55  
benefit from co-op relationships because  
25:57  
we're able to fill gaps in our staffing  
25:59  
challenges I strongly encourage my  
26:01  
students to consider cooperative  
26:03  
experience because it'll enable them to  
26:06  
see how the things that they're learning  
26:08  
in college will apply directly in a job  
26:11  
in my case I was fortunate enough than  
26:13  
that I was offered a full-time position  
26:14  
after my after my appointment I think  
26:18  
one of the best benefits to coops is  
26:20  
that they make connections with people  
26:21  
who work in the industry that they would  
26:23  
like to work in so what we're learning  
26:27  
is that students like to learn through  
26:31  
experience I think this is what John  
26:33  
Dewey had to say to us many many years  
26:35  
ago that applying theory to practice is  
26:38  
the best of all learning opportunities  
26:40  
we're not doing as much of that as we  
26:43  
should so we've sort of developed a  
26:45

concept applied learning that it could  
26:47  
include internships and co-op  
26:49  
experiences but also service learning  
26:51  
and volunteerism which many many many of  
26:54  
your students are already doing and then  
26:56  
increasingly co-op an internship  
26:59  
experiences in a professor's laboratory  
27:01  
in a business in an entrepreneur of  
27:03  
startup business so that students can  
27:06  
really have that lived experience and  
27:08  
guess what we cannot do this we cannot  
27:11  
make this experience available to  
27:15  
465,000 students who  
27:17  
are educated each year in the SUNY  
27:20  
system without collaboration with  
27:22  
business and industry and the social  
27:24  
sector we even have a current effort to  
27:29  
for lack of a better analogue do online  
27:33  
dating between our students the  
27:36  
businesses industries and social service  
27:38  
sectors that can provide overseen  
27:41  
supervised quality experiences that we  
27:44

believe will lead to job growth so  
27:47  
access completion and success with it  
27:51  
with an overlay of collective impact so  
27:55  
as the story goes about six years ago as  
27:58  
Cincinnati was sort of troubling its way  
28:01  
through how it could get its collective  
28:03  
act together as a community a couple of  
28:07  
guys from Stanford wandered into our  
28:10  
community looking for examples of this  
28:14  
kind of community collectivities they  
28:17  
were looking at Milwaukee a community  
28:20  
that was trying to decrease teenage  
28:22  
pregnancies they were looking in  
28:24  
Virginia at a water quality exercise and  
28:27  
they came to Cincinnati to look at what  
28:30  
we were doing in education and as is our  
28:33  
want as academics while we kind of knew  
28:37  
what we were doing by that time we  
28:40  
didn't know what to call it but the  
28:42  
Stanford guys wrote in the Stanford  
28:45  
social innovation review it's called  
28:47  
collective impact it has a framework  
28:50



that instead of a thousand points of  
28:53  
light instead of moving in every  
28:54  
direction by every individual program we  
28:58  
would move in the same direction in our  
29:01  
case around access completion and  
29:03  
success and we would share interventions  
29:07  
that work they created a theory of  
29:10  
action looking at what we were doing and  
29:12  
they named each step of the way you've  
29:15  
got to have the right people at the  
29:18  
table this would be the knights of the  
29:21  
round table I think they had a coherent  
29:24  
mission think of all the stakeholders  
29:27  
you have to round up to  
29:30  
have collective impact Jim Collins calls  
29:33  
it the right people on the bus and now  
29:35  
he's even talking about the right people  
29:37  
in the right seats on the bus this I  
29:40  
think is the antithesis this is a lovely  
29:42  
cartoon Albuquerque was trying to do  
29:44  
collective impact around  
29:46  
cradle-to-career the cartoonist captured  
29:48

it were always pointing at someone else  
29:51  
and too many times we in higher  
29:55  
education are want to say if k12 would  
29:59  
do a better job we would do a better job  
30:03  
until we remind ourselves that we  
30:06  
prepare the teachers who teach the  
30:08  
students who come to college ready or  
30:11  
not Collective impact I guess these are  
30:18  
the Avengers I have no idea but I do  
30:20  
know it was about justice for all and  
30:23  
one of the code words for collective  
30:26  
impact is that you have to have a shared  
30:29  
vision and if there's anything that  
30:33  
drives president Susan hunter it is her  
30:38  
leadership role to help this community  
30:41  
create its own shared vision we were  
30:45  
successful at a thousand points of light  
30:48  
that's the good news and that's the bad  
30:51  
news we became program rich but system  
30:55  
poor so this is an anchor concept in the  
30:59  
framework of collective impact and we  
31:02  
have to agree on what are those steps  
31:05

where interventions matter the most in  
31:08  
our system because we have many open  
31:11  
access institutions remediation and  
31:15  
developmental education is a major major  
31:18  
expense how can we work collectively  
31:21  
with our colleagues in k-12 so that  
31:25  
students arrive not in need of  
31:27  
remediation and this I've decided is not  
31:31  
cheating this is sharing evidence this  
31:35  
is taking data to tell us how to fix a  
31:40  
problem these are our freshman's do  
31:43  
in remedial math the more remedial math  
31:46  
you take the less likely you will  
31:48  
complete a degree but by intervening  
31:50  
with a prototype from the carnegie  
31:53  
foundation for the advancement of  
31:55  
teaching called quant ways that way we  
31:57  
have moved our students out of  
31:59  
remediation twice as fast and triply  
32:02  
better prepared and then of course to  
32:05  
sustain success as I mentioned earlier  
32:08  
we have to convince our investors from  
32:12

the private sector and yes from the  
32:15  
public sector that we know what works  
32:18  
and that if they invest in what works  
32:23  
through us we can give them this  
32:26  
magnificent return on investment more  
32:30  
career ready college graduates so it's  
32:35  
not easy good to grade is read by many  
32:40  
Jim Collins had to write an appendix and  
32:43  
addendum to good degrade to explain to  
32:45  
us in the social sector that he was not  
32:47  
telling us to just act more like a  
32:51  
business he was telling us that  
32:54  
discipline is not a characteristic of  
32:58  
business it is a characteristic of  
33:01  
greatness and that fundamentally we have  
33:05  
to find a way to work together shared  
33:11  
accountability individual responsibility  
33:16  
so collective impact and a little poetic  
33:22  
license if only we could come together  
33:27  
in May and across the country to enhance  
33:34  
and expand our natural advantages  
33:39  
increased access greater completion and  
33:44

universal success no one could touch us  
33:49  
we're that close thank you  
33:57  
thank you very much for that very  
34:01  
challenging and inspiring talk we really  
34:03  
appreciate it thank you we'd like to  
34:05  
present you with an historical atlas of  
34:07  
Maine tells the story of our state from  
34:09  
the Ice Age up to the contemporaries  
34:11  
hope you will enjoy well thank you and  
34:13  
thank you all very much and  
34:15  
congratulations Susan hunter thank you  
34:39  
it is now my pleasure to introduce those  
34:42  
joining us onstage for the installation  
34:44  
of the 20th president of the University  
34:46  
of Maine please hold your applause until  
34:49  
all have been introduced University of  
34:53  
Maine system Chancellor dr. James page  
34:57  
vice chair of the system board of  
34:59  
trustees Admiral Gregory Johnson chair  
35:03  
of the University of Maine Board of  
35:05  
Visitors and Lucy classified employee  
35:09  
Association representative Melinda  
35:11

pelletier professional employee  
35:15  
Association representative Bonita  
35:16  
Grindle faculty senate President  
35:20  
doctormick Peterson doctoral student  
35:24  
ELISA sonce senior honors student  
35:27  
Gwendolyn Beecham and president of the  
35:32  
University of Maine Susan J hunter  
35:58  
please be seated  
36:08  
now on behalf of humane undergraduate  
36:11  
student body I'm pleased to ask  
36:13  
Gwendolyn beach him to come to the  
36:14  
podium Gwen is a senior honors student  
36:17  
who will be graduating from the  
36:18  
University of Maine in May with a degree  
36:20  
in biochemistry she is also president of  
36:23  
all main women Honor Society  
36:37  
president hunter Chancellor page  
36:39  
distinguished guests members of the  
36:42  
university community and fellow students  
36:44  
thank you I'm honored to be here today  
36:48  
representing the students of humane and  
36:51  
scholarship leadership and the umaine  
36:53

experience I appreciate this opportunity  
36:56  
to participate in a celebration of the  
36:58  
first woman president I'm president of  
37:03  
almond women a humane tradition and  
37:05  
honor society that recognizes  
37:07  
distinguished leadership scholarship and  
37:09  
service to the university and campus  
37:11  
community about standing women of the  
37:14  
senior class each all men women has  
37:17  
followed a different path developing  
37:20  
unique leadership skills along the way I  
37:22  
would like to share with you some of my  
37:25  
story laboratory research experiences  
37:29  
have helped me develop critical thinking  
37:31  
skills and perseverance I am studying  
37:34  
the genetics of viruses that infect a  
37:37  
species of bacteria related to the  
37:39  
pathogen that causes tuberculosis my  
37:42  
findings as I characterize these viruses  
37:44  
may someday be useful for developing new  
37:48  
strategies to treat tuberculosis  
37:51  
infections there is verily instant  
37:54

gratification and laboratory research  
37:57  
many procedures don't work the first  
37:59  
time you have to use critical thinking  
38:01  
skills to troubleshoot your experiments  
38:04  
and analyze your data but if you  
38:07  
persevere success can be very satisfying  
38:11  
laboratory research has proven to me  
38:13  
that hard work pays off on to the next  
38:16  
step of my journey through my teaching  
38:20  
and mentoring experiences I have  
38:21  
realized how differently individuals  
38:23  
think and learn I'm a main learning  
38:26  
assistant for first-year science honors  
38:28  
course I have found that each student  
38:31  
struggles with a different range of  
38:33  
concepts as I gain more experience as a  
38:35  
graduate student I hope to hone my  
38:37  
teaching skills and tailor explanations  
38:40  
to meet the needs of each student in  
38:42  
another aspect of my you may experience  
38:45  
i received the George J Mitchell  
38:48  
fellowship to study abroad in ireland  
38:49



for a semester i gained confidence my  
38:53  
independence as i traveled and lived on  
38:55  
my own in a foreign country i also  
38:58  
learned to take advantage of  
38:59  
opportunities and to take risks and be  
39:01  
outside of my comfort zone the different  
39:05  
steps in my journey have provided me  
39:06  
with valuable opportunities to develop  
39:09  
leadership skills including critical  
39:11  
thinking perseverance collaboration  
39:14  
empathy risk-taking and confidence these  
39:18  
are all skills that I use in my role as  
39:20  
all men women president all men women  
39:24  
had the distinct honor and pleasure to  
39:26  
meet with President hunter this past  
39:28  
fall and learn about her life path when  
39:31  
president hunter first came to orono she  
39:34  
couldn't have known that she would  
39:35  
become the first woman president of the  
39:37  
University of Maine president hunter  
39:40  
followed her own path to reach her  
39:42  
position and on behalf of all the UMaine  
39:45

students I'd like to congratulate the  
39:47  
president for her many accomplishments  
39:49  
her story demonstrates that we never  
39:51  
really know where our paths will take us  
39:53  
or what we will learn along the way I  
39:55  
know that I'm excited to see where my  
39:57  
path takes me thank  
40:08  
thank you going I'm now pleased to ask  
40:12  
alisa sauce a PhD student in history and  
40:15  
vice president of the graduate student  
40:17  
government to speak on behalf of the  
40:19  
graduate student body police members of  
40:30  
the university of maine community  
40:32  
chancellor page present hunter I'm ha  
40:35  
nerd to represent University of Maine  
40:37  
grad students and to share a few  
40:39  
thoughts at today's historic  
40:41  
installation when it became official  
40:44  
that dr. hunter would be you may next  
40:46  
president I remember reading the  
40:49  
reaction of many female grad students on  
40:52  
various social media and there was a  
40:54

clear consensus everyone was pleased to  
40:57  
have a woman running the flagship campus  
40:59  
of University of Maine system president  
41:02  
hunters qualification for the job even  
41:04  
though praised were second in order of  
41:07  
importance absence often thought about  
41:10  
this common reaction voiced by my fellow  
41:13  
grad students two of our own Humane  
41:16  
fellow graduate students are currently  
41:18  
experimenting with a project name follow  
41:21  
a researcher that aims at bringing the  
41:24  
reality of fieldwork into the classrooms  
41:27  
children get to exchange with scientists  
41:30  
in real time one of the goals of  
41:32  
follower researcher is to show that  
41:35  
scientists are not only old man in a lab  
41:38  
coat at a chemistry bench scientists are  
41:41  
men and women who work in various  
41:43  
environments just a few weeks ago the  
41:47  
expanding your horizon conference gave  
41:50  
middle school girls a chance to connect  
41:52  
with women in the STEM fields here at  
41:55

umaine girls are all too often  
41:57  
discouraged from bracing such  
41:59  
interesting careers based on an outdated  
42:01  
gender division of the world it remains  
42:05  
an unfortunate expect exception today to  
42:08  
have women attaining a leadership  
42:09  
position such as the presidency of the  
42:12  
University yet women such as president  
42:16  
hunter  
42:16  
are creating precedence they demonstrate  
42:19  
that women can not only assume  
42:21  
leadership position but it can be  
42:24  
successful leaders being the vice  
42:26  
president for grad student government  
42:28  
this academic year I've been given a  
42:30  
chance to meet not only with president  
42:32  
hunter but also with many other female  
42:35  
leaders in the university's  
42:36  
administration these women represent the  
42:40  
very real possibilities for any young  
42:42  
girl looking to have a position of  
42:44  
leadership not only in the academic  
42:46

world but also in any career they choose  
42:49  
to pursue we have come a very long way  
42:52  
towards full equality in positions of  
42:54  
leadership but we still have work to do  
42:56  
the precedent set by president hunter  
42:59  
demonstrates yet again that those best  
43:02  
qualified to lead can and should do so  
43:05  
regardless of their gender Thank You  
43:08  
president hunter and thank you  
43:18  
thank you Lisa it's now my pleasure to  
43:22  
ask dr. McPherson professor mechanical  
43:25  
engineering and president of the humane  
43:27  
Faculty Senate to speak on behalf of the  
43:29  
humane faculty we are here today to  
43:40  
celebrate the induction of the first  
43:42  
female president of the University of  
43:44  
Maine as is often the case with anyone  
43:47  
who is the first president hunter is  
43:50  
taking over a time of great challenges  
43:52  
for the University of Maine dr. hunter  
43:55  
they wouldn't give me his job if it was  
43:56  
if the times were good just look at the  
43:59

economy when President Obama took office

44:01

you're facing challenges and you're the

44:04

caretaker of a great institution this

44:07

institution is part of a great American

44:08

tradition the University of Maine is the

44:11

land-grant college of maine the maine

44:14

college of agriculture mechanic arts had

44:16

its origins with a senator from Vermont

44:19

Justin Smith moral mr. Morrill left

44:25

school at 15 and then developed his

44:27

business expertise right here in Maine

44:30

he was a businessman his father was a

44:33

blacksmith and he understood the

44:36

industries that were the economic

44:38

foundation of the 19th century economy

44:41

while the Morrill Act ensured that

44:43

military tactics liberal and classical

44:45

studies were a part of these

44:46

institutions the college's were first

44:48

and foremost envisioned as economic

44:51

engines of the state the graduates would

44:54

be farmers and practical engineers who

44:58

understood the classical foundations of  
44:59  
democracy in order to manage local  
45:02  
affairs as free men and landowners the  
45:06  
land-grant concept was revolutionary  
45:08  
with the emphasis on class mobility  
45:11  
through liberal and practical higher  
45:13  
education of what they refer to as the  
45:16  
industrial classes these ideas are  
45:19  
deeply rooted in the American ideals of  
45:22  
Economic Opportunity Economic  
45:24  
Opportunity through independent  
45:26  
initiative instead of opportunity based  
45:29  
on inheritance  
45:30  
or family wealth women have been  
45:33  
admitted to the University of Maine and  
45:35  
into all curricula since 1872 the 1890  
45:40  
and 1994 land-grant colleges further  
45:45  
expanded these opportunities to minority  
45:47  
students this is a revolutionary concept  
45:50  
this is an expansive vision of public  
45:54  
higher education it's helped to create  
45:56  
the American economy and these  
45:58

institutions are under attack the  
46:02  
greatest threat to these engines of the  
46:04  
modern economy is a belief that  
46:05  
opportunity is here inherited and that  
46:08  
higher education should be segregated by  
46:09  
class highly selective and well-funded  
46:13  
private institutions increasingly stand  
46:17  
in stark contrast with repeated cuts to  
46:19  
public higher education even the  
46:22  
children of the men and women who are  
46:24  
caretakers of public universities are  
46:25  
abandoning these institutions in favor  
46:28  
of opportunities afforded by the  
46:30  
privilege of their birth an educational  
46:34  
institution which maintains high  
46:35  
standards while being accessible to wide  
46:37  
range of students is a threat to some  
46:39  
segments of our society by cutting state  
46:43  
funding to high-performing public  
46:45  
institutions the economic ladder  
46:46  
provided by higher education and  
46:48  
technical education is removed this  
46:52



approach protects inherited privilege  
46:54  
and undercuts our economy and our  
46:57  
democratic institutions beyond the land  
47:02  
grant University all the leaders of  
47:04  
higher education and technical education  
47:05  
in Maine face unprecedented challenges  
47:08  
maine needs to provide a wide range of  
47:11  
educational and training opportunities  
47:13  
for all of its citizens training is a  
47:16  
diesel mechanic allows us to keep our  
47:19  
fishing boats and skitters moving but  
47:21  
these practical programs are expensive  
47:25  
engineering nursing or dental hygiene do  
47:27  
not provide the same head count per  
47:30  
dollar as sitting in a large Chrysler  
47:31  
I'm listening to a lecture programs the  
47:36  
demand mentoring by professionals are  
47:37  
exactly the type of causes that cannot  
47:40  
be taught online but are critical to our  
47:42  
economy  
47:44  
the core skills of a nurse a mechanic or  
47:47  
an engineer demanded two-way interaction  
47:50

between an expert and a student the  
47:54  
individualized education of a PhD  
47:57  
chemical engineer may provide the  
47:59  
innovation that will sustain our paper  
48:01  
industry however create currently has  
48:04  
less value in the University of Maine  
48:06  
system than an adult learner who  
48:08  
finishes a general studies degree or a  
48:10  
law degree make no mistake quality  
48:15  
applied higher education is not cheap  
48:18  
especially if it is provided in an  
48:21  
environment which in the words of the  
48:23  
Morrill Act does not exclude other  
48:25  
scientific and classical studies this is  
48:29  
the land-grant mission it's a vision the  
48:34  
greatest human potential in our state's  
48:35  
and the educational demands of Industry  
48:39  
cannot be limited to a talented tenth  
48:42  
especially when talent is too often  
48:44  
identified based on birth not on  
48:46  
potential the current emphasis is on  
48:49  
providing a low-cost degree based on  
48:50

metrics of head count per tuition dollar  
48:52  
while maintaining the cost while  
48:55  
minimizing while minimizing the cost of  
48:57  
highly trained faculty in critical  
49:01  
fields of study cutting faculty is  
49:03  
simply an economic race to the bottom  
49:05  
the University of Maine needs to  
49:07  
recommit to the liberal and practical  
49:08  
education of the industrial classes the  
49:12  
economy has changed dramatically in the  
49:13  
last hundred and fifty years however  
49:16  
these changes have just increased the  
49:17  
need for the flagship university dr.  
49:21  
hunter congratulations on being the  
49:23  
first woman president to the University  
49:25  
of Maine the institution entrusted to  
49:28  
your care will reflect your vision  
49:32  
during this critical juncture booker t  
49:36  
washington said excellence is to do a  
49:38  
common thing in an uncommon way think  
49:41  
about the agricultural and mechanical  
49:42  
arts that is exactly the tradition of  
49:45

excellence from which the land-grant  
49:46  
colleges emerged the graduates of this  
49:49  
land grant college or the key to the  
49:51  
economic future the main of the state of  
49:53  
Maine and the future is now your  
49:55  
responsibility  
50:06  
thank you Mary now please welcome  
50:11  
Chancellor of the University of Maine  
50:12  
system dr. James page for the  
50:15  
installation of the 20th president of  
50:16  
the University of Maine and the  
50:18  
presentation of the presidential  
50:20  
medallion to dr. Susan J hunter puff oh  
50:32  
he's going off-script Chancellor zimpher  
50:36  
president hunter members the stage party  
50:39  
colleagues with whom I include students  
50:41  
in that at all guests as we move forward  
50:45  
to better serve the state of Maine with  
50:50  
the system emphasis on responsiveness to  
50:52  
state needs whether in advancing student  
50:54  
success or leading research that  
50:57  
advances Maine's economy or service to  
51:02

our communities it is both necessary and  
51:08  
appropriate that the flagship university  
51:11  
take the service leadership role in  
51:13  
better in building better opportunities  
51:16  
for all of Maine moving our institutions  
51:19  
forward requires experienced focused and  
51:22  
deeply committed leaders and this is one  
51:25  
of the reasons it gives me great  
51:27  
pleasure to begin the charge on behalf  
51:30  
of the board of trustees and through  
51:32  
them the people of Maine and emphasizing  
51:35  
a point made off of today but not ever  
51:37  
too few times Madam President in 150  
51:42  
years that this institution is educated  
51:44  
and enlightened the sons and daughters  
51:46  
of Maine as well as many from beyond our  
51:48  
borders 19 leaders have served before  
51:52  
you as with them we make with you a pact  
51:55  
of trust that you will preserve and  
51:58  
enhance the University of Maine and work  
52:00  
tirelessly to extend its benefits to  
52:03  
those who constitute its community and  
52:05

to the larger society of which it is so  
52:08  
important  
52:09  
part your predecessors labored to  
52:12  
establish and uphold these standards and  
52:14  
we expect you to continue that  
52:16  
commitment as you make your personal  
52:18  
imprint on the life of this great  
52:20  
institution we charge you to defend and  
52:24  
advance the work of the faculty to  
52:26  
cherish and respect the great tradition  
52:28  
of academic freedom essential to our  
52:29  
society to lead by word and by deed  
52:32  
those who themselves are looked to for  
52:35  
wisdom and leadership we entrust to you  
52:39  
our hopes for the future of the  
52:41  
university's very reason for being our  
52:43  
students you are the first teacher among  
52:46  
the company of teachers and it is  
52:48  
incumbent upon you and your colleagues  
52:50  
to so nurture and instruct that those  
52:53  
who study here will never question their  
52:55  
choice of where to plan and build their  
52:57

futures we ask that you never forget  
53:00  
that the life of the University depends  
53:02  
on the confidence and support of the  
53:04  
people of Maine as the land-grant  
53:07  
institution the university has always  
53:09  
had a special mission of public service  
53:11  
but the university now has become more  
53:13  
central to society that at any time in  
53:16  
its history your responsibilities for  
53:19  
Economic Development for example or for  
53:21  
civic and cultural affairs approach  
53:24  
those for education itself remember that  
53:27  
in our respects it is the people's  
53:29  
business you do here your success is  
53:31  
their success and the University can  
53:35  
succeed only if they succeed Madam  
53:38  
President we give to you the care  
53:40  
custody and control of this respected  
53:42  
institution trusting that in you and  
53:45  
through your every endeavor the  
53:47  
University of Maine shall achieve the  
53:48  
fondest hopes of those who depend on it  
53:50

and who loveth best and now having  
53:54  
charged her with their responsibilities  
53:55  
and before this company declared our  
53:58  
faith in her judgment and leadership I  
54:00  
james h page Chancellor of the  
54:02  
University of Maine system acting on  
54:05  
behalf and at the behest of the board of  
54:06  
trustees of that system do hereby  
54:08  
appoint a firm and declare Susan J  
54:12  
hunter to be the 20th president of the  
54:14  
University of Maine with all the rights  
54:17  
and duties there to pertaining I now ask  
54:21  
president hundred to come forward  
54:23  
and the University of Maine system board  
54:24  
of trustees vice chair Atma gregory  
54:26  
johnson and the university main board of  
54:28  
visitors chair and lucy to join me in  
54:31  
presenting president hunter with a  
54:33  
University of Maine medallion  
54:54  
ladies and gentlemen our president  
54:56  
hunter please accept your medallion and  
54:58  
ladies and gentlemen please welcome me  
55:00



join me in welcoming president hunter as  
55:02  
the 20th president of the University of  
55:43  
really  
55:46  
thank you obviously thank you very much  
55:49  
good afternoon Thank You Chancellor page  
55:52  
I appreciate the confidence you've shown  
55:55  
in me and the chance to share the moment  
55:57  
with you we've known each other for  
55:59  
years really have and we've worked  
56:01  
together for years and I value our  
56:02  
friendship and the opportunity to work  
56:05  
together Thank You trustee Johnson and  
56:08  
members of the University of Maine  
56:09  
system board of trustees and my  
56:11  
colleagues and leadership across the  
56:13  
University of Maine system for your  
56:15  
service on behalf of the people of Maine  
56:17  
thank you and Lucy chair of the  
56:20  
University of Maine Board of Visitors I  
56:22  
want to thank all the members of the  
56:24  
Board of Visitors for providing such  
56:25  
valuable advice and support as I've  
56:28

spent the last however many months eight  
56:31  
months as president welcome to members  
56:34  
of the university of maine community  
56:36  
students faculty staff the cabinet other  
56:40  
administrators and alumni represented so  
56:43  
well by Provost hacker professor  
56:45  
Peterson ms Beecham miss aunts and mr.  
56:49  
Peachey and to all the friends of humane  
56:52  
here today including any legislators  
56:54  
your support and commitment to humane  
56:56  
and the state are truly appreciated  
56:58  
first of all thank you for being here  
57:01  
and let me say a special thank you to  
57:03  
Chancellor zimpher for setting the  
57:05  
perfect tone for the day as was stated  
57:08  
earlier we've known each other for about  
57:10  
six years since she came to chair the  
57:12  
neos review team I have been inspired by  
57:15  
from afar but now I'm really even more  
57:18  
inspired she has very successfully taken  
57:22  
on a behemoth of a job and just happens  
57:25  
to be a woman a few months ago I was  
57:28

approached about having an installation  
57:30  
and I have to admit it was an event that  
57:33  
I hadn't actually thought about I think  
57:35  
the prevailing opinion was that the  
57:37  
first woman president or any president  
57:39  
for that matter should not be an  
57:41  
asterisk so I said yes with that I  
57:44  
turned all of the planning over to a  
57:46  
committee headed by Provost hacker and  
57:48  
Vice President Kim and I want to thank  
57:51  
them and the committee for organizing  
57:53  
all of the activities in this women in  
57:55  
leadership week I do want to give a  
57:58  
special  
57:58  
thanks to my husband Dave who's sitting  
58:00  
down in front here as many of you know  
58:02  
Dave spent his career on campus he is a  
58:05  
plant pathologist and worked many years  
58:07  
with the potato industry with his  
58:09  
research based out of a rustic farm in  
58:11  
Presque Isle he is technically retired  
58:14  
but last fall to our the course for the  
58:17

university of maine at presque isle and  
58:19  
this summer is filling in at the plant  
58:21  
disease clinic run by Cooperative  
58:23  
Extension down on College Avenue he is  
58:25  
my perfect sounding board because he is  
58:27  
an absolute vault sitting next to him is  
58:31  
my brother Bill who came up from Boston  
58:33  
today and it means a lot to me that he  
58:35  
was able to to be here our children  
58:38  
Chris and Griff are not here in person  
58:40  
but I know they're here in spirit they  
58:43  
live in Minneapolis in Seattle  
58:45  
respectively and being in orono for this  
58:47  
event was not practically possible I'm  
58:50  
sure every family has its inside jokes  
58:53  
several years ago of my daughter  
58:55  
observed quote your career really took  
58:58  
off once he ditched the kids end quote I  
59:03  
prefer to think that they took flight  
59:07  
but it is true that when I took my first  
59:09  
upper administrative job in July of 2005  
59:13  
they had both moved on and out but what  
59:16

a difference ten years has made one last  
59:19  
mention in September of 2013 a few weeks  
59:23  
after I begun my job as vice chancellor  
59:25  
for academic affairs for the University  
59:27  
of Maine system there was a lovely going  
59:29  
away event for me at Buchanan alumni  
59:32  
house and I do appreciate everyone's  
59:34  
graciousness when upon learning that I  
59:37  
was returning to campus to serve as  
59:39  
president they did not ask me to return  
59:42  
the Michael Lewis painting or any of the  
59:44  
other gifts I have been encouraged to  
59:48  
reflect a bit on myself today and I will  
59:51  
admit that that is not really my comfort  
59:53  
zone but i'll try and then move on to  
59:56  
what I think is far more substantive and  
59:58  
important periodically people ask what  
60:02  
elements contributed to my success as  
60:04  
many of you know I've spent all but 10  
60:07  
months of my career at umaine that has  
60:10  
pluses and minuses some might see it  
60:12  
is too narrow and lacking the experience  
60:15

of working in other institutions I'd  
60:18  
like to think that the multiple and  
60:19  
varied professional development  
60:21  
experience I've engaged in throughout my  
60:23  
career help mitigate that concern on the  
60:27  
plus side I have a deep familiarity that  
60:30  
allows me to know which levers to push  
60:32  
or whom to call in a state with a small  
60:35  
population that prizes relationships it  
60:38  
is very handy to have so many I think  
60:41  
the granularity has allowed me to form  
60:44  
interesting and dynamic connections  
60:46  
across a complicated but fascinating  
60:49  
landscape by fully integrating into this  
60:52  
community there has been a continuity of  
60:55  
mission to my work and I have been the  
60:58  
beneficiary of wonderful mentoring dean  
61:02  
emeritus bruce wiersma hired me from my  
61:04  
first administrative job and from day  
61:06  
one gave me access to the innermost  
61:09  
workings of the college my grad school  
61:13  
advisors were the stuff of legend a  
61:15

husband and wife team Harold a cell  
61:18  
biologist was my PhD advisor and  
61:21  
rosemary a biochemist was a committee  
61:24  
member and so much more her career  
61:26  
included time as a provost and president  
61:29  
quite simply the most magnificent woman  
61:31  
I have ever met Rosemary's impact this  
61:35  
was so profound that although she died  
61:37  
suddenly 23 years ago I don't go more  
61:41  
than a day or so without reflecting on  
61:43  
her sometimes thinking about how she  
61:45  
would approach a problem express a point  
61:48  
take the long view on an issue plan a  
61:51  
complicated strategy communication  
61:53  
strategy about a complicated issue or  
61:56  
sometimes I would just wish she was  
61:58  
available because I know we would laugh  
62:00  
hysterically which we often did she was  
62:03  
smart analytical and creative and had an  
62:07  
absolutely wonderful way with people all  
62:09  
traits I try to keep in mind to this day  
62:13  
I still have folks with whom I consult  
62:15

and ask for advice Sam Smith president  
62:18  
emeritus of Washington State University  
62:20  
spent 15 years leading that University a  
62:23  
very successful  
62:25  
and Grant president I've known him since  
62:27  
I was a master's student at Penn State  
62:29  
so I'm last summer when we were out in  
62:31  
Seattle visiting our son and spoke to  
62:34  
him just two weeks ago Sam reminds me to  
62:37  
look broadly there are many portfolios  
62:39  
to a president's job he points out that  
62:42  
the horizon is some distance away and  
62:44  
that one shouldn't drive a car by  
62:47  
staring at the hood ornament when I talk  
62:51  
with students I tell them to find  
62:52  
something that they enjoy because then  
62:54  
they will work very hard successful  
62:57  
people work hard many years ago while a  
63:00  
student I hit a few bumps in the road  
63:02  
because I didn't focus and work as hard  
63:04  
as they needed to this was an object  
63:07  
lesson that really stuck there are no  
63:09



shortcuts and once I really understood  
63:11  
that how to move forward was pretty  
63:13  
clear I realized some years ago that my  
63:16  
daydreaming time was spent thinking  
63:18  
about administration not science and  
63:20  
that's when I knew what direction I  
63:23  
should pursue full bore apparently I'm  
63:26  
comfortable with a high degree of  
63:28  
ambiguity we have a varied and complex  
63:30  
landscape across the campus the  
63:34  
university system and the state I think  
63:36  
I'm pretty good at high level scanning  
63:38  
until intense focus is needed and then I  
63:41  
drill in in part my ability to look  
63:44  
across the landscape and make meaningful  
63:47  
connections in seemingly dissimilar and  
63:49  
disparate places has contributed to my  
63:52  
success and the last observation is that  
63:56  
there is a background hum about  
63:58  
impending change and with that comes  
64:00  
concerned about what it could mean and  
64:02  
that's ok it keeps me on my toes as we  
64:06

ask the tough questions and we must ask  
64:08  
them in order to be the best that we can  
64:10  
be the accompanying uncertainty keeps me  
64:13  
focused on this institution our students  
64:16  
and the idea that we're done well higher  
64:19  
education has a profound and lasting  
64:21  
impact on lives I spent some time  
64:24  
thinking about leadership a thematic  
64:26  
element of the week I was drawn to a  
64:29  
definition that describes leadership as  
64:32  
derived from influence and can come from  
64:35  
anyone at any level fulfilling any role  
64:38  
I do have influenced built up over many  
64:40  
years based on long working  
64:43  
relationships good work and many jobs  
64:46  
I'm drawn to this focus on leadership  
64:49  
because it doesn't rely on prominence of  
64:51  
position it is true that as you move up  
64:54  
the organizational structure you gain  
64:56  
power but you gain more authority by the  
64:59  
use of less power persuading people to  
65:03  
do things because it is in the  
65:04

collective best interest is a more  
65:07  
powerful and reliable way to lead moving  
65:10  
on and I really do think it is more  
65:12  
important to talk about the University  
65:14  
and in doing this I'll look back on our  
65:16  
history a bit and then look forward the  
65:20  
University of Maine has a legacy of 150  
65:23  
years as a leader of education and  
65:25  
innovation for the state of Maine  
65:28  
contributions run the gamut from Francis  
65:30  
crow class of 1905 who was the  
65:33  
construction engineer for the Hoover Dam  
65:35  
to Clifford McIntyre class of nineteen  
65:38  
thirty who was the congressman who  
65:40  
co-sponsored the mcintire stennis  
65:42  
cooperative forestry research program  
65:45  
legislation then there is Edith patch  
65:48  
master's degree in 1910 who pursued a  
65:52  
lifetime of significant work here in or  
65:54  
no she warned against the loss of insect  
65:57  
pollinators due to indiscriminate use of  
65:59  
pesticides many years before Rachel  
66:02

Carson published Silent Spring and she  
66:04  
was the first woman president of the  
66:06  
entomology Society of America there was  
66:09  
also chuck pedal class of nineteen sixty  
66:12  
who was one of the founders of the  
66:14  
microcomputer industry as lead developer  
66:16  
of the chip that started the computer  
66:18  
revolution of the 1970s and 80s humane  
66:22  
is where phi kappa phi the national  
66:25  
honor society recognizing excellence in  
66:27  
all academic disciplines was founded we  
66:30  
boast alumni with national and  
66:32  
international reputations in fields that  
66:35  
span the range of human endeavor we have  
66:38  
well-known writers a Tony award-winning  
66:40  
lighting designer an academy  
66:43  
award-winning film producer and a Nobel  
66:45  
Prize winning physician among our  
66:48  
105,000 living alumni  
66:52  
university was founded as a result of  
66:54  
the Morrill Act passed by Congress in  
66:56  
1862 as you all know 1862 was a pivotal  
67:00

time in America's history the country  
67:03  
was in quote the grim business of war as  
67:06  
historian Doris Kearns Goodwin describes  
67:09  
it casualties and public discontent  
67:11  
mounted there were bitter debates about  
67:14  
what to do about slavery that summer  
67:16  
Lincoln was making decisions about  
67:18  
emancipation according to kearns goodwin  
67:21  
it was customary on the last day of the  
67:23  
session for the president to sign the  
67:26  
spate of bills rushed through in the  
67:28  
final days of the term it had been a  
67:31  
productive session and three historic  
67:33  
bills that had been stalled for years  
67:35  
were signed the Homestead Act which  
67:37  
promised land to settlers largely in the  
67:39  
West the Pacific Railroad act making  
67:42  
possible construction of the  
67:44  
Transcontinental Railroad and the moral  
67:47  
act providing public lands to States for  
67:50  
the establishment of land grant colleges  
67:52  
at a time of crisis with abundant doubt  
67:56

and uncertainty about the future of our  
67:58  
country here was bold visionary  
68:01  
legislation to chart a course for a very  
68:04  
different future the main college of  
68:06  
agriculture and the mechanic arts was  
68:08  
founded on february2014 65 women were  
68:12  
allowed to enroll in 1872 and the name  
68:15  
was changed to the University of Maine  
68:17  
in 1897 the land-grant institutions  
68:21  
created throughout the country were  
68:23  
charged to teach quote agriculture  
68:25  
military tactics the mechanic arts and  
68:28  
Home Economics not to the exclusion of  
68:30  
classical studies end quote the goal was  
68:33  
to provide for the growth of a truly  
68:35  
educated middle class prepared for the  
68:37  
demands and realities of an  
68:38  
industrialized world in his annual  
68:41  
address to the legislature in 1866  
68:44  
governor Joshua Chamberlain noted that  
68:47  
the land-grant university would benefit  
68:50  
the prosperity of the state quote we  
68:53

need something in the state which will  
68:55  
educate our young men not out of their  
68:57  
proper sphere but into it end quote now  
69:00  
let's look forward I know we all embrace  
69:03  
the mission of humane as the  
69:05  
it's land-grant secret research  
69:07  
university we employ teaching strategies  
69:10  
that engage students by utilizing  
69:12  
current practice grounded in how people  
69:14  
best learn a process that results in  
69:17  
growth of both student and teacher we  
69:20  
conduct research and scholarship is  
69:22  
critically evaluated within the  
69:24  
disciplines and in many fields attracts  
69:27  
substantial external funding we connect  
69:30  
to and support the people and  
69:32  
enterprises of the state of Maine and in  
69:34  
doing all of this we insert students in  
69:37  
real world ventures to inform their  
69:39  
academic work and provide incredible  
69:41  
growth opportunities I believe that in  
69:44  
many cases it is within those  
69:46

engagements that passion and commitment  
69:49  
to lifelong learning are discovered  
69:51  
twenty years ago national figures such  
69:54  
as dr. Harold Shapiro President of  
69:56  
Princeton University the sounding the  
69:59  
alarm about challenges facing higher  
70:00  
education and urging prioritization and  
70:03  
mission differentiation the challenges  
70:07  
have in no way abated the pressures of  
70:09  
rising costs ballooning student debt and  
70:13  
unbundling of educational offerings are  
70:15  
a few of the issues confronting us in  
70:18  
addition to these challenges faced by  
70:20  
every institution of higher education in  
70:23  
the country Maine faces challenges  
70:25  
associated with its demography and  
70:28  
geography that includes being a state  
70:31  
not only with declining numbers of high  
70:33  
school students but all the also the  
70:35  
oldest median age population overall a  
70:39  
state where it is more important than  
70:41  
ever to focus on the innovation needed  
70:44



to help prepare main industries for the  
70:46  
21st century to promote health and  
70:48  
well-being to enhance education for  
70:51  
students and teachers and to engage  
70:53  
communities given Maine's geographic  
70:56  
size and dispersion of population we  
71:00  
need to work to enhance access to  
71:02  
programming and coordinate our efforts  
71:03  
to benefit main students communities and  
71:06  
businesses the University of Maine  
71:09  
system board of trustees is committed to  
71:11  
the campus locations and new main stands  
71:14  
ready to work with our sister campuses  
71:16  
to meet Maine's challenges  
71:18  
in time and with strategic alignment in  
71:21  
our academic and administrative  
71:23  
functions we will be able to work across  
71:26  
the entire state as a network of  
71:28  
campuses in a way that we have never  
71:30  
before I know this is complicated and  
71:33  
ambiguous but if we retain a laser focus  
71:36  
on what is best for students and the  
71:39

people and enterprises of the state we  
71:42  
will be on the right path the University  
71:45  
of Maine's past and future leadership  
71:47  
and commitment to the state are  
71:49  
constants in forging the way forward I  
71:52  
think most everyone at UMaine is very  
71:54  
assured about how our research and  
71:56  
outreach activities work across the  
71:58  
state to benefit so many but I don't  
72:01  
think we've thought enough about how we  
72:03  
should contribute to instructions  
72:05  
statewide and articulate this as part of  
72:07  
you Maine's ongoing commitment to  
72:09  
leadership and excellence I'm not  
72:12  
remotely suggesting we won't have  
72:14  
thousands of students on the you main  
72:16  
campus engaged in on-site higher  
72:18  
education those students will be doing  
72:21  
research with faculty playing in the  
72:23  
band writing for the main campus and  
72:25  
engaging with main communities as part  
72:28  
of their total educational experience  
72:30

the evaluation of the entire academic  
72:33  
portfolio offered system-wide is already  
72:36  
underway and critical decisions will  
72:38  
have to be made our task is going to be  
72:41  
leveraging the considerable assets we  
72:44  
have at UMaine to enhance academic  
72:46  
opportunities elsewhere and help serve a  
72:48  
broader audience while continuing to  
72:51  
take a leadership position in the system  
72:53  
and the state the University of Maine is  
72:56  
a true research university and that  
72:59  
won't change looking to the years ahead  
73:01  
faculty and students at all locations  
73:04  
will benefit from collaborative  
73:06  
opportunities and the reset research  
73:08  
Enterprise collectively will benefit  
73:11  
from the ability to be connected to a  
73:13  
greater number of regional enterprises  
73:15  
our outreach efforts epitomized by but  
73:18  
not limited to Cooperative Extension are  
73:21  
already distributed and operational  
73:23  
statewide I think going forward we will  
73:26

be able to provide greater student  
73:28  
opportunities thereby increasing the  
73:30  
total outreach  
73:32  
initiative and enhancing the collective  
73:34  
academic experience we have to remake  
73:37  
our enterprise to serve 21st century  
73:39  
students and give them the skills  
73:41  
knowledge and experiences that set them  
73:44  
up for success in a knowledge-driven  
73:47  
global economy at the same time we must  
73:50  
enhance the strength reputation and  
73:52  
capabilities we have as a research  
73:55  
university these are consonant  
73:57  
objectives and can be realized through  
73:59  
efforts to align and unify as a  
74:02  
coordinated entity with UMaine  
74:04  
continuing to work as a partner with all  
74:06  
constituencies internal and external it  
74:10  
is within this context that you will  
74:12  
that you main will continue to engage  
74:14  
with our system of campuses the  
74:17  
Chancellor board of trustees and  
74:19

citizens of the state of Maine in  
74:22  
closing the circle I went to offer a bit  
74:24  
of imagery that rosemary used many years  
74:27  
ago she used to speak of needing to  
74:29  
thread one's way through a complex  
74:31  
situation and I think it's an apt  
74:34  
metaphor for the path forward it will  
74:36  
not be a straight line point A to point  
74:39  
B journey but rather amazed with complex  
74:42  
twists and turns there will be  
74:45  
challenges for sure as well as opportune  
74:48  
moments for significant progress let's  
74:52  
reflect on 1862 people made bold  
74:55  
decisions to pave the way for a very  
74:57  
different future in spite of the  
74:59  
profound crises and uncertainties of  
75:01  
those times they could not see the  
75:04  
future clearly anymore than we can but  
75:07  
they made decisions based on a belief  
75:09  
that change was coming and they would be  
75:11  
positioning society to be better  
75:13  
equipped to deal with it I would ask  
75:16

that we would be as brave this is a  
75:19  
wonderful University and I am truly  
75:21  
honored to serve as its president I do  
75:24  
believe in the power of Education to  
75:26  
markedly change and improve lives and it  
75:29  
is increasingly important that public  
75:32  
higher education fulfill that role for  
75:34  
the citizens of Maine it will take all  
75:37  
of us working collectively to turn that  
75:39  
belief into reality so thank you for all  
75:42  
you do to contribute to a brighter  
75:44  
future for the people  
75:45  
main thank you  
76:38  
you  
78:49  
you  
79:40  
bye  
80:03  
you  
82:20  
thank you all very much for being part  
82:22  
of the installation of the 20th  
82:24  
president of the University of Maine  
82:25  
particularly thanks to our sponsor  
82:27  
tiaa-cref we'd also like to thank all  
82:31

main women senior skulls an army rotc  
82:34  
for their participation today I  
82:37  
encourage you to join us upstairs in the  
82:39  
Hudson museum from refreshments in  
82:41  
musical entertainment provided by the  
82:43  
Humane female a cappella group  
82:46  
Renaissance thank you very much  
83:02  
you  
English (auto-generated)

*The University of Maine in Orono is the flagship campus of the University of Maine System, where efforts toward racial equity are ongoing, as is the commitment to facing a complicated and not always just institutional history. The University recognizes that it is located on Marsh Island in the homeland of the Penobscot nation, where issues of water and its territorial rights, and encroachment upon sacred sites, are ongoing. Penobscot homeland is connected to the other Wabanaki Tribal Nations — the Passamaquoddy, Maliseet, and Micmac — through kinship, alliances, and diplomacy. The university also recognizes that the Penobscot Nation and the other Wabanaki Tribal Nations are distinct, sovereign, legal and political entities with their own powers of self-governance and self-determination.*