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Howard R. Neville

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UNIVERSITY COLLECTION

A NEW BEGINNING

An Address by Howard R. Neville
Twelfth President of the
University of Maine at Orono/Bangor

Academic Convocation
January 28, 1974 — Memorial Gymnasium

A NEW BEGINNING

An Address by Howard R. Neville
Twelfth President of the
University of Maine at Orono/Bangor

Academic Convocation

January 28, 1974 — Memorial Gymnasium

We are having this Academic Convocation today in order that I may speak to the members of the University community to give you some sense of your new President's thinking about the State of the University, what goals we may set for ourselves for the Seventies, and what immediate steps I plan to take to turn the institution's momentum in the directions these goals might take us. As these remarks develop, you will realize that I think the University of Maine at Orono stands ready to make substantial forward progress, if only we are willing to make some difficult choices. You will realize, also, that I feel some exhilaration in the challenge of leadership the presidency of this institution implies and that I look forward to my years in this office. Each week I spend in Maine uncovers another facet of the Maine spirit and unveils more of the vast potential this University enjoys.

The University of Maine is just over one hundred years old. It was given birth in a period of development in higher education unparalleled in the history of the world. During the years between the end of the Civil War and the beginning of the Twentieth Century, the aristocratic liberal arts college declined as the dominant institution in American higher education and gave way to the New American University. Johns Hopkins, the University of Chicago, Stanford, and a number of other distinguished private American universities were founded. Some older institutions, like Harvard and the University of Virginia, for example, turned their concentration upon the new University Ideal. Historians of American higher education are inclined to view this new university development in America as a transplantation of an ideal of empirical scholarship from its latest and best expression in Nineteenth Century Germany. But it was more than that; it was a sweeping social and economic redirection of the American effort in higher education. And this redirection is not truly and fully manifest in the privately endowed institutions at Chicago or Baltimore, in the changes at Charlottesville or Cambridge, but in new institutions born of a national investment; born of the sprawling expansion of American industry; born of the spreading and exhausting American agricultural enterprise; born to be pragmatic and recognizing no aristocracy among ideas, among the works of men, or among men themselves. These new institutions were begun in Manhattan, Kansas; in Champaign, Illinois; in East Lansing, Michigan; in Ames, Iowa; and, yes, in Orono, Maine. This new direction found a home in our land-grant universities.

The Morrill Land-Grant Act of 1862 gave these institutions their initial impetus and direction. They were and are specifically enjoined by the law to provide for the liberal and practical education of the industrial classes. Their charge was a unique combination of Democratic and utilitarian values that gave form and shape to the future of the institutions. Because this idea permeates the institutions, they have been and continue to be among the most pioneering and adaptable in American life.

It is easy to cite the research accomplishments of the American land-grant university in technology and natural resource development, from thousands of simple inventions increasing mechanical efficiency to conceptual departures that have expanded the productivity of wheat fields exponentially. In these areas the work of our scientists is manifest to the world and needs no advertisement. But how many appreciate the enormity of the public service enterprise we have undertaken in the spirit of progressivism expressed by President Charles Van Hise at Wisconsin in 1910 as "The Wisconsin Idea?" Or that the slogan "General Education for the Masses" has become a reality through the growth of our science and arts colleges?

There are some who smile politely and call us "cow colleges," claiming superiority in longevity pedigrees of alumni. Let them understand this: we are proud of what we are. The land-grant institution is America's own invention: our institution rejects no man or woman or field of study as intrinsically inferior to another; it rejects no reasonable request of the society for public service; it yields to no institution in its pursuit of excellence in teaching and research.

Clark Kerr has observed that "the strands of history" combine to weave a pattern of institutional reality with which we must confront the present and the future. My background in teaching, in administration at the campus level as chief academic officer of a large land-grant university and president of a small but distinctive liberal arts college, and as executive vice president of a large multi-campus state university system lead me to concur with him in this observation. I've had a long-term interest in the history of American higher education. Because of my academic training as an economist, the economics of higher education has also been of more than passing interest to me. Now, it seems to me that the 1970's are a time when these interests come together. Every higher education institution will

become all that it can be only if it confronts the current realities of its economic dynamic directly and with some imagination.

I have spent the past five months examining the University of Maine at Orono and learning about it so that I can help guide its future. I have done so in the context of my sense of history of the land-grant movement. I have done so as a former teacher; as an economist; as an administrator with a fairly broad background. I have spent hours in formal meetings with members of the University community, from administrators to students to librarians to faculty. I've met, too, in formal meetings with system-level administrators, with the presidents of other units of our State University System, with the Board of Trustees, with alumni, parents, and various friends of the University, including groups from the Greater Bangor business community. In addition, I've spent hundreds of hours talking and listening informally to various individuals and groups associated with the University or interested in the future, including members of the Maine State Legislature, the Governor, and other public officials. Finally, I have read many documents concerned with the University's future, including, but not only, the "Statement on Mission and Goals for the University of Maine at Orono" prepared by the Council on Priorities during 1972-73; the two major reports of the Higher Education Planning Commission, especially, "Higher Education for Maine" (April 1972); and those sections of the recent "Longley Report" devoted to the University of Maine. In all, I have attempted to immerse myself as totally as possible in the ebb and flow of this institution. I believe I have come to understand something of its people and its perspectives, of its problems and of its potential.

I have a number of observations to make about the State of the University. They will follow shortly. I wish to say first that at the core of my understanding of the land-grant institution is a fundamental belief that this University belongs to the people of the State that gave it birth and who through taxes provide resources to it. This University is of and for the people of Maine. Those of us who work for the University work for the people first and foremost and are accountable to them for what we make of their institution. Those among us who benefit from the programs of the University do so at the hand of the people of our State.

Among the people I have encountered here in

Orono and elsewhere in the State, I have felt the enthusiasm they feel for our University. And as with all things in Maine, this feeling often carries with it the distinctive flavor of the Maine personality: it is direct and the people have confidence in their institution. There is projected an ethic that demands productive activity, a strain that makes for a very healthy faculty. Finally, I sense an intolerance of inessentials, of the ballyhoo and other nonsense that apparently impresses so much of American society today, even in the academic world. This is a spirit with which I am grateful to be associated.

Now to the State of the University of Maine, Orono/Bangor as viewed by its new President.

Let me say first, and I lay claim to experience to back this statement up, this University in Orono is qualitatively much better than many among its faculty, staff, student body, and friends think. Too many, among the faculty and administration particularly, seem to have a deflated sense of the institution's value. They feel compelled perhaps to compare us directly, program by program, to the great American universities, like Harvard or Berkeley, or Michigan and find us wanting. In my opinion, in qualitative terms we clearly lack the scope of these of the very top of the major institutions in America. But when we compare some of our individual programs with many of those in the top 100 universities in this country, we rank very well, indeed, higher than some on the campus know. Our resources and responsibilities permit high research and scholarly excellence in only a few selected areas, but the quality is there for those who care to look. Academically, I am confident that this institution both recognizes and achieves degrees of excellence for which we need make no apology.

Some examples are in order. This year the Orono undergraduate program produced one of the thirty-two American Rhodes scholars, Mac Hunter of Damariscotta, under the tutelage of Professor Erling Skorpen of the Philosophy Department. Our Mr. Hunter competed for this award, the single most prestigious award made to American undergraduate students, against a field in the very difficult New England region, traditionally the fount of high quality in American higher education. Surely this is a sign that high quality training is at least accessible at this University.

Our faculty, too, bears examples of high professional distinction. There are too many to name here, and to mention only a few would be to fail to recognize others who are deserving. I will say that from what I have learned so far I am led to believe that the departments of geology, zoology, physics, psychology, chemical engineering, electrical engineering, the School of Forestry and Wildlife Resources, and the College of Business Administration have either attained or are moving rapidly toward national distinction. I have seen the spark of professional creativity clearly present also in agricultural engineering, chemistry, music, civil engineering, the College of Education, and in the leadership of the College of Life Sciences and Agriculture.

Our service activities as a land-grant institution match in quality and sincere dedication to professional values the formal teaching and research activities I have just been talking about. The term "public service" is somewhat misleading, since by our nature all of our programs, including the academic, are a service to the public. Further, most of the programs we characterize as organized public service are by their nature varieties of teaching and research. Indeed, this complex interrelationship is often formally recognized by joint appointments in the College of Life Sciences and Agriculture, the Maine Agricultural Experiment Station, and the Cooperative Extension Service. Among our "public service" units, given this understanding of the interrelationships, we are particularly proud of the accomplishments of the Bureau of Public Administration and the Bureau of Labor Education. I feel confident that the newly-formed Conferences and Institutes Division will stimulate increased use of our facilities by Maine citizens. I think, too, that the newly-organized Social Science Research Institute is an example of our commitment to provide the kind of interdisciplinary coordination that will help insure the uninterrupted flow of fundamentally valuable information to a society beleaguered with social problems. Though we have problems here and there, I am more than encouraged by the vitality of our efforts in the public service area.

I wish to say also that my observations lead me to conclude that the general administrative staff of this campus is talented and hard-working. President Libby left me a legacy of competent, well-motivated individuals to begin my administration. He can be proud of the team he built. This observation is not mine

alone; in one of the relatively few accolades it bestowed upon any agency of State government, the Longley Commission said of the Orono campus: "in general this campus is administered in an efficient and effective manner." It is my observation that there is some unevenness in the distribution of workload and funding among various elements in the total University organization, but I will say more of this later. Here I wish to make the point that in administration, as in our various program areas, Orono is better than many of us think.

In addition to all this, I count it no small matter that our campus is so strikingly beautiful. I am sure you know that most of those who visit the campus envy this beauty. I have always believed that the esthetic characteristics of a campus are fundamentally important to the state of mind of students and faculty and staff. A campus attractive in architecture and horticulture brings out the best in all of us. When I see added to this the achievements of Professor Hartgen in hanging the University's art collection in most every building on the campus, I feel well satisfied that our efforts to nurture a creative atmosphere are second to none.

Finally, I would like to reiterate my delight in finding in this University community a special spirit that testifies to the unique and invaluable qualities of the people who inhabit it. This spirit takes many forms. I have found it, as I've said, subtly present when talking to students and faculty members about the University and its future; I've seen it brighten the eyes of players and audience at the Maine Masque; in its most vigorous expression, I've seen it in The Pit during Yankee Conference basketball games. Wherever found, in whichever form, it catches one up and enriches the experience of being part of this community. It is this spirit which is our greatest strength - it will take us to the successes we wish for this campus. But we must choose our goals thoughtfully and have the will to achieve them.

With this central general observation that the University is better than many think it is, I should like to turn my attention to aspects of the institution's activities that need redirection and improvement. Just as I have found many elements of strength in our University, I also have found areas in which, it seems to me, we are weak. I feel obliged to speak openly about these weaknesses so that you will understand the plans for the future and some immediate steps to implement them which

I will outline later in this paper. Some among you may feel hurt or alarmed by this criticism; I hope not. It is offered, I feel, in a constructive spirit that can serve as a basis for making a new beginning.

First, I have been quoted as saying, "I am appalled" when I first learned that our library acquisitions budget was only \$280,000 for this year. The library, I hope we all understand, is the critical core of the intellectual resources we make available to the students and faculty for their academic pursuits. This year, because of his meagre acquisitions allocation and inflation in the publishing market, our librarian has been forced to suspend book purchases in favor of keeping our periodicals collection current. This situation is intolerable. We must find both an immediate solution to relieve this year's crisis and a long-term means to increase our ability to acquire the volumes we so badly need.

Second, I alluded briefly above to my impression that too many professionals, both faculty and administrators, hold this institution in low esteem. As an economist and life-long student of the academic marketplace, I know that one of the chief elements of this problem is the extreme low salaries of our professionals. Let me cite some evidence: in the 1973 Report on the Economic Status of the Profession, the American Association of University Professors, based upon very consistent information, ranks the University of Maine at Orono in the lowest twenty percent in average compensation paid to professors in all ranks, when compared to institutions offering similar programs. There are more than 200 universities in this category, many of which I know to be of lower quality than our own, some in fact to be at best very marginal in quality. This Report, published widely throughout the United States, reflects poorly upon our State and our University. It has its greatest impact on the morale of our faculty, who see in print what they have long known from correspondence with friends and discussions with colleagues at professional meetings: as expressed in the compensation we pay them, their services are undervalued in Maine as compared to other states. This condition has an insidious effect upon the self-esteem of some, and causes others to be constantly on the lookout for professional opportunity elsewhere. And as much as we may hear of an unfavorable job market for professors, there is always a market for the brightest and best. If we are to keep our good and our best and to motivate those disinclined to leave Maine

but dispirited by their low economic status, we must make a major effort to improve salaries.

Third, I have become convinced that there are some inequities in the distribution of our workload in all areas of our activity, including teaching, research, public service and administration. Measuring the productivity of university professionals is very difficult at best; in its worst forms it can lead to institutional rigidities that are unhealthy to an academic environment. But it is just as unhealthy to the institution to have the kind of bureaucratic inertia and unwillingness to face facts that inhibit the redistribution of resources when time and evolution change the patterns of demand for programs or services. It is a truism that institutions, public or private, educational or industrial, develop a certain amount of "institutional slack" while passing through periods of rapid growth. The years 1950-1970 were "boom" periods for all higher education institutions including this one. We must devise direct and effective means to reallocate resources through analyses of our workload in teaching, research, public service and administration. This implies a careful analysis of the current distribution of workload throughout the institution and of the program commitments we have made and will make for the future.

Fourth, I am convinced that the academic needs, especially of our undergraduate students, are changing and that repeated demands by students for curriculum reform are to some extent legitimate. I fear our faculties have been slow to respond to these demands. (Incidentally, in this we resemble faculties everywhere.) Specifically, I feel strongly that the opportunity for supervised off-campus learning experiences should be made available to every student, especially to those in professional fields.

At the risk of overworking a cliché, I also feel the institution does not provide incentives enough for students to design alternatives to the four-year lock-step pattern of education. (Our use of the College Level Examination Program is one step in the right direction in seeking reform here.) I think, too, that we need to develop different kinds of "tracks" and opportunities for degrees in the University through creative use of our community college in Bangor, through a breakdown of the impediments to transfer between and among our colleges, including sister colleges in the State University system, and through the development of some

kind of multi-disciplinary general university degree not dependent on individual departmental or college requirements. Further, it is my impression that our programs to attract and develop high excellence in our undergraduate students need upgrading. Most of you know of steps already taken to develop a National Merit Scholars Program. Talented students not only challenge their professors; they serve as a resource and an inspiration for the improvement of their peers.

Fifth, I am convinced our faculty can improve dramatically their research and other creative activity. This is related to observations I have already made about salaries and workload, and to observations yet to come regarding committee work and regarding the nature of the University of Maine system. But, I wish to emphasize here that excellence in graduate education is tied directly to excellence in research and other creative activity. I will not present today a plan for development in graduate education, since I am still searching for alternatives to some very difficult questions respecting the quality and scope of graduate education at UMO. I expect our Graduate School to grow in size and quality through the development of critical centers of intellectual excellence. One of the signs that will indicate such excellence to me is the ability to attract outside funding, especially for project research. Before too long, I hope to present a position paper on graduate education for reactions by the community.

Sixth, it is my impression that the University faculty and administration is dissipating a significant portion of valuable time in committee work which has marginal productive value to the community. This particular disease is endemic to academic institutions. While it would be inappropriate to make plans to change this, I urge every individual, council, committee, department, school, and college to review the list of standing committees and sub-committees in its area with the goal of reducing their number by one-third. A more appropriate means for decision-making in the modern organization is the appointment of the ad hoc committee charged with answering specific questions and given a timetable at whose expiration the committee automatically dissolves.

Seventh, we are operating with some financial policies which are, in my opinion, badly outmoded. We have tended to bury costs for services enjoyed by a relatively few individuals in general budget categories for which the funding comes from broad sources of income.

For example, up until this past month, the cost of our intercollegiate basketball program was born primarily by the educational and general budget of the University. The revenue to support this E & G budget comes mostly from State appropriations and tuitions, and is designed primarily to support our educational enterprises. Clearly some, those who attended basketball games, were enjoying benefits not all could or wished to enjoy. We have changed the procedure so that now those who benefit pay most of the bill. The philosophical principle which will guide my administration in these matters is that costs incurred in University activities not part of our general educational enterprise (including teaching, research, and public service) will be born primarily by those who enjoy the benefit of those activities. We will be looking at a variety of activities in the University where users enjoy benefits not extended to non-users to determine whether or not a charge should be levied. Though it will be controversial, one such area is parking on the campus.

Eighth, I hope that most of us are convinced of the importance of placing emphasis upon research and public service which will benefit the region, the state, and the local area. We must be a center for human concerns upon which the people who support us can rely. This is critically important in the humanities and fine arts, since the development and propagation of man's instinct for beauty and harmony is the sine qua non of a civilization. We should also be leading Maine people in the application of new methodologies in social and behavioral sciences to the solution of their problems. I think here particularly of the need for economic growth in Eastern Maine, especially the greater Bangor area, and ways in which the talent of our professional staff can stimulate and enhance this growth. Obviously, we must continue and improve our ability to provide technological service and scientifically-based advice to develop Maine's two major natural resources, in order to promote a stable future for the forest and marine industries. We cannot solve all of Maine's problems immediately, but part of our responsibility is to remember that most of these problems will never be solved without our help.

Ninth, I am surprised to find capital construction being given a lower priority at Orono than at other units of the State University system. Our new library addition and our English-Math classroom facilities will barely accommodate the new students we have already drawn into the institution. This new construction

will not help accommodate those larger numbers who will continue to come to Orono as their place of undergraduate study. While I fully understand and sympathize with the desire of other campuses to expand their physical plants, I feel compelled to say it should not be done to the detriment of the State's University center. We continue to have strong application pressure for our programs. The research and public service dimensions of our activities continue to grow. We are stretching our facilities' use well beyond any national standard for such use. Yet we find ourselves placed last in the State University system's list of capital construction priorities for both minor and major projects. Somehow we must begin to move up on the priority list for the most critical of needs and to find from non-State sources monies to build some of our other required facilities.

Tenth, it has been apparent from the time I was interviewed for the office I now hold that the relationships between administration at the University campus level and the State system level need better definition. I want it to be clear that I support efforts at statewide coordination of post-secondary education. I was on record nationwide before I came that I believe all post-secondary public education in any particular state, and by this I mean all education after high school, should be under a single coordinating Board of Control. Recognizing that our Board of Trustees has recently voted otherwise, I continue personally to believe that eventually all public post-secondary education in Maine should be under a single coordinating body. Whether this agency be called the University of Maine, or by some other name, as suggested by the Longley Commission, I think that coordination is vital to effective use of the State's resources.

However, I also wish to be on record as one who views UMO/B as a University within a system, rather than as a campus within a University. And my position on this dichotomy has not changed since I have moved from being a system officer to being a campus officer.

We are charged here with the responsibility to conduct a wide range of educational programs because of the special expertise of our highly-trained professional staff and a long historical tradition. This responsibility implies that we need the autonomy to do what we must; to succeed or fail and to be held accountable. Every student of modern management theory understands that large organizations with internal diversity

of goals, such as the University of Maine system, function efficiently to the degree to which institutional units can be relied upon to assume individual responsibility for their operations. This responsibility can never be fully exercised in the absence of authority for management. I think Chancellor McNeil understands this better than many believe. I am sure Maine people agree with this principle. To put my point in concrete terms, as President of this University I am obliged to say that we at the University of Maine Orono/Bangor would like a chance to develop as best we can and want a full and fair hearing on alternative uses of resources which come from State sources to the Board of Trustees. I am sure we ask no more than asked by my colleagues at other institutions of the University system. These sister institutions and the important role they play in the provision of higher education opportunity have legitimate needs which we recognize and support. In a spirit of true coordination we expect to take these needs into account as we develop our own programs. If this is well understood, all of Maine post-secondary education should prosper.

These, then, are some observations about the State of the University of Maine Orono/Bangor. Before I discuss my plans for the future, I would like to speak briefly about my concept of the role of the President at this University. I hope this will help you to understand what comes later in these comments and some of my actions over the years, as our experience with each other unfolds.

The first and most important responsibility of the President, it seems to me, is to set the general tone of the institution and to articulate its goals for the future. In setting the general tone, the President must do all he can to create an atmosphere supportive of the creative activities of the professionals and staff who have direct responsibility for the institution's various programs.

The President must lead the campus to recognize what the future might bring and must devise a strategy to insure the institution's creative participation in that future. Once the strategy has been developed, and the institution's goals set, the President must be active and even aggressive in decision-making. Earlier in these remarks I indicated general agreement with Clark Kerr's observations about the importance of the strands of an institution's history. I do not agree, however,

with his proposition that the prime role of the modern university president is to be a moderator among divergent groups on campus. I believe that the President can work to promote a commonality of goals. He can assure wide-spread participation in discussing and planning the future. He can and should go to some lengths to rally support among various groups connected with the University in developing its programs. And in the end, the Board or governing body holds him responsible for the development of the institution. The President must manage the future, must make it happen. I hope all here will give me advice and counsel in discharging this responsibility. But I think you ought to know that I believe fully in the principle of activism; I will make the difficult decisions when necessary; and that I will not shy away from conflict if we must have it to make a new beginning for this University

I have two plans to announce today which contain specific suggestions concerning the future and contain a number of steps effective immediately which I think will help us to realize that future. Before I announce them, I would like to say a word or two about the role of the land-grant institution in the 1970's, observations which will at least give intimations of the general cast of my thinking about the future.

I think the land-grant institution must continue to be what it has always been in a very important way, but has never gotten credit for: one of the principal institutions to propagate humanistic values in a twentieth century haunted by anxiety and brutality. I believe firmly that we must reinstitute priorities in our general education curricula that prepare our students for an ethical life. We have no commonly accepted metaphysics upon which we can define our ethics, but the gross excesses in twentieth century behavior, which many of us have and are witnessing in our own lifetimes, should lead us to understand that a definition of the ethical life as one characterized by moderation and restraint is at least a working beginning.

One of the original injunctions of the Morrill Land-Grant act was that the institutions it endowed should educate for the several "pursuits and professions in life." This responsibility continues to be with us in the seventies. The land-grant institution must seize the initiative and assume leadership in the multi-disciplinary research.

applicable to contemporary problems. The old distinctions between "pure" and "applied" research must be set aside in favor of teams of researchers applying their various talents to particular problems. With respect to our University, I am mindful of the statement made last year by the Council on Priorities: "Solutions for problems of Maine and the region, developed by our research efforts, are of interest in many other geographical areas. Our problems, be they social, economical, or technological, are rarely unique or peculiar to our own region." I, therefore, endorse their conclusion that "research relevant to the needs of Maine and the region" is our first commitment. I would only add that we need to encourage and develop structures to house the multi-disciplinary efforts that will be needed to conduct such research.

I wish to emphasize that the Six Year Plan for a New Beginning at the University of Maine Orono/Bangor which I will now outline is conceived in the full belief that Maine, both the State and its educational institutions, are part of the mainstream of the American future. I believe very much that this University has a real opportunity to become one of the very best of the land-grant universities still oriented to its own state and region. I feel confident that we can be the most exciting state university in New England in 1980 when this six-year plan, with appropriate amendments over the years, is fully implemented. I harbor no doubts about this and urge and exhort all of you to help make it happen. Let me, then, outline my plan, which I shall call: A New Beginning - the University of Maine Orono-Bangor - 1974-1980.

First. We are the senior university in this State whether measured by facilities, quality, numbers of students, or history and expertise of staff. We welcome wholesome competition from others of the State university system: it will upgrade quality all around, especially where such upgrading is most needed. But we look primarily for wholesome competition to improve quality not to institutions in Maine, but to our peer institutions in the land-grant association, especially those from New England. As things currently stand, I would rank the quality and scope of our staff and programs as about average among these six institutions.

But whether we assess the faculty salaries, tuitions and fees, funding for libraries or for research, or virtually any other measure of our resources available, we invariably rank well below the medians of the

six institutions, usually dead last. My proposition is that, given the base of talent and accomplishment and the Maine way we already have, we can surpass in quality the best New England state universities just by raising salaries and sources of revenue to the projected 1980 medians for the other five New England land-grant universities. This assumes a continuing level of State effort and a sharply expanded activity of outside funding from foundations, the federal government, and others. For example, according to linear projections prepared by my staff, the University of Maine Orono-Bangor will have to increase average compensation paid to faculties by 9%-10% each year between now and 1980, in order to achieve the projected median for the other five New England universities. If the monies for increases are not provided through State appropriations, I will ask the Board of Trustees to raise our tuitions to projected New England land-grant university medians to gain some of the needed revenues to meet the salary requirement, library acquisition budgets needed and other absolute necessities and we will introduce other economies in the University to gain the rest. Obviously, this plan will not succeed in absence of autonomy in financial management at the campus level.

Second. It follows from this goal and observations made earlier about communication among system and campus administrators that I should put forward a proposal for more effective statewide co-ordination of the fiscal operations of the University. I, therefore, will recommend in a position paper drawn in simple language for consideration by all affected or interested groups that it be the policy of the State system known as the University of Maine that all individual campus fees and charges, including tuition and room and board rates, be recommended through the Chancellor to the Trustees for action by individual campus presidents. The Board of Trustees obviously would retain the right to consult with system-level administrators as to the advisability of specific recommendations to them of any one campus which might be different from others. I shall further recommend that there be constituted a system-level Standing Committee on Fiscal Policy, to be composed of the following officers and to be advisory to the Chancellor:

Vice Chancellor for Finance & Administration*
Vice President for Finance & Administration,
University of Maine Orono/Bangor

Vice President for Administration, University
of Maine at Portland/Gorham
Two Business Managers from other units of
the System.

*(Chairman, ex officio)

The purpose of this committee will be to bring continuing attention to the impact and significance of financially related decisions from the campus level.

Both elements of this proposal are consistent with the general philosophical aims of statewide coordination: it will assure effective coordination while maintaining a desirable degree of local fiscal autonomy.

Third. I am charging the Vice President for Academic Affairs to undertake a program of faculty position reallocation according to program needs and projections. I will be appointing an ad hoc committee chaired by him and made up of the Vice President for Research and Public Service and three senior faculty to make these recommendations to me. This committee will present a five-year plan for position reallocation to me by October 1, 1974 and will be charged to review continuously the approved plan over the next five years. I wish to stress that no position in this University "belongs" to any department or college, with the exception of certain fully endowed chairs. While I anticipate reallocations will be made through normal attrition and retirement, this committee is charged with recommending the discontinuance of tenured positions in cases where such positions no longer serve a valid program need. The responsibility for all final decisions on position reallocation will rest with the President.

Fourth. The acquisitions budget of our library will be increased by 12% per year through 1980. Compounded annually, this will mean an increase from approximately \$280,000 to roughly \$550,000 over a six-year period. I consider this an absolute necessity and will refuse to entertain the notion that it cannot be done.

Fifth. We will build at least two additional major institutes on the Orono Campus and strengthen two others that demonstrate great promise. Let me outline briefly what I have in mind.

We will establish a Center for the Advanced Study of the Forest Industries which will draw from

current faculty of the University and from technical and management staffs in forest product industries the multi-disciplinary research teams necessary to address the interrelated technological, economic, environmental and management problems of the industry. We will ask the forest products industries to help subsidize construction of a new research and service facility and will seek a Director with national prominence to lead the Center's activities. We hope this new Center will become the "think tank" for industry leaders and scientists interested in one of the world's major productive activities. I will have a paper to present to the community on this soon.

We will also establish a Center for the Study of Marine Resources. It will be charged with responsibilities for coordinating all UMO marine research activities, including the operation of the Darling Marine Laboratory at Walpole. It will also have the responsibility of stimulating educational programs in the marine area, not only in the marine and behavioral sciences, but in literature, the arts, and history as well, insofar as they describe man's relationship to the sea and the Maine coastline and enhance his appreciation of them. An immediate responsibility of the Center for Study of Marine Resources will be to implement the goals of the Sea Grant Act to insure Orono's designation as a Sea Grant College before 1980. While I feel the Center can be housed temporarily in existing facilities on our campus, part of its Director's initial responsibility will be to develop outside funds to construct an appropriate facility. Marine resources, including animal, vegetable, and mineral wealth, are an untapped asset of immense potential significance to Maine and the entire Nation. We must take leadership in research and development in this vital area. I will also have a paper on this center for consideration soon.

The Institute for Quarternary Studies has proven itself a center of excellence in a number of ways. Most of you are familiar with the leadership of the Department of Geological Sciences in the creation of this Institute and with some of its work, which, incidentally, is about eighty percent devoted to Maine related scientific inquiry. The Institute for Quarternary Studies will receive my active support and be strengthened to whatever extent I can find resources to do so.

The New England Atlantic Provinces-Quebec Center has high potential as a multi-disciplinary center

for the study of the social and humanistic qualities of the region its title describes. Canadian-American relations become more subtle and more important with each passing year; so it is of vital importance to our State and nation that we understand our interrelationships fully. I intend to actively support the New England Atlantic Provinces-Quebec Center. Specifically, I feel it needs strengthening in the area of Franco-American Studies and intend to see this area strengthened meaningfully.

I have singled out these four institutes and centers as examples of where I believe we can and should achieve excellence. This list is not meant to set the limits of our activities but to indicate where our initial focus will be. The University will continue to entertain proposals for the development of new centers, particularly in those areas where we have demonstrated some capacity to achieve excellence and for which there is a strong potential for outside funding. In addition, we will continue to give support to individual projects, especially in the humanities.

Sixth. I intend to put heavy emphasis upon fund-raising from private sources during the next six years. Many of you have heard talk of an impending Capital Fund Drive. This drive has been planned over the past year and a half and will begin officially about the middle of February. Its purpose will be to raise monies to build a Fine Arts Center and a Sports Arena. The total cost of our building program, which will include an art gallery, a museum, and a performing arts center in one complex and an indoor ice facility in the other will be approximately 4.6 million dollars. Since we have 1.1 million dollars in commitments, the goal for this campaign will be 3.5 million dollars. These facilities will add immeasurably to the arts and humanities and the athletic programs of the University and of the Greater Bangor community.

In addition to the immediate Capital Fund Drive, I hope that we will be able to increase the free endowment of UMO by between five and ten million dollars before July 1, 1980.

Seventh. During the next six-year period we will place heavy emphasis upon finding outside funding from the federal government and foundations for research and other program development. In every new activity we undertake we must first answer the question: what

sources of outside funding are available to support this activity? The ability to generate outside funding will be one measure of excellence in programs and merit in individuals. In my opinion, we should be able to increase our level of external project support by a factor of four by 1980.

Eighth. Too many of our faculty now must work in inadequate space sharing an office with a colleague. I will appoint a consultant from among the membership of the University community to devise a plan to eliminate all doubling in office use by full-time faculty by September 1, 1976.

Ninth. My staff has developed enrollment projections for the years 1975-1980 which I consider to be relatively conservative, but consistent with current enrollment trends. Put roughly, I expect our enrollments in Bangor to grow to at least 1,000 - an increase of 100%. Undergraduate enrollment in Orono will increase by about 1,200 while graduate enrollment will increase by about 150. In all, our enrollments in Bangor and Orono will total about 11,000 - an increase of approximately 2,000 over current levels, about 22%. I have outlined this plan to officers of the State University system. I will continue to stress to the officers of the System, to the Trustees, and to the Maine State Legislature the importance of their providing resources that will enable us to take these additional sons and daughters of Maine citizens. Such resources include monies for capital construction, as well as increases in our educational and general budget.

Tenth. We will continue to encourage and expand student involvement in decision-making where appropriate. For example, students will continue to have full voting memberships on search committees for academic officers at the dean's level or above.

Eleventh. Before the end of this decade, and this is not said to the detriment of other sports, we will have a winning football team, a nationally competitive basketball team, and a regionally competitive ice hockey team. I will not elaborate further, except to say that no resources will be diverted from our academic pursuits to achieve this goal.

Twelfth. We will undertake a program to follow the activities of our alumni more carefully. The most important reason for doing this is to establish a process whereby we monitor the achievements of the products of our academic programs in order to gauge the effectiveness

of those programs. In addition we will be better able to involve alumni in the activities of the institution if we know where they are and what they are doing. I am asking the Alumni Association to undertake an appropriate study that will produce a rather detailed biographical dictionary of the alumni of the University of Maine at Orono.

Thirteenth. The University will continue and expand its efforts to serve disadvantaged students. In this regard, we have made great strides during the past three years in the development of our Student Aid Program under the imaginative leadership of Mr. John Madigan. We expect this is to continue. I have already mentioned new emphases in continuing education and our Cooperative Extension Service activities which will help extend our efforts to reach disadvantaged groups. Shortly, I will announce an immediate plan for our Bangor Campus that will add still more to this effort.

Fourteenth. And last among the goals of this six-year plan is my intention to build and staff a facility for education and research in basic sciences related to health care. A simple and compelling truth is that the majority of basic scientists in Maine in health-related areas is located right on this campus. All other institutions in the State taken together could not match our quality or depth in such fields as embryology, genetics, physiology, microbiology, chemistry, physics, and a half-dozen related fields. As the State University system continues to prepare a program for medical education and education in other health-related fields, it will need a center for basic science. This will have to be located in Orono if the State is to avoid costly duplication of programs and personnel. Accordingly, it is part of my six-year plan to have the facility and staff built which can serve as this center.

These are the basic elements of the program. I expect to add to it from year to year as new conditions and realities arise. I hope you will look at it with some care and communicate to me ways in which you think it can be improved. Nothing in this plan is cast in concrete, but unless I find very vigorous and widespread objection to it in the community, I will proceed to implement it.

To begin the implementation process, and to begin to eliminate some of the fundamental weaknesses of the institution, I am taking the following steps immediately:

A. In order that the community may better understand our salary plight, I am releasing detailed data gathered at this institution for the Annual Survey on Salary and Fringe Benefits of the American Association of University Professors. Further, I am placing in each Vice President's and each Dean's office a complete listing of all annual salaries paid individuals who work full-time for this institution. This listing, which will be available by February 15th, may be examined by any individual who wishes to see it. For 1974-75 I shall propose to the Chancellor and the Board of Trustees a salary increment for professionals which is consistent with my six-year plan. I shall also propose the means to raise the revenue for the increase should the revenue not be forthcoming from the State appropriation.

B. I am submitting to the Chancellor and the Board of Trustees a proposal to rename the University of Maine at Bangor, change its administrative relationship to the Orono campus, and expand its program offerings. I propose that it be renamed the Bangor Community College of the University of Maine at Orono and thus that it become the sixth college of our University. The administrative rearrangement will mean that our people at Orono will have the same responsibilities with respect to executive management in the academic, general services, student services, public services, and maintenance areas for Bangor as they now have toward the other five colleges in Orono. The position of Director of the Bangor campus will be eliminated. The current Dean will continue as chief academic and administrative officer of the college. The small administrative staff currently employed at Bangor will be assigned responsibilities consistent with their current obligations. I will ask the chairmen of various campus groups representing faculty, non-faculty professionals, and

classified employees to take steps to assure equitable representation of our colleagues in Bangor in their respective groups. I am directing the Vice President for Student Affairs to prepare plans for the articulation of student government and student services, and to make recommendations concerning the relationship of athletic programs.

As part of my proposal to the Chancellor and Trustees, I will recommend the institution of a liberal arts transfer program in which any Maine resident may enroll for one or more courses which will be fully transferable to a baccalaureate program at UMO. I think the number of course offerings in such a program should be minimal, and that we have the faculty talent, with perhaps one or two gaps, already on board at Bangor and able to offer this program. I repeat: no Maine resident seeking entry to this fully transferable program will be turned away from the door at our Bangor Community College.

C. Because of the continuing emphasis which we put on research at UMO, I am instituting forthwith a Presidential Research Achievement Award of \$1,500 per year to go to a faculty member for distinguished research achievement. For this year, I will ask the Committee on Research Funds to make three nominations for my consideration early enough for me to make the Award at our annual honors banquet.

D. Because we need better information about the way we allocate and manage the use of human and financial resources, I am endorsing the Council on Priorities' recommendation (which was also endorsed as part of the Council on Priorities Report by the Council of Colleges) that the colleges of the University describe the activities of individual faculty members as percentages of time devoted to teaching, to research, and to public service. As a benchmark, the Council on Priorities suggested that twelve credit hours per week be designated as a standard full-time teaching load. At Bangor, fifteen hours is an appropriate benchmark. For those un-

familiar with this terminology, the standard full-time loads described here imply full-time teaching responsibility and many hours of work outside the classroom, preparing materials, reading and evaluating papers and exams, and keeping current in one's field.

I am directing the deans of the colleges in Orono and Bangor to prepare a report on the distribution of activities for their faculty members for submission to me through the Vice President for Academic Affairs by September 1, 1974.

E. To initiate discussions and developments that will make our campus attractive to National Merit Scholars and other highly-talented undergraduate students, I will appoint a Task Force to examine and make recommendations for enlargement and improvement of our Honors Program.

F. I am, as I said earlier, appalled at the level of funding for library acquisitions. To bring some relief, I am committing \$25,000 from resources in the budget of my office for acquisitions for the balance of this year. This, coupled with the \$7,000 which the Parents and Friends organization has made available for acquisitions, increases our budget this year by one seventh.

The recent Ellsworth Report points out that our library staff discharges its responsibilities in a professional manner. However, I think it is healthy for university services to be examined periodically by panels composed primarily of their users. Accordingly, I am establishing a Commission on the Use and Service Aspects of Fogler Library, to be composed of users and one professional librarian from another library.

G. I mentioned earlier my commitment to the principle of granting academic credit for supervised public service. In a land-grant institution we are particularly fortunate in having hundreds of professionals in the field because of the research and creative interests of our faculties and the numbers of professionals working for the Cooperative Extension Service and the Agricultural Experiment Station, to name but two of our public service agencies. In addition, there are many qualified people

outside the institution willing to provide supervision through such programs as Cooperative Education. Accordingly, I am asking every college faculty to open its curricula to permit any student who so desires to earn at least twelve hours of the current college requirement, in or outside his or her major, in academically supervised community service or work experience of high quality. I am asking the Deans of the Colleges to submit plans for implementation of this proposal to the Vice President for Academic Affairs by July 1, 1974. The number of students who will take advantage of these expanded opportunities is unpredictable. I hope students and faculty all understand that we may incur unforeseen costs which will mean immediate and full-scale implementation of this proposal may not be immediately possible.

H. To add impetus to some of the elements of this six-year plan, I am asking the Vice President for Finance and Administration to uncover in our base budget for administration, general expenditure, auxiliary enterprises, student services, and physical plant, \$100,000 which may be permanently reallocated during the 1974-75 academic year. He is not to touch the college instructional budgets. I will use these funds to support the various new or expanded programs outlined above.

This brings me to the end of my remarks. I will have copies printed and available for your information. As I said, I hope you will communicate your reactions to me, if you feel strongly. I seek through the announcement of these short and long-term plans to let the community know my thoughts and hopes for the institution during the balance of this decade. I hope you will see in these plans the kinds of concrete suggestions to which all of you can be committed. I know some of you will disagree with parts of what I have had to say. Some may even feel threatened by certain statements. Please understand that I feel the responsibility to take vigorous leadership at the University now, and that these plans are an expression of this feeling.

The University needs to move forward for the sake of the State which supports it. The people of Maine

face uncertainties in their future: uncertainties about economic development; about our environment; about our natural resources; about our social and intellectual life. There is one prime place in the State to which they can turn for help to meet their needs. Here. To you. To us. If we fail them, if we do not help them to manage and create the future, we will be ashamed to meet the eyes of the children who inherit our world. No amount of rhetoric about tradition or outmoded values will alter that or soften its pain.

We have just entered a second century in the land-grant institution. Maine, because partly of its size, partly of its location, primarily because of its unique spirit can help generate a new beginning for the new century. I go forward from this day with the notion that Maine need no longer look outward and say "We are wanting" compared to this or that university. In 1980 I hope there will be a new question asked when discussions are held at land-grant institutions. That question will be: "What are they doing at Orono?"

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Convocation Address by
Dr. Howard R. Neville
President, University of Maine, Orono/Bangor
January 28, 1974

