The University of New England: A Story in Pictures
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The day I laid eyes on a job announcement in the *Chronicle of Higher Education* must surely count as one of the most fateful moments in my life. Up to that point, the only American state I had ever lived in was New York. I had, at best, only a vague idea of Maine and knew nothing about the University of New England. But jobs for newly minted Ph.D.s in English were scarce, and the job announcement, with its talk of the ocean, was enticing to a man who had grown up on the coast of Morocco. When I interviewed for the job of assistant professor in the Department of Humanities, the dean, Mike Morris, handed me Eleanor Haney’s account of the birth and rise of UNE, presciently titled *Shaping a Future: The Founding of the University of New England*. I couldn’t put down the book once I started reading it. I felt the grandeur of a small progressive institution in Biddeford and was immediately enthralled.

The year was 1991. In the time I have been here, two nondescript academic buildings in Biddeford, complemented by the historic campus of Westbrook College in Portland through a most fortuitous merger a few years after my arrival, grew into Maine’s largest private university and one of the most innovative institutions in the nation. The passion of reformers who wanted to give equal opportunities to women, educate French-speaking immigrants from Quebec in Canada, and start a college of osteopathic...
medicine gave birth to a dynamic university with global ambitions. As we continue to grow and face the challenges of higher education in the 21st century, it might do us well to look back and reflect on our epic story.

This book is an attempt to capture UNE’s spirit through photography and minimal textual annotations. Finding a theme that runs through, and connects, the various colleges and organizations that eventually coalesced into the University of New England was relatively easy. Westbrook College, St. Francis College, and the New England Foundation for Osteopathic Medicine (NEFOM) were all motivated by providing opportunities to minority groups and improving the quality of life in our region. The pioneers who established these organizations and saw them through their early years left an indelible mark on the genetic makeup of UNE, one that continues to thrive today. A practical vision, rooted in an unshakeable commitment to human dignity, has been our guiding star from the start. A willingness to explore new strategies and adopt change have served us well.

This is the spirit that photographer Holly Haywood and writer Philip Shelley set out to convey in this book. They spent many days and weeks bringing the story together in a coherent visual narrative. Philip chose to capture the voices of the folks he encountered by taping them in casual
conversations; this colloquial approach is meant to preserve the feel of the unassuming men and women who built this university. The book was designed by Marine Miller and Laura Duffy. It goes without saying that we owe these talented folks a great amount of gratitude for taking on yet another project that came their way. They, too, reflect the values on which the UNE edifice is built.

This book was conceived and produced during the last year of Danielle Ripich’s presidency (2016–17), so expect to find people with job titles that they no longer hold. The story stops before President James D. Herbert assumed his role, but we added a photograph at the end of the book as convincing evidence that UNE’s remarkable saga is poised to embark on yet another triumphant phase.

I hope you enjoy this book. If you do, please feel free to share. Telling UNE’s story can brighten anybody’s day.

Anouar Majid
Vice President for Global Affairs and Communications
# Table of Contents

## ROOTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WESTBROOK COLLEGE</td>
<td>15</td>
</tr>
<tr>
<td>Deborah Morton, Jessica Cox Henderson, and the Women’s Strike of 1886</td>
<td>17</td>
</tr>
<tr>
<td>The Dining-In-College Series</td>
<td>21</td>
</tr>
<tr>
<td>ST. FRANCIS COLLEGE</td>
<td>29</td>
</tr>
<tr>
<td>Joe Mahoney</td>
<td>31</td>
</tr>
<tr>
<td>James Norwood, Jr.</td>
<td>33</td>
</tr>
<tr>
<td>Georgette Sutton</td>
<td>34</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Visits St. Francis College</td>
<td>37</td>
</tr>
<tr>
<td>Norman Beaupré</td>
<td>40</td>
</tr>
<tr>
<td>NEW ENGLAND FOUNDATION OF OSTEOPATHIC MEDICINE</td>
<td>43</td>
</tr>
<tr>
<td>Developing a Radical New Approach to Medicine</td>
<td>45</td>
</tr>
</tbody>
</table>
BUDS
Building a University
Judith Giencke Kimball
David R. Manyan
John Tumiel

IN FULL BLOOM
Reckoning with UNE’s Institutional Past
Cathleen Miller
Barry A. Costa-Pierce
Jeri L. Fox
Signing the Cluster House Agreement
James Sulikowski
David Mokler
Today’s University of New England stands so tall because it has such deep and distinct roots.
Westbrook Seminary
AND
Female College.

Register and Rank
Book.
Westbrook College (originally Westbrook Seminary, and later Westbrook Junior College) was founded by the Kennebec Association of Universalists in the 1830s.

The Universalists’ act of incorporation described an institution whose purpose was “the education of youths,” and their Universalist precepts were reflected in their open-ended admission policies. It was written into the Westbrook charter that no sectarian doctrine would be taught and that students from all religions and creeds would be accepted for education. It was also stipulated, rather exceptionally for the time, that male and female students would be “admitted to equal privileges.” The charter was signed by Maine Governor Daniel Smith on March 4, 1831.
The first volume of the Trustee Records and Trustee Minutes, which contains the earliest extant iteration of the Westbrook Charter, from February 13, 1844
Dear Friends at Westbrook,

We are within a day's run of Madeira, our first landing-place.

It is Friday almost clean in the morning. You are thinking I

getting up about this time. We turn our watches ahead thirty-five minutes each day, so you

9.30 P.M.

Miss Safford everybody

There has been quite fast reading

Raymond Whitcomb Mediterranean Cruise

Cunard

R.M.S. Carinthia
Deborah Morton, Jessica Cox Henderson, and the Women’s Strike of 1886

A proto-feminist consciousness runs through the history of Westbrook College, from its founding as a coeducational institution in 1831, through the Women’s Strike of 1886, to the dawn of second-wave feminism in the 1950s and ’60s, which saw campus visits from movement leaders such as Betty Friedan and the founding of the Maine Women Writers Collection.

This enduring legacy has been handed down in a spirit of mentorship and continuity that is best embodied by three exemplary women: Deborah Nichols Morton, Jessica Cox Henderson, and Dorothy Murphy Healy, each of whom left an indelible mark on the world and on the institution.

Deborah Morton was the valedictorian of Westbrook Seminary’s class of 1879. After establishing a career as an educator, she returned to Westbrook as a teacher, mentor, civic leader, and eventually preceptress — the dean of female students.

“Do just what you said you would. Be dignified about it. You mean it; then act it.” — Deborah Morton
Jessica Cox Henderson, who went on to become a prominent social activist and suffragette, was a student at Westbrook Seminary in the mid-1880s. Cox and several of her female classmates were tired of the gendered imbalance of the school’s rigid regulations. They decided to go on strike and went for advice to Deborah Morton, who was by then their preceptress and to whom they looked as a mentor. Morton backed them up and helped the strikers to achieve the desired result. In a play that was later written about the Women’s Strike, Morton tells the strikers, “Do just what you said you would. Be dignified about it. You mean it; then act it.”

Dorothy Healy, a professor of English literature, arrived at Westbrook in the 1930s. Her tenure overlapped with Morton’s, and she considered Morton a mentor. In 1959 Healy co-founded the Maine Women Writers Collection (with colleague Grace A. Dow), and in 1961 she repaid her debt to Morton by helping to establish the Deborah Morton Award — which continues to honor exceptional women to this day.
Westbrook College President Edward Y. Blewett initiated the Dining-In-College Series in 1963 to foster a sense of community on campus through shared experiences and connect relatively sheltered female New England college students with more worldly, cosmopolitan concerns.

“Dining-Ins,” as they were called, gave students the opportunity to interact with prominent people and grapple with some of the major issues of the day. A typical evening involved a semi-formal dinner, an after-dinner presentation by a special guest speaker, and a period of free-ranging discourse between the guest and interested students.

The speakers included figures of national prominence, such as southern journalist Hodding Carter III, best-selling futurist Alvin Toffler, anthropologist and writer Loren Eiseley, and feminist icon Betty Friedan — all at the peak of their notoriety and influence. Friedan, who had just published The

“I earned my pay that evening.”
— Edward Y. Blewett
Feminine Mystique, caused a bit of a furor on campus, packing the Wing Lounge for the after-dinner discussion and fending off many hostile interlocutors. Blewett, who generally served as moderator for these discussions, later recalled in his memoir, “I earned my pay that evening.”
AUTHOR CLAIMS

Modern Woman Rebels At Her Traditional Role

by Carol Seigals

“We are on the verge of a new dawn. The Pomona of today is different from the Pomona of yesterday. We are no longer bound by the suppression of women. We are free to express our individuality, to achieve our goals, to become a force to be reckoned with in our society.”

Betty Friedan

New Seminar Opens

A new seminar series directed by Dr. Betty Friedan, professor of psychology at Pomona College, will begin this fall. The seminars will cover topics ranging from the psychology of women to the psychology of men.

Popular Author To Talk On Book At Convocation

Betty Friedan will be the next speaker in the weekly lecture series. Her talk will be centered around her book, "The Feminine Mystique." The event is free and open to the public.

Dates To Remember

- Oct. 23: Parents Weekend
- Nov. 4: Betty Friedan, "The Feminine Mystique" Lecture
- Nov. 10: Art Gallery Opening
- Nov. 20: Thanksgiving Day

Hit High Note in Varean Comedy

The music and drama club of Varean College is hosting a variety show featuring performances by students and faculty. The show is open to the public and will be held in the auditorium at 7:30 PM.
In the 1930s, Father Arthur Decary, pastor of St. Andre’s Parish in Biddeford, Maine, turned to the Franciscan Order in Montreal to establish a high school and junior college to educate the young Franco-American men in his parish, descendants of Québécois mill workers. At the time, the Québécois faced dual threats: cultural dilution (as the children of immigrants became more assimilated) and continuing discrimination and exclusion from mainstream Protestant New England.

Decary’s dream was to elevate his parishioners without sacrificing their unique culture. He and his brother Zenon (also a priest) worked tirelessly to establish local institutions and provide necessary services based on this principle. St. Francis was initially conceived as a “Collège Séraphique” — a preparatory school steeped in Québécois culture for students with an eye toward the priesthood. While the mission of the school evolved over the years — becoming a four-year liberal arts college and eventually severing ties with the Franciscans — its commitment to social justice and serving the underserved never wavered.
Joe Mahoney came to St. Francis in 1968, the same year the college went co-ed (admitting eight female students) and hired its first lay president. Originally hired as an English professor, Mahoney went on to serve in many roles at the school, including department chair and acting dean. He remained at St. Francis for forty years — through the addition of the College of Osteopathic Medicine, the transition to the University of New England, and the merger with Westbrook College — before retiring in 2008. Mahoney spoke about the uniquely caring spirit of St. Francis, which still impels the UNE community.

Joe Mahoney: “Since I started teaching here, I understood there was a current of community. There has always been a nucleus of idealists here who share a genuine feeling of care for life as we find it, who take responsibility for the planet, who strive to be of service and to bring joy where there is despair. In 2008, the year I retired, I brought my older brother Bill to the university campus in Biddeford. Everywhere we went, people would greet me, ‘Hi, Joe. How are you?’ and I would introduce my brother. Walking back to the car, Bill comes out with, ‘Geez, what a place. I wish I had sent one of my kids here. Everyone’s so friendly.’ ‘Yes!’ I said, suddenly realizing that this was not necessarily the norm. ‘It’s not an act! This is the feeling you get here! It’s always been like this.’

“It’s not an act! This is the feeling you get here!”
— Joe Mahoney
James Norwood is a native of Long Island, New York, who graduated from St. Francis in 1966. He shared his memories of the turbulent ’60s, including the unforgettable moment when a knock on the door interrupted his economics class with the news of JFK’s shooting.

James Norwood: “I was in a classroom on the second floor of Decary and I believe it was Doc Downs, who was my economics teacher at the time, I think it was his class, when someone came to the door. Someone knocked on the door, and opened it and said, ‘Kennedy has been shot.’ The classroom just went completely silent. I remember looking out the window and thinking, ‘This can’t be happening.’ We gathered together, waiting for the news updates, and not too long after that he was pronounced dead. The campus was in shock . . . we were all very upset. Of course, they cancelled all of our classes. Many students went home. I remember driving back to Long Island with a buddy to be with my family. It was just a bad time.”

“We gathered, in shock, waiting for the news updates . . .”
— James Norwood
Georgette Sutton joined the UNE community in 1954, when her husband Bill was hired to teach math at St. Francis. At the time, she reports, St. Francis still had a four-year high school program and was just beginning the transition to becoming a four-year college. There were only around 23 students in the college program, all of whom lived in Decary. The College was constantly cash-strapped, but a strong sense of community and a make-do spirit prevailed. After her husband died in 1983, Sutton started working at the school herself, taking a job as the switchboard operator—a position she has held ever since.

**Georgette Sutton:** “Mrs. McCarthy, the switchboard operator, had been there for 17 years. It never was a job to get open. When my husband died, suddenly, the job was open. Sheer miracle! I applied for it, and I started that year, December of ’83. And I’ve been there for 32 years. My husband was a teacher and staff member at the College for 29 years. He started in ’54, and he died in ’83. So when I first got hired, I kidded people, saying, ‘I’m going to try to beat his record!’ I laughed because the other day a woman called and she said, ‘You’re kidding. I called 25 years ago, and it’s still the same voice?’ I said, ‘Yes. I’ve been here 32 years.’ ‘Oh, my...’ She couldn’t believe it!”

“I called 25 years ago, and it’s still the same voice?”

— Georgette Sutton
Martin Luther King, Jr. spoke to a packed audience at St. Francis College on May 7, 1964 — a hugely significant event for a tiny Catholic college located in an obscure mill town on the sleepy Maine seacoast. The visit was arranged by two young professors, Al Poulin and David DeTurk, who were responsible for organizing the school’s annual symposium, which, that year, was focused on the civil rights movement. DeTurk had telephoned King’s office expecting to speak with a secretary and almost dropped the phone when King’s own unmistakable voice greeted him from the other end of the line. A flustered DeTurk made his pitch, and to his further surprise, King accepted on the spot, saying simply, “I’d like that. I’ve never been to Maine.” King’s visit was a life-changing experience for Georgette Sutton.

Georgette Sutton: “I didn’t want to go, but my husband said, ‘I want you to come.’ I wasn’t educated, and I was a mother with eight kids, changing diapers at home all day. I didn’t know who Martin Luther King was. There was so much traffic and so many cars. It was beyond my comprehension. There was no room on the road. The cops, the sheriff. They had every kind of security. It was unbelievable. The gym was packed. People came from all over the state of Maine. The governor, all the dignitaries, they were all coming. When he spoke, you could’ve heard a pin drop. You never heard anybody cough or anything — I mean, he was so powerful, so powerful. Well, the after-effect was the same. It just lingered on. Everybody talked about it and nobody could get over it, that he even came to Maine. That was big. That was big. My word, yeah.”

“I’d like that. I’ve never been to Maine.”
— Martin Luther King, Jr.
St. Francis College Symposium
On Human Rights May 6 And 7

By WAYNE P. LAGO, M.D.

One of the truly imaginative and timely programs on human rights is shaping up on the campus of St. Francis College in Biddeford. This vital and penetrating venture—which is unique in the State of Maine and is the most imposing ever held by a young Franciscan institution—will feature afternoon and evening sessions of May 6 and 7 devoted to provocative and lively discussions on the general theme of the Negro and the haunting American Quest for Identity.

It is appropriately titled by Rev. Dr. Martin Luther King's often quoted phrase, "I Have a Dream."

Dr. King himself will be one of the speakers; and among the other distinguished ones will be Roy Wilkins, staunch and able administrative leader of the Nat'l Assn. for the Advancement of Colored People; and Dorothy Day, editor of the Catholic Worker and founder of the Catholic Worker Movement.

As of last year the panel discussions are expected to among the exciting features of the Symposium and Attys. John N. Biskupic, of Lewiston, will be among the principal speakers.

Year in the Making

The program has been in the making since last year's successful Symposium on "The Asian in the Modern World" has attracted not only well-known regional and state personalities but also prominent national figures who are curiously involved in the turbulent Rights Issue.

Love, justice and charity among all races.

Father Clarence stated: "as a college of liberal arts dedicated to the Christian values of life in the Franciscan tradition, St. Francis College sponsors this Symposium on human rights, hoping thereby to make the Maine community more keenly aware of the fundamental issues of race, religion, and freedom."

NATIONALLY RECOGNIZED SPEAKERS—No one can fail to recognize these authorities in their field of Human Rights. They have long been recognized as leaders in the field of Human Rights and Justice and they all appear as speakers at the St. Francis Symposium. From left to right they are—Rev. Dr. Martin Luther King who has widespread recognition and support for his undaunted courage and leadership in the field of Civil Rights and human freedom; Dorothy Day, former Communist, now a convert to Catholicism, and protagonist for all humanitarian endeavors; and Roy Wilkins, noted publisher of Negro newspapers.

In a recent speech before the Senate of the United States, Dean Nicholas, in addressing the Representatives from the Sixth legislative body he made the following statement:

"The awaited moment has arrived when the human rights of the Negro and the Colored People of this Country can be realized."

On May 6 and 7, this goal will be reached by the students and faculty of St. Francis College through the Symposium on Human Rights.
Norman Beaupré grew up speaking French in Biddeford, Maine. He did his undergraduate studies at St. Francis College before going on to get his Ph.D. at Brown and returning to St. Francis as a professor. In 2000, he became professor emeritus after 30 years of teaching Francophone and World Literature at UNE. Beaupré described his role in the creation of Heritage Plaza on the Biddeford Campus, which commemorates UNE’s Franciscan heritage and utilizes religious statues that had been removed from the facade of Decary Hall.

Norman Beaupré: “[Former President] Hedley Reynolds called me and said, ‘Norman?’ I said, ‘Yes?’ He said, ‘You know those statues that used to be in front of Decary? We didn’t just tear them down for nothing. We kept them. They’re stored under the admissions office.’ I said, ‘Oh, really?’ He said, ‘Yes. Do whatever you want to do with them.’ I said, ‘Me?’ Then Matt Haas, UNE’s head of facilities at that time, said, ‘You know, I have an architectural plan. It would cost around $40,000.’ So I said, ‘Okay.’ Ron Drouin [from University Relations] and I got together and we raised $42,000 to set up the Heritage Plaza, which is the St. Francis statue and the original front pieces from Decary, which were kept. And there’s a plaque there, which I’m very proud of, very glad.”

“I was born right here.”
— Norman Beaupré
The New England Foundation for Osteopathic Medicine was incorporated in 1973 in the Commonwealth of Massachusetts, after a regional coalition of osteopaths began meeting informally to discuss their concerns over the rapidly aging population of osteopathic physicians in New England and the fact that aspiring medical students had no osteopathic educational option in the region.

This was bad news for the profession. It was also bad news for the area’s mostly rural population — a population that had come to depend on osteopathic physicians, whose mission is rooted in rural medicine and primary care. The group discussed ways of dealing with this problem and resolved to establish an osteopathic college in New England, paving the way for a union between the New England Foundation for Osteopathic Medicine and St. Francis College and the opening of the University of New England College of Osteopathic Medicine in 1978.

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Developing a Radical New Approach to Medicine

Andrew Taylor Still, the founder of osteopathic medicine, led an incredible 19th-century American life. He was a close friend of John Brown, the famous abolitionist, and a one-term Kansas legislator who advocated for Kansas becoming a free state. During the Civil War, he saw unimaginable horror as a surgeon and later lost his children to a meningitis outbreak.

Ralph Thieme, a 1995 graduate of UNE’s College of Osteopathic Medicine, a practicing physician, and a full-time UNE COM faculty member from 1999 to 2009, is acutely aware of both the tragic and the heroic beginnings of his profession. “I can’t imagine,” says Thieme. “It’s so hard to think about losing any of your children at all, but to lose them when you are their doctor …” Thieme trails off. “It must have tormented him horribly. It drove him to try to figure out how to do it better, which is a very noble response on his part. He didn’t collapse and give up. He took that horrible thing and tried to do something with it.”

“It drove him to try to figure out how to do it better, which is a very noble response on his part.” — Ralph Thieme
Still crystallized a lifetime’s worth of experience into a radical new approach to medicine that eschewed many of the medical orthodoxies of the day in favor of a more holistic view of treatment. He came to view the human body not merely as independent structures and systems but as part of a larger, indivisible whole. In addition, he had developed a method for manually manipulating the body’s musculoskeletal system as a remedy, or part of the remedy, for a variety of different medical problems.

Still set up a practice in Kirksville, Missouri, where the steady stream of patients, arriving from across the country, testified to the efficacy of osteopathic methods. After establishing an enviable national reputation for his unique practice, he opened the American School of Osteopathy (now the Kirksville College of Osteopathic Medicine) in 1892.
Mobile Health Unit, providing community health services, 1980s
Conditions at UNE were beginning to stabilize by the mid-1980s, though getting all the disparate groups on campus to work together in a spirit of genuine collegiality entailed navigating a period of (occasionally rocky) transition.
UNE President Danielle Ripich (2006-2017), clockwise from left: breaking ground for the Bush Center in 2007 with former U.S. National Security Advisor Brent Scowcroft (left) and George and Barbara Bush; ribbon-cutting at the opening of UNE’s Tangier Campus; with Maine Governor Paul LePage and Provost James Koelbl at the opening of the Oral Health Center in 2013.
At the moment of its inception, the University of New England was as much a notional entity as it was an actual one. But the fledgling institution was blessed with a succession of resourceful, visionary presidents who knew how to transform the embryonic idea of UNE into a concrete reality. Undoubtedly, each president left his or her mark on UNE’s ever-evolving physical plant in the form of new buildings, new state-of-the-art facilities, and even entirely new campuses. But equally important was the charisma and foresight each used in fostering a community and a culture that could eventually transcend its Biddeford roots and spread across Maine, New England, the U.S., and the world.
Judith Kimball: "It was fun being in on the ground floor of starting the whole thing, but financially, things were precarious. We didn’t want anyone to really know that it was so bad, so we would meet at Jack Ketchum’s house. Maybe 10 or 15 people, from about 6 p.m. ‘til midnight, maybe two or three days a week, trying to figure out what to do. We decided after a while that we wanted to keep the place solvent, so all the ‘administrators’ took a 25 percent pay cut. But the faculty only got a 15 percent cut. We didn’t want to burn the faculty so much. So we all decided to do that and not fire anybody. Those were nice people who were around then. ‘We’re not going to fire anybody. We’re going to keep the place going. And if everyone takes a 15-25 percent pay cut, we’ll be able to do it.’ So we did.”

In 1980, after the College of Osteopathic Medicine had been established and the University of New England began to gain a little bit of traction, it was decided that UNE needed to offer complementary programs in the health professions. The Physical Therapy program came first, followed by Nursing, and then Occupational Therapy in 1981. Kimball joined UNE as the founding director of the Occupational Therapy program. At the time, a sense of institutional precarity helped foster a sense of camaraderie and adventure, with people banding together and making sacrifices to keep the institution moving in the right direction.

“IT was fun being in on the ground floor of starting the whole thing.”

— Judith Giencke Kimball
Dave Manyan has been at UNE since 1975, when he was recruited from the University of Miami’s medical school to teach organic chemistry at the newly christened New England College of Osteopathic Medicine. “It was certainly different from the University of Miami, I’ll tell you that!” says Manyan. “It was a bootstrap operation, literally.” As the former bootstrap operation became more and more successful over the years, Manyan was there to push UNE into a brand new pedagogical arena — the internet. In 2003, Manyan was instrumental in developing one of the first online classes at UNE, giving far-flung students a means to collect prerequisite credits, while serving a new and growing population of non-traditional students across the country and around the world.

**David Manyan:** “I have students all over the world. I have a number of students in the Armed Forces who are studying chemistry between flying sorties off aircraft carriers to Afghanistan and Iraq. Great people. I have a lot of single moms who are trying to better themselves. I get emails at two in the morning. After the kids are in bed, they’re studying organic chemistry. They’re great people. They’re motivated. They’re used to working on their own. A lot of them are mature because they’ve had other occupations. They’re just wonderful to work with.”

“I have students all over the world.”

— David Manyan

INTERIM ASSOCIATE DEAN FOR RESEARCH, ASSOCIATE PROFESSOR

David R. Manyan
When John Tumiel arrived at UNE in 1984, the professional health programs were beginning to gain momentum, but budgets were still tight, and relations between the colleges remained frosty. As Tumiel remembers it, things began to change after Mike Morris, dean of the newly merged College of Arts and Sciences, convened all the key players at Camp Tapawingo (in Sweden, Maine), where the first significant steps were taken towards UNE becoming a single, unified institution.

John Tumiel: “What they came back with provided the core principles that still exist today at UNE: that the curriculum has to address some type of experience in values clarification and growth and students becoming better human beings. So we can say, after you go through these four semesters, you should be able to have good communication skills, both oral and written. You should be socially and environmentally aware and able to transmit that awareness in ways that are of value to the community, regardless of whether you’re an occupational therapist or a teacher in an elementary classroom. I think the community coalesced around these beliefs and values, so by the late ‘80s, early ‘90s, there was a real coming-together of the faculty in a way that was collegial and strengthened what we were doing. There was a real esprit de corps, a building of trust, a breaking down of boundaries, and a community consensus that these are values we hold in common.”

“There was a real community consensus... that these are values we hold in common.” — John Tumiel
With the merger that united UNE and Westbrook College in the summer of 1996, the final piece of the puzzle had fallen into place. UNE now had a strong campus presence in Portland, Maine — the state’s business, cultural, and population center — as well as Westbrook’s rich 175-year legacy to draw upon. As a fully mature institution, UNE was ready to step into the spotlight.
IN FULL BLOOM

Why is it so imperative that UNE maintains and propagates an understanding of its own history? Cally Gurley, the director of Special Collections at UNE, says, "It is critically important for individuals, societies, and institutions to cultivate an awareness of the past because history is like a mirror. Without the past we can’t build the future, because without the past, we have very little to respond to. We need that foundation, that soul reflecting back at us."

An institutional archive is the tangible part of that foundation, a repository for the artifacts and documents that embody the institutional story and provide an invaluable primary resource for students and scholars. Gurley reflects, "I’ve always believed that the archives are the soul of the institution. No one can say what a soul really is, but that’s what you look at when you want to know what motivated an institution: How did we come to this place? How did we make these decisions? You can go back and you can find that out by looking at the physical evidence."

“I’ve always believed that the archives are the soul of the institution.”

— Cally Gurley
UNE reference and instruction librarian Roberta Gray displays archival material to current students.
Historical items from the New England Osteopathic Heritage Center, including a metabolic calculator, early 20th-century medicines, and a stainless steel caddy
In 2010, Cathleen Miller moved north from Philadelphia to take up the curatorial reins of the Maine Women Writers Collection. Founded in 1959 (and still one of the only archives of its kind), the collection houses literary, cultural, and social history sources by and about Maine women. Although Miller was steeped in history from her previous jobs (including handling Founding Fathers documents at the Historical Society of Pennsylvania), she knew that success in Maine depended on getting a feel for the unique rhythms of her new state. “When I got here,” says Miller, “I knew that Maine culture was something I needed to learn. It’s not the same as other places: the economic stories, and the divide between the north and the south, the Wabanaki population, the immigrant stories... It’s really important to try and understand all these things in order to create what I am hoping that we’re creating here, which is a good picture of what writing and women’s lives look like in Maine.”

Cathleen Miller: “I’ve had people come from all over the world to use the collections. Scholars come from all over the country. We are such a rich resource for the history of women in Maine. We tell stories of women who weren’t writers, women who were working on farms, women who were raising families. These stories are incredibly valuable. That’s really the thing that drives me to do what I do every day. I want those voices to be visible to people.”

“I want those voices to be visible to people.”  — Cathleen Miller
Barry Costa-Pierce: “I guess the challenge is that we see this next generation facing things that are so alarming, we have to believe that we can make change, or we couldn’t get up in the morning. Back in the old days, the 1970s, we could actually say: ‘Think globally and act locally.’ That’s not enough anymore. You’ve got to act globally or be an example for the globe, because everywhere locals are dealing with the same issues that we’re dealing with. By being hyperlocal, we’re hyperglobal.”
Sugar kelp from an experimental off-shore UNE seaweed farm
Ram Island in the Saco Bay, gifted to UNE by the Art Girard family and used for marine science research
Jeri Fox was doing postdoc work at the University of Hawaii when she came across a job posting that called for “aquaculture and aquarium science.” With a background in both food fish and “ornamentals” (aquarium species), Jeri was a perfect fit. Jeri recalls, “How special is that to be on the bottom floor of a brand-new program? This program is the pioneer program in the world. There’s never been an Aquaculture and Aquarium Science major anywhere until UNE started it.” Since then, the program has been “copycatted” five or six times in the U.S. and in a few other institutions around the world.

Jeri Fox: “I think that aquaculture can solve a lot of our global woes, from pollution to food insecurity, to unemployment, and impact a lot of other things. You have to believe. I think it’s the same with a lot of things in our society: if you don’t have faith, then you’re not going to put your all into it. So, I believe. That’s what gets me up and gets me here every day.”

“You have to believe.”
— Jeri L. Fox
One of the silver linings of climate change is the opening of new peri-Arctic fisheries and shipping routes that until recently were inaccessible. This raises critical questions of stewardship and sustainability along the new corridor.

**Barry Costa-Pierce:** “The Iceland Ocean Cluster in Reykjavík, Iceland, they are way far ahead of us as far as sustainable fishing and pollution reduction. Once they decided that they were going to homeport in Portland, they approached UNE. I remember my first meetings with some of these Icelandic people. I came back sort of vibrating.”

“One thing I love about UNE is that they could’ve said to me, ‘You’ve got enough going on. No.’ But, instead, what UNE said was, ‘Yes.’ President Ripich went up on the deck of one of these giant Icelandic ships there with the president from USM and signed a big agreement. We’re giving them money to be part of the New England Ocean Cluster House.”
James Sulikowski is a marine biologist whose groundbreaking research (and the widespread media coverage it attracts) has earned him the nickname “Dr. Shark.” The work Sulikowski does with his student research team has been featured on numerous local and national television shows, including an episode of the Discovery Channel’s highly rated “Shark Week” series. For Sulikowski, media attention is part of the territory when one studies a large, charismatic predator species; and while it can provide a platform to promote valuable research, it is clear that Sulikowski would rather be out on the water than in a television studio. “The ability to make change is what drives me,” Sulikowski says. “My research is on the border of ecological physiology and fisheries management. We’re helping commercial fishermen maintain their way of life and helping the oceans stay balanced.”

James Sulikowski: “Part of the popularity is, you’re dealing with a large charismatic species. People fear it; they’re fascinated by it; it kind of hits every emotion. Every time you go into the ocean, it’s like you’re looking over your shoulder. You know, ‘Is there a shark out there?’ And I think what we’ve done, as scientists, is that we’ve shown people that we care about the species in ways that, in the past, weren’t possible.”

“A lot of scientists use advanced technologies, but they use them individually. What I do is link them together so that we can learn more about a fish or a shark species. The technologies I use are non-invasive. I can use an ultrasound to see if a shark is pregnant. I can take a blood sample to see what physiological condition they’re in. And then I can attach an electronic tag that can track their movement. Now I can find out where she goes, what habitat she selects, where she spends most of her time. That allows us to better manage a species, from a commercial aspect, but also to learn more about its biology and physiology than we would if we had to kill or sacrifice an individual to get that information.”

“The ability to make change is what drives me.”
— James Sulikowski
David Mokler: “Finding a whole group of neuroscientists when I arrived at UNE was huge for me. When it came down to actually doing research, I went with Peter Morgane. Since his days at the Worcester Foundation, he had been in charge of a grant through the NIH to look at the effects of prenatal protein malnutrition on the brain. They had developed this method of exposing female rats to a low-protein diet so that they would be malnourished, making them pregnant, and then studying the effects in the offspring. We would have arguments where Peter would say that every single publication had to have some histology to show where we were putting these different probes in the brain. That’s difficult stuff to do and takes a lot of extra time and effort, and not many other people do it. But having said that, I learned along the way how to become more meticulous and how to be more careful in my work.”
“He pushed me a lot on the writing, too. He would show up at my office door every day and he’d say, ‘Where’s the draft of this paper?’ He was a taskmaster. Since he’s passed, I don’t have that anymore. I know that if he were still alive, he’d be there saying [laughter], ‘What the hell’s going on here? Your job’s not to sit at your desk and do teaching.’ His perspective was that if you were a Ph.D. and you weren’t doing research, you weren’t doing your job. I can’t remember the number of times when I would be going to a committee meeting and he’d say, ‘What the hell are you spending your time doing that for? You should be writing that paper for me.’ Research, research, research, research.”

“His perspective was that if you were a Ph.D. and you weren’t doing research, you weren’t doing your job.” — David Mokler
Ian Meng: “With Amy Davidoff and Ed Bilsky here, research was now becoming part of the mix. It was a question of how we move that forward with minimal resources. One of the things Ed and I were really good at is keeping costs down. Some of that was by doing our own construction work, like literally busting walls down. This is how UNE has changed: ten years ago you could do something like that, and no one would notice. Now, I think it was three years ago, I did it, and I got in trouble. So it’s a changed place. Not all for the worse, of course. But certainly some of those antics we couldn’t get away with now. I think UNE today is a little bit corporate. But I would say that if you just scratched the surface and got into how the researchers conduct their business, we’ve always been people who operate on the idea that you just do what it takes to get things done. That spirit still carries on, I think, especially in the research culture here. It’s a little bit of a renegade mentality. Barbara Winterson, our former chair, used to say that it was like the wild west.”

“We’ve always been people who operate on the idea that you just do what it takes to get things done.”

— Ian Meng
In 2008, Alethea Cariddi was hired by UNE to conduct a greenhouse gas emissions inventory and subsequently assumed the newly created position of sustainability coordinator. Eight years later, the sustainability mandate at UNE has expanded from monitoring carbon emissions and greenhouse gas use to include sustainable waste disposal, campus maintenance, and improved energy management — touching virtually every aspect of UNE operations and involving people from every UNE college, department, and program. Among the most visible of these initiatives are the various on-campus gardens and agricultural projects, tended by students, staff, and faculty. Cariddi gratefully acknowledges the university-wide effort involved, saying, “I feel very supported here. We don’t all necessarily share the same reasons for why we want to be more energy efficient, but we all have a common goal.”

“We all have a common goal.”
— Alethea Cariddi
When Andrew Golub came to UNE in 1983 to run the library, he was one of the first three people hired as employees of the University of New England. (Prior to 1983, employees still worked for either the New England College of Osteopathic Medicine or St. Francis College, as the undergraduate school was still called.) Today, Golub still runs the library, though his position now carries the title of dean. From his front-row seat, Golub has witnessed incredible growth and has both benefited from and helped shape a campus culture that is willing to take risks and try new approaches, rethinking what a library should be in the 21st century and moving nimbly to fulfill that vision.

Andrew Golub: “Every year, everybody who runs an academic library is told by the students: ‘We want more hours!’ One year I had the idea: ‘Let’s say yes if they want us to stay open. How do I go about saying yes?’ So I went to the president with a proposal that said, ‘For $100,000, we could keep both libraries on both campuses open 24 hours a day. Students want it. Why are we fighting it? We’d be the only ones to do it. I’d probably have to hire 1.5 staff members to do that whole thing.’ She said, ‘I’ve got no problem with the amount. I love the idea. But let’s see if we can do it with student help instead of hiring staff.’ It’s five years now, and it’s worked perfectly. She was right, first of all, because the money stays with our students, so it kind of helps retention. It’s a perfect circle. I was just called by the Vermont Library Association. They wanted to know if I could come and speak about how we did it. Nobody can do this. Even if they can do it, they couldn’t do it with students. Only a place like UNE could get it done.”

“Only a place like UNE could get it done.”
— Andrew Golub
Steve Halpert: “We have literally built this collection with no acquisition budget whatsoever. It really is a testament to the power of relationship building. Every time there’s an auction for some charity, artists are always being asked to donate work. I think they’re probably just about fed up with that. But something like this, where we’re not asking, we’re just saying, ‘Can we show your work? We’re having an exhibition.’ And the artists’ response has been, ‘You’ve got a collection. How would you like to keep something for it?’”

“It really is a testament to the power of relationship building.” — Steve Halpert
Opened in October 2008, the George and Barbara Bush Center honors the New England heritage of George and Barbara Bush. Water views from the Bush Center provide students, faculty, and visitors the same opportunities to relax, reflect, and renew that Walker’s Point in Kennebunkport, Maine, has given the Bush family over the years.

The Center provides a home for the relaxing Windward Café, flanked by breezy outdoor terraces; the distinguished and well-appointed President’s Board Room, named in honor of UNE President Emeritus Sandra Featherman; and the Bush Legacy Collection, which celebrates the Bush family’s generational ties to New England, with particular attention paid to George and Barbara Bush’s special love affair with Maine.
Shelley Cohen Konrad: “The ultimate value of interprofessional education is that we are preparing a workforce that will have capabilities to communicate effectively, collaborate effectively, and, above all, be compassionate. Part of my deal is that I have a philosophy for practice, which is based in relational learning and constructivism, which basically means you have to build relationships before you build programs. Otherwise, you’ll create programs that you can’t sustain. Building relationships, people invest. I think what we have at UNE more than anything else are human resources: people who really, really, really care about this. So, we have this culture now where everybody just works together in a way that is very collegial but also very, very, very innovative.”

“You have to build relationships before you build programs.”

— Shelley Cohen Konrad
The University of New England’s clinical simulation labs use programmable, high-fidelity patient simulators placed in realistic settings such as patient exams, operating rooms, and, increasingly, in the field, so students and visiting clinicians can learn and hone their skills in controlled settings.

Stuart Damon is an assistant clinical professor in the College of Osteopathic Medicine who runs a small clinic on the island of Vinalhaven, off the coast of Rockland, Maine. Damon collaborates with Dawne-Marie Smith Dunbar, the director of UNE’s Clinical Simulation Center, to pioneer the use of simulators for on-site field training. Because of the uncommon demands of island medicine, the Vinalhaven clinic’s staff works very closely with local EMS personnel. So, for the past couple of years, Damon, Dunbar, and a small team of students have brought a specially programmed simulator out to the island, conducting simulations designed to foster more efficacious collaboration between the clinical and EMS teams.

“Nobody’s doing anything like this.”
– Stuart Damon
Stuart Damon: “Out here on the island we have kind of an unusual set up where our providers will go to the scene of an EMS call. So the EMS group and our providers have to work together as a team. Having been part of this in-the-field simulation training the last couple of years, and searching the literature to find out if anybody’s doing this, as far as I can tell, this is unique — nobody’s doing anything like this.”

Dawne-Marie Smith Dunbar: “Dr. Damon and I, as faculty, we’re learning so much every year about how we can partner with local communities. We stuck our toe in the pool, and now we see numerous excellent opportunities for partnerships with other interested communities going forward. I think maybe we have a little passion for some rural places that don’t always have opportunities that big cities do. And I think maybe that’s sort of the UNE flavor anyway — that we’re looking to serve people who don’t necessarily have as many advantages.”
The UNE College of Pharmacy welcomed its first class of doctoral Pharm.D. students in 2009 and graduated its first class in 2013 — a group of freshly minted pharmacists who were distinguished by a well-developed ethic of care and an uncommon ability to work as members of diverse health care teams. Gayle Brazeau, the dean of the college, says, “In everything we do, we believe that caring is at the center of all innovations in health care. Even as a new school, I think we’re being recognized in the professional community for graduating students who are caring and who can be part of a caring team.”

UNE offers pharmacy students a unique opportunity, with a broad spectrum of complementary health professions programs and a campus-wide commitment to interprofessional education. “You’re not going to see that at other schools,” Brazeau emphasizes. “That’s what makes a UNE pharmacist — they’ve learned how to collaborate and interact with all of those other health professions.” The bottom line is learning how to build rapport — professionally and personally.
"We really focus on relationships," Brazeau explains, "because that’s what UNE is about: connecting." Those caring relationships extend infinitely in all directions: to pre-pharm students, other pharmacy students, alumni, faculty, staff, patients, and future employers. "We have great relationships with Hannaford and Martin’s Point and Apothecary By Design, and a very innovative residency program," she says. "Employers, at least the ones that I’m talking to, are very impressed with the quality of our graduates. They’re intellectually curious, they know how to work in a team environment, they can be creative when necessary, and, ultimately, they take good care of patients."

“We believe that caring is at the center of all innovations in health care.” — Gayle Brazeau
Jane Carreiro 
DEAN OF THE COLLEGE OF OSTEOPATHIC MEDICINE, 
VICE PRESIDENT OF HEALTH AFFAIRS

Jane Carreiro arrived at the UNE College of Osteopathic Medicine as a student in 1984, and, except for her residential training, she has been a member of the clinical faculty ever since — a tenure that dates back to 1993. An acknowledged global expert in osteopathic manipulative medicine and pediatric pain management, Carreiro is a tireless advocate for osteopathic principles, lecturing around the world, holding visiting professorships from Melbourne to Vienna, and filling leadership positions with various professional organizations. Her appointment as the dean of UNE COM in the summer of 2016 makes her one of only a handful of female medical school deans in the U.S.

Jane Carreiro: “I think if you talk to individuals in the osteopathic profession, UNE is one of the colleges of osteopathic medicine that sort of stands out. If Kirksville is the birthplace of osteopathy, then I think for a lot of people, UNE is the heart of the profession, or the soul. We’ve had so many individuals come from this institution who have then made incredible contributions to the profession — nationally and internationally — people who’ve garnered incredible respect.”

“I think for a lot of people, UNE COM is the heart of the profession.” -- Jane Carreiro
One of the key differentiators in the success of UNE Online is that each student is assigned a designated student support specialist who serves as a combination guide, advocate, and, often, motivator and sounding board. The typical online student is non-traditional — older, often with a career and a family — and juggling multiple responsibilities; these students don't have the luxury of concentrating solely on school. Where UNE's support specialists really distinguish themselves is in helping "their" students stay focused through the vicissitudes of adult life — such as illnesses, job changes, and kids — and in finding ways to ensure that matriculating students leave UNE with the degrees they’ve worked so hard to pursue in the first place. Due to that high level of commitment, students and specialists often establish strong bonds, and displays of gratitude are not uncommon. That kind of student-centered, relationship-based approach to online education makes all the difference: UNE Online has an astonishing retention rate around 95 percent.

“These relationships, even with online students, build community here at UNE.”

— Elizabeth Benz
Elizabeth Benz: “Sometimes, it’s more about listening to the student’s personal challenges and simply letting them know someone cares. I helped one particular public health student through a number of situations from 2013 to 2014. Life was really unforgiving towards him, so we set up a weekly check-in call on Fridays at 3 p.m. We celebrated his graduation together on campus, and he started his career. Later, when he learned of a personal tragedy in my life, he reached out immediately and even sent flowers. I never imagined student support would come full circle. These relationships, even with online students, build community here at UNE, and what a fantastic community it is!”

Hayley Kinsella: “One of my students gave birth unexpectedly early during her final semester. Due to post-partum depression, it was a struggle for her to get back into the groove with school. I was able to offer support to keep her motivated and focused so she could finish school. After she graduated on time and passed all her classes, she sent me this email, which I printed out and pinned up over my desk: ‘All DONE!!! I would not have been able to push through if you weren’t there to encourage and check in with me. Thank you so very much, Hayley!’”
James Koelbl came to UNE to help build the College of Dental Medicine, of which he was the founding dean. But when an opening appeared in the provost’s office, President Ripich didn’t hesitate to tap Koelbl for double-duty. Eventually a new dean was found to lead the dental college, and Koelbl took over as UNE’s full-time provost. He was impeccably prepared for the role, having held various positions at six different dental schools, including 15 years as dean at three different universities. Koelbl was an administrator at Loyola University Chicago when the school closed its 70-year-old dental school, a turn of events that shocked the faculty, but instilled in Koelbl some powerful lessons about institutional change.

James Koelbl: “If you look at the last ten years at UNE, it’s almost unbelievable: new colleges, new buildings, new programs, the great success of the campus in Morocco. But I think when things appear to be really going well, that is the time that you need to be thinking about the next 10 or 15 or 20 years. Because, if you look at this logically, and you look at the world out there, we can’t necessarily keep on this same path for the next 10 years. We can’t ever stop and say ‘Everything’s great, we can coast now,’ because we know it can change in a heartbeat.”

“As our president has pointed out, the problems that some schools are having today are a result of decisions they either made or failed to make 10 or 15 years ago. What I learned as a dean, and now as provost, is that when things are going well, it’s a whole lot harder to convince people that there’s still a need to keep evolving, keep changing, keep looking ahead at what’s coming. So I guess in this transition year, one of the things that we can all do is keep in mind that things we do today and plans we make today will have a tremendous impact on people who are going to be here 15 or 20 years from now.”

“We can’t ever stop and say ‘Everything’s great, we can coast now.’” — James Koelbl
The UNE College of Dental Medicine opened its doors in August 2013, filling a longstanding need. Prior to 2013, Northern New England was the largest region in the U.S. without a dental school. The college is dedicated to public health and serving rural populations, actively recruiting from rural counties in Maine on the principle that students are more likely to establish practices in the areas they call home.

A concerted mission focus on public health truly sets the college apart from other dental programs and permeates the curriculum — so much so that all graduates earn a certificate in public health concurrent with their D.M.D. degrees. This leaves them well positioned to pursue a master’s degree in public health, and the school is currently developing a five-year dual-degree program.

This public health focus is no surprise, given the background of the current dean, Jon Ryder, who came to UNE from the University of Iowa, via some interesting (and relevant) experiences practicing and developing curricula in Cambodia and Singapore.

Jon Ryder: “I knew [founding dean] Jim Koelbl [now UNE’s provost and senior vice president] a little bit, and I knew his reputation. I was actually living and working in Singapore and helping with curriculum development with two dental schools in Cambodia. They have been developing their health care system following the civil war that they had in the ’70s and ’80s. We were looking for models and ideas, and the model that Dr. Koelbl had developed for starting this school in Maine was not unlike the model that was needed in Cambodia: a rural country — a couple of larger cities — but, for the most part, rural counties and provinces.”

“We’ve already reduced the third-year tuition fees because the clinical operation has been so successful.”

— Jon Ryder
IN FULL BLOOM

Jon Ryder: “Dental education is expensive, all the equipment and all the supplies and things like that. So if we can have this revenue stream, that means the tuition is kept down, because the money has to come from somewhere, in the end. If you’re giving away free dental care, then that means the students are going to pay for it, or somebody else is going to pay for it. So if we can be successful in at least breaking even in the clinical operation, then that’s going to allow us to hold the tuition dollars down. In fact, we’ve already reduced the third-year tuition fees because the clinical operation has been so successful.”
Anouar Majid: “When I proposed a Center for Global Humanities in 2009 to be a public forum for the community, the goal was to go beyond a nation or a particular kind of geography or a tradition. We wanted to challenge the culture of sound bites and mindless web surfing. We wanted to bring people together to reflect on, and discuss, great ideas. Many of our talks have been broadcast on the Maine Public Broadcasting Network. The Bangor Daily News and local television channels are broadcasting videos of some of our lectures, including those at the Tangier Global Forum, to Maine communities.”

“Our center was the first of its kind in the state. We introduced livestreaming to UNE and broadcast our programs to different parts of the state and around the world. We invited top-notch thinkers, partnered with Portland to promote life and culture in the city, and established

“UNE students [have] this very magical experience, bridging civilizations, cultures, and continents.”

— Anouar Majid
relations abroad. I served for a while on the board of the Maine Humanities Council, and our two organizations still work together to promote the humanities in the state.”

“CGH seminars are unique in that they bring together undergraduate and pharmacy students. They may well be the best humanities course in the world, as students get to read some of the best works, meet their authors, share the auditorium with members of the community, get credit, and earn a certificate if they take the course for two semesters.”

“Establishing CGH prompted me to renew the exploration — started in 2004 with an official visit — of setting up a campus in Tangier. The rest, as you know, is history. Against my better judgment, we have now launched a new center in our Morocco Campus — the Tangier Global Forum. This one brings together our students with various members of the Moroccan community.”
Anouar Majid: “Morocco and Spain complement each other when it comes to culture and history. UNE has students in Seville, which is a jewel of Moorish civilization, and now we have students in Tangier. They’re in the same historical Andalusian cultural sphere, so every semester our students in Morocco cross the Strait of Gibraltar to go meet with their peers in Seville. And the ones in Seville also cross the Mediterranean to come and meet with their peers in Tangier. Thus, you have two sets of UNE students having this very magical experience, bridging civilizations, cultures, and continents.”

“We are reaching out to the Arab and Islamic world, and students are a big part of that process. They participate in cultural events with Moroccan students. They carry UNE and Maine flags very proudly in huge processions. People from all over the Arab world come to take pictures and selfies with them. We have partnered with all sorts of local organizations and institutions, and we have launched the Tangier Global Forum to add value to our community. We signed a partnership agreement with the county of Tangier to allow our students to provide services in rural areas. Our students are having the time of their lives in Morocco. They are role models for cultural interaction in an Arab and Islamic culture. UNE is demonstrating genuine global leadership in this area.”
Looking forward but aware of the past: President James D. Herbert on his first day of work on July 3, 2017.