

# Pierce



Campus planning, safety measures, and protocols help the Franklin Pierce community adjust to life with COVID-19.





Faculty and administrators gather at a safe distance to celebrate the 2020 Franklin Pierce virtual commencement.

# Fall '20

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PHOTOGRAPHER:  
ANDREW CUNNINGHAM



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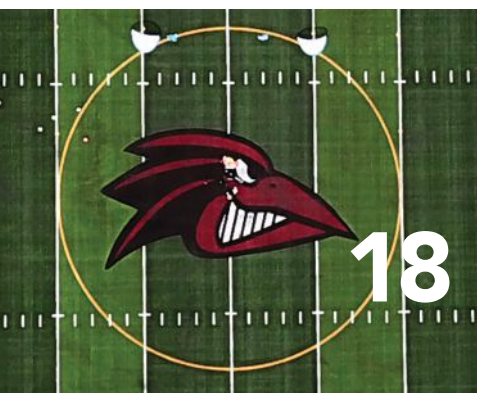
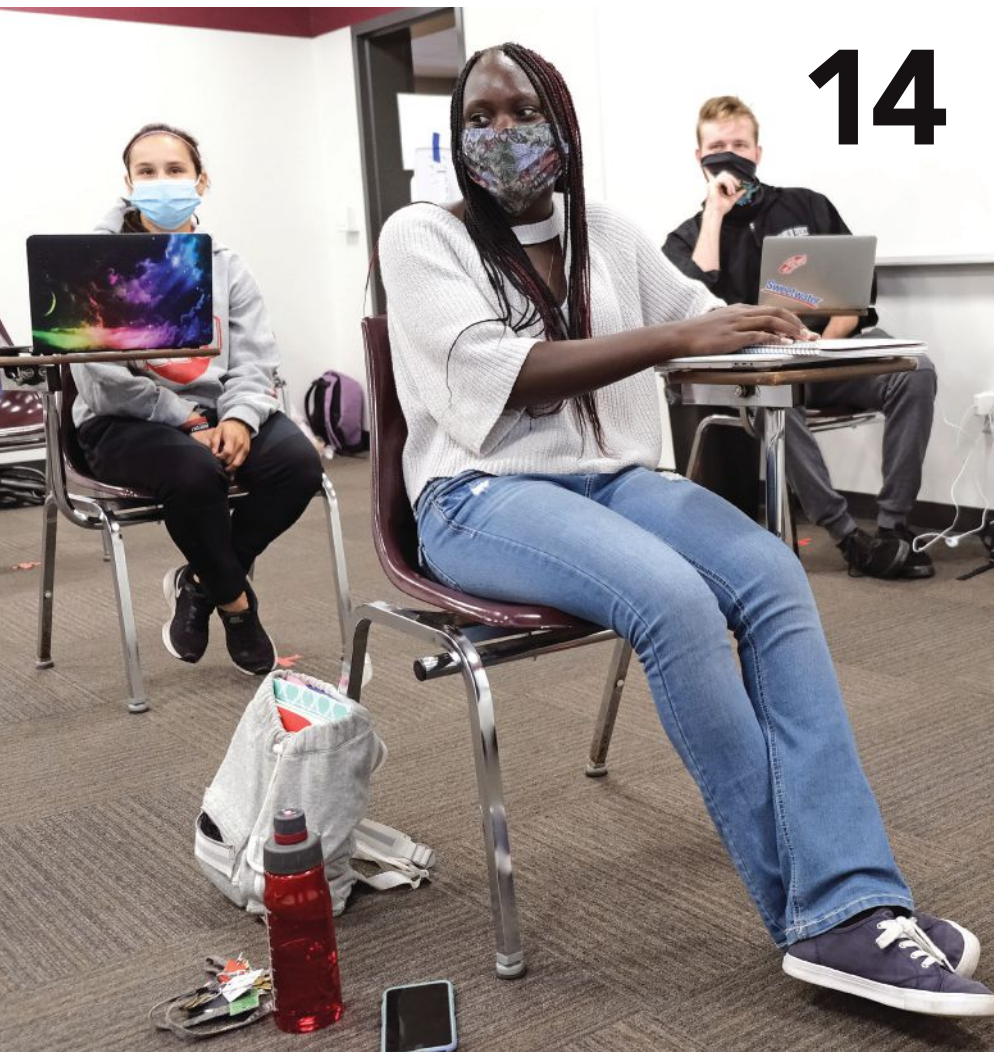
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# Pierce

FRANKLIN PIERCE UNIVERSITY MAGAZINE  
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**UNIVERSITY PRESIDENT**

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Julie Zahn

**EDITOR-IN-CHIEF**

Jana F. Brown

**ART DIRECTOR & DESIGNER**

Carolyn Bowes

**COPY EDITOR**

Tracey Rhoades

**CONTRIBUTING WRITERS**

Matthew Cerullo

Katie Copeland

Matt Janik

Ken Phillips

Julie Rizzo

Rebecca Saunders

**PHOTOGRAPHERS**

Andrew Cunningham

Trevor Guay

Hannah Schwack-Trovitch

Meg Stokes

Greg Walsh



ANDREW CUNNINGHAM

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President Mooney welcoming parents and new students arriving on campus in July, during pre-orientation week.

## Resilience and Commitment

**T**his past March, as students at the Rindge Campus were leaving for spring break and full-time graduate students in our Doctor of Physical Therapy (DPT) and Master of Physician Assistant Studies (MPAS) programs were just beginning Term 3, the world changed. No one could have anticipated the immediate impact of COVID-19 or the enormity of the community action that would be required to combat it. What we hoped was a temporary circumstance, rapidly evolved into the current global pandemic, which continues to profoundly affect every aspect of our lives.

From the moment the University made the decision to transition to remote instruction and work, planning efforts also began for the return to on-ground instruction. The Recovery, Reinvention and Renewal Working Groups were convened to explore the scenarios that would allow us to return to a safe and healthy environment. Virtually, members of the faculty and staff from across the University – eager to successfully implement necessary changes to the ways we conduct our daily teaching, learning, and work – provided input for the Ravens Return. On May 18, full-time graduate students began their phased return to in-person instruction at our Centers and, on August 20, residential undergraduate students started classes on the Rindge campus.

Despite the challenges and pressing health and safety concerns, faculty and staff maintained tremendous dedication to our educational and operational missions. More than a year ago, we began developing a new strategic plan to guide our direction and decisions through the next four years. A significant emphasis of that effort was the crafting of a new Diversity, Equity and Inclusivity Statement and the related initiatives necessary to prioritize our commitment to creating a culture of inclusive excellence. The tragic murder of George Floyd on May 25 brought the nation's struggles with systematic racism and racial disparities into stark and painful focus. Through our summer remote Community Conversations, current students and alumni shared their personal experiences with racism. Their stories validated the importance we placed on diversity, equity, and inclusion in our roadmap for the future, *Pierce@60* – the 2020 strategic plan we completed earlier in the spring.

This issue of *Pierce Magazine* explores the resilience and commitment demonstrated by Franklin Pierce students, faculty, staff, and alumni every day. You will read about students and alumni who are serving on the front lines of the pandemic, and about the University's Sexual Assault Response Team's (SART) work to provide a virtual platform for students to receive appropriate training to help prevent violence, discrimination, and harassment. Faculty and staff in our Initiative for Digital Education for Accelerated Learning (IDEAL) cohorts pivoted their efforts to provide immediate support and timely resources so every faculty member could deploy the technology needed for remote instruction.

You will learn how the MPAS was one of 10 national physician assistant programs to be awarded the prestigious Expansion of Practitioner Education Grant to help combat substance abuse and refine a substance-use-disorder curriculum for PAs nationwide. The Centers for Professional Programs and Partnerships and Career Development are bridging the higher education and corporate world. The Directors of these Centers, working directly with regional employers, students, and faculty, are able to identify and expand educational programming that provides the necessary professional development skillsets employers need.

I am proud of the grace and patience demonstrated by our students, faculty, and staff. In a time when so much about the future is uncertain, the essence of the Franklin Pierce community – its extraordinary care for all of its members – remains a familiar constant. The changes brought about from this year's challenges have allowed us to seize new opportunities, reimagine the unimaginable, and develop meaningful, genuine relationships that will outlast these temporary challenges.

Be safe and well.



**KIM MOONEY '83**  
PRESIDENT



“The effort everyone put into the commencement video was closure for people, and it also led to welcoming the Class of 2024, which contributed to the emotion.”

—KRISTEN NEVIOUS,  
FITZWATER CENTER DIRECTOR







# RAVENINGS

## EMOTIONAL SEND-OFF

## Virtual Commencement

Community effort ensures that members of the Class of 2020 have a memorable graduation.

**T**he Franklin Pierce University Class of 2020 was supposed to have a typical graduation ceremony midway through the month of May. However, nothing about 2020 has been normal, as the coronavirus pandemic shut down campus and canceled the in-person graduation ceremony.

Dean of Student Affairs Andrew Pollom, who chairs the Commencement Planning Committee, is charged with the oversight of the Commencement Ceremonies at Rindge. When it became apparent that in-person festivities might not be possible, Pollom reached out via Zoom to representatives of the senior class and Fitzwater Center Director Kristen Nevius. The Class of 2020 reps shared that they wanted a ceremony, virtual or otherwise, to close out their time at Franklin Pierce. Planning to produce a detailed video to simulate the live commencement began in May.

In part because of the necessity of safety precautions, it required a dozen takes for The Fitzwater Center to finalize the video. All participants who visited the studio to shoot their segments had to observe social distancing. The gauntlet shoots took three takes, and were shot outside with faculty and staff at the end, six or more feet apart, donning masks, while clapping and cheering for the graduates. Registrar's Office staff member Mathew Kitteridge coached Rob Hannings on name pronunciations to make sure he got them right, while Professor Lou Bunk created an original musical score for the ceremony.

A local Rindge resident, George Carmichael, who Nevius found through New Hampshire Public

Broadcasting, donated his time and talent by shooting drone footage. Carmichael's material includes drone shots at the foot of Mount Monadnock of Emma Gelinias '20 singing the University's *alma mater* paired with Jasmyne Fogle '17, who contributed a video of "The Big Read" at the peak of Mount Monadnock during the annual Grand Monadnock Climb.

The large student, faculty, staff, and community crew that made virtual commencement possible includes Gelinias (vocalist); Bunk (alma mater score and guitar); Cory Finch and Bunk (audio); Nevius (executive producer and director); Pollom (producer); Andrew Zurheide, Ian Melewski '21, Cody Roy '22, and Fogle (videographers); Doug Carty '06 and Carmichael (drone videographers); Zurheide and Carmichael (editors); Andrew Cunningham (photographer); Jules Kleinhans (graphics); and Vicky Rank '02, BS '05, MBA '12 and Kitteridge (production assistants).

Nevius described creation of the video as an "extraordinarily emotional experience, which took weeks of solid work to pull off."

The video, added Nevius, evoked an emotional response from many who watched it.

"The spring pivot to online classes was very hard for everyone," she said. "The effort everyone put into the commencement video was closure for people, and it also led to welcoming the Class of 2024, which contributed to the emotion."

To view the Virtual Commencement Ceremony, please visit the Franklin Pierce YouTube channel.

—Matthew Cerullo



ANDREW CUNNINGHAM  
GREG WALSH (FACING PAGE, TOP RIGHT, CENTER RIGHT, AND BOTTOM)

COMMUNICATING IN CRISIS

# Listening, Learning, and Transparency

President Mooney wrote about communication in a time of crisis for *University Business Magazine*.



In a spring editorial for *University Business Magazine*, Franklin Pierce University President Kim Mooney '83 wrote about the evolution of communication for leaders in higher education during the COVID-19 crisis.

“Good leadership and effective communication in the era of COVID-19 requires us to present our ideas more thoughtfully and interact with our colleagues, students, and communities in new ways,” she wrote. “It also means providing greater transparency and sometimes admitting that we don’t have all the answers at a time when our understanding of the virus and how it affects our campuses and programs continues to evolve.”

President Mooney shared six ways that communication has evolved at Franklin Pierce during the crisis. They include embracing change; preserving the social fabric of the university community, even while online; sharing and prioritizing information; expressing care and concern during a difficult time for so many; empowering students by inviting them to share in the planning process; and leading by being open and reassuring.

In her piece, President Mooney shared the process of migrating the programs of more than 2,000 students enrolled in Franklin Pierce’s undergraduate and graduate programs to remote platforms, and making sure everyone from the University’s first-year undergraduates to adult graduate students understood the plan. She also wrote of the importance of embracing videoconferencing technology for check-in sessions as an important way to “maintain our social fabric, from talking with each other and asking questions to providing honest answers and making eye contact.” A silver lining was the reconnection

to one another of many alumni who participated in Zoom calls. A series of virtual forums also proved valuable for sharing information both from and to the University administration.

Remembering compassion, care, and concern was particularly important when delivering difficult news, including when President Mooney had to communicate to students that they would not be returning to campus after spring break and the postponement of the 2020 commencement exercises. Inviting feedback from students has provided insights that President Mooney may not otherwise have received and also has created a transparency for the students on the decision-making process of school administrators.

“When we talk about imagining what a reopened campus might look like,” she wrote, “a student weighing in on access to specific buildings, a parking matter, or a residence life issue can help us better anticipate and even see around corners, in some cases.”

Finally, President Mooney wrote, reassuring campus community members that decisions on reopening safely are based on best practices creates a transparency that is important, especially in times of crisis. It’s okay for a university president, she added, to admit he or she does not have all the answers.

“As a university president,” she wrote, “I have also learned that the way we lead may not have changed that much during the pandemic, but the way we communicate as leaders has evolved significantly. I would encourage my counterparts who are also leading universities to consider just how vital timely and candid communication can be when so much seems to have gone sideways in our society and in our world.”

—Jana F. Brown

## EDUCATIONAL EXPANSION

# PA Program Receives Substance Use Disorder Grant

Physician Assistant students get increased training in the treatment of substance use disorder through national award.

**T**he Franklin Pierce University Physician Assistant Program, led by Priscilla Marsicovetere, has been awarded an important grant to combat the epidemic of substance use disorder in the U.S.

The Expansion of Practitioner Education (PAEA PRAC-ED) Grant is awarded to expand the integration of substance use disorder (SUD) education into the standard curriculum of physician assistant education programs. Through the mainstreaming of this education, the ultimate goal is to expand the number of physician assistants trained to deliver high-quality, evidence-based treatment to the more than 18.7 million American adults who suffer from SUD.

Marsicovetere felt compelled to apply for the grant after realizing that the Franklin Pierce PA Program had not yet developed concrete substance use disorder training within its curriculum. That felt like a particularly significant omission, based on data that shows New Hampshire as one of the hardest hit states in the country when it comes to SUD. The program was also well-suited to participate in the grant because of its geographic location, which is a significant benefit to rural and medically underserved populations in New Hampshire and Vermont.


The PA program has already started taking steps to expand its curriculum with the addition of lectures by an addictionologist, who teaches students about SUD and the impact it has on the brain. In addition, the program has developed its first-ever Addiction Medicine clinical rotation, through which students spend five weeks learning about SUD treatments and care management. Lastly, medication assisted treatment (MAT) waiver training is now included as a mandatory component of the PA curriculum. MAT involves a combination of medications that target the brain and psychosocial interventions (e.g., counseling, skills development) aimed at improving treatment outcomes. When PA students graduate, they must earn a specific MAT certification.

“Adding MAT waiver training to our curriculum means that Franklin Pierce PA students graduate ready to be certified and are thus primed to help combat the SUD pandemic,” Marsicovetere explains.

This year, 48 PA programs from across the country applied for the PAEA PRAC-ED grant; only 10 were selected via a competitive process. Marsicovetere believes Franklin Pierce was selected because, “We have demonstrated that we really are striving to prepare our students to be agents of change in the war against SUD. From classroom training and lectures during the didactic year, to real-world application of that knowledge during the clinical year, to helping develop streamlined SUD curricula, we want to do our part in addressing SUD here in New Hampshire and across the country.”

Following the conclusion of the PRAC-ED grant project, PAEA’s aim is to disseminate the curriculum to member PA programs throughout the U.S.

—Matthew Cerullo



“Adding MAT waiver training to our curriculum means that Franklin Pierce PA students graduate ready to be certified and are thus primed to help combat the SUD pandemic.”

— PRISCILLA MARSICOVETERE

Priscilla  
Marsicovetere

**GETTING CREATIVE**

# Zoomed In

Created out of necessity during the pandemic, virtual reunion options may be here to stay.

The onset of COVID-19 and the shift to remote communications called for the Alumni & Parent Relations team to recalibrate its plans for face-to-face engagement with Raven Nation.

Following public health advisories, the team canceled on-the-ground events, but did not cancel hope – and putting the FPU mission first. Instead, members launched a dynamic series of virtual class receptions. Each Thursday, a class or a five-year collective of classes reconnected via Zoom to reminisce and make new memories. The virtual series was launched with the pioneer classes (1966-1970) and continued through the GOLD (Graduates Of the Last Decade) community. At the beginning of each call, participants were asked to introduce themselves. Some shared information about career and family – and their favorite Franklin Pierce professors.

“Right away, it was fun to see connections that occurred,” says Director of Alumni & Parent Relations Katie Copeland. “Whether it was two alumni realizing they lived a couple of towns apart, or the joy of seeing two classmates reconnect who hadn’t spoken since they left Pierce, it was clear that we were on to something special.”

President Kim Mooney '83 participated in the series and provided firsthand, experiential updates on how students, faculty, and the University as a whole navigated the early days of the pandemic.

“As we continued to host these receptions, we recognized that this was allowing us to build new relationships with many people who otherwise hadn’t been involved with Franklin Pierce,” says Vice President for University Advancement Julie Zahn. “What we learned from the beginning was that people wanted to connect with each other and the institution and all we needed to do was create a platform for that to happen.”

The success of the virtual class reception series was leveraged as it was followed up with a fun-filled virtual alumni reunion on June 27. The virtual reunion paired live and on-demand offerings.

“I look forward to being able to meet in real time with alumni again – hopefully soon,” says Copeland. “I am thrilled to know that we have a new way to connect and a tool to continue to implement even as we get into a new normal routine.”

Be on the lookout for future virtual events, and be sure to reach out to the Alumni & Parent Relations office if you’re interested in hosting a reception for your class.

—Katie Copeland





Above: Denim Day, an event in which people are encouraged to wear jeans in order to raise awareness of rape and sexual assault. Right: the SafeColleges homepage.



**SAFECOLLEGES**

# Creating a Safer Community

New training technology is aimed at student awareness and safety.

**D**uring the summer of 2020, a group of faculty, staff, and students worked together to test a number of different platforms to train incoming students on sexual violence prevention and sexual assault.

After reviewing five companies, Franklin Pierce decided to move forward with SafeColleges. This platform will allow all FPU students at each of our campuses to receive virtual training on sexual violence prevention, alcohol and other drugs, mental health, diversity/inclusion, and safety. With this new training tool, students will be better prepared to be active members of our community and work together to make sure that our educational environment is free from violence, discrimination, and harassment.

Having a community that has a consistent understanding of consent, bystander intervention and support services on campus will increase awareness of these topics and has the potential to reduce the number of sexual assaults and incidents of sexual harassment that happen on campus. Some of the students who participated in the working group that assisted in selecting the training described it as user-friendly, relatable, and a platform that conveys valuable information.

In addition to being a great tool for education, the SafeColleges module also assists in our compliance with the Violence Against Women Act, Clery, Title IX, and the Campus Safety Act. The online education will be supplemented with programming opportunities by the Sexual Assault Response Team (SART) and local crisis centers for each of the campuses.

We acknowledge that college-age students are more at risk for incidents of sexual violence, and the University is committed to working to educate our greater campus community on prevention efforts, reporting options, and how to support peers. We as a community need to work together to address gender discrimination and sexual violence. The SafeColleges Sexual Violence Prevention is just the beginning of our yearlong efforts and beyond.

—Kat Dougherty



ANDREW CUNNINGHAM



## ADAPTING TO THE NEW NORMAL

# COVID-19 Spurs Alternative Pathways to Excellence

## PA and DPT programs make adjustments during the pandemic.

Like just about every corner of society, the Franklin Pierce Physician Assistant Studies and Department of Physical Therapy programs have had to adapt and overcome during the coronavirus pandemic. With the onslaught of COVID-19, both programs transitioned from in-person to online learning in March, which required rethinking their traditional educational approaches.

The programs transitioned to distance learning almost overnight. Using virtual classroom sessions via Zoom, the faculty were able to maintain continuity in educating the students throughout the transition.

“We used things like chat rooms, polls, and the Socratic method to strengthen students’ understanding of the material in the new learning environment,” explains PA faculty member Katrina DeShaney. “We really wanted to keep them engaged as active learners. It was a challenge at first, since none of us were very familiar with Zoom, but it didn’t take long to get the hang of it.”

But it wasn’t just classroom learning that was affected. Both the PA and DPT programs faced the additional challenge of clinical rotations for their students. Across the country, clinical rotations came to a screeching halt for most – if not all – health sciences training programs. As a result, the PA and DPT programs had to be creative in devising alternative means of providing students with preparation that met the requirements of the respective programs.

“We looked ahead at the clinical curriculum for the remainder of the academic year,” PA Program Director Priscilla Marsicovetere explains. “Some of that work could be done in the present time, and did not require waiting until later in the year. Completing it early would allow students to satisfy program expectations now, while freeing up time later in the year to make up missed clinical rotations. It worked out really well.”

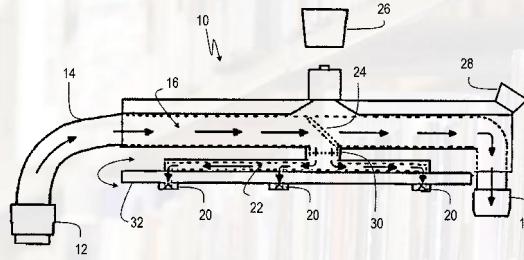
It has been a long road, but both programs have begun their return to some form of pre-COVID normalcy. Students have returned

to both the PA and DPT campuses for in-person instruction. Under the direction of Letha Zook, chair of the PT Department and program director of the Goodyear, Ariz., DPT campus, PT students came back at the beginning of June. In Goodyear, faculty successfully created a “social bubble” with students by using masks at all times, social distancing, extreme handwashing/sanitizing, and wearing gloves for all hands-on skills.

“The bubble environment helped students learn valuable lessons of peer support and accountability, while strengthening their clinical skills,” Zook explains.

PA students returned at the end of August. Clinical rotations also have resumed for both programs. All students, faculty, and staff completed the COVID-19 module for Franklin Pierce before they were authorized to return to campus. Guidelines for mandatory use of PPE, social distancing, and infection control practices remain in place.

—Matthew Cerullo



FACULTY INVENTOR

RAVENINGS

## Ingenuity at work

Inventor and COB Dean Norm Faiola was recently awarded his sixth patent.

**W**hat does a head of romaine lettuce growing in a field in California have to do with Franklin Pierce University? The answer is Norm Faiola.

Faiola, dean of the College of Business, is an inventor, with six patents to his credit, and multiple other original products developed and marketed. The latest to be approved by the U.S. Patent and Trademark Office is the Quick Clean Faucet, a commercial faucet with “a series of nozzles positioned longitudinally along the length of a spray arm to provide a robust and thorough delivery of water for the washing of produce and other food service products.” An original, built-in thermometer allows temperature readings to ensure the water is the ideal temperature to open the stomata – pores for gas exchange – on the underside of the lettuce, and remove trapped bacteria.

“If you harvest that lettuce, the only way to get it from California to Hannaford in Keene, N.H., is to quickly cool it by air or by water,” Faiola explains. “If you cut a head of lettuce off the stem, the stomata will close up and sometimes that will happen around bacteria that potentially could make you sick from E. coli, for example. If you get a head of lettuce in a restaurant, one of the processes for making it safe is to carefully and completely rinse it with sufficient amounts of water. That’s the science and operational need behind this invention.”

The approval process is a long one, and it took nearly three years for the Quick Clean to be granted a patent. In addition to the thermometer, one of the proprietary features of Faiola’s Quick Clean Faucet is its trio of orifices that creates an expanded water footprint for improved water distribution. Faiola explains that the science behind washing produce safely is that the water used to rinse the lettuce (and other produce) needs to be about three to five degrees warmer than the produce itself, allowing the stomata to reopen so that any

bacteria can be eliminated. Negotiations are in process for licensing the technology with the largest commercial food service/healthcare faucet manufacturer in the U.S.

Faiola, who arrived at Franklin Pierce in the summer of 2019, spent 23 years of his career on the faculty at Syracuse University, including five years as associate dean in the College of Human Ecology. He was awarded his first patent in 1991 for a rapid cooling device designed to safely and efficiently cool hot foods from the inside out. The Rapi-Kool® Cold Paddles, which come in different shapes and sizes, were licensed by KatchAll Industries, which was subsequently bought by Sam Jamar. Considered the national standard for chilling foods, Rapi-Kools are found in nearly every commercial kitchen in America, and the product’s sales have generated more than \$1 million in revenue for Syracuse University.

While Faiola’s primary product development focus has been on the hospitality industry (he earned a B.S. and M.P.S. in hotel administration from Cornell), other patents have been awarded to him for the Swing Away Nail Brush (2011), a Patient Lifting Device (2009), and the TempTrack wireless temperature monitoring device (2004). Though not patented, Faiola has also developed multiple other products, from a cutting board stabilization mat to a slicer cleaning tool to a color-coded pail system for cleaning and sanitizing to a plastic wrap dispenser.

While Faiola has typically developed his products in his home workshop, he credits a brain inclined toward ingenuity and access to colleagues in machine shops with helping him create prototypes to take to market.

“It doesn’t hurt to be a country kid who always tinkered with things at home,” says Faiola. “I’ve always been relatively good at seeing a problem and coming up with an identifiable solution. The bigger trick is coming up with something marketable and practical.”

—Jana F. Brown

## RETURN TO CAMPUS

# Adapting to 2020

## Rave Nation welcomes members of the Class of 2024 under nontraditional circumstances.

**B**eginning August 16, members of the University's staff and administration eagerly welcomed new students to Franklin Pierce's 1,200-acre campus in Rindge.

While different from traditional move-in days due to the restrictions of the COVID-19 pandemic, the arrival of students and their families proved that some things never change.

In the shadow of Mount Monadnock, excited members of the Class of 2024 greeted roommates and new friends, marking the occasion with photos and happy tears. Upon arrival, all students were tested for COVID-19, while family members were reminded of University requirements to wear masks and socially distance while on campus.

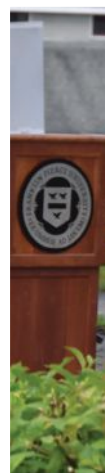
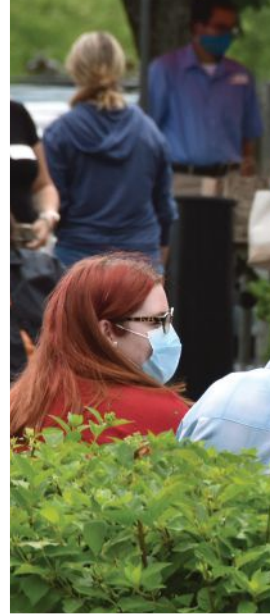
"Seeing the joy of our newest Ravens as they arrived on campus validated in so many ways the tremendous steps taken by Franklin Pierce's administration, faculty, and staff to safeguard the wellbeing of all involved and provide the college experience our students so desperately want," said Dean of Student Affairs Andrew Pollom.

In addition to testing all students upon their arrival on campus and requiring the use of face masks, Franklin Pierce initiated a number of guidelines to maximize the safety not only of students, faculty, and staff, but also surrounding communities during the fall term. The newly implemented requirements govern everything from class sizes to dining hall processes to ongoing testing requirements to rules for any off-campus interactions. Franklin Pierce's COVID-19 protocols for the incoming freshman class were refined through experience. Students in the University's Master of Physician Assistant Studies program and those in its Doctor of Physical Therapy program returned to in-person instruction this summer in Lebanon and Manchester, N.H., and Goodyear, Ariz. Classes in Rindge began on August 20.

"None of us could have predicted the circumstances we would face in 2020," said President Kim Mooney '83, "but our students, faculty, and staff have shown from the beginning that, together, we can quickly and effectively adapt. The Class of 2024 has already shown the spirit and adaptability that is such a hallmark of Raven Nation."

—Ken Phillips

ANDREW CUNNINGHAM





BOARD OF TRUSTEES

# Community Leader

Trustee Terrell Boston Smith '05 uses his expertise in finance as a lever for advancing the common good.

So far, Terrell Boston Smith '05 has been a small business owner, community advocate, candidate for the Maryland House of Delegates, and campaign manager for Brian Frosh's successful campaign for attorney general of Maryland, among other roles. And he's just getting started.

It's no surprise, then, that the Franklin Pierce alumnus and member of the Board of Trustees since 2017 was named by *The Daily Record* of Maryland to the 2020 VIP List of "Very Important Professionals." The honor recognizes professionals 40 and younger who have built successful careers in Maryland. Since the awards were established in 2011, recipients have been selected for professional accomplishments, community service, and a commitment to inspiring change. Boston Smith, who currently serves as the CFO for the Sherriff's Office in the City of Baltimore, and other winners were honored via a virtual celebration on September 17.

"I'm proud to be able to use my technical expertise in finance to create efficiencies," says Boston Smith, whose current work focuses on finance as a path to social justice. "We have a commitment to justice. We are always thinking about how best to spend public resources and how to serve and benefit the citizens."

Boston Smith was raised by a single mother in West Baltimore, where he attended Baltimore City Public Schools until he enrolled at Franklin Pierce in the fall of 2001. His work as a youth community organizer began when he was a student at Baltimore City College High School. His initial post out of



Terrell Boston Smith '05

**My priority in thinking about DEI is putting the college on a strong foundation for its wellbeing into the future."**

— TERRELL BOSTON SMITH '05

Franklin Pierce was in the Retail Investment Group of T. Rowe Price Associates. He also worked at the Baltimore Community Foundation.

"My first job set the framework for character in dealing with financial activities," he says. "I learned how to take care of the economic wellbeing of individuals and families. At the Baltimore Community Foundation, part of my job was to staff the endowment committee. One thing we did was readjust our 401k plan to reflect our values and promote economic return for the staff."

When he was asked to join the Board of Trustees at Franklin Pierce, Boston Smith was grateful for the opportunity to give back. The University, he says, "prepped me to be competitive, a leader, to advocate and communicate. A big part of my work now is advocating for sound strategies."

Among his priorities in his work with the Board is thinking about and creating solutions for issues of diversity, equity, and inclusion (DEI). That is especially important, Boston

Smith points out, as the student population at Franklin Pierce has grown increasingly diverse over the last decade.

"My priority in thinking about DEI is putting the college on a strong foundation for its wellbeing into the future," he says. "We have to continue to create an environment for inclusion so everyone feels comfortable; it's good for the college and the right thing to do. By taking this action, we are setting a strong path for how we will engage with the Franklin Pierce community in the many years ahead."

—Jana F. Brown



ANDREW CUNNINGHAM

**STAYING POSITIVE**

# Unexpected Benefit

Professor Maria Minor writes about COVID-19 and its positive impact on the tone of e-mails.

**H**as the persistence of the COVID-19 pandemic made the world a kinder, gentler place? The jury may still be out on the sentiment for the global population as a whole, but in an August 29, 2020, article penned for *Forbes*, Professor Maria Minor argues that the pandemic has had a positive impact on the tone of our e-mails.

In her piece, Minor, an assistant professor in the Franklin Pierce College of Business, shares a few statistics, including that the average employee receives more than 120 e-mails per day. With 70 percent of the workforce conducting business from home during the pandemic, that means

limited face-to-face interaction with colleagues. “As human beings,” Minor writes, “we long to connect with other humans...When placed in a situation like forced virtual work arrangements, we have to make an extra effort to connect. E-mail is one way to connect. In the past, our e-mails may have been direct, robotic, and not drawing out a personal side. Now, COVID-19 has caused us to take on a personalized, caring tone. Starting our e-mails with statements like, ‘I hope you’re doing well,’ and ending with closings like ‘Stay safe or Be well’ and meaning it.”

Being confined to home has caused American workers to rethink their e-mail etiquette, enhancing the positivity in e-mail communications, Minor asserts. “This connection to a common threat has allowed us to develop better e-relations,” she notes.

Minor then analyzes how specific characteristics of e-mails have improved since March. They include opening lines containing notes of good wishes; a general upbeat tone to make recipients feel hopeful even in dire times; touches of humor, such as wishing someone a “great socially distant day,” in spite of the circumstances; and offering air hugs or virtual hearts to more familiar recipients (do not, Minor cautions, send these personal emojis to those you don’t know well).

“Finally, sign off your e-mail with good wishes,” Minor recommends. “This shows a thoughtful and compassionate side. An ending like ‘Sending thoughts of health and peace,’ or ‘Be safe’ sounds better than the formal sign off of ‘Sincerely yours.’ A simple pleasantry can uplift a person and provide them with a moment that makes them smile.”

—*Jana F. Brown*

“A simple pleasantry can uplift a person and provide them with a moment that makes them smile.”

— **MARIA MINOR**



ANDREW CUNNINGHAM



## RETURN TO CAMPUS

# Thoughtful Pandemic Preparation

Working groups spent the summer planning for a safe reopening of Franklin Pierce.

**A**t the invitation of President Mooney and through the leadership of the University's Long-Range Planning Committee, a group of 60 employees across Franklin Pierce worked tirelessly over the summer to plan for a safe reopening of campus in the fall.

Led by multiple chairs, the Recovery, Reinvention, and Renewal Working Groups convened into four separate units, each tasked with a separate aspect of return-to-campus plans. Interim Provost and Vice President for Academic Affairs David Starrett helmed the Academic Enterprise Group; Director of Health Services Erica Peery and Dean of Student Affairs Andrew Pollom co-chaired a committee on Health and Safety Measures; Assistant Dean of Student Affairs Kat Dougherty and Director of Athletics Rachel Burleson shared responsibilities for leading Community Engagement and the Student Experience; and Sandra Quayle and Doug Lear led the Responsive and Responsible Operation team.

Together, the four groups were charged by the president with planning for reopening of all campus facilities, with the goal of preparing for in-person learning and a full residential experience by the opening of the academic year. The groups laid out a successful plan with recommendations in four focus areas – repopulation, return to on-ground instruction, monitoring and containment, and preparedness and contingency planning.

Taking precautions to prevent the spread of the coronavirus was the pillar of the repopulation plan, with social distancing, the use of personal protective equipment, disinfection of facilities, fast identification of symptoms, and the isolation of students and staff who become sick the most important considerations.

Fluidity of classroom spaces and flexibility of models for in-person,

remote, and hybrid learning have been key to the return to on-the-ground instruction. The working group in charge considered the needs of high-risk students in its planning, ensuring remote offerings are as inclusive and flexible as possible. It was recommended that classes be divided into smaller groups, with students meeting on alternating days and times to minimize the number of people gathered at one time. In terms of schedule, Franklin Pierce also determined that fall term would end before Thanksgiving, with final exams administered remotely in December.

The Health and Safety Measures group has been charged with monitoring and containment of COVID-19 cases, using diagnostic testing for active infections. Any positive cases and their contacts are immediately reported New Hampshire Department of Health and Human Services. The student's emergency contact is notified of the current situation. Safe quarantine and isolation spaces are set aside to accommodate all students who are potentially affected by COVID-19. The spaces have been reserved specifically for positive cases, a contact with a positive case, traveling from outside of New England, or international travel. Students are encouraged to take advantage of the spaces, but accommodations will also be made for those who are able to travel home. Contingency plans require students to form pre-planned arrangements for where they will go if the campus is forced to close.

"We realize that not only does this pandemic affect our students," says Director of Health Services Erica Peery, "but also the New Hampshire community, which has maintained low positive COVID-19 rates for much of the summer. It is our goal to continue this trend, while still providing our students with an enriched on-campus experience."

—Matthew Cerullo

“We are committed to providing meaningful experiences for all athletes.”

— MATT JANIK



# RAVENS ROUNDUP

## CAREFUL PLANNING

### Return to Play

Committee makes preparations for a safe and healthy environment for Ravens student-athletes.

**F**or many young athletes, the opportunity to compete at the intercollegiate level represents the pinnacle of their careers and a welcome extension of their status as student-athletes.

As the COVID-19 pandemic threatens to take away those precious seasons, members of the Franklin Pierce Return to Play Committee have been working hard to consider the options for current Ravens to safely continue their athletic pursuits.

“Being able to participate in collegiate athletics is a dream come true,” says Hannah Everidge ’21, a guard on the FPU women’s basketball team and the student representative to the Return to Play Committee. “People have spent most of their lives working toward their sport.”

Athletic Director Rachel Burleson, Associate Athletic Director Jen McKillop and Assistant AD Matt Janik are members of both the Franklin Pierce Return to Play Committee and two larger groups representing the Northeast-10 Conference. Other members of the internal committee include Everidge, plus coaches, trainers, a health sciences professor, and the director of health services. The charge of the committee is to plan for what a return to campus might look like for student-athletes.

Considerations include facility preparations, from cleaning supplies to social distancing signage; a requirement that students self-quarantine for 14 days prior to the start of a semester; protocols for separating student-athletes by athletic team and cohort year to limit cross-contamination between squads; educating student-athletes and staff on hygienic practices; and guidelines for health screening procedures, among other protocols. A three-phase reopening strategy was also recommended by the group, including restrictions and best practices for visiting teams and occupancy limits for athletic facilities. For example, the group pondered, how does the football team hold a productive practice with limits on numbers of personnel who can attend?

While Franklin Pierce student-athletes will adhere to the University-specific guidelines when they return to campus,

they will not be competing against other schools in the fall – and likely beyond. On July 16, the Council of Presidents of the NE10 voted unanimously to suspend all NE10-sponsored competition and championships through December 31. The league’s athletic directors are planning for the return of athletics on a sport-by-sport basis. They already have approved an 18-game schedule for basketball, beginning January 9, 2021, public health guidance permitting.

Plans are underway with the member schools of the NE10 to move fall sports (and possibly some winter sports as well) to the spring, which involves a redistribution of resources. Issues of athletic eligibility and athletes who participate in both fall and winter sports are also being discussed.

“We are committed to providing meaningful experiences for all athletes,” says Janik of the Return to Play Committee’s mission. “We have a pretty good framework, a lot of skill instruction and conditioning to start, and eventually we will phase into full team practices if [health conditions allow].”

Associate AD McKillop is responsible for compliance for FPU athletes, some of whom may elect to reclassify if their seasons are canceled in 2020-21. McKillop has been working with Ravens athletes to help them apply for competition waivers from the NCAA to preserve their eligibility. She says she has been heartened by the spirit of collaboration among NE10 member schools and impressed by the creativity displayed by FPU coaches and athletes, who have engaged in virtual training and team bonding from a distance. Student physical and mental health have driven all decision-making during the pandemic, something Everidge acknowledges and appreciates and McKillop confirms is at the heart of the return-to-play mission.

“Our job as athletic staff and coaches is to provide the optimal experience for student-athletes,” says McKillop. “The is a fluid situation we are navigating, one that has changed us all. Decisions are being made with student wellbeing in mind.”

—Jana F. Brown

## RAVENS ROUNDUP

### CLASSROOM DEDICATION

# Academic Success

With seasons canceled, Raven athletes continue classroom success despite the uncertainty of the pandemic.

In addition to their victories on the field, the Ravens saw plenty of success in the classroom in 2019-20.

A trio of student-athletes took home the most-prestigious academic honors of the year by earning Academic All-America status from Collegiate Sports Information Directors of America (CoSIDA). Men's soccer had a pair of honorees, as Yannik Felber '21 landed on the First Team, while Niklas Laudahn '20 took a spot on the Third Team. In addition, men's cross country/track and field's Riley Fenoff '22 earned Academic All-America Third Team honors. For Felber, it marked the second straight year he earned the academic distinction from CoSIDA.

Meanwhile, Fenoff's teammate, Hugo Arlabosse '21, earned the men's track and field Sport Excellence Award from the Northeast-10 Conference for the winter indoor season. The award is given to one athlete in each sport who excels both athletically and academically. The difficulties in achieving such lofty academic honors amid a pandemic were not lost on department leadership.

"I continue to be amazed by the off-the-field dedication of our student-athletes," says Director of Athletics Rachel Burleson. "Despite a semester where their competitions were canceled and their entire collegiate lives were upended as they transitioned to

online learning, they continued to get the job done in the classroom. The numerous accolades are a testament to their commitment to furthering their education, even in a time of unprecedented uncertainty and stress."

The 2019-20 academic year also marked the second year of the NE10's Elite 24 Award, which is presented at each NE10 championship to the competing student-athlete with the highest GPA. Franklin Pierce collected four of the awards on the year: Fenoff (men's cross country), Alena Masterson '22 (women's cross country), Shephard Stahel '20 (men's ice hockey) and Yuval Barak '21 (men's tennis).

Franklin Pierce continued to have multiple student-athletes honored by the NE10's other flagship academic programs as well in 2019-20. A total of 15 Ravens earned Academic All-Conference accolades over the course of the year. Academic All-Conference is voted on by athletic administrators from the league's institutions and requires that a student-athlete maintain a 3.30 GPA while serving as a starter or significant contributor athletically. Franklin Pierce also had 271 student-athletes named to the fall edition of the NE10 Academic Honor Roll, as well as 327 honorees in the spring. Academic Honor Roll status is bestowed on all NE10 student-athletes with semester GPAs of 3.0 or higher.

—Matt Janik

### NE10 PLANS

# Seasons on Hold

NE10 suspends fall and winter athletic seasons.

In response to the ongoing COVID-19 pandemic, on July 16, the Council of Presidents of the Northeast-10 Conference voted unanimously to suspend all NE10-sponsored competition and championships through December 31.

The Council of Presidents cited the "paramount importance" of protecting the health and safety of student-athletes, coaches, administrators, staff, and wider campus communities in a statement announcing the decision.

"First and foremost, I would like to express how truly sorry and disappointed I am that our fall and winter athletes won't start their seasons as we had all hoped for," said President Kim Mooney '83, chair of the NE10 Council of Presidents. "Ultimately, the postponement was the only responsible decision our Council could make in order to protect the health and wellbeing of student-athletes and staff across the NE10. I am confident our thoughtful, committed body of student-athletes will understand this decision and I know Raven Nation will ultimately emerge from this situation stronger than ever."

The NE10 is looking toward the possibility of providing regular season and conference championship opportunities for all of its sports in the spring semester, providing it is safe to return to competition at that time. The stated goal of the league is to provide meaningful competitive opportunities and a quality experience to all of its student-athletes.

For the athletes themselves, the news was disappointing, but was also met with an understanding of the seriousness of the situation.

"I want everyone to stay safe," said men's cross country/track and field student-athlete Zach Aham '23, while speaking to WMUR. "But, I also enjoy competing, so personally it's tough to not have sports for a while, but I understand why."

Along with its fellow NE10 institutions, Franklin Pierce will be providing its student-athletes with training, conditioning, and practice opportunities throughout the fall semester, in preparation for the hopeful return to competition in the spring.

—Matt Janik

Riley Fenoff '22



## FACULTY MENTOR

# Leadership Excellence

Associate Professor Dr. Laura Christoph honored by NE10 for her dedication to and support of student-athletes.



Dr. Laura Christoph

**D**r. Laura Christoph, an associate professor in Franklin Pierce's Health Sciences Department, was announced as the 2019-20 recipient of the Northeast-10 Conference's Dr. Dave Landers Faculty Mentor Award on May 28. The award is one of five major year-end awards issued each spring by the NE10.

Instituted in 2017, the award is named in honor of Dr. Landers, a longtime Faculty Athletic Representative at fellow NE10 member Saint Michael's College. The recipient is chosen annually by a committee made up of Student-Athlete Advisory Committee members from NE10 institutions, and the selection is based on the faculty member's support of the student-athlete experience.

Dr. Christoph is just the fourth-ever recipient of the NE10 Faculty Mentor Award. Her selection marks the first time the winner has come from a school other than Saint Michael's.

"I am so humbled and honored to learn that

I'm the recipient of the Dave Landers Faculty Mentor Award," said Dr. Christoph in a video acceptance speech to the NE10. "As a former student-athlete, as well as a two-year graduate assistant myself in athletics, I really respect student-athletes for the work they put both into the classroom and the dedication they have on the field.... I feel really privileged to have the opportunity to work on both those fronts with all of [Franklin Pierce's student-athletes]."

With her expertise in nutrition, sleep, performance and community health education, Dr. Christoph brings a distinct viewpoint to Franklin Pierce's health science endeavors. She has held numerous workshops in these areas to benefit the student body, including "The Science of Sleep," which explored the latest research on how sleep affects bodies and minds.

A rower at the University of Massachusetts during her undergraduate days, Dr. Christoph is also attuned to the student-athlete

experience. Since arriving in Rindge in 2016, she has helped student-athletes develop the time management skills necessary to balance the twin responsibilities of academic and athletic excellence. Dr. Christoph also has pursued initiatives to promote student-athlete welfare, including nutrition education.

"In a time when wellness and mental health are finally being emphasized and spoken about, Dr. Christoph provides that foundation for our student-athletes," said Jen McKillop, associate athletic director for compliance and senior woman administrator. "Her passion and service to our student-athletes is unmatched; she manages to support all our athletic teams, while also being a full-time faculty member, who is very active at the University. With her selflessness and passion for education, Dr. Christoph provides excellent leadership to all of our student-athletes within the NCAA Division II model of 'Life in the Balance.'"

—Matt Janik

## JUSTICE IN ACTION ATHLETIC ALLIANCE

# Identification, Mobilization, and Organization.

New athletic alliance serves as a platform for expression, education, and action for social justice.

**T**he Department of Athletics has spearheaded a new social justice initiative on campus – the Justice in Action Athletic Alliance (JAAA).

Launched by Jonathan Garbar, head women's soccer coach, the mission of the Alliance is "to serve as a platform in which effective expression, progressive education, and thoughtful action are sponsored and celebrated." While Garbar has led the charge to launch the social justice organization, it is ultimately student-athletes who will lead the way for JAAA. They will be charged with

serving as the group's leadership, and the plan is for the Alliance to work in concert with the Department of Athletics, constituents from across the University, and members of the greater Rindge community.

For Garbar, identifying the correct leadership for JAAA is his current top priority, and he plans to let everything else take shape from there.

"Our first goal," says Garbar, "is to connect with and mobilize those individuals within the campus community who are committed to driving the initiative. Once that is complete,



The JAAA Leadership Council

it is the student-athletes themselves who are empowered to set our key performance indicators."

Garbar added that his year-one goals are "identification, mobilization, and organization." He wants to help student-athletes lay the foundation for a sustainable organization that serves as a powerful influence both on the Rindge campus and within the greater community.

Once they can accomplish those early goals, he believes the sky is the limit for JAAA.

—Matt Janik

# PIVOTING IN A DIGITAL AGE

Boosted by the IDEAL grant, faculty and students navigate uncertain times together with digital learning skills.

BY JULIE RIZZO PHOTOGRAPHS BY ANDREW CUNNINGHAM

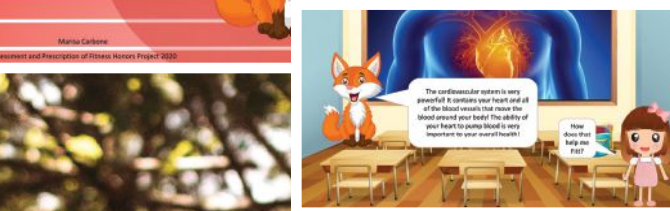
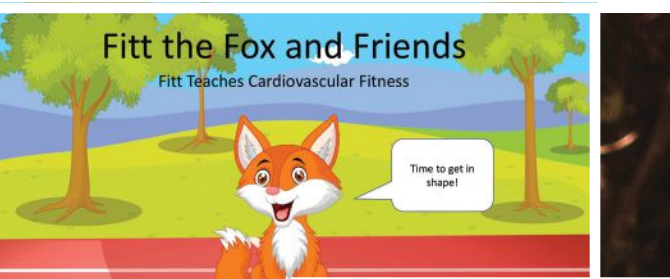
**H**ealth Sciences major and long-distance runner Marisa Carbone '21 seems like a natural for her intended career in physical therapy. She understands instinctively how a strong connection between patient and provider can improve treatment. This past spring, she combined her academic learning, her inborn storytelling skills, and her heart for connection to create a digital children's book, *Fitt the Fox*, that motivates children to pay attention to their cardiovascular health.

Carbone's digital book is an illustration of the impact technology is having on teaching and learning at Franklin Pierce, particularly in the age of COVID-19. *Fitt the Fox* was Carbone's honors project for Assistant Professor Lindsay Vago's class on Assessment and Prescription of Fitness. The "FITT" acronym (Frequency, Intensity, Time, and Type) describes the elements of a cardiovascular program, and is a fundamental tool for assessing capability and developing a therapeutic exercise program. Using digital images and presentation software in innovative ways, Carbone produced a lasting, shareable resource that demonstrates the content knowledge, creativity, presentation, and connection skills that employers and graduate schools value.





A remote student-professor conversation takes place with the aid of one of the new camera carts at the University.



“Professor Vago wanted us to do something creative for our honors projects,” says Carbone. “One afternoon, while I was running with my teammates, someone suggested making a children’s book. Most kids don’t like the cardiovascular part of fitness, and I thought it would be cool to give them a tool to better understand why cardiovascular fitness is so important.”

*Fitt the Fox* is a product of “digital literacy” – the ability to use computer hardware, software, and the Internet to collect, analyze, and present information and create permanent online content that advances the academic and scholarly inquiry process. Since 2018, Franklin Pierce has been deeply invested in fostering digital skills and literacy under the umbrella of the Initiative for Digital Education for Accelerated Learning (IDEAL), funded by a three-year grant from the Davis Foundation. Faculty and staff have been exploring new technology and digital tools and experimenting with adapting their instruction methods and assignments to engage students and prepare them for a working world that prizes these skills.

When the coronavirus pandemic forced a sudden and unexpected shift to remote learning in spring 2020, digital skills and literacy became mandatory practically overnight. Faculty and students had to find new ways to interact, cover course content, ask and answer questions, collaborate, and produce academic work. Technology, digital tools, and the willingness of faculty and students to experiment played a huge role in the pivot to successful remote learning.

### The IDEAL Challenge

The IDEAL initiative is coordinated by University Librarian Paul Jenkins, the principal investigator for the grant, and a Steering Committee that trains and supports cohorts of faculty members. The Steering Committee arranges speakers and training, introduces new tools, facilitates discussion, and coaches and supports faculty members. More than 30 Franklin Pierce faculty have been cohort members over three years, and an extensive collection of faculty and student work, discussion notes, and videos is now shared online.

“Our discussions focus on learning principles first, and then on applying specific tools,” says Jenkins. “Faculty know how to do what they do, but they’re learning to do it in a new way. They talk about pedagogical approaches, and how to make the classroom experience better. This is really about lifelong learning – the tools will always change. In fact, we learn a lot by failure – we figure out which tools are appropriate for which applications, share best practices and caveats, and figure out how to bring things in slowly, in small doses, for maximum success.”

Even before the spring pandemic, faculty were discovering

From top to bottom: Two pages from Marisa Carbone '21's digital book, *Fitt the Fox*. A portrait of Carbone. Lindsay Vago, professor of the Assessment and Prescription of Fitness class.

the benefits of using digital learning tools to engage and motivate students. They explored tools for creating graphics and presentations, podcasting and video editing, web design and publishing, creating maps and timelines, and more.

Lindsay Vago was in the first IDEAL faculty cohort, and has used the tool Infogram to get to know her new First Year Inquiry (FYI) students. Without identifying themselves, students each create and share an online collection of photographs that capture their interests, experiences, travels,

“Faculty know how to do what they do, but they’re learning to do it in a new way. They talk about pedagogical approaches, and how to make the classroom experience better. This is really about lifelong learning – the tools will always change.”

—PAUL JENKINS

traditions, and more. Students in the class make connections based on things they have in common, and find out more about each other than a typical first-day introduction would reveal.

Dr. Donna Decker, professor of English, joined the first faculty cohort to “get with the times,” she says. “It was a big shift in my thinking – I’m still a little bit old school, and I was doing everything on paper. This opened me up to the digital world. My colleagues were very supportive – no one ever hesitated to help me when I asked.”

Though Decker notes that she was “skeptical at first,” she adds that she soon discovered “students are using Microsoft Sway and Adobe Spark to present their ideas like a Ted Talk. It’s very high-quality work. Our students are very public. They’re everywhere – they use blogs, TikTok, YouTube, Hulu, you name it. I learn so much from them.”

In Decker’s class on English Romanticism, recent graduate Tyler Comeau ’20, a communications major with minors in fine art and English, rose to the challenge of creating a one-minute video that captured the essence of Mary Shelley’s *Frankenstein*. “He nailed the story,” Decker says. “He used great contemporary visuals, and it was laugh-out-loud funny.”

For his part, Comeau was excited to apply the film production skills he’s acquired through his involvement with the Marlin Fitzwater Center for Communication. “I love being able to mesh my love of creating things with showing that I’ve mastered the course content,” he says. Comeau will pursue his master’s degree in animation at UCLA’s School of Theater, Film and Television in the fall.

### Spring 2020: The Pivot to Remote Learning

When the pandemic exploded in the spring, faculty and students at all Franklin Pierce locations had to make a sudden and complete transition to remote learning. Lectures, classroom discussions, labs, assignments, research, and office hours all had to be converted online, while preserving both the academic rigor and the individual attention of in-person instruction. A new way of doing higher education arrived overnight, and the work and experience of the IDEAL participants was suddenly front and center.

University Librarian Paul Jenkins, coordinator of the IDEAL initiative.





Over a two-week period in March, the University had to figure out how to complete the semester remotely. Executive Dean Sarah Dangelantonio organized a series of workshops for faculty – a crash course in Zoom and the basics of the digital learning management platform, Canvas. Sessions were recorded and offered multiple times. “It was triage at first,” says Dangelantonio. “The IDEAL members have been great to work with. They’ve shared their skills and their time to work with their colleagues one-on-one.”

Associate Professor of Fine Arts Susan Silverman found herself packing and shipping boxes of art supplies to each of her students’ homes. Clinical rotations for physical therapy, nursing, and physician assistant students were suspended as clinical partners shut down. With a mix of synchronous and asynchronous classes, students and faculty were managing a whole new schedule, from situations where they might have to share technology, work an outside job, or provide childcare for younger family members suddenly at home.

Associate Professor of Political Science Frank Cohen, who serves on the IDEAL Steering Committee, is a passionate advocate for digital learning. Each spring, his Senior Research Seminar students produce capstone projects for the political science major that are permanent, public contributions to a body of scholarly work on a topic of their choice. This spring, Cohen and his students had to re-imagine the way these projects would be shared. Instead of the usual in-person panel discussion, the students built a website using Microsoft Sway that presented their research on topics ranging from “Preventing Terrorism in the United States,” to “Finding a Peaceful Solution to the Syrian Civil War.” They presented their data, analysis, and conclusions digitally, featuring infographics and links to source materials. Their projects now live on the web, accessible by community members, scholars, and even future employers.

### Fall 2020 and Beyond

Throughout the summer, working groups of faculty, students, and staff met to determine what teaching and learning would look like in the fall at the Rindge campus and at the academic





centers in New Hampshire and Arizona. The conclusion they reached, to offer in-person classes with remote access for those who need it, allows students and faculty maximum flexibility to choose how they will engage in classes. In addition, faculty have prepared online versions of their courses to ensure that same maximum flexibility should the University need to change direction at the recommendation of public health experts.

This teaching model challenges both the faculty and the technology to evolve. Expectations for remote courses are higher now, and all faculty have had to convert their syllabi, assignments, announcements, and grade books to Canvas. Dangelantonio has continued to offer training for faculty, reassuring and encouraging the fearful, and making Zoom wizards and Canvas experts out of the willing. The IDEAL team has coalesced into a team of “digital mentors” who reach out and support all faculty members in transitioning their courses. They have created a website dubbed the “IDEAL Hub” for all faculty members to access the discussions, training, projects, and resources the IDEAL participants have compiled over two years.

The in-person aspect of a fall return to campus was critically dependent on the ability to maintain social distancing in face-to-face classroom interactions. Every feasible space on campus has been utilized, and larger classes have been split into “shifts.” But a key component of the teaching plan was to allow students and faculty to access classes remotely should they need or prefer not to be on campus. Enter the Poly X50 camera cart, installed in classrooms in Rindge, Manchester, Lebanon, and Manchester.

Director of Information Technology Tom Tolbert describes the new technology, as a technically advanced camera cart with a 120-degree angle Poly X50 camera and a 50-inch monitor. The camera is integrated with the computer and projector in each classroom as well as with Zoom. “We jumped on this technology in June,” says Tolbert. “A lot of colleges waited too long, and now they can’t get these workstations until well into the year.”

Dangelantonio used the new technology on the first day of class. “The camera follows me around the classroom and projects my image while I’m speaking, then turns to others who speak whether they’re in-person or remote.” She appreciates the adjustments needed to ensure remote students are included in small groups or breakout discussions, but she is excited about the possibilities for creating a *virtually* face-to-face classroom when a *physically* face-to-face classroom is not possible.

State-of-the-art teaching and learning has always been at the heart of a Franklin Pierce education. According to Provost and Vice President for Academic Affairs David Starrett, the University’s commitment to academic excellence includes but extends beyond technology and the shift to digital strategies. Plans are in the final stages of development and approval for a Center for Teaching and Learning that will encourage the sharing of best practices and new ideas about pedagogy among faculty from all Franklin Pierce locations.

“We want all our faculty to be aware of teaching strategies that result in a better experience for students,” says Starrett. “The goal is to keep students engaged so they’re successful. Our faculty might teach both graduate and undergraduate classes in a given College, and things that work well with 18-year-olds might not work as well with adult students, and vice versa. The Center for Teaching and Learning will be a place where we can support faculty as they try new ways to do what they do.”

With the pandemic still surging and the need for social distancing still urgent in the fall, the University’s investment in technology and digital literacy is expected to pay dividends for years to come. The commitment to educational technology will provide critical flexibility in maintaining flexibility for in-person and remote teaching and learning, and for building the close personal bonds among students, faculty, and staff that define Franklin Pierce.

“The silver lining in all this,” notes Paul Jenkins, “is that it forced us to use these digital pedagogical practices that were coming anyway. When this pandemic is behind us, people will still want to incorporate these online elements because they enhance face-to-face instruction.” **P**

# CALLING ALL RAVENS

As our nation struggles with divisiveness, Franklin Pierce University is on a journey to achieve greater diversity, equity, and inclusion.

BY KEN PHILLIPS

PHOTOGRAPHS BY ANDREW CUNNINGHAM

**G**eorge Floyd died on a Monday evening in a typical American city, on a typical American street. Accused of passing a counterfeit \$20 bill at a corner grocery store, he was in handcuffs when the events leading to his killing set in motion a national reckoning. Captured on video by bystanders, the horrific events of that night ignited protests in Minneapolis that quickly spread across the globe. With chants of Black Lives Matter and “I can’t breathe” – words Floyd repeated 16 times in the minutes leading up to his death – Americans grappled yet again with our nation’s most haunting legacy.

But this time was different. The crowds were larger, the protests more widespread. And they continue here, peacefully, in Southwestern New Hampshire as the leaves change hues.

The tragedy of Floyd’s death was all the more horrible because it was not an isolated incident in our country’s ongoing struggle with racism. It was yet another reminder of the inconceivable, yet irrefutable reality that many of us – our neighbors, classmates, teammates, colleagues, and friends – experience discrimination in 2020.

At the Franklin Pierce University campus in Rindge, some 1,335 miles from the intersection of East 38th Street and Chicago Avenue in Minneapolis, where Floyd died, the protests cast a renewed focus on diversity, equity, and inclusion, even as the University prepared to unveil its most aggressive efforts to achieve them.

Chris Bastien '21 organized a protest on August 28 to speak out against systemic racism and to affirm the dignity and worth of Black lives. Bastien voiced his appreciation for the administration's expression of support for the event. "Students, please give a round of applause to the administration. I know of many places where this would not be allowed to happen."



### Planning for a More Diverse, Equitable and Inclusive Franklin Pierce

Under the leadership of President Kim Mooney '83, and from the outset of her presidency, Franklin Pierce adopted a culture of strategic and long-range planning. This began in 2016 with *“Engage: Advancing and Sustaining Raven Nation,”* a strategic plan that focused heavily on fostering student engagement and sustaining the University’s financial strength.

In December of 2018, the President’s Office and strategic plan task force began work on *“Pierce@60,”* an ambitious, results-oriented plan that will guide the University over the next five years. Two key values permeate *Pierce@60* – inclusion and innovation.

Designed to celebrate the 60th anniversary of Franklin Pierce while charting its course for the future, initial work on *Pierce@60* began with faculty, staff, and students being asked what the University does well and what can it do better. A professional development day followed with working groups to move the plan forward. The new plan mapped an approach to achieve four overarching goals. These include innovation: program development, teaching and learning; living the Franklin Pierce experience; securing the University’s financial future, and optimizing its market, enrollment, and net revenue.

Notably, *Pierce@60* also called for updated mission and vision statements and, for the first time in Franklin Pierce’s history, a University Diversity, Equity, and Inclusivity Statement. To bring this to life, it also required and funded a number of important actions. This included the creation of an Office of Diversity and Inclusion led by a Chief Diversity Officer (CDO), the hiring of more diverse candidates to better reflect the makeup of the student body, the development of diversity-focused programs for students, and training for faculty and staff.

President Mooney and the University also created the Council for Diversity, Equity, and Inclusion to extend the important work of the student-focused African American, Latino/a, Native American, Asian American Diversity Initiative (ALANA) program started more than a decade ago. It also played a key role in the national search for a CDO. Most importantly, it aimed to guide the University and ensure that it is inclusive of all races and creeds, gender identities and expressions, sexual orientations, neurodiversity, and those with physical handicaps – all while simultaneously providing the community with a contact point for reporting any violations or areas in need of improvement.

“It was important to me that *Pierce@60* address with real action the dangerous misconception that on our campus, in this bucolic part of New Hampshire, we are somehow immune from the discrimination that all too often makes the headlines,” says President Mooney. “We have made progress by increasing the diversity of our student body every year since 2016, but I knew we had to focus on inclusivity and had a lot of work to do to ensure that every Raven feels supported and cherished. We want to send students into the world who are deeply committed to justice and equality for all.”

The Board of Trustees approved *Pierce@60* in March of 2020, with its unveiling scheduled to occur in May; however, the pandemic prompted the University to postpone its rollout. Then came May 25.

### Community Conversations Reveal the Pain of the Past and the Reality of the Present

Following the death of George Floyd, the University held virtual community conversations for students, alumni, faculty, and staff to share their sadness, thoughts, and stories. President Mooney welcomed all and introduced the moderators – Dean of Student Affairs Andrew Pollom and Derek Scalia '05, director of retention and diversity.

“We knew these would be emotional, difficult conversations, but it’s in those moments when real understanding occurs,” says Scalia, who also serves as the deacon of St. James Episcopal Church in Keene and is widely known for his writings, travels, and speeches on the civil rights movement. “Nothing can better inform our efforts to be more inclusive than the experiences of our students, alumni, faculty, and staff. Those who shared their pain in our community conversations showed great courage, and I hope it provided some solace to know that the University wanted those stories to be told no matter how difficult they were to hear.”

Several Black alumni and staff members shared poignant examples of how race impacts their daily lives – being held up at the airport by security, asked to show their hands while pulled over for routine traffic stops, and even the steps they take on activities as ordinary as taking a walk through the neighborhood. Their stories of isolation and discrimination prompted many to shed tears and, when it became clear that some of the experiences recounted occurred at Franklin Pierce, several longtime faculty members wept.

Elsabet Legesse '73 attended the first conversation and responded to *Pierce Magazine’s* request to share her thoughts. Legesse remembers her time at Franklin Pierce with fondness, including her inspiring instructors and the many people of all backgrounds who were kind to her. At the time of her arrival at the University from Ethiopia, she was the only student on the Rindge campus from Africa, but found a level of solidarity with Black American students.

“Although there was no Black student union, or any courses offered about Black history, or any program that the college provided for students of color that were only a very small percentage of the student body, the cohesion among ourselves became the source of our support,” she recalls. “My fellow Black students became my refuge during those times I felt alone and alienated in a new country, a new culture, and an isolated campus. At the same time, the fact that the campus was isolated also insulated us from the cold welcome we





# Franklin Pierce University Statement on Diversity, Equity, and Inclusion

## We Believe:

- In the intrinsic worth of every person.
- In the value of diversity and inclusion.
- That our differences – perspectives, experiences, backgrounds – strengthen our community.
- That Franklin Pierce University is a place where all are welcome.

## We Are Dedicated to:

- Embracing every person for who they are and who they wish to become.
- Addressing inequality and promoting equity.
- Fostering a culture of care, respect, and safety within and outside the University.
- Nurturing the self-discovery and self-worth of every student.



sometimes received when we would go to nearby towns.”

It’s an experience that resonates with alumni and current students. Chris Bastien ’21 recently described his own feelings of isolation in an on-campus protest. “This is a reality I live with every day,” he says. “I get followed when I walk in a store.”

The community conversations also brought to light the shared consensus that a harmful divisiveness increasingly plagues our country. Legesse believes much of this is the result of socioeconomic failures and notes that jobs with fair wages, benefits, and security began disappearing years ago in many parts of the nation.

She notes that what resulted in some areas – service sector employment, part-time work, loss of healthcare, non-livable wages, homelessness, and substance abuse fueled by desperation and hopelessness – likely fueled much of the resentment and scapegoating we see today.

“Despite its racial history, the America that welcomed me in

1969 was largely open, generous, and curious about the ‘other,’” says Legesse, who was granted asylum following the military coup in Ethiopia in 1974. “It sought out foreign students to join its universities and colleges. It granted me asylum when my own country was under the grip of a military dictatorship. It opened its doors to refugees from Southeast Asia, Africa, the Middle East and elsewhere. Victims of war and persecution in their homelands looked to (and still look to) this great nation as their beacon of hope. Today, that seems to be changing, and that saddens me.”

## Looking to a More Inclusive Future

Two finalists for the position of Chief Diversity Officer visited the campus in mid-October and many initiatives are currently underway with the Council for Diversity, Equity, and Inclusion, including a website, a curriculum review, and increasing activity among student organizations dedicated to inclusivity. All of these efforts are being supported aggressively by the administration. President Mooney is optimistic they will succeed.

“Our journey to achieve our goals around race, gender identity, neurodiversity, and physical handicaps will not occur over night, nor will it be accomplished with words alone,” she says. “It will require real work from all Ravens. We can take inspiration from the empathy and support we are seeing for the Black Lives Matter movement. Now is the time to make the real changes required to make a difference.”

Legesse shares the same belief that the University can make an impact and ultimately perhaps even provide an alternative to “the school to prison pipeline” that exists in many communities. It all too often begins at home, where the disparity between the privileged and the impoverished begins.

“Higher education could be the North Star for a student’s aspiration instead of a prison gate being their destiny,” she says. “Similarly, the University must do the hard work of providing a nurturing environment to the students of color it invites on its campus. It’s hard enough to achieve academic excellence without also having to fight to be heard, acknowledged, and validated. I applaud the sincere effort my alma mater is making towards achieving diversity, equity, and inclusivity.”

Bastien hopes many of the voices speaking out against injustice will be from fellow Ravens. In a peaceful protest he organized and led on August 28 to speak out against systemic racism and affirm the dignity and worth of Black lives, the mass communications major spoke to the role students can play in determining our future.

“We are the generation of change,” he said. “Look what we have done with technology, the environment. What about racism? We have a generation that can change that. It’s up to us. We are next in line. Some of you are the next police officers. Some of you are the next town officials, the next senators, teachers, and doctors. When you have grandchildren, what are you going to tell them? Did you speak up? Did you do anything? The choice is yours. I didn’t have a choice, but you can stand up for me. You can help me and my fellow black men and women. You can be the change.” P

Above: Sgt. Dwaymon Cason of the Davie (Fla.) Police Department joined the panel from his squad car. Below: President Mooney joined Chris Bastien ’21 at the protest on August 28, 2020.

Heather LaDue



# Community Partnerships

Heather LaDue works to create educational opportunities for New Hampshire businesses.

**BY JANA F. BROWN**

**PHOTOGRAPHS BY ANDREW CUNNINGHAM**

**T**hose who are drawn to human service come armed with a desire to contribute to improving the lives of those who need a support system. But they do not always come into the field with business or management backgrounds.

For that reason, there is often a gap in managerial skills that leaves employers struggling to find appropriate professional development opportunities for employees in their organization who want to move up the leadership chain. Cynthia Mahar, MBA '06, understands that skills shortfall. She serves as executive director of Community Crossroads, a New Hampshire-based agency with programs that support the elderly as well as individuals with disabilities, acquired brain injuries, or chronic health issues, including children.

"If you are going to be a leader and work in that capacity in a nonprofit organization," says Mahar, "it's important to have grounding in accounting and a business sense to present your message to the community and external stakeholders."

Mahar and her colleague Dennis Powers, the president and CEO of Community Crossroads, are thrilled to be partnering with Franklin Pierce University to help train employees through programs specifically tailored to the organization's needs. They have found a capable and enthusiastic champion in Heather LaDue, the first executive director of professional partnerships and programs at Franklin Pierce, who has been pursuing workforce development alliances with local and regional employers – including Community Crossroads – to provide affordable educational opportunities for employees and their families. The program comes with a 20 percent discount on tuition for employees of professional partners, whether they are enrolled in a company-sponsored program or pursuing online degrees from Franklin Pierce.

LaDue joined the FPU staff in January 2019. Her previous experience was in high-tech, financial services, and outsourced human resource services. It was through her work in HR that she began to understand the nuances of workforce needs, including staff augmentation and professional development to achieve goals within an organization. She felt like she was contributing in her various jobs, but realized she could make an even greater impact if she switched her institutional focus. LaDue's foray into higher education came at Southern New Hampshire University, where she was a member of the Workforce Solutions Program.

"I realized that higher education and the corporate world don't speak the same language," she says, "and I found I was able to marry those worlds. I chose to come to Franklin Pierce and take on a new position because I knew I'd be able to help employers by enhancing the skillset of their employees."

What LaDue has been able to glean through her comprehension of education and business is that there is a disconnect between the skills employers *need* and the skills college students *gain* in their post-secondary years.

"Employers don't understand that institutions like Franklin Pierce can listen to their needs and provide micro-learnings," LaDue explains. "And schools don't always understand what an employer wants; they are dealing with the academic side, not the business needs side."

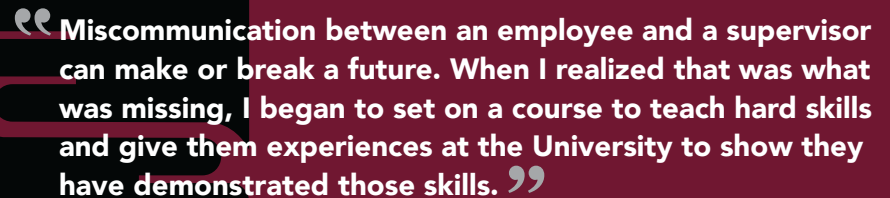
In her new role, LaDue is charged with keeping a pulse on the local and regional business communities and building symbiotic relationships between FPU and local employers. She already has built a network as chair (and co-founder) of the monthly Tech Women's Power Breakfast and as a member of the N.H. Workforce Development Committee. She meets frequently (virtually, during COVID-19) with employers to listen to their needs and share with them ways they can partner with Franklin Pierce to meet those needs by educating their employees through enhanced professional development. LaDue also convenes the Business Relations Task Force (BRTF) at Franklin Pierce, which identifies strategic partnerships with local organizations both to help students find career and internship opportunities and

offer professional skill development for local personnel.

The Office of Professional Programs and Partnerships is an offshoot of the BRTF, which was established in 2017 as a centralized way to address one of the institutional priorities of President Kim Mooney '83 – positioning Franklin Pierce as a resource for the New Hampshire economy and workforce pipeline.

"The BRTF was an effort to centralize our expanding relationships as we developed our educational partnerships and opportunities for student internships," Mooney explains. "After a year or so, it was clear we needed a full-time position to lead this charge. Heather was hired as the inaugural director of this important new office at Franklin Pierce, and is taking the work to new levels because of her exceptional talents and because she is dedicated full-time to the charge."

The partnership developed with Community Crossroads is a prime example of the mission of both LaDue and the Task Force. Beginning this fall, employees who are accepted to the program will be offered 20 hours of curriculum that ends with a certification from Franklin Pierce in certain essential skills. The areas identified by Community Crossroads are key components of the MBA program at FPU, including communication and public speaking; managerial accounting for non-accountants; communicating and working with nonprofit boards; and essentials of leadership. Mahar and Powers are longtime employees of Community Crossroads and also entered into the educational partnership with an objective of training their successors.



**“Miscommunication between an employee and a supervisor can make or break a future. When I realized that was what was missing, I began to set on a course to teach hard skills and give them experiences at the University to show they have demonstrated those skills.”**

**—PIERRE MORTON**

"Nonprofits are growing – our annual budget is \$30 million a year," says Powers. "It takes a level of expertise to manage that. The human service side is the most important thing, but we have to stay in business to be able to provide those services. We have relationships with a couple of different universities. From my perspective, Franklin Pierce is the only university we work with that has reached out to ask what *we* need, and that is critical."

LaDue is also in the process of finalizing a partnership with the City of Manchester that will include a customized program of study to credential employees in essential skills so they can earn promotions and become future leaders of the organization. Participants in the program, conducted primarily online but including in-person instruction when possible, will receive a



Pierre Morton speaking at Franklin Pierce last year.

badge (think Girl Scouts) for each micro-skill they master.

In her efforts to forge cooperative relationships, LaDue gets support from the FPU College of Business, which works closely with the upstart Office of Professional Programs and Partnerships by providing training and development programming as well as faculty support where appropriate. While trends in technology and healthcare – the two primary areas of the partnerships’ focus – might at some point lean toward some programs Franklin Pierce does not currently support, existing faculty are the educators enlisted for most of the business partnership offerings. The University is also backing educational opportunities during the COVID-19 pandemic by offering a 40 percent tuition break to anyone unemployed in the State of N.H.

Executive Director of Career Development Pierre Morton sits on the Business Relations Task Force with LaDue. Morton has done quite a bit of the legwork in communicating with employers about the skills they are looking for when making hiring decisions.

“I started talking with local businesses about their talent needs and found I was asking the wrong questions,” says Morton. “I found I needed to ask about their long-term, medium, and short-term goals of talent acquisition. They told

me New Hampshire can’t seem to attract the right people with the right skills”

With that knowledge, Morton reached out to the N.H. Department of Labor. He learned that an aging population in the state, along with issues of housing and transportation, are contributors to the retention of skilled workers.

“Once I figured that out,” says Morton, “I began to see a big opportunity for Franklin Pierce to step in and be the bridge between the talent they need and the talent they get.”

The Career Development team has begun to coach and train students on critical thinking skills. “They need to have a growth mindset, the ability to learn, to ask questions, and to communicate and ask clarifying questions,” he explains. “Miscommunication between an employee and a supervisor can make or break a future. When I realized that was what was missing, I began to set on a course to teach hard skills and give them experiences at the University to show they have demonstrated those skills.”

To help students acquire those skills, Career Development offers webinars, provides case studies, conducts online interviewing, helps with résumé writing, and engages employers to talk about the types of skills they need in future staffers.

“I have learned so much from talking with employer partners,” Morton says.

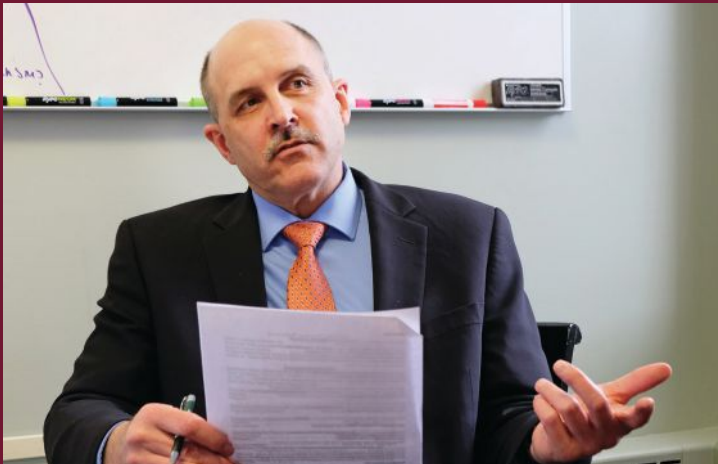
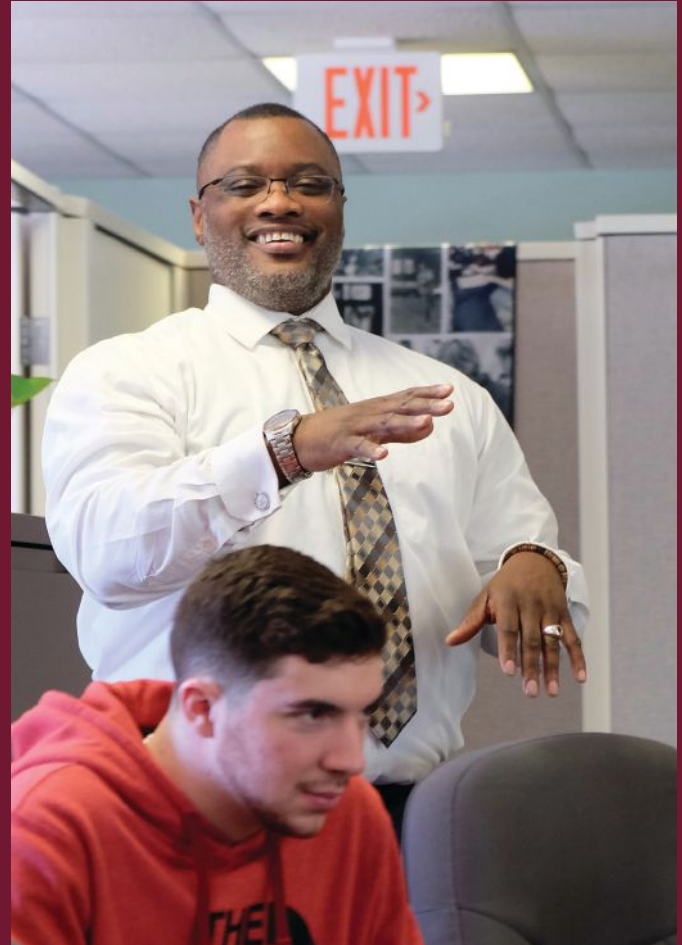
Goals of the partnerships with businesses include developing a workforce pipeline; creating a supportive mechanism for local and regional businesses; and sharing data regarding salary and industry trends with local employer partners.

“Another outcome is to have New Hampshire be looked at as a viable place to live,” Morton adds. “We don’t want our students to leave the state after they graduate. If we can make meaningful opportunities and relationships with companies, our students are exponentially more likely to stay here.”

Other areas that LaDue anticipates will help both employers and Franklin Pierce students entering the workforce include skills in digital literacy, telephone communication, software, and a basic understanding of the roles of managers and supervisors. Adding proficiencies in these skills will help both the employees and employers get what they need. LaDue is accomplishing all this with the support of President Mooney and the deans at Franklin Pierce. By communicating the needs of businesses, the University can more easily tweak its programs to offer agile certifications that will make employers take notice when someone educated at Franklin Pierce – whether as an undergraduate, graduate, or through a partnership program – applies for a job.

“What I would love is for employers in the state of New Hampshire to know, ‘I have a need for this new skillset and I can go to Franklin Pierce to help me fulfill my goals,’” says LaDue. “We at Franklin Pierce are prepared to help them with that. We’ve created the Center for Professional Programs and Partnerships – I hope it will become the standard in New Hampshire.” **P**

# Advise a Student with The Raven P.A.A.C.T. Program



A strong and effective professional network is one of the single most effective ways to create your competitive advantage. The Raven Professional Alumni Advising & Career Tracks (P.A.A.C.T.) provides opportunities for current students to connect with alumni to gain professional advice and explore career paths. For Alumni, it is an effective way to leverage your Franklin Pierce University experience, build mentorship skills, and give back. Together, let's make a Raven P.A.A.C.T. towards career excellence.

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If you would like to learn more about this opportunity or apply to be a mentor, please contact the Lloyd & Helen Ament Astmann '69 Career Center at [careercenter@franklin Pierce.edu](mailto:careercenter@franklin Pierce.edu) or the Alumni & Parent Relations Office at [alumni@franklin Pierce.edu](mailto:alumni@franklin Pierce.edu).

## **NEW LOOK—SAME COMMITMENT TO CONTINUOUS REINVENTION.**

In an effort to remain visually engaging and effective in our communications with students, their families, alumni and friends, Franklin Pierce has been working on a rebranding initiative. Through updated messaging and visuals, we share the University's story with the world through branding guidelines that enable us to effectively and consistently express our pride in Raven Nation. This isn't a rule book, but a tool and a vision to empower our audiences to make some big decisions in their lives. This refresh reconfirms visually the authentic Franklin Pierce experience.

The foundation of this work begins with our brand promise: Franklin Pierce is extraordinarily invested in creating an educational experience that helps every student discover, harness and unleash their potential.

Read on to discover how our recent collaboration with the Stamats, one of the nation's thought leaders in integrated marketing, has refreshed and refocused our marketing efforts.



# **BE FRANK**

**BECAUSE ONCE YOU'VE BECOME FRANK,  
YOU CAN BE ANYTHING.**

# FRANKLIN PIERCE BRAND PILLARS

Four simple, yet defining, ideas. These key messages are our brand pillars. Each represents who we are—and what we strive to be. They reflect our voice and convey our principles and commitments to our students and the world. Clear, compelling proof points that support the brand promise and guide our brand story.

**01**

**FACULTY WHO MEET  
STUDENTS WHERE THEY ARE  
AND TAKE THEM TO PLACES  
THEY NEVER IMAGINED  
THEY'D GO.**

**Frank is all the futures that  
live inside you.**

Here, students are guided by nurturers who see the whole student, and help the whole person. Faculty who choose to be dedicated mentors, first and foremost. Personal champions who make it their mission to reveal individual potential and propel it forward, out into the world.

**02**

**A COMMUNITY THAT  
ACCEPTS, SURROUNDS,  
AND EMBRACES ALL.**

**Frank is an entire state  
of mind, an attitude.**

It's found in our tight-knit community of dreamers and doers who can help you achieve anything. A supportive network of faculty and peers who accept you as you are and see you for who you can be. Feel empowered, break new ground. We've got you.

**03**

**A CAMPUS THAT WILL  
NEVER STAND STILL.**

**Frank is synonymous  
with reinvention.  
Continuous reinvention.**

Along with fostering individual transformation, we challenge ourselves to transform our campus every day. Welcoming the latest in innovation, exploring new territories in thought leadership, expanding our offerings, and more. All to provide a contemporary liberal arts education enriched by real-world impact.

**04**

**A FAR-REACHING  
EDUCATION THAT'S  
RESPONSIBLY  
WITHIN REACH.**

**Frank is you, at your  
very best.**

You have places to go and things to do. Frank takes you there and beyond, encouraging you to explore new concepts and opportunities that may surprise you. Arrive with uncertainty, leave with confidence, purpose, and a renewed sense of self. Be Frank.





**AT FRANKLIN PIERCE, YOU WILL FIND YOUR STRIDE.  
A SWAGGER THAT'S BEEN EARNED.  
A LIFETIME OF WALKING WITH CONFIDENCE.**

**BECAUSE ONCE YOU'VE BECOME FRANK,  
YOU CAN BE ANYTHING.**

**FRANKLIN PIERCE IS  
EXTRAORDINARILY  
INVESTED IN CREATING  
AN EDUCATIONAL  
EXPERIENCE THAT HELPS  
EVERY STUDENT DISCOVER,  
HARNESS, AND UNLEASH  
THEIR POTENTIAL.**

# EVENTS



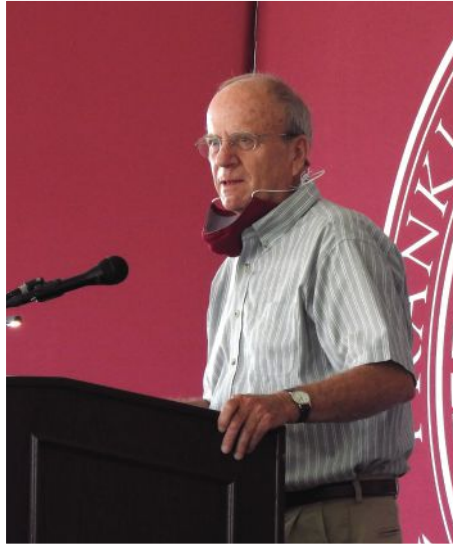
## PRE-ORIENTATION WILDERNESS ADVENTURE (POWA)

At the conclusion of each summer, Franklin Pierce hosts first-year students for a multi-day backcountry adventure in the Monadnock region and beyond. Incoming students can choose to go backpacking or kayaking. This year provided a perfect opportunity for new students to enjoy time together outside, while observing social distancing protocols



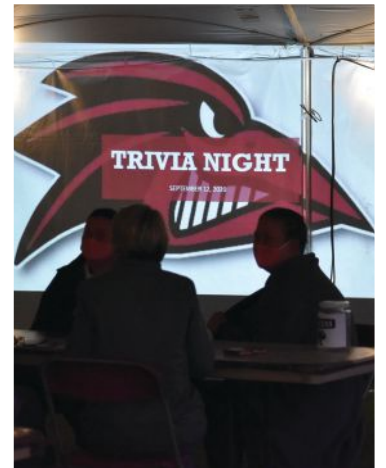
## RAVENS CUP

The Department of Athletics has created the Ravens Cup, a series of weekly competitions for student-athletes missing their intercollegiate seasons due to the pandemic. The good-natured contests have included a rock, paper, scissors tournament, a spirited trivia night, a kayak race, a spikeball tournament, a kickball game, and a photo scavenger hunt. The events are intended to bring the community together for bonding and school spirit, particularly in the challenging times of COVID-19. Representatives from each of FPU's 24 varsity athletic teams make up the competitors, while many more watch, socially distanced, from the sidelines, creating a game-day atmosphere under the lights.



## HONORING FORBES FARMER

Franklin Pierce celebrated J. Forbes Farmer, professor of sociology, social work and counseling, and criminal justice, at the Fall Community Forum. Professor Farmer retired at the end of the 2019-20 academic year after 45 years of service to the University. Weeks earlier, at the 55th Commencement, broadcast in a virtual format on August 8, 2020, Professor Farmer led the faculty procession as its most senior member.



HANNAH SCHWACK-TROVITCH (POWA), ANDREW CUNNINGHAM (TRIVIA NIGHT), ROCK, PAPER, SCISSORS, RAVENS CUP), GREG WALSH (FORBES FARMER)

**SPOTLIGHT**





## Front Line Contributors

With their contributions during the COVID-19 pandemic, #FPUHeroes make Raven Nation proud.

**W**ho could have known how much the world would change in only two weeks? Franklin Pierce students left campus for spring break with plans for travel, work, or home-cooked meals before returning to Rindge for the last few weeks of the semester. Instead, they found themselves pivoting suddenly to remote learning and distant socializing in the wake of a widespread outbreak of COVID-19. Despite the disruption to their own plans, FPU students found ways to support each other and the communities around them. Their stories of working in hospitals and grocery stores, volunteering, and protecting loved ones make them #FPUHeroes who inspire us all.

Michaela Stubbs '20, an Environmental Studies major, worked at the Market Basket in Londonderry, N.H., while finishing her senior year remotely. Stocking shelves and enforcing appropriate distancing among customers, Michaela learned to manage customers' expectations and frustrations, even while being mindful of her own safety and that of her family members.

Junior Renée Corriveau is a health administration major from Milton, N.H. She is also a Licensed Nursing Assistant (LNA) at Portsmouth Hospital, doing hands-on patient care under the supervision of the nursing staff. While studying remotely, she picked up shifts at the hospital, taking seriously the extra precautions needed to stay safe during the pandemic. This experience reaffirmed Renée's desire to pursue a career in healthcare administration, where she knows she can make a difference in people's lives.

Madison Fox '23, a pre-physical therapy major,

had planned to work on Mississippi River cleanup with Living Lands and Waters in Tennessee, but that Alternative Spring Break trip was canceled due to the pandemic. Instead, Madison worked upwards of 50 hours that week at a grocery store in her hometown of Windham, Maine, covering shifts for employees who couldn't risk exposure to the virus.

Brandon Cross '23 is studying psychology. While doing classwork remotely, he also worked as a security guard at Rutland Regional Medical Center, his local hospital in Rutland, Vt. Brandon covered both the hospital and its overflow site to make sure staff and patients were safe during the pandemic.

Monica Mercado '20, a psychology and management major, worked with her local church in Avon, Mass., to create care baskets for front-line workers. Every Sunday, she filled and delivered baskets with homemade masks, gloves, sanitizers, and groceries.

"This pandemic has taught me not to take anything for granted," she says. "You never know when your way of life is going to do a whole 360."

Melissa Elder '22 is a psychology major with minors in criminal justice and forensic psychology. She worked as a medical assistant at Henry Heywood Hospital in Gardner, Mass., caring for COVID-19 patients. Melissa's supervisor reached out to Franklin Pierce to express her high regard for Melissa's professional attitude and excellent patient care.

"Her eagerness to learn new skills," the supervisor shared, "along with her quick learning abilities make her a huge asset to this company."

Raven Nation is proud of the selfless contributions of each of these #FPUHeroes.

—Julie Rizzo

Facing page, clockwise from top left: Monica Mercado '20; Paige Kennedy, RN, MSN '23; Brandon Cross '23; Renée Corriveau '22 at work and at leisure. This page, from left: Madison Fox '23; Michaela Stubbs '20.



MARCHERS listen to speakers at Keene State College, Oct. 15.



## The Franklin Pierce University community has a history of facilitating difficult conversations around contentious social issues and participating in protest demonstrations, such as those during the Vietnam War.

In the wake of the murders of George Floyd, Breonna Taylor, and Ahmaud Arbery last summer, nationwide protests erupted in a new American uprising.

Demonstrations of civil disobedience have not been seen at this size and scale in the U.S. since the late 1960s, when Americans protested the assassination of Dr. Martin Luther King, Jr. and the Vietnam War. Current students and alumni of Franklin Pierce may be interested in looking to the University's past for guidance on how students responded to these tumultuous social events.

Articles in the *Pierce Arrow* newspaper indicate that Franklin Pierce students were primarily focused on social issues related to the Vietnam War during the late 1960s. Some members of the campus community supported U.S. involvement in the war, and others supported the peace movement. Controversial differences in opinion were expressed through and facilitated by open dialogue.

For example, in a February 1968 article of the *Arrow*, editors presented opposing viewpoints on the Vietnam War on the front page. An article by Mattie Norton '71 titled "People Before Bombs—A Truth!" appears with the anti-war perspective and expresses support of the "peace candidate" for president, Senator Eugene McCarthy. On the same page, an opinion by Richard Casey '70 titled "To Demonstrate Or Be Repressed?" expresses criticism of anti-war protest demonstrations and media coverage of the protests.

In addition to publishing those opposing viewpoints in the student

newspaper, the April 1968 issue of the *Arrow* features Managing Editor Joel H. Fau '69 responding to these columns with his opinions on the peace movement and on freedom of speech. Today's Franklin Pierce community can benefit from following this model of engaging multiple and contentious viewpoints on difficult social issues in conversation.

The most notable campus demonstration in protest of the Vietnam War occurred when Franklin Pierce and Keene State College students participated in the Moratorium to End the War in Vietnam, a massive demonstration and teach-in, on October 15, 1969. Students from both colleges marched from Franklin Pierce College to Keene State College, where they then gathered for a rally with speakers.

Ambrose Metzgen-Bundy '77 shared a detailed account of his perspective on the protest experience in the November 14, 1969, issue of the *Arrow*. Metzgen-Bundy described what it was like to be among a group of protesting students that stretched nearly a mile long as they marched along Routes 119, 12, and 101 from Rindge to Keene, astutely summarizing, "One thing for sure: If there is a common gripe, we proved that we can all get together for remedies and modifications and to end injustices."

You may research the University's involvement with these and related issues by browsing subjects such as student movements, the Vietnam War, civil rights, civil disobedience, and pacifists in the Franklin Pierce University digital archives ([fpu.contentdm.oclc.org/digital](http://fpu.contentdm.oclc.org/digital)).

—Rebecca Saunders

# Pierce Partners Scholarship Fund



“My name is Cassidy Jones '23 and I am currently a biology major. Thank you for supporting the Pierce Partners Scholarship program. It is allowing me to continue my college career and pursue my dream of becoming a forensic scientist.”

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Our Pierce Partners Scholarship program continues to provide financial assistance to those experiencing unexpected economic challenges. At Franklin Pierce, we believe increasing college access is critical, and we do everything possible to ensure that our students are successful once they join our community.

Please partner with us to help our community of talented students bridge the financial gap.

For more information on the Pierce Partners Scholarship program or other giving opportunities, please contact Crystal Neuhauser, *Associate Vice President for University Advancement*, at (603) 899-4031 or [neuhauserc@franklinpierce.edu](mailto:neuhauserc@franklinpierce.edu).

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# RAVEN STRONG



To contact the alumni office please call (603) 899-4030 or email [alumni@franklinpierce.edu](mailto:alumni@franklinpierce.edu)