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THE MAGAZINE OF FRANKLIN PIERCE UNIVERSITY

fall 2012



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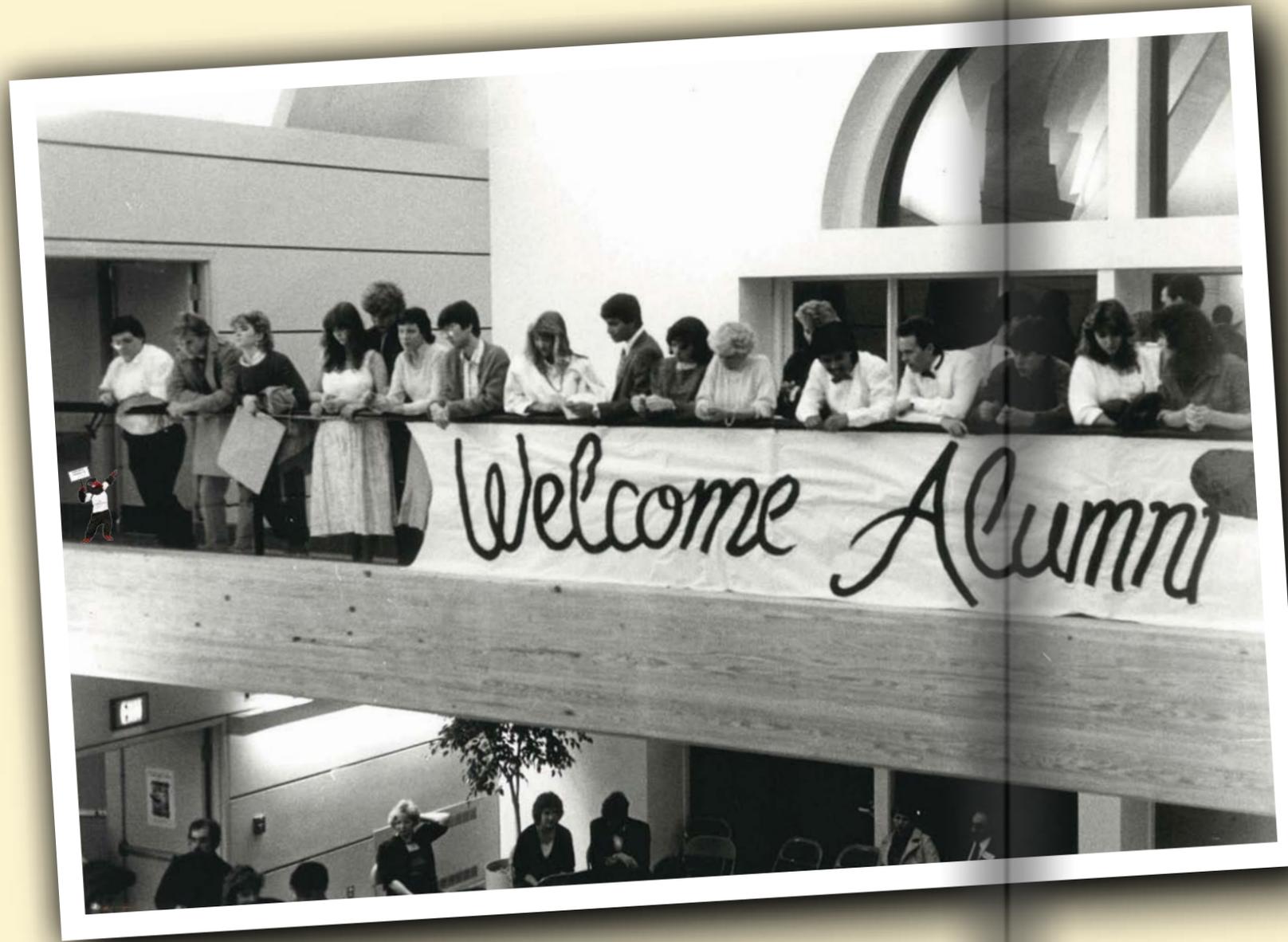
November 14, 2012

Events throughout the day to celebrate Franklin Pierce's Official Date of Incorporation.

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*We're turning* 50



## FranklinPierce

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An education that matters.

Letters and comments are welcome.

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(For a little fun this time, we've hidden 50 of these throughout the magazine. We dare you to find them all!)



### ON THE COVER

Dr. Frank DiPietro, founder and first president of Franklin Pierce, at a celebration of the University's 10<sup>th</sup> anniversary.

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It has been said that the difference between an American and a Brit is that a Brit thinks 200 miles is a long distance and that the American thinks 200 years is a long time. Though Americans may not comprehend the length of time it takes for something to be considered "historic," we certainly appreciate and understand the importance of history.

As Franklin Pierce University enters the year-long recognition of our 50 years as an academic institution, I invite you to think about our history — as an institution in New Hampshire and as a member of the social institution of American higher education. Our history and that of American higher education are inextricably entwined.

Created more than 375 years ago with the founding of Harvard College, American higher education is distinct from most other forms of advanced learning. Grounded by the models of England's emphasis on liberal arts and Germany's focus on empirical science, the American emphasis on service integrates arts, science, and service in a way other models do not. That historic public purpose is something Franklin Pierce embraces, articulates, and honors.

One need only read the University's mission statement to witness our commitment to educate women and men to become Leaders of Conscience: thoughtful people who will make an impact on their communities whether they are in New Hampshire, China, or Costa Rica. One may also see the work of our students locally as they volunteer at nonprofit agencies, with local athletic programs, or in local government. The greatest measure of success, however, is to know that our Alumni, instilled with a habit of the mind and heart, contribute in meaningful ways to their communities and establish a model for others to emulate.



Public service is in the DNA of American higher education and a Franklin Pierce education. Indeed, it is that commitment to educate students to be engaged members of a community that appealed to me as a candidate for the President's position in 2009 because it resonated with what is important to me, personally. It is that personal sense of agency — or working on behalf of another — that was formed in me by my family, refined by my education, and sustained by my own action to serve and learn with others. At

times, like most people, I can get lost in my own thinking about what it means to be a person for others. At those times I consult the texts that guide me back to a life of commitment — Alexis de Tocqueville's *Democracy in America* where he observes and explicates the American identity as a nation of joiners; John Dewey's *Experience and Education* where he reminds me that it is in the tense dynamic between theory and practice where learning occurs; and Robert Bellah who quickly and succinctly draws me to the fundamental, penetrating question about life when he poses, "How ought we to live?" in *Habits of the Heart*.

It is because of history, and because of my own commitment to community, and because of what Franklin Pierce is and can be that **I ask you to join me in contributing 50 hours of public service to your community between September 2012 and September 2013.** I can think of no better way for us all to be connected and to honor the robust history of American higher education and the important role that Franklin Pierce has played in your life — and in the lives of many more to come over our next 50 years.

Ex Umbris Ad Lucem,

James F. Birge  
President

## A Marathon Effort

I ran my first marathon, the Boston Marathon, for The Dana-Farber Cancer Institute in memory of my mother, Barbara, who died of lung cancer, despite never smoking a day in her life. I lost her to this awful disease after only six weeks, when I was pregnant with my first child. As a child, my mother and I would watch the Boston Marathon together, so it holds special memories for me. Running on the Dana-Farber marathon team and fundraising for them was a way to give back to Dana-Farber — an amazing organization that helps patients and families with cancer and funds lifesaving research as well.

My mother grew up in the Newton, Mass., area and went to graduate school at Boston University, so it was especially meaningful for me to run through the streets where she spent a large part of her life. Race day was awe inspiring. It was so moving to be part of the magic of the Boston Marathon experience and to run with people who are giving so much of themselves, including former and current cancer patients. It was unseasonably hot — 90 degrees — and people were suffering. All throughout the race, many runners were fainting and needing assistance from EMTs.

I went very slowly, kept hydrating, and used ice under my hat to keep cool. I was relieved to have made it through without visiting the medical tent! I think at every moment I was just so excited to be there! It was a dream come true to be able to be part of this special event and to push myself physically in this way, all the while being of service to others.

After nine months of training, cold early morning runs and injuries that liked to make themselves at home, enormous amounts of love and support from family, friends and my community, I was able to raise over \$10,550 for The Dana-Farber Cancer Institute. I will never forget the courage and grace of my teammates, the joy of the day, and the gratitude I felt to be part of it all.

~ Andrea Ardito '93



## Community Service Thrives at FPU

There are many yearlong service opportunities for students at the Rindge campus which focus on a sustained commitment. Organized by student managers within FPU's community service office and supported by staff, the following programs are assisted by energetic and engaged FPU students:

- Boynton Buddies — mentoring middle-school students
- Telephone Tales — reading bedtime stories to elementary school children
- Jaffrey Head Start — providing classroom assistance to preschoolers
- Jaffrey Afterschool — assisting in program for elementary school children
- Good Shephard Nursing Home — engaging in activities with residents
- Computers for Seniors — tutoring local seniors citizens
- Kitty Rescue — helping at the local no-kill cat shelter
- Monadnock Humane Society — working with a variety of rescue animals

Alumni and family looking for community service opportunities within their own communities can start by visiting: [www.volunteermatch.org](http://www.volunteermatch.org). All you have to do is type in your zip code to find community service opportunities that will match your needs — and there are online volunteer opportunities too, so you don't even need to leave your home to start helping out!

# Liberal Education at Franklin Pierce

*In its 50<sup>th</sup> anniversary year, the University recommits to an ancient educational ideal*

~ Professor Gerald Burns, Ph.D.

When students in Franklin Pierce's 50<sup>th</sup> entering class arrive on campus this fall, they will be greeted by a new plan of General and Liberal Education. The plan is state-of-the-art, drawn from current best practices, and represents the University's answer to the question, "What should college students learn to prepare them for a complex, challenging 21st-century world?" At the same time, it harks back to the past: to the institution's previous efforts, going back to the founding, to define its mission and meet the aspirations of its students; and to a far older educational tradition that has guided those efforts. In the 50 years of its existence, Franklin Pierce has, among other things, been adding a chapter to the long history of liberal education.

## Roots of Antiquity

That history begins in ancient Greece with the eclipse of the physical and martial training of the warrior age by a newly academic *paideia* (form of instruction), keyed to the rise of sophisticated city-states. By the end of the Roman Empire, *septem artes liberales*, or the Seven Liberal Arts (grammar, rhetoric, and logic; arithmetic, geometry, music, and astronomy) had been established. It is worth noting that the term "liberal arts," then as now, refers to specific subjects in a curriculum, while "liberal education" applies to more general characteristics and implies an educational philosophy. In the ancient world, one of these characteristics was a narrow social range; "liberal" meant reserved to the relatively small circle of "free" citizens, as opposed to slaves and the common people.

Within this range, however, the Seven Arts functioned as a "common" curriculum, a one-size-fits-all educational experience intended to prepare the free-born to fulfill their most important duty, the conduct of public affairs. What we might consider specialized professional pursuits, like medicine or architecture, came later; training in the practical arts and commercial trades was left down from the ancient civilizations, then, as a common course of study in recognized academic areas, designed to develop in its learners the intellectual capacities needed to perform society's most valued roles.

This ideal showed remarkable stability over the next thousand years or so of its history, adapting with little alteration to the civilizations of the Middle Ages and Renaissance, and finding a place in newly institutionalized educational settings: the grammar school, college, and university. Only in the modern period did challenges arise that would threaten the preeminence, although also potentially expand the capacity, of the liberal tradition. By the end of the 19th century, the modern subjects – vernacular

languages and literature, the natural and social sciences – had swept the Seven Liberal Arts out of the higher education curriculum. The term "liberal" began to take on a distinctly modern connotation, suggesting learning that would "liberate" new ideas and personal potential. The social barriers associated with the older meaning, too, came under pressure from the aspirations of different groups: women, racial and ethnic minorities, the differently abled, and simply the great mass of people everywhere for whom liberal learning had been out of reach.

Another modern development posed a special challenge: the rise of a research imperative within higher education, emphasizing the methodologically rigorous pursuit of new knowledge. While this development was broadly consistent with the philosophical spirit of the liberal tradition, it introduced – since the search was to be conducted within the boundaries of ever deeper and narrower disciplines, and since the disciplines migrated from graduate research to the undergraduate curriculum in the form of "majors" – an element of specialization into what had once been a common educational experience. The concept of a major, presumably linked with a career field, also helped to validate the claims of vocational or "professional" training to a place in higher learning. Against these trends came a vigorous pushback on behalf of a common course of study, keyed to the traditional civic rather than the newer scholarly or

*This ideal showed remarkable stability over the next thousand years or so of its history . . . only in the modern period did challenges arise . . .*



Marten de Vos, "Allegory of the Seven Liberal Arts"

professional ends. The push took the form of a movement for "general education" which built momentum over the course of the 20<sup>th</sup> century.

## The Franklin Pierce Dream

This is the point to cross over to the Franklin Pierce chapter in the story. Founder Frank DiPietro knew firsthand the vigor of the interest in a more practical kind of higher education. In the 1950s he headed a thriving business college in Massachusetts. But when he began to dream an improbable dream of starting a new school in rural New Hampshire, he knew what kind of institution he wanted to build: "It wouldn't be a business college," he said. "It would be a four-year liberal arts college . . ." In fact, the dream would not be realized in any exact fashion. Franklin Pierce offered business and in time other "professional" majors, as well. But a statement had been made at the outset about the fundamental identity being aspired to, and that aspiration came to be recognized years later when the prestigious Carnegie Foundation of Higher Education classified the school as a "Baccalaureate College—Liberal Arts."

Further interesting is the continuation of Dr. DiPietro's rationale for choosing to build a liberal arts college: "... because that's what students were looking for." If he was a dreamer, the founder was also a man of lively entrepreneurial instincts, and he knew his target market. A great deal of pent-up demand for higher education existed in the country just then, and while some of it could be satisfied by business and technical schools, the big numbers wanted the sophisticated, all-around training that would equip them to function in what we can now see as an emergent information society. Franklin Pierce was not the only start-up institution from that time to bank its fortunes on expanding access to liberal education, but it is one of those that have pursued the mission most consistently.

But how fully engaged with the ideal of liberal education was Franklin Pierce in its early years? The mixed liberal and professional nature of the curriculum has been mentioned. And the "liberal arts" designation appears to have referred to subjects offered rather than to any larger philosophy of learning. When asked, for example, to comment on general education,

Dr. DiPietro showed little recognition of it as a standard-bearer for liberal education or a counterweight to the sway of specialization in the undergraduate curriculum. Early catalogs reflect this view, with general education requirements listed only as a "menu" of choices from disciplinary course offerings, a common state of affairs in American colleges of the 60s and 70s.

## Moving Forward

But when the movement to revitalize general education, and through it to restore coherence and purpose to undergraduate learning, gathered steam in the 80s, Franklin Pierce faculty and administrators jumped on board. A new dean, Richard Weeks, brought in to spearhead the reform, secured approval in 1991 for the "Pierce Plan": an integrated "core" curriculum, consisting of a set of courses expressly designed for general education, to be taken by all students. In a further challenge to the curricular dominance of the majors, the courses were to be team-taught by faculty from different departments, employing interdisciplinary perspectives. The core also carried a unifying theme, "Individual and Community," running from bottom to top of the curriculum and operationalized in a first-year community service requirement. A subsequent change to the institution's mission statement, declaring the creation of "leaders and citizens of conscience" a top priority, completed a sweeping, second-stage commitment to liberal education.

The Pierce Plan generated many positive effects. It brought Franklin Pierce prominence in the national general education movement, including an award for character training from the Templeton Foundation in 1997. Student involvement in campus

## A sampling of the New Gen-Ed Courses

**Music:** Dr. Lou Bunk, assistant professor of music technology, explained his thinking behind creating a new general education music course which is focused on the song: "The Song: From J.S. Bach to Jay Z." The course focuses on a particular genre (the song), as a means to help students learn to listen to music critically (active vs. passive listening and instrumentation), have opportunities to create their own music, understand the mechanics of music, and learn where particular types of music fit in historically. Targeted for the student who does not plan to specialize in music, the course is organized around topics and skills, with contrasts and commonalities investigated between all types of songs: opera, contemporary, jazz, country, and more. The course is designed around the "arts & design" learning outcome and hones "creative thinking" and "critical thinking" skills. Two other general education music courses have been designed by the other music department professors: World Music (music from different cultures), and Composer's Voice (composers throughout history).

**Astronomy:** Susan Rolke, a lecturer in environmental science, designed a two-semester science sequence for the new general education curriculum: Astronomy I, The Cosmic Perspective; and Astronomy II, Life in the Universe. Professor Rolke enjoys both the flexibility that the new general education curriculum offers the student and the shift in the classroom from teacher-centered to learner-centered; the latter focuses on what the student is learning and taking away from each course, with the professor facilitating learning. "Astronomy has been my passion; the whole reason I went into physics," says Professor Rolke. "These are the courses that I've always wanted to teach." The second semester of the course will introduce students to concepts in biology and geology in order to understand if and where life might exist beyond planet Earth. Some of the exciting hands-on opportunities in the course include measuring light pollution as part of an international project, and simulating what it is like to drive a rover on another planet. Students will be given the foundation they need to be scientifically literate, and provided with opportunities to contribute to the scientific community no matter what their major field of study. The courses are designed with the "knowledge of science" learning outcome and with "critical thinking" and "inquiry and analysis" skills targeted.

organizations and in the surrounding community, rates of library borrowing, and faculty development related to teaching, all increased. Nevertheless, in some respects the scheme did not mesh well with the campus culture, and resistances developed which, along with a gradual loss of momentum over time, led to the recent initiative to replace it.

For one thing, the emphasis thrown on general education never overcame the disciplinary orientation of most faculty, and the insistence on interdisciplinary teaching took many out of their comfort zone and into the realm of doubt concerning the method. For students, the issue appears to have been less disciplinary loyalty than lack of choice. A fixed curriculum and mandatory service may not have seemed problematic to an Athenian youth sitting at the feet of a revered mentor, or to a medieval seminarian, but for modern American consumers-in-the-making, with a multitude of options in other areas of their lives, they proved a tough sell. For those students, too, whom survey after survey have shown to be drawn to higher education above all by the promise of a rewarding career, the Individual and Community theme may have appeared too academic and idealistic – not "practical" enough.

## Piercing the Future

The General and Liberal Education (GLE) program to be rolled out this fall addresses these sticking points in the Pierce Plan, not by retreating from the traditional ideal but by reworking its possibilities. Liberal education is now defined in terms of a set of overall undergraduate learning outcomes, a unifying principle broader than that of a general education "core." General education has a role to play in enabling students to achieve these outcomes, but so does study in the major programs, where in fact the different capabilities will be mastered at the highest levels. The tension between the two rival curricular areas will be further eased by the provision that, rather than standing on separate, interdisciplinary ground, general education courses are to be based in the disciplines. This will allow individual faculty members to teach to their passions, and not coincidentally open up a far greater range of choice for students. That passion is evident, as is the intention of continuing to serve the general education needs of all students, in what Franklin Pierce professors have to say [see sidebar] about their new GLE courses – three of which coincidentally promise fresh treatment of original Liberal Arts, music, astronomy, and logic.

Another historic tension facing liberal education that surfaced in Franklin Pierce's recent experience involves academic versus "practical"



purposes. Here, too, the new learning outcomes hold out the prospect of a resolution. For these outcomes – knowledge of humanities, the arts, social sciences, natural sciences, and mathematics; skills such as written and oral communication, inquiry, critical thinking, and problem solving; and "responsibilities" including civic engagement and ethical reasoning – lie clearly within the reach of the liberal ideal as it has evolved over the millennia. At the same time, these are the very capabilities that studies show today's employers most want to see in college graduates, and that they are calling on institutions of higher learning to do more to develop. Nor is there anything really new in this convergence. Recall that liberal education has always provided the intellectual wherewithal needed to fill certain "valued social roles," e.g., public orator or priest. The situation today reflects changing definitions of social value – economic, for example, added to civic and ecclesiastical – and a vast expansion of roles requiring higher-order mental discipline and flexibility.

# FranklinPierce

UNIVERSITY

An education that matters.

What's more, it should be the task of any genuinely "liberating" education to enable the young to discover the potentials, both within themselves and in the larger world, which will make it possible for them to take hold of these important roles. Such a purpose is also consistent with FPU's recently revised mission: to offer "an education that matters," one that empowers students to connect their academic learning to their career and life choices. And this may be where the Franklin Pierce chapter and the longer history come most decisively together. For "an education that matters" *most* will always be a liberal education. By committing to this ancient ideal, and by continuing to adapt the ideal creatively to meet the needs of its students, the University gives itself the best chance of building an expansive future on the foundation of its past.

**Philosophy:** Dr. Jed Donelan, associate professor of philosophy and humanities and humanities division chair, has redesigned a course which is called "The Art of Thinking." The redesigned course teaches skills that are fundamental to success in whatever major a student chooses to pursue, because students will learn how to apply knowledge and use critical thinking skills to situations encountered in everyday life as well as in the rest of their coursework. Dr. Donelan explained that while the course will still look at the basic concepts in logical thinking – identifying arguments, recognizing differences between premises and conclusions and how they fit together, and recognizing informal fallacies – in the newly redesigned course, students will be asked to pull in examples of whatever concept they are discussing from other classes that they are taking, rather than finding examples of these concepts strictly from a textbook. This strategy will enable students with all sorts of thinking and learning styles to thrive and will also provide opportunities to practice teamwork, since students will bring their examples before the class for discussion.

**First-Year Inquiry:** Professor Lynn Chandler is the coordinator of the First-Year Inquiry courses which are offered to freshman. Prof. Chandler taught freshman seminar courses since the 90s and welcomed the opportunity she and eight other faculty members were given by Provost Kim Mooney to redesign the seminar course. The group focused on developing strategies to teach students academic skills in 30 different sections that will all address the following outcomes: 1) information literacy, 2) inquiry and analysis, and 3) career exploration. All sections of the First-Year Inquiry courses will be taught at two common times in order to allow for full group participation in events like "Majors Day" and career exploration days. The First-Year Inquiry sections are designed around themes such as sports, music, media, and health sciences, to name a few. The various themes allow students to choose a First-Year Inquiry course that stirs their interest and it also allows faculty more freedom to teach beyond their standard discipline if their passions extend to other areas. Prof. Chandler, for example, is a "huge fan of music," so she has designed a First-Year Inquiry course called "From Reggae's Roots to Rock's Steel-Toed Boots: How Does Music Affect Our Lives?"



Franklin Pierce is one of the few liberal arts schools with a glassblowing studio on campus. Jordana Korsen has been the glassblowing guru at Franklin Pierce for the past 18 years, teaching a variety of classes throughout the year.

"What makes the program so special is that there are no prerequisites to get into a glassblowing class," says Jordana, "and that makes the program very dynamic; there are people here from all disciplines. Glassblowing is taught as a team effort. We always work in a group, which makes this class more than just about glassblowing. Students learn about life; they learn to trust, respect, and communicate with each other."



Photos by Lisa Murray



Undergraduate Harrison Csorny '14 and alum Lauren Underwood '08 work together in the glassblowing studio.

# Leaders of Conscience

~ Kathryn Buttrick

## Clear Vision

Elizabeth Cannon, M.B.A. in Leadership '99 is a true Leader of Conscience; she has made helping her community a lifelong career and priority. As the Executive Director of the Lowell, Mass., Association of the Blind (celebrating its 90<sup>th</sup> anniversary in 2013), Elizabeth is dedicated to working with people who are blind and visually impaired north of Boston.

"Franklin Pierce University was a key part of my professional development," says Elizabeth. "When I started the program, I was the director of food pantry programs at Merrimack Valley Catholic Charities, and within a year of completing my M.B.A., I was an Executive Director. Every day I use what I learned in finance, operations, and strategic planning in leading this organization."

Like many Franklin Pierce graduate students, Elizabeth is motivated and focused. When her son was young, Elizabeth decided she wanted to become a leader of a nonprofit organization. After a search for the right graduate program, she found that the Franklin Pierce M.B.A. was flexible, well respected, and conveniently located.

"I was delighted with the program because I could focus on nonprofit leadership while learning from other students about leadership experiences in the business world," Elizabeth says. She is looking forward to Franklin Pierce's 50<sup>th</sup> anniversary celebrations; as a generous and consistent donor, Elizabeth is excited about celebrating this milestone.

"Fifty years of providing excellent education is wonderful, and makes me feel grateful," Elizabeth says. "This year I am participating with a generous gift. It is my way of saying thank you and giving back to Franklin Pierce for my wonderful education and the life I lead."

## High Impact

Michael Gasper '01 is the Executive Director of Extra Special Parents. The mission of Extra Special Parents, based in Richmond, Va., is to be the premier foster care provider utilizing a Professional Parent Model that promotes and preserves healthy family relationships. Michael has been working in child welfare for more than ten years; he has worked in inpatient hospitals and has experience working for the Department of Social Services within the Commonwealth of Virginia. Michael was also the director of program development for a series of diagnostic group homes and was the director of the Virginia office for a national Christian foster care agency.

Michael notes that Franklin Pierce University inspired him to consider how he could positively impact his community. He felt his education was "mentored self-discovery." Michael is particularly grateful to Dr. Jim Earle, who he feels gave him many of the tools he needed to find himself. "He helped me learn how to become a professional which complemented what my dad taught me about being a good husband and father," states Michael.

"One of the most significant things I learned to do in my time at Franklin Pierce was to thoughtfully put time into making good decisions. I put time into making decisions about placing children into foster parent homes; I think carefully about how the children I place will be affected by those families and how the children will impact those families. I also put time into making decisions about my obligations to the staff, who provide the foster care services," Michael explained.

Michael regularly asks his staff to review his leadership. Here is what one staff member shared: "Michael creates an environment in which his staff feel compelled and empowered to advocate for the needs and services of the children and families Extra Special Parents serves. He leads by example and makes executive decisions based on the responsibility that he feels will impact children, families, and the community as a whole. Because of his strong moral code, Michael is well respected, and a leader who is able to be emulated and followed."

"I was inspired to hear that Lloyd Astmann '69, chair of FPU's Board of Trustees, started giving the year he graduated," stated Michael. Michael, and his wife, Jill, have decided to make a commitment to inspire the Freshman Class to support Franklin Pierce. They will make a 5:1 match of the Freshman Class gift. Franklin Pierce University is proud of the many ways Michael Gasper has developed into a true leader of conscience!



## Studying Humanity

**D**rs. Debra Picchi, Robert Goodby, and Robert Welsch are an anthropological tour de force! They comprise the anthropology department at Franklin Pierce, bringing with them a broad span of interests and years of experience and expertise. All three make significant contributions to the discipline of anthropology, but the underlying current that unifies the department is their passion for teaching. This dedicated trio of distinguished scholars is focused on sharing their body of knowledge about anthropology with the students in their classrooms.

### The Subfields

Assistant Professor of Anthropology Robert Welsch, a cultural anthropologist, explains that within the field of anthropology, there are four subfields: archeological, biological, cultural, and linguistic. At Franklin Pierce, the department has a somewhat unique five-field approach, because the “applied” side of each of the aforementioned subfields is emphasized, creating a fifth subfield of its own. The applied aspects are what might be considered the practical applications of the knowledge acquired in each of the traditional subfields. For example, an applied side of biological anthropology is CSI work, or forensic anthropology, which is the examination of human skeletal remains for law enforcement agencies to determine the identity of unidentified bones.

“We put more emphasis on applied anthropology in order to give our students the tools to go off and make a career and a name for themselves,” says Dr. Welsch, who taught at an Ivy League school for 12 years before coming to Franklin Pierce. He enjoys being at Franklin Pierce because it has the distinction of being one of the few small universities that offers an anthropology major. “I love it at Franklin Pierce!” he says. “Our students are a lot more engaged here. It’s quite exciting.”

### Around the World

Each of the anthropology professors at Franklin Pierce bring their special interests and talents within the field



Dr. Picchi at the 2012 Showcase for Academic Excellence.

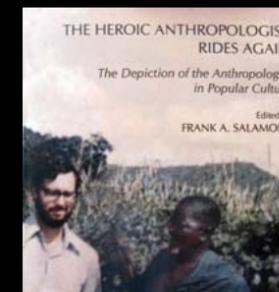
of anthropology to their students, giving them wide exposure to this interesting field of study and to its various applications. Senior Anthropologist Debra Picchi helped develop the Global Citizenship certificate program at Franklin Pierce, which she now coordinates. After 9/11, Franklin Pierce educators were challenged by the provost to create innovative ways to teach students about how and why the tragedy happened; the Global Citizenship certificate program was the result of that challenge, which came to fruition in 2004. Six to ten students from a variety of disciplines graduate with the Global Citizenship certificate each year.

Dr. Picchi enjoys the many connections that the Global Citizenship certificate program

has to cultural and cross-cultural anthropology. It also links to the study abroad programs at the University, as many Global Citizenship students choose one of the study abroad options as the practicum component required by the certificate program. Dr. Picchi notes that in addition to the academic connections to anthropological studies, the Global Citizenship program has the added dimensions of citizenship and activism (very much in keeping with Franklin Pierce’s thrust to develop leaders of conscience).

Going abroad is quite familiar to Dr. Picchi, who has traveled extensively in Egypt, Mexico, and Guatemala to do research on pyramid-building cultures in 2005-2006, and to Belize in 2011 to study ancient Mayan settlements. This work builds upon her original research in Brazil among indigenous people. She published her findings in *The Bakairi Indians of Brazil: Politics, Ecology, and Change*; a second edition was published in 2006. Dr. Picchi is currently immersed in studying letters and works by the late anthropologist Margaret Mead which were made available to the public in the last decade.

In 2011, Dr. Picchi penned a scholarly article based on her research of these materials: “Anthropologists and Adventurers: From Sages to Action Heroes,” which was presented at the 2011 Meeting of the American Anthropological Association in Montreal, Canada. The paper has become a chapter in *The Heroic Anthropologist Rides Again: The Depiction of the Anthropologist in Popular Culture*,



Dr. Picchi wrote a chapter in this new book.

edited by Frank Salamone, United Kingdom: Cambridge Scholars Press.

Dr. Picchi is taking a sabbatical during the fall 2012 semester in order to delve deeper into her studies of the newly available materials by Margaret Mead. Dr. Picchi knows her studies will enhance the experiences her students have in the classroom when she returns to teach in January 2013. “Our students at Franklin Pierce are very much experiential – they learn by doing, and by stories and examples,” Dr. Picchi explains. “Margaret Mead taught through stories.” She feels her female

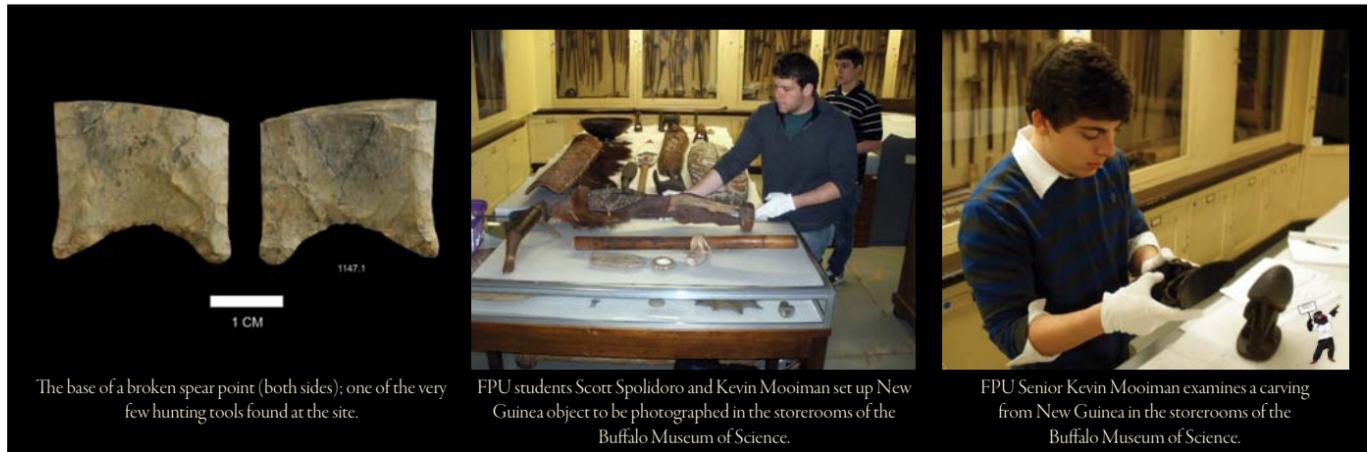
students may be particularly excited by Mead’s work. “Margaret Mead’s work teaches them to dream about the future and their place in it – whether that’s in anthropology or whatever field their work is in.”

### Anthropological Gold

Dr. Robert Goodby, associate professor of anthropology, brings a passion for the archaeological subfield to the department. Dr. Goodby experienced “the find of a lifetime” when he was asked to survey land targeted as the site of a proposed new middle school in Keene back in 2009. This routine archaeological survey quickly turned into a project far from routine, when shortly after barely scratching the surface (six inches), Dr. Goodby realized that he had begun to unearth something rather rare that went back much farther than a few hundred years.



Corey Atkinson '11 and Celine Rainville '09 work on excavation site.



The base of a broken spear point (both sides); one of the very few hunting tools found at the site.

FPU students Scott Spolidoro and Kevin Mooiman set up New Guinea object to be photographed in the storerooms of the Buffalo Museum of Science.

FPU Senior Kevin Mooiman examines a carving from New Guinea in the storerooms of the Buffalo Museum of Science.

When Dr. Goodby first viewed the land to be surveyed, the sandy terrace positioned next to wetlands made him suspect that there might be Native American artifacts below. But he never imagined that he and the crew he pulled together (including four Franklin Pierce current and former students), would uncover a campsite dating back to the end of the Ice Age (12,000 years). Four oval-shaped concentrations of artifacts were unearthed; most of the artifacts were stone tools. “They were amazingly intact and undisturbed, because the land had never been built on,” says Dr. Goodby, who supervised the archaeological dig that removed everything discovered at the site in the summer of 2010.

All artifacts are now housed in the State Historic Preservation Office in Concord, N.H. The project drew to an official close in April 2012 with Dr. Goodby’s presentation of a paper at the annual Society for American Archaeology in Memphis. But it is really just the start; Dr. Goodby expects to be analyzing and writing about all of the data produced at the Keene dig for the next decade. And Franklin Pierce University students are already reaping the benefits, as they analyze maps and compare artifacts found in the four campsite “households.”

### Hands-On Opportunities

Franklin Pierce students are encouraged to get hands-on experience in anthropology whenever they can, and all three professors help make that possible. Dr. Welsh has worked with many museums throughout his career, curating major shows; his specialization is New Guinea art. Last semester, Welsh gave the annual Hayes Memorial lecture at the Buffalo Museum of Science in New York. Two of his students accompanied him on the trip, and one is helping Dr. Welsh complete a scholarly paper, based on research with the Buffalo Museum’s collections. “My goal is to get students involved,” says Dr. Welsh. “I want to give them the opportunity to see what a professional conference and being an academic is all about.” In 2011, Dr. Welsh was organizer and program chair for the Northeastern Anthropological Association’s annual meeting at Franklin Pierce, which allowed many students to participate in this prestigious event, attended by 150 anthropologists from at least 15 universities.

Dr. Welsh has co-authored two anthropology textbooks which will soon be available through Oxford University Press. *An Introduction to Cultural Anthropology*, co-authored with Luis Vivanco from the University of Vermont, will

be released in 2013; and *An Introduction to Anthropology*, co-authored by Luis Vivanco and Augustine Fuentes from the University of Notre Dame, is scheduled for a 2014 release. These textbooks grew out of a series of textbook readers called *Taking Sides: Clashing Views on Anthropology* that Dr. Welsh and co-author Kirk Endicott from Dartmouth College began editing in 1999. The readers were designed to help students develop deep critical thinking skills, prompting students to think of the world in terms of asking questions and getting answers. Franklin Pierce students are fortunate to have the opportunity to engage with Dr. Welsh on this quest.

### Sparking Interest

Many students will get their first introduction to the anthropology professors when they sign up for courses in the new outcomes-based general and liberal education curriculum in place for the class of 2016. Dr. Goodby is teaching *The Practical Work of the Past*, Dr. Welsh the *Culture of Money*, and Dr. Picchi is teaching a new version of *Living & Working Abroad*. Chances are, when students get a taste for anthropology from these professors, they’ll be back for more.

~ Lisa Murray

## Being Abroad

Study abroad allows students to gain firsthand, in-depth knowledge of another culture, see the world from a new perspective, and develop intercultural skills that will help them succeed in today’s world. Franklin Pierce operates semester-long programs in Vienna, Austria; Athens, Greece; Lyon, France, and Pierce on the Camino: Walking in Europe.

Students may also join study abroad programs at other accredited institutions, which allow students to earn credit towards their Franklin Pierce degree. Education doesn’t end in the classroom or at the borders of the campus or country; at Franklin Pierce, students are encouraged to see the world as their classroom!

### Pierce in Vienna, Austria

Students live and study at the Theresianum

Academy, in the heart of the beautiful city of Vienna. The city’s historic and artistic heritage are amply explored, and course-related trips outside the country often include Paris, Berlin, Prague, Florence, and Rome.

### Pierce in Lyon, France

This program has a unique focus on contemporary dance, designed to correspond with the Biennale de la Danse, a world-renowned international dance festival in Lyon, France. The program gives students a rare opportunity to experience the best of international dance in a beautiful and accessible city that is alive with art and culture. Course-related trips may include excursions to Paris, Avignon, Marseilles, and Nice.

### Pierce in Athens, Greece

Students live and study in a residence

apartment in the heart of Athens, Greece. In addition to exploring this historic and cultural city, course-related excursions outside the country might include Turkey, Italy, Poland, and Egypt.

### Pierce on the Camino

Students are immersed in the same journey that eight centuries of pilgrims have experienced. Approximately 15 students participate in a one semester, long-distance walk through southern France and across northern Spain along the old pilgrimage route to Santiago de Compostela. Students walk 10-15 miles a day as pilgrims with other Franklin Pierce students and a professor. They each carry a backpack and stay in pilgrim hostels, country inns, and monasteries. The rewards? The intimacy of prolonged solitude, the beauty of the natural world, the gratitude from many acts of kindness, and the joy of sustained conversation with others in a group and with fellow pilgrims from all over the world – to name a few!

For more details, visit: [www.franklinpierce.edu/academics/studyabroad](http://www.franklinpierce.edu/academics/studyabroad)

Photo by Tyler Lussier '13



# We're Turning 50!



We're turning 50, and we are planning to celebrate all year long with special events to help mark Franklin Pierce's golden anniversary! The celebration has its official start at our Alumni Reunion weekend, September 28-30. Please plan to come to the Rindge campus and be part of the festivities.

To help commemorate Franklin Pierce's first 50 years, 50 "Profiles of Excellence" will be featured in various Franklin Pierce University venues throughout the year. People chosen for Profiles of Excellence will be alumni, faculty, or staff who have distinguished themselves through academic excellence, career achievements, or community service, or who have otherwise contributed to Franklin Pierce in a remarkable way. We hereby introduce the first five Profiles.

## Dr. Frank S. DiPietro

Frank S. DiPietro, Ed.D., is the founder and first president of Franklin Pierce. Dr. DiPietro founded the college in 1962, served as president until 1975, was chancellor from 1975-1980, and is a trustee emeritus. His commitment to the University is profound and has served Franklin Pierce in countless ways.

What accounts for the fact that out of the group of 13 colleges founded in the 50s and 60s in the state of New Hampshire, Franklin Pierce is one of the four institutions that has remained open, and is in fact, not only still here, but thriving? Frank DiPietro's ingenuity, perseverance, and unflagging belief in the mission of Franklin Pierce stand in answer to that question.

Dr. DiPietro founded Franklin Pierce with four partners, each contributing \$10,000 to start the four-year liberal arts college. Dr. DiPietro purchased the estate and surrounding land overlooking Pearly Pond in Rindge, N.H., to serve as the site of the undergraduate campus, which has grown in beauty and elegance over the years. But perhaps it was Dr. DiPietro's vision for Franklin Pierce that has helped it to move into its next 50 years with such vitality. Dr. DiPietro wanted to give young people better access to colleges, and he believed that everybody deserved a chance to succeed.

Franklin Pierce's students have succeeded; they have lived productive lives that have touched thousands upon thousands of other lives, and they have created

better and stronger families and communities. And the institution? Franklin Pierce has become a University with five satellite campuses and an online program, and is poised to pierce the future with experience, expertise, and 20,000 plus alumni to help support the vision; all this because Frank DiPietro gave birth to an idea. It shows the impact that one life can have on so many, and for that, the whole Franklin Pierce family is very grateful.

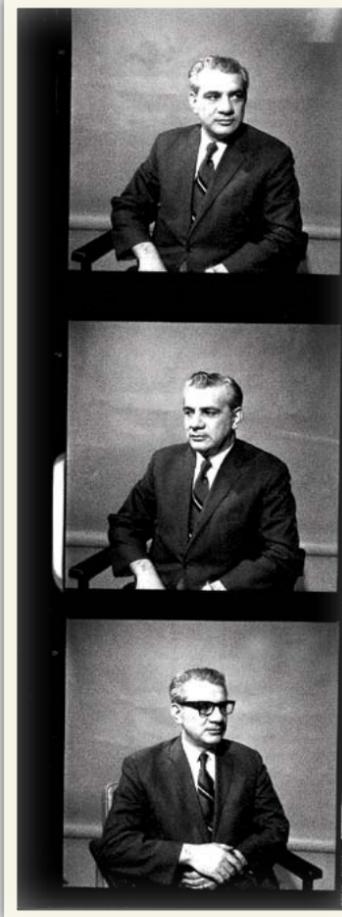
~ Lisa Murray

Find out all the details for year round anniversary activities at: [www.franklinpierce.edu/50](http://www.franklinpierce.edu/50)

## Where's Rocky?



Meet Little Rocky, Franklin Pierce University's 50<sup>th</sup> Anniversary Celebration Ambassador! You can download Little Rocky from our website; take a photo with him at your backyard barbecue, alumni event, wedding, birthday party, or vacation cruise; and then upload your photo to the website to be part of the 50<sup>th</sup> Anniversary celebration! Go here for more information: [http://www.franklinpierce.edu/50/rocky\\_photo](http://www.franklinpierce.edu/50/rocky_photo).



*Say it with Song*  
 Professor Lou Bunk wrote the music. Professor Jennie Brown wrote the words. Together they bring you Franklin Pierce's first "fight song." "I'll be a hoot!" says Lou. Come hear it at the Alumni Reunion Weekend!

## John T. Burke, Jr. '66

As one of the 98 members of the inaugural class, John T. Burke, Jr. '66 is considered a Franklin Pierce pioneer. He and his classmates laid much of the groundwork for the spirit and character of the school. Relying mostly on their imagination, creativity, and drive, they started the first sports teams, student clubs, committees, and social activities. "Maybe

we weren't the most traditional students, but we were very entrepreneurial, and when we got an idea, we ran with it and took it as far as we could." Fifty years later, many would say this spirit is still alive and well on campus, and it's been key to keeping the school evolving, growing, and thriving.

John graduated with honors with a degree in history and soon became an FBI agent, first assigned to Texas, then later Newark, N.J., and finally Boston, Mass. Burke spent 32 years with the FBI. Today, he is the president and owner of American Legal Investigative Services in Boston, where his firm provides private investigations and comprehensive litigation support for the legal community.

Despite distance and the demands of his career, John maintained his connection and service to Pierce. Together with Lloyd Astmann and others, he established the Alumni Association and served three terms since the 1970s, once as president. John was the class agent for the very first graduating class and was the alumni chairman for the Flint Center Campaign in 1986-1988.

From 1996 to 2000, John served on the Franklin Pierce board of trustees and served on numerous committees. In 1987 he received the Alumni Participation Award. He is as dedicated today to his alma mater as he was in the early days, giving both his time and resources to support the school he loves. John is a President's Council member and supports the Annual Fund, capital campaigns, and other University initiatives. "There's a lot of competition in higher education these days and giving back helps strengthen the institution and ensures its future success," says John.

~ Nancy McComish

## Dr. Temple Grandin '70



Dr. Temple Grandin '70 is recognized nationally and internationally for her extraordinary insights and accomplishments, particularly in the fields of animal science and autism. Today she is a professor of animal science at Colorado State University and a highly sought-after consultant and designer of humane livestock handling facilities. She is an author and world-renowned scholar, writing numerous important works on animal welfare and behavior, genetics, and autism.

As a person with autism and a visual thinker, Grandin is able to understand how animals see and feel, and she's translated these insights into revolutionary changes in the handling of livestock and other animals. "Animals don't think in language," says Grandin. "They're sensory-based thinkers. They store information in their brains in pictures, sounds, smell and touch sensations. You've got to get away from language if you want to understand animals." Her book, *Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior* describes animals' emotions, means of communication, and the importance of humans socializing with them.

(To see the video of Dr. Grandin's Commencement address, visit: <http://www.youtube.com/user/MyFranklinPierce>.)

Dr. Grandin has also written numerous articles and books and provided invaluable guidance to families coping with autism. She was a consultant for the film *Rain Man* and her own story has been documented in the HBO movie, *Temple Grandin*. Grandin has also been named as one of *Time* magazine's 100 most influential people.

At Franklin Pierce, Grandin recalls the value of small classes and professors who gave her individual attention and stuck with her despite her challenges. "Dean Coles, he let me into Franklin Pierce; he took a chance on me. And Norm Dion, I would have never gotten through math without him." Grandin received the Alumni Leader of Conscience Award in 2008 and was given an honorary degree by Franklin Pierce at Commencement 2012.

~ Nancy McComish



## Dean Clifford H. Coles

Dr. Clifford Coles first joined Franklin Pierce in 1964 as the dean of academic affairs and has since worn many hats: scientist, teacher, mentor, administrator, board of trustee member, and family man. Most importantly, he helped shape the lives of hundreds of students, faculty, and staff while serving here at Franklin Pierce. While advising many, he had an innate knack for making each individual feel valued and that they were the only concern he had at the moment. He and his wife, Gert, opened their home, which they affectionately called Steeplechase, to the Franklin Pierce community. It was there that young adults were cared for, counseled, and fed – body and soul.

Coles wrote in his journal daily, always starting with a weather report, then on to chronicle his role in the formation of the school at the base of

### Charge!

Dr. Birge has asked you to join him in contributing 50 hours of public service to your community between September 2012 and September 2013 (see page 2). He's made the charge, and now it's up to you to commit to your 50 hours of community service in honor of Franklin Pierce's 50<sup>th</sup> anniversary! Go to: [www.franklinpierce.edu/50](http://www.franklinpierce.edu/50) to find out how you can join the Franklin Pierce community at a specially designated online site to log in your community service hours throughout the year, share stories, and help inspire each other. Be part of Franklin Pierce's tradition to give your talents and your time to the larger community and the world!

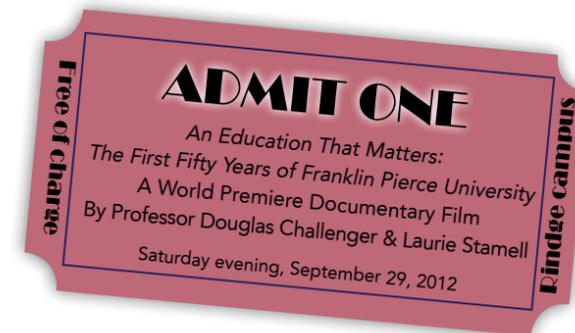
## Dr. Kim Mooney '83

### Q: What are you doing now?

**A:** In addition to administering the work of academic affairs as provost and vice president of academic affairs, which is broad and complex in scope, I work with faculty and academic staff to develop and articulate the vision for our division, both in Rindge and in CGPS. I try to inspire colleagues to work toward that vision, whether it involves new programs or new ways to think about shared governance. Leadership often involves getting out of the way of others' really good ideas, and I try to strike a productive balance between knowing when to take the lead and when to let the collaborative vision and opportunities inspire leadership in others.

### Q: How did your Franklin Pierce education and experience impact your life and your career?

**A:** When I think about my undergraduate experience at Franklin Pierce, I recall two aspects most clearly: my wonderful, smart, and funny friends, and the passionate, challenging faculty who inspired me to work hard



Mt. Monadnock. A write-up in *The Pierce Arrow*, Vol 6, #9 (April 23, 1969) asked him the following, "There have been many remarks and some accusations to the effect that FPC is an easy school with easy courses, teachers, etc.. Any comment?" He replied, "As a liberal arts college, we offer to each student who comes here what we consider to be the best preparation for whatever life the student is headed for." Wise words from a man who was dubbed "Mr. Franklin Pierce."

~ Vicky Rank '02, '05

and think beyond the confines of the classroom. When I became a college professor in the late 1980's, I emulated as much as possible the kind of teaching, caring, and mentoring I experienced from the faculty while at Franklin Pierce.

### Q: What is your wish for Franklin Pierce in the coming 50 years?

**A:** Colleges and universities need to accommodate the accessibility and financial needs of all students, and they need to respond to the demands for flexibility and innovation in the delivery of courses. I very much want to see the University continue to strengthen its academic reputation and its educational appeal to traditional and adult learners so it, too, can respond to the changing landscape in higher education and thrive while doing so. So many people carry a generous and heartwarming loyalty to this institution, and I wish for that responsiveness to Franklin Pierce University to flourish as well.

~ Karen Brown G '05



## The Marlin Fitzwater Center for Communication

As we celebrate the 10<sup>th</sup> anniversary of the Marlin Fitzwater Center for Communication this year, we look back to its May 2002 dedication, at what was then Franklin Pierce College. The 41<sup>st</sup> President of the United States, George Herbert Walker Bush, was present and noted that, “Just as the press has been a vital part of this successful experiment in self-governance, now 226 years young, so too is the free press one of the foundational pillars on which [those] who pass through [this Center] will build a new American century of hope, opportunity, and freedom for generations to come.”

The President went on to challenge those gathered on the campus. “[As] we chart our course forward, it is my hope and belief that the Marlin Fitzwater Center for Communication will foster substantive debates and in so doing, offer a positive contribution” to the [public discourse that is so essential to the health of our nation’s democracy].

We picked up that challenge, and in only one decade, we have established a core body of programming that strives to help students find their voice in the public discourse, from the town hall to the nation’s capital.

- Our **Visiting Fitzwater Scholars** program has brought ABC’s Ann Compton and the Associated Press’s Chief White House Correspondent, Terry Hunt, to campus to work with students and deliver a **Tuesday Briefing**, our regular live public affairs webcast. And this fall, David Valdez, one of four living

Presidential photographers, will be headed to Rindge.

- **The Presidency and The Press: A National Conference for High School Media** has brought students from 26 states to work with state and national media professionals, government officials, and candidates.

- **The Fitzwater Medallion for Leadership in Public Communication** recognizes the contributions professionals such as C-SPAN’s Steve Scully and *U.S. News & World Report’s* Ken Walsh have made to the public discourse. White House Press Secretary Dana Perino was honored in 2008, NBC’s Luke Russert in 2009; CNN’s Candy Crowley in 2010, followed by WMUR Channel 9’s president, Jeff Bartlett. The founder and executive director of PEW’s Project for Excellence in Journalism, Tom Rosenstiel, was honored on September 10<sup>th</sup>.

- Alumni, graduating seniors, and high school journalism instructors are also honored for contributions to the public discourse at the annual **Fitzwater Honors**. Andrew Scher, executive producer of *The Doctors*, was honored in 2010 and was so inspired by the students he met during his first visit back to Rindge since he graduated that he created “The Doctors’ PSA Challenge.”

- The Center’s coverage of the 2008 New Hampshire Primary earned its **PoliticsFitzU** team national press credentials to cover the 2008 Democratic National Convention in Denver and the Republican National Convention in Minneapolis. And then,

PoliticsFitzU ventured up to Dixville Notch to cover Election Night 2008 for *Dan Rather Reports* for HDNet. For this work, the Center was awarded the **2009 New England Higher Education Excellence Award**.

During the run up to this year’s New Hampshire primary, PoliticsFitzU covered the 2012 New Hampshire Primary, and the hard work paid off – the student media team has earned national credentials to cover the 2012 Republican National Convention in Tampa, Fla.

- The Center also brings to the citizens of the greater Monadnock region political debates and speakers at the national and state level.

- **The Pierce Media Group** – WFPC-LP 105.3FM, FPTV-25, *The Pierce Arrow*, The PMG Online, PoliticsFitzU, Four Corners Marketing, PMG Social Media and Raven Sports Center – touches the lives of every member of the Franklin Pierce University community. Approximately one in thirteen FPU students, led by the Pierce Media Group Fellows, donate thousands of hours to bring news, arts and entertainment, and sports to campus.

- The competitive **Fitzwater Scholars** mentoring program attracts gifted students who have demonstrated a commitment to public communication. Many go on to serve as Pierce Media Group Fellows, and the majority regularly earn academic honors.

~ Dr. Kristen Nevious, Director

## The Monadnock Institute of Nature, Place and Culture

The Monadnock Institute undertook a comprehensive strategic planning process in 2012. With support provided by the NH Charitable Foundation, the Institute engaged Lee Bruder, a strategic planning consultant, to help collect and analyze data focused on potential goals, strategies, and actions for the Institute in the next three to five years.

The planning process also identified potential new advisors and included a day-long retreat designed to broaden and deepen community partnerships; better serve the students, staff, and faculty at Franklin Pierce University; and identify new opportunities for collaboration among regional and institutional partners. Facilitated by FPU Chief Financial Officer Richard Marshall and FPU Provost Kim Mooney, the retreat included eight members of the Institute’s executive committee and ten members of our advisory board. Monadnock Institute executive committee members have also participated significantly in the culture of academic planning at Franklin Pierce University in 2011-2012.

Highlights of the Institute’s new strategic plan include **the development of high quality internships for FPU students with regional partners, the design of new undergraduate interdisciplinary courses focused on aspects of place, opportunities for undergraduates to create audio and video documentary projects with community partners, greater integration between the Monadnock Institute and the Center for Sustainability, and the development of scholarship opportunities for engaged FPU students**. For a complete summary of goals, strategies and actions visit our website: [www.franklinpierce.edu/institutes/monadnockinst](http://www.franklinpierce.edu/institutes/monadnockinst).

~ Dr. John Harris, Director



## New England Center for Civic Life

### A Nation in Debt

The Center is partnering with the Live Free or Die Alliance to hold an online forum on the national debt beginning in late September. As authors Scott Bittle and Jean Johnson observe in *Where Does the Money Go?*, “This problem will affect our paychecks, our investments, our mortgages, our kids’ prospects in life, what kind of health care we’ll get, our chances of ever getting to retire – even whether we live in a country that’s fair, stable, and prosperous.” Forum outcomes will be shared with state and federal leaders in New Hampshire and Washington, D.C.

### Deliberative Ethics: A Living Code

The Center has developed a new program that approaches ethics as a “Living Code,” a set of questions and practices which promote deliberation, rather than a set of imposed rules. Offerings include a 90-minute seminar custom designed to meet the needs of a particular business or organization, and two programs offered at Franklin Pierce: 1) a half-day seminar that introduces the ideas and practices of the Living Code and, 2) a two-day “ethics facilitator” training that will permit organizations to develop in-house programs. In addition, *Deliberative Ethics: A Living Code* will be offered for the first time in spring 2013; students will learn how to use deliberation to address challenges in professional and public life. Particular attention will be paid to issues related to ethical dilemmas in business, education, and health studies.

### Ex Umbris ad Lucem

In celebration of Franklin Pierce’s 50<sup>th</sup> anniversary, the Center is leading a public art and dialogue project based on the University’s motto. Participants will write about a learning experience that describes their personal journey from a place of not knowing (darkness) into knowledge (light). Contributions will be placed in boxes and decorated during studio sessions scheduled for Alumni Weekend and immediately following the Founders Day program on November 14<sup>th</sup>. Christine Destrempe, a visiting artist, will assist participants, and all materials, including the boxes, will be provided. Undergraduates in 15 classes will also work on the project during the fall semester. The boxes will be used to create a room-sized installation in Spagnuolo Hall for the annual Art and Dialogue Celebration on November 15<sup>th</sup>. We invite all Franklin Pierce alumni, students, staff, and faculty to participate.

For more information or to participate in any of these programs, contact Joni Doherty, Director, at [dohertyj@franklinpierce.edu](mailto:dohertyj@franklinpierce.edu).

~ Joni Doherty, Director

# University Roundup

## 3 Whiting Fellowships Granted

The Marion and Jasper Whiting Foundation granted fellowships to three professors from Franklin Pierce University: Dr. John Harris, Robert Diercks, and Susan Silverman. These prestigious fellowships are granted to New England teachers at the college or university level to enable them to study abroad. The purpose is to stimulate and broaden teachers' minds so that the quality of their instruction will be enhanced.

Dr. John Harris is a faculty member in the English and American Studies Department and serves as the Executive Director of the Monadnock Institute of Nature, Place and Culture; Robert Diercks is a professor of Graphic Communications; and Susan Silverman is an Assistant Professor in Fine Arts. Congratulations to them!

## 40 Years & Counting!

Bruce Kirsh '71 stepped away from his responsibilities as Vice President of the University on June 30<sup>th</sup>, but happily for FPU, he remains the Director of Athletics. Mr. Kirsh has given his talents to the University for 40 years, helping athletics to achieve an NCAA Division II classification, among an array of other notable accomplishments that have helped the University develop and expand.



Upon announcing the shift in Mr. Kirsh's role, Dr. Birge had this to say: "Bruce Kirsh is one of the finest individuals a University President can hope to have on his or her team. We've been incredibly fortunate to call him one of our own for more than 40 years and are immensely pleased that he is staying on as our Athletics Director."

## PARENTS ASSOCIATION

Are you a parent of one or more of our current students, or one of our alumni? You are invited to join the Franklin Pierce Parents Association! We are a 150-parent strong organization working to support our students and their university, and we would love to have you join us.

### Our mission:

"The Franklin Pierce Parents Association is an organization of parents whose children are enrolled at or have graduated from Franklin Pierce University. The association seeks opportunities to connect parents with other parents, and to involve all parents in the life of the university in ways that will be helpful to the students and supportive of the mission and values of Franklin Pierce University."

### Member benefits:

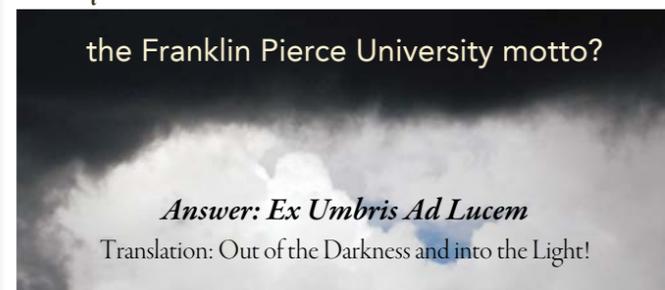
- Monthly Parents e-Newsletter
- Parents Association web page/Facebook page
- Special invitations to on-campus events
- Volunteer opportunities
- Connecting with other parents

To become a member of the Parents Association, go to: [www.franklinperce.edu/parents](http://www.franklinperce.edu/parents), and click on the "Join" button. For more information, contact Dale Wheeler at (603) 899-4021, or email: [piercepaparents@franklinperce.edu](mailto:piercepaparents@franklinperce.edu).



Do You Know . . .

the Franklin Pierce University motto?



Education sheds light on our intellect, opens up vistas unexplored, and has the power to unleash pockets of clarity that can make all the difference.

## Turning Their Passions to Purpose

Franklin Pierce University prides itself on connecting academic learning to real life situations and opportunities. A great example of this is when Professor Bush instructed students in his advanced journalism seminar to design their own blogs or websites, targeting niche markets in the real world. Several students went the extra mile with the assignment to form mini-businesses that they would continue to work on after graduation. Here are two projects that came to the editor's attention.



Erica and Alicia at their website launch party at FPU last spring.

**Alicia Baldino '12** and **Erica Tomaszewski '12** paired up to design a website geared toward girls who enjoy various forms of "boarding," from snowboarding to long-

## SHRED IT GIRL SHREDITGIRL.com

boarding to skateboarding to surfboarding. For those of you who are not into the sport, "shredding" essentially means boarding of any sort with intensity!

Alicia, who started snowboarding at the age of six, picked up longboarding at Franklin Pierce; Erica started snowboarding in the second grade. "There are no magazines or websites that target all board sports and everything that goes with it – and especially just for girls," says Erica. "This is such a growing industry for girls," adds Alicia.

The two plan to turn their website into a webzine that will eventually attract advertisers. "Because it's such an untapped market, the possibilities are endless!" Alicia says. Both girls studied journalism at Franklin Pierce. "Professor Bush taught us that you have to learn the new technology and make your own path," says Alicia. "Everything I've done with this, I never could have done without the training and classes," says Erica. Are you shreddy? Check out the website and find out!

[www.shreditgirl.com](http://www.shreditgirl.com)



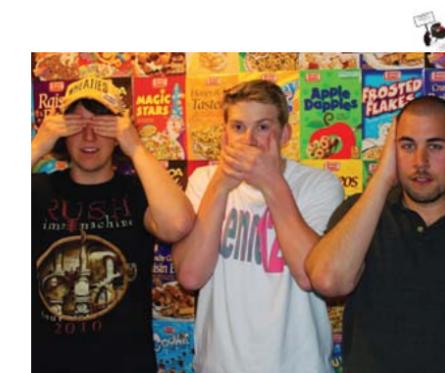
## Project-Landmine.com

**James Connelly '12**, **Michael Davies '12**, and **Nick Vitukevich '12** pushed themselves to do more than just what they needed to do for the class assignment, and they did it for a laugh – well, for lots of laughs. Their website, geared toward young people in college or just out of college is "the one spot to get everything up and coming and new: Beats, Flicks, Gaming, Techy World, Humor – you want it, we've got it!"

Humor is the operative word here. Their own brand of humor-laden content is

clearly catching on, because this trio of mass communication majors already has more than 10,000 hits on their website. The web analytics are closely monitored, and they use social media to build the website's audience.

What will the future hold for Project-Landmine? The new grads are full of ambition and see lots of advertising potential for the website, as well as brand and merchandise opportunities down the line. James, Mike, and Nick enjoy having creative control over their project and are eager to put their



Michael Davies '12, James Connelly '12, and Nick Vitukevich '12

combined energies and strengths into this budding business.

Need a few laughs? They're just a click away.

[www.project-landmine.com](http://www.project-landmine.com)

# Kudos!

**Jody E. (Pinter) Murphy '89**, assistant professor of business administration at Colby-Sawyer College, was awarded the Jack Jensen Award for Excellence in Teaching for her dedication and inspiration in the classroom at their 2012 Commencement Ceremony on May 5<sup>th</sup>. A faculty member since 2004, Professor Murphy holds a B.S. from Franklin Pierce, an M.B.A. from New Hampshire College, and a Ph.D. from Capella University. The Jack Jensen Award honors a faculty member who communicates high expectations, encourages intellectual curiosity within and across disciplines, and inspires students to do their best work. Congratulations to Jody!



Photo by Mark Cotter

On May 18<sup>th</sup>, **Steven Dodrill '09** attended an awards reception hosted by the New England Chapter of the Radio Television Digital News Association (RTDNA) and the Associated Press (AP). Steven and the WATD-FM News Team accepted an Edward R. Murrow Award for Overall Excellence given by the RTDNA. He and another colleague accepted an award for Best Sports Program from the AP for work they did broadcasting a demolition derby which Steven drove in at a local fair, and he also joined two other colleagues to accept an award for Continuing Coverage for their coverage of Tropical Storm Irene. Congratulations to an outstanding graduate in mass communications, broadcast journalism!

## All in the Family

Four children, roughly four years apart, oldest to youngest – that describes the siblings in the Stille family. When the eldest decided to go to Franklin Pierce University, who knew that all four would attend one day?

It all started when Lauren, the oldest of the four Quincy, Mass., siblings was recruited by Franklin Pierce's lacrosse coach to visit the campus. That proved to be an auspicious visit, not just for Lauren, but for the whole family. Lauren liked what she saw on that first visit and felt "right at home" says her dad, Tim Stille. Her sister, Mary, became a freshman just a year later and also joined the lacrosse team. Tim Jr. followed a year after that, with Michael bringing up the rear two years later.

Franklin Pierce's family discount of a 15% tuition discount for each sibling was a strong factor in their decision to send all four children to the University, says Mr. Stille. "The support services – financial services, the registrar, all the auxiliary services – are unbelievably responsive," he says.

Lauren graduated in 2011 and Mary last spring, leaving just the boys on campus. Mr. Stille and his wife, Susan, traveled to about 14 out of 16 lacrosse games each year when the girls were on campus, so their car can have a bit of a rest now, although both boys are



The Stille family at Lauren's graduation, 2011.

heavily into intramural sports programs on campus. Mr. Stille says the siblings were always close, but being at the same University has strengthened that bond even more. The whole family has enjoyed the strong sense of community found on the Rindge campus. "We couldn't be happier!" says Mr. Stille.

*"The support services – financial services, the registrar, all the auxiliary services – are unbelievably responsive."*



## The Path to Reality is Through Fiction: Documentary Studies at Franklin Pierce University

### Embracing Fiction

One of the greatest contemporary Eastern-European thinkers, the Slovenian philosopher Slavoj Zizek, challenges us to take the role of stories more seriously in our lives, told cinematically or otherwise. Stories, or "fictions," are reality, he reminds us. "If you take away from our reality the symbolic fictions which regulate it, you lose reality itself." He speaks of the false dichotomy of presenting a choice between illusion and reality, and instead calls for a way to enable the perception of "not the reality behind the illusion, but the reality in illusion itself."

Zizek's challenge and insights are entirely fitting in our day, the postmodern digital age, which is blurring the lines between reality and illusion, between fact and fiction, between narrative cinema and documentary.



Doug Challenger, photographed by Sheryl Delieto '13

My own migration from sociologist to documentary filmmaker in recent years has come from a desire to express reality using the tools of cinema rather than the tools of social science. What both practices have in common, though, among other things, is that the practitioner of each engages in researching,

documenting, and interpreting reality. Zizek's insight that "there is something real in illusion (especially in cinema), more real than in the reality behind it" puts my journey on solid ground.

### New Certificate Program

This professional journey has led me to create, along with Monadnock Institute director John Harris and other faculty colleagues at Franklin Pierce, a new, "hands-on," interdisciplinary Certificate Program in Documentary Studies, in place for the 2012 fall semester. This 18-credit certificate program invites students to enrich their studies in any major with knowledge of documentary genres as well as with the skills of audio and video documentary storytelling. The program will engage students in life off campus, using primarily the Monadnock region as a laboratory for learning the basic documentary tools for researching and presenting reality within the artistic framework of compelling stories.

~ Professor Douglas Challenger

## Bringing the Past to Light

CGPS American Studies student, Erik Onufer, has been examining America's past through an internship at the American Independence Museum in Exeter, N.H. It has been Erik's charge to decipher the handwritten notes that are written on one of the Museum's two draft copies of the U.S. Constitution, printed in 1787 by John Dunlap. "The writing is on the margins and in between the lines," Erik reports. These historical records were part of the Dunlap Broadside – poster-sized documents that were sent to each town and hamlet in the original 13 colonies and read aloud in town halls and other public places. The age of the document and the writing style make deciphering the handwritten notes quite a challenging task. When completed, Erik's translations will be hung with the original and included with the copies that the museum has for sale. "I think it's fascinating to be working on one of the most important documents in the world," says Erik, who plans to go on to graduate school in museum studies upon his graduation from Franklin Pierce in January 2013. "It's an unbelievable dream for me."



# Working Together – CAMP QUEST

Quality Unlimited Educational Summer Training ~ Lisa Murray

What happens when Franklin Pierce University, the Jaffrey-Rindge Rotary Club, and the Jaffrey-Rindge public school system all work together on a community service idea? QUEST! It's a summer camp program for Jaffrey-Rindge middle-schoolers, operated on the Franklin Pierce campus, run by Jaffrey-Rindge Rotarians, and supported by Franklin Pierce staff. The result? It's a resounding success! We'll let the pictures speak for themselves (July 2012).

Morning Academics on FPU's Campus



Lunch in the Dining Hall



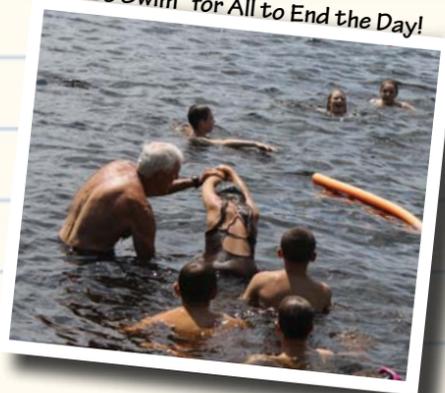
Group Activities



Recreation Choices in the Afternoon



"Free Swim" for All to End the Day!



Fun during the month of July for 75 kids! They honed their skills in language arts, math, and computer technology classes; perhaps some were inspired to attend college one day; they were exposed to recreational activities they might not otherwise have opportunities to enjoy; they made intergenerational friendships; and everyone had a blast!

Photos by Lisa Murray

matters

CGPS

College of Graduate & Professional Studies

## Inaugural Physician Assistant Class Achieves 100% First-time Pass Rate on National Certification Exam

Franklin Pierce's inaugural class of physician assistant graduates (2012) passed the Physician Assistant National Certifying Exam (PANCE) with a 100% first-time pass rate last spring. Twenty-two students worked together at the Lebanon campus to complete the Master of Physician Assistant Studies (MPAS) program. The 100% first-time pass rate on the national exam gives this inaugural class something extra to celebrate; the national average for first-time passes is 92%.

"These were hardworking students who were pioneers of a brand new program. I'm not surprised that they all passed," says Program Coordinator Pam O'Brien. The MPAS students graduated last spring after completion of a year of class work followed by more than a year of clinical training in a variety of settings throughout New England and beyond. The 22 students had each earned a seat in the program out of a pool of over 60 applicants in 2009. News of the program's development has now spread nationwide; more than 1,400 applicants vied for the 26 new seats this fall.

Physician assistants work as part of a team under the supervision of a physician and must be nationally certified and state-licensed to practice medicine. The 100% first-time pass rate for this class of Franklin Pierce graduates meant that each of them could begin the state licensing application process in order to begin to practice. Physician assistants perform

physical examinations, diagnose and treat illnesses, order and interpret lab tests, perform procedures, assist in surgery, provide patient education and counseling, make rounds in hospitals and nursing homes, and may prescribe medications.

The MPAS program at Franklin Pierce has another class of 22 students who are completing their program class work, and 26 students are in the midst of their second year of clinical training. Douglas R. Southard, MPAS program director, says, "One of the major goals of Franklin Pierce's program is to train physician assistants to serve the rural medically underserved areas of New England. I'm so pleased that our inaugural class has achieved a 100% first-time pass rate and can move forward in their careers and begin serving people."



Samiira Abdullahi, PA-C; Sean O'Brien, PA-C; Julie Slattery, PA-C.



## FLYNN PLAYS FOR MEMORY OF FALLEN TEAMMATE

On March 31, 2012, emotions ran high for Franklin Pierce junior pitcher Joe Flynn as he took the mound for a baseball match up against UMass-Lowell. This wasn't a typical game for Flynn; it was a chance for him to honor his friend and former teammate, Adam Keenan, who tragically passed away due to arrhythmogenic right ventricular cardiomyopathy the prior summer.

Keenan was a freshman member of the Ravens 2010 NCAA East Region champion club, where he and Flynn first met. "We only knew each other for a few months, but became very close and bonded really quickly," said Flynn. "He was one of my closer friends here." However, after a short year at Franklin Pierce, Keenan decided to transfer to UMass-Lowell to continue his collegiate baseball career. Even though Keenan transferred to a different college, he and Flynn continued to stay close. "We still talked a lot and he seemed to really like playing for Lowell," said Flynn.

Tragically, Keenan's life and baseball career were cut short when he passed away in June of 2011 while practicing with his summer league team, the Seacoast Mavericks. Both the Franklin Pierce and UMass-Lowell campuses were devastated to hear the news of Keenan's all-too-sudden death.

The schools took time to mourn the passing of Keenan, and then set out to finding a way to honor his life and the sport he loved. After several discussions, it was decided that the young man's life would be honored every year when both schools played each other in their three-game series, with the winner being awarded the Adam Keenan Cup.

Playing Lowell is a huge series every season, but this year's three games took on added meaning with the chance to honor Keenan's memory with a series of exciting baseball. Flynn knew this and focused in even more intently, knowing that he would get a chance to pitch in the series.

"On the bus ride over to the stadium, I just listened to music and thought about how badly I wanted to win this game for

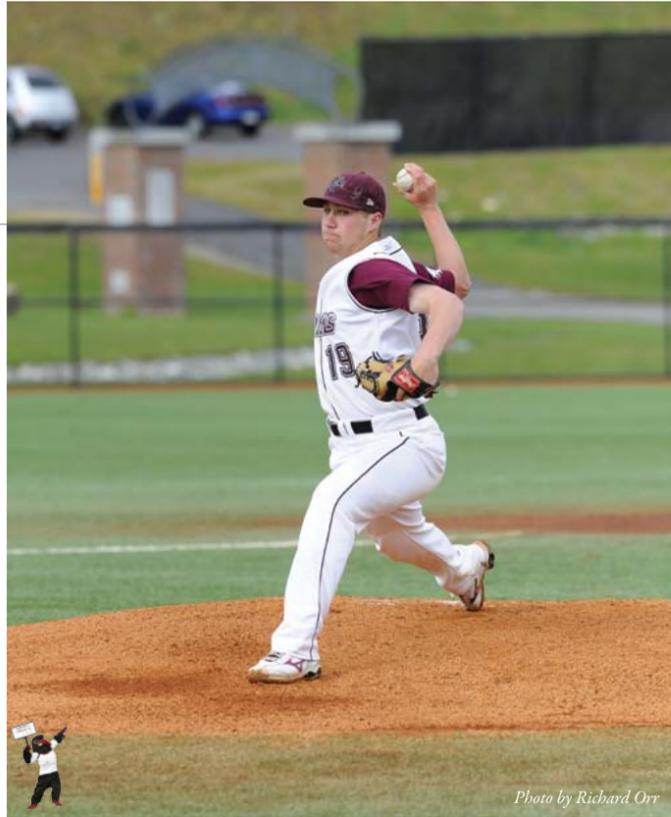


Photo by Richard Orr

Adam and his family," said Flynn. "I felt that it would be the best way to honor Adam, because he loved playing baseball and worked hard at being a great player."

If that wasn't enough, Flynn knew UMass-Lowell wanted to win just as much, and that sent his emotions to another level. "I knew it was going to be a good game," Flynn said. "Just looking at his picture on the jumbo screen was really tough. It affected everyone in that stadium, and I know each player on the field that day took to the diamond with an extra purpose."

With his friend's memory running through his mind the entire afternoon, Flynn took the mound and turned in one of his finest collegiate performances by pitching a complete-game shutout to lead the Ravens to a 2-0 triumph over the River Hawks. He threw just 96 pitches over nine innings, scattering three hits with seven strikeouts and only one walk. "I tried to keep everything simple that day," Flynn said. "Your mind can go in a hundred different directions, but I just focused on the next pitch and knew my teammates would be there to help me out."

The game, though, did not go without its tense moments and was scoreless until the eighth inning, when freshman third baseman R.J. Going led off with a walk, moved to second on a sacrifice bunt, went to third on a groundout, and scored on an RBI single through the left side of the infield by Dan



Photo by Matt Janik

Kemp. Kemp would score later in the frame to give the Ravens an insurance run in the tightly contested game.

Franklin Pierce notched a 9-3 win over Lowell in the second game of the series to claim the

Cup, which capped a satisfying weekend for the Ravens. "It was an emotional series for everyone, especially Adam's high school and collegiate teams," said Flynn. "I was extremely excited to win the series and claim the Cup, but more importantly, both teams battled the entire weekend, and it was a great way to honor Adam's memory."

~ Morgan Miller

## AN ALTERNATIVE SPRING BREAK FOR NATASHA RAY

Spring break is different for every college student-athlete. Some spend it competing or training for the upcoming season. Others take the long-awaited time off after their dedication to the previous season.



Photo by Richard Orr

Sophomore volleyball player Natasha Ray spent her spring break in late March working for Habitat for Humanity on an alternative spring break trip, sponsored by Franklin Pierce University.

Thirteen fellow students and Ray traveled to Monroe, N.C., for a trip which would undoubtedly change their lives. Upon arriving in Monroe, the group of Franklin Pierce students met Mike Reece, the executive director of Habitat for Humanity, and he shared the mission for what they would be doing and how it would be changing people's lives for the better.

Ray, as well as the other students, spent the week sleeping in a room with 14 mattresses and ate meals provided by the community during the trip. During the five-day excursion, the group built two sheds and a deck and tore down trees that were blocking the Habitat for Humanity sign on a local highway.

"It was an amazing experience," said Ray. "I even had an epiphany about my future while I was there." The epiphany that Ray had was that she discovered she might want to join the Peace Corps after graduating from Franklin Pierce. Another option that crossed her mind was going into public relations with a non-profit organization and helping to spread news about all of the good deeds those types of agencies provide.

Ray's favorite part of the trip was being able to meet the families they were helping. It helped reinforce her commitment to the project and to how she would like to help in more ways in the future. "Working with the actual families was amazing," she said. "I wouldn't take that back for anything." Ray definitely plans to take part in next year's alternative spring break trip and is even thinking about getting involved with something similar over the summer.

Ray strongly encourages other students to get involved next year with the trip, as it provides memories that will last a lifetime. "I went on the trip not knowing anyone and came back with so many friends that I wouldn't have made before," she added. "The experience is definitely worth looking into. I'm already looking forward to next year and all the memories that will be made and all of the people that we will be able to help."

~ Morgan Miller



Photo by Richard Orr



## HARD WORK PAYS OFF FOR FURTADO

Franklin Pierce softball junior catcher **Jessica Furtado** moved into a class all by herself on April 6, 2012, when she deposited a fastball over the wall in left-center field in the first game of a doubleheader versus Assumption. With that solo home run, Furtado became the career leader for home runs in Ravens softball history. For the season, she smacked five homers and her eight career blasts are three more than the next name on that list.

Furtado still has one more season left to put even more distance between herself and the nearest competitor. However, she does not choose to think about the home run total and her standing in program history. Furtado, instead, chooses to focus on the process and the next at-bat. It is what served her well this past season and what helped her to get through the struggles she experienced the season before, which sometimes shook her confidence to its core.

"I wasn't getting the results my sophomore year [2011] that I had experienced my freshman year [2010]," Furtado said. "I started to wonder if I hadn't worked hard enough, or maybe I focused too much in one area and not another. It carried over into all facets of my game. You can be your own worst enemy at times, and after that second season, I just tried to simplify the game and make sure that I continued to have fun. Sometimes you just need to step back, and take a deep breath and refocus."

### A Stellar Debut

Furtado thought it was going to be easy after her rookie season in 2010. She had a stellar debut in Rindge as she batted .321, belted three homers, posted a .491 slugging percentage and a .438 on-base percentage – all of which were team highs. She also collected 20 RBI, which was the second highest total on the team.

Furtado wasn't just a success at the dish, but also behind it as she tied for second in the Northeast-10 Conference with 13 runners caught stealing. Furtado knew she would have to continue to work hard, but she figured if she put in the time, the results would come as a sophomore just as they did as a rookie.

"I had a lot of confidence after my rookie year," she said. "I knew I could play at this level and I was looking forward to my sophomore season because I felt I would build upon the things I accomplished

as a rookie. I wouldn't say I felt entitled, but I didn't think my production would slip like it did."

### A Challenge Awaits

Furtado put in the hard work between her freshman and sophomore seasons. The spring of 2011 rolled around and she was ready to get after it. However, the results weren't coming for Furtado. Her batting average and RBI total dipped to .170 and nine, respectively. Her power wasn't there, as she failed to hit a home run. She quickly began to question herself.

"My sophomore year was very frustrating," Furtado said. "I knew I put in the hard work during the offseason, and that's what made it more frustrating. Then, I started to wonder if I had worked hard enough or in the right areas. I began to press. I would spend extra time in the batting cage before and after games. I always kept replaying game situations and at-bats in my mind. It started to wear on me and I'm sure it showed out on the field both offensively and defensively. I lost some confidence."

Christine Grenache, who at the time was an assistant coach, worked with Furtado non-stop before and after practices. Grenache didn't question Furtado's work ethic, but wanted the hitter to focus on the basics.

"Coach Grenache kept telling me the first thing to do is remember that it's a game and to have fun," Furtado said. "I basically needed to get out of my own way and stop pressing. It wasn't doing the team or myself any good. The second thing we worked on was getting back to the basics in terms of preparation for an at-bat, and then when I'm at the plate."

Furtado took the lessons to heart, and as her sophomore season wound down, she



started to collect a few more hits and feel her confidence returning. There wasn't much that could be done to salvage her sophomore season, but Furtado was determined to take the late-season uptick and carry it over into her second offseason.

### It Pays Off

Keeping things simple was Furtado's goal in working out prior to the 2012 season. She focused on the basics of her swing and her discipline in various in-game situations.

"The biggest thing was continuing to believe in myself," she said. "I had experienced success at this level, so it was never a question of if I could do it. I knew I could, and I wanted to build off what had worked as a freshman."

Furtado kept things simple when it came to her at-bats. She developed one rule, which was to put a good swing on the ball and hit it hard. From there, it was out of her control, so she decided not to dwell on it.

"You never know what's going to happen in the field and how the defense is going to handle your at-bat," she said. "I just wanted to make sure I took care of myself at the dish and put a good swing on the ball. I also focused on every at-bat as a

clean slate. You can never get too high after a good at-bat, and never get too low after a bad one."

With that perspective, along with a rigorous off-season training program, Furtado exploded during her junior season of 2012. She led the team and ranked among the league leaders with a .333 batting average while launching five homers and driving in 30 runs. She also posted a .565 slugging percentage and a .402 on-base percentage.

Anyone who watched her play as a junior knew her value to the team and that she was one of the better backstops in the NE-10. "I got into a zone early in the season," Furtado said. "I took away from each of those early at-bats the things I did well and applied them to my next at-bat. I felt good, and my confidence was very high."

Her first home run of the season ignited a 10-2 victory over Bentley in the first game of a doubleheader on March 26. After failing to homer in her next eight games, Furtado exploded for three blasts in the ensuing four contests. Her home run in the second game of a doubleheader versus Stonehill on April 3 tied the program record for career homers, and her shot the next day against Assumption gave her sole possession of the mark. Furtado homered two games later against American International on April 7 and deposited her final home run ball of the season on April 20 versus Saint Rose.

*"The biggest thing was continuing to believe in myself," she said.*

"I just stayed within myself, even when I was going through that streak of hitting home runs," Furtado said. "During each at-bat I just focused on my swing."

### Looking Ahead

Keeping things simple worked for Furtado as a junior, and she doesn't plan to change her approach entering her senior season. "As a team, yes, we are focusing on big things, and I'm looking forward to the challenge," she said. "Coach Grenache has done a good job of keeping the team focused on the next step, and when we accomplish that we will move onto the next step. I'm excited for my senior season."

~ Doug DeBiase



## THREE RAVENS TEAMS EARN NE-10 ACADEMIC EXCELLENCE AWARDS FOR THEIR RESPECTIVE SPORT

A trio of Franklin Pierce University athletic teams (volleyball, women's basketball, and women's tennis) earned the 2011-12 Northeast-10 Conference Academic Team Excellence Award for their respective sport, as announced over the summer by the league. The three Raven squads were tied for the second highest total in the league. The award is given to the school that produces the highest grade point average in that particular sport.

The volleyball program, under the guidance of head coach **Stephanie Dragan**, produced an outstanding 3.573 cumulative grade point average for the year. That total was the second highest among the 23 academic team awards handed out and was bested only by New Haven's women's cross country team, which had a 3.590 GPA.

The women's basketball team, under the guidance of new head coach **Jennifer Leedham**, and former coach **Steve Hancock**, produced an equally impressive 3.539 GPA. That total was the fourth highest among the 23 team GPAs listed.

The women's tennis program, under the guidance of head coach **Alex Eckhardt**, won its team excellence award by posting a 3.435 cumulative GPA. The mark was the eighth highest GPA released by the league. "I'm very proud of these three programs for their academic success," Director of Athletics **Bruce Kirsh** said. "Being a student-athlete takes a lot of discipline, because you must first succeed in the classroom before succeeding on the field or on the court. Coach Dragan, Coach Leedham, and Coach Eckhardt do a great job of staying on top of their student-athletes and their academic work."

~ Doug DeBiase



Photo by: Dan Foyger



Photo by: Dan Foyger

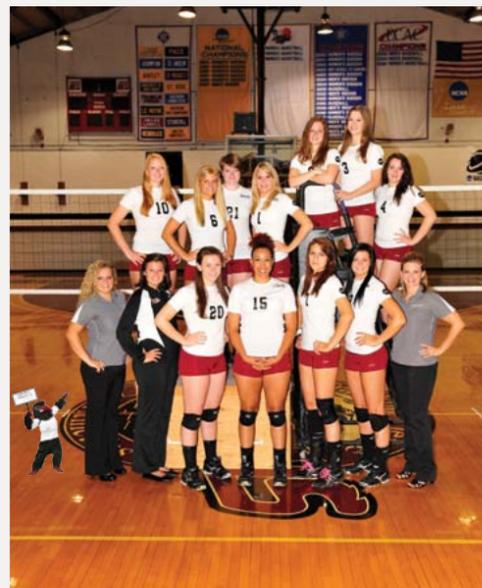


Photo by: Richard Or

## Sustainability

Spring 2012 brought new growth for sustainability initiatives at Franklin Pierce. The Sustainability Council hired Jess Gerrior as the new sustainability coordinator in January 2012, and together they have strengthened the University's commitment to environmental, economic, and social responsibility. As a signatory to the American College & University Presidents' Climate Commitment (ACUPCC), Franklin Pierce has aligned with other leading institutions by pledging to eliminate its contribution to climate change over time.

FPU's Climate Action Plan (CAP) outlines goals for reducing greenhouse gas emissions, adopting more efficient "green" technologies, reducing solid waste, and implementing sustainability

through education. The sustainability coordinator, together with the Council, have been reaching out to constituents throughout the FPU community to increase communication and involvement, attain CAP goals, and build a culture of sustainability on campus.

Among the successes this year:

- Two truckloads of furniture and household goods donated to local charities by students during move-out days, organized by Sustainability Certificate students.
- Increased recycling, thanks in part to a switch to single-stream recycling, a spring contest hosted by the Eco Club, and through the support of members of the Eco Rangers team.

- FPU representation at the Northeast Campus Sustainability Consortium (NECSC) Annual Conference in Syracuse, N.Y.
- A large increase in the number of applications for Sustainability Lifestyle Housing, a proposal for a community garden, maps of FPU's ecological assets, and other student-led initiatives.

Sustainability Coordinator Jess Gerrior welcomes ideas and participation in sustainability efforts from students and the larger community at Franklin Pierce. Contact her at: [sustainabilitycoordinator@franklinpierce.edu](mailto:sustainabilitycoordinator@franklinpierce.edu), or go to Franklin Pierce's Sustainability web page for additional information:

[www.franklinpierce.edu/about/sustainability](http://www.franklinpierce.edu/about/sustainability)





Adam Grill '89, Joe Davis '89, and Reggie Deshield '90 at the Evening of Excellence on Alumni Reunion Weekend 2010.

Hello Fellow Alumni,

As I venture into my second term as President of the Alumni Association, I am proud of the accomplishments this association has made. We continue to focus on our mission of engagement – and it's working! We currently have more than 2,500 alums following alumni activities on Facebook, LinkedIn, and Twitter.

Our chapter and regional events participation continues to grow at a healthy pace, and the Alumni & Reunion Weekend enrollment has been amongst the highest ever. These are just a few of the highlights from this past year. There are many other initiatives being worked on. You're welcome to learn more about them by contacting any of the board members or joining one of our meetings.

I'd like to welcome our newest members of the Alumni Association Board: Chris Holman '99, Remi Francoeur '04, Allison Smith '07, Jennifer (Scott) Forry '04, and Coursen Schneider '09.

We're looking forward to your involvement! I'd also like to send a heartfelt thank you to our retiring members: Marcy Fink '73, Ulysses Shields '02, Christopher DeGeorge '04, Patrick Tracy '98, and Kyle R. Provost '05. It's been a pleasure working with all of you!

These are exciting times for our University! This year marks the 50<sup>th</sup> anniversary of our beloved alma mater. Join us on Alumni and Reunion Weekend, which kicks off an entire year of honoring the past...piercing the future! It is sure to be an amazing year of celebration.

I look forward to sharing information about our progress at future board meetings and hope to see you at one of the many chapter events planned throughout the year.

Adam Grill '89

Alumni Association Board President

### Your Alumni Association Board of Directors

#### 1966 - 1969

David B. Groder '66  
Richard Falconi '69  
Ray Schank '69

#### 1970 - 1979

Arthur Fink '72  
Scott Babitts '73

#### 1980 - 1989

Bob Riley '82  
Kimberley (Lewis) Riley '83  
Adam N. Grill '89

#### 1990 - 1999

Dominick Miciotta '91  
Chris Holman '99

#### 2000-2009

Tara (Pietraszuk) Shollenberger '04  
Remi Francoeur '04  
Jennifer (Scott) Forry '04  
Allison Smith '07  
Coursen Schneider '09

### College of Graduate & Professional Studies

Valerie Kennedy '91  
Pamela Sanderson '98, G'08

### Chapter and Regions

CT ~ Andrea Beaudette '00

MA ~ Joyce (Loughlin) Bastille '91,  
Remi Francoeur '04

NH ~ Scot Weisman '03

NYC/NJ ~ Kevin Shirvell '01  
Regina Bonito '05

FL ~ Henry Ellis '69

NC ~ Tara Shollenberger '04

RI ~ Kristen Costa '05

SCA ~ Sharon Lyn Stein '71

Wash., DC ~ Jen DePaul '08  
Phil Updegraff '99

# Memories

The Alumni office utilized SurveyMonkey to ask you for your favorite memories at Franklin Pierce. Thank you to everyone who took the time to respond – take a walk down memory lane, and enjoy!

My favorite memory at Franklin Pierce ...

- Being driven up this dusty road to the Manor house and unloading a few bags – turning and watching my parents driving away and heading toward New York. This was in the summer of 1963, and I was one of the first students at FPC!
- The amazing level of involvement and support the psychology professors had with their students.
- The holiday parties I had with my residents when I was an RA.
- Oozeball! Still have the shirt. Dorm-to-dorm hall parties and lying among the wildflowers on the ski hill.
- Walking on a frozen Pearly Pond in the dead of January, singing Don Mclean's American Pie with some good friends!
- The great times we had with all of the former teachers and classmates that we got to know while we were there in the years from 1964 to 1968.
- My absolute favorite was studying abroad in Vienna, Austria, with my Franklin Pierce family. Studying abroad with my favorite FP faculty and peers – nothing can top that!
- Being a big fish in a small pond.
- Including college President Walter Peterson as an honorary member of the class of '79 during our graduation ceremony; as the class president of '79, I presented him with a plaque and sealed it with a kiss and a handshake on stage, which was captured by a photographer and displayed on the cover of the Monadnock Ledger newspaper.
- Budda-beg clam bakes (1971-74).
- One of my favorites was the annual Oozeball tournament played in the early springtime! It was always a blast to get a team of friends together to play volleyball in eight or so inches of mud and then take a dive into the freezing cold waters of the lake to get it all off.
- Getting up every morning and getting to look at Mt. Monadnock.
- Coming out of the library one very, very cold night, I was stunned to see the northern lights. I didn't know what it was and ran into my dorm to tell people. Only a few hardy souls came out with me, and we watched until it was gone. Amazing.
- The nights in the dorm freshman year.
- Sitting with friends on the Manor lawn wrapped up in blankets watching outdoor concerts.
- Our class was the first true 4-year class at Franklin Pierce College. We all came in September of 1964. I remember with pride the carriage house, the Manor, off-campus living with some of my classmates, the student union building, and the pond.
- Events in the student building.
- Working on campus over the summer and sitting in front of the Manor at sunset smoking a cigar.
- Drive up College Road.
- Completing the adventure course in my freshman year.
- The great atmosphere, friends and teachers, and academics. The parties were fun too.
- There are too many; meeting my future wife, all the wonderful lifelong friends I made, playing soccer for four years, and many more.
- How the beauty of the campus in autumn really inspires the start of the academic year.
- As soon as I set foot on campus, it was like putting on your favorite sweater; it just fit, and I knew this was where I wanted to be. I did not even know I was accepted at the time, and when we entered admissions they told me, and I have never had such amazing years as I did at Franklin Pierce. The campus, the people, and the culture all collaborate to provide their students with the best experience both in and out of the classroom.
- It is where I met my wife.
- The great professors and the faculty that we had as students.
- Dr. Dan Kilty.
- Meeting my best friends.
- Going to hockey games and partying afterwards.
- Driving my car across the frozen lake.
- Climbing Monadnock in February.
- The annual toga party thrown by my pals in condo 2.
- Spending time in the Fitzwater Center planning my radio and TV broadcasts.
- Summer school, very relaxed, quiet, with smaller class size.

# Phi·lan·thro·py

[fi-lan-thruh-pee]

the desire to promote the welfare of others, usually manifested by the generous donation of money to institutions of learning, good causes, hospitals, and other socially useful purposes.

## Giving Back

Growing up in Springfield, Mass., the only child of a grocery store clerk and a stay-at-home mother who battled kidney disease, Jonathan Slavin '92 says he was "more or less prepped to get serious about thinking of my future and school at an earlier age than most." As a Franklin Pierce donor and volunteer, Slavin focuses his efforts on helping the next generation get serious about their future and find their way to a satisfying work life.

Since leaving the military in 1996, Slavin has been a financial trader and currently manages an equity trading desk in New York City for a global asset management firm based in Newport Beach, Calif. Jon and his wife, Lori (Weinstein) Slavin, have been generous and unwavering donors to Franklin Pierce students, supporting scholarship funds and the Annual Fund for 20 years. Jon recognizes the critical role scholarship support played in his own education; "I chose FPU because I wanted to stay in the Northeast, it had a beautiful campus, the classes were small, and honestly, the school gave me the best financial aid package. We give back to Franklin Pierce because Franklin Pierce showed its dedication to me when I needed it."

The Slavins hope that by giving to Franklin Pierce, students can have the opportunities and resources they need to create a bright future for themselves — and to continue the spirit of giving by supporting future generations of Franklin Pierce students. "In the University's next 50 years, I'd like to see a better network of alumni to provide more mentoring and scholarship support to help students get started in life. In my work, I've seen many students coming out of big established schools where they are supported by philanthropy and alumni who help them make connections and get started in their careers. I'd like to see Franklin Pierce moving closer to that model in its next 50 years." Slavin has been back



Jon and Lori Slavin with daughters Sydney (14) and Skylar (8 1/2)

to campus several times to talk with students about his career and has helped many make professional connections, some of which have led directly to jobs in their field.

Advice for today's student: "Try to figure out what you really like to do and don't worry about the money. Doing what you like to do usually results in being happy in your work and having a successful career. And when you're happy, you're more likely to give back."

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## Creating Tradition

Michael Black, president of the freshman class in 2011-2012, has started a new tradition at Franklin Pierce. He induced his class to consider philanthropy; the result was that more than half of the freshman made a donation to the school in gratitude for their first year. "I was excited to show the school that we were really grateful for our education here," Michael says.

Michael shared that he had to gather a lot of courage in order to run for class president in his freshman year. He was surprised that he won and was grateful for the opportunity to serve the University. In order to raise money from his classmates, Michael decided to go door to door in the freshman dorms. After two weeks, he had inspired more than half of the class to make a gift to the school.

Michael's classmates are delighted with his leadership, and he has been elected sophomore class president for 2012-2013. Michael wants to have even more students participate in the gift campaign this year and is looking forward to getting students involved. He is also planning to contribute his efforts to helping with the yearly phonathon which reaches out to alumni twice a year to ask them to consider becoming part of the growing alumni body that helps to support the University. So if you receive a phone call from a Franklin Pierce student named Michael asking you to contribute to your University, give him a special hello and a thank you for his enthusiasm and Franklin Pierce pride!



## Giving Opportunities



This man's easy smile and friendly, welcoming personality are his trademarks, coupled with high energy and drive. These attributes have served Ahmad Boura G '02 well in navigating from a humble upbringing in Lebanon (the country, not Lebanon, N.H.!) to become the Vice President of Institutional Advancement at Franklin Pierce. "My parents never had the opportunity to finish elementary school," Ahmad says. "They wanted me and my three brothers to go to college." Ahmad credits his good fortune in acquiring undergraduate and graduate degrees to the support of others and is dedicating his life's work to making this a reality for as many young people as possible.

"Philanthropy transforms lives," Ahmad says, "and it is also the key to economic success in

any country, because philanthropy in higher education builds a strong foundation for society as a whole." Ahmad experienced the transformative power of philanthropy firsthand. He earned an accounting degree from Beirut University before immigrating to the United States, where he enrolled in Franklin Pierce's MBA in Leadership program. Ahmad coached men and women's soccer and advised international students as a graduate assistant while going through the program. Soon after, Ahmad was tapped to help the college develop a robust fundraising department; he began as a Major Gift Officer and then a Chief Development Officer before becoming the Vice President of Institutional Advancement in 2009.

To know Ahmad is to know that he enjoys his work a great deal. He is deeply appreciative of the opportunities that he has been given in his life, and he wants to make sure that others are given these opportunities as well. "Over the past decade, I've had the opportunity to work with many passionate donors who care about changing the lives of others," says Ahmad. "An

institution like Franklin Pierce relies heavily on its donors to make education possible for many of its students. In my mind, every gift counts. I have experienced people doing great things to help others, by providing scholarships or resources — to sports teams, the library, the institutes, or academic buildings and pursuits. As we look forward to Franklin Pierce's next 50 years, donors can play an even greater role in securing its future."

Ahmad notes that philanthropy has been fundamental during Franklin Pierce's first 50 years, from its very formation by people who invested in its establishment in order to provide opportunities for students who might not otherwise be able to take advantage of higher education. "Donors are investors," Ahmad says. "Franklin Pierce has always been moving in the right direction and has always been worthy of that investment because of its leadership, vision, and thoughtful plans for the future. And when people see the end result of the effects of their generosity, there's nothing else like it!"





**1966** After a 32 year career as an FBI agent, **John T. Burke '66** started his own private detective agency in Boston. It is involved in myriad investigative efforts including criminal defense, location/interview of witnesses, pre-employment and background investigations, civil litigation inquiries, document retrieval, and most recently reaching out to provide these services to the Brazilian community.

**1967** **Sheila (Speeney) Bergeron '67** has retired and sold the family business, Telstar Display Fireworks, Inc. Sheila's husband passed away in February; she now substitutes as a teacher to keep busy.

**Hugh Fiore '67** retired in October 2010 and lives in Sarasota, Fla. He spends four months each summer in Bristol, R.I.

**1970** **Dennis Maliangos '70** reports that his daughter, Sandy, will be starting her junior year at Franklin Pierce and majoring in physical therapy in September.

**1971** **Deborah Carney '71** is happily semi-retired in the White Mountains of New Hampshire after 33 years as a clinical exercise physiologist for South Shore Hospital, S. Weymouth, Mass. She enjoys skiing, snowshoeing, hiking, and biking with her new Australian Shephard puppy, Bailey.

**Donald Moisen '71** retired in Bangkok, Thailand, in 2006 and is bouncing back and forth between his other home in Palm Springs, Calif. He plans to be back in the desert in July to attend the DODDS teachers reunion in Denver, Colo. Donald worked for the

Department of Defense Schools for 31 years in Japan. He is now retired and enjoying life in the Kingdom of Thailand.

**1972** **Jack S. Alexander '72** and his wife, **Deborah (Peacock) Alexander '71**, are proud to announce that their oldest daughter, Margaret Gray, graduated from the University of South Carolina School of Medicine with honors on May 6, 2011. Dr. Margaret Gray and her husband have two children and she is in her first year as a pediatric resident at Palmetto Health Richland Children's Hospital in Columbia, S.C.

**1973** **Laura (Henry) Cavallo '73** recently retired and has a grown son. Laura says, "What a wonderful feeling and milestone!"

**1978** **Anne Spencer Mattheisen '78** is still in northern Virginia working as a teacher's assistant. She had great travels this year, and has a daughter at LSU and a son who graduated from Virginia Tech.

**1979** **Jeffrey Sullivan '79** is very happy living at the foot of the Rocky Mountains. Big "Hellos" to Tony, Dave, Neil, Cathy, Bill, Kurt, Nancy, Dennis, and Mary.

**1983** After a four-year stint teaching at New Hampshire's first public arts and technology charter high school, **Beth (Edgerly) Allard '83** has been teaching English at Rochester Middle School. It will be 30 years since graduation next June, which certainly seems impossible, but now makes the

desire for getting together with past college friends even stronger. Hope we can get a great turnout for our class reunion in 2013!

In the summer of 2011, **A'lisa (Underwood) Tello '83** had the opportunity to take two teens to the Global Youth Activation Summit held in association with the Special Olympics World Games in Athens, Greece. There were 100 teens from around the world and only ten teens selected to represent the USA. The Summit focused on social justice, where youth are empowered to change their schools and communities and create environments where everyone is accepted and welcome, regardless of ability. For more info on the overall initiative: [http://www.specialolympics.org/Sections/What\\_We\\_Do/Project\\_Unify/Project\\_Unify.aspx](http://www.specialolympics.org/Sections/What_We_Do/Project_Unify/Project_Unify.aspx).

**1990** **Kevin '90** and **Kristen '91 (Cabral) Billies** are living happily with their three children in central Virginia. Emily is 20, Connor 15, and Jack is 10. Kevin continues to work in the POP Display Business, and Kristen is working at the local elementary school as a teaching assistant in the K/1. We hope everyone from the Pierce days is doing well, and if you are ever in our area, please look us up.

**1991** In January 2012, **Holly (Alexander) Agati '91** received a Ph.D. in Education Policy, Planning and Leadership from The College of William and Mary with a focus on higher education. Her dissertation topic is The Millennial Generation: Howe and Strauss Disputed.

**Brenda O'Shea '91** and her husband, Mark, have just purchased the Budget Host Inn located in Cody, Wyo., on the eastern side of Yellowstone National Park. They operate the Inn May-October, then hide under their palm tree in the Florida Keys.

**1992** **Michelle (Lackey) Maselli '92** and husband, John, welcomed twins John George and Athena Hope on September 7, 2011.

**1993** **Ely Prussin '93** recently took a new job with Mesquite Gaming in Mesquite, Nev. Ely is currently the director of player development for the CasaBlanca and Virgin River resorts. Ely has been living in Las Vegas for the past 16 years and working in the gaming industry. He has been married for 15 years and has a 13-year-old son and 10-year-old daughter.

**1994** **Christine (Bohnert) Bredow '94** has two daughters: Nicole, born Nov. 29, 2008; and Abigail, born July 30, 2011.

**1996** **Rebecca Peet '96** became engaged to be married to Raymond Sousa on December 24, 2011. They plan to be married May 2013 in Connecticut.

**1998** **Richard Berube '98** has worked in the greater Boston and Southern New Hampshire area as a graphic designer and web designer and has finally settled down in New Hampshire. He is currently proud to be the web "Guy" at Franklin Pierce! Married in Nashua on October 1, 2011, Rich and Diane have a furry "kid" named

Pepper, a Rat Terrier. Looking forward to catching up with fellow alums at the Reunion '12. Check out the web for more details!

**Matthew Gage '98** moved to Arizona from Massachusetts in July 2012 to take on a new challenge within the private aviation field. He is now working for Prime Jet LLC, an international private jet company, serving as their pilot and jets record keeping coordinator.

**2000** **Andrea Beaudette '00** got engaged this past November; a September 29, 2012 wedding is planned.

**2001** **Dr. Anthony S. Luzzi '01** graduated with honors from Temple University School of Podiatric Medicine in Philadelphia, Pa., on May 9, 2012. Dr. Luzzi will be completing his 3-year residency in foot and ankle surgery at Pinnacle Health Hospital in Harrisburg, Pa.

**Daniel Weykman '01** was promoted to Resource Conservationist with the USDA Natural Resources Conservation Service in Canandaigua, N.Y. He moved in December to Phelps, N.Y., and is enjoying a new house with over 6 acres.

**2002** **Katherine J. Morneau, Esq. '02** has opened a law firm, Law Office of Katherine J. Morneau, PLLC in January. The firm, based in downtown Nashua, N.H., practices in family law, criminal law, and estate planning.

**2004** **Amy Renczkowski '04** is engaged to Jeffrey Erhart. A July 2012 wedding is planned. The couple resides in Gales Ferry, Conn.

**Remi Francoeur '04** is one of a 12-person team running the 240 mile 'Reach The Beach' race in May from Leominster, Mass., to Westport, Mass. Each is running 20 miles.

**Brooke (Remington) Rice '04** stated she is teaching in Vermont, married, and coaching varsity softball and soccer.

**Kellie (Beaudoin) Cannon '04** and Joshua Cannon welcomed their first child, Henry Paul Cannon, into the world on March 24, 2012.

**2005** **William Gauthier '05** was recipient of "The Top Young Trainers under 40" by *Training Magazine*.

**2006** **Rachel (Mitchell) Welton '06** and her husband married in 2007, bought a house in 2009, and became the parents of a little boy in 2010.

**2007** **Maegan Gross '07** is currently finishing up her first year of the biomedical science Ph.D. program with a concentration in neuroscience at the University of Connecticut Health Center.

**Brett '04** and **Juliana (Spence) Wilson '07** welcomed the birth of their baby girl, Suria Rodriguez Wilson, on May 22, 2012 at their home in New Ipswich, N.H.

**Rosheen (McGrail) Kosko '07** and **Michael Kosko '08** had their first baby girl, Margaret Rosaleen, on February 27, 2011. They bought their first home in Shelton, Conn. Michael is a prevention specialist for the Town of Guilford, and Rosheen works as a contracts manager for an electrical contracting company,



McPhee Electric. Mike and Rosheen attended Franklin Pierce for three years at the same time but never knew each other. They had very close friends who all hung in the same circle, but it wasn't until a couple of years later after graduating that they met at a common friend's house party ... the rest is history.

**2009 Erika McGowan '09** is one of five accepted into the DGA (Director's Guild of America) Training Program.

**2011 Leslie Boswak '11** is currently employed as the town administrator for the Town of Deerfield, N.H. She also a town councilor-at-large in her hometown of Hooksett. In addition to serving on the town council, Leslie is also a member of the Hooksett Economic Development Committee and commissioner for the Southern New Hampshire Planning Commission.

**Michael Barrasso '11** is working part-time for Music and Arts Centers.

## Faculty Update

George Dishong was a Professor of Math and Director of Science Division who retired after 23 years in 1990. He has fond memories of Faculty Basketball (with Walter Peterson) against the students. George had a great time at FPC, and he loved his students. He would like to ask his students if they remember him as the Professor who also worked out a lot from 1967 to 1990 (or about then). Regards to all at FPC (FPU).

~ George W. Dishong



Photo by Ann Lafond

## In Memoriam

**Linda Bruno '71**  
Rindge Alumni  
July 2, 2012

**Lenore Eileen Lam '70**  
Rindge Alumni  
July 19, 2012

**Leo H. Carney '70**  
Rindge Alumni  
May 25, 2012

**Michael A. Mello '90**  
GPS Alumni  
February 17, 2012

**Matthew L. Ciccarello '90**  
Rindge Alumni  
May 7, 2012

**Vidal Sassoon**  
Parent of Graduate  
May 9, 2012

**Corinne Enders**  
Parent of Graduate  
June 20, 2012

**Emily E. Schank**  
Parent of Graduate  
July 3, 2012

**Dr. Ralph Hjelm**  
Former Faculty/Staff  
February 28, 2012

**Anthony J. Spagnuolo**  
Friend  
December 13, 2011

Photo by Ann Lafond

*Let us know about your achievements, life's adventures, and what you've been doing since graduation (50 words maximum please).*

Submit your class notes for the next issue by

**Jan. 15, 2013**

at: [www.franklinpiercedu.edu/alumni](http://www.franklinpiercedu.edu/alumni)  
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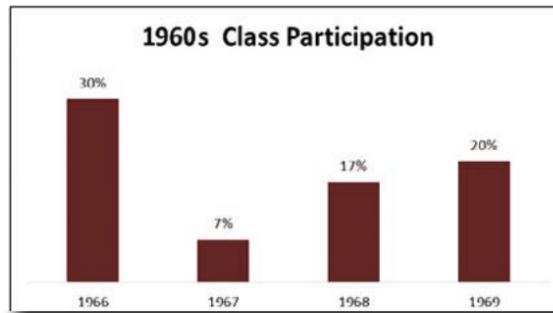
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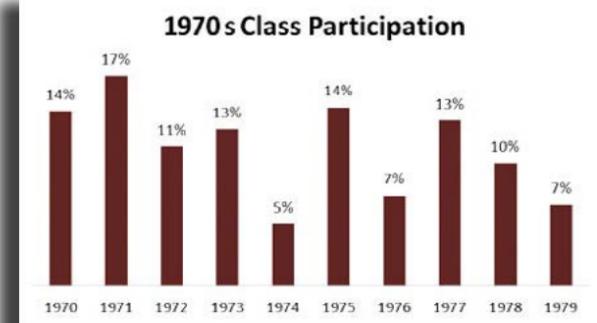
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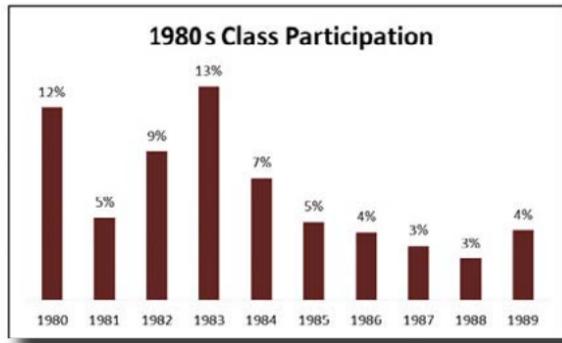
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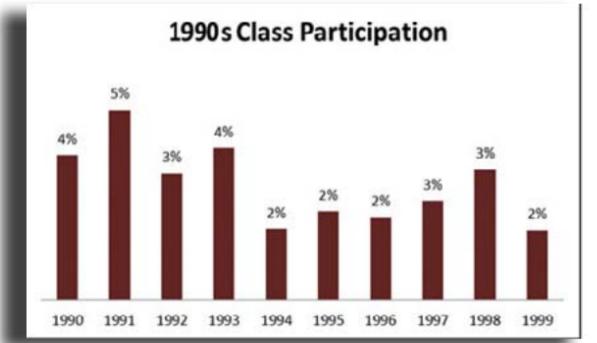
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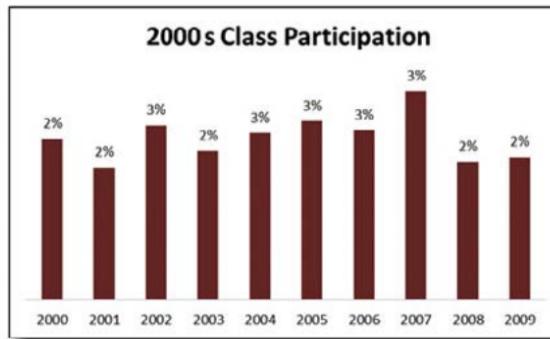
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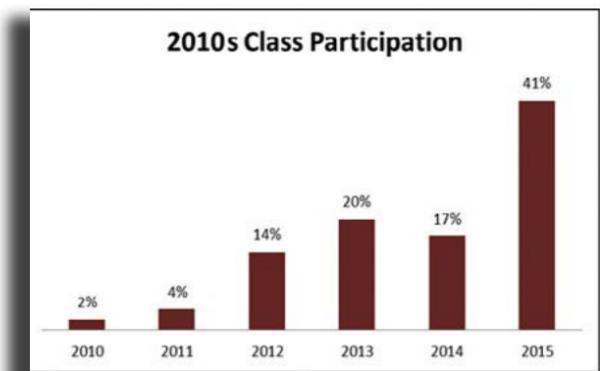
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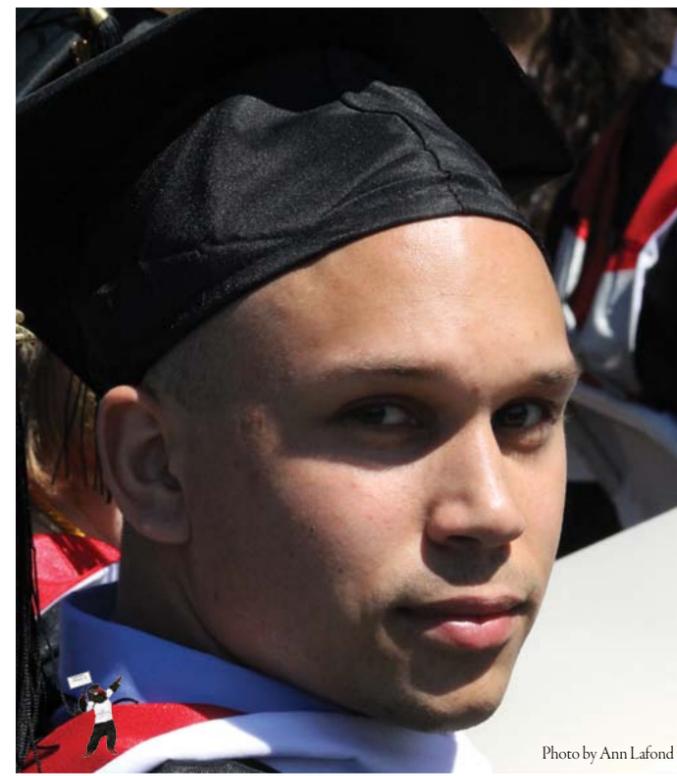


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 Mr. Raymond Sideleau and  
 Mrs. Maryrose Sideleau  
 Mr. Adam Steinberg '03 and  
 Mrs. Karrie (Stone) Steinberg '03  
 Mr. Steven A. Thurber  
 Mr. Marc P. Tieger '69  
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\* Deceased, # Graduate Degree



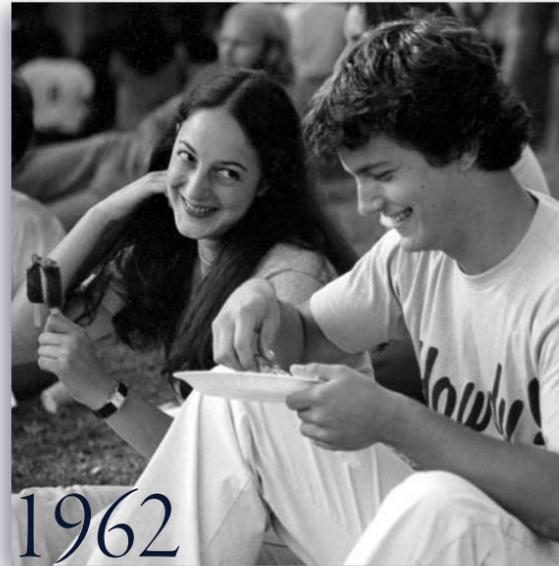
“What is it you plan to do with your one wild and precious life?”

~ Mary Oliver, *New and Selected Poems*



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