

FALL  
2022

# UNE MAGAZINE

UNIVERSITY OF NEW ENGLAND

POLITICAL POLARIZATION

CANCEL CULTURE

COVID PANDEMIC

CLIMATE CHANGE

SOCIAL JUSTICE ISSUES

WAR IN UKRAINE

ECONOMIC DISPARITY

INFLATION





I hope all of you in the UNE community had a warm and wonderful Thanksgiving. And may the winter holidays give us all the opportunity to enjoy some well-earned peace and serenity as we gather with loved ones, friends, and family.

It's no secret that we are living through challenging times. Over the past few years, COVID, climate change, heated political and social division, economic inflation, and war in Ukraine have impacted all of our lives — for some of us, in profound and tragic ways.

And of course, these things also affect UNE at an institutional level, raising all sorts of questions about what we do and how we do it. How do we fulfill our mission to prepare students to succeed in a world of increasing conflict and complexity? How do we give them the tools to navigate difficult conversations and uncomfortable encounters; to accurately assess the constant, overwhelming stream of new information they encounter; and to connect with a larger sense of purpose so that, ultimately, they can do good work and lead meaningful lives out in the wider world?

Addressing these undeniably complicated questions is the fulltime occupation of nearly every person employed at UNE — administrators, faculty, and professional staff — and the focus of the cover story in this issue of the *UNE Magazine*.

As an uncommonly nimble and mission-based institution, UNE has been able to adapt more quickly to this current societal moment, and in more effective and meaningful ways, than many of our peer institutions. We have restructured our Office of Student Affairs and rethought our entire approach to student wellness and mental health. We have provided faculty workshops and training around diversity, equity, and inclusion as well as new teaching modalities. And we have supported open discourse and viewpoint diversity to a nearly unprecedented degree through the "Marketplace of Ideas" section of our website and associated resources and programming. These include the new annual \$1,000 President's Award for Constructive Discourse, which I had the pleasure of introducing at this year's Fall Assembly for faculty and professional staff.

Also within these pages, you'll take a deep dive with our marine science master's degree students (who will stop at nothing short of saving the planet); unearth Passamaquoddy relics on an archaeological dig in Downeast Maine; tour the blueprints of the Harold and Bibby Alford

Center for Health Sciences, which will become the new home of our College of Osteopathic Medicine when it opens in the summer of 2024; and meet our new provost, Gwendolyn Mahon.

You'll also enjoy photo spreads on our 2022 Commencement ceremony, featuring acclaimed social commentator Jonathan Haidt; the student-organized Out of Darkness suicide-prevention walk; the UArctic Assembly (we were proud to co-host the event with our colleagues at the University of Southern Maine); and the inauguration of a new student tradition with the Class of '22 Tunnel Mural.

All that, plus regular features, such as Humans of UNE, a Travelogue photo journal, Class Notes, and a full-color comic from M.S.W. alum Katy Finch. There's more, but I'm running out of space, and there's really no substitute for turning the pages and seeing for yourself!

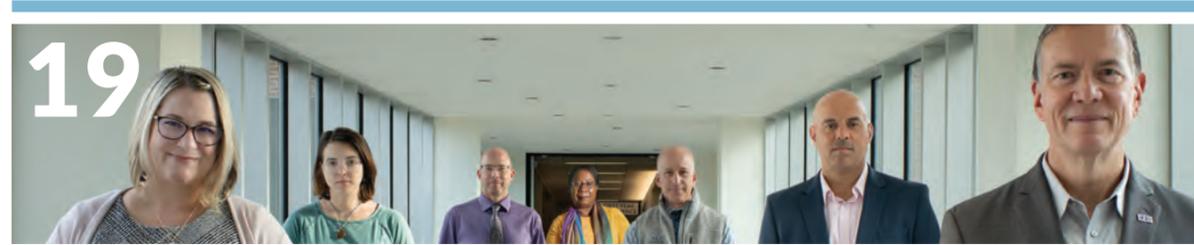
Yes, we live in challenging times. But at UNE, we have learned to expect the unexpected. Although data help us anticipate things like demographic changes and workforce development needs, other phenomena, such as COVID and its lingering impacts, are unforeseeable, chaotic forces. We can't necessarily foresee what the biggest challenges of the coming decade, or even of the coming year, are going to be.

But what I am certain of is that UNE's focus on the health professions; the natural, environmental, and social sciences; business innovation; and the arts and humanities are the exact programmatic strengths this societal moment so urgently cries out for — and that our collective sense of mission, our supportive and inclusive culture, our nimble operations, and our uniquely unwavering support for open expression and diversity situate us perfectly to help students maneuver through contemporary crisis points.

It is an honor and a privilege to lead UNE's inspiring and extraordinary community. There is no group of human beings with whom I'd rather face the unknown. Whatever the future may bring, I feel quite confident that, together, we will rise to the challenge.

Happy reading!

JAMES D. HERBERT, Ph.D. | PRESIDENT



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Ellen Beaulieu

**MAGAZINE STAFF**  
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Philip Shelley

**Art Director**  
Marine Miller

**Contributing Editors**  
Jennie Aranovitch  
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**Staff Writers**  
Chris Rose  
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**Designer**  
Milo Grammer

**Photographer**  
Holly Haywood

**DIGITAL CONTENT**  
**Editor**  
April Forristall-St Michel

**Designer**  
Jessica Kruzel

**CONTRIBUTORS**  
**Writers**

David Ambrose  
Wyatt Blackstone  
Angela Coulombe  
Amy Haile  
James Herbert  
Erica Houskeeper  
Carina McAllister  
Brooke McLaughlin  
Kaitlyn Quirk  
Sarah Swanick  
Amber Windler

**Photographers**  
David Bates  
Gabe Dickens  
Tristan Durgin  
Wayne Lamarre  
Jeff Scher  
David P. Terwilliger, II

**Comic by** Katy Finch

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**CONTACT** the UNE Communications Office:  
716 Stevens Ave., Portland, ME 04103  
[unemagazine@une.edu](mailto:unemagazine@une.edu)



## UNE, MAINE ADAPTIVE HOST SLED HOCKEY DEMONSTRATION

The UNE Department of Physical Therapy partnered with adaptive sport organization Maine Adaptive to hold a sled hockey demonstration at the Harold Alfond Forum in Biddeford on Sunday, April 24.

The event was an opportunity for Maine Adaptive to engage their clients in the newer sport of sled hockey and for UNE students to gain hands-on experience working with people of differing abilities.

Marissa Lyon, PT, Ph.D., D.P.T., NCS, assistant professor of physical therapy at UNE, said the demonstration was an example of community-based learning, a cornerstone of the D.P.T. program's curriculum. "With the community-based learning model, your goal is always to have an opportunity for everyone involved to benefit," Lyon explained.

Student volunteer Rachel Jordan (D.P.T., '23) said the event was a valuable way to gain experience with clients prior to graduating from the Doctor of Physical Therapy program. "As physical therapists, we'll be working with a variety of individuals with differing levels of ability," Jordan said. "Opportunities outside of school, like sled hockey, allow us to practice making personal connections with people in the community and learn to assess everyone's needs. The more experiences we can get as students, the better practitioners we'll become."

# UNE M.S.W. ALUM BECOMES NATION'S FIRST SOMALI AMERICAN MAYOR

After fleeing the Somali capital of Mogadishu some 31 years ago, starting a life in the U.S., and earning not one but two master's degrees, Deqa Dhalac, M.S.W. '17, became the country's first Somali American mayor when she was selected to lead the city of South Portland this past December.

Following her graduation from UNE, Dhalac set out to make change in her community, first as the intercultural program manager for the Maine Center for Grieving Children and, later, as the first African American and first Muslim person elected to South Portland's city council.

"There was nobody who looked like me in office in Maine when I ran for City Council. That's why I did it," Dhalac reflected.

She hopes her success in local politics inspires young people to become active in their communities and even to run for office.

"I want people to not be scared if they want to try something — anything — especially young people," she said. "It doesn't matter the color of their skin. I want people to look at me and see that if I can do this, they can too. It's hard work, but it's rewarding to be the voice of the voiceless."



# STUDENT TALENT SHINES AT UNE'S FIRST INNOVATION SHOWCASE

Animated interactive art installations, conceptual structures to redefine shared spaces, devices to track water quality at the tap of a touchscreen, and a health care roundtable about cultural understanding — all were, among many more, student projects highlighted at the University of New England's first Innovation Showcase, held May 4, 2022, which brought together students from across the University's many academic programs and outlets of creative thinking.

More than 100 people gathered in Innovation Hall on UNE's Portland Campus for the event, which recognized the work of students in the University's P.D. Merrill Makerspace and Shaw Innovation Fellows program as well as top innovators in the Maine Ideas Challenge.

The event space buzzed with curious minds inquiring about each other's projects — including a health care story slam organized by Chris Barr (A.B.S.N., '22) and a cultural competency roundtable for medical students organized by Labina Faizizada (Medical Biology, '23), both of whom are Senior Shaw Innovation Fellows.

David Evans Shaw, founder of IDEXX and CEO of the Black Point Group — who on May 21 received an honorary Doctor of Science from UNE during the University's 187th Commencement — gave the keynote address, which outlined the principles of environmental, social, and governance (ESG) investing as a business model.

Justine Bassett, M.S., director of Innovation at UNE and the P.D. Merrill Makerspace, said that students who participated in the event showed incredible determination as they encountered unforeseen challenges in completing their projects. "Whether these students were pursuing a business idea or a change on campus or in their field, they demonstrated inspiring teamwork, creativity, and grit," Bassett remarked. "They described challenges they had to work through and unexpected setbacks, and it's exciting to hear that they not only persevered but also learned that that is exactly what it takes to make change happen. I can't wait to see what they do next."

For additional content and bonus features, be sure to visit us online: [une.edu/magazine](https://une.edu/magazine).



## WAYNE LAMARRE'S OLYMPIC JOURNEY: THE EXPERIENCE OF A LIFETIME

Earlier this year, Wayne Lamarre, M.Ed., clinical professor and director of UNE's Master of Science in Athletic Training program, returned from a whirlwind trip to Beijing, China, where he was part of a five-member medical team for the U.S. Women's National Ice Hockey Team at the 2022 Olympic Winter Games.

His days in China started early and ended late. Lamarre spent mornings and nights working with the athletes, with a game or practice wedged in between the sessions.

"We would spend typically between 30 to 45 minutes per session, per athlete, working on rehabilitation and treatment," he said. "We dedicated six to eight hours per day to these treatments."

The team came out of the gate fast at the Olympic Games, reeling off three straight wins before losing to Canada. The players would meet the Canadians again in the final game but would have to settle for the silver medal, as Canada edged them 3-2.

Lamarre, with over 30 years of experience as an athletic trainer (AT), said he was honored to be a part of the Olympic journey, particularly with his love of hockey.

"I was an AT student with the Boston Bruins and Maine Mariners early on in my career, so I have always had a love of hockey from the athletic training perspective," he explained.

The trip, however, did not come without challenges, as it was marred by the pandemic and rife with constant testing, isolation, and a lack of spectators.

"The pandemic overshadowed everything that we were doing," Lamarre remarked. "I was staying with the operations director for our team, the director of USA figure skating, one of the USA men's curling coaches, and the USA men's curling athletic trainer. We chatted briefly when we were in the apartment together, but you did not feel comfortable enough to relax and get to

know these people in any way, shape, or form because you were worried about the risk of transmission and testing positive."

Still, Lamarre says being able to represent his country was the thrill of a lifetime.

"Just literally putting on the uniform, so to speak, and just knowing that we were not representing just ourselves, we were representing the United States, that takes on a totally different meaning," he commented. "I have been really lucky in my career that I have worked with high-level athletes. But it takes on a totally different meaning when you are representing your country."

Lamarre says he would love the chance to do it all over again in 2026 when the games are played in Italy. "I hope I get the opportunity to go back under different circumstances," he said enthusiastically. "I would love to visit Cortina, Italy, be in the Italian Alps, and have the freedom to soak in the full Olympic experience. Yes, it would be lovely."

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INSTITUTIONAL

## UNE welcomes largest undergrad class in its history

Bucking national trends among many of its peers in higher education, the University of New England has welcomed its largest-ever undergraduate class, with approximately 850 new undergraduate students enrolling at the University this fall.

With students hailing from 33 states, the class is also the most geographically diverse and — in terms of the number and percentage of students — the most ethnically diverse in the University’s history.

UNE President James Herbert attributes the strong interest in the University to several factors, including new majors, growing interest in existing majors, and the University’s distinctive quality as a private university with a public mission.

“UNE has always attracted students with a deep sense of purpose, who want to make the world a better place, and at this moment in history, young people know that the world needs their help,” Herbert said. “Students choose UNE knowing that our academic programs will prepare them for careers making meaningful impacts on the lives and the health of people, on communities, and on the planet.”



UNE LIBRARIES

## UNE archivist takes home 2022 Maine Literary Award for book of poems

Jefferson Navicky, M.F.A., the archivist for the Maine Women Writers Collection on UNE’s Portland Campus, has been awarded a 2022 Maine Literary Award for his book of poems, *Antique Densities: Modern Parables & Other Experiments in Short Prose*.

This year’s Maine Literary Awards, an annual competition hosted by the Maine Writers & Publishers Alliance (MWPA), drew more than 400 submissions across an array of categories, including poetry, fiction, nonfiction, drama, and more.

This year’s win follows Navicky’s 2020 win in the Short Works Competition for his collection of poems, *Our Fathers and Other Poems*. Attending virtually with his wife and pets, Navicky took home the Book Prize in Poetry, co-winning the category with W.J. Herbert for her book, *Dear Specimen*.

Navicky said *Antique Densities* was inspired by an anthology titled *Tales of Wisdom: One Hundred Modern Parables*, edited by Howard Schwartz. “That book changed my life,” Navicky explained. “The parables were strange, amoral, confounding elliptical prose poems that served to open a door in my head to the possibilities of how strange and wonderful writing can be.”



HEALTH PROFESSIONS

## Social Work alum convinces Maine legislators to pass new law regarding prosthetic devices

During her four years at UNE, Jordan Simpson, B.S. ’21 (Social Work), was focused on getting her degree. But she also focused on another key passion: advocating for people who have experienced limb loss.

Simpson, a congenital amputee due to amniotic band syndrome, loved to run, but she found it difficult to do so with her prosthetic leg. Her mother sought out a running prosthesis but was told the expensive device was not medically necessary, and the request was denied.

Simpson used her experience for a project in her Social Welfare Policy and Advocacy class. But soon, the story would be taken to members of the Maine Legislature, who later passed L.D. 1003, “An Act To Improve Outcomes for Persons with Limb Loss,” after Maine State Rep. Colleen Madigan (D-Waterville) visited Simpson’s class at UNE.

Now, Simpson says her work advocating for people who have experienced limb loss is only just beginning. “Where you live should not determine your care,” Simpson commented. “If I have to go state-by-state to ensure people receive the care and tools that they need to live their lives to the best of their ability, that is what I plan on doing.”

INTERPROFESSIONAL EDUCATION

## Interprofessional student group assembles 1,000 harm reduction kits for released inmates

A dozen students from multiple health professions programs convened on Monday, Aug. 1, to assemble 1,000 harm reduction kits to go to individuals being released from custody of the Maine Department of Corrections (MDOC).

Harm reduction refers to a wide range of public health practices designed to reduce the social and physical tolls of potentially dangerous activities — such as substance misuse and, consequently, drug overdose — and provide opportunities for recovery.

Kits assembled included toothbrushes and toothpaste, fentanyl test strips, contraceptives, and naloxone — an opiate overdose antidote — among other items intended to reduce harm for vulnerable individuals. The kits also included handwritten cards from the students, meant to give encouragement to those receiving them.

Elise Parker (M.S.O.T., ’23) said the event provided her and her interprofessional peers an invaluable glimpse into the work they will do as future health care providers.

“You never know who is going to come into your clinic, and individuals who experience substance use disorder will be a population I’m likely to interact with,” Parker said. “As a health care provider, the most powerful thing you can do is connect with your patients, see them as individuals, and, most importantly, see them as people.”



## OSTEOPATHIC MEDICINE

## UNE's Ling Cao featured in immunology association's AAPI Heritage Project

Ling Cao, M.D., Ph.D., professor of immunology in UNE's College of Osteopathic Medicine, was recently featured in a history project by the American Association of Immunologists (AAI) recognizing the contributions of Asian American and Pacific Islander (AAPI) scientists to the field of immunology.

Cao was invited to produce a video message about her research and scholarship as part of the AAI's commemoration of Asian American Pacific Islander Heritage Month, which is recognized in May.

Cao is an immunologist whose research focuses on chronic pain. Her lab research explores injury-induced neuropathic pain and HIV infection-associated neuropathy, with the goal of identifying strategies for improving pain management.

Cao said she was compelled to make her video to help showcase the roles Asian Americans have had in shaping the scientific community. "I thought it was important to have others see the many contributions Asian Americans have had in the U.S. beyond the stereotypical image many have," she explained. "I also wanted to showcase UNE as a fast-growing university that has contributed to education and research tremendously in the region."



## MARINE AND ENVIRONMENTAL PROGRAMS

## UNE professor and students deploy Maine's first real-time shark detection buoy

This summer, John Mohan, Ph.D., assistant professor in the School of Marine and Environmental Programs, several graduate and undergraduate students, and a marine scientist from the Maine Department of Marine Resources (DMR) set out from the UNE dock to deploy the state's first-ever real-time shark detection buoy between Ferry Beach and Old Orchard Beach.

The system, equipped with solar panels, an acoustic receiver, Wi-Fi, and SIM card "can send out a notification within minutes of a tagged white shark being detected," explained Mohan.

The buoy, purchased with funding from the Maine Outdoor Heritage Fund, is linked to a broader network of several other detection buoys in Maine and Massachusetts. The goal of the project is to increase safety and awareness by expanding monitoring of white shark populations along the coast of Maine.

The state began monitoring the movements of white sharks after a woman was attacked and killed by a shark off Harpswell in 2020.

Mohan wants to remind everyone that shark attacks are extremely rare. "We just want to create more awareness for the public in Maine," Mohan said.

## DENTAL MEDICINE

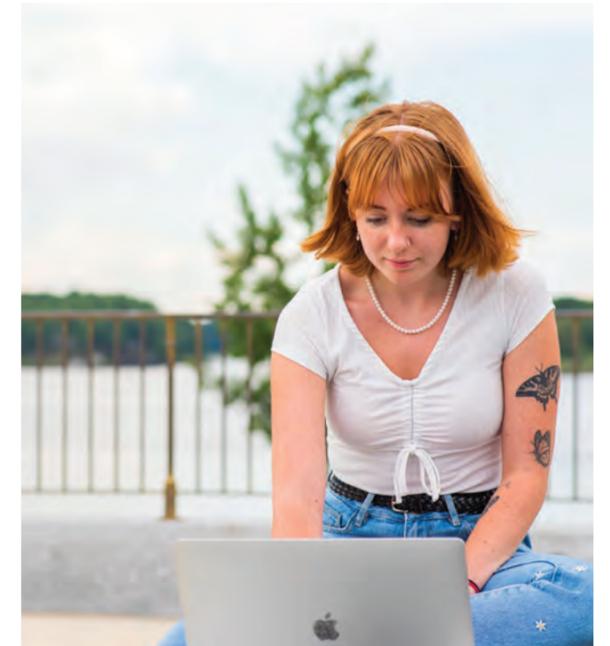
## College of Dental Medicine increasing enrollment to meet demand for dental care

The UNE College of Dental Medicine (CDM) is preparing to graduate more dentists to meet the growing demand for dental care around the state.

The College — the state's only dental school and the only such school in northern New England — is increasing its enrollment by eight students starting in the fall of 2023. The college currently enrolls 64 students per year, and the expansion will bring that total to 72 starting next year.

Of the eight new slots, six students will enroll in CDM's traditional four-year program, and two students will enroll in its Advanced Standing Track (A.S.T.) program, which prepares foreign-trained dentists to seek licensing in the U.S. in a little more than two years.

Renovations were recently completed at UNE's Oral Health Center, home of the College of Dental Medicine, to allow for larger class sizes. The school has graduated 377 dentists since its founding in 2013, and a quarter of all graduates are licensed to practice in Maine. As of 2021, about 40% of dental medicine graduates who are practicing in Maine practice in underserved areas.



## ONLINE

## UNE announces new technology skills courses to support workforce development

As Maine's technology sector continues to grow, the University of New England is training adult learners for high-demand industry jobs by offering online bootcamps in Software Development and UX/UI Design. The two online certificate programs are available to adult learners in Maine and beyond through UNE Online, the online education division of UNE.

Offered through a partnership with Upright Education, UNE Online's courses in user experience design and user interface design are crafted to complement learnings from virtually any academic program and to help students develop skills that increase their career flexibility. Students who successfully complete the technology bootcamps will receive certificates of completion, as well as microcredentials through Credly, which promise to increase the appeal of each student's resume.

Tech in Maine has boomed over the past several years. In 2021, the state added 500 new technology jobs, and projections for 2022 promise to match.

"As the technology industry continues to expand in Maine and throughout New England, the demand for training and for these new skills will only increase," said Beth Taylor-Nolan, Ed.D., dean of UNE Online. "As Maine's largest private university, UNE is uniquely positioned to meet the needs of this increasingly diverse workforce."



Alan Thibeault, UNE's vice president for Operations, on the building site

# AN EXCLUSIVE TOUR OF THE (NOT-YET-BUILT) HAROLD AND BIBBY ALFOND CENTER FOR HEALTH SCIENCES

Your Tour Guide: Jennie Aranovitch

By the time this issue of the *UNE Magazine* is in print, the backhoe will likely be rumbling and the dirt flying on the Portland Campus. The much-talked-about Harold and Bibby Alfond Center for Health Sciences – or what many have been referring to for months as the “new COM building” – will have, at last, started to become a reality.

For the past year, members of the UNE Community have learned all sorts of facts about the building: it will be 110,000 square feet; it will cost an estimated \$93 million; and, most importantly, by uniting UNE's medical school with its other health professions programs on a single campus, it will create a completely integrated health care campus that is truly unique to the region.

We've also learned that this building, while it will be the new home to UNE's College of Osteopathic Medicine (COM), will not be exclusively a COM building. In the true spirit of collaboration and collegiality, the center will serve all of the University's health professions programs, launching UNE to new heights in its national leadership in interprofessional education.

But what, exactly, is this new building going to be like? What are its features, floor plan, vibe? Those outside of the COM community and those not intimately involved in the planning process may only have a vague idea. So hop aboard this magazine tour and find out what's in store for us come summer of 2024.

## LOCATION AND STRUCTURE

With a 15-foot difference between the upper level and the lower level of the construction site (the area behind Innovation Hall, which encompasses a hill), the Harold and Bibby Alfond Center for Health Sciences will comprise three stories that are visible from the southern campus-core side of the building and a lower level that will be partially tucked into the hill and accessible through a west-side entrance. The building will be roughly shaped like a backwards “L” with the foot of the “L” extended by a narrow glass walkway at ground level that connects the building with Innovation Hall. The two wings of the “L” will form two borders of a spacious, green courtyard area, perfect for relaxing, studying, and socializing in nice weather.

At the point where the walkway connects with Innovation Hall, there will be a grab-and-go café, similar to the one in Parker Pavilion. UNE's Vice President for Operations Alan Thibeault says that the connector and the café were located with the mingling of COM, Westbrook College of Health Professions (WCHP), and College of Dental Medicine (CDM) students in mind, with the hope that freshly prepared foods and inviting spaces to sit on either end of the connector will result in students from the colleges crossing paths and sharing space.

## LOWER LEVEL

After entering the lower level's main entrance, you'll find yourself in a large lobby that gives access to meeting rooms, a faculty/staff lounge, a student lounge area, and a six-exam-room osteopathic manipulative medicine (OMM) clinic open to the community. In addition to clinical faculty offices,

there will be an expansive simulated patient area, which will be used by COM and WCHP students alike. The space will contain separate reception areas for students and patient-actors, 20 simulation patient exam rooms, and a 20-station monitoring room. "Back-of-the-house" areas that will be neatly tucked into the hill below ground include electrical and mechanical rooms, a data center, and storage areas.

## COURTYARD LEVEL

Whether you enter the courtyard level through the courtyard entrance or through the connector, you will encounter a vast lobby with a centrally located staircase, restrooms, and elevators as well as a row of four interactive group rooms, which will allow expansion of the team-based COM curriculum. Immediately before you will be the new interprofessional education suite, purposely located in the central hub of the building and immediately adjacent to the point at which the connector to Innovation Hall meets the new building. "We put it there so that everybody is going by it," Thibeault explains. "It's an interprofessional location that will draw WCHP, CDM, and COM students to walk past it." Capping the wing will be the Academic Affairs suite.

You will enter the second wing either through a corridor with soft seating areas partially partitioned by half-walls of student lockers or through an immense lecture hall that will seat 226 students. Beyond the lecture hall will be a suite of administrative offices, additional restrooms, changing rooms, and a lactation room.

## THIRD FLOOR

When you emerge from the stairwell onto the third floor, you will find a large "active classroom" with portable furniture that will primarily be used by WCHP classes. Another row of interactive group rooms, the OMM faculty suite, teaching pods for OMM, and clinical skills training pods complete the floor.

## FOURTH FLOOR

The fourth floor will bring you to the dean's suite, four additional interactive group rooms, Medical Biology faculty offices, and, in the second wing, the donor lab teaching pods, a morgue, prosection and dissection labs, and women's, men's, and gender-neutral locker rooms.

## CONVENIENCE FACTOR

When describing the new building, a word that trips off of Thibeault's tongue quite frequently is "convenient." Convenience, in fact, seems built into every nook and cranny of the building. It's a luxury, says COM Dean Jane Carreiro, D.O. '88, that comes with the advantage of years spent accumulating a wish list of features. "Every year we do a facilities survey, asking the faculty, students, and staff what they like about the facilities and what they don't like ... So we had this running list," she explains. "When the Alford gift was announced, I created several working groups, and I asked them, 'Think about 10 years from now. What kind of space do you want to be in? What do you want to be doing in it? What should it look like?'"

From lockers for each COM student in which to store books and personal items, to a food prep/storage station in the student lounge, to the glass walkway that is as handy in inclement weather as it is conducive to facilitating interprofessional mingling, to the showers available in the fourth-floor locker rooms, and a courtyard-level reflection/prayer room, the building hits the mark in providing students all the little things that make life easier.

The conveniences afforded by the new facility are not restricted to creature comforts, however. Many of the features were designed with ease of teaching and collaborative learning in mind. The inclusion of the four clinical skills pods is a major upgrade, providing proper spaces for students to learn procedures, such as taking blood pressure, suturing, or drawing blood. The fact that the fifth donor lab pod is

dedicated to non-COM health professions is of great benefit as well. Because COM students use cadavers in different ways than do students from other health professions, having a dedicated pod for the other programs reduces the need to move bodies around, which prevents damage to cadavers that are often in delicate states.

The use of pods in general (for all the labs, including simulated patient and OMM labs) allows faculty to work closely and consistently with a specific group of students, helping them to longitudinally develop skills and knowledge. It is also a useful way of breaking up space, thereby keeping down the noise level from multiple simultaneous conversations. "When you get a 100-some-odd people all together in one space talking over each other, it gets really, really loud," Thibeault says when explaining the choice of layout.

Even the large, undivided rooms are designed with purpose: to maximize collaboration. The massive lecture hall sports a tiered floor plan with two rows of fixed tables and casted chairs per tier, easily allowing students to work with their neighbors, and the interactive classroom features furniture on wheels to allow for a wide variety of configurations conducive to teamwork.

There are some truly practical conveniences in the building plan as well. The fourth-floor morgue enables the storage of cadavers for future use. Furthermore, with a front-back elevator (separate from the passenger elevator) whose rear door leads to the "back of the house," the transport of cadavers into the building is easily accomplished without traversing much public space, which is especially important given that the building houses a publicly utilized clinic.

## AESTHETICS AND AMBIANCE

As for the physical appearance, it's safe to say that the building promises to be stunning. The wing that makes up the foot of the "L" will be constructed with gleaming wood. With a wood ceiling and exposed wood beams and columns, the building, Thibeault says, "is going to be beautiful: a nice, warm environment." Moreover, because most of the exterior walls of the wings that run along the courtyard side of the building are made of glass, there will be an abundance of natural light flowing in. The large glass expanses will also provide a glimpse of the bustling activity within for those outside in the courtyard. "This is going to be a highly active space, and that activity will be seen from the courtyard," he explains. "You'll see people coming and going, people gathered in the soft seating areas eating, studying together, or talking." It will be a sight to behold, particularly at nighttime. "You can just imagine this all lit up after nightfall," Thibeault says wistfully. "It's going to be gorgeous."

According to Carreiro, the building's aesthetics and atmosphere are highly intentional. "What we hear from virtually all the students is when they came to the Biddeford Campus to visit and they saw the campus space with the trees, and the grass, and the water, that's what made them come to UNE because it kind of screamed, 'Health' at them with a big 'H.' And the faculty and the staff feel the same way," she says. "So that became really important in this process. How do we create that sense of the natural world and being environmentally aware while you're in a building?"

She says that the individual working groups tasked with putting together a request list for the building came up with a handful of asks that were identical across the board. That list included being able to see nature from inside the building, for it to feel warm and homey, for there to be natural fibers in it, and for it to facilitate ease of communication among students, faculty, and professional staff. "So we gave those wishes to the architects right at the beginning, and that kind of set the stage for having areas where you could gather together but also places where you could be quiet and work, lots of light, the natural wood, the big windows, all of those things," Carreiro enumerates. "So that became the foundation, the kind of theme, of the building."

Assuming all goes as planned, that foundation sounds like a solid one that will support the building — and the programs that use it — for many years into the future.



## 187<sup>TH</sup> COMMENCEMENT

On Saturday, May 21, 2022, the University of New England awarded more than 1,600 bachelor's, master's, and doctoral degrees in osteopathic medicine, dental medicine, pharmacy, health sciences, natural sciences, social sciences, humanities, human services, education, and management during its Commencement exercises at the Cross Insurance Arena in Portland.

"It feels so good to be back in person, together again as one big Nor'easter family," UNE President James D. Herbert, Ph.D., told the graduates at the first University-wide commencement ceremony since 2019. "This ceremony marks the culmination of your hard work. It offers occasion for you to reflect on how far you have come and to look ahead to all the amazing things you will do."

Herbert encouraged the graduates to continue to speak their minds and not shy away from the hard conversations around issues that too often divide us. This sentiment was echoed by Jonathan Haidt, Ph.D., a prominent cultural critic and social psychologist at New York University's Stern School of Business, who delivered the Commencement address. Both Haidt and David Evans Shaw, founder of IDEXX and visiting lecturer at UNE, received honorary degrees.

"UNE's culture of innovation is dependent on free expression and inquiry, and engaging in robust, sometimes controversial, discourse is vital to ensuring a diverse and inclusive classroom environment, whereby students are free to share their ideas in a respectful and productive manner," Herbert said. "Both Haidt and Shaw embody these important qualities in every aspect of their work."

"When you fail at something, don't kick yourself," Haidt told the gathering. "Don't say 'I'm terrible.' Say, 'This is what I need to get stronger. What can I learn from this? What did I do wrong?' If you're not failing at things, that means you're not trying hard enough. You're not taking risks."



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**HOW DO WE PREPARE STUDENTS TO SUCCEED IN A FRACTURED SOCIETY?**

by Philip Shelley

## HOW DO WE PREPARE STUDENTS TO SUCCEED IN A FRACTURED SOCIETY?

THE PERSISTENCE OF THE “IVORY TOWER” METAPHOR NOTWITHSTANDING, THE MODERN UNIVERSITY IS A PROFOUNDLY POROUS INSTITUTION, IN A CONSTANT STATE OF FLUX AND EXCHANGE WITH THE WORLD AROUND IT. AND UNE, WITH ITS EMPHASIS ON THE HEALTH PROFESSIONS, THE SCIENCES, BUSINESS INNOVATION, AND WORKFORCE DEVELOPMENT, IS FIRMLY ON THE MOST DYNAMIC END OF THAT SPECTRUM.

AS UNE PRESIDENT JAMES HERBERT EXPLAINS, “WE DON’T LIVE IN A BUBBLE, AND WE WOULDN’T WANT TO. WE SOMETIMES CALL OURSELVES A PRIVATE UNIVERSITY WITH A PUBLIC MISSION. AND THAT PUBLIC MISSION MEANS WE’RE INTIMATELY TIED TO THE REGIONAL ECONOMY AND THE LARGER SOCIETY.”

SO, WHAT HAPPENS TO THE UNIVERSITY WHEN SOCIETY BECOMES INCREASINGLY CHAOTIC AND DIVIDED?

EVERYONE WITH A TELEVISION AND AN INTERNET CONNECTION UNDERSTANDS THAT, CURRENTLY, OUR WORLD IS IN A STATE OF EXCEPTIONAL TUMULT, AS WE SCRAMBLE TO DEAL WITH A NEVER-ENDING STREAM OF CRISES THAT

IMPACT ALL OF OUR LIVES: THE ONGOING COVID PANDEMIC; THE RAPIDLY ESCALATING EFFECTS OF CLIMATE CHANGE; THE HYPER-POLARIZATION OF POLITICAL VIEWS (WITH EVENTS LIKE THE JANUARY 6TH ASSAULT ON THE CAPITOL AND RECENT CONTROVERSIAL SUPREME COURT DECISIONS); WIDENING ECONOMIC DISPARITY; INFLATION (FELT ACUTELY AT GAS PUMPS AND SUPERMARKETS THIS PAST SUMMER); SOCIAL JUSTICE MOVEMENTS AROUND RACE, CLASS, AND GENDER LEADING TO HEATED CONFRONTATIONS (SUCH AS THE BLACK LIVES MATTER MOVEMENT SPARKED BY THE KILLING OF BLACK PEOPLE BY THE POLICE); THE EFFECTS OF CANCEL CULTURE; AND THE WAR IN UKRAINE, TO NAME JUST SOME OF THE MORE OBVIOUS ISSUES THAT HAVE COME TO A BOIL OVER THE PAST COUPLE OF YEARS.

HOW DOES THE CURRENT STATE OF AFFAIRS AFFECT THE UNE COMMUNITY? HOW DOES IT AFFECT OUR TEACHING? HOW DOES IT AFFECT CAMPUS LIFE AND THE STUDENT EXPERIENCE? WHAT ARE WE DOING TO ADAPT, TO MITIGATE, TO EVOLVE OUR STRATEGY SO THAT WE CAN CONTINUE OUR EDUCATIONAL MISSION UNDER TODAY’S LESS-THAN-IDEAL CONDITIONS?



### NEW APPROACHES TO STUDENT WELLNESS

“We are living in a period of uncertainty,” says Jennifer DeBurro, M.Ed., vice president of Student Affairs and dean of students, “and we don’t know where that light is at the end of the tunnel. And when you’re in that place of uncertainty, you can’t rely on what you’ve always done.”

Emotional stress among students is being observed at crisis levels and is affecting students’ academic success and rate of degree completion, as noted by multiple sources, including the U.S. Surgeon General and the recently released Gallup/Lumina Foundation “State of Higher Education 2022 Report.” For both Herbert and DeBurro, these kinds of reports are a sign that traditional approaches to student wellness, by themselves, are no longer sufficient.

In a recent joint editorial for *Inside Higher Ed*, they write, “Successfully addressing the mental health crisis in higher education will require more than adding counseling resources. We must reexamine the fundamental way we think about students’ wellbeing. We must be intentional and consistent in communicating messages of hope, strength, and resilience rather than those suggesting pathology and fragility. And we must do so in the context of multifaceted, coordinated networks of support and opportunities to grow students’ coping skills.”

### REORGANIZING STUDENT AFFAIRS

In that spirit, during the summer of 2021, DeBurro created an entirely new org chart in Student Affairs, moving the various units into three newly created “hubs”: a Graduate and Professional hub, a Community Engagement hub, and a Wellness hub.

“The idea is to get away from ingrained, siloed thinking and to find new approaches to the problems students are facing: finding community, dealing with stress,” she says. The realignment groups together formerly separate teams whose services seek to achieve similar outcomes.

One example is the new Wellness hub. “We’ve tried to change our thinking dramatically around harm and trauma,” says DeBurro, “and the notion that the only way to be well was to have a therapist and go to counseling. Now, there are people in our community who require a substantive therapeutic relationship, and we are working on ways to make those services easier to access, such as ‘Let’s Talk’ drop-in hours and things like that. But there are other folks, too, who just need someone to talk to, and it’s not always in that therapeutic environment. So, by grouping Outdoor Recreation, and Health and Wellness Education, and Counseling Services, and the Student Access Center, we saw these units that are all working along the continuum of wellness and said, ‘Okay, folks: now, work together!’”

### CHANGING THE TRAUMA NARRATIVE TO ONE OF RESILIENCE

Part of the goal is to build resilience in students. **“With the pandemic, we kind of fell into this trauma narrative,”** says DeBurro. **“Which makes sense, of course: students were hurting; our entire community was hurting. But we can’t just talk about trauma and stop there. There’s this whole conversation that’s supposed to follow the acknowledgement of trauma and lead towards healing — and, for a while, we were missing the healing part.”**

This goal dovetails with President Herbert’s message of “anti-fragility,” a phrase popularized by UNE’s 2022 Commencement speaker, the prominent writer and social critic (and NYU professor) Jonathan Haidt. Herbert, a clinical psychologist whose specialty is cognitive therapy, believes that part of preparing students to succeed in a complex and uncertain world is providing them with the tools they need to work through discomfort.

As Herbert explains, **“If you tell somebody they’re fragile, they internalize that message and that’s what ends up happening. But if you tell them, ‘You can do this, you’re strong,’ there’s a sense of empowerment that comes from that, and students learn to cope with uncomfortable situations and feel more confident about speaking their minds.”**

### STUDENT DISCOMFORT

One place where students may feel uncomfortable about fully speaking their minds, these days, is in the classroom. **“One of the things that has been reported on nationally,”** says DeBurro, **“and that we’ve seen reflected with our students here, is this real fear that in communicating their beliefs and opinions, they risk cancellation and being isolated from peers. There’s a lot of pressure to say the right thing or express their opinion in exactly the right way.”**



### FOSTERING A MARKETPLACE OF IDEAS

Herbert is an outspoken advocate of the university as a “marketplace of ideas” and has worked hard to make UNE a place where free expression, open inquiry, and respectful debate are not only welcome but seen as crucial to the University’s mission.

To this end, Herbert has created a “Marketplace of Ideas” section on the UNE website underscoring the importance of ideological diversity and support for difficult conversations as key and distinguishing values for the UNE community. Herbert has worked with UNE librarians to create online resources around diversity, equity, and inclusion to help those looking for guidance when addressing controversial topics and for students, often overwhelmed by social media messages, to assess the quality and veracity of the information they encounter.

To fully embrace this work entails pushing back against the excesses of a call-out culture that sometimes inhibits classroom discourse — but there is a fine, and sometimes elusive, line between what some in the UNE community see as free expression and others experience as offensive. Herbert acknowledges the complexity but says, **“There are legitimate issues to be discussed, and to assume that any questions that anybody raises are motivated by bigotry is, I think, misguided. We need to adopt a principle of charity and engage in good faith with people who think differently than we do.”**

Although Herbert makes clear that students must be completely safe from violence, intimidation, harassment, and threats, the same does not hold true for intellectual and ideological safety. Discomfort, and even conflict, are often loci where growth and learning take place.

### MODELING REFLECTIVE DISCOURSE IN THE CLASSROOM

As part of his philosophy class “Debating Ethics,” Andrew Rotondo, Ph.D., an associate teaching professor and assistant academic director in the School of Arts and Humanities, structures a series of debates. Students are put on teams that make philosophically based arguments on opposite sides of contentious contemporary issues, which requires them to explore and analyze perspectives that, previously, they might not have considered or taken seriously.

Recent topics have included gun control, immigration, and the practice of removing or renaming monuments and buildings whose eponyms have fallen out of contemporary favor. Rotondo finds that, once students see that the environment in the classroom is one of civil intellectual inquiry rather than a “battle,” they become comfortable and engaged in the discussions.

**“Through most of our day-to-day lives, we each have a set of basic values and beliefs that we use to guide our actions and decisions,”** says Rotondo. **“While that’s good and necessary to live, there also need to be spaces in our society where those basic values and beliefs can be examined and questioned. That’s how we detect errors and make improvements. That’s the kind of space that I’m trying to facilitate in my classroom.”**

### SEARCHING FOR COMMON HUMANITY

**“Shying away from every moral controversy in our society would be an error,”** Rotondo continues. **“It would be detrimental to the intellectual development of our students and, ultimately, to the functioning and well-being of our society.”**

**“What I try to do — and it’s not easy — is to get students to see that most positions, no matter where you are on the political spectrum, contain at least a grain of truth. That grain may be surrounded by many falsehoods. But the true part still has value, and I’m trying to get students to see that and integrate it into their thinking.”**

**“Each position on these contentious social and political issues is held by real human beings, and there is something that is genuinely bothering them. And we can take it seriously and try to understand why, instead of dismissing and dehumanizing each other.”**

Ultimately, says Rotondo, **“I want to try to humanize the different sides for the students.”**



### BRINGING THE OUTSIDE WORLD INTO THE CLASSROOM

Marc Ebenfield, Ph.D., is the director of UNE's Center for Excellence in Teaching and Learning (CETL), the office that provides resources and support to University educators in the ongoing pursuit of evidence-based, student-centered pedagogical excellence.

One trend Ebenfield has observed in recent years is the increasing porosity of the classroom space. "Students want to see more of that outside world reflected inside the classroom," says Ebenfield, "and we have faculty coming to us to talk about how best to honor that."

### FACULTY/PROFESSIONAL LEARNING COMMUNITIES

To give faculty the tools they need to keep pace with rapidly evolving classroom norms, CETL has been sponsoring Faculty/Professional Learning Communities (FPLCs), in which faculty and professional staff come together in groups that meet regularly to address a given topic over the course of a school year or semester, with some kind of written report generated at the end.

The FPLCs fall under three main umbrellas, in direct response to real-world phenomena: alternative teaching formats, which corresponds to the pandemic-driven increase in online teaching — an unfamiliar modality to many faculty members; diversity, equity, and inclusion — which reflects society's increasing concerns around race, ethnicity, and gender fluidity; and overall teaching effectiveness.

Part of the beauty of the FPLCs is that they are dialogue-driven, bringing together faculty from different disciplines to pool their experience because, as Ebenfield points out, "Different disciplines have different strengths." By cross-pollinating things that work for different types of academic disciplines, the FPLCs make the entire UNE faculty stronger and foster a broader dialogue around pedagogical effectiveness.



### MEETING STUDENTS WHERE THEY ARE

Jonathan Millen, Ph.D., the dean of UNE's College of Arts and Sciences (CAS), confirms that faculty are facing new challenges in working with students. "Over the last three years," says Millen, "faculty members have had to constantly rethink how we do what we do, the amount of time that we spend in instruction, and the amount of time that we spend working with students to give them the support that they need."

For many faculty members, this is new territory. "For example, faculty are working with students who are coming into college having learned on Zoom for the past two years," says Millen. "We like to use the phrase 'meet the students where they are,' but we're not even sure where they are right now because their experience has been so exceptional. Sure, we get there, eventually, but the amount of time invested is unlike anything I've ever seen before."

### WORKING WITH CETL

The students' desire to see more of their own experiences or current events reflected in their class content represents an invaluable opportunity in the ongoing effort to add value and relevance to class materials — connecting curricular concepts with real-world phenomena.

But while it may be relatively easy for a professor of, say, political science to reference the day's news, it takes more finesse to make those connections in areas like the hard sciences. And then there are the occasional crisis moments, following national disasters and the like, when any professor may need to take five minutes to allow students to express their thoughts and feelings before returning to the syllabus.

"We need to be supportive and acknowledge where the students are but without lowering the bar, so to speak," says Millen. "And a lot of us just haven't been well equipped to deal with some of these issues." He credits CETL programming with helping to prepare faculty to teach more effectively in this societal moment.

In addition to the Faculty/Professional Learning Communities, CETL sponsors around a dozen regular pedagogically focused workshops every semester as well as two larger annual events, both of which feature a keynote speaker and workshopping: the half-day Faculty Forum in the fall and the day-long Faculty Symposium in the spring.

### CHILLING EFFECT

Additionally, the media is full of stories of faculty being sanctioned for actions and remarks taken out of context. Even if one believes that the media prevalence of the cancellation

narrative is disproportionate to its actual rate of occurrence, the chilling effect such stories have is undoubtedly real. Says Ebenfeld, “Despite the policies in place, faculty members have had concerns about whether or not they’re going to be supported by their program or by the University if they step in to deal with difficult issues.”

UNE has explicit written policies protecting the free speech rights of faculty and the principle of academic freedom. But in practice, chilling effects can sometimes override written policy — which is why President Herbert has gone to lengths nearly unprecedented in contemporary academia to foster a culture of open expression at UNE.

### “I HAVE YOUR BACK”

At the 2022 iteration of the annual Fall Assembly for faculty and professional staff, an event that celebrates the kickoff of a new school year, Herbert delivered an address centered on this theme.

“Today,” said Herbert, “I make you this promise: when any of you, members of our faculty or professional staff, engage in good-faith efforts to promote difficult conversations on campus, should you face criticism from students or others for doing so, I will have your back. And I will make sure your deans and your supervisors have your back. Needless-to-say, I don’t intend this to be a carte blanche for inappropriate behavior. Promoting hard conversations must be done with sensitivity and respect. But we will not follow the path of so many of our peer institutions, which now prioritize avoiding the risk of controversy and placating angry mobs over open discourse, thereby creating a stifling climate of fear and intimidation. I have your back.”

To underscore the message, Herbert used the occasion to announce a new award: The President’s Award for Constructive Discourse, actually two annual \$1,000 awards, one for faculty and one for professional staff (because so many of these conversations occur outside of the classroom) to acknowledge individuals who intentionally promote constructive dialogue on difficult or controversial topics within the UNE community.

“We Nor’easters,” Herbert concluded, “have the opportunity to assume a leadership role in this work among American universities. By doing so we will not only distinguish UNE among our peers, but, more importantly, we will be doing our part to address the challenges facing our troubled world.”



### INTENT VS. IMPACT

Ed Silva, M.S.W., the head coach of UNE’s men’s basketball team and UNE’s interim associate vice provost for Diversity, Equity, and Inclusion refers to a YouTube video titled “How To Tell

Someone They Sound Racist” by DJ and cultural commentator Jay Smooth, from 2008. “His message is,” says Silva, “Don’t talk about who they are; talk about what they said. That way, you’re not backing somebody into a corner. Instead, you’re really trying to engage them in conversation to see where they were coming from. Because sometimes what they said was not what they meant. It’s the whole notion of intent versus impact.”

Of course, we must acknowledge impact, says Silva. “We’re not going to tolerate people who speak hatefully or who intentionally bully or try to hurt people,” he states unequivocally. “But at the same time, we can’t just shut people off if they say something that we don’t agree with. Because there could be opportunities for growth in those exchanges.”

Most of the conflict Silva observes on UNE’s campuses is, thankfully, spurred by actions that do not cross the threshold of intentional racist or hate speech. Many microaggressions are, for better or worse, unintentional — the product of cultural presets or curiosity or even well-intentioned allies speaking or acting clumsily. And while Silva readily acknowledges that these encounters can cause genuine pain and offense, if we really want to move the needle, he thinks we should try to see them as educational opportunities.

### CALLING OUT VS. CALLING IN

“I’ve been called out because I am not a huge proponent of cancel and call-out culture,” says Silva. “But I say, ‘What is our goal?’ My goal is to try to create environments that are inclusive and equitable for everyone — knowing the history, knowing that there are some groups that have less privilege in a particular context than other groups, knowing that some groups have been marginalized and oppressed. That is important, and as I mentioned, there are times where, frankly, you have to call out. But in general, I’m more into calling in. And by calling in, I don’t mean we’re not holding people accountable for what they say and what they do. However, as a university, I believe we also have a responsibility to use these moments for opportunities to facilitate growth.”



### FALL DEI INITIATIVES

Carol Ewan Whyte, Ph.D., M.Sc., the assistant director of Public Health Research and Service at UNE Online and co-chair of UNE’s Committee on Community, Equity, and Diversity, has been leading a search committee to hire a new full-time associate provost for DEI, hopefully this fall (2022). (The position has been filled by Ed Silva on an interim basis since the summer of 2021.)

This is just one item on a long list of initiatives she and her colleagues around the University are currently pursuing. “All the colleges,” says Whyte, “and some of the centers of excellence,

have individual diversity, equity, and inclusion committees, and they continue to meet to do their work. So that's continuing, and we do have faculty advisors working with the different student groups to ensure that we keep the momentum going."

In addition, UNE is exploring a number of initiatives to recruit more students, faculty, and professional staff from diverse backgrounds. For example, the University's first lady (and psychology professor) Lynn Brandsma, Ph.D., is spearheading an effort to build pipelines from several historically Black colleges and universities to UNE's College of Osteopathic Medicine.

Other high-priority initiatives include looking at curricula across the University to ensure that in all the colleges, different aspects of diversity and inclusion are incorporated according to their impact on different disciplines.

"Basically," says Whyte, "we're making sure that our curricular offerings reflect the different things that are happening in the world so that our students are truly prepared to go out into this diverse workplace and succeed. Not just by having the technical knowledge but also the soft skills of empathy, respect for all kinds of diversity, and just being mindful of all the things that are happening now."

### NO VOICE UNHEARD

For Whyte, a crucial piece of her work is ensuring that no one on campus, especially no student, feels isolated or alone — their voice unheard, their feelings unvalidated. "We don't want anyone to think that there isn't anywhere they can go," says Whyte. "We need to make sure that people understand where to go for help if something happens, who they can reach out to — even if it's just that they have some ideas they want to talk about, or they just need a listening ear...Just making sure that our community members know where to go for those resources, I think that is so very important."

### UNITED BY MISSION

Universities are inherently hopeful places. Students embody the future — and wherever there is a community of passionate, talented people pursuing knowledge, skills, and solutions, a concurrent abundance of hope is always generated.

"If the goal can be continuous improvement," says Jonathan Millen, "then I feel very good about things. I think on the most important issues at UNE, from what I've seen, the faculty and the administration can really work together toward a common goal. That doesn't mean we agree on everything, but there really is a shared sense of spirit about the planet, about our place in it, and about the need to do good and to do well. That spirit contextualizes everything we do. So, when we do have disagreements, they happen under that umbrella. There are many institutions where it's the opposite: the division comes first and then the mission. I know it's what attracted me to come here. I know it sounds very superficial to say, but there's something special here. So, while the issues are as challenging as we could ever imagine, I'd rather be dealing with them here than somewhere else."

### CONNECTING TO A LARGER PURPOSE

President Herbert finds similar integrity in UNE's sense of mission. "I think what we do better than at most places," says Herbert, "is make sure that each student finds their passion and feels that sense of connection to a larger purpose." Of course, we want to give students knowledge and skills they need to succeed in the world, but, says Herbert, it's important that they pursue that knowledge in the service of something greater than themselves.

"It's much easier to face the real world and all these problems if you feel like, 'Okay, I may not be able to solve it all, but I'm doing my part to move the needle, in some way.' If people can feel engaged, and they know that there's something they can do that, even in a small way, makes a difference, then I think that is the key. Because if you can connect with that value, if you can connect with that mission, then ultimately, you get to live a life that feels meaningful."



### TO EACH THEIR OWN PART

Virginia Grace May, an environmental science major entering her junior year (she is in the 4+1 B.S./M.S. program and will be continuing on to graduate study at UNE in fall '25) works with Professor Tom Klak, Ph.D., on the Chestnut Tree Project, a large-scale undertaking that aims to restore the blighted American chestnut tree by breeding fungus-resistant seedlings.

"It's about focusing on something that makes you happy, something you're passionate about, that gives you hope," says May. "I'm on the chestnut tree project because I believe that focusing on a couple of specific things can make the world a better place in a very small way. Because everything is interconnected, and all the small things add up. It's something we can do so the world isn't just, like, one big dumpster fire. I saw a story where this one guy single-handedly saved a butterfly population just because he liked planting stuff in his yard. It was like the butterfly effect, basically, but with actual butterflies!"

The other thing that gives May hope is the community she's found at UNE. "I know it sounds really, really cheesy, but you have to let yourself be inspired by other people in their work. Instead of, 'Oh no, I'm just one person,' you can be a part of something. Sure, you're going to feel overwhelmed sometimes, but you can also allow yourself to be supported by other people, and you can allow yourself to support other people."

### IF IT WASN'T CHALLENGING, IT WOULDN'T BE REWARDING!

"DEI is a tricky field, you know?" Carol Ewan Whyte says with a laugh. "Trying to walk the balance. It's really a tightrope, making sure all sides are happy. But I think we're getting there, and we're making progress. And it's really good work. It's very rewarding work. It's stressful at times. But very rewarding."

It all comes back to that sense of underlying mission that makes the UNE community so special. "What I really love is the energy at UNE," says Whyte. "There's so much positive energy here. People genuinely care about each other and making sure we all have a welcoming and inclusive community. And a lot of people all across the University are really working hard to make sure we keep that fire burning."

# BROOKE MCLAUGHLIN

*(Neuroscience, '23)*

*Resident Advisor,  
Featherman Hall*

*UNE Generation Action President*

*UNE EMS Officer of PR and  
Recruitment, EMT-B*

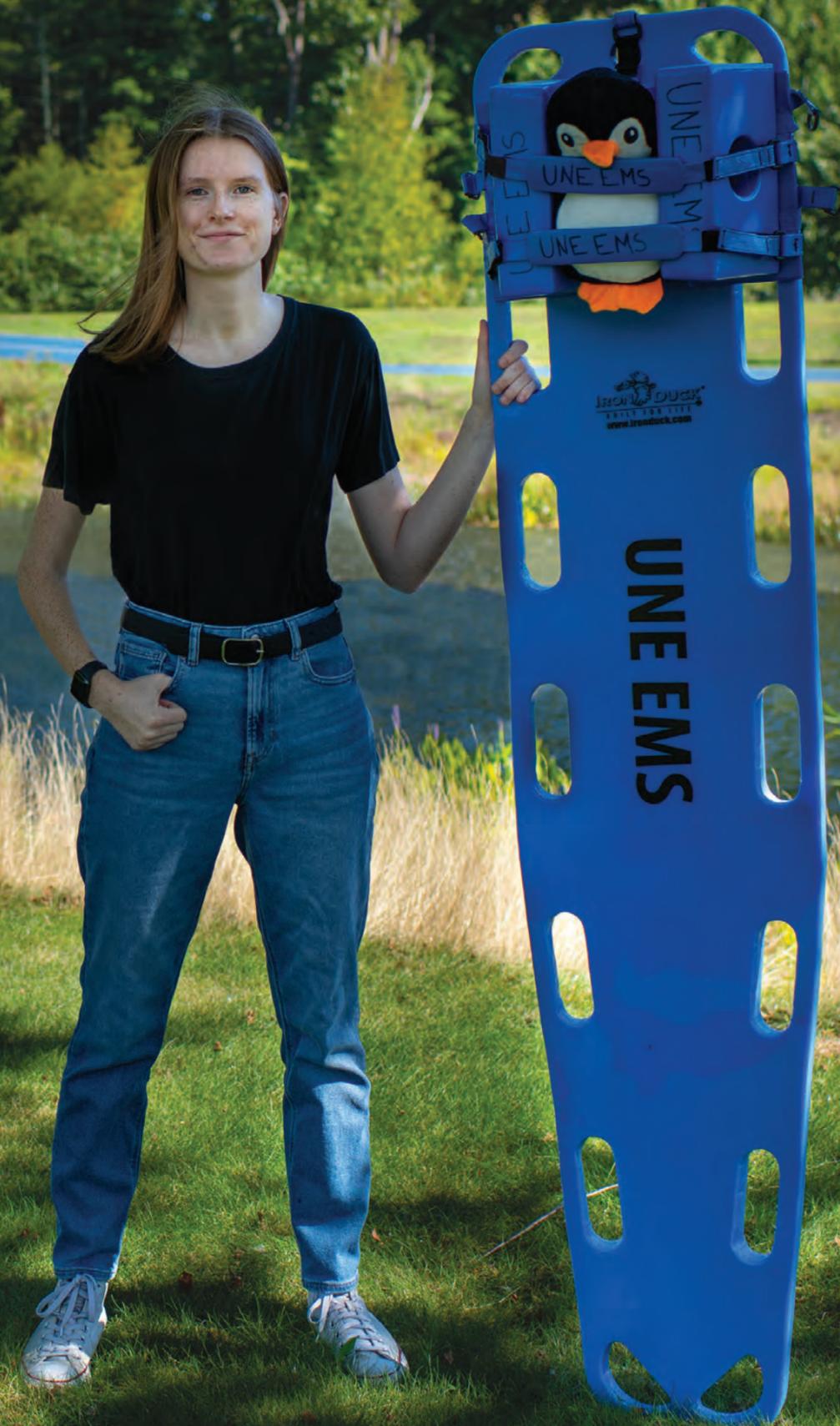
There's been so much happening in the world during these prime years of my life. I'm like, "Damn!" I just can't sit by and watch. That's not in my nature. I need to do something about it.

Going to school during the pandemic as a pre-med student was a blessing and a curse. Obviously, it's been awful for everyone, but it showed me that medicine is really what I want to do. I was taking my EMT [Emergency Medical Technician] class when COVID hit, so I couldn't finish it. Since this delayed my license, I went back to my high school job at the ice cream shop. I remember watching ambulances go by and wishing that was me. To be thinking this during the most challenging time in health care assured me that I was on the right track.

Now with my EMT license, I work for a 911 service back home and also on campus at UNE. I've had a front-row seat to the mental health crisis currently impacting college students.

Those have been some of my more serious and heart-wrenching calls. The mental health of college students has been a big topic of conversation on campus recently, and it's been empowering to be a part of it.

Life's been crazy. If some of these things never happened while I was in college, I might not have cared as much as I do now. Being in the thick of things when you're so young makes you really focus on addressing those issues.



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## MASTERS OF THE DEEP

by Joel Soloway

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For as long as they can remember, UNE's current cohort of Marine Science graduate students have always felt compelled to work in and around the world's oceans. Just as it is impossible to restrain the sea, it is unthinkable for these students to hold back their passion for studying the marine sciences.

Abigail Hayne ('23), a former UNE undergraduate who returned to campus last summer to pursue her master's degree, is a self-proclaimed "steward of the ocean" and strives to protect, conserve, and manage it. For her to be successful, ongoing research must continue to help us understand the complexities of this vast and varied ecosystem. "The ocean is like another world," Hayne says. "Even though it's on our planet, there is just so much we still don't know."

The relatively small Marine Science Master's program at UNE typically has about a dozen students enrolled each academic year. Despite its modest size, all graduate students participate in research projects that expand well beyond the classroom walls and dive deeper into various aspects of the marine biosphere.



Hayne and classmate Addie Binstock ('23) study sharks. Under the guidance of Marine Science Professor John A. Mohan, the students are investigating topics related to the elemental chemistry of shark vertebrae and the post-release mortality rate found in four commonly caught shark species. Other studies within Mohan's lab include the research that Alexa Cacacie ('23) is conducting with striped bass in the Saco River and a study by Ben LeFreniere ('23) on the ecology of white hake in the Gulf of Maine.

LaFreniere, one of three current master's students completing the 4+1 track, jumped straight into the graduate program and research with white hake after receiving his bachelor's degree this past May. "Even though white hake are very prevalent here in the Gulf of Maine, there hasn't been a lot of research on them, and there is a need. So I thought it would be cool to be one of the first researchers to take it on," he says.

Beyond studies involving sharks and hake, UNE marine science graduate students are involved in a wide range of scientific endeavors. These include students researching the dietary effects and thermal tolerance of the American lobster with Professor of Marine Sciences Markus Frederich; understanding the diet and stress levels of grey seals through Associate Professor (and chair of the Biological and Marine Sciences Graduate Program Committee) Katherine Ono's mentorship; and studying kelp farms, seaweed, and snail population interactions in the Gulf of Maine, via Associate Professor Carrie Byron's lab.

An empowering aspect of UNE's Marine Science Master's program is the close relationship that students and faculty advisors have with one another. For Cara Blaine ('23), her connection with female faculty members and peers has been paramount. "There are so many amazing women here, and we have a lot of female role models in this department," she explains. "I think that's uncommon for a science program."

Students and faculty agree that, for a while, the marine field appeared a certain way and only involved specific people — namely, White men. Just as more women are starting to enter the profession, people from other diverse backgrounds are too. "We're starting to see the inclusion of more voices that haven't always been heard in this space," Binstock says, while discussing this topic with her classmates. "With a greater representation of perspectives, opinions, and ideas,

The ocean is like another world. Even though it's on our planet, there is just so much we still don't know.

— Abigail Hayne



## Explore Four of UNE's Marine Science Labs



### BYRON LAB

The Byron Lab seeks to understand how environmental factors and food web interactions could promote sustainable food production in our coastal ocean. Carrie Byron, Ph.D., and her student researchers examine questions related to food web structure and stability. The team works closely with shellfish and kelp farmers in Maine.

With her research grounded in marine ecology, Byron works as an associate professor in UNE's School of Environmental and Marine Programs.



### FREDERICH LAB

Housed in UNE's Marine Science Center, the Frederich Lab investigates crustacean physiology, invertebrate biology, and marine invasive species. The lab's current focus is on the European green crab and the American lobster. Marcus Frederich, Ph.D., and his team look to obtain an integrative understanding of how these organisms function in their environment. Student researchers use systems physiology as well as cellular and molecular methods to collect data and complete analysis.

Frederich has been a professor of marine sciences at UNE since 2003.



### MOHAN LAB

The Mohan Lab, otherwise known as UNE's Shark and Fish Ecology lab, investigates links between fish migration patterns, habitat use, and trophic (i.e., food chain) interactions. The lab quantifies how environmental variation and anthropogenic stressors, such as recreational catch-and-release fishing, influence population health. Under the guidance of John A. Mohan, Ph.D., student researchers study a variety of species including sharks, striped bass, sturgeon, hake, stingrays, and more.

Mohan is the lab's primary investigator and teaches at UNE as an assistant professor of marine sciences.



### ONO LAB

The Ono Lab studies the behavior of grey and harbor seals in Maine. Kathryn Ono and her students monitor the diet of seals through DNA analysis of their intestinal contents. Beyond Maine, the lab also investigates the stress levels in grey seals off the coast of Cape Cod as well as captive seals from the National Zoo in D.C. Studies on the diving behavior of harbor seal pups have also been conducted.

Ono is an associate professor at UNE and serves as a chair for the Biological and Marine Sciences Graduate Program Committee.

The skills we've learned here will not only guide us further along in our professional careers but also advance pathways for those who come after us. — Taylor Gibson

our generation is going to be put in a position that's better equipped to take on the challenges we face as marine scientists."

There is no denying the current challenges that marine scientists face. Whether it is pushback from policymakers or the ongoing threats of global warming and climate change, there is constant pressure on leading experts to find solutions. Students at UNE are preparing to take on this responsibility. As Aubrey Jane ('23) puts it, "All of our research ties into the idea of being leaders of adaptability." Instead of heeding the frequent and often impossible expectations for immediate solutions, these budding marine scientists explain that their focus is on helping to guide the world along the more realistic path of resiliency.

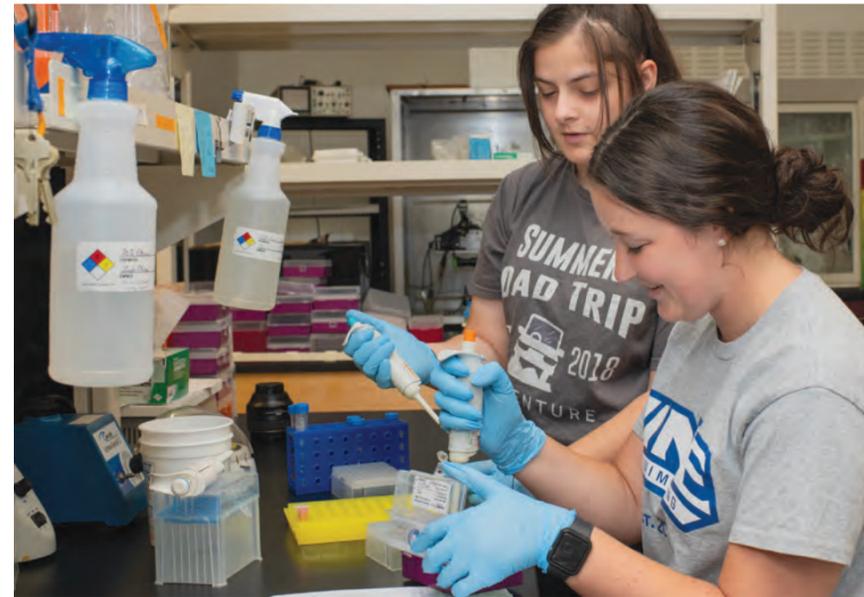
Jane provides an example of how some industries will likely need to adapt to expected changes on the working waterfront. "The current lobster boom in Maine is projected to eventually slow down as a result of the species' climate-driven migration," she says. "However, growing mussels or other bivalves as an alternative protein source from oceans could provide supplemental income for workers." Similarly, Jessica Vorse ('22)\* hopes her research on the food safety of edible kelp might also provide a sustainable alternative for people to obtain food.

Through coursework, research, and fieldwork, these students are learning how to be passionate advocates as well as scientific experts. Emily Schutt ('22)\* explains how she often gets frustrated when companies disregard expert advice and make choices that harm the marine environment. "I want individuals to support research taking place within their community," she states. "Supporting the recommendations made by marine researchers will help waterfront communities grow sustainability."

Taylor Gibson ('23) agrees and takes pride in all the work she and her peers are completing while pursuing their master's degrees at UNE. It is something Gibson knows will have a profound impact on the future of marine science. "The skills we've learned here will not only guide us further along in our professional careers but also advance pathways for those who come after us."

*\*Because the program runs through the summer academic session, Jessica and Emily were scheduled to graduate at the end of the summer (2022) and were still active students when this piece was being written and edited.*

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## ART AND FRAN GIRARD

Art and Fran Girard are one of UNE's most dynamic duos — to the school and its community, they are close friends, trusted advisors, and generous benefactors.

From their home in Hills Beach, they have had a front-row seat to the growth of UNE. Art took particular interest in the increasing prominence of the Marine Science programs, as they paralleled his own passions for boating and scuba diving. In 2014, Art gifted Ram Island to UNE, making the institution one of the few universities with its own research island; in 2016, the Marine Science Center was renamed to honor Art's generosity; and in the summer of 2019, Fran joined the UNE Board of Trustees.

*“The people there are so dedicated.*

*— Art Girard”*

Speaking about his admiration for UNE's School of Marine and Environmental Programs, Art says, “The people there are so dedicated. For them, it's not a job, you know?”

“Someone doesn't get hired to be an administrator or a professor at UNE just because they're book smart,” Fran elaborates. “They have a passion for what they do. There is not a single person that I can think of at UNE, where I think, ‘Oh boy, that person's really dull!’ You know? Nobody is dull, and that comes through in their personality and gets transmitted to the students. It's what inspires students to be passionate — just like Charles [Tilburg, Ph.D., the academic director of the school] inspires all those Marine Science students to be passionate.”

*This photo of Art Girard, Charles Tilburg, and UNE President James Herbert with Marine Science students hangs prominently in Art's office as an inspiration for the work he does — and to remind him of the important work that lies ahead.*



## UNE HOSTS CLIMATE AND JUSTICE TEACH-IN

Hundreds gathered on the Biddeford Campus on Wednesday, March 30, to engage in multiple conversations about the state of climate change and environmental justice, as the University of New England hosted the One-Night Teach-In on Climate and Justice.

UNE joined more than 300 colleges and universities across the globe as part of the Worldwide Teach-In on Climate and Justice, an initiative of the Solve Climate by 2030 project, led by Bard College. The collaborative event was produced in partnership with UNE's Center for Excellence in Collaborative Education (CECE), with funding from The Climate Initiative and the Kennebunkport Conservation Trust.

The teach-in focused on seven panels related to climate change, presented by dozens of UNE faculty, students, and guest speakers from across the University, plus a keynote address by Rev. Lennox Yearwood Jr., president of the Hip Hop Caucus.

Yearwood began the event by telling the audience how he became involved in climate activism following the devastation of Hurricane Katrina, which ravaged his hometown of New Orleans. "I watched poor people — Black and Brown people — drown to death in the richest country in the world," he reflected. "When our planet turns against us, that is the horrific consequence of the climate crisis ... and the one thing about this crisis we're in is that it's a real crisis that we as humanity have to solve."

In solving the crisis, Yearwood said that people must seek climate justice — the notion that climate change can have differing adverse socioeconomic and public health effects on underserved populations. "We are on a pathway for destruction if we do not break down the silos that impact other communities," he said. "We will not be successful if we as humans do not come together. Climate justice is racial justice, and racial justice is climate justice."

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## A NURSING STUDENT DIGS DEEP

### Unearthing Maine's Indigenous history

by Alan Bennett

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Will Verdi has always felt at home in nature. That's no surprise, given that he came of age in the Lakes Region of New Hampshire, an area brimming with campgrounds, hiking trails, and sprawling hardwood forests — forests that house some of New England's largest inland bodies of water.

A self-proclaimed "dinosaurs kid," Verdi, a junior at the University of New England, is, unsurprisingly, a lover of the outdoors. But he also has a passion for taking care of others — a desire to tend to the afflicted, as his mother, a nurse, has done before him. In combining his passions, Verdi set his sights on UNE to study nursing while pursuing a minor in anthropology.

His end goal is a career in wilderness medicine, caring for those who have become injured or sick in the country's national parks. He already has his certification as a wilderness first responder, but, following a course in archaeology at UNE, he developed a deeper desire to learn about the land and the people who lived off it long ago.

"I was looking at park service jobs, and I thought, 'You know, what would be great is knowing a bit about what a lot of our national parks are kind of rooted in: the people who lived there long before,'" he said.

So, when the opportunity came for him to participate in a rare archaeological dig in Downeast Maine, he couldn't decline.

So, off he went.

On a plot of land on Cobscook Bay, not far from the Canadian border, where fishing boats putter about silhouetted by vermilion sunsets, Verdi is unearthing centuries of history. This place, in the homeland of the Passamaquoddy people, was most recently a campsite and farm. But, before that, Passamaquoddy families lived, hunted, and fished around this bay, sustaining themselves for thousands of years.

Arthur Anderson, Ph.D., assistant teaching professor in the School of Social and Behavioral Sciences at UNE, is spearheading the dig with grant funding in partnership with the University of New Brunswick. The aim of the project, Anderson said, is to better contextualize the period of

the Europeans' arrival to the area (the late 1500s and early 1600s) and the response by the Indigenous people to that early colonization.

"We're taking a look at those sites that are at the earliest point of contact with the Europeans, specifically at artifacts that indicate when Indigenous people might have been engaging with Europeans for the first time," Anderson explained. "The European record of the time is written, but it is often wrong. This dig will give us a better idea of how those early moments in the horrific story of colonization played out."

The work is often tedious; working in small quadrants, side by side with students from the University of New Brunswick, Verdi and Anderson are peeling back layers of history — centimeter by centimeter — slowly unearthing evidence of human activity from the plot over the last 2,000 years.

"It's like finding a needle in a haystack," Anderson quipped.

On a typical Maine summer day in mid-July, with sunny skies giving way to thunder clouds and swelling seas, the group made several finds. The remains of food — shells from snails, clams, and other shellfish and bones from mammals like moose and seals — were abundant. The day's most exciting unearthing, the remnants of a 1,600-year-old ceramic pot, was lauded as a significant discovery.

Verdi said the experience has exceeded his expectations. From classroom learning to getting his hands in the dirt, "it has been a blast," he remarked.

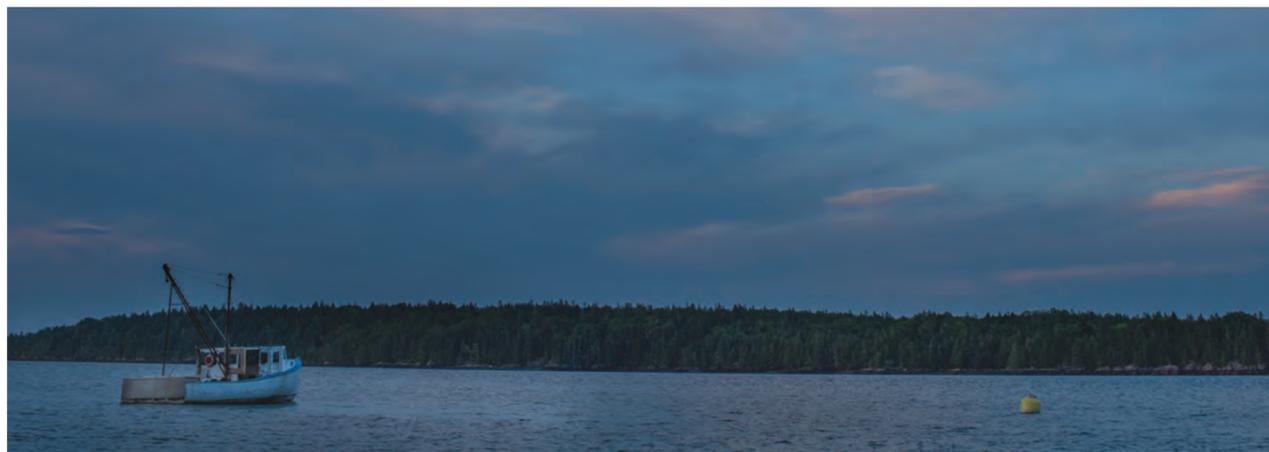
"As students, we go to lecture, learn about archaeology, and take in that information," he said. "But here, we're searching and learning; we get to apply the things we learned in class. The extensive use of this land is so interesting when you peel back all that's been done in this small area in the past 2,000 years."

The extensive use of this land is so interesting when you peel back all that's been done in this small area in the past 2,000 years. — Will Verdi

But Anderson said there's a deeper significance to the work. As shorelines continue to erode due to climate change, coastal archaeological sites are at risk of vanishing, with their storied histories lost to the rising waves.

"The people who lived here were probably some of the first people to grapple with the effects of climate change," he said. "But, over time, they learned to adapt to how things changed over time. That is deeply reflective of people whose knowledge of the landscape allowed them to flourish."

"But now," he reflected, "with climate change moving as fast as it is, this is our chance to learn about this place before it's gone."





## UARCTIC ASSEMBLY CONVENES AT UNE

Last spring, the UArctic Assembly was held in Portland, Maine — its first gathering in the contiguous 48 states. The assembly is the annual meeting of the University of the Arctic, a 165-member network of universities, colleges, research institutes, and other organizations concerned with education and research in and about the Arctic and northern regions of the world.

“The fact that UArctic has chosen Maine as the location for this global gathering underscores our state’s emerging leadership in North Atlantic and Arctic initiatives,” remarked UNE President James D. Herbert, Ph.D.

UNE and the University of Southern Maine (USM) were the co-hosts of the assembly, which was held at USM’s Abromson Center on June 1 and UNE’s Innovation Hall on June 2 and 3. As the event was held in the wake of Russia’s invasion of Ukraine, Sen. Angus King of Maine, co-chair of the U.S. Senate Arctic Caucus, led a special session on “The New Future of the Arctic” on June 3.

This discussion examined how Arctic nations can demonstrate leadership in the transition to green energy solutions as well as the secure and sustainable supply of critical raw materials to reduce dependence on unreliable, or undesirable, sources. A key consideration in this question is the rights of Indigenous peoples and tribes of the High North. The aim of the session was to raise considerations for policymakers and researchers to address as these efforts move forward.

“This is a pivotal moment in time, and the Arctic is a focal point where energy, climate, and military conversations are coming to a head,” reflected Sen. King.

UArctic President Lars Kullerud said, “The Arctic is once again facing significant challenges to cooperation, but we know that the UArctic network and academic engagement generally are more important than ever.”

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# FIFTEEN MINUTES WITH GWENDOLYN MAHON

Interview by Jennie Aranovitch

Gwendolyn Mahon, M.Sc., Ph.D., assumed the position of provost at UNE last month after spending 24 years in several leadership roles at Rutgers University — most recently as the dean of Rutgers' School of Health Professions. We recently caught up with Dr. Mahon to find out, among other things, what attracted her to UNE and to the position of provost, how she believes the higher ed and health care landscapes are changing, how she views her leadership style, and her thoughts on the importance of support for first-generation college students.



## *What was it about UNE that interested you in applying for the position of provost?*

I have to admit, the first thing that caught my attention was the location. My husband, Ian, and I love Maine; we've always had a plan to move here one day. Portland is one of our favorite cities in the world, partly because it reminds us of where we grew up in British Columbia, Canada, which also has rocky coastlines and foggy mornings. Maine also reminds me of Ireland, where I was born and partly grew up, in both the way of life and the down-to-earth people. So it feels like a very comfortable, familiar place for me.

Once I dug in a bit more deeply to learn more about the University, I was extremely impressed with the trajectory UNE has been on — the incredible growth, the innovation, and the unique collection of programs. The programmatic theme "Innovation for a Healthier Planet," which captures the intersection of environment, climate change, and health, is really inspiring. It's something that I've thought a lot about: that you really can't separate environment from health.

I also thought, "What a perfect fit with my own background in research and in health care education!" I was struck by the University's dedication to interprofessional education, which I really believe in, and I was really excited at the prospect of being able to better integrate undergraduate, liberal arts education with health care education. Being able to better draw on the strengths of the humanities and social sciences in preparing health and other professionals who have a global view is really where the future is at.

## *How have your various roles at Rutgers prepared you for this new role?*

I've been involved in higher ed leadership in a medical school, in a graduate school, and then, most recently, in a health professions school — so, many of the types of schools that exist at UNE. And I've been involved in leadership both on the research side and on the academic side. But I think that beyond that, I'm used to managing multi-campus institutions, a diversity of programming, and a growing online presence. UNE is a unique place; it has a unique combination of things that one does not normally see together, and that combination just happened to fit well with my own eclectic background.

## *As dean of the School of Health Professions at Rutgers, you developed and implemented a five-year strategic plan, reshaping the school's offerings to adjust to the changing higher education and health care landscapes. What is one broad change currently happening in those landscapes?*

One shift is towards providing a wide range of ways to access education and to access health care. COVID accelerated a lot of this because it forced us to utilize the power of technology a lot more. I think hybrid access — a combination of in-person and online — is really going to be the way of the future for both health care and education.

So, on the education side, we need to have programming that anybody, at any stage of their life, with the desire and ability should be able to

access. And being accessible, of course, helps build diversity, which brings a richness to the educational and university community experience. Being able to learn in a classroom together with someone else who's living a very different life and who may have a different perspective or world view is invaluable. The discussions that occur in those spaces are really pretty amazing.

## *How do you ensure that the exchanges between students with different perspectives aren't toxic ones, given the current polarization in society?*

I think it's really important that universities take a lead in being places where we can provide platforms for discussions on controversial issues to occur. I think educators will need some help and perhaps training to do this — how to bring a group of people together with divided ideas and help them discuss those ideas in a way that's productive and polite. It's absolutely critical that we address it because if not in universities, then where?

## *How do you think that having been a first-generation college student will impact you as a university provost?*

When I went to university after high school, there was no such thing as a "first-gen" student. Nobody asked, and there was no such term. You just figured it out. There was no special support or guidance. I happen to be someone, I think, who is very resilient, and I was fortunate to have been taught by my parents from an early age to never fear change and to always embrace new things, even if they are intimidating or scary. So, thanks to how they raised me, I was able to navigate it all, with some fumbling of course, and was able to ultimately handle the challenges without special support despite being, as I look back now, quite naïve and sometimes lost.

There are things about being a first-gen student that not everybody understands. For example, although the parents of many first-gen students are incredibly enthusiastic and supportive, that's not the attitude of all families. They may see college as expensive and elitist, and they may put a lot of pressure on their children not to go. Some students get completely shunned by their families through their choice to go to university. They are like a fish out of water. They arrive on campus excited to be part of a new world, but they do not know anything about it, and, at the same time, their usual and familiar support system is no longer available to them. They may even feel guilt for going against what was expected of them by their family or culture. That can be really hard. On top of that, there are typically financial and other cultural concerns that can be quite isolating.

Universities need to be conscious of this. We need to have people working in student services who are very mindful of this and who themselves have come from different backgrounds and can communicate with students, pair them up with mentors and peers from similar backgrounds, provide networks and support in a variety of ways — essentially, create a sense of belonging, understanding, and support.

# JOY BANGLA

By Carina McAllister (Medical Biology '25) with Alan Bennett



Hello from beautiful Bangladesh!



a downtown building is ship shape!



skylines are booming in Bangladesh



Learning the local language is a great way to connect

Hi! My name is Carina McAllister, and I love to experience authentic local culture. In my 20s, I lived overseas in Southeast Asia and North Africa which, at 30, led me to pursue a medical education from UNE with the hope of working in international aid after I earn my degree. As a freshman, I had the opportunity to fly to Bangladesh during spring break for a medical mission where I toured the medical college in Tangail, interviewed women in the Kandapara brothel, and visited with locals in Dhaka. On our final night, I dressed in the national colors of Bangladesh, green and red, to celebrate Bangladeshi culture and the Father of the Nation holiday.

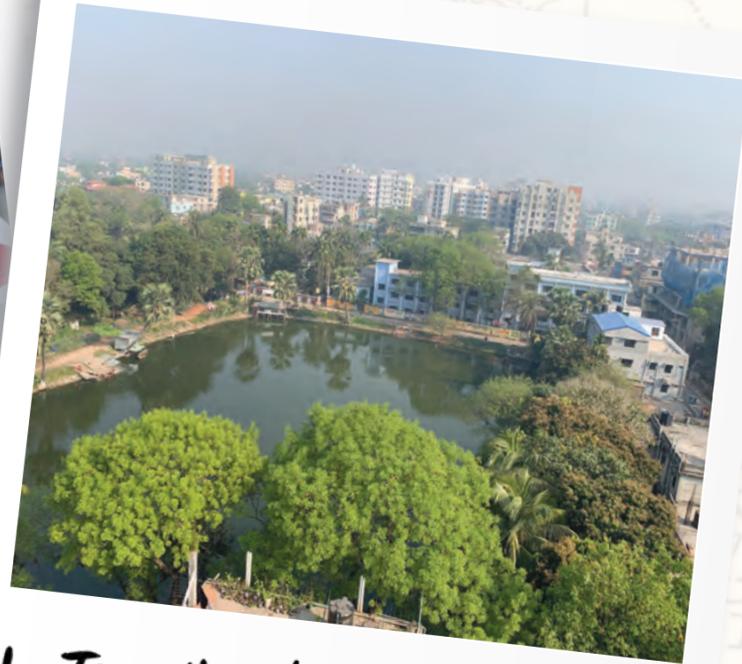
Walking around downtown Tangail is always exciting. In the cooler evenings, thousands of people crowd the streets while rickshaws zig, zag, and blare their horns. Sizzles of street vendors cooking, chuckles of friends laughing, and distorted Bollywood tunes playing out of TVs in tea stalls are all mixed into an endless din. The smells of pani puri and other spicy snacks waft through the air. Colorful marigold garlands and rickshaw art glow during the golden sunsets. The experience is all-encompassing, like you are part of the heartbeat of the world.

When we walk around in America, we are used to seeing all the buildings neat and tidy, wrapped up in perfectly laid bricks or mirrored glass. In Bangladesh, many areas are experiencing massive growth, so when a building is constructed, it is often left unfinished at the top so that it can be continuously added onto to keep pace with growth in the city.

Bengal people are very patriotic, and rightfully so. They fought very hard to be an independent nation — officially becoming their own state on March 26, 1971! — and they even had to fight for their language. Many university students were killed during a protest on Feb. 21, 1952, for the right to keep the national language as Bangla, as opposed to Urdu. I experienced a lot of joy learning Bangla because of how excited people were to teach me and how happy people were when I could introduce myself and ask for their name in their own language. There is something really special about connecting with another person on that level.



Saree shopping includes a performance



In Tangail, cityscape & nature go hand in hand



Art is abundant in Dhaka



Delicious treats are wrapped with tradition!

In Bangladesh, most women still enjoy wearing the traditional clothing, as it is an extension of their cultural pride. Sarees are incredibly beautiful and flattering on every body shape. Shopping for sarees is much more fun than shopping for T-shirts, as the men who sell them will put on big displays. They will take the sarees off the shelf and lay out all five-and-a-half meters (six yards!) of fabric. Sometimes, they will even pretend to wear them and lay the fabric on their bodies and pose!

New York City is famous for Central Park because the bulk of the city is a concrete jungle. In many cities across Asia, it is a different story. Tangail is exemplary of how much nature is intermingled amongst the man-made structures of the modern world. On one hand, this is very beautiful. Seeing trees and flowering shrubs growing out of the middle of a road is a great way to allow birds and pollinating insects to thrive in urban areas. On the other hand, water ways, such as the one in this photo, can become very polluted due to the lack of proper zoning and development.

Dhaka is a very cosmopolitan city, and it has a thriving artistic community. While there, I was introduced to several artists and was really blown away by how many young people are passionate about making their city beautiful. The people of Bangladesh have an incredible talent for creating beauty in the everyday by painting walls, rickshaws, and sidewalks.

The best part of Bangladesh was the food. I enjoyed everything I tried, especially the sweets. Tangail is famous for one sweet in particular, called the chom chom. It is a cheese! It is less like a mozzarella stick and more like a deep-fried cheesecake bite. The milk is strained, kneaded into balls with cardamom, and boiled in sugar for hours in traditional kitchens like this, before it is enjoyed locally or exported all over the country and the world.

For additional content and bonus features, be sure to visit us online: [une.edu/magazine](https://une.edu/magazine).



## NEW UNE ONLINE INITIATIVE TO SERVE MAINE'S WORKFORCE DEVELOPMENT NEEDS

by Erica Houskeeper

Ed Cervone is ready to serve Maine's 676,000-member workforce.

Whether it's meeting the professional needs of emergency management workers, teachers, or health care professionals, Cervone wants UNE Online to be Maine's go-to resource for continuing education and workforce development.

"We want to build a reputation as a reliable workforce partner," says Cervone, hired last spring as UNE Online's director of business development.

The approach is two-fold: Cervone and subject matter experts from UNE Online meet with companies to learn about workforce training needs. Programs developed by UNE Online are offered through employers with the idea that professionals will continue to use the University as a life-long learning resource in the future.

"What people need is flexible, short-term training that gives them skills valued in the market and by their employer," Cervone says. "That will allow people to advance their careers, make more money, and improve their job prospects."

What people need is flexible, short-term training that gives them skills valued in the market and by their employer.

— Ed Cervone

The pandemic disrupted the traditional college model and sky-rocketed global demand for remote learning. UNE Online's focus remains closer to home in Northern New England, at least to start, with the development of flexible, non-degree remote courses, training workshops, and certificates for adult learners based on regional business needs.

Ease and flexibility are crucial to attracting adult learners, Cervone explains, as they are typically older than traditional college students, work full time, and have families.

“What we bring to the table is anytime, anywhere online learning at your own pace,” he says. “And providers like us must be totally responsive to the customer and ask, ‘What do they need?’”

### CHARTING THE COURSE FOR UNE ONLINE’S FUTURE

Before UNE Online, Cervone served as president of external partnerships at Thomas College in Waterville, Maine, and as executive director of Educate Maine, a business-led education advocacy nonprofit organization.

Cervone’s energy aligns with the vision of Beth Taylor-Nolan, who joined UNE Online as dean in September 2021, six months before she hired Cervone.

Taylor-Nolan arrived at UNE Online after spending 30 years at the University of Vermont’s Division of Professional and Continuing Education. There she rose through the ranks, developed online programs, and served as associate dean.

“Beth has the same attitude and approach to this as I do. It’s a pragmatic view of ‘What can we get done now? What can we build?’” Cervone says. “If we want to have a bigger impact, we need to think about flexibility and evolving our business model. And Beth is all about that.”

### A CHANGING MARKETPLACE

UNE Online offers accredited online programs, including master’s degrees in public health, education, and social work, and graduate certificates, and, as part of UNE, shares resources with one of Northern New England’s leading health sciences universities.

“When I saw the job posting, I thought, ‘That’s the dream job,’” Taylor-Nolan says. “The college has an amazing, strong portfolio. It’s best in class in terms of providing online graduate education.”

After the pandemic hit, more competition entered the marketplace to meet the rising demand for online education. A crowded online education landscape prompted UNE Online to explore ways to differentiate itself with workshop development partnerships and new offerings in continuing education — areas UNE Online had not focused on before.

Under Taylor-Nolan’s leadership, UNE Online is creating new, non-credit programming, including emergency management trainings, educator workshops, and social work professional development courses — some of which will start this fall [2022].

UNE Online programs are vetted, accredited, and taught by faculty who are experts in their fields. While for-credit courses and degree programs are typically more expensive, Taylor-Nolan explains that non-credit programming is market priced with a more affordable fee structure for employers or employees.

### A COLLABORATIVE APPROACH

An essential component of UNE Online’s vision is leveraging UNE’s strong reputation as a comprehensive research university that embraces high-quality online education.

One of Taylor-Nolan’s first orders of business was to rebrand UNE Online to better align with UNE.

“We look like the main university now. The community doesn’t care about our silos or what department you’re from. They see the University of New England first,” Taylor-Nolan says. “We want to honor how UNE Online was, but I’m optimistic about a more collaborative, integrated approach with the University.”

“The college has an amazing, strong portfolio. It’s best in class in terms of providing online graduate education.”

— Beth Taylor-Nolan

UNE Online was proud to join with our partners at Maine Teacher of the Year to host their annual professional development day at Innovation Hall on the UNE Portland Campus.



“We can be in service to the state of Maine.” — Ed Cervone

As UNE Online’s workforce development initiative moves forward, Taylor-Nolan sees Cervone’s role as a crucial piece of the puzzle.

“Ed has a wealth of experience as an educator and in workforce development,” she says. “Wherever I go with Ed, he knows everyone. It’s exciting to see him engage with people on our behalf.”

Given the teacher shortage, an aging demographic, and many workers’ ongoing licensure and certification requirements to stay current in various fields, Cervone and Taylor-Nolan are confident about their timing to create partnerships with employers and industries across the region.

“We can be in service to the state of Maine,” Cervone says. “UNE Online is uniquely positioned to be able to build a lot of relevant things. If a company needs a type of training, we want to figure out a way to help them — and do it.”



## THE ART OF LISTENING

“We don’t presume to know what people need,” says Beth Taylor-Nolan. “We go out there, and we listen; we ask questions. We bring along subject matter experts from our academic programs, along with Ed [Cervone] to help frame the conversation, and we walk away with a clear picture of what a given partner might need.”

One key area where Taylor-Nolan and her team have done a lot of listening over the past summer [2022] is with Maine’s educational workforce, talking to teachers about their education and training needs.

“We hosted a few workshops in person, which was new for the college because we had been 100% online-focused,” says Taylor-Nolan. “We welcomed teachers into our space and sat with them in Innovation Hall, and we asked them, ‘What do you want? What do you need?’ They were so excited to engage with us, and it was like a large focus group.”

“One thing we heard is that there’s an enormous amount of stress for students and for teachers in K-12 education. So, for example, one of the interdisciplinary programs that we’re working on for educators is something that comes out of our social work program around trauma-informed schooling.”

Trauma-informed schooling would address concerns that teachers have in working with students as they emerge from the COVID-19 pandemic, along with the increased stress that students and their families have been under in recent years. Other plans include the creation of just-in-time trainings and workshops to help teachers and other education professionals work more effectively with their students.

For Taylor-Nolan, this is just one example — a way of opening the door to build relationships and find unmet needs in the workforce. “In this case,” she says, “the crucial thing is that we are really tapping into the local and regional needs of our educators. And it’s not just about UNE Online — it’s about the entire University of New England and how we support Maine and our regional workforce.”



## OUT OF THE DARKNESS WALK

Currently, suicide is the second leading cause of death for people between the ages of 10 and 34 in the United States. But that staggering statistic is not hopeless; the American Foundation for Suicide Prevention (AFSP) has found that with research, education, and active and accessible support, there can be a change for the better. AFSP's goal is to fund research, educate the public, and advocate for public policies around mental health and suicide prevention. One of AFSP's initiatives has been in support of a three-digit phone code (988) to call the National Suicide Prevention Lifeline.

UNE's first on-campus "Out of the Darkness" walk was hosted in 2017 by a member of UNE EMS (the student-staffed Emergency Medical Services Club that responds to medical emergencies on campus) after one of their responders died by suicide while serving in UNE EMS. This past year, UNE EMS restarted the walk, attracting over 150 participants and raising over \$7,500 for the AFSP. Participants listened to speeches from UNE President Herbert, mental health advocate Alysia Valoras, UNE Safety and Security's Anne Laflamme, and UNE Alum James Boomhower before completing a one-mile loop around campus.

We hope this walk sparked hope and awareness within the UNE and EMS communities. Our motivation as hosts for this year's walk came from seeing a need for more mental health resources for students and EMS first responders. One in 10 EMS responders attempt suicide, and there is a growing culture around making first responders' mental health more of a priority. We hope the UNE community continues to enthusiastically support the fight for suicide prevention with us. Sarah will reprise the walk next year on the Biddeford Campus to reach and educate more people about the mental health resources available with the reminder: "It is okay not to be okay."

*Sarah Swanick (Medical Biology, '23)*

*Wyatt Blackstone, B.S. '22 (Health, Wellness, and Occupational Studies)*

*Event organizers*





## NOR'EASTER MEN'S HOCKEY MAKES A MEMORABLE RUN TO LAKE PLACID

by David Ambrose

The 2021-22 season was a special one for the University of New England men's ice hockey team. The Nor'easters won a program-best 23 games, captured the Commonwealth Coast Conference (CCC) Championship, and advanced to the National Semifinal. The team also won a team-record 13 straight games and was ranked in the top 15 in the USCHO Division III Poll for 18 weeks, finishing as the No. 5 team in the country.

UNE started its season strong and was 8-1-1 and playing some of its best hockey heading into the winter break. After their final game before break, a 3-1 victory over Wentworth on Dec. 11, the Nor'easters were scheduled to play in a tournament hosted by Norwich on New Year's Day. The tournament ended up getting cancelled, as did the next three games, due to COVID outbreaks on the opposing teams. Although healthy, UNE was faced with an unprecedented 40-day break between games.

The team struggled in its return on Jan. 21 with a 6-2 loss to Curry College and ten days later lost again. "It was discouraging for our guys at the time and stressful for our staff, but it made us all appreciate the moment more as we were making our run at the end of the year," said head coach Kevin Swallow.

Little did they know the loss on Jan. 31 would be their last one for a while, as the Nor'easters coasted through the final eight games of the regular season and the first two rounds of the CCC Championship.

This set up a showdown with Endicott College, one of the only teams to beat UNE, in the conference finals, with a trip to the NCAA Tournament on the line. In front of a sold-out crowd at the Harold Alfond Forum, the Nor'easters battled back from a late deficit, and

Aaron Aragon scored the tying goal with just 48.2 seconds left. Jared Christy scored early in overtime to give UNE its second championship in four years.

Things would not get any less dramatic for the team in its first-round NCAA Tournament matchup against No. 15 Plymouth State. Two first-period goals by the Panthers quieted the crowd at the Forum, but the Nor'easters came from behind once again with goals in the second and third periods to send the game into overtime. Neither team could break through in the first extra period, but Austin Morgan sent UNE to the next round with the game-winner in double overtime.

UNE visited No. 2 Utica (N.Y.) in the Quarterfinals. The Pioneers' home rink is historically one of the toughest places to play, averaging around 3,000 fans per game, and this game was no different. Despite being outshot by nearly two-to-one, the Nor'easter defense stymied the nation's second-best offense, and the team stunned the home crowd on its way to a 2-0 victory and a spot in the semifinals.

The semifinal round was played at Herb Brooks Arena in Lake Placid, New York, the site of the "Miracle on Ice" for the U.S. Olympic Hockey Team in 1980. UNE's miracle season came to an end with a loss to No. 3 SUNY Geneseo, but Coach Swallow remarked that experience elevated the hockey program to the national stage. "It was pretty special for all of the guys. In the moment, we were just taking it day-by-day, but now, having time to reflect, it was a tremendous experience, and we've put our program in a great position," said Swallow.

In the postgame press conference, graduate student defender Chris Jones echoed Swallow's thoughts. "It was an unbelievable ride," he said, "and the most fun I've ever had playing hockey. This season really put us at another level and showed everyone how special the University of New England hockey program is."

The effects of the memorable season are already being felt, as Swallow has seen an increase in interest with recruiting. Four players from the team have also signed professional contracts or have been offered tryouts.

The Nor'easters look for more success this season, which kicks off with an exhibition game against Plymouth State on Oct. 21.

 For additional content and bonus features, be sure to visit us online: [une.edu/magazine](http://une.edu/magazine).



## SIX YEARS AND COUNTING FOR STOWELL

By David Ambrose

*It's three o'clock, and Anna Stowell '20, M.Ed.'22 is waiting for her students to be picked after school at Cocoons Day School in Kennebunk. She needs to be at Blue Bolt Field for lacrosse practice at 4 p.m.. After practice Stowell will head home to work on assignments for her online class as she completes her Master of Science in Education degree at UNE Online.*

Days like this were typical for the Sutton, New Hampshire, native as she worked towards her second degree from the University of New England and finished her unprecedented sixth year as a member of the women's lacrosse team in the spring of 2022.

When Stowell first arrived in Biddeford in the fall of 2016, she never thought she would be heading into her seventh year on campus this fall (2022) and accepting a role as an assistant coach for the upcoming season. But she could not be happier to remain part of the Nor'easter family. "I loved UNE from the first time I visited," says Stowell. "The location, academics, and athletics are all great, but the people and personal connections have made this place very special for me."

Her athletic career began as normally as any other, and over her first two seasons she established herself as one of the Nor'easters top scorers, tying for the team lead in goals with 39 in her first year. Things for Stowell and the team changed prior to her junior season in 2019 when then-head coach Sue Estabrook was diagnosed with cancer. Coach Estabrook relied upon her upperclassmen to take on more of a leadership role, and Stowell was named team captain, a position she held for two years.



The COVID-19 pandemic caused the 2020 season to be cancelled after just four games, and it seemed like Stowell's playing career was over. But a ruling by the NCAA allowed student-athletes an extra year of eligibility due to the pandemic, and Stowell jumped at the opportunity. She was not originally planning to start graduate school immediately, but the chance to continue playing the sport she loved was too great to pass up. "The plan was to get a job after college and go to grad school in a few years, but once I knew I was still able to play there was no question I was coming back," she says.

Her master's program required her to get a job in education while attending online classes, which made for some busy days between teaching, practice, and schoolwork.

The effects of the pandemic were still being felt in 2021 as the team played only two games. Following the season, Estabrook stepped down, and Bridget Lawless was hired as head coach. While Stowell was no longer officially a captain during her two post-grad years, her experience and leadership were instrumental in smoothing the transition during the coaching change — not only for the team, but also for Coach Lawless.

"She was able to bring me up to speed on the status of our team and was the first person I'd go to if I had a question," says Lawless. "Our roster was relatively young and inexperienced last season, but Anna was always there to guide our players and help them navigate their first full season of college lacrosse. She is such a bright light to have around and would instantly make you smile."

*Anna's passion for the game, coupled with her lacrosse IQ, is going to be such a positive presence.* — Bridget Lawless

The two had joked last season that Stowell was essentially a coach on the field, which is why it was a no-brainer for her to transition into an assistant coach role for the 2022-23 season. Stowell had already been honing her coaching skills by serving as an assistant at Biddeford High School for the past year.

Prior to one of her final games on the blue turf, she was surprised by a visit from her entire preschool class as well as former teammates and coaches during the Senior Day celebration. Stowell put on a show in the game, scoring a career-best six goals.

While the game put an exclamation point at the end of her playing career, her impact will still be felt on the sidelines and in the UNE community. "Anna's passion for the game, coupled with her lacrosse IQ, is going to be such a positive presence; and although I'll miss watching her play, I'm so excited to have her on the sideline and watch her grow as a coach," says Lawless.



## NOR'EASTERS, KNIGHTS, AND WILDCATS COME OUT IN DROVES TO CELEBRATE HOMECOMING WEEKEND 2022!

Our second annual Homecoming event, held over the gorgeous autumn weekend of September 30, was an overwhelming success, with over 2,500 official registrants, plus dozens of additional guests, friends, and family members. Events and festivities ranged from various student research presentations to athletic contests, alumni receptions, campus tours, boat rides, cookouts, a photo booth, and more. The energy, enthusiasm, and school spirit on display were undeniable, and a wonderful time was had by all.

On Friday, September 30, UNE COM students shared their research on the Portland Campus while alumni heard from Jonathan Finnoff, D.O. '95, chief medical officer for the United States Olympic and Paralympic Committee. The evening in Portland closed out with a wine tasting fundraiser in support of the Deane Kenny Stryker Endowed Scholarship. In Biddeford, the UNE Varsity Club Athletics Hall of Fame celebrated the accomplishments of Dan Auger '17, D.O. '22; Beth Suggs Carlton '13; Ron Dubuque SFC '71; Dean Johnson '86; Brittney Sorbello '17, Pharm.D. '19; Beth Sullivan '15; and Tiana Thomas Vallie '17, while the UNE Rugby team honored their 10-year anniversary with a win over Northeastern University.

Festivities continued in Biddeford on Saturday with a variety of varsity and alumni athletic games, Saco River boat tours, and an undergraduate research symposium. The UNE-SFC Alumni Council honored Dimitry Schidlovsky '81 with the Alumni Achievement Award, James McGrath '66 with the Alumni Service Award, Andrea Gosper '19 with the Young Alumni Award, and Ashley Potvin-Fulford as an Honorary Alumna. Many alumni, family, and friends enjoyed tailgating in the Forum prior to the football game where they could catch a glimpse of Stormin' Norman!

See more  [une.edu/magazine](http://une.edu/magazine)



## EXPAT ANIMAL LOVER ANSWERS THE SOS

by Amber Windler

Since Marlie Perkins '18 graduated with a double major in both Animal Behavior and Environmental Science, it was only natural that she would begin her career at the Rachel Carson National Wildlife Refuge in Wells, Maine. From there, her skills, experience, and connections made it possible for her to earn a position as a conservation education intern at a wildlife rehabilitation center 4,000 miles south, in Costa Rica, before settling in the small beach town of San Juan del Sur, Nicaragua.

"As I began to make this town my home, I was eager to put my passion for environmental and animal welfare to use," says Marlie. "I shifted from chasing the work to using what I know here and now. I feel a responsibility to share the extraordinary knowledge I have."

Marlie had found the opportunity to share her knowledge while volunteering with a small animal relief organization in Nicaragua. However, when the organization disbanded in 2020, the local animal population suffered from the lack of resources available for their

benefit. Marlie and a few acquaintances knew something needed to be done. Though they barely knew each other, they formed a new animal rescue and relief organization named SOS Animales, which ensures the health and happiness of the animals in the San Juan del Sur community through education initiatives about animal care and the importance of empathy towards animals. They work directly within the barrios to raise public awareness about widespread animal health issues. SOS Animales has grown rapidly and robustly since its formation in November 2020 and is supported solely through private donations.

SOS Animales has also established San Juan del Sur's first donation-based veterinary clinic, which provides full-scale veterinary services as well as food and medications for animals. The clinic also hosts low-cost spay and neuter clinics for dogs and cats multiple times a month to address the overpopulation issue in the local area.

Marlie credits the mix of courses in both the sciences and the humanities for her ability to look at the root of how to make change. "I am grateful to UNE for my multidimensional education, where I learned to ask questions and to reach out to partner with others. My professors Owen Grumbling, Teresa Dziejewczynski, Rick Peterson, and Zachary Olson were so inspirational and helped me develop the tools I needed to chase my dreams."

Through her experience at SOS Animales, Marlie has seen what a few committed individuals can do for a community. "Everyone doing their part by sharing their own knowledge and perspectives can lead to change for a person," she says, "a community, or the whole world."



Delaney Wray Griffin and Marlie Perkins

## CHANGING THE CULTURE OF OUTDOOR RECREATION

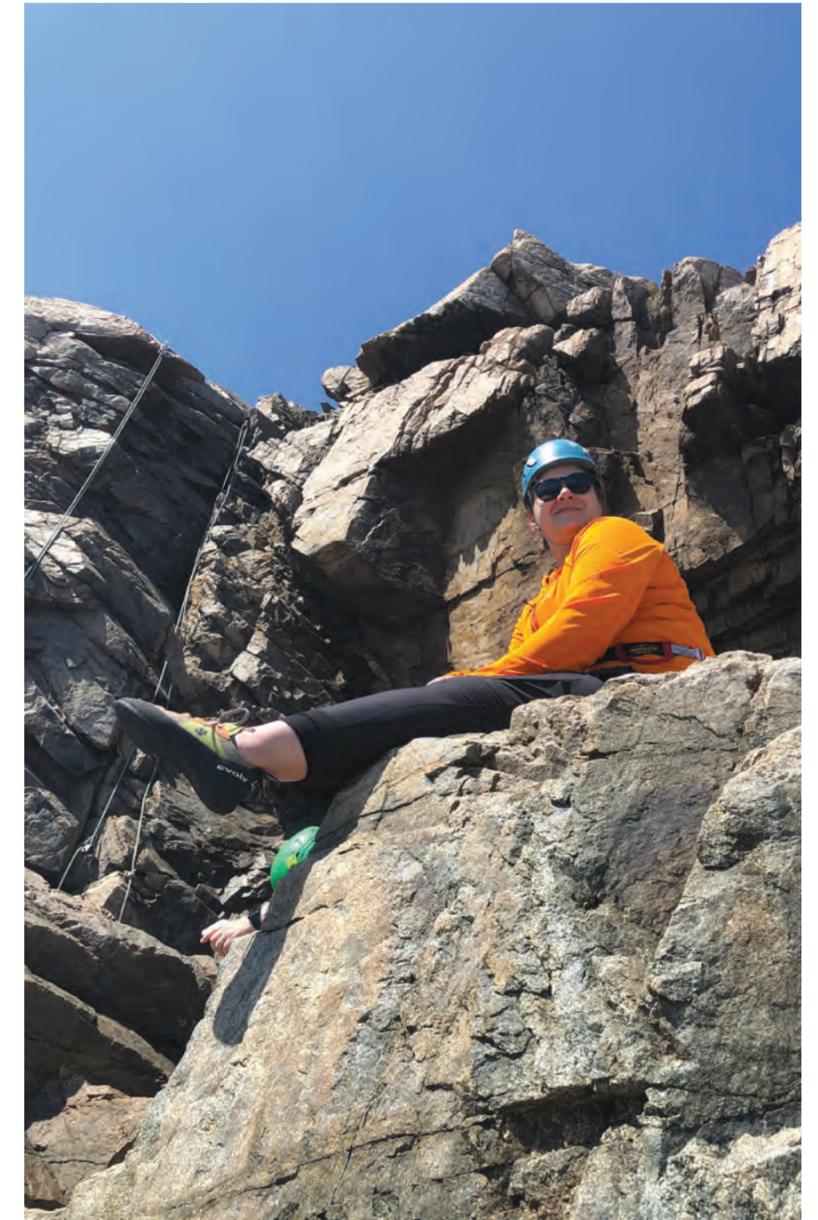
by Amber Windler

In 2021, Madison Ruopp, B.S. '17 (Animal Behavior), stepped into a management role in a new organization that is helping shift the culture of the outdoor recreation world to be more sustainable and equitable through impactful programming.

"After graduating, I began working in outdoor education and recreation at the Hurricane Island Outward Bound School and at Sunday River Ski Resort, gathering lots of valuable experience," says Madison, who goes by Madi. "Now, I am the operations manager at She Summits Company, focused on creating opportunities for women and girls to gain outdoor experience, fostering bravery and self-confidence, and working hard to allow everyone to show themselves how much they are capable of."

Madi first recognized that there were access challenges associated with outdoor recreation when she became active with the UNE Ski Club. Costs to participate were steep, and the diversity of people active in the sport was limited. An acute awareness of access barriers led Madi to seek out organizations whose values align with her own as she advanced along her career path. Creating spaces for people who most closely identify as female allows her to role-model for kids and adults that outdoor recreation is open and possible for everyone.

Madi's first experience at UNE after being accepted was in the Trailblazer preorientation program — a sea kayaking trip. The small group size — and the fact that this was a new activity for a student from landlocked Pennsylvania — opened the door to a world of opportunities at UNE. Madi was involved with outdoor recreation, served as an



orientation leader, and was active with the Undergraduate Student Government. "I gained the building blocks at UNE and have been able to build on them," she explains. "The skills I was learning at UNE were marketable, life-long skills that I have taken into my adult life and continue to build on. UNE played a huge role in what I am doing with my life now. The faculty were incredibly supportive and encouraging, working with me to meet my goals and building my confidence to take on new tasks and responsibility."

As a registered Maine Guide, Leave No Trace educator, and Maine Trip Leader trainer — only a few of her many outdoor rec credentials — Madi is walking the walk for change. Outdoor recreation is for everyone, and she will light the way for anyone who wants to learn. Skills, experience, and a passion to build confidence in those who need it most drive Madison to play her part in changing the culture of outdoor recreation.

# class NOTES



## 1959

**Barbara Epstein** writes: My winters are spent skiing at Sunday River with my Prime Timers and teaching as a volunteer at Maine Adaptive Summers. I volunteer to teach golf and kayaking also at MA. I spend time gardening and working out at my gym.

## 1965

**Sue Umpa Angevine** writes: Aside from no water, fires, and high heat, all is well in California. Looking forward to visit to NH and Vermont end of summer. My husband passed away two months ago, so a new chapter opens up with many adjustments to be made. My oldest son lives in Park City Utah with his wife and two babies. He looks forward to returning to the mountain as a Wilderness EMT. My younger son now lives here on the coast with his wife and stepson. Nice to have him closer. My very best to all my old friends. I wish you all peace and happiness.

## 1967

**Sally Chater Kelley** writes: I was in the Medical Secretarial class at WJC — later I enrolled in Central Maine Medical Center's RN school in Lewiston, graduating in 1995. I stay in touch with my WJC roommate Sherry Teulon Edson. We were in Linnell our last year at WJC. My husband died in 1978. I have two daughters: Kate owned Mae's Café in Bath until last fall and is now a realtor at Remax Riverside in Topsham, and Beth who went to Bowdoin College, is a defense attorney in Boulder, CO and has a daughter and a son.

## 1970

**Raymond Gagnon** caught up with Betty and Rocca Ferranti, Bill O'Brien, and Rick Forest in the White Mountains.

## 1974

**Margaret Swanson Schleiff** writes: Our quiet life on our West Virginia homestead got slightly diminished when we purchased a "fixer-upper" on Swan's Island in Maine! Now we spend most of the summer in our almost finished house and are enjoying the culture and new friends at this gorgeous spot! Looking forward to our first grandchild in August and second family wedding in May 2023.

## 1977

**Regina Fisher Raboin, P '09, '14** writes: I had some help from my grandson James Fisher Renda, son of Meredith Renda '09, preparing remarks for UNE Commencement 2022!

## 1991

**Susan Smith Andrews** writes: A lot of time has passed between UNE graduation and now. I achieved an MPH from The George Washington University Milken Institute School of Public

Please email your news and photos to [alumni@une.edu](mailto:alumni@une.edu), post on UNE Connect at [www.alumni.une.edu](http://www.alumni.une.edu), or mail to the UNE Office of Alumni Advancement, 716 Stevens Avenue, Portland, ME 04103. College of Osteopathic Medicine news should be emailed to [RSAS@une.edu](mailto:RSAS@une.edu).

PLEASE LIMIT SUBMISSIONS TO 75 WORDS OR LESS. SUBMISSIONS MAY BE EDITED FOR LENGTH AND CLARITY.



Kevin Boissonneault

Health on 31 August 2021. Although I'm an associate director for a large pharma company (global clinical pharmacology clinical trials and pediatrics), I wanted to pursue education in the space where traditional objective sciences overlap with social/population sciences, especially in evaluation addressing disparities. I'm happy to say I've already found synergies!

## 1992

**Kevin Boissonneault** writes: I returned to UNE as an employee since 2002. I began in Information Technology Services and recently transferred to the College of Dental Medicine. I got married in June of 2019 in Emerald Isle, North Carolina. Continuing my family's legacy at UNE spanning almost 50 years now, my new step-daughter just joined UNE as a student this year hoping to become a dental hygienist. I have been continuing my education online, taking courses in Geographic Information Systems.



Kayleigh J. McCauley-Sayer

## 1995

**Mary Elizabeth Hanley, D.O., FUHM, CWSP, FAPWCA**, was named 2022 Physician of the Year by the South Carolina Osteopathic Medical Society (SCOMS). "The Physician of the Year Award honors a practicing physician who demonstrates unwavering dedication toward patients, has made a significant impact in direct patient care, and whose actions embody the values of the profession through leadership and service to the public and the profession," said SCOMS President Dr. Ryan Hakimi, a Neurointensivist and the Director of the Neuro ICU and TCD Services at Prisma Health-Upstate's Greenville Memorial Hospital. "Dr. Mary Elizabeth Hanley embodies all of these characteristics in addition to exemplifying profound courage, outstanding character, a sense of fairness, compassion and empathy, and impeccable ethics for over 30 years. She is a true inspiration to Doctors of Osteopathic Medicine (DOs) and to the healthcare industry in South Carolina."



Alice Staires

## 2001

**Carol Forward, M.S.Ed., CAGS '12** has been awarded the Reader Raves 2022 Best Teacher Award for Western Massachusetts. She is the Choral Director at East Longmeadow High School (MA) for the past 24 years and is pursuing her Doctorate in Educational Administration K-12 at the University of Southern Mississippi.

## 2002

**Virginia DeLong** is currently the Director of Counseling and Admissions at Norwick Technical High School in Norwick, CT. DeLong serves as the Government Relations and Advocacy Chair for the CT School Counselor Association and was named 2020-2021 Connecticut School Counselor of the Year.

## 2007

**Kayleigh J. McCauley-Sayer, Ed.D.**, was recently named Director of Membership Services of Move United. Move United, the national leader in community-based sports and recreation for individuals with disabilities, experienced intentional and unprecedented growth during the last 24 months, expanding the member network by 60% to 205 organizations in 43 states. This growth is a pillar to Move United's Vision 2028, which includes creating a network so that 90% of Americans are within 50 miles of a member adaptive sports organization.

**Alice Staires** writes: I have worked in multiple nursing roles throughout my 15-year nursing career. I currently work for a Lewiston hospital as a breast health nurse navigator. This role helps patients navigate through the journey of breast concerns to cancer survivorship. I love my job. The patient population I work with is so appreciative and special. This job is personal to me as well because I have four sisters who have or had breast cancer. To continue learning and growing in my career, I have been working on my BSN and maybe continuing on for my master's in nursing administration.

## 2009

**Bethany Brooks, RDH, D.M.D.**, writes: I recently earned a Certificate in Periodontics from the Naval Postgraduate Dental School and a Master in Oral Biology from the Uniformed Services University. Immediately after graduation, I reported to 2nd Dental Battalion, Camp Lejeune, NC, as a staff periodontist and AEGD mentor. I look forward to my promotion to Lieutenant Commander in the United States Navy on September 1st!

**Aubrie Dickinson Coburn** writes: Currently I am the manager of the Duke University echo lab research team. I have worked with the team for 4 years. Previously I worked as an exercise physiologist in the Duke cardiac diagnostic unit. I have had the opportunity to work on a few journal publications. My family and I enjoy living in Oxford, North Carolina. Bill and I have two wonderful boys who are full of spirit and keep us on our toes. I am actively involved with the local church and sing with the worship team.

## 2014

**Haley LaPointe** spent 5 months of spring and summer hiking the Appalaichain Trail, ending at Katahdin in August 2022!

## 2015

**Valerie Motter** recently graduated with her M.S. in Applied Behavior Analysis from University of Saint Joseph. For the past six years, Valerie Elyn has been working and making a difference for clients as a Senior ABA Therapist at Creative Interventions, LLC.

## 2016

**William Wyman, D.O.**, has been named a New Hampshire Union Leader "40 Under 40" for his professional contributions to his community. William discussed career advice and his motivations for public service in the New Hampshire Union Leader.



Haley LaPointe



Valerie Motter



Aubrie Dickinson Coburn

## 2017

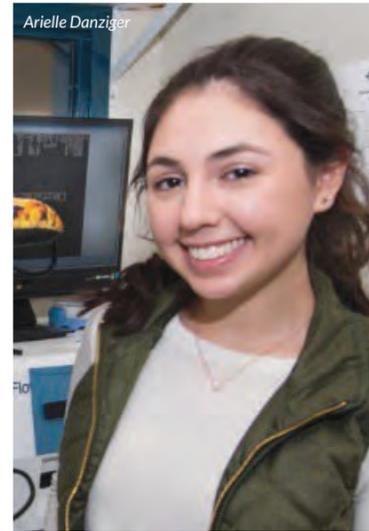
**Dorothy "Lynne" Cataldo, D.M.D.**, is a private practitioner and owner of Go Smile Group (Pinellas, FL). Professional organizations include the American Academy of Pediatric Dentistry, where she is on the Committee of Early Career Pediatric Dentists and was the founding President of the UNE CDM AAPD Chapter.



Valerie Gillespie

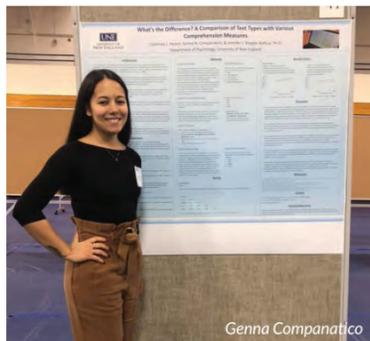
## 2019

**Arielle Danziger, M.S. '21**, together with Zach Olson, Ph.D., Assoc. Professor, Animal Behavior, CAS, and Markus Frederich, Ph.D., Professor, Marine Sciences, CAS, published the article: "Limitations of eDNA analysis for Carcinus maenas abundance estimations" in the journal BMC Ecology and Evolution.



Arielle Danziger

**Valerie Gillespie, Ed.D.**, opened a contemporary art gallery, Pencil on Paper Gallery, in Dallas, Texas. She accepted a position as the Director of Fine Arts at the Winston School in 2020 and Valerie will be the lead curator at the Southern Methodist University's Hawn Gallery for an exciting exhibition featuring selections from the Jessica and Kelvin Beachum Family Collection this Spring.



Genna Companatico

**D'Angelo S. Taylor, Ed.D.**, has been appointed Vice President of Student Affairs at Central State University in Wilberforce, Ohio.



Emma Tobin

## 2020

**Genna Companatico** was recently promoted to Assistant Manager of the Behavioral Health Outpatient Integrated Health Home team at The Providence Center. Genna is also pursuing a Master's Degree in Clinical Mental Health at Rhode Island College.



Kayla Archambault Maskiell and Ethan Maskiell



Andrew Frazier

**Sidney Crudup** writes: My intent after graduation was to climb the ranks of the public school education system as an administrator, in order to empower underserved and underprivileged inner-city children. Little did I know that my career and my life would completely change when I was summoned to be the pastor of a church. I still aim to empower, but it will apparently be from another vantage point. I plan to use my educational experiences at UNE to be the best leader I can be for the church. I am excited about my future.

**Kayla Archambault Maskiell** writes: **Ethan Maskiell** and I were married on February 19th of 2022!

**Emma Tobin**, currently a Ph.D. candidate at the Young Lab at Worcester Polytechnic Institute, was awarded with a National Science Foundation Graduate Research Fellowship.

**Ian Whitmore** Recently opened a psychotherapy private practice for adolescent and young adults, primary focus being male and male identified trauma survivors.

## 2021

**Andrew Frazier, Ed.D.**, has been appointed the next Vice President for Student Life and Dean of Students at Johnson University beginning July, 2022. Frazier writes: I am extremely thankful for the solid preparation I received from the UNE Ed.D. program for this new role!



Alyssa White



Katharina Roese

**Katharina Roese** was awarded the MTI Innovation Prize for her research project "Microbiology | Pyrogallol impairs bacterial biofilm formation by inducing microbial oxidative stress."

**Alyssa White, Pharm.D.**, served as a student editor for a text that has recently been published entitled "Pharmacotherapy: Principles & Practice," published by McGraw Hill.

## 2022

**Jessica Bhagaloo** was accepted into her first-choice program and will pursue a master's degree in communication disorders at Emerson College in Boston, MA. Jessica served as the President of UNiEd: UNE's Multicultural Club in the 2021-2022 academic year.

1938

**Janet Lowe Palmer**  
Westbrook Junior College

1939

**Bernice Lord Peterson**  
Westbrook Junior College  
August 15, 2021

1940

**Marjorie Eldridge Goodhue**  
Westbrook Junior College  
May 1, 2020

1942

**Helen Hirshberg Barron**  
Westbrook Junior College  
December 22, 2016

**Maryjane Swett Chaote**  
Westbrook Junior College  
August 19, 2021

**Ruth May Eckberg**  
Westbrook Junior College  
November 18, 2021

**Nancy Wiswall Erne**  
Westbrook Junior College  
April 8, 2022

1944

**Thurley Ward Briggs**  
Westbrook Junior College  
December 10, 2020

**Patricia Hayden Langlin**  
Westbrook Junior College  
August 23, 2021

1945

**Frances Richardson Clemence**  
Westbrook Junior College  
June 28, 2016

1946

**Gwendolynde Merrill Wall**  
Westbrook Junior College  
November 28, 2021

1947

**Evelyn Ederly Coulter**  
Westbrook Junior College  
July 24, 2021

**Beverly Woodward Damren**  
Westbrook Junior College  
August 4, 2021

**Janice Butterfield DiFranco**  
Westbrook Junior College  
July 13, 2019

**Barbara Kinnear Granger**  
Westbrook Junior College  
November 7, 2021

**Maybelle Blake Johnson**  
Westbrook Junior College  
January 13, 2021

**Marion Worcester Johnston**  
Westbrook Junior College  
April 18, 2019

**Lotti Shapiro Rubin**  
Westbrook Junior College  
February 7, 2021

1948

**Helen I. Cook**  
Westbrook Junior College  
August 14, 2021

**Elizabeth Donahue McKinnon**  
Westbrook Junior College  
October 18, 2021

1949

**Carolyn Mitchell Gage**  
Westbrook Junior College  
April 20, 2022

**Jane Lewis Gleason**  
Westbrook Junior College  
November 28, 2021

**Marjorie Gaskell Goodwin**  
Westbrook Junior College  
June 13, 1929

**Shirley Harkinson Morrison**  
Westbrook Junior College  
August 1, 2022

**Martha Coe Ritchie**  
Westbrook Junior College  
December 8, 2020

**Jean Sagent Williams**  
Westbrook Junior College  
January 12, 2022

1950

**Marjorie Hitchcock Gaffney**  
Westbrook Junior College  
May 22, 2021

**Judith Wyman Merrow**  
Westbrook Junior College  
January 3, 2022

**Ruth Averill Smith**  
Westbrook Junior College  
April 17, 2021

**Bertyne Rice Smith**  
Westbrook Junior College  
May 25, 2022

1951

**Ruth Gagnon Greenwood**  
Westbrook Junior College  
May 29, 2018

1952

**Joan Damborg Diplock**  
Westbrook Junior College  
July 18, 2013

**Barbara Cole Fogg**  
Westbrook Junior College  
June 15, 2014

**Kay Hill Genovese**  
Westbrook Junior College  
January 17, 2020

**Susan Burns Giguere**  
Westbrook Junior College  
November 10, 2021

**Joanne Greene**  
Westbrook Junior College  
October 10, 2021

**Norma Wood Hall**  
Westbrook Junior College  
November 17, 2018

**Merrita Read Hebble**  
Westbrook Junior College  
June 24, 2016

**Frances Malone Tucker**  
Westbrook Junior College  
December 13, 2020

1953

**Jean Marie Curtis Schmidt**  
Westbrook Junior College  
April 4, 2022

**Diane Lees Thomae**  
Westbrook Junior College  
July 2, 2015

1954

**Estelle Townsend Appel**  
Westbrook Junior College  
September 22, 2021

**Julia R. Hoos**  
Westbrook Junior College  
March 9, 2022

**Kathleen Bonney Matthews**  
Westbrook Junior College  
March 10, 2022

**Cynthia Miller Oakes**  
Westbrook Junior College  
October 10, 2021

**Anne Moeckel White-Fontaine**  
Westbrook Junior College  
November 11, 2021

1955

**Alice M. Savage**  
Westbrook Junior College  
December 8, 2021

1956

**Charlene MacFarlane Armstrong**  
Westbrook Junior College  
January 24, 2019

**Nancy Legate Grundman**  
Westbrook Junior College  
March 27, 2020

**Carolyn Mussig Sanford**  
Westbrook Junior College  
August 26, 2021

1957

**Margaret "Peggy" Sanford Arenstam**  
Westbrook Junior College  
May 17, 2021

**Sandra Adams Banks**  
Westbrook Junior College  
November 25, 2021

**Jack Fortier**  
St. Francis College  
June 14, 2015

**Carolyn Bjorkman Perry**  
Westbrook Junior College  
February 21, 2022

**Nancy Mullin Viles**  
Westbrook Junior College  
May 24, 2021

**Dianne Watson Brockett**  
Westbrook Junior College  
December 23, 2021

1958

**Marsha Miller Boggs**  
Westbrook Junior College  
December 29, 2021

1959

**Carole Parsons McLellan**  
Westbrook Junior College  
September 27, 2021

1960

**Richard N. Jacques**  
St. Francis College  
April 10, 2022

**Sheila Taylor Jones**  
Westbrook Junior College  
January 15, 2022

**Christina Rolland Lehane**  
Westbrook Junior College  
December 31, 2019

**Raymond G. Ouellette**  
St. Francis College  
January 26, 2022

**Christine Schacht Williams**  
Westbrook Junior College  
April 24, 2022

1962

**Charlotte Hobson Brown**  
Westbrook Junior College  
October 30, 2021

**Donna Lee Litchfield Cheney**  
Westbrook Junior College  
April 28, 2022

**Nancy Murphy Kunz**  
Westbrook Junior College  
November 14, 2021

**Lynda Humiston Mahnken**  
Westbrook Junior College  
March 9, 2021

**Sandra Stedman Moreland**  
Westbrook Junior College  
June 6, 2021

**Linda Waterhouse Tillman**  
Westbrook Junior College  
January 6, 2020

1963

**Donna Ryan Feeley**  
Westbrook Junior College  
February 23, 2022

**Elizabeth G. Gamage**  
Westbrook Junior College  
July 8, 2021

**Philip J. Smith**  
St. Francis College  
November 25, 2021

1964

**James E. Hart, PhD**  
St. Francis College  
January 15, 2022

**James J. Kerr**  
St. Francis College  
April 4, 2022

**John W. Finn**  
St. Francis College  
November 25, 2021

1965

**Peter A. Murphy**  
St. Francis College  
May 30, 2021

**Marie A. Strnad**  
Westbrook Junior College  
January 3, 2022

1966

**Donald C. Damiani**  
St. Francis College  
September 10, 2021

**James F. Inslee**  
St. Francis College  
January 21, 2022

1967

**Philip J. Dolan**  
St. Francis College  
October 22, 2009

**Carolyn Atwood Midora**  
Westbrook Junior College  
March 16, 2013

**Thomas Naylor**  
St. Francis College  
September 1, 2019

**Carol-Lynn D. Walker**  
Westbrook Junior College

1968

**Irene Bouchard Bragdon**  
Westbrook Junior College  
June 11, 2022

**Martha A. English**  
Westbrook Junior College  
September 16, 2020

**Daniel J. McCooley**  
St. Francis College  
December 9, 2020

1969

**Nancy Dowd**  
Westbrook Junior College  
November 14, 2021

**James P. Markowski**  
St. Francis College  
January 16, 2022

1970

**Meriba Macy**  
Westbrook Junior College  
March 14, 2015

**Donna Pino**  
Westbrook Junior College  
March 16, 2019

**Carol Conner Wolfe**  
Westbrook Junior College  
February 1, 2021

1971

**Jeanne Petrin Demers**  
St. Francis College  
November 16, 2021

**Carole Z. Verrier**  
Westbrook College  
May 5, 2021

1972

**Ann E. Barker, RDH**  
Westbrook College  
September 2, 2021

**Jack R. DeMarco**  
St. Francis College  
November 6, 2017

**Judith Fitzpatrick-Weston**  
Westbrook College  
November 22, 2021

**James McLaughlin**  
St. Francis College  
October 26, 2019

**Stephen O'Connell**  
St. Francis College  
October 8, 2016

**Maureen Gray Scanlon**  
Westbrook College  
February 21, 2009

**Judith F. Corbin Smith**  
Westbrook College  
October 25, 2009

**Joseph M. Ziccardi**  
St. Francis College  
December 17, 2020

1974

**Betty Senger Scoville**  
Westbrook College  
September 1, 2021

1975

**Christianne Beaulieu**  
St. Francis College  
March 25, 2022

1978

**Marilynn L. Morel**  
St. Francis College  
October 16, 2021

**Ellen Kimball Munson**  
Westbrook College  
June 12, 2022

1980

**Caissie E. Garhartt**  
St. Francis College  
August 30, 2021

1982

**Kenneth T. Black**  
Westbrook College  
April 9, 2020

**Liza Gaye Bishop**  
Westbrook College  
June 6, 2010

**Peter G. Markos, D.O.**  
University of New England  
December 6, 2020

**James B. Ryan, D.O.**  
University of New England  
November 28, 2021

1984

**Albert M. Mitchell Jr., D.O.**  
University of New England  
February 10, 2022

**J. T. Senko, D.O.**  
University of New England  
February 3, 2021

1985

**Kelly Weir Glicos**  
Westbrook College  
October 28, 2021

1988

**Joseph Basius, D.O.**  
University of New England  
August 31, 2021

1989

**Beth J. Richardson, M.H.P.**  
University of New England  
December 7, 2021

1990

**Philip Daggett**  
University of New England  
April 7, 2022

**Kendell L. Oetter, D.O.**  
University of New England  
December 8, 2021

**Marie Claire Roy**  
University of New England  
January 27, 2022

1991

**Vincent A. Sceglia, D.O.**  
University of New England  
September 9, 2020

1992

**John A. Pelletier, D.O.**  
University of New England  
June 22, 2022

1995

**Karen B. Dufault**  
University of New England  
November 7, 2021

1997

**Kay Carney**  
University of New England  
June 1, 2021

**David A. McKelway, D.O.**  
University of New England  
August 11, 2020

1998

**Martha Banfather Larkin, M.S.W.**  
University of New England  
December 28, 2012

**Rachel Miller Lavine**  
University of New England  
December 9, 2021

1999

**Evelyn L. Dempsey**  
University of New England  
April 19, 2022

**Susan Lynch Mesches**  
University of New England  
January 7, 2022

2001

**Karen Grace Verrill, M.S.W.**  
University of New England  
November 4, 2021

2002

**Marjorie Manning Vaughan**  
University of New England  
September 8, 2021

2004

**Cynthia N. Golden**  
University of New England  
December 29, 2020

2012

**Edith Steel Rondeau**  
University of New England  
October 31, 2019

2013

**Kelly Tetreault**  
University of New England  
January 29, 2022

FRIENDS

**Carol Brightman**  
November 11, 2019

**Ronald C. Coffin, Esq.**  
December 1, 2020

**Wilbur V. Cole III**  
February 17, 2014

**Galen L. Cole**  
January 9, 2020

**Walter E. Corey III**  
October 31, 2020

**William J. Deering**  
February 19, 2020

**John R. DiMatteo**  
May 5, 2019

**Shirley S. Duffly**  
April 26, 2013

**Lynn Kraemer Goldfarb**  
December 12, 2021

**Gerda Haas**  
June 23, 2021

**Hugh L. Hennedy, HA '06**  
December 20, 2021

**Linda L. Lee, J.D.**  
July 12, 2019

**Richard F. MacPherson**  
August 8, 2017

**Andrew J. McMullan Jr.**  
January 26, 2019

**Shirley Miller**  
September 15, 2021

**Lael Morgan**  
July 26, 2022

**Louis A. Regnier**  
March 18, 2020

**Patricia S. Roderick**  
September 26, 2021

**Douglas Thornsjo**  
February 13, 2018

**Terry Vince**  
May 20, 2016

**Peter G. Whalon**  
November 24, 2021

# REMEMBERING

## DONNA LITCHFIELD CHENEY

by Amy Haile

Donna Litchfield Cheney graduated from Westbrook Junior College in 1962, and she went on to have an impressive career in the relatively new field of computing. As she neared retirement, she began to generously share her leadership and wisdom with various institutions and organizations in Maine. Donna passed away on April 28, 2022.

Until her retirement in 1998, Donna worked at a Boston-based engineering firm as its chief of secretarial services. She was an independent word processing consultant before returning to corporate life as a manager and, ultimately, director of corporate education with Wang Laboratories. Donna ended her career as the president/COO of the Patricia Seybold Group in Boston, a research and consulting firm in distributed computing.

In 1984, Donna joined the Westbrook Junior College Alumni Association board. She later became president of the organization, and, in 1987, she was selected to be the organization's representative on the UNE Board of Trustees. After her service as an alumna trustee, she was invited to serve as a full member of the UNE board until 2003 and was elected secretary-treasurer. Donna was awarded the Tower Award for Alumni Achievement as well as the prestigious Deborah Morton Award for outstanding achievement within and for the state of Maine. She was also committed to the Bigelow Laboratory for Ocean Sciences where she served on the board of trustees and was chairperson of the board for two terms.

Donna's leadership and the respect she inspired in her fellow alumni, University administration, and fellow trustees were particularly valuable as she helped navigate the merger of Westbrook College and UNE during her time as a UNE board member. She was a generous and loyal supporter of the University and a stalwart member of the WJC Class of 1962. She will be deeply missed by her family, friends, classmates, and fellow alumni.



## HUGH L. HENNEDY

by Amber Windler

Hugh L. Hennedy, HA '06, was a professor and poet who began teaching English literature at St. Francis College in 1955. He influenced the development of the Humanities Department, which included the creation of a Freshman Integrated Studies program, and, over the course of his career, he taught virtually every English course in the curriculum. In his early years at SFC, he also coached multiple sports teams and shared his proclivity for tennis. As a teacher, Hennedy's reputation was characterized by his high expectations for his students and, most importantly, himself.

Hennedy's love of English literature and poetry went beyond the classroom, and he met regularly with local friends, students, and poets to discuss and share their love of literature. He was an avid bird watcher and admirer of coastal New England scenery, and these subjects often provided inspiration for his poems.

Hennedy passed on December 20, 2021. He made a lasting impact at UNE, imbuing our humanities programs with a passion that resonates to this day.





## THE UNE MURAL PROJECT

We knew we wanted to leave the University with something special and meaningful, as a remembrance from and for the Class of 2022. When approached to jumpstart the mural project under the Sokokis tunnel, we couldn't think of a better way to leave our mark at UNE.

We wanted our design to encompass the qualities that make UNE so special while also highlighting our amazing fellow classmates. To achieve these goals, we crowd-sourced the design on our social media pages, where we asked for design entries and ideas from our fellow students, to make sure their voices were heard and that the project was undertaken in the spirit of collaboration.

The number of entries we got back was overwhelming! It was a tough choice, but we decided to work with fellow classmate Emma Burke. This is how Emma explained her design concept:

"I knew I wanted to incorporate different parts of my experience at UNE, as well as others' experience. I wanted to include how people grew as global citizens from studying abroad by using flags. I included Stormin' Norman to show school spirit. The rainbow of handprints shows how tightly knit the community of UNE students is. The Nubble Lighthouse and the outline of Maine represent how we have all found a home in Maine by going to school here."

Overall, we were extremely happy with the end result and couldn't be prouder of the way it turned out. We especially want to thank the professional staff that helped bring our idea to light, as well as all the faculty and staff that made our college experience unforgettable. We hope that future students, families, and visitors will see our art piece and envision themselves as part of the UNE community and family.

*Kaitlyn Quirk, B.S. '22 (Health, Wellness, and Occupational Studies)  
Board of Trustees – Student Representative  
UNE Class of 2022 – President  
Orientation Leader  
Admissions Student Ambassador*



MARYAM, D.P.T. '22

Healing the Whole Person



This world needs all of us.

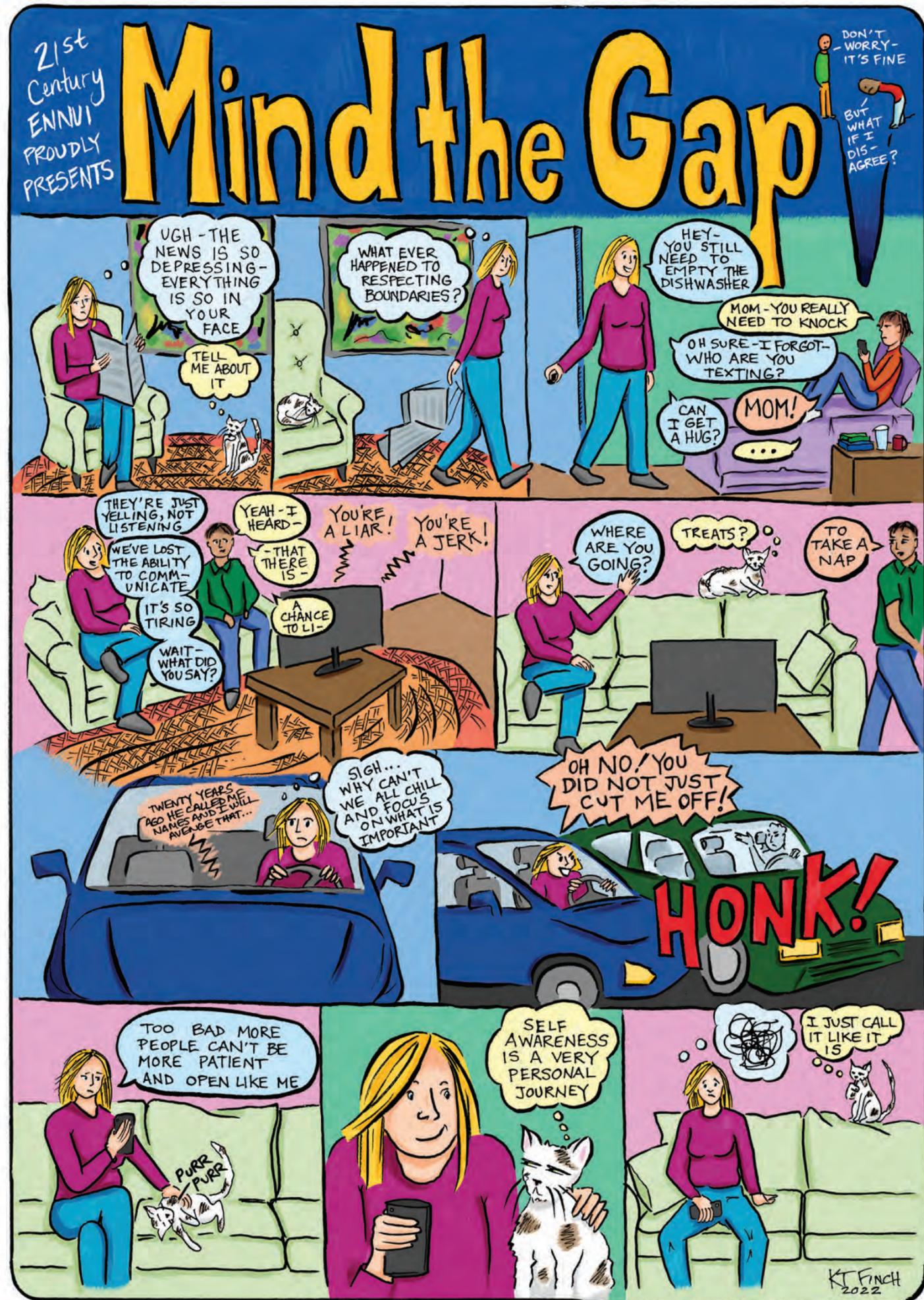
what's your part?



UNIVERSITY OF NEW ENGLAND

Bringing deep compassion and a holistic perspective, physical therapist Maryam works to improve the daily lives of pediatric and elderly patients. With campuses in Maine and Morocco, and online, we provide the people, resources, and opportunities you need to make a difference — in the health professions, the sciences, business, and beyond.

Everyone has a part to play. What's yours?  
Together, let's find out. [www.une.edu](http://www.une.edu)





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