

Provost Newsletter



News from the Provost

The start of Spring term 2017 brings with it some mixed feelings. Having our students back on campus is always a wonderful feeling as they bring with them that crazy combination of both vibrancy and chaos! (Could there be a truer description of college life?) And the start of any new semester is always restorative in that each new term is like a re-boot and a fresh start. The opening of the beautiful new Gustafson Center also contributes to a heightened sense of excitement and new beginnings.

But for many, Spring semester 2017 is also accompanied by a deep sense of fear and anxiety about the state of our government and the direction of our country. You cannot log onto the internet, turn on a TV, or listen to the radio without being subjected to troubling claims from multiple sources reporting a barrage of “facts.” Of all the things we must teach our students in these unsettling times is the ability to think critically. Many young people do not yet fully understand the role that their thinking plays in virtually every aspect of their life from relationship success, to recognizing opportunities, to making informed judgements about everything from politics to the meaning of citizenship. It is imperative for us to help our students recognize their own assumptions, consider the merits of different ways of thinking, and learn how to reach well-reasoned conclusions.

We must ensure they can discern the critically important distinctions between facts, falsehoods, opinions and hyperbole. In a world of ever-increasing fake news, reality TV, and a mainstream press more interested in ratings than in facts – we will fail as educators if we do not make the teaching of critical thinking our number one priority. ■

Patricia A. Lynott
Executive Vice President and Provost

Table of Contents

News From The Provost	pg. 1
The Learning Center Expands Its Offerings	pg. 2
Global Days of Service	pg. 2-3
Improving Student Engagement at UC	pg. 3
Welcome, Craig Wiggan	pg. 4

The Learning Center Expands its Offerings

By Jordan Gambale

With a new semester upon us, it is once again time to consider resources available to both students and faculty to ensure student success in the classroom. Last semester, The Learning Center piloted a new writing program called Appointment-Based Writing Tutoring, which allows undergraduate students the opportunity to work with a tutor for 45 minutes at a time on their written assignments. Tutors work with students on a one-to-one basis, which allows students to receive more individualized attention and support than they would during a walk-in writing tutoring session.

Another benefit of Appointment-Based Writing Tutoring is that it can be a one-time meeting, a benefit not possible with One-to-One Tutoring, which involves a weekly commitment. Writing Tutoring Coordinator, Selina Marcille, explains, “this works well for students who may only have one big writing assignment in a class or for someone who has targeted, specific questions.”

Before the sessions, students will provide information as to what their assignment is and areas of the assignment that they need to work on. This prepared information allows sessions to be more centralized and focused on the assignment in a way that Walk-In Writing Tutoring and One-to-One Tutoring may not necessarily offer. This option allows the tutor and student to gather necessary materials and information before the session.

While many students enjoy being able to go to Walk-In Writing Tutoring because of the wide range of times it is offered, there are some students who are more comfortable with having the individualized attention from a tutor for a 45-minute session. Marcille further emphasizes that this

new option may be best for improving students’ writing skills for specific projects. As a result, faculty benefit because their students have access to yet another resource from The Learning Center to support students and it enables student success inside and outside of the classroom.

The Learning Center is looking to market the program differently to gain more awareness, and it is very important that faculty members discuss utilizing Appointment-Based Writing Tutoring as a resource with their students early in the semester so they know this is a great option for them. To register for a session, students must sign up through mySNHU by going to The Learning Center’s Writing page, or by going to the SNHU Writes blog: www.snhuwrites.wixsite.com/blog. Students can sign up for the session up to two weeks in advance, but must sign up at least 48 hours before the session. We look forward to working with your students during Appointment-Based Writing Tutoring! ■



Writing tutor Jordan Gambale with a student in the Learning Center.

Global Days of Service

By Audrey Bourque

In April 2017, the University is celebrating the second annual Global Days of Service, a month of community service, with projects across the country – and the world – organized by SNHU students, alumni, faculty, and staff.

In 2016, our inaugural year, 469 volunteers at 53 sites logged 2,143 hours of service in the name of SNHU. The projects were as varied as the interests of our many participants: a team of 43 volunteers participated in a beach cleanup at the Seacoast Science Center in Rye, NH, collecting 211 pounds of trash. Another team of 10 volunteers met at Feeding Tampa Bay in Tampa, FL, to inspect, sort, and prepare enough donated food for 1,831 meals for the hungry. In Portland, ME, 30 volunteers, led by alumna Tia Downing ’04, cared for a section of the Portland Trails, raking, cutting



Volunteers at the Seacoast Science Center Beach Clean Up in Rye, NH, with the 2016 Global Days of Service initiative.

back roots and rogue plants, and moving part of an old bridge. And in the Bahamas, a COCE student marshalled more than 500 volunteers on Earth Day to plant mangroves to help restore a degraded area of a wetland within Nassau’s Bonefish Pond National Park.

As 2017 marks the 85th anniversary of our founding, we hope to sponsor 85 project sites this year. We’re kicking it off with SNHU Relay for Life on Friday, March 31 (ending April 1), on the Manchester campus, and will have projects throughout the month available for interested volunteers to join, whether they are here in New Hampshire, or around the country.

Improving Student Engagement at UC

By Lynn Murray-Chandler

In August 2016, Dr. Lynn Murray-Chandler of the School of Education commenced her new position as Director of the Center for Teaching and Learning. In her new role, she hopes to work with the CTL Board and faculty to create an evidence-informed center. Murray-Chandler describes this process as “using evidence about student learning and student engagement to establish professional development opportunities for faculty.”

Murray-Chandler worked with Michael Evans, Vice President of Academic Affairs and Jane Yerrington, Assistant Vice President of Academic Operations to develop the theme of “Improving Student Engagement” for the Spring 2017 semester. To this end, they invited Michael Reder of Connecticut College to help faculty and staff better understand “What Makes UC Students Work Hard” inside and outside of the classroom.

In February, Murray-Chandler is rolling out the National Survey of Student Engagement (NSSE), hoping to gain information from all UC freshmen and seniors about their college experiences at SNHU. This national survey is administered by more than 500 colleges and universities each year. All employees who work directly with students should be able to use the data from this survey to inform their own work by seeing how their students experience college, and observing how they compare to national norms and trends. Murray-Chandler hopes to use this data to determine what offerings the CTL should develop for 2017-2018 and 2018-2019 academic years. The results of this survey will be returned to SNHU in the Fall 2017 semester. She expects to bring the notable researcher and NSSE Associate Director Jilian Kinzie to campus to discuss SNHU’s results in relation to national trends in January 2018.

This is a wonderful opportunity for faculty to integrate a service project into their curricula – or to lend a project already on the schedule to the Global Days of Service initiative, joining forces with other members of the SNHU community to make an even bigger impact.

Global Days of Service is truly a One University initiative. The planning committee is led by Alumni Engagement, Online Engagement, and the Center for Community Engaged Learning, and includes representatives from Human Resources, Institutional Advancement, UC, COCE, and CfA. ■

Throughout this semester, Murray-Chandler and the CTL Board will be working with the New Faculty Mentoring Program, which includes 40 UC faculty. Participants will be discussing classroom engagement, and will observe in one

another’s classroom in the hopes that we foster a culture where talking about our teaching and improving our craft occurs often and across campus.

Finally, during this semester, faculty and staff across campus will be helping to design tracks of professional development for Closure. Each of the tracks will relate back to the general theme of improving student engagement. Faculty will have the ability to mix and match attendance at different professional development sessions, or they can attend four days of an intensive look at one practice or topic. While this is still under development, expect to see tracks about “Meeting the Needs of All Learners,” “Utilizing Educational Technology Effectively in the Classroom,” “Improving One of Last Semester’s Classes” to name a few. Murray-Chandler is very excited to bring Dr. Charles Blauch and Kathy Wise to campus during closure. Blauch is the Director of the Higher Education Data Sharing Consortium and the Center for Inquiry in the Liberal Arts; Wise is the Associate Director of the Center for Inquiry in the Liberal Arts at Wabash College. The two work regularly with colleges and universities to help faculty better understand student experiences on their campuses. They are published and cited in hundreds of journals, articles, and books. Their most recent article is in the September 2016 Change Magazine and is entitled, “Instructional Clarity: It’s not New or Sexy, but it Matters.” It is written with Josipa Roksa (of Academic Adrift fame)and Ernest Pascarella.

Murray-Chandler has worked with the board to lay out an ambitious, strategic plan to improve the student experience at UC, and she plans to share results with the faculty all along the way. ■

Welcome, Craig Wiggin

By Dan Martel

SNHU welcomed Justice Studies adjunct Craig Wiggin back to campus this past semester, but this time as a full-time faculty member. Last semester, Wiggin taught White Collar Crime (JUS-309), Police Organization and Management (JUS-465), and two Introduction to Criminal Justice courses (JUS-101).

Craig Wiggin has a lot of experience under his belt, which makes him an even better resource as a professor. His experience includes working 37 years as a law enforcement sheriff, including 9 years working as a Belknap County Sheriff, 21 years working with state police, and he has experience training and teaching as a field-training officer. Wiggin also taught in-service programs to police officers for interrogation. He was also fortunate enough to be invited to attend the ten-week FBI National Academy in Quantico, which resulted in him gaining valuable knowledge, experience, and 266 contacts across the country and world.

He pursued a Criminal Justice major and an English minor during his undergraduate career at Saint Anselm College. When asked about the decision to minor in English, he responded with, “writing says a lot about a person’s professionalism and credibility.” This has helped to set him apart throughout his career. Ten years ago, he also started an MBA program at Plymouth State. He eventually switched over to Adult Education, which was a stepping stone towards becoming a professor at SNHU.

Deciding to apply to work at SNHU was not an entirely random act at all due to many other factors influencing his preference of schools. For starters, he had some professional connections at SNHU previously. His daughter, Casey, also attended SNHU, recently graduating this past Fall 2016. This allowed him to remain close with SNHU and watch the school grow over the years. According to Wiggin, “The representation of SNHU has grown in a positive way.” He loves seeing all the in-field experience professors have here. He continues to say, “This experience makes a huge difference when helping students find their potential career paths.” This is why Craig Wiggin tries to bring in as many professionals as possible to help shape the reality of different career paths for Criminal Justice majors. He has brought in prosecutors, police officers, and parole officers as guest speakers.



Justice Studies professor, Craig Wiggin..

This semester, Wiggin is excited to teach Organized Crime (JUS-211), which is a class that has not been taught in a few years. He is also working with other faculty members to tweak and revitalize a forensic science course with the hope that the course returns in the future.

His vision for SNHU is to continue expanding its Justice Studies student offerings. He also hopes to increase offerings within the terrorism and homeland security concentration as well as add additional concentrations to help prepare students for anything they may have to deal with in their futures.

Craig Wiggin does find a way to take a break here and there though. When he is not working or spending time with his family, he enjoys long rides on his Harley Davidson to relax. He closed with, “I want students graduating from SNHU to have the best foundations possible so they are prepared for everything the world has to offer.” Stop by Craig Wiggin’s office in Robert Frost 107 to welcome him to SNHU! ■