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Please note the deadlines for submitting to the VPAA Journal:

Deadline for Submission

April 28

Publication Date

May 2

As we quickly approach the close of another very busy and successful academic year, I would like to remind everyone of our very special guest speaker, Dr. Randy Bass, who will be presenting during Closure Week (Wed. May 7 during the morning Opening Meeting). Dr. Bass was the Founding Executive Director of Georgetown University's Center for New Designs in Learning and Scholarship where he continues as a Senior Scholar for Pedagogical Research. We are extremely pleased to have Dr. Bass come and share his experience with us.

I also want to reiterate our great pride in Dr. Michael Hendery and Dr. Susan D'Agostino. Michael has been awarded the NH Excellence in Teaching Award, and Susan has been appointed to the Governor's task force on STEM education in the state. Both these honors are significant, and represent the quality and calibre of the SNHU full-time faculty. I additionally wanted to thank all the faculty, administrators and staff who have worked so hard to launch our Degree in Three integrated, competency-based program in the School of Business. Over the summer we will conduct a thorough assessment of this first full year of the program, but every indication so far is that the DIT is a resounding success. Special thanks go to Dr. Maria Painchaud, Dr. Steve Painchaud, Dr. Bob Seidman, and to Dean Gillett for his unwavering support of the program.

Lastly, I would like to encourage any faculty who may be interested to consider developing one or more of their courses into a hybrid format. You may be surprised to learn that we currently offer about two percent of our courses in a hybrid or "blended" model. I do not envision any more than 10-15 percent of all UC courses being offered in a hybrid format, but there are definitely several benefits to offering a small percentage of our courses in such a way. Blended learning really does blend the best of both face-to-face and online learning. It allows the professor to focus class time on lectures and real-time activities while transferring quizzes, exams and written assignments to the LMS. Online discussion forums and postings allow more in-depth conversations with more people than would be possible in a traditional 45 minute class. There is also more time for students to reflect over their answers to a discussion question. For students with jobs, or who are athletes, or who have other responsibilities, hybrid courses allow more flexibility while still ensuring the benefits of being in a classroom with a real professor who they can ask questions of, or receive feedback from, and interact with their peers. Also, by having course materials available electronically, fewer resources are wasted as students tend to print their documents less often. They can download and submit assignments through the assignment dropbox which further reduces waste. Lastly, having a small percentage of UC courses offered in a hybrid format can certainly maximize the use of our classroom space on campus. Although I will certainly leave it to the faculty and chairs to decide, I would hope that as we consider developing some of our courses into a blended format, we first develop them at the upper division level. Less classroom time typically means students need a higher degree of self-motivation and self-discipline, and the online component also requires fairly solid writing skills. I am inclined to believe we should steer clear of this format for our first year students, but I am open to discussion. In any event, please give some thought to whether or not you might be interested in developing one or more of your courses in this format. I will certainly make training opportunities available to any faculty who may want to explore this course delivery option.

Patricia A. Lynott

Provost and Sr. Vice President for Academic Affairs

Library Learning Commons Update

Submitted by: Dean Kathryn Growney

The Library Learning Commons building continues to move ahead on schedule. Outside, the north side of the building is now wrapped in beautiful ipe wood, a very dense hardwood from South and Central America. Why was ipe selected? Not only is it beautiful, but it is also extremely durable and fire resistant compared to other hardwoods. According to the October 25, 2012 edition of the Wall Street Journal, ipe is so dense that it “has the same fire rating as concrete and steel”. The interior of the space is also coming along with drywall already going up and painting beginning this month. It won't be long now!

Meet Sara Howe

The Provost's Office would like to welcome one of our newest English professors, Sara Howe, to the School of Arts and Sciences. Sara received her BA in English from Saint Joseph College in Connecticut. She then went on to Trinity College to receive her MA in English. It was during her time at Trinity where Sara had a memorable turning point in her education. Throughout her time at Trinity College Sara's MA thesis advisor, Dr. Jennifer B. Steadman, told Sara to consider pursuing a PhD. After the support and encouragement from Dr. Steadman Sara applied and got accepted to the University of Arizona where she went on to earn her PhD in Rhetoric, Composition, and the Teaching of English.

One of the reasons why Sara was interested in working at SNHU is because she wanted to join a small educational institution and Sara was impressed with SNHU's focus on supporting and achieving excellence in teaching.

Sara enjoys working at SNHU because she is glad to be a part of an academic community that supports teacher-scholars. Sara also enjoys the close-knit community that SNHU has.

When Sara is not working she enjoys spending time with her family and her spunky Chihuahua-terrier, Huey.

Alumni Spotlight: Active Alumni, Vibrant Campus

Submitted by: The Office of Institutional Advancement

Entrepreneur Development Program & Alumni Entrepreneurs

Craig Ahlquist '80 is the first Entrepreneur-in-Residence in the School of Business, a position created to give SNHU students direct access to a successful entrepreneur.

And if anyone can speak to transforming an idea into a real business, it's Ahlquist. In his 25-year career, he has been through the entire business cycle, from formation and operation, through the eventual sale of his fundraising software company in 2006. After assisting in the transition of his company and 65 employees to new management, Ahlquist

focused his considerable energies on volunteer work and building community in his hometown of Hooksett, NH. He accepted the position at SNHU to give back to his alma mater and offer guidance to students with an entrepreneurial mindset.

Ahlquist is now helping to facilitate a series of events and experiential learning models for students, including project critiques, networking dinners, and some rather unique opportunities, like the first Business Idea Slam, a cross between a poetry slam and the popular TV show Shark Tank. Ahlquist helped several aspiring entrepreneurs prepare a 30-second pitch, which was then assessed by a room full of seasoned executives.

Ahlquist has worked closely with many faculty members in the School of Business, including Dr. Sue Losapio, Dr. Mark Hecox, Dr. Pat Spirou, and Micheline Anstey. Dean Bill Gillett called Ahlquist a dynamic leader in fostering a culture of entrepreneurship at the university. Because of the leadership and commitment from alumni like Ahlquist, SNHU students are afforded a deeply meaningful and enriching education that truly sets them apart from the competition.

You can learn more about Craig Ahlquist '80 and the Entrepreneur Development Program in the Spring 2014 issue of *Impact Magazine*, available in May. Contact Audrey Bourque in Institutional Advancement (a.bourque1@snhu.edu), or visit alumni.snhu.edu/impact.

The Office of Alumni Relations encourages you to share the list of alumni volunteers, like Craig Ahlquist '80, who have helped to enrich your students' experience this year, so we may recognize these outstanding alumni at the President's Reception at Homecoming, October 18. Please forward your roster of volunteers to Kristi Durette, Director of Alumni Relations (k.durette@snhu.edu or 603.645.9780).



Graphic Design: 8th Annual Student Exhibit

The McIninch Art Gallery at Southern New Hampshire University will present Graphic Design: 8th Annual Student Exhibit from April 10 to May 3. Make sure to stop by and support your students.



Undergraduate Research Day

On Wednesday April 2nd SNHU hosted its annual Undergraduate Research Day. There were many fantastic projects on many different topics. Congratulations to all of the winners.

Outstanding Community-Based Research Project:

"Leadership Qualities and Characteristics in the Manchester, NH Immigrant Community," by Patrick Tobin, Nathan Richard, Samuel Harrington, Alyssa Remy, and Allison Michaud

"SNHU Rain Garden," by Cory Allen, Jeffrey Braun, Michael Corcoran, Andreanna Demetriou, Timothy De Redon, Stephen Fournier, Samuel Fuller, Sean Heichlinger, Trevor Nelson, Drew Poirier, Lorreta Rocha, Kartheepan Sivagurunathan, Benjamin Veilleux, Michael Weinstein, and Brittany Young

Robot Therapy for Children with Autism Spectrum Disorder

Submitted by Nancy Charron and Lundy Lewis

Autism is a problem of increasing global concern. The US Center for Disease Control estimates that 1 in 68 children was diagnosed with ASD during 2010-2012. The criteria for identifying children with ASD are communication deficits, social skill deficits, and repetitive patterns of behavior, where symptoms are present usually before the child is 3 years old. These children lack social skills that we take for granted, e.g. playing with others, eye contact, ordinary conversation, and other common social behaviors. Treatments for ASD children include behavioral therapy and medicine. A recent innovation in ASD treatment is robot therapy. ASD children are interested in electronic devices and are drawn to humanoid robots. The robot is less threatening and does not flood the child with facial expressions, gestures, and perceived disappointments. Thus, there is an opportunity to work on social skills with non-threatening humanoid robots and attempt to transfer those skills to human interactions in real settings. Robot therapy can aid autistic children in developing social skills by capturing and maintaining attention, evoking joint attention, eliciting imitation, and mediating turn-taking. Nancy Charron, Kristen Call (Prof. Charron's student), and Lundy Lewis worked with an autistic child and his family during February 2014. Edgar is a 6-year old Level 1 ASD child, where Level 1 is defined as "Requiring Support - Without supports in place, deficits in social communication cause noticeable impairments. Difficulty initiating social interactions, and clear examples of atypical or unsuccessful response to social overtures of others."



Robot Therapy for Children with Autism Spectrum Disorder pt. 2

Submitted by Nancy Charron and Lundy Lewis

Edgar’s mother established the goal of having Edgar order a doughnut from a menu at a doughnut store. Nancy and Kristen designed a sequence of behaviors for a 1st Session of robot therapy with Edgar and, based on the results of the 1st session, designed subsequent behaviors for a 2nd session. Lundy implemented the behaviors in the robot and operated the robot during the two sessions.

	Sequence of Behaviors	Results
Session 1 2/16/14	Introductory behavior (Hello Edgar. How are you? Good to meet you...)	Edgar is immediately drawn to the robot and is happy.
	Imitation behaviors, e.g. raising hands, waving, sitting, wiping forehead, and others, with everybody in the room imitating the robot	Edgar withdraws, going to a corner to play a video game. Subsequently, everybody is asked to leave the room except Edgar’s mother, his siblings, and Prof. Lewis.
	(unplanned) The robotic version of the music game Simon was introduced	Edgar’s siblings begin playing the game, Edgar is drawn to it and begins playing the game as well.
	The ordering doughnut behavior	Edgar imitates the behavior “Can I please have a chocolate glazed doughnut” several times albeit softly and without confidence.
Session 2 2/22/14	Introductory behavior, reinforced with encouragement to speak loudly and clearly and make eye contact	Edgar is attentive and eager. Only Edgar’s father, Kristen, and Lundy are in the room.
	The music game, this time planned	Edgar has a blast. He speaks loudly, and begins asking for the doughnut routine unprompted.
	The ordering doughnut behavior, modified to encourage speaking loudly and clearly, making eye contact, and saying Thank You.	Edgar repeats the phrase “Can I please have a chocolate glazed doughnut” several times loudly and clearly, and practices Thank You.

After both sessions, Edgar was taken to a doughnut store and he ordered the doughnut successfully, as was hoped. After the 2nd session, Edgar ordered the doughnut loudly and with confidence, made eye contact, and said Thank You. This result is encouraging but anecdotal, i.e. a one-shot experiment lacking scientific, quantitative backing. Efforts are underway to set up more scientific experiments with the help of Peter Frost. The ultimate goals are (i) to evaluate the effectiveness of robot therapy for ASD children and (ii) to outline a methodology of robot therapy that would benefit ASD children and their families. The authors acknowledge the generous support of Christos and Mary Papoutsy for sponsorship of the Distinguished Chair in Ethics and Social Responsibility at SNHU, making this work possible.

Undergraduate Research Day pt. 2

Outstanding Roundtable Presentation:

"The Abolition of Man in Dystopian Literature," by Samuel Doe

Honorable Mention:

"'No meet matters': The Demonic Tradition in English Renaissance and Restoration Literature," by Elizabeth Ewing

Outstanding Panel Presentation:

"Raise Your Hands: A Reaction to Lean In," by Melanie Friese

Honorable Mention:

"The Individual as a Whole: Leroux's Use of Opposite and the Uncanny in The Phantom of the Opera," by Nicole Benjamin

Outstanding Poster Presentation:

"The Effects of Emotional Content and Time Lapse Reporting on Eyewitness Testimony," by Nicole Dominy and Jacquelyn Tremblay

Honorable Mention:

"The Advantages of Social Media for Small Businesses,"

by Nathaniel Laurin

Career Development Center's "Career Corner"

Submitted by: Christina Cassella, Administrative Assistant, Career Development Center

March was a busy month for the Career Development Center. We hosted many events and dinners that brought employers to campus. These opportunities gave students an edge in their job and internship search as the academic year begins to wind down and seniors begin to prepare for graduation.

Graduate Success Survey

On Friday, April 18th, the Career Development Center will release our Graduate Success Survey for all undergraduate students that will be graduating this May. Please encourage your students to take this survey and let us know what they will be doing after graduation. If they still need assistance in finding a job or internship please direct them to our office so we can assist them. Students can schedule an appointment by calling our office at 603-645-9793. We appreciate your encouragement and support!



UNDERGRADUATE SENIORS!!

Watch for the Graduate Success Survey!

April 18th • Check your email!

No job yet? Make sure you come see us so we can help!

Please visit SNHU Recruit to start your search today!

Merrimack Hall • careerdevelopment@snhu.edu • 603-645-9793

Etiquette Dinners

The Career Development Center would like to thank Andrea Bard for conducting the Etiquette Dinners and The Quill for their use of the restaurant this month. The Communications Etiquette Dinner was held on March 13th, The Signature Leadership Etiquette Dinner was on March 19th and the Hospitality Etiquette Dinner and Dress for Success workshops featuring Macy's was held on March 27th.

Many employers are looking for new ways to partner with Southern New Hampshire University, if you have any interest in bringing an employer into your classroom, please contact our office at 603-645-9793 or by emailing careerdevelopment@snhu.edu and we would be happy to facilitate the partnership!

CIC/DQP

Congratulations to Charlotte Broaden, Nicholas Hunt-Bull, and Andy Lynch for their participation in the Council of Independent Colleges (CIC)/ Degree Qualifications Profile (DQP) project.

The DQP was developed by the Lumina Foundation as a tool to define what students should learn and understand at each degree level (AA, BA, Masters) and provide a way for institutions to demonstrate the quality of their academic programs. The DQP identifies five key areas of student learning: specialized knowledge, broad, integrative knowledge, applied learning, intellectual skills, and civic learning. SNHU was one of the 25 CIC colleges and universities selected to participate in a consortium of small independent colleges studying applications of the DQP.

Dr. Hunt-Bull acted as principle investigator for the venture. Asked what he learned from working on this project he said that “working with other institutions like SNHU can be very eye opening” since most work with far less flexibility and creativity than we do. He also noted what a pleasure it is to collaborate with colleagues like professors Broaden and Lynch. “They are so interested in learning about new national-level innovations like the DQP—it is fun just to spend time with people as energetic and creative as Andy and Charlotte.”

Now that the project is complete and the official report has been published by the CIC, all three are focusing more on how such national educational trends can help us at SNHU.