As most of you know, I have been meeting with several stakeholder groups on campus to discuss how we develop and deliver experiences that foster critical thinking throughout University College. I have met with the General Education Committee, a group comprised only of students, and a group representing the areas of Student Life, Residence Life, the Center for Community and Engaged Learning, Academic Advising, the Learning Center, and the University Honors Program. All three meetings have been illuminating. The various definitions of "critical thinking" are as diverse as the various interpretations of "coming of age." It will be necessary for us as a community to agree upon a definition of what we mean by "critical thinking." Without a working definition, it will be nearly impossible to assess the effectiveness of any course, program or initiative we create. These meetings also revealed that we currently have a number of in-class and out-of-class experiences aimed at fostering critical thinking. What we lack however, is an accurate and systematic means of assessing those experiences. Randall Case will be working with the UC Assessment Committee to develop a process we can all agree upon and adopt. I will be appointing a “UC Critical Thinking” task force later this month whose charge will be to:

1. Develop a working definition of critical thinking at University College.
2. Investigate critical thinking instruction models in all units of University College.
3. Investigate critical thinking instruction models at other institutions.
4. Recommend a plan to improve critical thinking instruction in University College; present that plan to Faculty Senate.

On a second but related matter, you may recall that last year I put together a task force to review the quality of student writing in University College. One question I felt was very important for us to address was how well UC graduates write compared to graduates at other colleges. The task force decided to utilize the CLA+, a challenging essay-based test which assesses writing, critical thinking and problem-solving skills. The CLA is widely seen as the gold standard for such assessment instruments. The sample size of the pilot was small (35 seniors), but the results were promising. We are currently implementing the CLA+ in seven sections of SNHU 101. This will provide a norm-referenced sample and allow us to draw more accurate conclusions about our students’ writing and critical reasoning skills. I will be sure to report out the results of CLA+ which will be available sometime in January.
New Faces and Spaces in the Academic Advising Office

Submitted by: Alicia Frazier

New positions, new faces, new spaces, but the same friendly atmosphere is what one will find when they walk into Exeter 59. Like many offices on campus, the last few months have brought exciting changes into the Office of Academic Advising. The two big questions being asked were who and where?

Over the summer Carey Glines, previous director of Academic Advising, accepted her new position as Dean of Student Success and Stefanie Deprey, transfer advisor, left the university due to a physical move. With the support of the other advisors, Leah Richards, who was previously an Assistant Director and a first year advisor, applied for the director position along with outside candidates. With Richards receiving and accepting the director position, although this filled an empty position, it freed up another. At the same time, a new position as a Degree in 3 advisor was established as a direct request from the School of Business, due to the growth of the program. With only a few months till the start of school, this left the Academic Advising Office three positions to fill and their work cut out for them.

After taking a good look at what the SNHU campus and students needed, the office decided to change the empty first year position left by Richards to another transfer advisor position. This made available positions for two new transfer advisors and a Degree in 3 advisor. After rounds of interviews, each was successfully filled. The office welcomed Brigid Williams and Sara Essember into the transfer advisor roles and Zachary Richards into the Degree in 3 advisor roll! From everyone that applied, why these three?

According to Richards, “Zach, largely, is just amazing. But the reason why I think everyone (the Academic Advising Office and the School of Business) thought that Zach would be so great is, he is so calm amidst chaos. With the Degree in 3 being so new, there is still a lot to figure out. Zach has the experience in the advising office, the knowledge of the School of Business as an alum, and then this amazing ability to think ahead.”

“With transfer students you have to have someone who cares. They often have more complicated questions that require research and time. With Brigid and Sara, it was clear in their interview with us that they care about the students a lot. They both have a lot of experience sitting with students one on one and helping them through many different challenges. The two of them are so perfect in that way. They are a really good pair for each other; they are the transfer team,” says Richards. “They are able to not only serve our transfer students but (due to a smaller case load) they are also serving our upper class students better, which is something that is a big change for our office.”

Wednesday is now a walk in day for upper class students who are looking to ask questions about their program or for help on what is the next step to take. The Academic Advising Office is also thinking of new and more programming targeted specifically for upper class students. However an old program with new faces is the Peer Advising Leader (PAL) program. PALs are students
assigned to SNHU 101 and 202 classes to assist new students in the overall transition to SNHU. With a total of 37 PALs, this is the largest PAL group the office has hired. Greeting the PALs and visitors of the office as they enter is Tracy Moon, the new Academic Advising Administrative Assistant. When asked her favorite aspect of SNHU so far, she said, “meeting all the students and working with the students!”

The two big questions were who and where. We answered the who. Academic Advising welcomed new and old faces into new and old positions: Leah Richards as director, Zachary Richards as the Degree in 3 Advisor, Brigid Williams and Sara Essember as new transfer advisors, Tracy Moon as the Administrative Assistant, and many Peer Advising Leaders. Wow. This list does not even include the four first year advisors, Sarah Stearns, Lindsey LaFlamme, Sarah Robbins, and Jessica Stanwood, staying in their current positions. The larger question was where?!

According to Richards, the transition of the new staff was easy. The most challenging aspect was space. Previously Academic Advising and Disability Services shared an office space in Exeter Hall 59. With both offices, especially Academic Advising, expanding so much, Disability Services moved to its new and temporary location in Stark Hall. Exeter 59 is now Academic Advising all of the time!

For Richards herself, she describes her new role, as a “natural transition”. “I felt like I am continuing what I was working on, but it just expanded a whole bunch. The biggest transition for me is I am now working very closely with faculty advisors. I’ve moved from thinking about individual students, to thinking about how we best educate all students and how can we train faculty advisors. I love change, and I love thinking about how to do things better,” says Richards.

When asked about a misconception she thinks faculty and staff may have either about academic advising or the Academic Advising Office, Richards said two things. The first, “I think some people see advising just as registration. Maybe they don’t think about the fact that it is a lot of relationship building and it is a lot of helping students connect to something,” says Richards. The office is exploring learning communities, programs to connect students to faculty, and they also spend a lot of time talking with students about being involved. It’s not just about what courses to take. The second point Richards would like campus to know is that advising is constant. They spend the most amount of time with students in their first few semesters because as Richards says, “we want to get them [students] a good foundation and know that SNHU is a place where students and faculty care about you.”

As a student, selecting a major and figuring out the right path for your future is a process, which is why academic advising is a process, a process that never stops.

Leah Richards, the new director of Academic Advising, is embracing the change and setting a positive tone for the office to follow...Continued pg. 4
“I love that I get to be supervising this amazing staff. They are awesome. Really awesome. I love that I now get to be in a different role supporting them,” says Richards.

Lastly she wants the faculty and staff to know, “We are an office of people who want to help. If there is anything we can do to help a faculty member be a better advisor, feel more confident in their advising role, or help them with an individual student, never hesitate to contact us. Every person in this office would be happy to help at any time.”

With the who and where answered, the question what is left clear. What you receive is an amazing office of advisors who are not only passionate about helping students grow but excited to grow along side with them.

<table>
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<tr>
<th>Education</th>
<th>BA English and minor in Spanish from Central Connecticut State, Master’s in Counseling with a specialization in Student Development in Higher Education from Central Connecticut State</th>
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<tbody>
<tr>
<td>Previous Experience</td>
<td>Academic Advisor at Temple College in PA and Central Connecticut State University</td>
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<td>How do you hope to impact SNHU?</td>
<td>“I am passionate about international education and study abroad. I want to encourage students to study abroad and actually have already met with Stefano to see whatever I can do to help grow the program.”</td>
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<td>What is one fun fact about you?</td>
<td>“I grew up Irish step dancing!...Just don’t ask me to do it now.”</td>
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<tr>
<th>Education</th>
<th>BA Psychology from University of Vermont, Master’s in College Student Personnel Admin-</th>
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<tr>
<td>Previous Experience</td>
<td>Resident Hall Director at UNH for 3 years</td>
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<tr>
<td>How do you hope to impact SNHU?</td>
<td>“I am very passionate about social justice and leadership. I hope to infuse those themes in a lot of the work I do.”</td>
</tr>
<tr>
<td>What is one fun fact about you?</td>
<td>David Wallis from the show The Office is my second cousin.</td>
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<th>Education</th>
<th>BA Sport Management from Southern New Hampshire University, Earning a Master’s in Marketing from Southern New Hampshire University</th>
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<td>Previous Experience</td>
<td>PAL, work study job, and GA all for the SNHU Academic Advising Office</td>
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<tr>
<td>How do you hope to impact SNHU?</td>
<td>“Going to SNHU has helped me connect with the students. I hope to keep connecting and talking with them about my experience.”</td>
</tr>
<tr>
<td>What is one fun fact about you?</td>
<td>“I was a certified umpire for four years, for ages 12-14 years old.”</td>
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Alumni Spotlight

Submitted by: Alumni Office

The Business Indicator Series is a set of thought-provoking discussions on issues that matter to leaders in business and industry. Alumni, faculty, staff, and students are welcome to attend. Each session is designed as an interactive program led by alumni experts on topics such as competency-based education as a bridge between marketplace needs and workforce skills; leveraging LinkedIn; and assessing risk management.

Most recently, alumnus Doug DelVecchio ‘07 presented an insightful overview of the power of data analytics for business owners. Mr. DelVecchio received his Master’s in Business Administration from SNHU in 2007 and is currently the Director of Advanced Digital Analytics at Imagitas (a Pitney Bowes company). He has focused much of his career on utilizing business intelligence, discovery analytics, and collaboration with IT to develop the next evolution of decision-based modeling grounded in data. The crowd at the breakfast session included alumni and current students who were able to ask specific and germane questions about capturing and shaping big data into big insights for their businesses.

The final session of the 2014 series is an after-hours networking event at The Quill (Tuesday, November 18, at 5:30 p.m.), featuring a brief ‘State of the University’ address by President LeBlanc. Kindly RSVP online (alumni.snhu.edu/bis) or by contacting the Office of Alumni Relations at alumni@snhu.edu or 603.645.9799.

Build Your Alumni Volunteer Network

If you are interested in learning more about bringing alumni into your classroom or programs to build opportunities for students, please contact Kristi Durette, director of Alumni Relations (alumni@snhu.edu or 603.645.9799).

Martino Named Vice President to Northeast Regional Honors Committee

Submitted by: Alicia Frazier

What does it mean to be a university honors student? This is the question Dr. Andrew Martino proposes to his honors students before they even attend Southern New Hampshire University. As director of the University Honors Program, he has said many times that he is not looking for the student with the highest GPA or SAT scores. He seeks out passionate and interesting students, ones he would love to have future conversations with.

Dr. Martino has been an English professor at SNHU since 2005 and has served on the University Honors Advisory Board since 2006. Over time his role has grown. He now serves as the program’s director and has for the past five years. Over these five years, he has not only tried to instill a sense of love for learning in his students, but tried to make the University Honors Program an active group on campus.

In addition to being involved in honors at the local level, Dr. Martino previously served as a faculty representative to the Northeast Regional Honors Committee and is now currently serving as the Vice-President. After this year he will become the Conference Chair, followed by President, and then Past-President. Serving on the committee, as one can see, is a multi-year commitment...Continued pg. 6
As upcoming conference chair, one of his roles will be to assist in the 2016 Regional Honors Conference taking place in Cambridge, MA.

Dr. Martino says, “This is a great opportunity for SNHU’s University Honors Program to increase its public standing in regional honors. I intend to solicit the help of several SNHU honors students on this and in turn they will get real world experience in planning a large regional conference.”

What does it mean to be a university honors student? Although students are still forming their answers, one thing is for sure. Dr. Martino demonstrates that one must take an active role by finding their voice in academia.

As a result of the Career Expo, we have seen an increase in positions being posted, employers reaching out to us for more on campus recruiting opportunities, as well as wanting to target SNHU specifically for upcoming opportunities.

As the year continues, there will be many other career events coming up, so please continue to encourage your students to attend and get the most out of the opportunities available to them to support their success. Here is a look at some of the events coming up in October and November.

*Pre-registration required

<table>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tr>
<td>October 22, 2014</td>
<td>6:00-8:00 PM</td>
<td>Career Connections: Industry Networking</td>
<td>Dining Center, 2nd Floor</td>
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<td>November 6, 2014</td>
<td></td>
<td>*Coca-Cola Company Visit</td>
<td>Londonderry, NH</td>
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<tr>
<td>November 10, 2014</td>
<td>4:30 – 8:00 PM</td>
<td>*Veteran’s Networking Dinner</td>
<td>The Quill Restaurant</td>
</tr>
<tr>
<td>November 12, 2014</td>
<td>6:00-8:00 PM</td>
<td>Career Connections: Demystifying Employment Agencies</td>
<td>Hospitality Salons A &amp; B</td>
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At this time last year I was introducing you to Michelle Alvarez who joined us for the 2013-14 academic year as an American Council on Education (ACE) Fellow. The ACE Fellows program is designed to strengthen institutions and leadership in American higher education by identifying and preparing promising senior faculty and administrators for responsible positions in college and university administration. Michelle left her position as Professor of Social Work at Minnesota State University, Mankato to participate in the program as part of a class of 48 ACE Fellows. Michelle was nominated by her institution’s President and had one choice in mind – Southern New Hampshire University! She was thrilled to be selected for the program and to have us accept her as a Fellow! She was mentored by President Paul LeBlanc, Provost Patty Lynott, and Chief Administrative Officer Stacy Sweeney for the year, observing and participating in key meetings and events, as well as visiting colleges and universities across the country and participating in three Retreats with her ACE Fellows class.

By May of this year Michelle knew she did not want to leave SNHU. She was working with creative and innovative people under VERY talented senior leadership. So she applied for and received a position in COCE as Associate Dean of Social Sciences. After 2 months on the job she was asked to be Acting Executive Director of Social Sciences in addition to her current position.

When Michelle and I sat down last week to talk about her new position my first question was “What do you do?” As Associate Dean she is responsible for program level vision and ensuring the success of students at the program level. She looks at data daily around student success and all possible concerns. She works with the Assistant Dean and Academic Specialist to address these issues. This results in added support for instructors, fixes to courses, and “Just in Time” resources for students. They also look at the big picture from a team perspective – Marketing, Admissions, Advising, Instructional Design and Outcomes Assessment.

As Acting Executive Director (a Dean level position) Michelle is responsible for the mission and vision of the Social Science unit in COCE and ensuring student success across all Social Science degree programs. She is responsible for supporting innovation within her area and fostering collaborative relationships with UC. Michelle describes her leadership style as a “Servant Leader” where she recognizes her team’s strengths and utilizes them. She is willing to put everything aside to work with her team on any task needed.

Michelle feels lucky to be Acting Executive Director. She is grateful for what each of her mentors taught her (Paul, Patty, and Stacy). They each have different perspectives and approaches and she is able to use that in her current position. She learned the importance of a strong senior leadership team and recognized the talent in that team here.

Michelle came to SNHU as an ACE Fellow wanting to explore the use of analytics in predicting and improving college retention and completion rates for diverse student populations. Now she is working with data to do exactly what she wanted to learn about!

Michelle is continuing to expand her leadership experience and is currently the Chair Elect of NHWHEL (New Hampshire Women in Higher Education Leadership). She is very excited to become involved with NHWHEL and to take on the Chair position.

As a side note, not only was Michelle thrilled with her position at SNHU, but her family fell in love with the area as well! They are all happy to be staying in Manchester. We are so fortunate to have Michelle Alvarez with us and now you know “the rest of the story”!
Dr. Peter Frost to present “Passive Learners to Active Participants”

Submitted by: Beth Sheehan

On October 29th at 2:00 in the Center for Teaching and Learning (CTL), Dr. Peter Frost, Professor in Psychology, will lead a discussion focused on a relatively new teaching technique called “inter-teaching”. Inter-teaching aims to shift the student’s role from a passive learner to an active participant in the teaching and learning process. Dr. Frost will share how he has utilized inter-teaching in his Cognitive Psychology course as well as results from recent research that he conducted on the effectiveness of this method.

As a way to guide the learning process, students receive a study guide with a variety of application or compare and contrast questions. During the first 15-20 minutes of class, students are placed in random pairs to discuss one of the questions and then write-up a response. Students also engage in a peer review process and take an online quiz to cover areas that need improvement based on inter-teaching results. “I first learned about the inter-teaching method at a workshop held during the 2012 New England Conference for Teachers of Psychology,” said Dr. Frost. “I remember appreciating how the technique uses a variety of teaching strategies supported by research. Inter-teaching sets the tone early on that students need to take ownership of the course content and they are held accountable to each other through the peer review process (in addition to evaluation by the teacher).”

Partnering with a faculty member from Southern Connecticut State University, Dr. Frost collected data that shows inter-teaching improves mastery of course content and improves student engagement. According to Dr. Frost, “the online quizzing part of this approach alone has helped improve test scores in the more technical and conceptually challenging courses like Biopsychology and Cognitive Psychology. Ever since using this technique I have enjoyed more talkative, engaged and less cliquey classes.”

The CTL hopes that faculty-driven discussions focused on research and best-practices in teaching will become a trend in programming this year. Faculty interested in sharing their work with the SNHU community are encouraged to contact Beth Sheehan, Director, at e.sheehan@snhu.edu. Those interested in attending “Passive Learners to Active Participants” should please RSVP to ctl@snhu.edu by October 27th.

CONGRATULATIONS!

Ben Piper for being one of the winners of the Wellness Puzzles!

When asked what is your favorite type of brain teasers? Piper said, “My favorites are the ones involving numbers and patterns, which probably supports why I may be in the profession I’m in! I’m not a trivia kind of guy, so I don’t enjoy puzzles that ask me about things that I know nothing about!”
The Hot team,融合发展

The Roundtable is an ongoing, inclusive collaboration of academics and others committed to providing students in environmental degree programs with the tools needed to craft practical management strategies for meeting the pervasive sustainability challenges that exist at the human-environment interface. The Roundtable has been meeting periodically at locations throughout North America, including SNHU, since 2009. Its proposals build on discussion groups organized by the Interdisciplinary Environmental Association, empirical studies of environmental degree programs sponsored by the National Council for Science and the Environment's Council of Environmental Deans and Directors (on which Dr. Barresi has served as an Executive Committee member), and other sources, and are in use in sustainability-focused programs at various universities in the United States. The Roundtable hopes that its proposals ultimately will serve as a template for the design, recognition, and assessment of sustainability-focused environmental programs throughout the academy. The Roundtable has published accounts of earlier phases of its work as chapters in two different volumes of the book series Umweltbildung, Umweltkommunikation und Nachhaltigkeit [Environmental Education, Communication and Sustainability] from Peter Lang Scientific Press, which is the world's longest-running book series on matters related to education, communication, and training for sustainable development.

Dr. Barresi co-presented a pre-publication version of one of those chapters at the First World Symposium on Sustainable Development at Universities, an officially designated parallel event to the United Nations Conference on Sustainable Development (UNCSD) (Rio+20), in Rio de Janeiro, Brazil, in 2012. The supra-disciplinary pedagogical approach described in the Roundtable's newest book chapter is at the heart of two new courses at SNHU – ENV 100 (Introduction to Sustainability) and ENV 445 (Sustainability Capstone Experience) – the first of which will be offered for the first time in spring 2015. ENV 100 and ENV 445 will serve as the new gateway and capstone courses, respectively, of both the B.A. in Environmental Management and Sustainability and the Sustainability Certificate. They also have been proposed as General Education courses, and under pending curriculum proposals would serve as the pedagogical bookends of a new Environmental Sustainability and Human Societies General Education Integration Cluster.

Faculty and Staff Bonding with Students!

Photo Credit: Alicia Frazier

The Office of the President gathered faculty and staff on campus and formed a flag football team, named Hot Lunch, to play against the students! Here Hot Lunch is facing the Student Presidential Ambassador’s team, Penmen Attack!

Marlin Nabors with students at the Open Office Party!