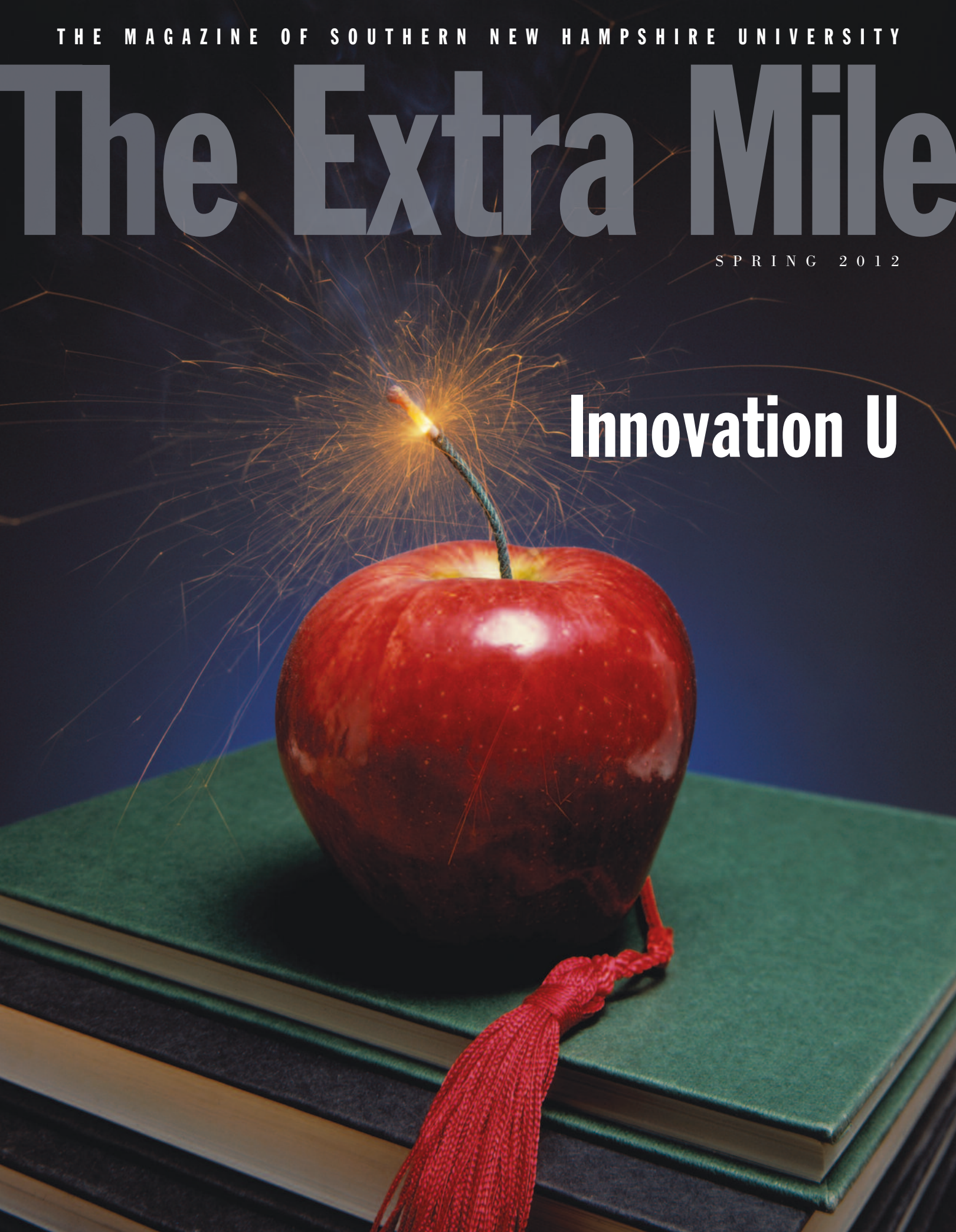


THE MAGAZINE OF SOUTHERN NEW HAMPSHIRE UNIVERSITY

# The Extra Mile

SPRING 2012

**Innovation U**







# Southern New Hampshire University

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# The Extra Mile

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## Write to Us!

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# From the president



## Dear friends and supporters of SNHU,

This issue of The Extra Mile looks at the hottest topic in higher education today: innovation. Everywhere in higher education there is talk of innovation and a need to better respond to its high cost, the needs of employers, demands for more accountability, and new ways to deliver teaching and learning. More often than not, SNHU is mentioned as a leading innovator. Commentators often mention our:

- Groundbreaking three-year degree program, now in its 14th year and the subject of an important new book.
- Online programs, now the largest in New England.
- College Unbound, with its experiential learning approach.
- SNHU Advantage, which reduces the cost of the first two years by 60 percent.

Most recently, our experimental Pathways Program, a self-guided two-year online degree, has been named a finalist for a Gates Foundation and EDUCAUSE Next generation Learning Grant.

This long and ongoing tradition of innovation has culminated in Fast Company magazine naming us No. 12 in its “World’s Most Innovative Companies List,” the only university included among the likes of Apple and Google. Many of you took note of this prestigious honor and we have had a parade of visitors and invitations to present since the March issue of the magazine appeared on newsstands.

I remind people all the time that creating a culture of innovation focused on how to better serve students requires talented people across the university, an incessant questioning of how we can do better, and a willingness to try new things that is rare in higher education. It starts at the board level, where trustee Clay Christensen provides a theory for innovation, and extends to every faculty and staff person who asks the question, “I wonder if this would work?” when thinking about our students’ needs. I am proud of everyone that has contributed to making this the place that so many others watch and emulate.

Sincerely,

Paul J. LeBlanc  
President

Follow the president at his weblog at  
<http://blogging.snhu.edu/leblanc>

# My Top 5

By Jerri Clayton '10, '12

We ask members of the university community about a few of their favorite things. For this issue, we talked to Joe Zaleski about his passion for guitars.

While you may not have met him in person, every student, faculty member and staff member at SNHU has had his or her identity created by Joe Zaleski, the man who establishes everyone's email account.

Zaleski is an avid musician and guitar collector. He started piano lessons at age 6 and quickly moved on to the guitar. He worked 20-plus years as a DJ before coming to SNHU 12 years ago.

From age 9, Zaleski played in local neighborhood bands, including Rick and the Bugs, Joe and the Surfers and LSD. His mother bought him his first guitar, a Firebird, one of the treasured guitars in his current collection.

"It was \$365 at the time. Now on eBay they're listed for \$35,000," he says.

Zaleski collected and traded guitars throughout high school.

"I still trade once in a while and replace them," he says. "I really take care of my collection, humidifying the cases and the room they're kept in."

He now has 17 guitars in his collection. Here are his top five favorites:

[ 1 ]

USA

"This one is very rare. It's a Gibson with a USA body. I ordered it at Ted Herbert's (Music Mart) in downtown Manchester, N.H. When I got the call it had come into the store, I rushed down there. We opened it up and it wasn't the regular style; it was coated with polyurethane. It cost me \$619 at that time. When I got home, the woman from Ted Herbert's called me. Gibson had called the store to tell her the guitar they sent me wasn't the right one. Gibson was in the process of moving so they had everything stored away, so someone went out to the warehouse and found me a USA model, but the guitar was their museum collector guitar. They offered me \$5,000 for it back at the time and I said no."

[ 2 ]

Gibson

"This is a 1982 Gibson maple-body guitar that was purchased in a little music store in Connecticut. Even the ones in the best condition, you can usually find a flaw. Not this one. I've never seen one that looks like it. Perfect. Pristine."

[ 3 ]

Ovation Legend

"This is an Ovation Custom Legend 12-string, from the late 1970s. I played this guitar in nightclubs to help pay my way through college. It's a very high-quality guitar and I do still play this one."

[ 4 ]

Gretsch

"Cool orange color and an older model. Along the lines of the Beatles style from the 1960s, but has the Gibson ES335 sound and a Bigsby Tremolo arm. I just love the color."

[ 5 ]

Fender Stratocaster

"It's the only Fender I own. I had to have one."







# SNHU's New Sculpture Park

By Jerri Clayton '10, '12

Looking for a way to mark the milestone of the McIninch Art Gallery's 10th anniversary, gallery Director Deborah Disston focused on expansion and found a way to move beyond the small gallery space in Robert Frost Hall. The result is the installation of 11 sculptures across campus.

The works were selected from New England artists, some original founders of the Boston Sculpture Gallery and all highly respected in the art world.

"This has never been done here before, and to have artists lend us their work allows us to get a feel for what is right for our campus community," Disston said. "I envision a sculpture park with rotating pieces. This allows us to introduce sculpture to our community and see what we might want to eventually purchase."

Ongoing installation will occur and will be open to the general public as well as the SNHU community. There will be an audio tour available via cell phone that will include explanations about the artists' work by the artists themselves.

"X's 10," 2011, Rob Lorensen,  
painted stainless steel,  
Dining Center



# SNHU's New Sculpture Park



1. "Glasshouse," 2010, Alison Williams, mixed media, Robert Frost Hall



3. "Backbending," 1979, John Weidman, weathering steel alloy, Belknap Hall



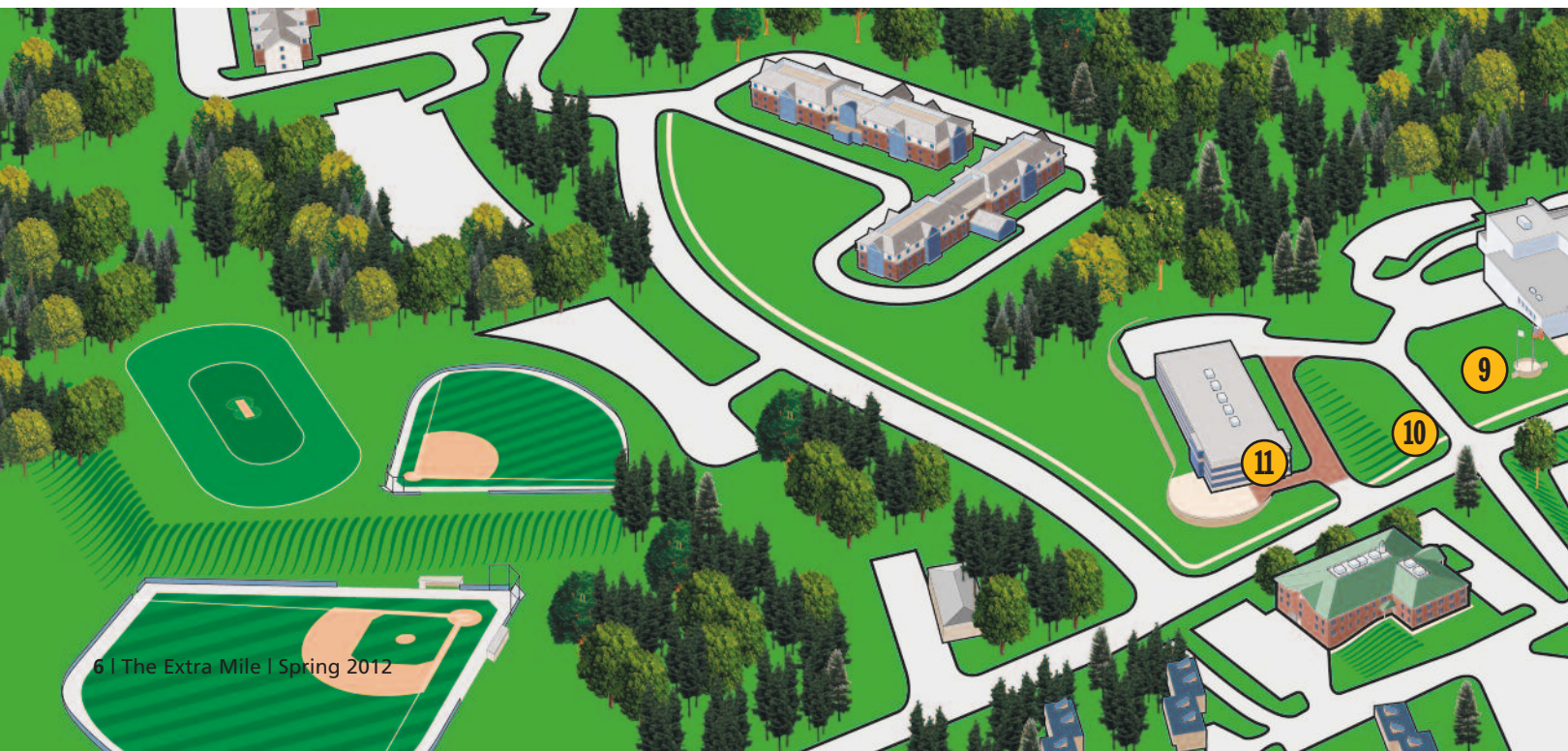
4. "Sunrise of Everywhere," 2006, John Weidman, brushed stainless steel, entrance to Lot 12



2. "Pilgrim," 2002, Murray Dewart, granite and bronze, between the Student Center and Larkin Field



5. "Blossom," 2012, Andy Zimmerman, polypropylene and steel, near Morrissey House







6. "Foxface," 2002, Joseph Wheelwright, granite, between Campbell House and Morrisey House



8. "X's 10," 2011, Rob Lorenson, painted stainless steel, Dining Center



10. "Tapered Scorpion," 2011, Rob Lorenson, stainless steel, between the Academic and Dining centers



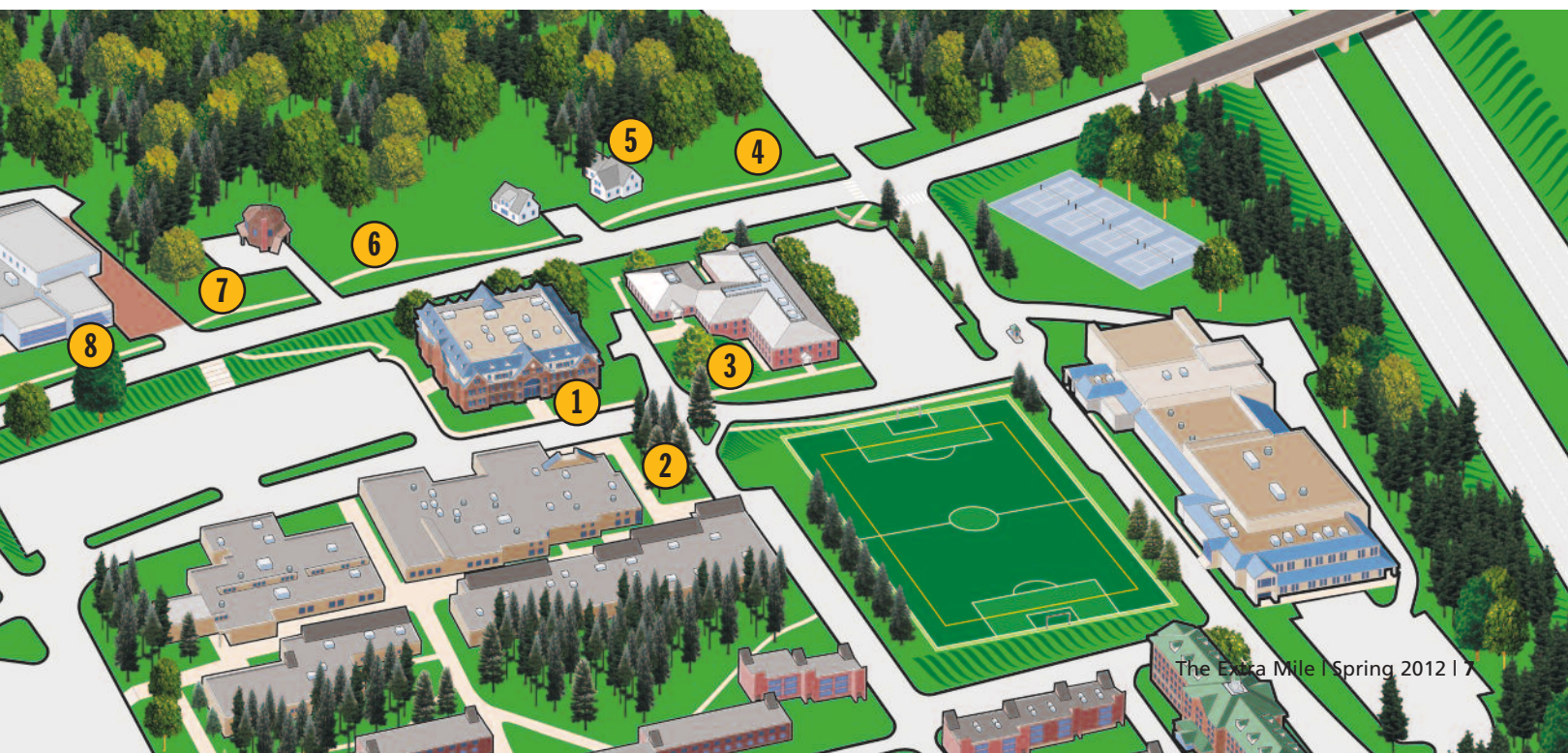
7. "Wedding Dance," 2010, Eric Lintala, fiberglass, Campbell House



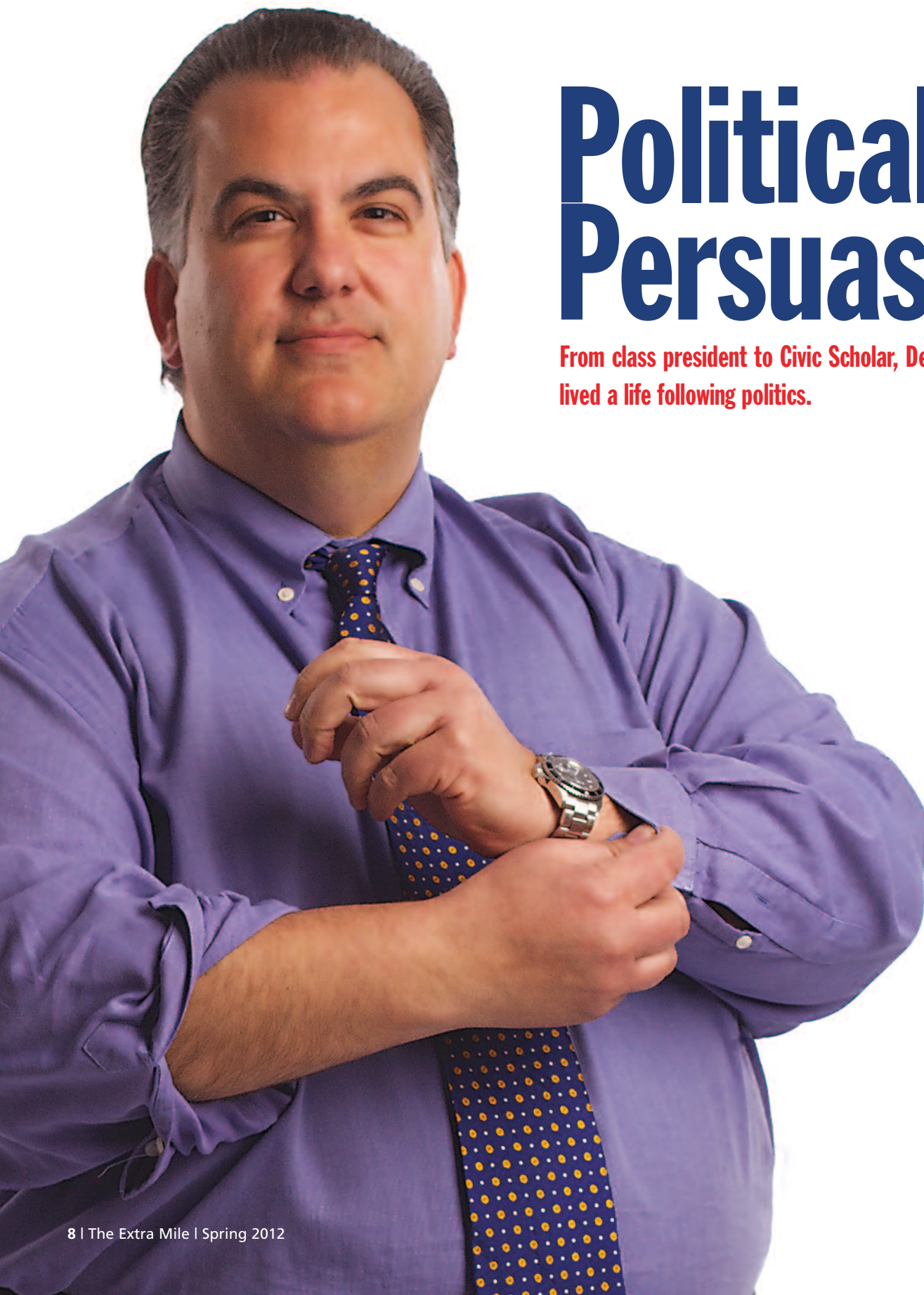
9. "Tree House," 2011, Jim Coates, wood and plum tree, Dining Center



11. "My Art Teachers," 2003, Andy Zimmerman, cast aluminum, Academic Center (inside)







# Political By Hattie Bernstein Persuasion

From class president to Civic Scholar, Dean Spiliotes has lived a life following politics.



Anyone who thinks politics is about mudslinging, manipulation and money should take a class or have a conversation with Civic Scholar Dean Spiliotes, who teaches in the School of Arts and Sciences.

“My general philosophy is that it’s the interaction between institutional design and political behavior,” he says, defining politics with a question. “You have to ask, ‘What is this institution’s strength? Why did it evolve?’”

A frequent contributor to New Hampshire Public Radio’s “The Exchange,” Spiliotes taught presidential politics at Dartmouth College and was a full-time blogger for two years before being named the SNHU Civic Scholar in 2009.

Over the years, Spiliotes has also become a familiar voice on public radio.

“Dean and I both started looking at New Hampshire politics in 1995,” says Laura Knoy, host of New Hampshire Public Radio’s “The Exchange” since it began 15 years ago. “Over the years, he’s kept us on track, focusing on what the candidate is saying, why he’s saying it and why it really matters.”

#### **A Proclivity for Politics**

Spiliotes, who grew up in Blue Point, N.Y., credits his older brother for sparking his interest in politics.

The two watched the national conventions on TV, and politics was often the topic of conversation around the family dinner table.

“It became a lifelong interest,” Spiliotes says.

He was elected class president in junior high and served on the student council in high school. After his sophomore year, he spent two summers as an intern in a political science program at Georgetown University.

“**The students coming here are much more diverse. They’re going in a lot of different directions.** Rather than bend to the traditional model, what I do is help them with what they want, help them make sense of what they need to learn.”

— Dean Spiliotes

By the time he was a freshman in college, Spiliotes was well on his way to a career on Capitol Hill, launched with an internship in the office of the late Sen. Daniel Patrick Moynihan (D-N.Y.), whose staff included press secretaries Tim Russert and Mike McCurry.

“I’d be in the gallery watching the debates, listening, soaking up the process,” Spiliotes says.

#### **Picking a Path**

After college, Spiliotes returned to Capitol Hill as a legislative aide for a large law firm.

“At the end, I had a decision to make. Should I be a journalist? Work on the Hill? Or go to graduate school? I decided to take another crack at academia,” he says.

Graduate study at the University of Chicago, where Spiliotes earned his master’s degree and doctorate, became the “gateway” to his future.

#### **In Class: A Bias-Free Zone**

In the classroom, Spiliotes shows his students how to analyze politics using tools rather than emotions.

“They understand how the machine works,” he says.

Indeed, students often tell him they have no idea where he stands on issues, or which candidates he favors.

It’s an approach that puts students, and anyone else who engages in a conversation about politics with Spiliotes, at ease.

Observes Knoy, “You never get a sense when he’s talking politics that he’s passing judgment.”

Over the years, Spiliotes says his students have gone on to work “in every political walk of life,” another tribute to his ability to teach students how, not what, to think.

At the same time, Spiliotes is stretching the boundaries of higher education.

“It’s a learning experience for me,” he says, making reference to classes he taught at Dartmouth and St. Anselm colleges. “I started with the traditional liberal arts model, great ideas. But the students coming here are much more diverse. They’re going in a lot of different directions. Rather than bend to the traditional model, what I do is help them with what they want, help them make sense of what they need to learn.”



# Conscientious Councilor

By Mike Cullity

**Felix G. Arroyo '08 believes politics and community organizing go hand in hand.**

**A Voice for Economic Justice**

**Boston City Councilor Felix G. Arroyo '08 focuses on community reinvestment and job creation.**

Years before he became a Boston city councilor, Arroyo spent two years working three jobs to pay for college. While taking night classes at the University of Massachusetts Boston, he toiled simultaneously as an administrative assistant, a restaurant busboy and a hospital security guard.

Talking with his co-workers, most of whom were much older than Arroyo and also working multiple jobs, spurred him toward a career pursuing economic justice.

“I thought, ‘Wow, this is their economic opportunity,’” Arroyo recalls. “‘Why should they have to live this life? Why isn’t this job treated with respect and dignity? Why is putting in an honest day’s work not enough to take care of their families?’ This experience helped set the stage for what I wanted to do.”

Elected last November to a second two-year term as at-large Boston city councilor, Arroyo strives to help those on the economy’s fringes. By earning a master’s degree in community economic development from SNHU, now available completely online, the 32-year-old



politician acquired the tools to effect change.

### In His Father's Footsteps

Raised in Boston's working-class Hyde Park neighborhood, Arroyo is the city council's second Latino member. Its first was his father, Felix D. Arroyo, a longtime community activist and organizer who served from 2003 to 2008.

Arroyo's father and mother, Elsa Montano, moved to Boston from Puerto Rico in 1976. Both earned graduate degrees from Harvard, and although Felix's work was sometimes sporadic, Elsa earned a steady wage as a public school teacher, their son says.

The second of their five children, Arroyo remembers money being tight while growing up.

"My parents made sure we knew there were financial constrictions, but we also always had what we needed," he says.

His parents' community activism first exposed Arroyo to social and economic justice issues.

Determined to make money, however, he initially decided to study finance.

"It took me about one semester to realize that wasn't for me," Arroyo says. "I think I took a class where part of the discussion was how to save money by controlling labor costs, and that didn't seem right to me."

Arroyo gravitated instead to labor studies and left his three-job existence behind when former Boston City Councilor Chuck Turner hired him in 2000. Watching his

father as a council member and serving as a council aide, Arroyo learned that politics and community organizing go hand in hand.

"That's really the best way in my mind to achieve economic and social justice," he says. "It's the belief that if you bring people together, you can achieve change."

**“I feel grateful that I am able to talk about community reinvestment, interest rates and job creation. I am able to work with small business owners to figure out how they can succeed. I learned a lot of those skills at SNHU.”**

— Felix G. Arroyo '08

### An Education in CED

While working as the political director for the Service Employees International Union Local 615 — which represents 18,000 property service workers in Massachusetts, New Hampshire and Rhode Island — Arroyo began pursuing his SNHU master's degree. The program prepared him particularly well for his eventual work as a city councilor, he says.

"Now more than ever, everybody elected to government should understand economic development," he says. "I feel grateful that I am able to talk about community reinvestment, interest rates and job creation. I am able to work with small business owners to figure out how they can succeed. I learned a lot of those skills at SNHU."

### Walking the Walk

As part of his economic justice agenda, Arroyo has introduced a responsible banking ordinance that he hopes the council will

pass this year. Under his proposal, known as "Invest in Boston," the city would direct its more than \$1 billion in deposits to banks that demonstrate the highest level of local investment.

Arroyo has also devoted himself to youth issues, such as preserving summer jobs slated for elimination

in city budgets. Moreover, his concern for Boston's next generation spills over into his spare time, during which he mentors teens as a baseball coach.

"Teenagers can make decisions that affect the rest of their lives in those years," Arroyo says. "It isn't just about baseball. It's about being someone they can go to for help and direction."

That Arroyo is equally at ease talking to CEOs and kids on the street is one of the most important qualities he brings to the city council, says Warren Tolman, a Boston attorney and former state legislator.

"He has that ability to engage in thoughtful dialogue and discourse with pretty much everybody out there," says Tolman, a Democratic candidate for Massachusetts governor in 2002 for whom Arroyo worked as a field organizer. "And that's not a trait that everyone is gifted with."



# TRAINING TEACHERS FOR THE 21ST CENTURY

By Katharine Webster





**In her short tenure as dean of SNHU's School of Education, Mary Heath beefed up the faculty, shepherded the school through accreditation, and added a host of new programs online and on campus, including a Master of Education in Curriculum and Instruction and a Master of Education for school principals. As she handed over the reins in February to new Dean Mark McQuillan, former Connecticut education commissioner, they talked with The Extra Mile about innovation and the future of education. The following is distilled from that conversation.**

**How are you training teachers for the 21st century, and what role does technology play?**

**Heath:** Our students are learning how to employ Skype, WebQuest, iPads and interactive whiteboards to help pupils learn – technologies that public school teachers are still trying to grapple with. Then they're using those technologies in the classrooms where they student-teach. So not only our student teachers, but the district teachers are learning as well, and our students and the public school pupils are the winners.

**McQuillan:** Our graduates must be trained to provide online and face-to-face instruction. They have to master the whole repertoire. Let's say they teach in a rural district or an urban district where there is little or no technology: They'd better be equipped to teach without it.

**Can your students take classes online?**

**Heath:** Our undergrads mostly do traditional, face-to-face learning in the classroom, because that's how they are going to teach and we want to model how to do that effectively. However, they can take many of their general education and subject area classes online.

**McQuillan:** A survey course is quite amenable to online learning. Let's say you're planning to be a social studies teacher and you need to take a course in American history; you can easily do that online.

**Heath:** Hybrid instruction is the best of all worlds. We do a lot of that, where you might have a face-to-face class once a week and then supplement that with an online class once a week. Our Master of Curriculum and Instruction can be done completely online, but we've found that most students prefer a mix of face-to-face, online and hybrid classes.

### Testing, Technology and Teaching

Outgoing Dean Mary Heath and new Dean Mark McQuillan discuss national educational issues and how the university is addressing the challenges.

**Apart from state-mandated testing, how do you judge when a student teacher is ready to lead a classroom?**

**Heath:** Our candidates have to go out and do early field experiences, looking at things like the learning environment and lesson planning. When they start their student teaching, they meet weekly with a supervising teacher. The whole time, they're also building an e-portfolio that shows evidence of their ability to teach, assess their students' progress and demonstrate mastery of their subject area. In the portfolio will be a video clip of that student teaching, pictures of the classroom and assignments completed by their pupils. We teach them that every single thing they're learning has to connect with the learning of their pupils, and evidence that their pupils are learning, based on a set of standards.



“**We teach them that every single thing they’re learning has to connect** with the learning of their pupils, and evidence that their pupils are learning, based on a set of standards.”

– Mary Heath

**McQuillan:** It’s no longer acceptable to talk about preparing a teacher by saying they’ve taken three credits in mathematics methods or six credits in elementary teaching philosophy. We have to see boots-on-the-ground demonstrations of what they know and are able to do, measured by a set of competencies. But measuring those competencies well and reliably is not easy.

**What are the biggest challenges facing the School of Education right now?**

**McQuillan:** A major challenge facing all schools of education is that under proposed legislation, our federal funding could become dependent on our ability to train “highly effective teachers,” as defined by the government. That’s huge: That means we’re going to measure the success of the School of Education by the success of the pupils that SNHU students have taught. Forty-five states have agreed to a set of common core standards in reading and math, but with the federal government now calling for highly effective teachers in all subjects and schools, we have to figure out how to assess pupils in science, social studies and other subjects. How do you measure the effectiveness of an art teacher? We not only have to

design better assessment tools, but figure out how to use those tools creatively and skillfully to ensure that all students learn. We also must strive to place highly effective teachers and principals in the neediest schools in the country, to break the cycle of academic failure based on income inequality. Achievement gaps are widespread among the urban poor.

**What new programs do you have in the pipeline?**

**Heath:** The principals program has been running for one year now, and we’ll start offering a doctorate of Education Leadership this July.

**McQuillan:** Under No Child Left Behind, the focus for the past 10 years has been on training highly qualified teachers, with limited attention to the administrators who lead them. Principals are an essential part of school reform: principals who can actually supervise, evaluate and lead fledgling young teachers to high levels of expertise. We also need superintendents and curriculum administrators who can help guide the way and support them with resources – and who have a clear sense of urgency. So I really want to be tackling the leadership doctorate of education with everything I’ve got, because we’re not going to solve our problems by



“**Principals are an essential part of school reform:** principals who can actually supervise, evaluate and lead fledgling young teachers to high levels of expertise.”

– Mark McQuillan

working with teachers alone. It's the whole enchilada: principals, superintendents, community leaders, parents and support staff. And actually, the whole enchilada starts with early childhood education for 3- and 4-year-olds.

**Heath:** That's why we need an early childhood education center here at SNHU. We need universal preschool.

**McQuillan:** I agree. We know now, after years of research, that the most critical period of learning, brain maturation, development and language acquisition in children is from birth until kindergarten. And yet we don't have any public school districts or states focused on 3- and 4- year-olds like they focus on high schools. It's stunning – and yet, as a matter of public policy, that's where the game is won.

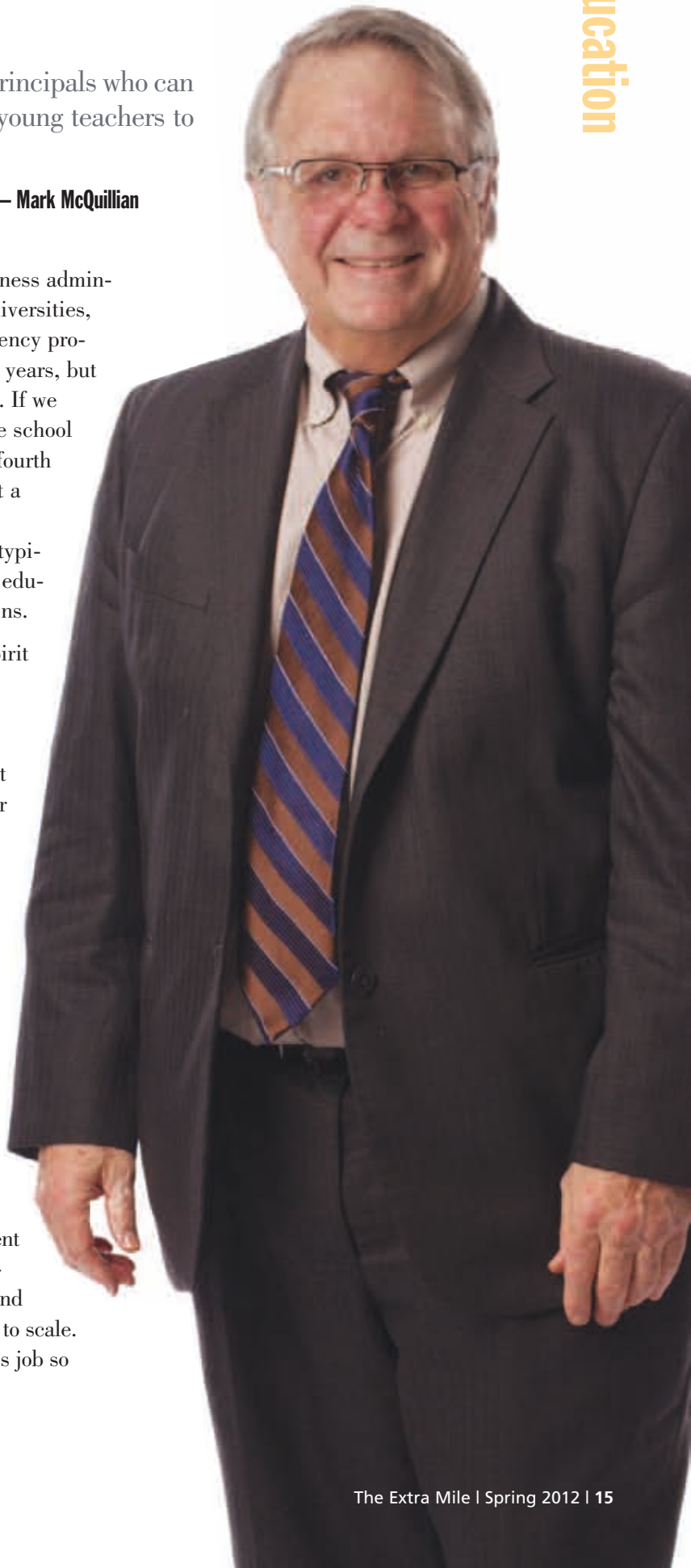
**Mark, if you could bring one innovation to the School of Education, what would it be?**

**McQuillan:** If we could build a three-year, competency-based program for students to receive a bachelor's degree, and then complete a master's degree in the fourth year while working full-time in the districts and earning a partial salary, that would be a breakthrough. It would be similar to SNHU's three-year, competency-

based degree in business administration. At other universities, these so-called residency programs last five or six years, but that's very expensive. If we split the cost with the school districts during that fourth year, the students get a master's degree for a lower price than a typical four-year college education. Everybody wins.

**Heath:** That's in the spirit of what university President Paul LeBlanc is trying to do: reduce the cost of education loans for our students. So you're getting four years, a master's degree, excellent preparation, and almost a surety that you're going to be hired by a school district if you do a good job. It's the best of all worlds.

**McQuillan:** Fortunately, at SNHU we have the support of the president and provost to experiment, and innovate, and bring our innovations to scale. That's what makes this job so attractive.







# Innovation U

**How a traditional New England university is creating access, cutting costs and facilitating student success – on campus, on location and online.**

By Mike Cullity

Shandrease Cushionberry is a 27-year-old mother of two from Virginia who aspires to make a literary mark. Ebony Byas is an 18-year-old from the Bronx who envisions helping paroled inmates reintegrate into society.

Although separated by nine years and hundreds of miles, both are working toward SNHU degrees. Laid off in 2010, Cushionberry began taking creative writing classes that fall through SNHU's College for Online and Continuing Education and is on pace to graduate in December.

Byas, meanwhile, lives on SNHU's main campus, but her curriculum is far from traditional. One of 10 first-year students enrolled in College Unbound – a three-year degree program launched last fall that combines classroom and

real-world learning – Byas attends on-campus seminars three days a week and interns two days a week at a New Hampshire Department of Corrections office in Manchester.

Cushionberry and Byas are among those capitalizing on SNHU's recent educational innovations. Amid a national debate over skyrocketing college costs and complaints from American employers that many graduates lack important job skills, SNHU has introduced cutting-edge programs aimed at making college more affordable, accessible and responsive to workplace needs.

#### **Blowing Up the Business Model**

SNHU has a history of innovation that includes establishing satellite campuses and launching a groundbreaking three-year Honors Program in Business. But more recent initiatives have placed SNHU at the forefront of a movement to fundamentally change American higher education and earned it acclaim from the noted business magazine *Fast Company*, which placed SNHU 12th on its recent *World's 50 Most Innovative Companies* list. Ranked alongside business giants such as Apple, Google, Facebook and Starbucks, SNHU was the only university on the list.

In the *Fast Company* article highlighting SNHU's forward thinking, President Paul LeBlanc acknowledged that innovation is imperative to survival in a rapidly changing higher education landscape.

“... given our belief that we can be large and continue to improve quality at the same time, we think it's important work that's very consistent with our mission.”

– President Paul LeBlanc

“We want to create the business model that blows up our current business model,” he told the magazine, “because if we don't, someone else will.”

SNHU's innovations aim to reduce costs, broaden access, improve quality and foster degree completion. Chief among them is the College of Online and Continuing Education, which has made SNHU a leader among nonprofit universities in online education.

By the middle of this year, 12,500 students will be enrolled in COCE, a number that's at least 10 times more than the number of online students SNHU educated in 2003, LeBlanc says. COCE will launch 50 new degree programs and specialty areas in 2012 – bringing its total to more than 180 – and LeBlanc's goal is to make

SNHU the country's biggest online nonprofit education system by 2014.

“Given President Obama's challenge to once again make the United States No. 1 in the world in percentage of

adults with degrees, and given our belief that we can be large and continue to improve quality at the same time, we think it's important work that's very consistent with our mission,” he says.

#### **A Customer-Service Approach**

Drawn to SNHU by its positive reputation and array of online creative writing classes, Cushionberry has pursued her degree while juggling work and family. An entrepreneur who launched an online business selling shoes after being laid off, she began studying during the day while her two daughters were in school; more recently, she has studied at night while interning full time with a New York literary agency.

“I can do my homework pretty much on my time,” she says. “I don't have to get up and go anywhere. And there's no way I could do an intern-

ship in New York if I was in a traditional school setting.”

Cushionberry – who's interested in becoming a published author, teaching creative writing or working as a literary agent – fits the typical COCE student profile. Most are in their mid-20s to mid-30s and seeking to balance family, work and education, says Steve Hodownes, the college's CEO.

To ingratiate these online learners, COCE has adopted a customer-service approach that's more common in business than education.

“At a lot of schools, if you referred to the student as a customer, they'd kind of look at you funny,” Hodownes says. “But we view the student as our customer.”

A new onboarding model COCE is piloting matches newly enrolled students with advisors who have small caseloads and function like coaches.

“For a lot of these students who come back to school, it's pretty intimidating, and they're dealing with technology, so we want to make that transition as smooth as possible,” Hodownes says.

COCE monitors data driven by students' online engagement in early classes to identify potential problems and initiate proactive solutions.





**FAST COMPANY**  
**THE WORLD'S MOST**  
**INNOVATIVE**  
**COMPANIES 2012**

**Fast Company: SNHU A Top Innovator**

Fast Company named Southern New Hampshire University the 12th most innovative organization in the world in its World's 50 Most Innovative Companies. SNHU is listed ahead of such companies as the National Football League, Starbucks, LinkedIn and the United Parcel Service, and is among such heavy-hitters as Apple, Google and HBO.

Fast Company touted SNHU, the only university to make the list, "for relentlessly reinventing higher education online and off."

"We are obsessed with student success and positively impacting students' lives. The Fast Company listing is tremendous recognition for our brand and further demonstrates how our fast-growing institution is doing great things," said SNHU Online CEO Steve Hodownes. "To place on a list with some of the most recognizable brands on the planet is humbling and great recognition for all the work we're doing here to better serve our students."





“We’re now to the point where we look at each graded assignment and each discussion board so we can see if students are struggling, because if they aren’t successful in that first or second class, the chances of them staying with us are reduced,” Hodownes says.

Cushionberry has benefited from advisor Hannah Foust’s support. Foust and Cushionberry exchange e-mails frequently, particularly at the start and toward the end of each course. “She’s always giving me positive messages and

encouraging words,” Cushionberry says.

#### **Room to Innovate**

Operating from a downtown Manchester mill building, LeBlanc says, offers COCE psychic distance from SNHU’s main campus, giving the online unit room

to play by nontraditional rules – a hallmark of innovation espoused by Clayton M. Christensen, an SNHU trustee and co-author of “The Innovative University,” a 2011 book advocating higher-education reform (see sidebar).





## Disruptive Innovation: SNHU Online

A recent article in *The Economist* calling on universities to be more businesslike lays bare the nationwide consternation over hefty tuitions.

“Anger about the cost of college extends from the preppiest of parents to the grungiest of Occupiers,” the article declares, observing a White House complaint to university presidents that costs have tripled in the past three decades.

With former students carrying debts approaching \$1 trillion, U.S. Secretary of Education Arne Duncan has urged universities to address costs with “much greater urgency,” the article adds.

The government, however, has been complicit in creating the problem it decries, suggests Clayton M. Christensen, an SNHU trustee and prominent thought leader on higher-education reform. By essentially guaranteeing that any student can finance with grants and loans a college education, no matter its cost, the government has effectively created a price floor for universities, says Christensen, a Harvard Business School professor and co-author of “*The Innovative University*,” a 2011 book that argues universities must change their institutional DNA to remain relevant.

“The government just can’t keep putting that floor on prices,” Christensen says. “They just don’t have the money. The system is breaking.”

Instead of competing on price, universities traditionally have vied for students by adding more and more expensive facilities and services, thereby driving up costs, Christensen adds. But at the same time, technology has enabled the emergence of online learning, a new paradigm with the potential to break the cycle of spiraling costs. By expanding access to more affordable higher education, online programs such as SNHU’s College of Online and Continuing Education have created an environment ripe for disruptive innovation, a business theory Christensen has championed since the 1990s.

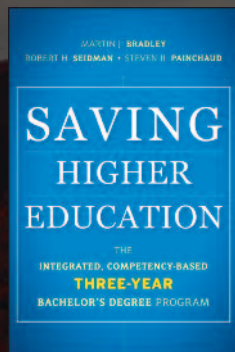
“A disruptive innovation transforms a product or service that historically was expensive and complicated into something that is so affordable and simple that a whole new population of people can own and use it,” Christensen says.

## A Degree in Three

Finding innovative ways to provide an affordable, high-quality education is nothing new at SNHU.

In 1995, the university unveiled its groundbreaking 3Year Honors Program in Business, the longest-running three-year program of its kind in the country.

Much more than a condensed four-year degree in three, the 3Year bachelor’s degree is a competency-based program that runs over six semesters with no evening, weekend or summer classes. It focuses on student learning as opposed to “seat time” and saves students a year of time and tuition. Students graduate with 120 credits, just as they would in a four-year program.



Recently the subject of a book by founding faculty members Martin J. Bradley, Robert H. Seidman and Steven R. Painchaud, “*Saving Higher Education: The Integrated, Competency-Based Three-Year Bachelor’s Degree Program*,” the program now offers a choice of 15 specializations in business, including accounting, game design, international management, marketing and sport management.

For example, instead of having each instructor create his or her own online course, COCE hires subject matter experts – often SNHU faculty members – to design courses that can be taught by multiple instructors. Separating

course development from teaching – an example of the disaggregation Christensen has observed in mature industries, whereby suppliers with expertise in component parts of a service can deliver more effectively

and often less expensively – helps ensure consistency across multiple course sections and offers better opportunities to assess student competencies, LeBlanc says.

“We can be sure that the learning outcomes are the

same across all sections, and then we can measure them and see how students perform one section to another,” he says. “So all of a sudden it improves our optics and quality control.”



1. SNHU Salem: Location of the SNHU Advantage program, an associate degree program in liberal arts.
2. Students working on assignments in the three-year degree program.
3. An engaged student during a College Unbound workshop.
4. A group of students enjoying a presentation at a College Unbound event held in The Academic Center at Southern New Hampshire University's main campus in Manchester, N.H.



**Challenging Conventions and Increasing Access**

SNHU's innovation hasn't been limited to cyberspace. In 2008, for example, the university launched SNHU Advantage, an associate degree program in liberal arts offered at its Salem campus. The program, which the Boston Globe hailed as "a revelation for recessionary times," costs just \$10,620 per year, about 60 percent less than full-time undergraduate day student tuition. Moreover, its classes meet exclusively in the morning, giving students a set schedule around which to plan work and family commitments.

Forty-five students are currently enrolled in the program, which offers scholarships for high-performing graduates who wish to earn an SNHU bachelor's degree. "That's a big motivator for students here," says Laura Corddry, the program's coordinator, who added that nearly 70 percent of SNHU Advantage's 2011 graduates have remained enrolled at the university. Last fall, SNHU introduced College Unbound, another program that challenges long-cherished higher-learning conventions.

"In College Unbound, the greater world is the primary site of learning, and the classroom experience gets plugged in as a supplement to that learning," LeBlanc says. "It directly flips the traditional relationship." College Unbound emerged through a collaboration with Big Picture Learning, a Rhode Island-based non-profit that operates a network of more than 90 secondary schools worldwide where internships are a prominent part of the curriculum. "The model has proven quite successful at the high school level," LeBlanc says. "We

always thought, 'If it works for high school students, might it work for college students?' And we're trying to answer the question." At a time when thousands of jobs across the country are going unfilled because employers can't find candidates with requisite skills, College Unbound seeks to bridge the gap with a competency-based education model. Through seminars and internships, the program encourages students to explore their areas of interest, requiring them to establish learning goals and demonstrate an ability to meet them.



“We’re asking them to think about and engage in conversations that make connections between the liberal arts and their own personal interests and career aspirations,” says Beth Sheehan, the program’s director. “We’re saying, ‘You have to demonstrate knowledge and skills. What are you interested in exploring? How are you going to learn about this through your field?’ So it makes those concepts more relevant, and in some ways makes students more engaged with studying literature or psychology.”

Instead of writing papers and taking tests, College Unbound students offer mid-semester and final exhibitions to faculty members, internship advisors and their peers.

“We have to present what we learned over the semester,” Byas says. “Did we reach our learning goals? Did we complete all deliverables? And how did all of those things connect?”

A year-round program that includes a four-week summer travel component – each student raises money to support a learning experience abroad or in another part of the United States – College Unbound offers students a cost advantage by awarding a degree after three years of work instead of the typical four. Moreover, it provides an alternative to a

historically underserved student population – those who are more geared to experiential than classroom learning.

#### **A Willingness to Improve**

Striving to produce graduates with real-world skills, College Unbound is an experiment in outcome-focused learning that can inform SNHU’s more traditional offerings, Sheehan says. It’s part of an inventive culture that SNHU aims to perpetuate with its Innovation Lab, a think tank of sorts that is contemplating future education models that further reduce costs and increase access to college for those who have traditionally lacked it (see sidebar).

By innovating, SNHU is positioning itself for the revolution LeBlanc foresees in higher education over the next decade. At its heart, however, the university’s innovation is about improving service to students.

“Innovation is in some measure a willingness to let go of old ways of thinking and old structures,” LeBlanc says. “I think it’s really always asking the question, ‘How can we do this better?’”



Yvonne Simon

## **The Innovation Lab**

Imagine a new education model that would enable students to earn an SNHU associate degree for less than \$3,000 per year.

Making that model a reality is the goal of the SNHU Innovation Lab, an educational incubator that is working to reduce costs, increase access and provide transformational experiences for students who have been marginalized by traditional higher education.

Established last November and staffed by four SNHU academic and technology experts, the Innovation Lab is spearheading the Pathways Project, an initiative that will seek to educate 5,000 disadvantaged students in the next five years. Slated to launch this fall, the project’s pilot degree program will apply a competency-based approach that leverages technology, community support, social networking and strong assessment.

Although still in its formative stages, the self-paced Pathways program will employ free online educational tools, such as open-access materials and peer-to-peer support.

“It’s really taking advantage of the best that’s out there,” says Yvonne Simon, the Innovation Lab’s senior vice president.

Although SNHU instructors will be involved in determining how students will use open resources, creating assignments and establishing assessment criteria, Pathways courses won’t have instructors in the traditional sense, Simon says. Pathways will employ advisors to help students establish goals and set their learning pace, she adds.

Through social media and other avenues, advisors will also help students develop a mentor network by facilitating connections with SNHU alumni, community partners and people the students may have already encountered.

“Let’s say that you struggle with writing, and you have a high school teacher who happened to be a great supporter of yours,” Simon says. “You’d want to bring that person into your network. We’re going to try to cultivate this early in the program so that students right from the beginning feel like they have a lot of support.”

Pathways will strive to offer learning in small chunks, with individual competencies as the defining units rather than a traditional three-credit course.

“Students won’t necessarily have to bite off an entire course at a time,” Simon says. “We’re trying to hook people on this notion that if you tap into your intrinsic motivation and feel that you are making progress, you will stick with it and reach the goal of graduation.”



# Whistle While You Work

By Greg Royce, Director of Athletics Communications

**Dr. Doug Blais '88 calls it a way to give back. Will Flowers '92 says it's the greatest part-time job in the world. Corey Pothier '96 views it as an easier way to stay involved in sports.**

Coaching? Playing professionally? No; officiating.

For Blais, Flowers and Pothier, officiating is a rewarding endeavor, enabling them to stay involved in sports without the time commitment coaching requires.

Blais, chair of the Sport Management Department, officiates soccer after a career in goal for the Penmen, while Flowers and Pothier both ref basketball. Flowers, a basketball Hall-of-Famer, works the men's games, while Pothier, a former Penmen baseball player, calls women's games.

## 'As Busy As You Want to Be'

Pothier's most memorable game as a college

basketball official was his first NCAA Division II tournament.

"We came off the court and we were excited, we felt like we did a good job and we called the game as it should have been," he says. "We came off the court and gave each other high fives; then, when we got back to the locker room, the officials' coordinator came in and told us the same thing, and also told us we were moving on to the next round as a crew. That's a great thing."

Pothier started his officiating career calling intramural basketball games. However, it was a chance meeting at a friend's wedding in 1997 that really got him going.

"At the wedding, a friend who was with the IAABO (the organization that certifies high school officials) approached us and asked if anyone would be interested in reffing high school and youth games. I took the plunge

## Still in the Game

Former Penmen athletes Corey Pothier '96, Doug Blais '88 and Will Flowers '92 are still suited up — as referees.



“It’s a good way to stay involved, and it’s an easier way to devote time to the sport, as you can make your own schedule and be as busy or as not busy as you want to be. With coaching, there’s a lot more hours involved.”

— Corey Pothier '96

and started working high school games,” he says.

In 2005, he passed a tryout to become a college official and started doing Division III games. Two years later, he started officiating at the Division II level; in 2010, he added Division I games to the mix.

“It’s a good way to stay involved, and it’s an easier way to devote time to the sport, as you can make your own schedule and be as busy or as not busy as you want to be. With coaching, there’s a lot more hours involved,” says Pothier, who has a young family at home in Connecticut and a full-time job with Merrill Lynch. “It’s difficult to juggle at times, but I’ve got a pretty good support system at home and at work.”

**‘Do a Lot Without the Whistle’**

As an undergraduate, Blais was a goalkeeper for the men’s soccer program and to this day ranks seventh in program history in career shutouts, with 17.

He has spent over a decade working as an official in the collegiate soccer ranks, working games in all three NCAA divisions throughout the Northeast. He has worked numerous conference and NCAA tournament contests and is widely held in high regard.

He also served as a goalkeeper coach for Penmen soccer programs

and found there were several reasons he preferred officiating to coaching.

“When you’re coaching, it’s a very specific commitment. Depending on what level, it could be every day or three or four days a week,” he says.

Instead of calling a bunch of fouls, Blais prefers to control a game by talking to players before things get out of hand. One of his biggest frustrations is players who aren’t willing to work with officials.

“At a higher level, you can talk to the players, they know they did something, and you can talk to them about it and you can do a lot without the whistle,” he says.

**‘The Best Seat in the House’**

“I’ve got the greatest part-time job in the world. I get to watch kids play a sport I enjoy very much,” Flowers says of his work officiating basketball.

Flowers played basketball for the Penmen from 1989 to 1993. He’s one of four Penmen with at least 1,000 points, 700 rebounds and 200 steals.

After graduation, he spent a decade as basketball coach Stan Spirou’s assistant coach, helping to guide the Penmen to two more regional crowns. He wanted to stay involved in basketball, but didn’t want the time commitment of coaching. A

friend suggested officiating.

He first reffed for a men’s league in nearby Bedford, N.H., then began working high school games. Two years ago he started working contests at the Division III level before getting games at the Division II level this past season. As soon as he started blowing the whistle, he was hooked.

“I love watching good players perform. As a referee you get the best seat in the house, you get to run up and down the floor with them and watch them do special things with the ball,” says Flowers, whose full-time job is at Manchester’s Youth Development Center as a culinary arts teacher.

Flowers thinks back to his days as a player and tries to call games the way he would want them called.

“Most good players want to play. They don’t want something called like a bump. They don’t want 52 whistles, don’t want to shoot 25 free throws,” he says. “It’s just what I’d call common-sense refereeing.”

A relative late-comer to the stripes, Flowers wishes he had put down a clipboard and picked up a whistle sooner.

“If you start later in life, you’re sort of set in your ways,” he says. “I’ve had some excellent guys take me under (their) wing, so that’s helped.”

**372** – Career blocks for senior volleyball player Danielle Coffey, a program career record. She eclipsed the record of 331 established last season by Stephanie Dluginski.

**86** – Number of games played in by men's soccer senior Jayme Kapinos. He appeared in every possible game over his four-year career and set a program record for most games played.

**41** – Points allowed by the men's basketball team in a season-opening win over Mercy on Nov. 11. It marks the fewest allowed by the Penmen since NCAA basketball introduced a shot clock prior to the 1985-86 season..

**14** – Win streak compiled by the men's soccer team this fall. It was the longest win streak for the program since opening the 1988 season with 20 straight victories.

**4** – Number of times women's soccer standout Ariel Teixeira was named Northeast-10 All-Conference, including three First Team selections. She becomes just the third player in women's soccer program history to be named All-Conference four times.



**James “Jimmy T” Triantafillou’s Dedication Plaque**

#### **Longtime Baseball Assistant “Jimmy T” Honored at Alumni Game**

Longtime baseball assistant coach James “Jimmy T” Triantafillou, who passed away in the summer of 2011, was honored prior to the baseball alumni game during Alumni Weekend.

Triantafillou, who spent over two decades as an assistant baseball coach at SNHU and remained a fixture at the university after ending his coaching career in 2008, was honored in a brief ceremony to dedicate a plaque that will hang on the Penmen dugout at the baseball field.

Former SNHU baseball players, along with former Penmen baseball coach Bruce Joyce, were on hand for the ceremony, along with members of the Triantafillou family.

#### **Polak Named to NCAA Division II Management Council**

Longtime SNHU Director of Athletics Joseph “Chip” Polak was recently named



**Joseph “Chip” Polak**

to the NCAA Division II Management Council to represent the Northeast-10 Conference. Polak will serve a three-year term that began in January.

The Management Council is a governance group whose composition is based on conference representation and is responsible for the day-to-day operations of Division II. These duties include, but are not limited to: implementing policies adopted by the association’s Executive Committee and the Division II Presidents Council, making recommendations to the Division II Presidents Council on matters it deems appropriate, making interpretations of the bylaws of Division II, and organizing and participating in an annual summit with the Division II Student-Athlete Advisory Committee.

Polak has served as SNHU’s Director of Athletics since 1985 and is in his 36th year at the university.



# Moving UP

If you know a candidate for Moving Up, contact SNHU Director of Athletics Communications Greg Royce at [g.royce@snhu.edu](mailto:g.royce@snhu.edu).



## Julie Lancaster '07

Julie Lancaster '07 has been named an assistant coach for the women's lacrosse program at Wentworth Institute of Technology. The Leopards are elevating their program to the varsity level in 2013 after spending several seasons as a club program.

Lancaster was a four-year member of the women's lacrosse program at SNHU, playing on the first four Penmen varsity teams from 2004 through 2007. A native of Waterville, Maine, Lancaster ranks sixth in program history in caused turnovers with 53, while her 92 ground balls place her ninth in program history in that category.



## Jason Willis '04

Jason Willis '04 recently wrapped up his fourth season as the head men's soccer coach at Worcester State University. In 2011, Willis was named the MASCAC Coach of the Year after guiding the Lancers to the ECAC Division III New England Tournament and an appearance in the conference semifinals.

A two-year member of the Penmen men's soccer program, Willis was a Northeast-10 Second Team All-Conference selection in 2003 and was a member of the 2002 SNHU team that reached the NCAA Division II championship game.

# Alumni News



## Stay Connected

Visit [www.snhu.edu/alumni](http://www.snhu.edu/alumni) for updates about the university and to find information about resources available to alumni. Create your profile on SNHUconnect, the Alumni Online Community.

- Find us on Facebook (Friend Petey Penmen)
- Find us on LinkedIn (SNHU Community)
- Follow us on Twitter (@snhu and @SNHUalumni)

## Be in the Know

To find out what's happening on campus, provide us with your email address and we'll make sure you stay connected to the university all year long. The alumni office sends a monthly e-newsletter that includes alumni profiles, upcoming events, campus updates, athletic news and invitations to special events.

Sign up now by sending your email address to [alumni@snhu.edu](mailto:alumni@snhu.edu).



## Homecoming Weekend 2012 Oct. 19 to Oct. 21

Welcoming Alumni and SNHU Families especially those attending class reunions.

## Calling Reunion Classes

The university and Alumni Association will recognize the following reunion classes as a part of Alumni Weekend this fall:

2007	2002 (10th)	1997	1992
1987 (25th)	1982	1977	1972
1967	1962 (50th)	1957	

Graduates from these years who would like to be involved in reunion events should contact Kristi Durette, director of alumni relations, at [k.durette@snhu.edu](mailto:k.durette@snhu.edu) or 603.645.9780. Please update your contact information at [alumni.snhu.edu](http://alumni.snhu.edu), including your email address, so you may receive planning updates.

## Reunion 2012 @ Homecoming

Class of '87: 25th      Class of '92: 20th  
Class of '02: 10th

## SNHU Alumni Board

### President

Jeff Penta '05, '08

### Vice President

Neil Donahue '82

### Secretary

Stacey Megalaitis '92

### Treasurer

Janice Fitzpatrick '93

### Directors

Meghan (Cotton) Dalesandro '00

Doug DelVecchio '07

Jason DeMarzo '03

Tim Gerardi '04

Steve Gore '90, '02

Mark Haddad '01, '11

Robin (Sorenson) Kazes '97

Ashley (Adams) Liadis '02, '05

Katie (McKenney) Libby '03, '05

Elena Painchaud '08, '10

Peter Perich '76, '85

### Student Government Representative

Kyle Coumas

### President Emeritus

David Lee '87, '93

## Career Resources for Alumni

Get help with your job search and more through the Career Development Center, which offers a variety of services and resources for alumni. Search for job openings, use career planning tools, view a list of upcoming job fairs or set up an appointment with an advisor.

Visit [www.snhu.edu/alumni](http://www.snhu.edu/alumni) and click on "Alumni & Career Development."



## Upcoming Events

Reconnect with classmates, friends, staff and faculty at alumni and university events.

**May 12**

### SNHU Commencement

Verizon Center, Manchester, N.H.

**May 17**

### 2012 Business Indicators Series for SNHU Alumni Executives

SNHU, Manchester, N.H.

**June 18**

### DeBlasi Cup Golf Tournament

Sky Meadow Country Club,  
Nashua, N.H.

**Aug. 16, Sept. 18**

### 2012 Business Indicators Series for SNHU Alumni Executives

Aug. 16 SNHU, Manchester, N.H.

Sept. 18 The One Hundred Club,  
Portsmouth, N.H.

**Oct. 12**

### President's Circle Gala

SNHU, Manchester, N.H.

**Oct. 19-20**

### Homecoming Weekend 2012

SNHU, Manchester, N.H.

Oct. 19 Alumni Golf Tournament

Oct. 20 Alumni Awards Dinner  
Family Day

Please visit [www.snhu.edu/alumni](http://www.snhu.edu/alumni) and click on "Alumni & Development Events" for complete event information and online registration.



## 2011 Alumni Awards

### 2011 Young Alumni Award

**Jared Gabrey '06, '09**

Jared Gabrey '06, '09 has been an active member of the SNHU community since his first day. His involvement in student government, the Coordinators of Activities and Programming Events, the Hospitality Student Association, the Outreach Association and many other clubs and initiatives exemplify the pride he has in the institution.

Now a residence director who makes numerous connections with fellow young alumni, he is also the yearbook adviser and continues to be available to all who seek his counsel. His leadership and example have led to other alumni seeking opportunities to give back to their alma mater as well.

### 2011 Alumni Distinguished Service Award

**Dr. Burt Kaliski**

Dr. Burt Kaliski joined the faculty in 1975 as professor and chair of the Business Education Department. When he retired 30 years later, more than 65 percent of the business education teachers in New Hampshire were SNHU alumni.

Kaliski received the Excellence in Teaching Award in 1989, served as dean of the then-Undergraduate School of Business and received numerous accolades and awards throughout his

career for his thoughtful and engaging work as a teacher and adviser. He continues to follow the careers of many of his former students, serves on professional review and accreditation teams and follows the Penmen athletic teams.

### 2011 Alumni Hall of Fame Award

**Mark Ouellette '77**

Mark Ouellette '77, a former member of the men's basketball team and a member of the board of trustees since 1997, has been an active alumnus and President's Circle donor. Currently vice chairman of the board, he also has chaired the trustees' development and audit and finance committees. He's also the proud parent of a current SNHU student, Shannon.

Ouellette joined CA Technologies in July 2010 as senior vice president of Global Business Operations. Prior to that, he retired from IBM in 2009 after a 32-year career with the company. During his tenure at IBM, he fielded numerous senior executive assignments in the World Wide Sales, Corporate Finance, Operations and Business Partners divisions. He retired as the Global VP for business partners in the software group, with responsibility for 13,000 partners around the world.

An engaged community member, Ouellette also is involved with the Boy Scouts of America and local youth basketball programs in New Fairfield, Conn.

To nominate an individual for the 2012 Alumni Awards, visit [alumni.snhu.edu/awards](http://alumni.snhu.edu/awards)

For more alumni news, visit

[snhu.edu/alumni](http://snhu.edu/alumni)



## Where are you now?

Let us know: Email updates and Class Notes to [alumni@snhu.edu](mailto:alumni@snhu.edu) or visit [www.snhu.edu/alumni](http://www.snhu.edu/alumni) to update your profile.

The recession inspired Bill Herlicka '96 to trade his career as an investment banker for one with a bit more hops.





# Where Are They Now?

By Elizabeth Rush '11

In 2009, Bill Herlicka '96 opened White Birch Brewing, a nano-brewery in Hooksett, N.H. A creator at heart, Herlicka decided the time had come to hang up his suit, retire his loafers and turn his passion for home brewing into his trade.

“Many of my friends and colleagues on the investment career path were losing their jobs,” Herlicka said. “My wife and I decided that we would like to create a workplace that we would enjoy and where we could be proud of having other people come work with us outside of the large corporate model.”

When Herlicka opened White Birch, he was making 15 gallons at a time, using six fermenters and two pallets of carboys (containers used for brewing) he borrowed from friends. He could produce about a hundred 22-ounce bottles a batch, and would do one or two batches a week.

“There was a brew day, a bottling day, a sales call day, and a delivery day or two. A hundred bottles doesn't seem like much, but when you put it all together, your weeks start to disappear surprisingly fast,” Herlicka said.

Local restaurants and retailers started carrying White Birch. Business blossomed. By 2010, just a year after opening, Herlicka expanded into a space twice the size of his original facility. He opened a store and hired a brewmaster. Last year, White Birch moved into a 10,000-square-foot building, roughly five times the size of where it all began.

## Nothing Beats Belgian

Belgian Ale has always been one of Herlicka's favorites. From tripels to dubbels, from quads to saisons and

back again, he loves the many Belgian varieties. And he especially loves taking the classic Belgians and amplifying a particular nuance or flavor through subtle variations in the hopping, a style of brewing for which White Birch has become famous.

“In the beginning we would go to tastings and conventions all over New England. People would always ask us where we were from. And we would say, ‘Hooksett, New Hampshire.’ To which they replied, ‘Well, where's that?’”

White Birch responded by launching Hooksett Ale, the brewery's second signature beer. Hooksett Ale is a classically hopped West Coast American IPA made in a Belgian style with White Birch's house Belgium yeast. A sort of east-meets-west mashup in which the middle ground falls firmly in New Hampshire.

## Extra Hands Make Short Work

Instead of banishing interns to hours of excel spreadsheets or monotonous deskwork, Herlicka designed the Apprentice Program, a modern take on an age-old tradition. White Birch apprentices learn the brewing industry from the inside out – covering everything from cleaning the barrels to mixing, hopping, marketing and delivery. Each apprentice also conceives of, brews and launches his or her own beer.

“Kate, our most recent apprentice, did a jasmine Belgian red ale,” Herlicka said with a mix of wonderment and pride.

When White Birch unveils an apprentice's beer, the brewery throws a graduation party and sells the beer as a limited edition available across New England.

“The program has been a great way to address the need for extra hands

around the brew house, and our customers absolutely love it,” Herlicka said.

## 1,000 Bottles of Beer on the Wall

Today, White Birch brews about a 1,000 bottles of beer a week, a 10-fold increase over the two lightning-fast years since the brewery's inception. Now slow, steady growth is the name of the game. Herlicka's beer is available only in 22-ounce bottles, but diehards are clamoring for a White Birch draft and six-packs. While kegs are on the way, what many don't know is that just the machinery for 12-ounce bottling costs \$300,000 or more.

“The economy has been stagnant for a while, but White Birch is doing really well,” Herlicka says. “As Americans, we work really hard, and I think craft beer is a treat we are turning to more and more. You know, good wine is around \$40, but the best wine in the world averages about \$300 to \$1,000 per bottle, and the best scotch is over 6,000 euros. What's great though is a lot of the best beer in the world is being made right here in the U.S. and it rarely costs more than \$20. I am so happy to make a quality product that makes customers happy, makes myself and my employees a decent living and allows us to give back.”

# Class Notes

## Achievements

'73

**Deborah Sampson** of Hancock, N.H., was inducted as a Fellow of the American Academy of Nurse Practitioners.

'83

**Judith Hynes** of Huntington, N.Y., is the principal of Specialized and Virtual Schools for Nassau BOCES on Long Island.

'87

**Lillian I. Ruiz** of Bloomfield, Conn., is the owner of Eagle Consultant Services LLC.

'89

**Amy B. Cozzens** of Littleton, Mass., is a sales manager for Hangtime Wholesale Wine in Medfield.

'91

**Deborah J. Ansourlian** of Foxboro, Mass., is the executive director for Girls Inc. in Lynn.

'93

**Stephen Camarro** of North Reading, Mass., was selected as a winner of the Boston 2011 FIVE STAR Wealth Managers.

'96

**William D. Hinton** of Rochester, N.H., was elected to the board of directors for National Conference of Standards Labs International and vice president of Laboratory Operations.

'99

**Chrisann Merriman** of Belton, Texas, is an associate professor of marketing at the University of Mary Hardin-Baylor.

'00

**Jennifer (Robinson) Watson** of Freedom, Calif., is the assistant principal at St. Francis High School in Watsonville.

'01

**Tina N. Fields** of Rapid City, Mich., received her Master of Arts in leadership from Bellevue University in Nebraska and is now an online instructor for Bellevue's Kirkpatrick Signature Series.

'02

**Michael Bouley** of Greene, Maine, is a property and casualty insurance agent for AAA Insurance.

'03

**Arthur T. Wisen** received his bachelor's degree in social work from Whitworth University.

'04

**Christopher R. Gonyea** of Manchester, N.H., is a senior manager of client services at Dyn.

**Matthew R. Hogan** of Manchester, N.H., is a trading manager for Kulch Financial Services in Nashua.

**Brian J. Therrien** of Milton, N.H., was elected chairman of the Steering Committee for the New England Financial Executives Council.

'05

**Frank Ferreira** of Nashua, N.H., is a customer service representative for Pilkington Glass North America.

**Denise R. Norko** of Bowdoin, Maine, earned her Professional in Human Resources certification.

'07

**Samantha (Palmer) Hunt** of Worcester, Mass., is an ecommerce marketing coordinator for PC Connection Express in Merrimack, N.H.

**Erica L. Mandeville** of Springfield, Mass., passed the Massachusetts Bar Exam.

**Demetra J. Marden** of Laconia, N.H., is a substitute teacher for the Laconia and Gilford school districts.

'08

**Katherine L. Melfy** of Wolcott, Vt., was named Vermont State Champion in bowling.

'09

**Deborah A. Jackson** is the mayor of Lithonia, Ga.

**Christopher P. Shaw** of Middleton, N.H., is a regional sales manager for Advanced Sterilization Products.

'10

**Michael Pero** of Manchester, N.H., is an accountant for Parkland Medical Center in Derry.

**Emily Silva** of Bellingham, Mass., is a footwear development coordinator for Reebok International in Canton.

'11

**Jessica M. Bergeron** of Goffstown, N.H., is a community relations manager for New Hampshire Catholic Charities Healthcare in Manchester.

**Rachael A. Blehm** of Manchester, N.H., is an accountant for Monadnock Community Hospital in Peterborough.

**Kate M. Cook** of Salem, N.H., is the director of marketing for Comfort Home Care in Methuen, Mass.

**Elizabeth A. Cullerot** of Hampton, N.H., is a resource coordinator for Genesis Health Care in Andover, Mass.

**Amanda Devlin** of Derry, N.H., is an admissions advisor for SNHU.

**Lance M. Gonzalez** of Portsmouth, N.H., is a senior information security analyst for Liberty Mutual Group.

**Patricia Hennequin** of Auburn, N.H., is an accounting specialist for Child and Family Services in Manchester.

**Oscar Lozano** of North Andover, Mass., is an associate practice manager for Greater Lawrence Family Health Center in Lawrence.

**Whitney McKeon** of Warwick, R.I., is a customer service representative/ad coordinator for the New Orleans Saints in New Orleans.

**Sarah Nale** of Tucson, Ariz., is a supervisor for the Department of State-Western Passport Center.

**Pawan Rimal** of Manchester, N.H., is a manager at SAS Convenience Store LLC.

**Carly E. Schults** of Beverly, Mass., is a portfolio accountant for State Street Corporation in Boston.

**Kristin A. Shockley** of Dracut, Mass., is a brand administrator for Elite Brands in Norfolk.

**Allison Sovetsky** of Saco, Maine, is a marketing manager for Wright Express in South Portland.

**Marijana Sovic** of Manchester, N.H., is a contracts administrator for Schafer Corporation in Chelmsford, Mass.

**Victoria L. Violette** of Winter Springs, Fla., is a sales/team leader for Macy's in Oviedo.





**Maile M. Walker** of Garden Grove, Calif., is the regional accounts manager - New England for House of Balsamic in Irvine.

**Brian D. White** of Windham, N.H., is the front desk supervisor for Hyatt Harborside Boston in Boston.

**Meghan M. Zaleski** of Jacksonville, Fla., is a financial representative for Fidelity Investments.

## Marriages

'01 **Gina Guinta** married **Tim Weaver** '03

'03 **Tim Weaver** married **Gina Guinta** '01

'04 **Jaclyn Davidson** married **Jason Paul**

'05 **Lauren M. Enny** married **Jeremy Radtke**

'06 **Heather A. Major** married **Christopher Cobb**

'07 **Michael B. Hardy** married **Lindze A. Lewis**

'08 **Jennifer K. Carrison** married **Stephen Webb** '09

**Evan M. Williams** married **Lucretia M. Joy**

'09 **Stephen T. Webb** married **Jennifer K. Carrison** '08

**Jennifer Oldham** married **Dwayne Kingsbury**



'11 **Gregg Eggleston** married **Ashley Maiuri**

**Sarah Wilson** married **Chris Nale**

**Nelson N. Santana** married **Andresa Bras**

## New Arrivals

'96 **Lori Rowell** and her husband, Kevin, announce the birth of their son, Tanner Steven, on May 17, 2011.

'99 **Leah E. Malin-Stupp** and her husband, Jason, announce the birth of their daughter, Olivia, in May 2011.

'00 **Jennifer (Robinson) Watson** and her husband, James, announce the birth of their daughter, Elizabeth Poppy, on July 5, 2011.

'02 **Jason A Hayes** and his wife, Erin, announce the birth of their son, Colin, on May 18, 2011.

**Ashley A. Liadis** and her husband, Keith, announce the birth of their daughter, Ella, on April 23, 2011.

**April (Turcotte) Veilleux** and her husband, Travis, announce the birth of their son, Cohen Alexander, on Aug 23, 2011.

'04 **Laeny M. McKahan** and her husband, **Robert** '06, announce the birth of their son, Elias, on Oct. 13, 2010.

'06 **Robert S. McKahan** and his wife, **Laeny** '04, announce the birth of their son, Elias, on Oct. 13, 2010.

**Adam Trussell** and his wife, Sarah Ann, announce the birth of their daughter, Linie, on Oct. 31, 2011.

'11 **Gregg Eggleston** and his wife, Ashley, announce the birth of their son, George Niles, on Feb. 20, 2011.

## In Memoriam

'49 **William F. O'Donnell**

'66 **Charles G. Palm**

'70 **Russell R. Marcoux**  
**Edith B. Simoneau**

'72 **Marvin A. Counts**

'75 **Milagros T. Rosado de Smith**

'77 **Maryse V. Conway**  
**Robert P. Moran**

'79 **Curley B. Knepp**

'80 **Lorraine B. Steward**

'81 **Prime L. Cormier**

'82 **Eileen Phinney**

'84 **Ethel M. Fairweather**  
**Carolyn Y. Freeman**

'85 **Robert J. Begin Jr.**  
**Arthur Stolpestad**

'86 **Irene M. Keating**

'87 **Edwin F. Chesley**  
**Stephen A. Demencuk**

**Leo M. Frawley**  
**Donald J. Parnell**

'88 **Robert J. De Pass**  
**Frank Thelen III**

'90 **Elaine M. Emery**  
**Paul Starkey**

'91 **John P. Liston**

'92 **Jeanne H. Kenison**

'93 **Stella C. Grenier**

'98 **Elaine P. Philbrick**

'06 **Jason N. Senf**

'07 **Mary L. Prior**

'10 **Mohammed A. Hoque**

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