THE FINE ART OF BUILDING A LIFE
THE ROLE OF THE HUMANITIES IN BUSINESS ... AND BEYOND
As the articles in this issue of Bryant Business make clear, life is about a lot more than business. And business is about a lot more than achieving competence — or even excellence — in a particular technical skill or discipline.

It's about being able to communicate clearly with the people with whom you work so you can inspire and guide them; being capable of thinking “out of the box” to bring knowledge gained in one sphere into a whole new world of endeavor; and being confident enough in your own abilities and qualities that you can accept, encourage, and implement ideas that are not your own. Even more importantly, it's about being ready to leave work behind and focus gladly and energetically on family and civic responsibilities, on the cultural pursuits and continued learning that bring so many of life's rich rewards.

At Bryant College, we have worked hard to ensure that our graduates are prepared to be successful in life and in business. We offer a wide array of enrichment opportunities to all members of our campus community, from the Trustee’s Lecture Series to concerts and presentations by many of the nation’s leading performance groups. As one alumnus who is a senior executive at a company with international interests has pointed out, “You can't be all business all the time. When you meet socially with influential people in business or the professions, you're far more likely to talk about the opera or a new show at the Guggenheim than you are to discuss the new FASB rules.”

Our role, as a college, is to provide our graduates with a sufficient range of skills and interests so they can do both.

In recent years, we have strengthened our faculty, increased our emphasis on communication skills, and developed new elective courses to help our students grow into the well-rounded individuals who will be successful, and fulfilled, in a broad variety of pursuits.

In recent weeks, we have been revisiting our strategic plan, assessing its broad outlines and reviewing progress that we have made in key tactical areas. We have made significant advances in meeting our strategic goals. Increasing enrollment is a clear signal that our curricular design and quality is being recognized in the marketplace. The exceptional support of many alumni and friends — particularly those who have joined our President’s Leadership Council in unprecedented numbers — also acts as an indicator that our programs and our message are on target. While we will continue to expand and diversify the curriculum to meet the emerging needs of our students, as well as those of lifelong learners who continue to count on Bryant, we will always keep our focus on our mission: being a student-centered institution focused on excellence to ensure that every graduate achieves their personal best in life and business.

Sincerely,

Ronald K. Machlctley
President
TRUE OR FALSE?

The quality that corporate recruiters value most in potential employees is the ability to speak and write clearly.

The majority of Americans feel strongly that the humanities play a vital role in the community; in fact, more than 60 percent say they would support a small tax hike to fund the arts.
Both statements are true. To learn more about the first, check out the 1999 Job Outlook report published by the National Association of Colleges and Employers, in which "communication skills" ranked first among the top 10 personal qualities that employers seek. It was the second year in a row those skills occupied the top spot. The report also rated "teamwork skills," "leadership skills," "interpersonal skills," and "flexibility/adaptability" above "technical skills," which placed eighth on the list.

For the second answer see a 1996 Lou Harris poll, as reported by the National Endowment for the Arts, which found that most Americans would pay an additional $5 in taxes to support the arts. According to the NEA, Americans back current government arts programs by a three-to-one margin.

Where can executives hone these marketable skills and develop these personally enriching interests? Many turn to the English, foreign language, and philosophy departments of colleges and universities. Employers and staffers alike are increasingly looking to these and other disciplines traditionally grouped under the heading of "liberal arts" to prepare for business and for life. Other professionals depend on their own resourcefulness, beefing up their personal reading lists, attending cultural events, and making a point of meeting people from a variety of fields.

But regardless of where they acquire their skills and pursue their interests, corporate leaders agree: Important technical business knowledge is no longer enough. It's not enough professionally . . . and it's not enough personally. To live a life rich in both work and play, the liberal arts are immeasurably important.

"The 'office' economy demands employees with initiative, judgment, an understanding of the society, and the ability to communicate clearly, think critically, and work cooperatively — not glamorous skills, but difficult ones to teach and learn," Carnevale continues. "They also sound just like the skills a traditional liberal arts curriculum tries to impart."

Case in point: America Online (AOL), the giant Internet service and content provider. "As many as half the jobs we recruit for are in areas such as marketing, sales, and content," says Seth Feit, AOL's corporate staffing manager. For those positions, he says, "we hire people who have an understanding of technology, but who do not necessarily have technical knowledge. They have expertise in areas like journalism, sports, entertainment, and health."
“Talented people who are zeroed-in on engineering or other technical disciplines can get into real trouble if they don’t also have the ability to express their ideas.”
— Roger Nolan ’79

Even for its most technical positions, AOL wants employees who can do more than make electrons dance across a wafer of silicon. “When you’re building a team, you need a blend of people,” explains Feit. “You need to have some staffers who can write well and have good interpersonal skills; they help to balance out others who want to do nothing but write code.”

However, even those “others” increasingly need to broaden their horizons. “Talented people who are zeroed-in on engineering or other technical disciplines can get into real trouble if they don’t also have the ability to express their ideas,” cautions Roger Nolan ’79.

**FINDING THE RIGHT WORDS**

Nolan, who studied engineering at the U.S. Naval Academy before earning his M.B.A. at Bryant, is cofounder and executive vice president of Aquidneck Management Associates Ltd., a firm with 250 employees and annual billings of $16 million. The company provides software and engineering management services to the U.S. Naval Undersea Warfare Center in Newport, R.I., as well as to other clients across the country.

“The Navy requires that we report on all the work we do for them,” he says. “That often means that we need to take oral, written, and quantitative data from multiple sources, then turn it into a plan and present it in writing or in a presentation.” And that, he says, is precisely why he tends to hire people who have had a liberal arts education, unless a specific engineering or computer science background is absolutely essential. “When you hire people who have exposure to the liberal arts, you know they can think and communicate. They can bring all the necessary tools to bear on the task at hand,” he says.

That being the case, it’s no surprise that when John Auclair left Bryant in 1986 he felt he had the best of both worlds: a technical degree — and a job as a computer programmer/systems analyst — as well as strong writing skills. Now a partner at PricewaterhouseCoopers, where he manages accounts for the firm’s information technology consulting business, Auclair says that he began to appreciate his background as soon as he moved out of programming and into sales. He made the first step when he was invited to write a proposal by his boss, “who thought I was the best writer in the group.”

Though Auclair had confidence in his writing ability, he was surprised that the few documents he had composed set him apart. “Even now,” he says, “the number of people in business who can’t write well is amazing...and sad.”

Of course, the dividing line between the “bean counters” and the “poets” has never been as clear as those stereotypes would lead us to believe.

Business educators have long embraced the liberal arts as vital to the development of well-rounded individuals. “There is a longstanding commitment to a broad, general education on the part of business schools,” says Milton Blood, director of accreditation at the AACSB - The International Association for Management Education.

But in the 1980s, a report sponsored by the AACSB served as a wake-up call to the nation. Management education had been too narrowly focused, the authors complained, and had neglected the fact that business decisions are made within cultural contexts as well as quantitative contexts. So disturbing was the report that the AACSB revised its accreditation requirements, stipulating that 50 percent of an undergraduate business student’s curriculum must come from outside the business disciplines.
Corporate leaders agree: In living a life rich in both work and play, the arts are immeasurably important.

Joseph Zukowski ’84 is pleased by this development. Business communications is his business — as director of public affairs for Bell Atlantic-New England, he daily faces the challenge of distilling complex telecommunication policy issues into a few simple ideas that can be readily understood by laypeople. “I’ve balanced a grounding in subjects like accounting and finance with the ability to communicate,” he says. “That’s vital, because even if you know your business very well, you still need to be able to explain it to your boss, to your customers, and to the public at large.”

BEYOND BUSINESS

The value of the humanities extends far beyond professional gain, however. They also provide tools to enrich lives and strengthen relationships. Just ask Harry Koenig ’62: “The liberal arts help you to look outside of your work world, to recognize all the other aspects of life,” says the vice chairman and COO of the Manhattan advertising firm Lieber, Levett, Koenig, Farese & Babcock.

An understanding of psychology, for example, can help carry friendships through rocky times. “Sometimes the real issue that a person wants to talk about is buried in a lot of white noise or outright obfuscation,” notes Zukowski. “If you can listen past the ‘static,’ though, you can get to the heart of the matter and move forward.”

A humanities background can also help to enhance self-understanding, as Arline Gross Punitz ’64 found out when she took a course on the human life cycle. “I gained a lot of insights about acceptance and rejection,” recalls the president of Search Inc., a national executive recruitment firm. “I’ve drawn on the lessons I learned in that class for years.”

And as John Auclair notes, the humanities add flavor and variety to social interactions. “When you’re visiting with people,” he says, “you spend — at most — 50 percent of your time talking about business or technical subjects.” The rest of the time is devoted to the kind of interchange that allows people to understand and appreciate one another. “People with a broad background or a liberal arts education can talk to anyone about anything,” he says.

LEARNING ANYTHING AND EVERYTHING

“Lifelong learning” is a popular catchphrase these days, but it’s always been central to the liberal arts. Aquidneck’s Nolan recalls speaking with a young friend who had recently graduated from college with a liberal arts degree. Asked what he thought his background would do for him, the man replied, “I think I can do anything.” Nolan’s response: “That kind of confidence is completely justified. He has the methodology he needs to make sense of the world around him.”

Martin DeSomma ’56 echoes Nolan’s sentiment, but notes that earning a liberal arts degree isn’t the only way to develop a broad worldview and keep up with the times. “I was stationed in France for two years after being drafted,” recalls the Woodbury, Conn., dentist. “That was an incredibly enlightening experience. I picked up a lot of new interests, not only in traveling, but in the arts and in sociology. And that expanded my outlook spectacularly.

“There’s more to life than mastering your profession,” he adds, noting that a music course he took in medical school led to a new passion for classical composition. “The more you know and appreciate the arts, the better your life.”
On a professional level, today's rapidly changing business world makes broad-based, lifelong learning more important than ever. Tony Michaels is manager of organization planning and development for Burlington Industries, a textiles manufacturer. "It's no longer about what you know; it's about how fast you can learn what you don't know," he says. In the future, he speculates, "we may not be looking so much for focused learners, but rather for people with a breadth of learning that demonstrates an ability to master a variety of fields."

That's especially true for employees whose professional demands — and job descriptions — are constantly in flux. "In the past, you could reasonably expect to join a firm that was limited to one type of business, such as accounting," notes Arthur White, vice chairman of Yankelovich Partners Inc. and former Bryant trustee. "No more. Today, employees are expected to be flexible, to wear more than one hat."

Harry Koenig agrees. "I will not tolerate the 'It's not my job' attitude," he says. Flexibility and teamwork are his highest priorities. "I'm like the mother who's not as concerned about the As on the front of the report card as the line on the back that reads, 'Works and plays well with others,'" he says.

While it is likely that the perceived value of the liberal arts will wax and wane with changing conditions, today the synergies between the humanities and business are clearer than ever. In colleges and universities the two camps are becoming increasingly interdependent, but the possibilities for even closer collaboration are tantalizing. "What if we reexaminined the liberal arts in the light of their impact on a whole professional and intellectual career?" asks Anthony Carnevale in his University Business article. "Maybe the business educator's pragmatic, skills-oriented approach could uncover new and more effective ways to teach and learn traditional disciplines."

But whatever their regard in academic circles, the liberal arts will always be valued by people seeking to balance their professional lives with interests in music, drama, literature, and social awareness. "Literature gives me insights into other worlds, and the arts help me appreciate other aspects of life," says Koenig. "Though I've always considered myself a business person, the liberal arts are invaluable — they round me out."

About the author
True to his liberal arts training, Peter G. Stern writes about a wide variety of subjects. He currently serves as editor-in-chief of John Marshall Comment.

JOSEPH ZUKOWSKI '84 points out that, just as the liberal arts can help to produce well-rounded business people, so they can round out a solid business plan. According to Zukowski, director of public affairs for Bell Atlantic-New England, his company regards support of the arts as much as it regards achieving diversity in its workforce — as plain good business.

Bell Atlantic's customers represent myriad ethnicities, live in rural and inner-city settings, and span all ages. They range from the technologically hip to those who still have dials on their telephones. "We try to make sure the workforce reflects the makeup of our customer base so that we can better understand our clients' needs," Zukowski says. "In much the same way, we want our corporate philanthropy program to reflect the interests of our customers and employees." The company funds a wide variety of arts programs that can help bridge the differences among diverse workers.

It recently hosted a performance by a Hispanic dance troupe, for example, to celebrate Hispanic Heritage Month.

Many of the programs focus on providing access to the arts. "We want to give people an experience that they might not otherwise have," Zukowski explains. These programs include "Citydance," a partnership with the Boston Ballet that introduces inner-city youths to dance, and "Young at Arts," which integrates acting, creative writing, and music into the curricula of schools in and around Boston.

Support of the arts has an added benefit for Bell Atlantic-New England — it opens minds. "We don't want people to be one-dimensional thinkers," says Zukowski. "Ours is a company whose product is information. The more ways people can devise to use the information technology of the 21st century, the better business will be for Bell Atlantic."
WHY TEACH THE LIBERAL ARTS AT A BUSINESS SCHOOL?

BRYANT PROFESSORS DISCUSS THE MERITS OF A BROAD-BASED EDUCATION

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TIMOTHY KRUMWIEDE  associate professor of accounting
KEVIN PEARCE  assistant professor of communication
PHYLLIS SCHUMACHER  professor of mathematics
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JOSEPH URGO  professor of English and humanities; department chair

PAINTING THE BIG PICTURE

KETCHAM:  Let's start this discussion by looking at Bryant's basic mission, which is educating people for business leadership. Business doesn't exist in isolation from the rest of the world — leaders make decisions in context. Liberal arts are important because they give us that context, a collective understanding of the world, different cultures, history, and so on. After all, businesses are human organizations and you can't exist in those organizations without understanding psychology or sociology — that is, the behavior of individuals. I don't think business leaders can be effective if they don't have an awareness of the bigger issues. For example, the shift from an agrarian to an industrial economy — we're making the same type of huge shift now, and unless you have some sense of history and the Luddites, you're not going to understand today's challenges. Finance and other specific business disciplines give us decision-making tools for specific contexts. They don't give us a broader awareness of the world.

PEARCE:  I'm constantly trying to make those types of links in my class. I want students to see where knowledge is coming from: economics, psychology, sociology, and so on. I also emphasize creative critical thinking. It's not enough to learn the technical rules for booking entries in accounting. You need to learn how to find the best ways to apply those techniques, how to take a more philosophical perspective.

ST. CLAIR:  For me, that kind of creative, philosophical approach involves thinking about a given problem as a business problem rather than as an accounting problem or a finance problem or a marketing problem. And students can better see the interconnections among different aspects of business if they've been exposed to history, social science, psychology, sociology. They can step back and look at the big picture, rather than simply focusing on the technical details of a particular problem.

HASSELER:  To take this to a more philosophical level: We had a fascinating conversation in my Wednesday
class about whether knowledge is pleasure or ignorance is bliss. Students almost unanimously agreed that knowledge is pleasure. They said pleasure is complicated by knowledge, but they’d rather live in a complicated world than in a simplistic, superficial world.

**SHORT- AND LONG-TERM CAREER BENEFITS**

**URGO:** The benefits of the Bryant program can show up in surprising ways. Two years ago, an accounting student got a tremendous job and e-mailed me about her interview. She said that all she and the interviewer talked about was *Moby-Dick*, and the student referred to our class discussion about the whale being a metaphor for constant economic growth. They never talked about accounting.

**HASSELER:** I always ask students why we should study literature. Many answer that, when you get into an interview session or cocktail party, other people are not going to want to talk about mathematics. They’re going to want to talk about the books they’ve read. Students see this as a form of power.

**SCHUMACHER:** And later, Bryant’s blend of business and liberal arts puts students in a unique career position. They can get jobs that people with strictly liberal arts educations can’t get until they acquire specific skills. And they can get jobs that people from technical schools cannot, since they have the liberal arts foundation.

**PEARCE:** That combination becomes even more valuable with time. As people move up the corporate ladder, their careers usually focus on fixing problems. Without a broad knowledge base to work from, they can’t be very effective problem solvers.

**KETCHAM:** That’s right. Our educational program is designed to serve students best 5 or 10 years from now. Sure, the students who come through here can demonstrate competency in specific areas of business, and that’s a step toward helping them get their first job. But consider this: *Fortune* magazine publishes a CEO compensation chart every year, and it lists where each CEO went to college. Most went to liberal arts schools.

**SCHUMACHER:** That’s the key. We’re not educating people who passively do what everyone tells them. We’re educating leaders, and leaders need to have the skills to challenge others.

**EDUCATING CLEAR COMMUNICATORS AND THINKERS**

**KRUMWIEDE:** Although accountants are sometimes considered to be narrowly focused, they really can’t be anymore. About 10 years ago, the national accounting firms issued a report that described what education for the profession should include. Of course technical skills were a given, but the report really focused on things like developing communication skills, being able to think critically, and having good problem-solving abilities. And it emphasized the importance of a liberal arts education.
PEARCE: If you look at any survey about the top five things employers are looking for; three of the five will involve communication. Most employers find it more difficult to teach communication skills than to mold technical abilities to fit the requirements for a specific position.

SCHUMACHER: We’re hearing the same thing from the recruiters we survey on campus. Technical competence is important, but employers are more concerned with communication skills, the ability to work independently, the ability to work with others, critical-thinking skills, and so on.

KRUMWIEDE: That’s why it’s so important to incorporate those so-called liberal arts skills into business classes. Just two days ago I passed back an assignment in my undergraduate accounting course. Everyone solved the problem correctly, but what made the difference to me was the cover letter. I had told the students to write a memo to the “client,” explaining what he or she needed to know about the data. There was a world of difference among those letters. I told the students: It won’t do you much good if you understand the material yourself but can’t describe it to your superiors or clients.

ST. CLAIR: In many cases, there’s no right answer — there’s only a right approach. So in my classes I want to see the logic behind decisions students reach. Plus, you can’t write unless you have something to say — and you’re willing to say it. Liberal arts courses get them accustomed to taking positions and backing them up.

At the same time, I tell my students constantly in organizational behavior courses that the answer to pretty much every question I ask them is going to be, “It depends.” The trick is to figure out what it depends upon and explain that in a compelling way.

PEARCE: That’s right. Some people have the perception that business is an exact science. It’s not. So while Phyllis can teach students all the formulas in the world, it’s much harder for her to teach the ability to recognize a problem and say, “In this instance this will apply, but in that instance that will apply.” It’s not always about teaching the answers, but about teaching the right questions to ask so you can get the answers.

KETCHAM: I remember in graduate school, one of my finance professors drew a circle on the blackboard on the first day of class. He said, “The inside of the circle is what you know, and the line that marks the outside of the circle is what you know you don’t know.” As we increase what we know, the space inside the circle grows — and the line around it does too. Sometimes the best answer is, “I don’t know.” Then the question is, “How do I find out?”

URGO: And to find out, you may need to question some fundamental assumptions. There is a tradition of antagonism.
between the liberal arts and the culture at large. We spend a
good deal of time radically questioning the world as a means
of making it better.

ST. CLAIR: That’s important. In “Introduction to
Business,” we have a set of assumptions. One of those
assumptions is that profit is a good and desirable thing. I tell
my students that we can debate the truth of this outside of
class, but for the purpose of the class, that’s an assumption
they need to be aware of.

HASSELER: That’s one reason why the first few books
we’ve assigned for the freshman liberal arts course all pertain
to capitalism. Wendell Berry’s What Are People For?, Arlie
Russell Hochschild’s The Managed Heart, and even Peter
Kramer’s Listening to Prozac all critique the male capitalist sys-
tem. And the students are engaged with that idea — I’m about
to enter business, what does that mean? Am I entering a system
that I want to enter? Might I transform or change that system?

As teachers, it’s our role to be antagonists. People in lib-
eral arts can stand outside the system and throw stones, and
do that with a certain amount of freedom. The students in our
classes can do that as well, because they’re not within the busi-
ness framework. They can question from outside. There’s this
great scene in David Mamet’s play Oleanna where there’s
horrible antagonism between the student and professor. The
teacher says to the student, “My job is to make you angry.” I
say that to my students, too — my job is to make you uncom-
fortable. To make you realize that there aren’t set answers,
and that the answers you come up with might require a moral
choice that you’re not comfortable making.

KETCHAM: Right. The old “Question Authority”
bumper stickers represent a healthy attitude. Liberal arts
courses force students to think outside the box, which is
absolutely, crucially important to the way society evolves.
I mean, if people in the mid-1980s weren’t thinking outside
the boundaries that had been established for business and
capitalism, we would have missed out on the tremendous
revolution over the past 15 years.

The value of looking at something from a completely dif-
ferent perspective is tremendous, especially since each disci-
pline has a tendency to view itself in one way. There’s a story
about a university that paired up a biologist and a physicist
to study prairie dogs. Prairie dogs make burrows, some of
which have higher cones than others. The biologist said that
some cones are higher because the dogs need to observe the
surroundings to make sure they’re safe. The physicist said no,
it’s because if you blow air across the surface, it will cre-
ate a partial vacuum that causes air to flow through the bur-
rows. It’s basically an air-conditioning system. Looking at
things from different perspectives is really what thinking
outside the box is all about.

BROADENING HORIZONS

SCHUMACHER: We haven’t yet touched on diver-
sity and globalization, and how the liberal arts help in those
respects. Without them, it would be much easier for students
to be single-minded and ignore what’s happening around
them. With the arts, they can more easily be open to other
people’s opinions and differences.

PEARCE: I’ve found that our students recognize the
importance of that, and they strive for cultural awareness.
I’m teaching a class next semester on global communication,
and it already has a waiting list.

HASSELER: Students know it’s important, but I don’t
think they know why it’s important until they start studying
other cultures. I teach a study-abroad course in England, a
country that has a culture fairly similar to ours. Students who
travel abroad see radical differences between the two
nations. They adjust themselves in the simplest ways, like
walking on the left side instead of on the right, and that
changes the way they see the world. Of course, there are also
bigger issues. For instance, by studying post-colonial litera-
ture students can understand the oppressions that many
nations have dealt with historically, and are now trying to overcome. They can look at how that history affects developing nations and their way of doing business.

**KRUMWIEDE:** That’s essential. A lot of these students are going to be working with people from all over the world. They’re going to deal effectively with them only if they understand their cultures. They must be able to put themselves in the shoes of others.

**KETCHAM:** That’s going to be important sooner rather than later, especially with electronic commerce.

**ST. CLAIR:** Actually, to a certain extent it’s already happening — in class, they’re working with teams of students from other cultures. They learn that there are reasons why people are different, and that you can’t just expect them to change and be like you — that’s not an acceptable response.

**HASSELER:** Students need to encounter texts written by a diverse population. For instance, reading a text by a Caribbean female writer will encourage them to look at this world view and think about how it might affect their own world view. And suddenly, students find themselves talking about their world, what happens at work and how women interact with friends and family. They learn how to live in the world through literature.

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**THE FACULTY’S TURN TO STUDY**

A look at three recent research projects in the liberal arts

Nora Barry  
Professor, English  
BA, Hunter College  
MA, PhD, New York University

Nora Barry’s study of Native American cultures began 20 years ago, shortly after the completion of her doctoral thesis on Beowulf and the transition of oral stories to the written form. To take a mental break during her studies, she started reading Native American literature. “And guess what?” laughs Barry. “I saw connections to the universal hero, bear myths, and oral traditions of Beowulf.” Barry’s leisure reading served as an initiation to what would become her career’s focus. She cautions: “Be careful of what you read in your spare time. It could become your obsession!”

Native American authors like Louise Erdrich, Gerald Visca, Louise Mormon Sliko, and N. Scott Momaday provide millions of readers with satisfying novels. But the myths and culture woven throughout their stories represent more than popular fiction; they are a legacy of ancient legends from indigenous North American tribes. The bear figures prominently, for example, in Erdrich’s Fleur Pilaging character, a shaman who appears in Tracks, The Bear Queen, Love Medicine, and The Bingo Palace. Pilaging is from the bear clan, is described, at times, as having bear claws, and turns into a bear when she dies. The bear symbolizes the power she possesses. “In the Chippewa religious ceremonies,” explains Barry, “bears are both guides and barriers that represent tests of character.”

The ancient myths found in this literature are still fairly representative of today’s Native American cultures. It is their form that marks a significant change from the way most Native Americans have passed their stories down for thousands of years. “The myths were learned orally because, except for the Cherokees, the tribes had no written language,” explains Barry. “The first people to take down the stories were Christian missionaries and, later, anthropologists.” And now, of course, contemporary Native American authors are writing them.

In a recent paper, Barry explored the bear figure’s evolution in culture and literature. Over time, she found, the stories change to reflect present-day culture — and that’s a good thing. “Sliko says that if the stories didn’t change, they would die,” says Barry. “The American Indian traditions are very much alive today.”
LIBERAL ARTS FOR LIFE

URGO: When I'm teaching — say, Moby-Dick — I have Dave Ketcham in the back of my head: As a professor of finance, what might he say about this book right now? Instead of having just the voices of other English faculty in my mind all the time, I have a broadly interdisciplinary sense of community. I'm sure that rubs off on our students. They experience this sense of camaraderie, and I hope that when they go into the work force they realize that working in the accounting department doesn't mean they can't talk to the people in marketing.

KETCHAM: At Bryant, students also see that the accumulated knowledge isn't a burdensome thing. As Terri said earlier, knowledge is pleasure. When I was in high school, my mother always asked me, "What did you learn today?" And once I answered, "Nothing." She just looked at me and said, "Well, you've wasted your day." And that was the end of the conversation. I tell my students they should be able to point to one thing every day that they learned.

Barry's most recent article, "Postmodern Bears in the Texts of Gerald Vizenor," is being considered for publication by MELUS.

Pedro Beade
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When news broke that a mall would be built in downtown Providence, Pedro Beade was excited — and not just because he likes to shop. For years, as he studied the architecture of Rhode Island's government and commercial buildings, he had thought, "All the big projects are gone. Nobody seems to have the money or the guts anymore." Then he heard about Providence's Capital Center Project and wondered if "maybe things weren't so stagnant after all." At that moment he decided to launch a research project on the architectural aspects of Providence's renaissance.

Turn the clock back to 1960, the time of Beade's first visit to Providence: "The city was charming; it was alive," he recalls. "You went there on Sunday and it was full of people. It had the look and feel of a working, industrial city." He also remembers the overpasses and bridges that literally covered the Providence's rivers to maximize space for traffic and buildings. "It never occurred to anyone that it was a good idea to keep the rivers open," says Beade. "They had never been anything but places to dump chemical waste or to get from one end to the other by boat."

By the late 1960s, most of the big industries had left the city. At the same time, highways I-195 and I-95 were built, cutting through the heart of Providence and separating the city from its people. Merchants fled for cheaper land in suburbs; workers and consumers followed. A desolate cityscape was left behind.

But the city's potential did not escape notice, and in 1985 "entrepreneurs, politicians, and preservationists joined forces to think big thoughts about Rhode Island's capital city," says Beade. The Capital Center Project featured new bridges and paths to enhance the beauty of the re routed Providence River, a terraced park called Waterplace was built, and the breathtaking WaterFire display was commissioned. Up went the Westin Hotel and the Rhode Island Convention Center. Finally, the indoor mall Providence Place took its place along the city's skyline.

Despite all of the new construction, "Providence has very nicely maintained its character," says Beade. "Its architectural history is particularly rich." When the new train station was built, for example, "the old one, a large, brick, turn-of-the-century structure, was restored and developed successfully as an office building," explains Beade. Other buildings continue to serve their original purpose. The Arcade Building, America's oldest indoor shopping mall, still draws shoppers looking for that special gift or a bite to eat. Providence Place, then, brings the city's retail history full circle.

The result of all of this construction can be seen especially on weekends, as tourists and
WHY TEACH THE LIBERAL ARTS...continued

KRUMWIEDE: Right. And by preparing somebody for lifelong learning, you give them limitless opportunities. If you put out an accounting major who's firmly grounded in both business and the liberal arts, she'll have a much better ability to grow, both personally and professionally.

URGO: Combining the liberal arts and business really adds to the richness of our students' lives. It's like this: You're on your way to a fancy five-course dinner, but you're so hungry that you just can't wait. So you stop at McDonald's. That fills you up and does essentially what the five-course meal was going to do, but you're missing something important. By the same token, you can come home from work and decide to either turn on the television or read a book. Just as you can train your digestive system to require something a little more refined, you can do the same thing with your mind. We assume that lives are made richer this way, that this kind of intellectual food makes a difference in life.

LYNDA ST. CLAIR, assistant professor of management

THE FACULTY'S TURN TO STUDY...continued

locals walk along streets filled with voices, music, lights, and life. "If there is a lesson to be learned from the success of the Capital Center Project," writes Beade in a recent paper, "it is that partnerships between the public and private sectors, and between these and preservationists, foundations, and concerned individuals can accomplish great things in American cities.

Beade's paper, "Closing the Ring: Providence Place and the Completion of Rhode Island's Capital Center Project," was presented to the American Culture Association on April 3, 1999.

Tom Chandler
Assistant Professor, English
BA, University of New Hampshire
MFA, Brown University

Modern images of poets depict them wearing dark clothes and a mocking smile, drinking café latte. Their predecessors, however, were more formidable.

"Traditionally, tyrants and emperors feared poets," says Tom Chandler, Bryant's resident poet. "In ancient Ireland, poets were placed in positions of high prestige because it was believed they had the ability to cast a poet's curse. If they didn't like a king or duke, they could write a death poem to kill him."

American poets lack such a colorful history. "Today, a poet's place in society is off the fringe, where it's always been in this country," says Chandler.

"Poetry's death has been prematurely announced for more than 100 years. People have long said that it has no worth." Chandler isn't attempting to change anyone's mind. "Either you really care about language or you don't," he says. "There's no way that someone can change your mind about that." Poetry is subjective, he says, an emotional connection between author and reader. What's more, the onus is on the poet. "If it doesn't make your hair stand on end, then the poet has blown it; he or she has failed," says Chandler. "There should be something about a poem that is amazing. It should be clever or moving or cynical or funny or dark. It should have some quality that makes you say, 'Yes! That's true!'" At the same time, though, there are poets who insist on writing so abstractly that they serve to solidify the popular perception that poetry is elitist.

Chandler believes that a poem's level of complexity should not be a barrier to understanding. If he were on a crusade, and he wants to be clear that he's not, it would be to make poems accessible. "You should be able to understand good writing," he says. "William Carlos Williams said, 'You should sit back and let it splash you in the face. I couldn't agree more.'"

Chandler's work has most recently been published in South Dakota Review, The Wisconsin Review, Hawaii Pacific Review, Southern Poetry Review, and Maryland Poetry Review. He recommends these three poets for a splash in the face: Robert Pinsky, U.S. Poet Laureate; Russell Edson, who recently read at Bryant; and Galway Kinnell, a Rhode Island native.
The mission of Bryant College has shifted over the years from educating people for business alone to educating people for business and life. The introduction of required courses in the liberal arts acknowledges that professionals are more likely to achieve success in work — and in life — when they have more than technical knowledge at their disposal. The more single-mindedly devoted students are to careers in business, the more valuable a broad-based curriculum promises to be: Courses in history, sociology, literature, and the like will introduce them to ideas they might not otherwise encounter. Continued on page 18
But what about those people who don’t have a projected career path in business? Conventional wisdom says they should pursue a general education because then they can do “anything.” Yet the same can be said of those who obtain a strong business education. In fact, just as the liberal arts can help very focused individuals become more well rounded, so courses in accounting, marketing, and finance can give open-minded individuals with diverse interests the solid foundation they need to transform passions into viable careers.

The Bryant alumni featured in these pages are four such individuals. Although they entered the College — and exited it — lacking a well-defined career direction, all four gained at Bryant the tools that have enabled them to run their own very different businesses today.

When ROGER KING ’62 was a boy, he often accompanied his cabinetmaker grandfather to art and antiques auctions, developing over the years an interest in early American paintings. What started as a hobby has evolved into a lucrative career: Today King owns Roger King Fine Arts, one of the top galleries in Newport, R.I.

“Everyone thought I was nuts,” he says of his decision to start renting gallery space in the 1980s. And, indeed, nothing on his resume would indicate that venturing into the art world was a logical move. King graduated from Bryant in 1962 with a degree in business administration, but instead of seeking a job in corporate America, he painted houses by day while performing in community theater productions by night. His love of acting led him first to Los Angeles for two years, then back home to Rhode Island to study with actress Ethel Barrymore. After a chance meeting with the owner of a radio station, King was hired as a disc jockey, and he spent the next 20 years moving through every aspect of the industry — performing on-air, selling radio time, writing and producing advertisements, and eventually ending up in management.

Feeling it was time for a change, King next bought a series of troubled businesses — several laundromats, a wholesale watch distributing company — and turned them around before deciding to open his own gallery.

Though King’s career trajectory may seem haphazard, his business education has been the common thread that has enabled him to thrive in so many disparate industries.

“I use the marketing and advertising knowledge I learned in class on a regular basis, and the courses I took in accounting and law have proved useful, too,” says King. “Sometimes people wonder if they’ll ever need what they learned in college, but I use my Bryant education all the time.”

If her mother had had her way, ARLINE GROSS PANITZ ’64 would have become a teacher or a nurse — perhaps a secretary. “That’s what women did 35 years ago,” says Panitz, who today is president of Search Inc., an executive recruiting firm based in New York City. It’s a career she never would have envisioned for herself when she started studying business administration at Bryant in the early 1960s. After leaving school to help care for her ailing father, Panitz got married and started a family. Later recognizing that her options were limited without a degree, she picked up the necessary courses at a nearby college.

Though she lacked professional work experience, Panitz was very active as a volunteer, and her community connections led her to a job with a personnel firm. “As soon as I got there, I knew this was what I wanted to do,” she says. “It’s a helping profession, but not in the traditional way.” After working in the field for almost two decades, she opened her own firm three years ago.
Panitz’s Bryant education has been instrumental to her success in a variety of ways. “For instance, the accounting courses I took familiarized me with terminology that’s very useful when I’m recruiting people who specialize in accounting disciplines,” she points out. And, of course, her business background gave her the confidence and the skills necessary to run her own company.

Still, Panitz heartily supports Bryant’s decision to complement its business curriculum with humanities courses. “The liberal arts enhance speaking, writing, and research skills, but they also enable you to relate to people you’re interviewing and the clients you’re developing,” she says. “When you walk into someone’s office, you can pick up on things — their choice of books or taste in art — and engage them in a conversation about themselves. That’s invaluable because people love to talk about themselves.”

Like many Bryant students, especially those of a generation or two ago, Martin Desomma ’56 was the first member of his family to attend college. After earning his associate’s degree in accounting in 1956, DeSomma worked at Peat Marwick Mitchell for a year before deciding to take the CPA exam. To meet the liberal arts requirement for eligibility, he took a number of classes at the University of Connecticut and was surprised to learn that he had an aptitude for biology. He enrolled in dental school and in 1966, after completing his military service, opened his own dental practice in an office adjacent to his home in Woodbury, Conn.

Today, the combination of practical business knowledge gained at Bryant and the specialized professional skills developed after graduation has helped him achieve a quality of life once unimaginable to him.

“Self-employment has given me the freedom to travel, to enjoy the arts, and to offer my sons opportunities I didn’t have when I was growing up,” he says. “I’ve been very fortunate.”

Chris Milne ’82 chose Bryant because of its reputation for excellence, not because he necessarily anticipated a future for himself in business. “At 18, I had absolutely no idea what I wanted to do,” he admits. Today, some 20 years later, Milne is one of the most prominent child-advocacy lawyers in the country. The secret to his success? Being open to new ideas and opportunities while always building on past knowledge and experience.

At Bryant, Milne concentrated in economics because it embraced public policy as well as basic business principles. “I remember not wanting to cross a maintenance workers’ picket line because of what I was reading about unions in school,” he recalls. His new found social engagement led him to law school, and as a young attorney he achieved one of his earliest successes in a case involving a lead-poisoned child. Milne now runs his own law office in Dover, Mass., where he specializes in representing the interests of seriously injured children. His successes in obtaining recoveries for children in medical malpractice and premises liability cases have been nationally recognized.

While Milne is not a typical businessman, his Bryant education frequently comes in handy. For instance, his familiarity with regression analysis and statistics helps him determine what kind of damages to seek for his clients. Even more fundamentally, he says, “Bryant is where I learned the importance of finding a niche in the marketplace.”
BRYANT'S CLUB SCENE

If Bryant students in all their diversity have one thing in common, it's the desire and commitment to pursue extracurricular activities. More than 60 campus clubs accommodate academic, cultural, social, and athletic interests. Three of these organizations—the Bryant Singers, Arts Association, and Bryant Players—offer outlets for artistic expression.

BRYANT SINGERS
Science professor David Betsch jams on keyboards while student activities director Judy Kawamoto and Gloucester residents Victoria and Bill Seward raise their voices alongside undergraduates. The only campus organization that counts students, faculty, staff, and even local residents among its members, the Bryant Singers isn't a large group, but as club vice president Tamir Luria '00 puts it, "We get good sound."

Luria, a computer information systems major and a tenor, has seen the club grow from 7 during his freshman year to the current roster of 25. The Singers perform for residents of a local nursing home and for such campus guests as the annual Prayer Breakfast attendees and the President's Leadership Council. Two of their biggest fans are President and Mrs. Machtley, who look forward each year to the annual holiday performance at The Breakers mansion in Newport.

To help them prepare for their performances, Flo St. Jean (a voice professor at Rhode Island College) has served as the Singers' director/conductor for four years running. At every Wednesday rehearsal and every concert she's there, motioning for sotto voce, beckoning a keyboard downbeat, and pantomiming for wide smiles. It's also her job to find a place for every voice: No one is turned away from the Singers. That adds yet another level of diversity to the club's membership, and perhaps explains its gaining popularity. "The Bryant Singers represent a rich cross section of culture, background, talent, and age," says St. Jean. "Music has a way of doing that."

ARTS ASSOCIATION
A finance major steps up to the microphone, clears his throat, and speaks to his audience. Listeners cheer, jeer, and whistle. He's not offended; this is standard protocol for a poetry slam.

Surprisingly, this is happening right on Bryant's campus. It's just one of the events sponsored by the Arts Association, a group of creative writers and poets who have made a niche in a school that has traditionally focused on business education. During his time at Bryant, Arts Association president Chuck Jarvis '01 has seen the College expand its liberal arts curriculum, though he hasn't seen the effect infuse the entire student body. But that doesn't mean Bryant is without its artisan
types, he says: “What’s really great about Bryant is that pockets of creativity do exist and the College supports them.”

This year, the administration lent its financial support to the maiden issue of the Bryant Literary Review (BLR), a literary magazine that the Arts Association, with help from faculty and staff, will produce. “The BLR will be a real asset to the College,” says Jarvis. “Some people will be skeptical of a lit mag coming from a business school. But it will definitely make a statement about Bryant’s direction with relation to the liberal arts.”

BRYANT PLAYERS

Their are short-lived acting careers. Their stage experiences are not stepping stones to Hollywood. They have performed for audiences of a dozen people. And none of that diminishes their fun at all.

The Bryant Players are the College’s thespians, and theirs is purely a labor of love. It must be — the group’s budget doesn’t cover expenses, and members pay for some props and supplies out of their own pockets. Of course, that is partly by choice: Rather than sacrifice artistic independence, the Players have chosen to shoulder the fiduciary responsibility of getting the show onto the stage.

Still, ticket sales have not been as high as they might like. President Samantha Russem ’01 is straightforward about the reasons. “We’re at a school where theater isn’t impor-
tant,” she admits. “And in the past, our shows haven’t been strong enough to draw an audience.” But that’s changing quickly. For the fall production of Bram Stoker’s Dracula, the cast spent extra hours rehearsing lines and practicing stunts. With the help of faculty advisor David Betsch (who also advises the Bryant Singers), the Players rented lavish costumes and sets for a nominal fee from the Trinity Repertory Theater. When the curtain rose, their biggest crowd ever greeted them. Because the show was part of Parents Weekend festivities, there was no ticket charge, but they made a small profit from their first-ever concession stand.

The success of Dracula has encouraged the Players to chart an ambitious plan for a weekend event in late spring. The Players will perform a popular musical, Guys and Dolls, and hope to enlist other student clubs to organize activities as well. The musical is costly and will require a lot of planning, but “we’re ready to go to the next level,” says Russem. The newly inspired Players have refocused and recommitted themselves, and will dedicate themselves to the artistically odious but necessary chore of raising money for the $10,000 production. Above all, they will continue to have fun. “And I hope the people who come to see us will be entertained,” says Russem. Spoken like a seasoned actor.

If you are a former member of a Bryant organization and would like an update on its activities, please contact Judy Kawamoto, director of Student Activities by phone (401-332-6100) or e-mail (jkawamoto@bryant.edu).
In support of the College’s mission, Bryant’s strategic plan centers on developing in students the qualities that are requisite for success in life and business. These qualities include teamwork and problem-solving skills, technological proficiency, and global perspective.

As their work in the Newly Independent States (NIS) of Russia and Belarus demonstrates, Bryant faculty practice what they preach—with results that are nothing short of brilliant.

**THE PREMISE**

Belarus’s and Russia’s transition from an administrative command economy to a democratic market economy affects every aspect of the regions’ political, cultural, and social arenas. U.S. government and private agencies have sponsored reform programs to help prepare NIS citizens to compete in the global market. This past summer, for example, the Higher Education Support Program of the Open Society Institute awarded the College a grant recognizing its strong reputation in Belarus. Four Bryant faculty members spent three weeks in Minsk, Belarus, conducting a distance-learning summer school. They introduced 25 young professors from Belarus and Russia to collaborative learning and new information technologies that promote collaboration across geographical, cultural, and political boundaries. The Bryant travelers were Joseph Ilaequa, economics; Gaytha Langlois, environmental science; Judy Barrett Litoff, history; and David Lux, history.

Because the professors represented different disciplines, the Belarusian and Russian faculty had the chance to observe a variety of teaching methods and styles.

**LEARNING COLLABORATIVE LEARNING**

The first step was to explore the nonhierarchical collaborative learning model. This departs from traditional learning methods in which experts tell students what they should know and how they should master it; instead, it emphasizes peer-based and reciprocal learning. In American classrooms most students feel comfortable with the new model, challenging ideas and asking questions, and most professors are comfortable accepting different ideas or even saying, “I didn’t know that.” But in the NIS, the formal and stylized Soviet method of teaching remains the norm: Professors lecture, students take notes, and discussion is not encouraged.

As eager as the seminar participants were to learn new methods of teaching, achieving consensus about the meaning of collaboration proved to be an example of why it’s impossible to simply superimpose Western philosophies on other cultures. “We had passionate discussions about how
collaboration differed from communism,” recalls Langlois. “That caught us off-guard; we hadn’t thought of it that way. They’ve spent years trying to get rid of communal activity.” Once the participants understood that collaboration comes from within a group, not from above it, they felt empowered to move on.

Because of its very nature, collaboration is difficult to teach. So the Bryant faculty used distance learning technology to illustrate the process of collaboration and, at the same time, provide the participants with tools that they could use to enhance their classroom experiences.

THE INVISIBLE PARTNER
“It was important to keep the technology we were using simple, inexpensive, and flexible enough to work despite unreliable Internet connections,” says Ilaequa. “It couldn’t have a lot of bells and whistles that might get in the way.”

Hal Records, the computer information systems professor who provided technical support from Bryant’s campus, agrees. “We weren’t trying to make technology the front door of this thing,” he says. “The more transparent the technology, the better. The role of technology is to help people do what they want to do. Too often technology is the focus and the reason for doing something.” The best solution took advantage of free Internet downloads and $150 worth of hardware.

THE VALUE OF A HANDSHAKE
Working closely with the Belarus technical staff, Records ensured technology compatibility. Indeed, it was the people connections — rather than the computer connections — that made the project successful. “It was all about personal relationships that have been built over the years,” says Records.

“You can’t be here [in the U.S.] and start something there [in the NIS],” adds Langlois. “People in the NIS are guarded with strangers. You have to earn their trust.” Fortunately, Bryant faculty have established credibility over the past five years through the many projects conducted with colleagues in the NIS. They have met face-to-face and have come to know each other so well that the experience has affected them personally. “This has changed my life. I’ve been able to experience, almost first hand, their transformation process,” says Litoff, who travels to the NIS so often that she’s come to think of it as a routine commute. For a historian to witness a major historical event so closely, she says, is an extraordinary opportunity.

THE LESSONS
Three undergraduate distance learning courses — Lux’s “History of American Technology”; Langlois’s “Environmental Policy: Business, Technology, and Government”; and “Cultures and Economies in Transition in the Post Soviet Era,” team taught by Litoff and Ilaequa — served as models for the project. Formal classes ran from 10:00 a.m. to 4:20 p.m., but participants arrived at their work stations at 8:30 a.m., worked through most of their lunch break, and remained in the computer labs until 6:00 p.m.

This diligence motivated the Bryant Four to work, eat, and sleep collaboratively between learning (and even to withstand life without hot water). It inspired them to face challenges with a spirit of adventure — and there were plenty of challenges. Many of the participants, for example, had never seen a computer before. There were not enough computers available in one place for the students, so some worked at the European Humanities University in Belarus, others at the Information Technologies Center of the National Academy of Sciences of

Maya Petroskien and Nadia Sierzh, whose Web site provides resume guidance for persons seeking employment/jobs with foreign and joint stock companies.
Belarus. Because of a paper shortage in Belarus, both sides of every scrap of paper was used for printouts and handwritten notes. And though the seminar participants spoke English, the software was not bilingual and some commands were in Cyrillic. These challenges could not have been overcome without complete collaboration: between the two Belarusian institutions; among the Belarusian, Russian, and Bryant faculty; and among the Bryant faculty members themselves.

MISSION ACCOMPLISHED

By the end of the third week, the participants had developed Web sites and mastered new learning methods. “The core mission of the summer program was to build human capital infrastructure as well as a technological infrastructure,” says Lux. “We had to reach the people teaching the students.”

The Bryant faculty accomplished those goals... and more. They empowered their Belarusian and Russian colleagues with new technologies and with something even more powerful: new ideas. From the several e-mails from the NIS that Litoff receives every day, she has learned that the summer school participants have already begun putting what they learned into practice. “They don’t all have the technological capabilities to produce Web sites,” she says, “but they have incorporated collaborative learning into their courses. That was precisely our goal.”

Visit www.bryant.edu/~ehu to view the summer school projects and learn more about the Bryant–Belarus connection.

The first thread of the Bryant-Belarus connection originated in 1994 with a grant from the Department of Defense. The grant supported research and program development related to the conversion of defense technology to open market industry in the Newly Independent States (NIS). Subsequent grants have further advanced Bryant’s efforts and formed a web of alliances:

- The United States Department of State funds the Community Connections program, which offers Belarusian entrepreneurs practical training opportunities in the U.S.
- In all, 17 Bryant faculty and staff have been involved with education and training programs in the NIS.
- Three distance-learning courses allowed students in the NIS to join Bryant students in history, economies, and science studies.
- More than 18 NIS scholars have visited Bryant.
- More than 13 publications and 19 conferences have resulted from faculty research in the NIS.

Still more projects are in progress as Bryant continues to spin its unique worldwide web.
PHILANTHROPY MAKES THE DIFFERENCE

A young woman stepped up to the podium in the Unstructure Rotunda to address an audience of more than 150 people. “I am very lucky to be attending Bryant College,” began the Bryant junior. “I was born in Sri Lanka. In 1985, when I was a little girl, my family escaped that war-torn country and settled in Rhode Island. My father had the opportunity to study medicine in Sri Lanka, but he could not afford the education,” she continued. “He has told me this story many times and, because of the opportunity he missed, I felt that I needed to go to college and succeed.”

The speaker, Roshani Ariyam ’01, has indeed gone to college and succeeded, thanks in large part to the people she was addressing—the President’s Leadership Council (PLC). Ariyam and two other students thanked these Bryant alumni, parents, and friends who support College scholarships and a wide range of other programs at a dinner on October 1. The event gave these donors a chance to learn how the students are putting their gifts to use. Ariyam, who received a David G. Needs Scholarship, is a double major in finance and accounting information systems, a student ambassador, and a Bryant Singer. “My parents came to this country because they knew if they stayed in Sri Lanka, we all would die. That gives me an incredible amount of motivation,” she says. “I can’t waste any opportunities. I try hard for my parents and for the alumni who have made it possible for me to come here.”

Ariyam is just one of the many students who make Gerald Cerce ’69 proud to be a PLC member, Chairman of AAI. Foster Grant in Smithfield, Cerce has been a College Trustee since 1990 and is a past chair of the National Alumni Council. “I joined the President’s Leadership Council because it was one more way for me to give something back to Bryant,” he says. Cerce, whose father and son have also attended Bryant, notes that supporting the College is fulfilling on a number of levels. “You’re investing in the future of the next generation of students, but you’re also investing in your own future,” he says. “The stronger the College is today and tomorrow, the more valuable your degree will become.”

The value of the Bryant degree is one reason Stacey Yanagawa ’03 was attracted to the College. Thanks to her PLC Presidential Scholarship, the Hawaii native is able to attend school thousands of miles away from home, at Bryant, where she plans to major in management. Yanagawa serves as a student ambassador and belongs to the College’s International Students Organization. Already, says the freshman, she has learned a great deal. “The other day Ron Cioe, a member of the class of 1967 who owns an insurance company, visited campus to tell us how he had come to succeed in business. He gave us lots of practical pointers,” she recalls. “His main piece of advice: Be willing to change. It’s a competitive world out there, and you have to change to survive.

“That’s the sort of thing I probably wouldn’t have heard if I had stayed in Hawaii, where most people are much more laid back,” she says. “At Bryant, I know I’ll be able to build the personal qualities I’ll need to succeed.”

As Cerce and his fellow 35,000 alumni demonstrate every day, it’s absolutely true that Bryant students develop the qualities they need to succeed. “I learned how to think at Bryant, and that opened my eyes to all kinds of possibilities,” says Cerce. “How could I not support a school that does that?”

To learn more about the President’s Leadership Council, or to find out about other ways you can support the College, call 401-232-6252.

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WOMEN’S BASKETBALL
At the end of the 1998-1999 regular season, Bryant College women’s basketball coach Mary Burke and her team found themselves in an unfamiliar position when it came time for the conference tournament — on the outside looking in.

Burke makes no excuses as she enters her ninth year with the Bulldogs. In fact, she is using last season as a motivating tool — an example of what can happen to a talented team if it buckles under a tough schedule. “It was a huge disappointment not to make our conference tournament last year,” says Burke, whose Bulldogs finished 10-16 overall and 6-12 in the Northeast-10 Conference. “Obviously our first goal for this year is to make it back. We need to play every game with intensity and focus, which is something we didn’t do last year.”

On paper, Bryant puts forth one of the strongest teams in the Northeast-10 Conference. The Bulldogs return all five starters from last year, having lost just one letterwinner, and they appear to have the blend of talent and depth required to enjoy a productive season. Three of this year’s players averaged double figures in scoring last year; in fact, the College returns its top eight scorers from a year ago. Eight of the eleven players are upperclassmen.

But the Bulldogs need more than pure talent. The key, according to Burke, will be the intangibles that aren’t measured in box scores. “We were able to score some points last year, but we were young and we lost focus in our defense and our rebounding. This year, the leadership of our seniors should make a big difference.

“This is clearly one of the most talented teams we’ve ever had,” continues Burke. “We’re strong in the post positions and have tremendous depth with our guards.” That combination is crucial in a Northeast-10 Conference that ranks as perhaps the best top-to-bottom basketball alignment in Division II. The entire league is expected to be strong once again this year, and Bryant’s place in the standings will hinge on how well the Bulldogs can avoid last year’s tag. “We’re in one of the nation’s elite basketball conferences, and any team is capable of winning on any given night,” says Burke. “But player for player, we can compete with every team in the league. I think we learned our lessons last year, and we should be able to reap the rewards this year.”

MARY BURKE, Women’s Head Basketball Coach

MEN’S BASKETBALL
With nine returning letterwinners and four returning starters in the fold, Bryant men’s basketball coach Ed Reilly enters his 11th season encouraged by his players’ improvement and stability.

Of course, how that will translate into quantitative results on the court has yet to be determined. But in the long race that is the Northeast-10 Conference season, Reilly feels that his squad has a solid head start. “All of our returning players have improved,” he says, “and their experience can help us become more consistent.”

It’s not just experience that will make the Bulldogs stronger, however — it’s their ability to turn last year’s problems into this year’s solutions. “I think we’re going to have better chemistry, a better ability to play together,”
In the end, all Bryant volleyball coach Theresa Garlace could do was wait by the phone. She was confident that her team had done enough. A 28–11 season and a third straight trip to the Northeast-10 Conference championship gave credence to her belief that Bryant deserved a spot in the NCAA tournament. But she knew all too well how these things work. After all, she reminded herself, Bryant had the same record at this time a year ago — they even won the Northeast-10 title — but the Bulldogs were left out of the national tournament.

The longer she waited, the more she worried. But when the phone finally rang, the voice on the other end congratulated Garlace and the College for reaching the national tournament.

Not bad for a year that was supposed to be Bryant's rebuilding season. Bryant lost five starters and placed three freshmen in the starting lineup. But the learning process was short — Bryant finished the 1999 season by winning 11 of its final 12 matches.

The volleyball team's post-season appearance highlighted a fall that will be remembered on campus as a historic one. The debut of three varsity programs gave a new look to Bulldog athletics. The football team, after playing an exhibition schedule in 1998, donned the pads in 1999 and asserted itself in the competitive Eastern Football Conference. The Bulldogs' 5–4 record featured a solid Homecoming victory against Mount Ida in front of nearly 5,000 fans, as well as a last-minute thriller against perennial power Bentley and a comfortable win on the road against fellow upstart Saint Anselm.

The field hockey team, meanwhile, jumped into the fray in its first varsity year, taking an early lead in the Northeast-10 Conference standings before more experienced programs took over. Despite a 4–12 record, Bryant served notice to the conference that it is to be taken seriously in the sport.

The men's golf team won its second straight Northeast-10 championship. This was the first of three tournament wins for the program, which landed the top spot at the New England Division II championships. But that shouldn't surprise anyone. Bryant has won 16 Northeast-10 titles and seven New England championships over the course of the program's history. Bryant also competed for the first time in women's golf, with a young Bulldog squad showing promise in its first year against some of the Northeast's toughest competition.

The men's and women's soccer teams struggled, but both programs showcased enough young talent to indicate that their fortunes will be reversed. The same can be said for Bryant's men's and women's cross country squads and the women's tennis team, all of which gave fine individual performances throughout the year but lacked the overall depth to battle for the top conference standings.
Every winter, a particularly festive spirit fills the Bryant campus. Whether to celebrate Christmas, Hanukkah, Kwanza, or the new year, students gather for fun and fellowship. And this year, the parties took on a special vibrancy as the world looked forward to the start of the new millennium.

But the College has long had plenty of reasons to celebrate. Bryant students have always recognized the importance of making time to foster friendships and enjoy the company of colleagues. As this year’s holiday season concludes, Bryant Business looks back at some celebrations of years past.
WHERE IN THE WORLD?

Do you recognize this spot? Then show off your memory and let us know! If you identify it correctly, we'll send you a Bryant College sweatshirt—and if you share your favorite story about the site, we may feature you in an upcoming issue of the magazine. Drop us a note via e-mail (alumni@bryant.edu) or postal mail (Bryant Business, Bryant Through History contest, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917-1281). We look forward to hearing from you!
NEW TRUSTEES

Four new members have joined Bryant's Board of Trustees, bringing the total count to 39.

JAMES BENSON is chairman and CEO of New England Financial, a Boston-based insurance and financial services firm, and president of Individual Business for MetLife Insurance Company, the nation's second-largest life insurer.

Benson joined New England Financial in 1997 and was promoted to chairman in 1998. He previously served as chief operating officer of Equitable Companies, Inc., and as president and CEO of its flagship life insurance operation, Equitable Life Assurance Society. He has also worked with the Pacific Mutual Life Insurance Company.

A 1968 graduate of the University of Illinois with a bachelor's degree in economics, Benson earned his master's at the University of Southern California in 1972. He holds the Chartered Life Underwriter designation. Active in industry and community organizations, Benson serves on the boards of the Achilles Track Club,

Alliance Francaise, American College, the Christopher Reeve Foundation, the Hospital for Special Surgery, and the University of Illinois. He also serves on the visiting committee for Harvard University's School of Education. Benson is founder and chairman of World T.E.A.M. Sports, an organization dedicated to providing opportunities through sports activities for people with physical and mental disabilities.

Richard Eannarino

Enervations, Inc., and New England Sun Control, both of which are affiliated with 3M's window film division. He is also the chairman and co-founder of Guardian Bastille, a security company specializing in access control systems and safety and security window film.

Eannarino previously served as president of Eastern Utility Associates NOVA, where he managed the manufacturing, engineering, and marketing departments of the company's lighting division.

Throughout his career, Eannarino has devoted time and energy to civic organizations, charitable causes, and educational institutions. He has served on numerous boards and industry committees, including the International Window Film Association and the National Association of Energy Control Dealers. He was chairman of Bryant's Entrepreneurship Committee in 1992 and 1996, and a member of Bryant's Athletic Committee in 1976. Eannarino currently serves on the board of directors of the Protecting People First Foundation, an organization dedicated to raising awareness about the hazards of flying glass caused by explosions and natural disasters.

RABBI LESLIE Y. GUTTERMAN has served Temple Beth-El, located in Providence, Rhode Island, since his ordination from Hebrew Union College in 1970. He writes a column for The Providence Journal.

The Rabbi received the Public Service Award from the City of Providence on its 350th anniversary, and is involved in a variety of civic organizations. He belongs to the boards of Butler Hospital, the Rhode Island Telecommunications Commission, the Children's Museum, the Brown University Board of Religious Overseers, and Hebrew Union College's board of governors.

He is past president of both the Jewish Family Service and the Rhode Island Committee for the Humanities.

Rabbi Gutterman earned his bachelor's degree from the University of Michigan and a doctor of divinity degree from Hebrew Union College. He holds honorary degrees from the University of Rhode Island, Roger Williams University, and Providence College.
RECENT FACULTY RESEARCH


- Professor Joseph Bonnicci and MBA student David Ball presented a paper at the annual conference of the Association Private Enterprise. The paper was titled, "Price Discrimination After Portland 76 Auto/Truck Plaza."

- Adjunct Professor of Spanish Josefa Devessa has published a translation of a fragment of the novel Rama by Isaac B. Troels, in the journal Text Lines. A Journal of Translation. The journal, published in San Francisco, is dedicated to the art and craft of translation. Devessa’s translation is accompanied by an introduction to the work and the problems it presents.

- Professor Ron Deluga presented his paper, "Right Wing Authoritarianism in the American Presidency," at the European Psychological Assessment Conference, held in August in Patras, Greece.

- In August, Professor Janet Morahan-Martin organized and chaired a symposium, "Internet Addiction: Supporting Research, Alternative Explanations and Limitations of Research," at the Convention of the American Psychological Association (APA) in Boston. She also co-presented a paper with Professor Phyllis Schumaecher titled "Loneliness and Social Uses of the Internet." In connection with the APA event, Morahan-Martin was interviewed by National Public Radio and the Associated Press. She was also filmed discussing gender and the Internet for an upcoming television program on the psychology of the Internet, which the Canadian Broadcasting System is sponsoring.

- Pat Norton, Sarkisian Chair in Business Economics, gave a talk titled "Three Things Worth Knowing about the New Economy" to the board of trustees of the American Institute for Economic Research in Great Barrington, Mass., on October 15.

- Lynda St. Clair, management, is co-editor of a recently published book, Pressing Problems in Modern Organizations (That Keep Us Up At Night). The work addresses complex business dilemmas, seeking solutions as the identification of corrosive political behavior and reduction of the dysfunctional effects of overwork.

- In October, Professor Joseph R. Urgo presented a plenary lecture at the Wills Cather Symposium in Mesa Verde National Park, Colorado. His lecture was titled "Willa Cather and the Advance-Nostalgia of Multiculturalism."

- Professor Hong Yang presented "Carbonic Anhydrase Enzymes in Mammals under Oxygen Stress" at the Department of Human Genetics, the University of Michigan at Ann Arbor, on October 15.

THUROW SPEAKS ON WEALTH CREATION

On November 19 Lester Thurow delivered a lecture, "Building Wealth in a Knowledge-Based Economy," in Mainkade Auditorium. Thurow is Lerman Professor of Management and Economics at the Massachusetts Institute of Technology (MIT) and recent dean of MIT's Sloan School of Management.

The lecture addressed the critical issue of wealth creation. Thurow drew from his understanding of economic history and from his current book, Building Wealth. His insights targeted individuals, companies, and nations. The event was sponsored by Bryant's John H. Chaffee Center for International Business and the Newell D. Goff Institute for Ingenuity & Enterprise Studies at the Rhode Island Historical Society.

Thurow was the principal speaker at Bryant's undergraduate commencement ceremony in 1993 and received an honorary degree from the College at that time.
Bryant College will undergo a comprehensive evaluation visit March 5-8, 2000, by a team representing the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

The Commission on Institutions of Higher Education is one of eight accrediting commissions in the United States that provides institutional accreditation on a regional basis. Accreditation is voluntary and applies to the institution as a whole. The Commission, which is recognized by the U.S. Department of Education, accredits approximately 200 institutions in the six-state New England region.

Bryant College has been accredited by the Commission since 1970 and was last reviewed March 25-28, 1990. Its accreditation by the New England Association encompasses the entire institution.

For the past year and a half, Bryant College has been engaged in a process of self-study, addressing the Commission’s Standards for Accreditation. An evaluation team will visit the institution to gather evidence that the self-study is thorough and accurate. The team will recommend to the Commission a continuing status for the institution; following a review process, the Commission itself will take the final action.

The public is invited to submit comments regarding the institution to:

Public Comment on Bryant College
Commission of Institutions of Higher Education
New England Association of Schools and Colleges
200 Burlington Road
Bedford, MA 01730-1433
e-mail: cihe@neasc.org.

Comments must address substantive matters related to the quality of the institution. Comments will not be treated as confidential. Written, signed comments must be received by March 3, 2000. The Commission cannot guarantee that comments received after that date will be considered. Comments should include the name, address, and telephone number of the person providing the comments.

The Commission cannot settle disputes between individuals and institutions, whether those involve faculty, students, administrators, or members of other groups. Individuals considering submitting complaints against an affiliated institution should request the separate Policy and Procedures for the Consideration of Complaints Made Against Affiliated Institutions from the Commission office.

SPREAD THE WORD!

Every year, talented students from across the country and around the globe choose Bryant because of our reputation for academic excellence and real-world preparation. We’re looking for more.

Alumni are critical components of successful student recruitment programs. As a testament to the quality of a Bryant education, you lend credibility to the praise we’ve earned. By speaking at an open house, visiting a nearby high school, calling a scholarship recipient, or recommending an applicant, you spread the word about Bryant in ways our staff cannot.

New students will appreciate the opportunity to repeat your success by starting their futures at Bryant. And when you help bring in gifted students each year, the value of your degree increases. So volunteer with the Office of Admission today. Contact Michelle (Barbato) Pelosi ’95, Assistant Director for Volunteers and Events, at (800)622-7001 or mpelesi@bryant.edu.

Share your success with a new generation.
FACULTY DEVELOPMENT CENTER UP AND RUNNING

Its mission is to help faculty and, ultimately, students further their education. And since July, under the direction of Ron Pitt, the Faculty Development Center has been doing just that — providing the services and resources that professors need to excel in teaching, research, and scholarship. Pitt, formerly of Cornell University, comes to Bryant to help the faculty continue to learn new things. “It’s not a luxury to do that,” he says, “it’s a necessity.”

The center provides faculty with such services as:
- Workshops on issues like the tradeoffs between teaching and research; student life at Bryant; diversity; and the positive and negative aspects of teaching with technology
- Orientation programs for new professors
- Assessment tools that gauge student response to courses
- Videotaping and review of teaching methods
- One-on-one consultations and class observations
- A library of teaching and professional development resources such as written materials, technical equipment, and classroom tutorials
- Assistance in developing new sources of funding to support developments in teaching, startup grants for new faculty, and faculty interaction on campus
- A newsletter that provides a forum for professors to share their experiences and ideas on topics related to teaching, scholarship, and faculty life (access the first issue at www.bryant.edu/~facev/)
You thought the ’90s were

U.S. economy declared “in recession”; Soviet Communists relinquish sole power; cold war ends.

“Smart Weapons” debut during Persian Gulf War; U.S. leads the world in PCs-per-capita: almost 60 million in use.

U.S. lifts trade sanctions against China.

Maastricht Treaty creates European Union; U.S. congress approves North American Free Trade Agreement.

U.S. ends trade embargo on Vietnam.

1990

Bryant opens the Koffler Technology Center, offering staff support and 150 networked workstations to Bryant faculty and students.

1991

Bryant introduces LexisNexis to its Edith M. Hodgson Memorial Library, enabling students and faculty to obtain national and international access to newspaper and magazine articles, business reports, patents, legal and medical information and general reference sources.

1992

Bryant’s Language/Learning Lab offers fresh approaches to old teaching challenges through the use of computers, compact disk players, video cassette recorders, laser disk players, and television to enhance teaching methods.

1993

Bryant receives full accreditation from AACSB. Fewer than 20% of North American business schools qualify for AACSB accreditation.

1994

In recognition of the changing technology needs of the global workforce, Bryant College introduces the paperless classroom. Funded by the Davis Educational Foundation, this classroom prepares students to work in a strictly electronic forum with in-class presentations as well as homework submissions all done via computers.

a decade of change?

Netscape goes public, triggering a stockmarket frenzy that pushes company values to $6.7 billion despite zero profits; capital investments in software firms rise 57% in one year.

Mother Teresa and Princess Diana are recognized worldwide for their charitable works — and are memorialized in death as icons of their age. Their deaths occur a week apart.

U.S. investments in mutual funds top $3 trillion. E-commerce rises to prominence during the holiday season with an estimated $4.8 billion in on-line sales.

1995
To ensure that Bryant's technology is keeping pace with the business world, the college begins computer "roll-overs" every two years. Our students gain experience with the most up-to-date technology, never working with outdated hardware and software.

1996
Bryant makes a multi-million dollar investment in a new campus-wide computer infrastructure. IBM evaluators rate it among the best in the country.

1997
As the Internet and e-mail change the face of communication in our society, Bryant offers full access to this electronic technology to all of its students, faculty, and staff.

1998
Bryant College broadcasts its Commencement ceremony live on the World Wide Web, enabling long-distance friends and relatives to share in the celebration.

1999
A record-breaking number of patents are filed in the U.S.; digital phone service promises to make worldwide wireless computing a reality.

Bryant College secures a contract with the Naval Undersea Warfare College (NUWC) to implement a distance-learning MBA program for Navy personnel.

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CLASS NOTES

1942
EVELYN (McCARTY) NOLAN of Richmond, Va., celebrated her 76th birthday on September 8. Evelyn works six hours a day, five days a week as a clerk at Strang-Hatcher Co., a craft store in Richmond. Evelyn enjoys being with people, knitting, reading, and doing the New York Times crossword puzzle.

1954
DAVID H. LEIGH of Wallingford, Conn., a senior partner with Bailey, Moore, Glazer, Schaefer & Proto in Woodbridge, Conn., is serving as co-chair of the Connecticut Society of Certified Public Accountants Real Estate/Construction Committee for 1999-2000. This specialized committee enables members to increase their exposure to industry trends, issues, and opportunities, and to share their expertise and experiences with others having similar interests.

1958
IRWIN L. SYDNEY of Brookline, Mass., was presented with the prestigious Ma'asim Tovim (Good Deeds) Award by the New England Region Federation of Jewish Men's Clubs.

1968
ROSEMARY (CARLONI) ABBOTT of Lincoln, R.I., was promoted to vice president/ documentation manager for Citizens Leasing Corporation at Citizens Bank in Providence, R.I.

1971
PHILIP C. BOTANA of Dallas, Tex., was named executive vice president and chief operating officer for Aerospace Products International based in Memphis, Tenn.

1974
RANDY L. ANAGINSTIS of Amston, Conn., president of Aragnostis Associates, Inc., in Amston, launched a new music website for independent music artists through its affiliated publishing company, Noteworthy Productions LLC.

1975
FRANK C. FLETCHER MBA of Woodbury, N.J., is the financial member of the Camden, N.J., committee that is overseeing the towing of the U.S.S. Battleship New Jersey through the Panama Canal en route to New Jersey. The U.S. Navy donated the battleship to the State to serve as a museum ship.

1976
BURTON J. WALTMAN of Newport, R.I., is director of the Defense Institute of International Legal Studies in Newport.

1977
DAVID V. WINSTEAD MBA of Essex, Conn., president and CEO of Essex Printing and Publishing Co., in Centerbrook, Conn., received a Ph.D. in international relations form Berne University in Wolfsboro Falls, N.H.

1979
SCOTT D. GOLDBERG of North Hollywood, Calif., is an associate professor of marketing at the University of Phoenix in Fountain Valley, Calif.

1980
NICHOLAS J. PUNIELLO of Saugus, Mass., is a partner in the newly merged firm of Puniello & Donohue, LLP, certified public accountants, in Boston, Mass.

1981
JAMES M. ALBER of Beacon Falls, Conn., a managing partner with Zimmer & Zimmer, P.C., in Trumbull, Conn., was appointed to serve as chair of the Management of an Accounting Practice (MAP) Committee for the Connecticut Society of Certified Public Accountants in Hartford, Conn.

1982
THOMAS E. NOONAN of Water Mill, N.Y., was promoted to Six Sigma Master Black Belt with General Electric Engine Services in Ronkonkoma, N.Y.

1984
DAVID L. NORMANDEAU of Hopkinton, Mass., a software sales specialist in the application technology group at Cisco Systems in Lexington, Mass., received a master in business administration degree from Boston College in Boston, Mass.

1985
BRIAN A. AZAR of Lincoln, R.I., was named senior vice president/regional manager of the metro regional branches of Citizens Bank in Providence, R.I.
SCOTT M. FLYNN of Cheshire, Conn., is director of midwest sales for Home Builder's Network in Waterbury, Conn. He will be responsible for managing the sales and marketing activities of 28 sales professionals in Iowa, Nebraska, Oklahoma, Colorado, Missouri, Kansas, Tennessee, and Mississippi.

DAVID M. FRISINA of Warwick, R.I., was promoted to vice president/commercial loan operations for Citizens Bank in Providence, R.I.

1986

DAVID A. PASHAYAN of North Andover, Mass., is the channel sales manager for North America at Lernout & Hauspie Speech Recognition Products in Burlington, Mass.

LORI (SWANHOLM) WEBBER MBA of East Greenwich, R.I., a vice president with Bank Rhode Island in Providence, R.I., was given the additional title of senior business lender. Lori will have responsibility for the management and development of a commercial loan portfolio.

1987

JEFFREY J. BROWN of Barrington, R.I., opened a branch office of Tower Square Securities, Inc., in East Providence, R.I., and received the designation of certified financial planner (CFP) authorized by the Certified Financial Planner Licensing Board of Standards. Jeffrey holds the chartered financial consultant (ChFC) professional designation.

RUSSELL P. MARCHIENZA '91 MBA of Cumberland, R.I., a project manager at Harvard Pilgrim Health Care in Dedham, Mass., was selected to join the staff of The Roger Williams University Law Review in Bristol, R.I.

1988

FRANK LESO of Cumberland, R.I., was promoted to vice president/conversion projects for Citizens Bank in Riverside, R.I.

1989

VICTOR A. ANTOIC of South Glastonbury, Conn., owner and general manager of the Holiday Inn Express in Vernon, Conn., was named one of the top 40 business executives in Hartford, Conn., under the age of 40.

JAMES A. ERDELKIN of Wayland, Mass., is a partner at Feeley & Driscoll, P.C., in Boston, Mass.

JOSE B. GONZALES of Sarasota, Conn., received a Ph.D. in English from the University of Rhode Island in Kingston, R.I., and is an associate professor of English at the United States Coast Guard Academy in New London, Conn.

BETH (FREESTER) KREMER of Louisville, Colo., was promoted to product manager at Athene Software in Boulder, Colo.

BRIAN D. SCHOLTEN of Millbury, Mass., is the coordinator of records and registration at Quinsigamond Community College in Worcester, Mass.

JORDAN M. SILVERMAN of Cranston, R.I., was named vice president at Starmore & Shepley Insurance, Inc., in East Providence, R.I.

1990

JOHN D. CLAYPOOLE of Stony Point, N.Y., was promoted to vice president at The Chase Manhattan Bank in New York, N.Y.

JOHN V. MARCANTONIO '65 MBA of North Smithfield, R.I., was promoted to product manager at Younega Corporation in Fall River, Mass.

1991

MARCEL S. BEAUSOLEIL of Cumberland, R.I., is a member of the adjunct faculty at Western New England College in Springfield, Mass. He teaches criminal justice and ethics.

GREGORY A. DESCHENES of Beverly, Mass., is the president and chief executive officer for VIP Mortgage Corporation in Beverly.

KRISTINE K. McANDREW of Frankfurt, Germany, is the business development manager in Europe for Boston Beer Company in Frankfurt.

1992

SCOTT T. HALLWORTH '86 of East Greenwich, R.I., is an actuary at Metropolitan Life Insurance Company in Warwick, R.I., and was named a Fellow of the Casualty Actuarial Society in Burlington, Mass.

STEPHEN A. HUTNAR of Cumberland, Maine, was named vice president and corporate controller for gofish.com in Portland, Maine.

JOEL F. PLERAN MBA of Stratford, Conn., a senior accountant with Beers, Hamerman & Co., P.C., in New Haven, Conn., received the 1999 Fenmore R. Seton Community Service Award, which is presented annually to a graduate student at the University of New Haven who participates in community service activities and exemplifies keen corporate responsibility.

1993

MARK A. BERNIER of Cos Cob, Conn., is a principal for communications and finance in the General Electric Capital Structured Finance Group unit within GE Capital Services in Stamford, Conn.

THEODORE B. BREDIKIN MBA of North Attleboro, Mass., was promoted to operations manager at Transmission Range Sensor Business at Texas Instruments in Attleboro, Mass.

1994

MICHAEL J. DEOTTE of Putnam, Conn., earned a master's degree in business administration from the University of Connecticut. He was named vice president of marketing for enrollment planning at Sacred Heart University in Fairfield, Conn.

DEANNA R. POLIZZO of Fairfield, Conn., was promoted to vice president with Greenwich Capital Markets Inc. in Greenwich, Conn.

JERILYN ESPOSITO of Milford, Conn., was promoted to assistant director of the performance measurement department at Evaluation Associates Inc. in Norwalk, Conn.

1995

ETHAN B. ALLEN of Yardley, Penn., was named a senior actuary with Caliber One Management Company in Yardley, and is a fellow in the Casualty Actuarial Society.

MELANIE (MEZZANCELLO) SINGH of Winter Park, Fla., has been named director of contract recruiting with Creative Financial Staffing of Florida in Winter Park.

1996

JOSHUA I. HANSEL of Manchester, Conn., was named regional account manager at AllEnergy Marketing Company in Windsor, Conn.

ROBERTA E. LIKLEY of Medford, Mass., was named a custody supervisor with Brown Brothers Harriman in Boston, Mass.

DANIEL F. MEXONI of Raynham, Mass., director of marketing at Mail Computer Service, Inc. in Randolph, Mass., received a master's degree in business administration from Bryant College.
PAUL J. PEZZA of Fall River, Mass., received a juris doctor degree from Southern New England School of Law in North Dartmouth, Mass.

1996

SEAN M. CONNOLLY of East Hartford, Conn., received a juris doctor degree from The Catholic University, Columbus School of Law in Washington, D.C. He passed the Connecticut Bar Exam and was appointed to the United States Army Judge Advocate General's Corps (JAG).

JOSHUA M. DICKINSON of North Haven, Conn., was promoted to senior accountant at Nibbali, Cargi, Meierlmaier, Paowita & Co., P.C., in Bridgeport, Conn.

MARILYN G. GORMAN MBA of Monson, Mass., was named assistant vice president, corporate marketing at Citizens Bank in Providence, R.I.

VERONICA (FENAL) IRIZARRY of Providence, R.I., was promoted to branch manager at the Washington Park office of Citizens Bank in Providence.

1997

AMY (LACOURCIERE) COOK of Middletown, Conn., was named application developer/technical consultant with Compaq Computer Corporation in Rocky Hill, Conn.

DARRELL R. COOK of Middletown, Conn., was named programmer/analyst with Clagn Retirement and Investment Services in Hartford, Conn.

WENDY G. GAMBA of Clinton, Conn., was promoted to controller at Security Resources, LLC, in Clinton.

CHRISTOPHER D. SPAGNOLE of Lincoln, R.I., was promoted to senior tax accountant with Trust Tax Services of America, Inc., in Worcester, Mass.

1998

KELLIE M. CONNORS MBA of Attleboro, Mass., was named planning analyst at Women & Infants Hospital in Providence, R.I.

KATHRYN C. FOSTER of Cumberland, R.I., was named technical support specialist at Artesian Technologies in Framingham, Mass.

GEORGE A. KINNEAR MBA of Cranston, R.I., was named financial analyst at Fleet Bank in Providence, R.I.

GREGOIRE A. VAUCHER of New York, N.Y., was named risk analyst at Republic National Bank of New York.

MARK A. WILLIAMS MBA of Cranston, R.I., was named manager, Internal Audit at A.T. Cross Co., in Lincoln, R.I.

TODD J. WILLIAMS of Quincy, Mass., is a senior web systems engineer with Staples.com in Framingham, Mass.

1999

MARK A. BELLIAS of Morris Plains, N.J., and BRENDAN P. HAYES of Longmeadow, Mass., packed up all their furniture and drove across the country in a U-Haul to settle down in San Francisco, Calif. After Bryant, they wanted to see more of the country than just the East Coast. They arrived in California with no job and no place to live. One month later, Mark is a fleet analyst for Triton Container and Brendan is in technical support for Erbmark.com, an Internet company that provides online applications for colleges. Brendan enjoys his job because he is able to help other people make good decisions for their future, just as he feels he did by going to Bryant. Both Mark and Brendan want to thank Professor Judy Litoff and Professor Joseph Urgo for providing the encouragement and inspiration for their adventure.

KIM M. BIRON of Swansea, Mass., was named marketing coordinator, member communications and program administration for Starwood Hotels & Resorts in Boston, Mass.

BETHENY A. BLOWERS of Rochester, Mass., was named accounting assistant for Millenium MDA Partners Boston in Boston, Mass.

CHRIS J. BRACCIA of Norwalk, Conn., is a stockbroker trainee at Sandl Brothers in New York, N.Y.

STACY M. BURINSKAS of Cranston, R.I., is an AP specialist/accountant at A.T. Wall Company in Warwick, R.I.

DAVID P. CORSI of Johnston, R.I., is a manager/accountant for Green Lawn/A-Stone in Johnston.

SARAH E. COUTURE of North Haven, Conn., is a staff analyst at Arthur Andersen & Co. LLP in Hartford, Conn.

ERICA M. CROSSON of South Weymouth, Mass., is the scheduling coordinator at Lycos, Inc., in Waltham, Mass.

DEAN P. DEMITROPOULOS of Westford, Mass., is a major account representative for Northern Business Machines in Burlington, Mass.

BRADLEY E. FRIES of Seymour, Conn., is a data analyst at Moridian Consulting Group in Westport, Conn.

BRIAN S. GEORGE of Marlton, N.J., is an operations technician with Marlin Leasing Corporation in Mount Laurel, N.J.

HEIDI L. GIBLIN of Billerica, Mass., is an account administrator with Output Technologies in South Windsor, Conn.

SCOTT D. GILL of Easton, N.J., was named a pharmaceutical representative for Roche Laboratories in Red Bank, N.J.

HE states, “It’s nice to think that a product that I am responsible for may actually have a positive impact on the quality of life for a patient.”

ANN E. GITTLEMAN of Edgewater, N.J., was named a staff accountant at PricewaterhouseCoopers LLP in New York, N.Y.

PATRICK J. GRAY of Oakland, N.J., is an officer in the U.S. Army stationed in Fort Casey, Korea.

CASSANDRA L. GREENER of Malden, Mass., is a financial reporting analyst at Mellon Bank in Boston, Mass.

ALAN HECHT MBA of Cumberland, R.I., was named vice president of Mesa Systems Group, Inc., in Warwick, R.I.

CLARK T. HILL of Newport, R.I., is an IT specialist at IBM Corporation in Middletown, R.I.

CAROLE A. HUTCHINSON of Hamden, Conn., was named an assistant research executive at Millward Brown International in Fairfield, Conn.

KEVIN T. JARRY of Chelmsford, Mass., is a staff accountant at World Care, Inc., in Cambridge, Mass.

JENNIFER L. KACZOR of Groveland, Mass., was named corporate quality assurance technician at Hasbro Interactive in Beverly, Mass.

DAVID L. LASALLE MBA of Woonsocket, R.I., is the managing director at Apex Surgical LLC in Taunton, Mass.

SCOTT C. LUSHING of Warwick, R.I., was named director of business development at Para-Net Consulting in East Providence, R.I.

REBECCA L. ROBERTSON of Weymouth, Mass., is an associate in the auditing department at PricewaterhouseCoopers in Boston, Mass.

STEFANIE S. SAVAGE of Northboro, Mass., is a retirement services specialist at Fidelity Investments in Marlboro, Mass.

JENNY A. URENA of Providence, R.I., is a staff accountant at Caygo Prescott Clune & Chatellier, LLP in Providence.
Dear Friends:

For years I have promised myself that I would attend my 50th reunion if at all possible. So when I received a mailing asking people to help out with the big event, I was quick to volunteer. How could I pass up this great opportunity?

The prospect of the reunion has brought back lots of memories — many of which I thought I had forgotten. In particular, I remember watching Dean Gulski walk from class to class. At that time I saw him through the eyes of a young 18-year-old: He was the big boss and a role model. I didn’t want to act in any way that would put me in close contact with him because I had a healthy respect for authority! So I am very happy that he will be present for the reunion. I can’t wait to talk to him. A few other people I look forward to seeing:

- The men and women who attended college compliments of Uncle Sam. Many of them were married, had children, and were working hard — but they did in two years what now takes four. I admire them immensely.
- The men in my fraternity and the women in our sister sorority.
- Mr. Renza. “Assets equals liabilities plus capital,” he said over and over, until we finally understood the concept of double-entry accounting!

So many memories of my Bryant experience bring smiles to my face. I remember the long tables in the cafeteria where we met, ate sandwiches, and smoked the cigarettes given to us by tobacco companies. Remembering how we dressed — I always carried a briefcase and wore a shirt and tie — I want to observe what the youth of Bryant wear today! But most of all I want to reminisce and find out how my peers have fared in life. I want to tour the new campus and observe the new methods of teaching with information-age products.

I wouldn’t miss this once-in-a-lifetime opportunity and can hardly wait for Reunion 2000. I’ll help any way I can.

Alvin Herman ’50
Aptos, California

Will you join Alvin and the rest of your colleagues? Drop us an e-mail at alumni@bryant.edu or fax this form to 401-232-6376. Let us know if you’ll attend Reunion 2000 — and if you’d like to volunteer. We look forward to seeing you!

Your name

Year of graduation

Phone number

E-mail address

☐ Yes, I plan to attend Reunion 2000.

☐ Yes, I’d like to serve as a volunteer by calling my classmates.

*An official registration form will be mailed to you in April.
I am pleased to report that Bryant College operated with a balanced operating budget for the fiscal year that ended July 31, 1999. The College continues to enjoy a strong financial position, and — with the generous support of students, faculty, and staff — will continue to provide an excellent education for future generations.

Our budget was balanced thanks to the hard work and diligence of the entire Bryant community. Total revenues increased to $56.1 million. Tuition, room, and board revenues increased $4.3 million, reflecting higher undergraduate enrollments. Expenditures increased in all major categories because of higher student enrollment. The charts on the following page detail the sources and uses of operating funds.

Total fund balances grew from $143.5 million to $158.9 million, primarily because of investment gains in the endowment fund ($14 million) and the capital campaign ($9.1 million). The market value of the endowment grew 11.5 percent to $136.8 million; the endowment also provided $4.7 million to support the operations of the College, including scholarships and academic support.

Bryant spent $5.1 million in 1995 to upgrade information technology, classrooms, residence halls, and athletic facilities, as well as to provide continuing planned maintenance of all campus facilities. Deferred maintenance, which is a major issue on many other campuses, is not a problem at Bryant because of long-range planning and funding of periodic replacement needs on an annual basis.

The College has prudently managed the resources entrusted to it. We have achieved a very strong capital base, which will provide support for the College for years to come. Bryant’s financial results for 1999 demonstrate that the College successfully met the challenge of controlling costs while providing a quality education.

Joseph R. Meichelbeck
Vice President for Business Affairs
Sources of Operating Funds

- Tuition: 54.0%
- Room and board: 25.6%
- Endowment and investment income: 10.3%
- Public service: 6.1%
- Gifts: 2.5%
- Other: 1.5%

Uses of Operating Funds

- Instruction and support: 31.1%
- Administration: 15.1%
- Room and board: 13.5%
- Student services: 12.7%
- Public service: 6.7%
- Depreciation: 6.0%
- Campus maintenance: 5.8%
- Increase in net assets: 5.1%
- Interest: 4.0%

Growth in Endowment

(Market value)

<table>
<thead>
<tr>
<th>Year</th>
<th>Value (in millions of dollars)</th>
</tr>
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<tbody>
<tr>
<td>1989</td>
<td>$48</td>
</tr>
<tr>
<td>1990</td>
<td>$53</td>
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<tr>
<td>1991</td>
<td>$56</td>
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<td>1992</td>
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<td>1993</td>
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### IN MEMORIAM

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