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Bryant University

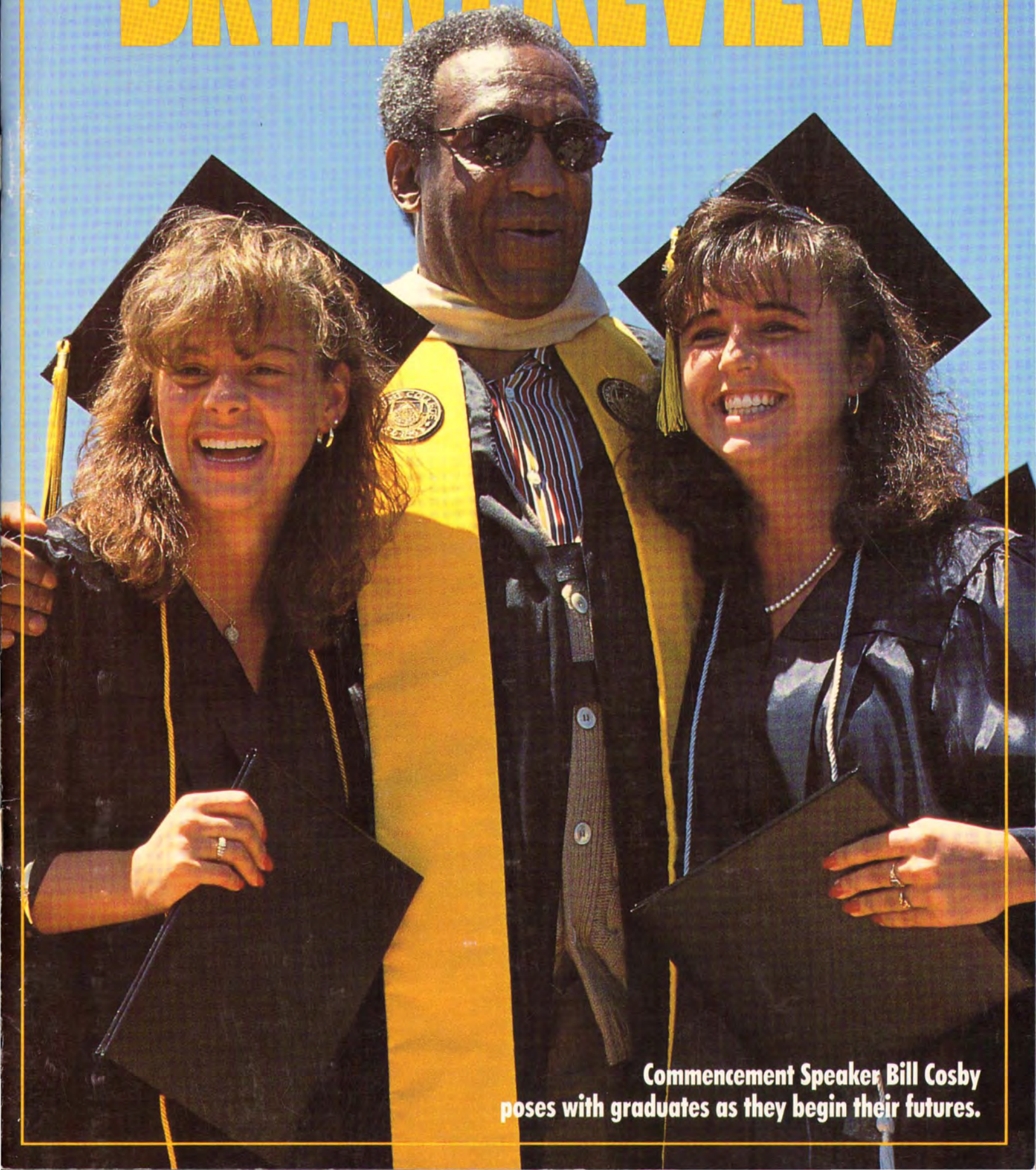
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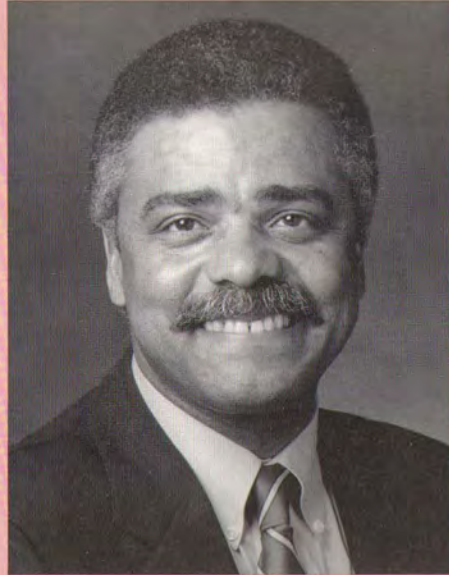
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BRYANT REVIEW



Commencement Speaker Bill Cosby poses with graduates as they begin their futures.

PRESIDENT'S PERSPECTIVE



At Bryant College, looking forward is an essential way of life. Education is, after all, a process of preparing young people to assume their futures. We are their guides in that process, and when they become alumni/ae, we become their lifelong partners.

This issue of the *Bryant Review* chronicles important stages of that journey. All who are involved in Bryant's mission view themselves as collaborators, caringly assisting students as they move from the classroom to the workplace to the corner office. We take pride in the accomplishments of our faculty and alumni/ae, many of whom are innovators and trendsetters. We enjoy watching the progress of our graduates, viewing ourselves in the reflection of their differences and similarities.

In these pages, we chronicle how the College continues to evolve. To meet our mission of education for business leadership, we must anticipate and respond to the

ever-changing demands that the world places on its leaders. The new MBA program and developments in the undergraduate curriculum exemplify the latest academic innovations at Bryant.

In recent years, we have diligently worked toward goals that would earn Bryant international accreditation as a premier, top-quality college. With that milestone secured, we must redouble our efforts and continue to focus on the future of business education and business leadership; to develop our undergraduate and graduate students fully; to strengthen our ties with our alumni/ae, parents, and friends. We look forward to travelling these and other exciting paths with you.

Sincerely,

A handwritten signature in black ink that reads "William E. Trueheart". The signature is written in a cursive, flowing style.

William E. Trueheart

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Bryant College is an independent institution of higher education dedicated to the preparation of leaders in business and related fields for success in their personal and professional lives. The College offers full- and part-time undergraduate studies leading to BS and BA degrees, full- and part-time MBA programs, an MST degree, and a Certificate in Advanced Graduate Study (CAGS). The College provides business outreach services through the Center for International Business and Economic Development (CIBED).

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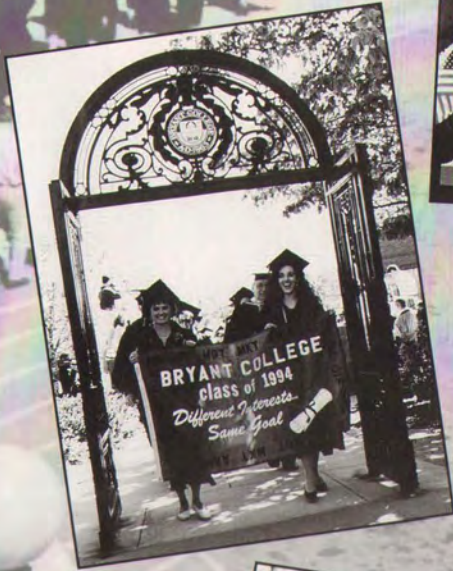
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ON OUR WAY



... COMMENCEMENT '94

BY MARTHE CURRAN '94

The sun shone brilliantly. Our friends and family proudly cheered. And the famous Archway seemed to anxiously await our procession. As the one-hundred and thirty-first commencement exercises were about to begin, the excitement could be felt everywhere. All that was needed were the 880 graduating seniors.

As we walked through the Archway on May 21 in traditional cap and gown, it marked the beginning of many wonderful changes. It marked the time for the business leaders of tomorrow to step forth into a world of opportunity and challenges. It was also a time of ambivalence. We struggled with feelings of loss and uncertainty as we prepared to leave friends behind and face new jobs, new worlds. At the same time, we couldn't resist feelings of anticipation as we looked forward to our futures.

In order to prepare for this transition, we eagerly listened to the advice of Commencement speaker William H. Cosby Jr. His message to us, our families, and the Bryant community was one of hope and encouragement. As one of the most influential entertainers in America today, Bill Cosby understands the importance of believing in oneself. He told the Class of 1994 to wake up each day knowing that "every day is your day" and he emphasized the significance of getting the most out of each day we live by doing something that results in pride and self-worth.

That day, Bill Cosby did something special. He shook the hand of every one of us as we received our degree, mugged for countless candid photographs, and even kissed a few proud mothers. As Professor Marty Rosenzweig said at ceremony's end: "I hope that you will recognize with me the real lesson of this day – that with simple dignity and warmth, one person can elevate an entire celebration like this to a new level."

Cosby was conferred with a doctorate of business administration for his entrepreneurial spirit and professional successes. Also receiving honorary degrees were: Warren Alpert, the founder and sole owner of Warren Equities, Inc.; Stephen Hamblett, chairman of the board, publisher, and chief executive officer of the Providence Journal Company; Paul Kolton, former chairman and chief executive officer of the American Stock Exchange; Joseph H. Lemieux '57, chairman and chief executive officer of Owens-Illinois, Inc.; Jane Cahill Pfeiffer, former chairman of the board of the National Broadcasting Company; and Guy Snowden, chairman, chief executive officer, and co-founder of GTECH Corporation.

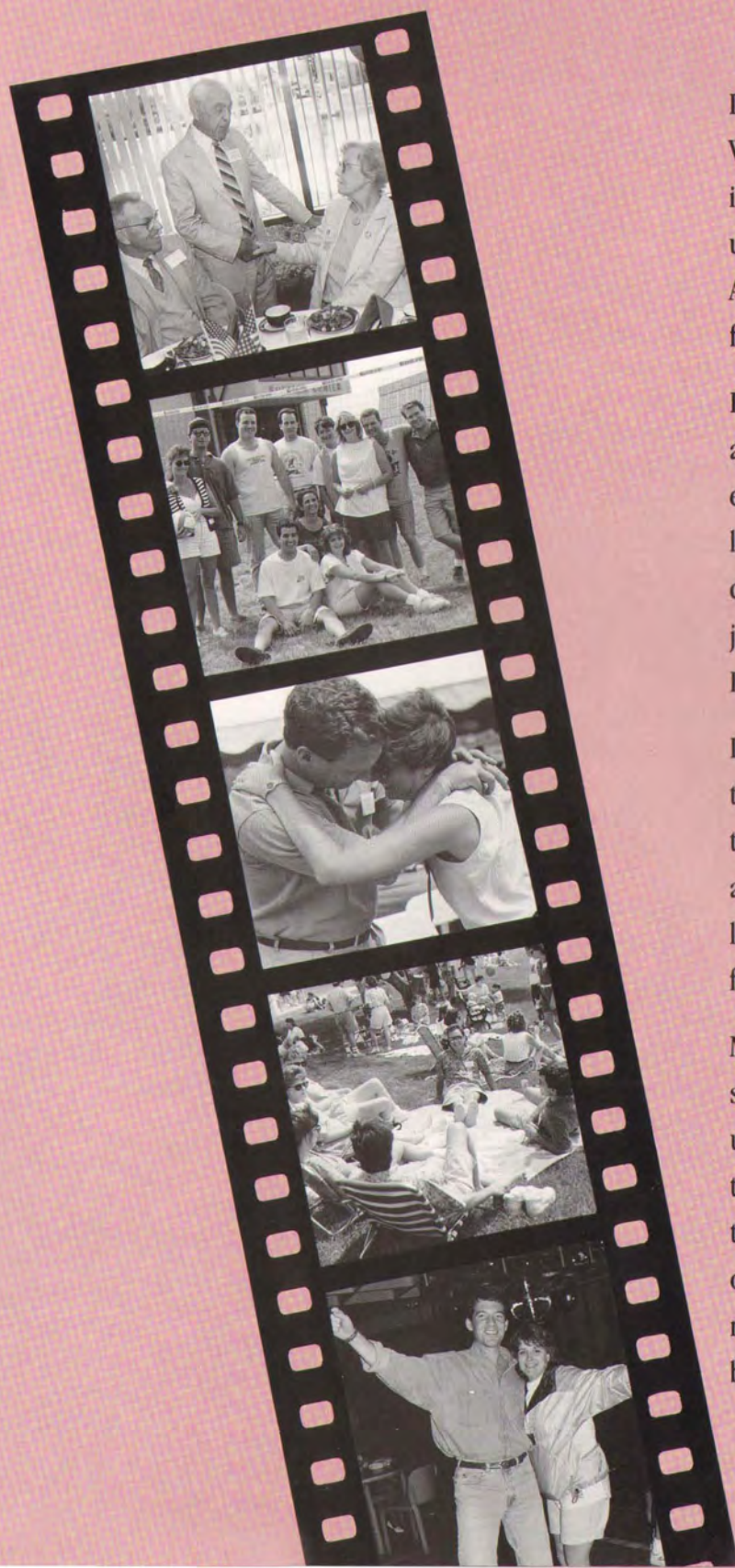
The evening before, Stephen Hamblett was the Commencement speaker for the graduate ceremonies, at which he addressed the 170 graduates and their friends and families. "Business today can be fun," he told them. "If you keep your ethics intact, if you don't blame anyone else for your troubles, if you don't dwell on problems but seek out solutions, and if you get out there, take chances, and get into the action . . . you'll have very satisfying careers."

We all look forward to satisfying careers, and lives. Together, we have traveled an incredible journey. Now we are prepared to choose our next. ▲



LET'S GET TOGETHER . . .

BY JOYCE G. O'NEILL '84AS



I've arrived – in my life, and at my college reunion. Where have I been; what have I been doing; who else is here; when will someone recognize me (how soon until I recognize someone); why didn't I come before? As I travel the road back to Bryant, I find myself reflecting on these questions.

It seems such a short time ago that I took the road away from Bryant and into my future. Of course, everyone remembers their Commencement day. My life had just changed, and reality had knocked on my door while I was commencing. It was time to get a job, take charge of my life, and consider the direction I would embark upon.

It doesn't matter how many years have passed; five, ten, twenty-five, or even fifty. I can't help but consider the changes in my life since that Commencement day and what I'm hoping to find at reunion. I want it to be like an old coat: secure, comfortable, familiar, and filled with memories.

My thoughts are probably typical of anyone who is stepping back into the past. I wonder how I'll stack up against my fellow classmates. I want the threads that bound us together through college to pull us together again. I want to reminisce, to bring out the old photos, and the new ones – to examine our common past from which we weave the memories that bring smiles and tears today.

AT REUNION

Finally, I reach out and pull the right thread. I want to recall those college days in detail. I want to talk to people who shared them with me, people who remember what I remember. I want to know where the years have taken them.

For some of us, reunion is a time to be social. For a few, it is an opportunity to discover ourselves all over again. For others, reunion may be the chance to recoup lost friendships or to grieve for lost classmates. But for all of us, it is a special indulgence in our otherwise busy, even hectic lives; a chance to relax and enjoy the moment, appreciate who we were then, and who we have become.

I got out the yearbook and brought it with me to reunion. I searched the faces of the classmates I met, and I was surprised to recognize most right away. We really haven't changed that much, a few pounds maybe, perhaps a spouse and children – differences that add dimension to our personality more than anything else. As we talked about school, jobs, life, politics, even the world, I thought what a great opportunity reunion offers to augment our memories, and enhance our futures with old and new friendships.

If I saw you at reunion '94, I hope your time was all you hoped for, as mine was. If you missed this year, please come next year. We'll get together . . . at reunion '95.▲



ARCHITECTS OF CHANGE

Effective change doesn't just happen, it is made. It has proponents and detractors, all of whom contribute to the process. People who are willing to step forward and try something new become the architects of change. They form the building blocks of the future.

The people of Bryant are the building blocks of this institution. They are its bricks and mortar. Without them, the classrooms would echo, the institution would die. As its life and livelihood, they ensure the future. They affect change from within and are affected by its development and realization.

They set the direction of what is a natural process.

Bryant's architects of change come together from varying perspectives and backgrounds. Their memories, agendas, and goals define their direction. By being open to new ideas and to established ways, they create innovative combinations. In many instances, the process is at least as exciting as the product.

The process never ends. Any point in time is also a point in the continuum of change. Any one change occurs within the context of many others. Seldom does an institution experience cataclysm. Seldom is there a unilateral move in any one direction. Rather, large and small actions combine to create progress along the continuum. This is the case at Bryant.

COLLABORATORS WITH A CAUSE

BY JANET PROULX



Nine out of ten seniors get jobs within six months of graduation or enroll in graduate school.

Today's employers demand a lot for their money. They want well-rounded employees. They look for flexibility and diversity. They seek potential leaders.

The competition for jobs is intense, but Bryant graduates are ready. According to current surveys, nine out of ten get hired within six months of graduation or enroll in graduate school. Their success is owed, in part, to a special group of people on campus – collaborators of sorts – who constantly strive to give students the skills and background they'll need to succeed.

These collaborators can be found just about everywhere on campus. Look for them in faculty suites and administrative departments. They can be found off campus, too, in Bryant alumni and trustees. They're members of the Bryant community, working together to give students that extra edge.

Over the past 131 years, Bryant has metamorphosized from a skills-oriented business school, to a more traditional business college, to a diverse institution offering not only business but liberal arts degrees. And the transformation continues as Bryant anticipates trends in society and business. Guides with a common goal carefully take the College and its students into the future, while holding fast to its tradition of excellence.

PROGRAMS, PLANNING, AND POLISH

For Bryant students, the career services office is the place to go for a wide range of career development opportunities and to learn something about themselves in the process. It's an educational experience that doesn't take place in a classroom or lab.

Recruiting may be the best-known career service, but it's hardly the first that Bryant students utilize. They're encouraged to use the services as early as their freshman year, even if they don't know what they'll major in. Perhaps especially so.



▲ **Doreen Lee '94: "Career services got me five interviews and the job."**

Alumni often help students make that difficult decision. Listening to their predecessors speak at the "Careers In..." series provides information about different career paths. A day on the job with an alumnus is a possibility through the Shadowing Program. The exposure is informative, and it can result in part-time jobs or internship opportunities.

Other services are geared toward helping young men and women make the transition from student to professional. "Many of the programs are designed to give students the extra polish they will need to make a good impression during the interview process," says Judy Bellante, director of career services.

In the "Dress for Success" program, students meet with image consultants who offer group and individual advising on the "do's and don'ts" of appropriate business attire. Another popular program is "Dining Etiquette," in which students review dining protocol while eating a full-course meal of foods considered difficult to eat. These programs are serious business. "Since potential employees could one day represent a company, interviewers really take notice of personal presentation and dining behavior," Judy says.



**With programs like
"Dress for Success"
and "Dining Etiquette,"
career services helps
students make a
good impression.**



**INTERNSHIPS
WANTED**

**INTERNSHIPS
FILLED**

**The internship office
places 350 interns a
year giving students
important profes-
sional experience.**

The confidence that students gain through these types of image-enhancing programs serve them well when the recruiting process begins. Nearly 200 firms recruit at Bryant annually, including the Big 6 accounting firms, as well as leaders in insurance, banking, retailing, high technology, financial management, environment, health care, pharmaceuticals, manufacturing, and many more fields. Doreen Lee '94, who majored in accounting, is now a staff auditor at Arthur Andersen in Hartford, CT. "Career services got me five interviews and the job," she says. Two internships at accounting and financial firms in Providence and Hartford gave her valuable experience in the field.

It's Judy's job to know the difficulties that graduates face in the present job market. "Students need to take advantage of every opportunity available to them," she says. "Many of them do, but some are complacent. Those are the ones we particularly want to reach – we know how much they need us."

EXPERIENCE THE BENEFITS

How can students compete for jobs when they have no experience? They can head for the internship office. There they'll meet Hinda Greysier Pollard, director of the program, who strives to make it a high-quality experience for both students and employers.

"In today's business environment, experience is a priceless commodity that can make the difference between being hired and being turned down for top positions," Hinda says. "The internship program helps students obtain those real-world skills that may make them more attractive to potential employers."

Hinda has been coordinator of student internships since 1981. She and one assistant garner impressive results, placing 350 interns a year. "I worry about each and every one of them," Hinda says. "This is a serious academic endeavor. I want them to succeed and to be challenged."

In the early years, Hinda worked days, nights, and weekends in an effort to meet people and follow-up on leads. It took several years to build up what she refers to as a "nucleus of goodwill." All this was done without the benefit of advertising or marketing. Hinda recalls the very first intern she placed. The company was Hasbro, and the student conducted interviews for Christmas help. Today Robert J. Reeve '80 is a partner in the law firm of Wollenberg, Scully, and Nicksa in Unionville, CT.

The internship office now uses direct marketing to interest employers, sending out letters to select lists such as human resource directors. And Hinda does a lot of the networking by attending functions such as those sponsored by local chambers of commerce. But she points out that the most effective advertising is Bryant's reputation for placing first-rate student interns.

Many former interns keep in touch, often to share how their internships translated into permanent positions or otherwise affected their lives. Ethan Allen '94, an applied actuarial mathematics major who graduated summa cum laude, is now an actuarial assistant with Metropolitan Life. "It wasn't graduating with honors that got me the job, although it didn't hurt," he says with a smile, "it was definitely my internship." Ethan interned at Met the summer between his junior and senior years. In one of her two internships, Marthe Curran '94, a communications major, worked for Delta Dental. She's now their newest marketing coordinator. And Lisa Barton '94, who landed a double internship with The Nature Conser-

vancy to go with her finance major and science minor, also landed a job there as a finance and administrative assistant. "My internship was the key experience that helped me tie in my love of the outdoors with my finance degree," she says.

The program is working. Added proof comes when former interns call Bryant when internship positions become available in their own companies. It's a strong commentary on the program, the College, its students, and alumni.

BUSINESS + SCIENCE = WINNING COMBINATIONS

An intern in a biotechnology company might have to use words not overheard in a more conventional business environment. Like Deoxyribonucleic Acid. Or Bovine Somatotropin. If this intern had taken a class with Professor David Betsch, these words would make perfect sense.

David is the official advisor for the newly-created biotechnology minor. Biotechnology is broadly described as using living organisms or their products for commercial purposes. "As such," says David, "biotechnology has long been a part of everyday life through such activities as baking bread, brewing alcoholic beverages, or breeding food crops or domestic animals." When he gets technical, David says biotechnology is "the commercial application of living organisms or their products, which involves the deliberate manipulation of their DNA molecules." Not so much a part of everyday life, after all.

Most biotech companies must exist for 10 years without sales because of government regulations, he says. It usually takes seven to 10 years for the first product to get to market, and \$200-300 million to develop the product. "This is what makes biotechnology so special. Companies have to know their ideas are good to take the risk."

When these products are ready to produce, the companies enter a more mature phase. For a businessperson with science training, this is when opportunities begin to open up in areas such as finance, marketing, advertising, and accounting. David estimates there are now approximately 1,000 companies around the United States approaching this phase.

"For these companies, there's a tremendous gap between businesspeople and scientific staff that people holding a business degree with a science minor could fill," David says. "Employees conversant in both science and business languages could move into leadership positions rapidly."



▲ Ethan Allen '94: "It wasn't graduating with honors that got me the job, it was definitely my internship."



"Biotechnology has long been a part of everyday life through such activities as baking bread, brewing alcoholic beverages, or breeding food crops or domestic animals."



There's been an explosion in pollution cleanup, pollution avoidance, and resource management within the business community.

He projects that a biotechnology minor could excel in many industries, including pharmaceuticals, health care, law enforcement (DNA fingerprinting), insurance, agriculture, energy, and environmental cleanup.

"There's a general need for increased technical training for persons in all kinds of jobs," he says. These would include people who work on assembly lines, in service industries, and managers of businesses that involve those industries. "There's a demand for higher technical training because our businesses are much more sophisticated technically than they have been in the past. And that includes the field of biotechnology."

David helps fill that need for technical training. Each summer, he becomes a "roadie" of sorts, but not with a rock group – he tours the country in a motor home that carries portable lab equipment. As president and founder of Biotechnology Training Programs, David teaches molecular biology laboratory techniques to scientists and other professionals at colleges and universities. "It keeps me fresh and my programs relevant to business," he says.

When David's road show ends, he'll begin his fall tour at Bryant – presenting new insights into a contemporary course of study at Bryant.

A business college may not be an obvious choice for a science teacher, but Professor Gaytha Langlois has called Bryant home for 24 years. "I enjoy teaching students who are not going to be scientists and giving them a basic understanding of the environment," she says.

In the past, people working in the environmental science field were usually trained as engineers, chemists, biologists, and geologists, and they went on to specialize in their fields. "They were technical people who designed equipment and projects," Gaytha says. "They commonly got together and started their own companies. However, they knew nothing about business, so there was a tremendously high rate of failure."

She sees a need for people well-versed in business and environmental management. "What a wonderful thing it is for us to be able to give our students a competitive edge – to help them develop a technical competency to go with their business degree."

It's a competency that's bound to be in demand. There's been an explosion of activity in pollution cleanup, pollution avoidance, and resource management within the business community because of increased environmental regulations. As regulations increase, businesses have to invest in both pollution cleanup and avoidance.

"Most corporations, large and small, are building proactive environmental components right into their businesses. Most of them are interested in real change. And they're not just saying the words," Gaytha says. "For socially-conscious students, environmental studies offers preparation for a career that would contribute to the welfare of everybody. These students look to be inspired. They feel the need to do something for people and the environment."

A DEGREE OF CHOICE

The changing curriculum at Bryant gives students more options than ever before. They can choose a bachelor of science degree in six concentrations or the bachelor of arts in

five concentrations. They can opt for a biotechnology, environmental science, or a psychology minor. More minors are planned.

“We want students to see us not in terms of narrow-focused programs, but in terms of ones that are integrated,” says Roger Anderson, dean of academic programs. “Yes, we’ll train you for a career, but we’ll also offer you a wide range of disciplines and career options.”

The BA degree was developed not to compete with the BS, but rather to complement it. Pursuing a BA degree at Bryant allows students to combine areas of studies that they



▲ **Science Professor Gaytha Langlois: “What a wonderful thing it is for us to be able to give our students a competitive edge.”**

couldn’t in a traditional liberal arts college. That’s because of the 10 core business courses each Bryant student is required to take.

Professor Bill Hill is chair of the social sciences department and oversees both the international studies and history concentrations. He knows why a student might come to Bryant for a liberal arts degree. “Data collected from high school students is interesting in that it shows that although the number of graduates interested in business school has declined dramatically in the last few years, 85 percent of them said they’d like to get a job in business. If that’s the case, our BA has a distinct advantage. Students get a liberal arts degree, yet also get business courses. It offers them more options,” he says.

Options is what a Bryant education is about these days. Students have more freedom than ever in choosing their degrees, concentrations, and minors. They can elect to participate in a full range of programs designed to lay the foundation for a successful career. These options are all part of the big picture that Bryant’s collaborators are painting – the interpretation of which can have countless variations, but whose underlying message has been and continues to be the same – “Education for Business Leadership.” ▲



Bryant students can choose a bachelor of science degree in six concentrations or the bachelor of arts in five concentrations.



WHAT NEEDS TO BE KNOWN

BY ELIZABETH S. KELLY

Education is a process – for the student, for the professor, for the College. There is no right way to teach, or to learn, all disciplines at all times. Effective educators reevaluate what they are teaching and how, measuring their efforts against evolving concepts of ideal knowledge.

Today, the preferred knowledge base is a balance of the theoretical and the practical, of the abstract and the concrete. It is interactive, and integrative.

Integrative. That was the hot topic on campus this year as two interdisciplinary teams of professors worked on freshman course development and another redefined the full-time graduate program. In different ways, each of these efforts is helping students approach education, and business, holistically.

“We don’t view education as being compartmentalized anymore,” says Finance Professor Betty Yobaccio, who teaches at both the undergraduate and graduate levels. “Students need to be well trained for a professional setting, which isn’t compartmentalized. These curriculum changes are meeting the changing needs of the market.”

Roger Anderson, dean of academic programs, concurs. “We need to explore how we can best prepare students for professional practice,” he says.

Roger oversaw the MBA group’s efforts, which are being implemented this fall with a bold program that Betty describes as “innovative and integrated, experiential and professional.” Roger sees it as a microcosm of what could develop at the undergraduate level.

His oversight of the curriculum review teams developed out of his grassroots organization of the Undergraduate Program Initiative while he was chair of the management department. This comprehensive faculty group is considering the development and measurability of learning.

As a first step, one interdisciplinary team is evaluating student development. Humanities Professor Joe Urgo and his colleagues (Lori Coakley, management; Ron Deluga, psychology; and Judy Litoff, history) are concerned with academic responsibility, self-confidence, self-discipline, and scholarly humility. Their product is a pilot Freshman Seminar, centered around the theme of leadership.

“The definition of the word leadership is too often seen as self-evident,” says Joe. “This course is designed to show that it’s more complicated than simply being the boss.”

The course is also designed to help students see the connections between business and the liberal arts. “We present a set of management paradigms about leadership,” Joe says. “Then we break them down by looking at them through history and literature.” Micro and macro exami-

nations of leadership represent it as both a personal phenomenon and an organizational phenomenon. Social science, management, historical, biographical, and literary sources range from *Uncle Tom’s Cabin* to selections from the *Harvard Business Review*.

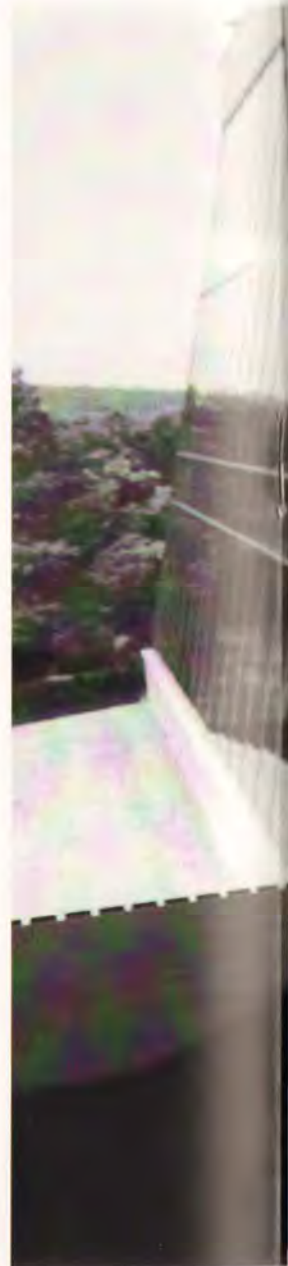
The professors’ divergent backgrounds and expertise contribute to their collective effort. But they also pose something of a problem. Team teaching is one solution, but it is not the approach they’ll take in this seminar. Instead, these professors are going back to the classroom – as students. A series of faculty seminars will run concurrently with the student seminar, with each professor teaching the others his or her coursework as it approaches. This will have lasting effects on them, and on their teaching.

“We need to more successfully introduce students into what Bryant College is all about by combining business with the liberal arts from the start,” says Joe. “We need to make it clear to students that they have chosen a distinctive place.”

Showcasing Bryant’s distinctiveness early is also an objective of the faculty team chaired by Finance Professor David Ketcham. His group is better integrating the business disciplines from the start by reevaluating BU101, the business principles course. David is working with Kumar Chittipeddi, management; Dana Lowe, accounting; Larry Lowe, marketing; and Hal Records, computer information systems.

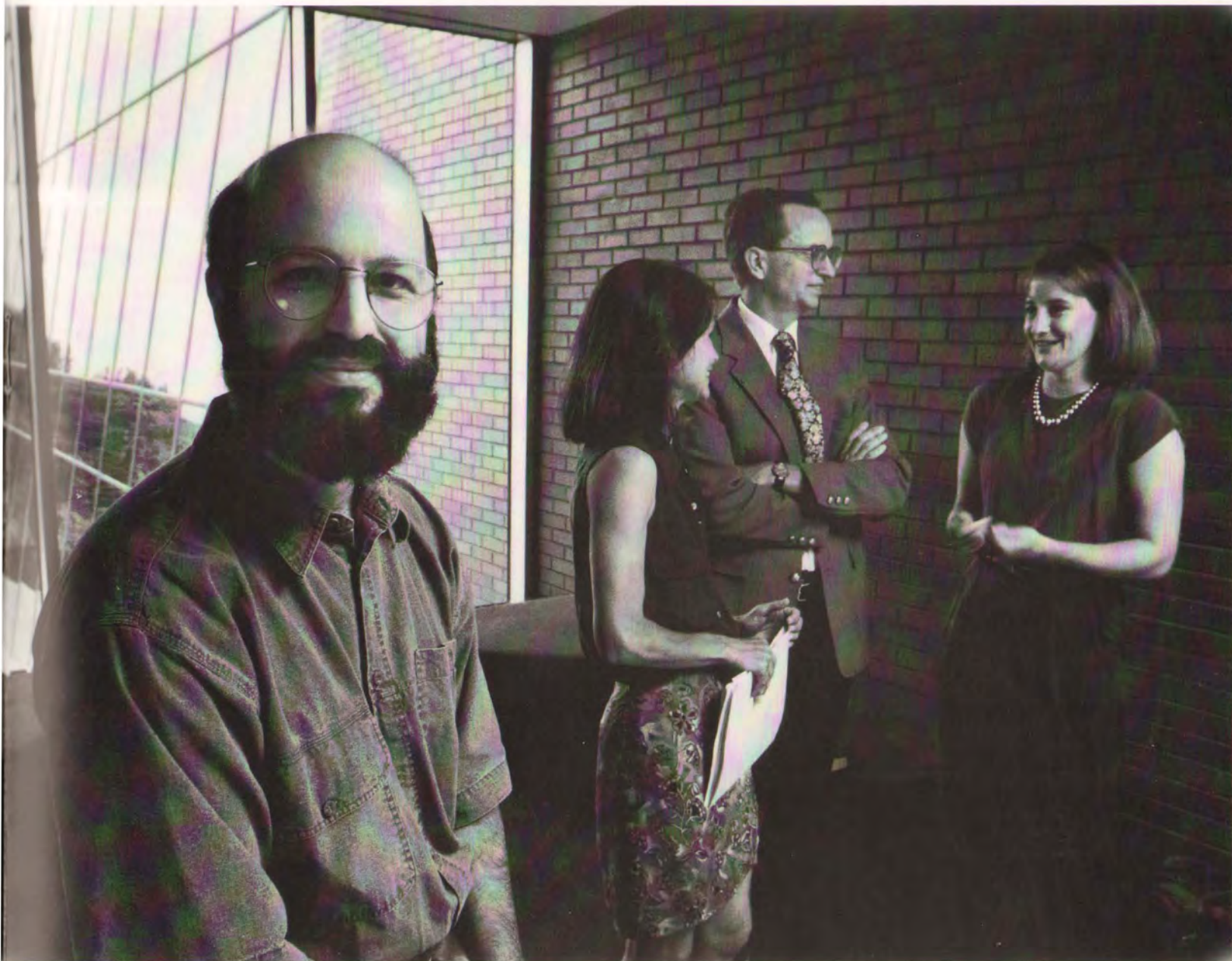
“BU101 was supposed to give the students a good overview of business,” according to David. “But the course didn’t do a great job of integrating the various disciplines. So we started to remodel it.”

The team began at the end, asking themselves what they wanted students to get out of the class. “We decided to take the approach that the customer of the course was



◀ PREVIOUS PAGE

Finance Professor David Ketcham: “Students don’t understand that there is no single formula for success.”



▲ Humanities Professor Joe Urgo, with his interdisciplinary team: “We need to more successfully introduce students into what Bryant College is all about.”

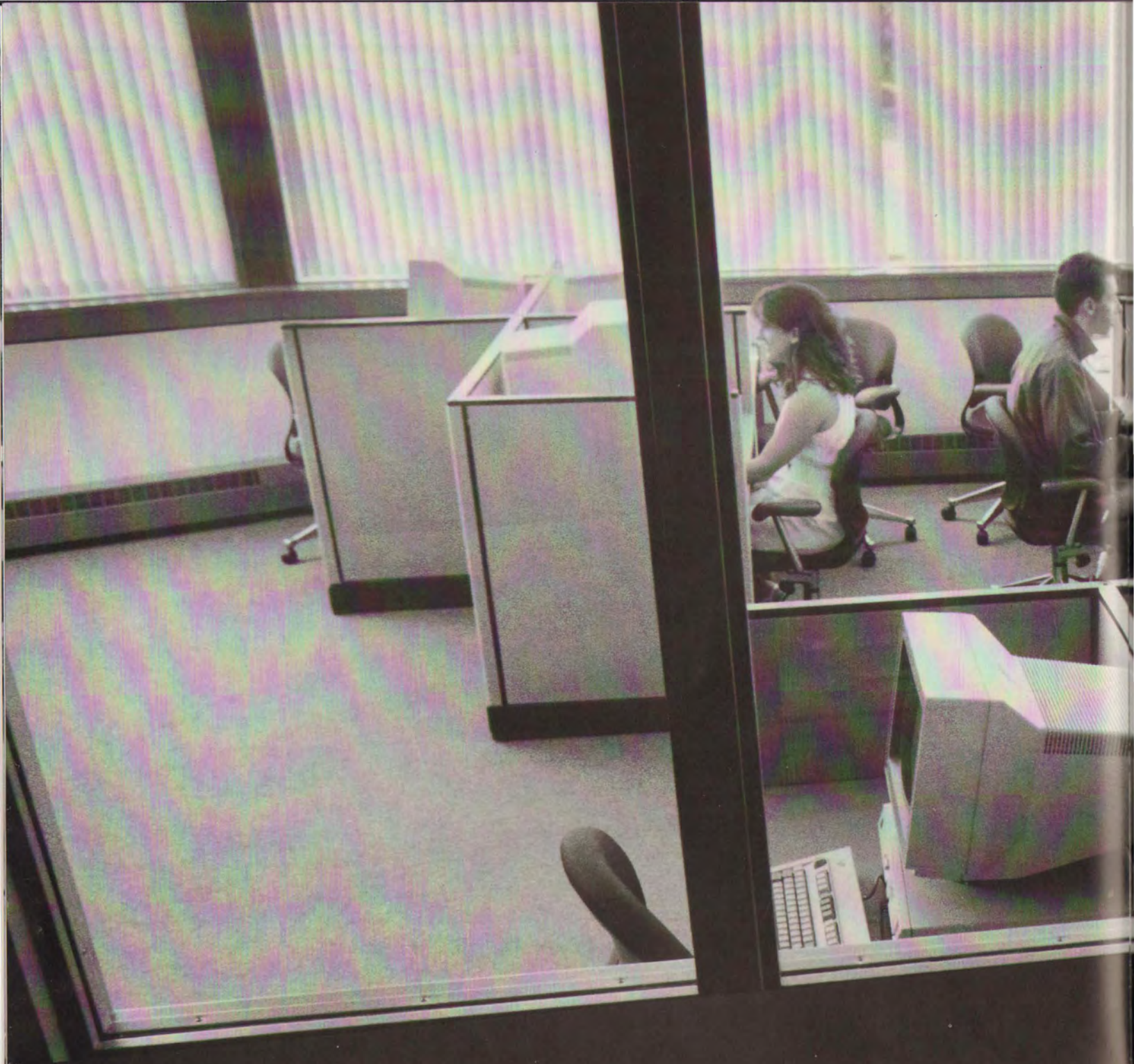
the student’s next professor,” David says. When each discipline defined what students needed to know, commonalities in knowledge and communication skills surfaced, as did divergence in decision-making tools. These findings set the framework for the class – a model of outcomes-based education.

“Most students don’t know what it means to be a professional, so professionalism is the first concept,” David says. “Next we need to clarify that there’s nothing wrong with the profit motive. We present ethics before business

decision making, and internationalism is addressed early.” The course is also more technologically oriented than in the past.

David sees the restructuring of BU101 as the first step in the thorough Program Initiative curriculum review. “The benefit of a more integrated curriculum,” he says, “is what it shows students. They don’t understand that there is no single formula for success. Business is not an exact science. Ultimately, it is a liberal art.”

With an attitude like that, integration should be easy.▲



MORE BANG FOR THE



It's a jungle out there — a computer jungle. “Cutting edge” technology becomes blunt in just a few years. Businesses are breathlessly trying to keep pace to gain a lead over the competition. At the same time, companies are investing millions of dollars training employees in the people skills that help them communicate, negotiate, and navigate through the technological maze.

To survive in this computer jungle, businesspeople have to be computer literate. To thrive, they have to be information smart, which takes judgment and savvy as well as technical know-how. They have to be high-tech and high-touch — into pixels and people. Otherwise, they could keypunch their way into a computerized corner with little upward mobility.

BYTE

BY LINDA J. MAHDESIAN

What's a business school to do to prepare its students for this kind of left-brain, right-brain melding? Bryant's approach is to develop front-line facilities, such as the libraries, computer workstations, language labs, and advanced-applications labs. The curriculum ensures that all students are computer literate, able to create spreadsheets as easy as Lotus 1-2-3. But that's just for starters.

"Word processing is just a tool to make life easier," says Wally Wood, chair of the Computer Information Systems (CIS) Department. "It doesn't contribute a great deal to the bottom-line success of an organization. To do that, you must be able to use information systems in a way that provides better service to customers, or offer some service no other competitor does, or manufacture a product better and cheaper."

Students start getting ready with the Management Information Systems course, required for all business majors. Most projects are done in groups. "This is where you talk about how companies use technology to gain strategic advantage, to be innovative in how they produce and market the products they offer," Wally says. The ethical aspects of information systems are examined, as are international aspects such as issues of data flow.

Preparation for the fast lane of the information highway includes a course with the intimidating title of Digital Multimedia System Design. "This is a course that doesn't just use a multimedia approach, it equips the students to create their own," he says.

The world of multimedia is exploding at Bryant. Not just in CIS, but across the curriculum and into the sciences and humanities. That's one reason why, for the tenth year in a row, Bryant received a grant from The Champlin Foundations to further its quest to computerize. The grant funded four projects: a multimedia science classroom, a multimedia humanities classroom, a lap-top writing classroom, and an upgrade to the Center for Management Development's mobile microcomputer lab for on-site corporate training.

Science Professor Gaytha Langlois knows that this kind of computerization is more than a gimmick. "Multimedia technology

enables us to do so many creative things in the classroom," she says. "At the touch of a key, you can move from a computer simulation, to a film complete with sound, to illustrations. It enables you to bring a lot of information that is current and relevant directly into the classroom as you're talking about it, and integrate those technologies to make an effective presentation."

Gaytha also sees a larger reason for Bryant to pursue the latest in technology. "If we are preparing our students to walk into a work world where technological equipment is at their fingertips," she says, "they should be exposed to more in their college experience than in their first week on the job, not the other way around."



▲ CIS Professor Wally Wood: "We talk about how companies use technology to gain strategic advantage, to be innovative in how they produce and market the products they offer."

Once Jason Buban '94 was exposed to the world of computers, he decided to make it his career. Originally a self-proclaimed computer illiterate, Jason gambled on the security of computer skills in a rapidly downsizing corporate world. "I asked myself why people were being laid off at so many places, and in a lot of cases, it's because of technology replacing those jobs," he explains. "I thought people would still be needed to create that technology. So I went into CIS."

Conquering the computer was tougher than learning the people skills for Jason, who had worked part-time in retail. The group-orientation of classes helped him make the transition. "You have to do a lot of interacting with other students, through group projects and presentations in class," he says. "Still, the CIS curriculum was

intimidating; it was just like a foreign language to me. I'm not a whiz. I consider myself a people person who knows computers."

Fresh out of school, Jason is already teaching others the language of computers through his job as a systems support analyst with Associated Data, Inc., a software manufacturer. His degree helped him land the job, as did his two internships. One involved co-writing a database program for the Rhode Island State Police, a situation that brought together his high-tech/high-touch skills. "We used our people skills in presenting our ideas, used our technical skills to write the program, and combined them when training the people who would be using the system."

Probably the most innovative way that Bryant is combining the worlds of pixels and people is the establishment of a new electronic classroom funded by a grant from the Davis Educational Foundation. The proposal was for a 40-student classroom, with a multi-purpose computer recessed in each desk, all linked to the instructor's computer.

Now that the classroom is a reality, some of those who secured the funding are the first to enjoy the results. In pilot courses this summer, English Professor Mary Lyons is teaching Written Communication for Business to five students and Accounting Professor Saeed Roohani is teaching Accounting Information Systems to 18. Implementing these different applications in one space is no problem.

"Students call this classroom their own specialized corner," says Saeed. "We all like doing everything in one setting: lectures, computer assignments, homework. And we can work on three platforms on one machine – DOS, MAC, Internet – using one disk for all three. That's distinctive." Students submit their assignments, and he grades and returns them – all via network with no paper involved. "That's nice for the environment," he adds.

The classroom is changing the way he teaches and what he teaches. Take the easy Internet hook-up, for example. "Financial information put out by the SCC is available to students via Internet in two days; that's as soon as it's available to institutional investors. Without Internet, we would have to wait for quarterly reports."

Mary Lyons uses Internet, graphics, Grammatique, and word processing in her class. All notes are taken on disk and students can ask questions privately through E-mail. She encourages them to try new things with these new tools. "We all take a break for an hour to work on something different. Everyone knows, when you find something interesting – shout!"

There has been a lot to shout about. "The students really love this classroom and the easy access to so much technology," she

says. "Sometimes I'm only two days ahead of them, there's so much to learn. I still call half of the equipment a 'whatzit' and a 'thingamajig.'"

Among her class' projects is a report to the College's information technology department, complete with recommendations that will help fine-tune the classroom's features. More equipment is planned, such as faster printers, and Saeed is looking forward to software that will allow him to interact directly with individual students through their computers. He can teach larger sections of this class that traditionally has a waiting list, without jeopardizing the personal touch. (In the fall, the classroom will be operating at its 40-student capacity in both English and accounting classes.)

"The Davis Foundation is interested in supporting teaching that is more efficient as well as more effective," Mary says. "This classroom allows for both."

At Bryant, technology is not an end, but a means, says Lynn DeNoia, executive director of information technology. "This thrills me," she says. "It is not new technology for technology's sake, and it's not just a half-dozen courses isolated in one department. It's about distributing that knowledge broadly throughout the curriculum." Lynn is encouraged that faculty are doing most of the pushing for this kind of change. "It will be a stretch to keep up with them," she says. "But that's OK. It will keep us all up to date."

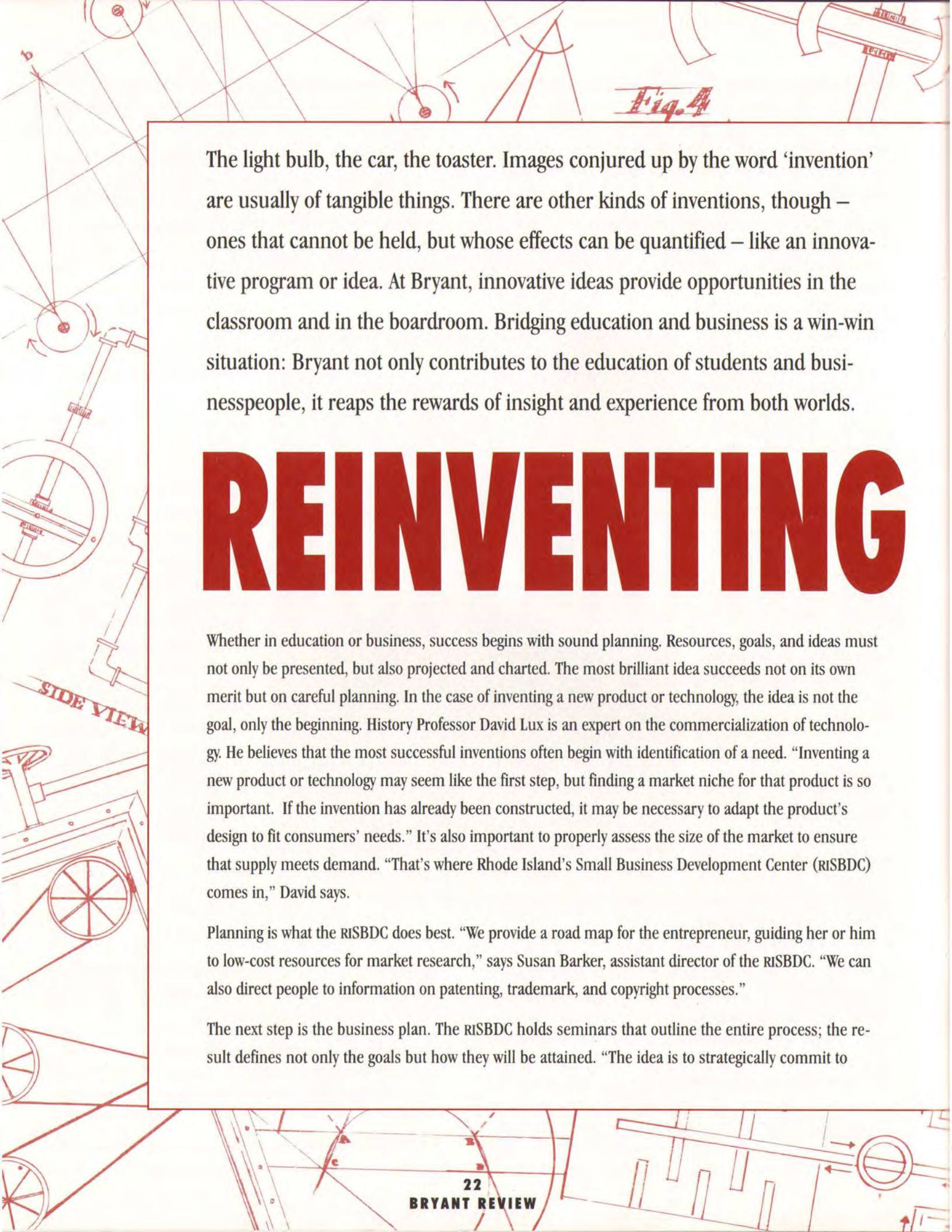
And as the cutting edge again begins to dull, there will be many people at Bryant with their sharpeners ready.▲



▲ Jason Buban '94: "I'm not a whiz. I consider myself a people person who knows computers."

The Davis Educational Foundation was established by Stanton and Elisabeth Davis. Prior to his retirement, Mr. Davis was the chairman of Shaw's Supermarkets, Inc.

There are three Champlin Foundations: the first was established in 1932 by George S. Champlin, an industrialist, and his sisters, Hope C. Neaves and Florence C. Hamilton. The sisters established the second foundation in 1947, and Champlin formed the third in 1975.



The light bulb, the car, the toaster. Images conjured up by the word 'invention' are usually of tangible things. There are other kinds of inventions, though — ones that cannot be held, but whose effects can be quantified — like an innovative program or idea. At Bryant, innovative ideas provide opportunities in the classroom and in the boardroom. Bridging education and business is a win-win situation: Bryant not only contributes to the education of students and businesspeople, it reaps the rewards of insight and experience from both worlds.

REINVENTING

Whether in education or business, success begins with sound planning. Resources, goals, and ideas must not only be presented, but also projected and charted. The most brilliant idea succeeds not on its own merit but on careful planning. In the case of inventing a new product or technology, the idea is not the goal, only the beginning. History Professor David Lux is an expert on the commercialization of technology. He believes that the most successful inventions often begin with identification of a need. "Inventing a new product or technology may seem like the first step, but finding a market niche for that product is so important. If the invention has already been constructed, it may be necessary to adapt the product's design to fit consumers' needs." It's also important to properly assess the size of the market to ensure that supply meets demand. "That's where Rhode Island's Small Business Development Center (RISBDC) comes in," David says.

Planning is what the RISBDC does best. "We provide a road map for the entrepreneur, guiding her or him to low-cost resources for market research," says Susan Barker, assistant director of the RISBDC. "We can also direct people to information on patenting, trademark, and copyright processes."

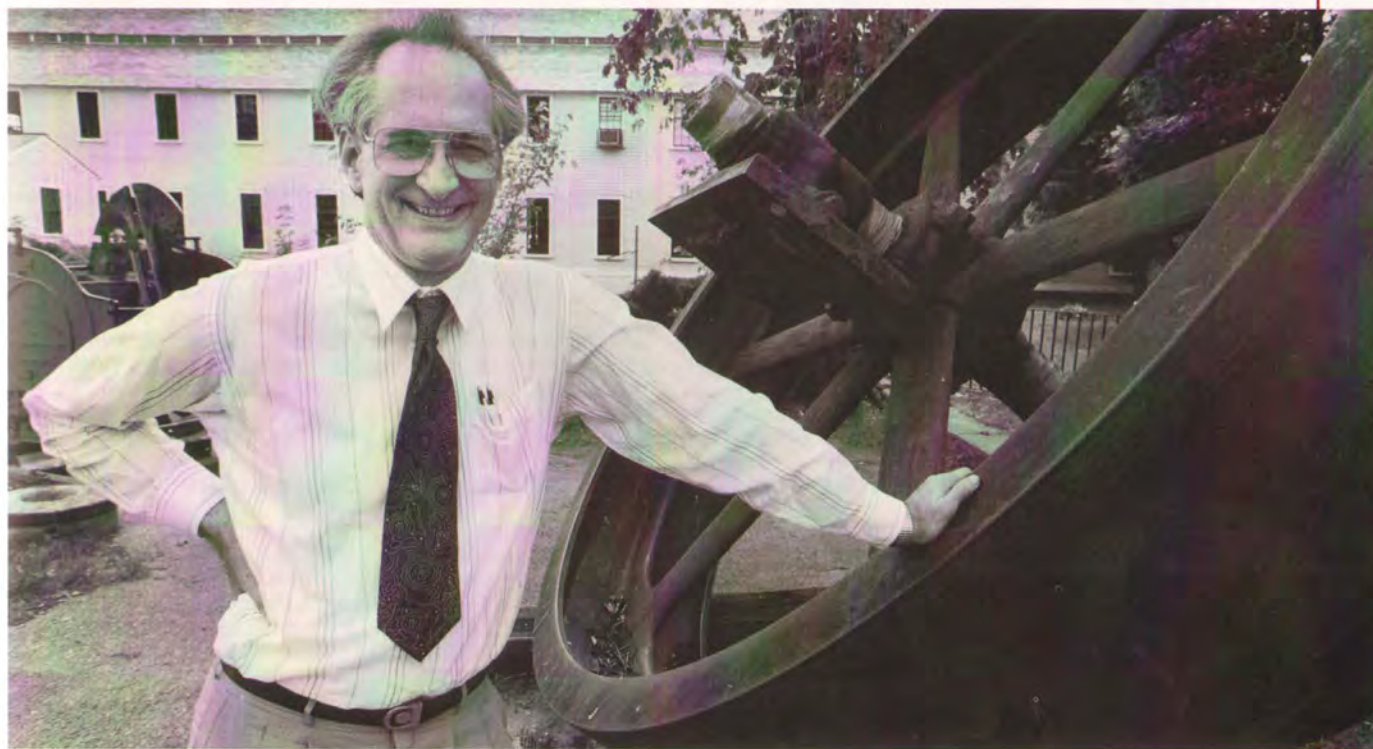
The next step is the business plan. The RISBDC holds seminars that outline the entire process; the result defines not only the goals but how they will be attained. "The idea is to strategically commit to

each phase of the business so that when a point in time arrives, the hardest part – the planning – has been done,” Sue says. “It’s a matter of implementing the plan and adjusting for change in the marketplace.”

Developing a business plan is so critical to realizing an idea that it has become part of the Bryant education. The College’s Entrepreneurship Committee created a contest in which undergraduates and graduates form teams and develop a business plan based on one of their ideas. Jack Keigwin, executive-in-residence, helped create this program for the students in his entrepreneurship classes. “This program supplements the traditional core curriculum,” he says. “There is no better way to test the theories learned in class.” Friendly, yet professional, competition increases the students’ motivation.

THE FUTURE

BY
MIRIAM PERRY '96AS



▲ **History Professor David Lux:** “Examining patterns of change and understanding how and why those changes occurred allows us a chance to shape the future.”



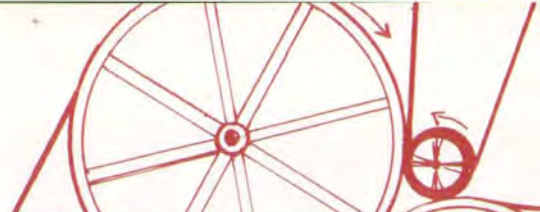
▲ **Business Plan Contest winners Michael Turbitt '94 and John Labbe '94: "We're giving the technology that's already out there a new twist."**

Successful business plans begin with solid concepts, which Jack interprets as realized opportunities. "Opportunities pass us by every day. The key to success is discerning which are realistic." He defines an effective business plan as one that identifies the resources needed to advance the opportunity and outlines a procedure to acquire them. A winning business plan delineates the implementation of the idea, including financial projections.

This year's winning teams incorporated all the key ingredients; the definitive edge was a comprehensive and realistic package. Lisa Gelfond '94MBA was the graduate winner with a plan for a company that allows customers to purchase unfinished ceramics and paint them in a modern retail studio. Lisa is pursuing her idea as an actual business venture, so the details are confidential.

The undergraduate winning team included seniors Shawn Sheehan, Michael Turbitt, and John Labbe. Together they formed Madd Man's Musical Mania & More, an automated retail system that sells music

FIG. 1



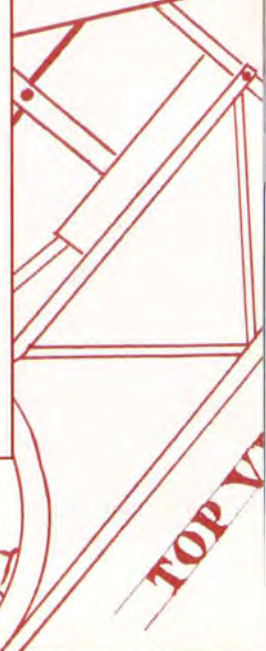
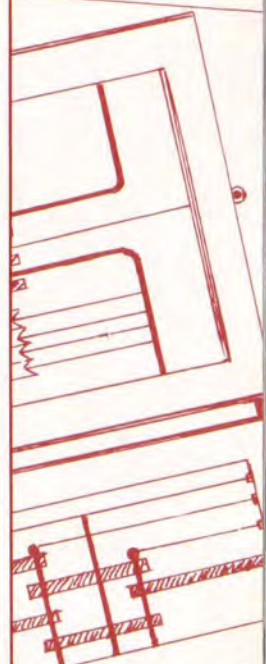
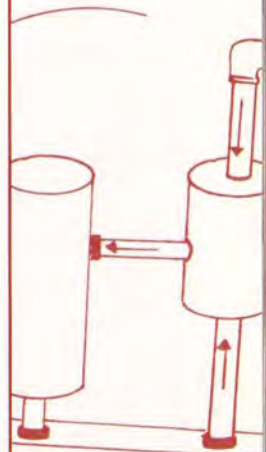
CDs and cassettes from a computerized machine that resembles an automatic teller machine. The spark for the idea came while Shawn, browsing in a music store, realized the inefficiencies of space, overhead costs, and inventory that quickly becomes outdated. His background in robotics proved to be the perfect backdrop as he envisioned a more efficient system that utilized the just-in-time inventory principles he learned at Bryant. Shawn considers his idea more innovation than invention. "We've given the technology that's already out there a new twist," he says. Shawn and his partners are following up and hope to hit the market soon with their new product.

Both teams are finding that imagination must at some point be grounded to reality in order to get a new idea off the ground. "Coming up with the idea was simple," says Shawn. Designing the business plan was the toughest part. "It was the combination of our work experience and education that pulled us through," says Michael. The winning teams proved that innovation comes in all shapes and sizes, whether it's a ceramic mug or a compact disc.

Connecting business with education is almost commonplace at Bryant. Always moving forward in innovative ways is Bryant's Center for Management Development, directed by Rosemary D'Arcy. The Center's Marjorie Burgoyne French Visiting Executive Program brings business executives into the classroom to make the connection. The program provides a unique opportunity for students to talk with successful business leaders about decision-making, entrepreneurship, and management. "It is a link to the real world," Rosemary says. "If students have any doubts that they are learning current techniques and reviewing relevant case studies, those doubts are put to rest as the executives' lectures and conversations complement what the students are learning in the classroom."

In all phases of business education, Bryant integrates the real world with core curriculum. Layered on a strong base of traditional teaching practices, true-to-life experiences enhance the students' education. Programs such as the Business Plan Review Contest and the Visiting Executive Program not only build solid and practical educational benefits, they also double as inroads to serve the business community.

Though inventions and innovations are often modifications of existing products and ideas, the outcomes are more than baseline improvements. The momentum of their impact, subtle or obvious, forms bridges from the past to the future. David Lux says it is the connections between past and future that allow historians to extrapolate current events. "Changes cause new starting directions," says David. "Examining patterns of change and understanding how and why those changes occurred allows us a chance to shape the future." Working and studying at Bryant provides opportunities to maintain the College's direction and to one day have a chance to affect the future of business. Moving forward – full speed ahead.▲



DIPLOMAS, DREAMS,

BY KAREN D. CALLAN

From V-mail to E-mail, the baby boom to the baby bust, Pearl Harbor to Pearl Jam, much has changed over the last 50 years. Through it all, Bryant alumni have adapted and evolved with the situations around them.

This year's reunion classes – 1944, 1969, 1984 – and the newest alumni, the graduates of 1994, each left Bryant during very different eras. The classes of 1944 and 1969 attended Bryant during times of war. The class of 1984 graduated to a world brimming with economic opportunity, while the class of 1994 faces an economic drought.

Yet, they share the experience of a Bryant education, which is more than preparation for business leadership. It's preparation for getting what's wanted from life, rather than just accepting what's been given, regardless of the point in history.

Tommy Dorsey and Benny Goodman reigned over the airwaves; Franklin Delano Roosevelt presided over the United States; and Adolf Hitler sought to rule the world. Sugar was rationed, war bonds were sold, and women worked the factories. Soldiers came home, or didn't; but in those days, all were considered heroes. World War II touched or altered the lives of every American.

It certainly altered the ranks of the Bryant College class of 1944. Of the 175 graduates, only 11 were men. As Shirley Fine Szabo says, "All the boys went to war. Back home we'd get reports of friends who were missing or had died. It was a sad era."

But it was also an era of opportunity for women. The WACS and Rosie the Riveter symbolized their determination and capabilities. "This time was really the beginning for women," says Peggy Chytilo Whalen. "Because of the war, women needed to fill in for men at the workplace." With a major in teacher training, and as the first member of the class to marry, Peggy could appreciate society's changing attitudes. "This was the start of when married women could teach. It used to be that once you married, you had to give up your job."

Although women ably filled the soldiers' shoes at the workplace, many felt those opportunities would end when the men came home. Consequently, traditional expectations still dictated young women's career choices, and the secretarial program at Bryant was the most popular. "Women didn't really have a big choice; we could be a secretary, nurse, or teacher," remembers Doris Appleby Caster. Evelyn Madonna Haronian says, "We were taught that you'd always be able to work if you had secretarial skills." Shirley Szabo recalls, "We were told to be good girls and good secretaries."



DESTINIES

Then, as now, college was costly, but the women of 1944 were resourceful. Leslie Kirker Hershkowitz, says, "I earned my room and board with a part-time job as a mother's helper at the home of a Brown University professor." Alice Killerjian Norberg stated in the yearbook: "I don't mind working 24 hours a day, but it's the overtime that gets me." Laughing, she explains, "I said that because I was going to school, working, and commuting by bus." Peggy Whalen held three jobs while a student, two at the college and the third at a quarter store, which she describes as a "step up from a five and dime."

The hard-work ethic instilled in these women at an early age has remained with them and guided them through fulfilling lives.

"If you work awfully hard for what you get, you'll appreciate it more. That's life," says Peggy Whalen. "You have to be ready to compromise — you won't always get top dollar or exactly what you're looking for, but you can get your foot in the door and work at it."

Peggy graduated from college and returned to high school, as a teacher. "They told me I was too small and too young to be able to handle the students, but I remember having to fail some members of the football team. I'm a very strong person. I found myself a long time ago." When she left teaching, Peggy was able to put her love of math to use as bookkeeper for her husband's law firm.

Alice Norberg stayed home when her children were young, but contemplated returning to work as they grew older. "I saw an ad for the state tax auditor exam, took it and passed. I was scared stiff returning to the work world," she admits now. She shouldn't have been. Moving up the division's ranks for 24 years, Alice retired as principal revenue agent in 1993.

After graduation, Doris Caster was hired by Providence Country Day School as a secretary, but she did much more. "I was a dietician; planning menus, ordering food. I also drove the boys where they needed to go in the school's station wagon." She now sets her own hours as a real estate agent for Coldwell Banker.

CHANGING WITH THE TIMES

"Nothing great is lightly won," reads the 1944 *Ledger* description of Leslie Kirker Hershkowitz. That saying would prove prophetic.

Leslie's career began when choices for women were limited, and it ended at a time when most jobs had become gender-neutral. She transcended the expectations of her time and achieved what may be hoped for by today's college students.

"I came from a very rural town where women became teachers, nurses, or secretaries," she says. Leslie chose the secretarial option, and she laughs remembering an obvious drawback. "Typing was my worst subject. In fact, I almost didn't graduate because of it."

Her typing must have improved because she was hired as executive secretary to the general manager of the Auto Club of Rhode Island. In the first of several career advancements, she was promoted to Travel Counselor, a challenging job during war time. "Travel was limited in many ways, and there was gas rationing and food stamps," she recalls. On the positive side, "We did a lot of public relations work, and I really enjoyed it."

Typical of her era, Leslie interrupted her career when she had children. "We expected to marry, have families, and stay at home with our children," she says. Divorce and financial necessity propelled her back into the workforce, and the reentry wasn't easy. "I marvel at parents of young children today and how they handle their children with all they have to do."

Hired by Brown University, Leslie was assistant to the vice president for university relations and development. "I started as executive secretary, but the job grew into assisting the president's wife with social events," she says. "I also ran a program designed to bring uninvolved alumni back into the fold. I had a wonderful job," she recalls.

A new challenge came when at age 55, Leslie was offered a job at Editorial Projects in Education, Inc. in Washington, DC. It was a dual role as assistant secretary/treasurer for the business and as director of advertising for its newspaper, *Education Week*.

At an age when many settle down and look forward to retirement, Leslie left a job she'd held for 17 years, and a region she'd lived in for 55. She takes her decision in stride. "It was never planned. It was kind of a lark and a great opportunity, but I'd never have gone without a job."

"It was hard work too," she adds. Her responsibilities included paying bills and selling advertising space for the newspaper. Leslie still receives *Education Week* at home and each issue brings back memories. "It's weekly, and it's a lot of work. I wonder how they keep doing it, and how we did it." But life in the nation's capital wasn't all work; Leslie met her husband there. Now retired, they've moved back to Rhode Island.

And finally, Leslie can take some well-deserved time off. ▲

LESLIE KIRKER
South Main Street
Assonet, Massachusetts
Executive Secretarial
Glee Club; Brvant Service
Club



It was the age of Aquarius, and the summer of Woodstock.

A man walked on the moon as thousands more plodded through the jungles of southeast Asia. Flower power was no rival for gun power. Hair was long, skirts were short, and pant legs were wide. And the generation gap was even wider.

Like each generation of young adults before them, the baby boomers of the 1960s were handed a package of circumstances they didn't create or ask for. However, this parcel was tattered and the contents unacceptable. They felt they were facing a world of upheaval and injustice.

TLC: TEACHING, LEARNING, CARING

The 1969 *Ledger* described the Bryant College Youth Guidance organization as “a big-brother program whose purpose was to aid and encourage underprivileged children.” The club’s secretary, Alecia Frett Wells ’69, seems to have adopted that mission as her own. And she’s expanded its reach considerably.

Alecia has worked with children from around the globe and up and down the economic spectrum as both a social worker and a teacher. To Alecia, the two fields are a natural combination. “As a teacher, you’re really a social worker too. The students bring their problems to you,” she says.

In college, Alecia thought she’d become a social worker in New York City. She sampled that lifestyle one summer while volunteering with anti-poverty programs. A native of the Virgin Islands, Alecia was overwhelmed. “It was really hard on the streets. Life there was so different from what I was used to.” Instead of changing fields, Alecia changed locations, working in New Orleans and eventually back in the Virgin Islands.

“Becoming a teacher was always in the back of my mind,” Alecia says. Earning a master’s degree, she teaches business courses for the Government of The Virgin Islands. Alecia also teaches business classes to eleventh- and twelfth-grade students and continuing education courses at the University of the Virgin Islands.

Despite her choice of professions, Alecia has found her executive secretarial degree from Bryant very helpful. “Now I teach business courses that I took then – shorthand, typing, business law.” She’s obviously taught her son, DeJongh, a thing or two about the value of a business education. Following in her footsteps, he’s a student at Bryant and will graduate in May with a management degree.

Teaching may now be her career, but Alecia still applies the skills she learned as a social worker. “Students in the Virgin Islands come from all over – there’s such a mix. Their problems are completely different from each other and from when I was growing up. Then it was mostly financial. Now the problems are social – domestic problems, child abuse, and more.”

With her background, it’s not surprising that Alecia believes in community service. She’s involved with several groups, most actively with the Girl Scouts as council president. “It’s the most time-consuming, unpaid job I’ve ever had, but I love it. I have to travel among the islands by boat or plane for meetings. Sometimes I’m on all three in one day.”

It’s a hectic life, but Alecia has no complaints. “I’m satisfied with the way things have turned out, although I did want to make more money. But that goes with the turf,” she says. “I do get a lot of personal satisfaction.”

She may not feel rich, but if time is money, then Alecia has made many others wealthy. ▲

“We weren’t just worried about getting a job. We had to worry about the guys getting called to Vietnam,” says Virginia Browning. “You couldn’t just focus on yourself. You had to worry about what was happening around you.” Vincent Vesce agrees: “We had a vested interest in the world. The kids today don’t seem as concerned, but they don’t have a Vietnam hanging over their heads.”

“I think we grew up a lot quicker than kids today,” says Alecia Frett Wells. “Everyone was concerned with the war and the draft. That made us a lot more serious.” John Jennings concludes, “It was a painful era.”

Some recall that student unrest wasn’t very evident at Bryant. “I knew people who went to Vietnam, but at Bryant we weren’t in

the Woodstock group. Still, you’re always classified as part of that group if you grew up in that era,” says Gladys Hanson Miller. “To me it seems that the unrest is no worse than today with so much domestic violence.”

Joe Esposito says, “I look at that time as part of the course of history – we had tumultuous times before, and we will again.”

Vincent Vesce remembers, “Social unrest wasn’t a big issue at Bryant. Students were very career-minded and focused.” However, he does remember another controversial aspect of the 1960s. “I was made very aware of the drug culture. I think most Bryant students stayed away from drugs, but I knew other people who didn’t. The physical and psychological effects that drugs had on them made a lasting impression on me.”

More positive was the impression women were making. Whether it was Gloria Steinem at a rally, Grace Slick at the Fillmore, or Anne Bancroft in “The Graduate,” women were making themselves known, each in their own way. The terms ‘feminism’ and ‘women’s lib’ became part of America’s vocabulary. But like the class of 1944, many women still felt pressure to fill traditional roles. “Women didn’t always do what they wanted – there weren’t as many choices,” says Gladys Miller. “We could be nurses or secretaries. In high school, girls couldn’t even take shop.”

As the tumultuous decade came to an end, so did college for this class. The media would soon shift its attention from Vietnam to Watergate, and the class of 1969 turned theirs from classwork to their life’s work. Leaving the 1960s behind, they took valuable lessons with them.

John Jennings remembers that people didn’t plan too far ahead. “No one at that point in their life, with the socio-economic changes of the era, could accurately predict their future,” he says. “I’ve found that most of knowing what you want out of life is knowing what you don’t want. It’s an opportunistic world. Showing up, sensing an opportunity – it’s like a sixth sense.”

Christy Bedgio feels troubled times are cyclical. “It’s more of an economic cycle than a political cycle,” he says. “College students face some difficult times, and there’ll be more over the next five to ten years. But with a positive attitude and a lot of drive, they can beat just about any challenge.” John Jennings concurs, “It’s a little more difficult today, but if students are resourceful, there are always possibilities.”

the business world and is now training and publications supervisor for C&S Wholesale Grocers in Vermont.

Personal choices and economic factors have altered Jamie DeFrancisco's plans. While working at Metropolitan Insurance, where her husband, Luke '84, works too, Jamie had her first child. She returned to the company but was laid off. Now an at-home mother, Jamie is looking ahead and what she sees is troubling. "I thought I'd be a hotshot executive. I wasn't thinking about having children and how that can effect a career," she says. "I'm on the mommy track now, but I'm planning to go back to work. I know I'm going to have a lot of competition. People with master's degrees are even having a tough time, and I'll be up against them. I feel like a recent graduate all over again."

Dave Shultis has reevaluated his choices, too. "The mistake I made was to follow the path of least resistance, and take a safe, comfortable job. I didn't take time to figure out what I really wanted to do." Dave's safe haven was airline catering, where he felt at home after working as a waiter and with Bryant's food service. But, he knew it was time for a change. He's since worked as a headhunter and an accountant/finance manager before landing his current job as sales and customer service manager for Digital Consulting, Inc., in Massachusetts, a job that, at last, feels right. He advises college students "to sit down and think what they'd really like, instead of taking whatever comes along."

"Don't worry, be happy" intoned the popular song of the 1980s, and graduates of the class of 1984 could take that message to heart. The United States was at peace and the economy was prospering. Being a yuppie was a good thing, and owning a BMW signified success. The president was a former movie actor, and a capitalist TV character named Alex P. Keaton was dubbed the role model for a generation. The collective future of the class of 1984 was so bright, they had to wear shades, and it would be a heady few years before the skies would begin to darken.

"The world's changed. It was different ten years ago during the boom," recalls Janet Carroll Kneisel. "There was no fear of the job market. You could try a few different jobs and know that you could always find another one if things didn't work out." Jamie Dawson DeFrancisco agrees, "We had no worries. We all got jobs starting right after graduation; there was no lag time. You could get a job anywhere."

"My friends all had good-paying jobs right after college," says Glenda Chickering Stoddard. "But I wasn't ready to be serious yet." As a freshman, Glenda expected a future in New York City in advertising. Four years later, she chose to work at Yellowstone National Park managing two restaurants. "I didn't know myself and what I wanted to do. This gave me the chance to make the right decisions. I had to follow my heart, not my wallet." Glenda has since joined





Joseph J. Deegan
Computer Information Systems

HIS OWN TERMS

Joe Deegan '84 began a rapid ascent up the corporate ladder, but soon the rungs would give way. After graduation he worked for Data General selling computer hardware. "In college, that was the game plan. I chose my CIS and marketing majors with that goal in mind," he remembers.

Joe's career plans were abruptly interrupted when as a pedestrian, he was hit by a car. "I almost died, and I realized then that I had to do what I really liked. I knew I'd had enough of *Fortune* 250 life."

But he hadn't had enough of the business world, he just wanted it on his own terms. Moving home, Joe started two companies with his father. As president and owner of Deegan Development Group, and REMAX Realty Services in Kingston, NY, Joe's happy as his own boss, but he's found unexpected complications. "I had no idea how difficult it would be. I'm sales manager, psychologist, coach, and cheerleader all in one," he says. "I thought I wouldn't have to answer to anyone, but you can't really get away from having a boss. Now it's government and local authorities."

The relationships must be positive, because Joe's businesses are benefitting the local community. His development company was asked to design and build a 50,350-square-foot building by Gateway Community Industries. The group was created in 1952 by several mentally-retarded people, and community leaders have since become involved. Their goal was a facility where mentally-retarded and physically-handicapped people could be employed doing assembly work.

Glad to help, Joe found the banks he approached for financing less willing. "We had trouble getting funding, so I called Bryant's alumni office and was put in touch with John Fitzgerald '53 of Fleet Bank. Without John's call to Fleet in Albany we'd never have gotten financing and the project wouldn't have happened," he insists. Joe is quick to give credit to John and the Bryant alumni network for the successful on-time, under-budget completion of the facility, which now employs 265 people.

Now Joe's company is working on a similar project for Family Practice, established in 1978 by two local hospitals seeking to bring more doctors to the area. Groundbreaking for a 22,000-square-foot building was scheduled for July. Once completed, benefits for the area will be threefold. "The Practice will provide health care for the poor, residency opportunities for medical interns, and hopefully some interns will stay to practice here."

Although Joe's had a lot of success, he's seeking more. "I hope to become far more financially and economically diverse," he says. "The global economy is the direction. I want to grow my business and assets outside of New York and the country."

With all that Joe has overcome, that should be easy.▲

Dave Normandeau has empathy for the class of 1994. "I do recruiting for my company, NCR, and I sympathize with kids today. They don't have many opportunities. But while the challenge is that much greater, if they can get in the door, the opportunities can be greater too."

A shaky economy has created versatile Bryant students in the 1990s, in the opinion of their predecessors. "They're far more computer literate than we were," says Joe Deegan. "Economic times have made them more conservative, and they've learned to use the tools of technology much earlier." Dave Shultis agrees, "The playing field isn't that different, but the surroundings are. College students are much more prepared technologically, and that's very important."

They've been branded **Generation X**, a phrase borrowed from the Douglas Coupland novel of the same name by a media quick to categorize. Descriptions include slackers and crybabies who are content to whine about their destiny. Even their music and their clothing have been negatively tagged "grunge."

And if they present an air of gloom and doom, can they be blamed? The economy is bleak; the environment is polluted; there's a modern-day plague called AIDS ravaging their peers; and more so than any preceding generation, their families have been disrupted by divorce. The twenty-something generation must watch their hardworking forty- and fifty-something parents be thanklessly laid off from jobs they've dedicated years to. They themselves are graduating without jobs and with hefty student loans. Reaching out to grasp adulthood and independence, they're snatched back into childhood and dependence as they're forced to return home to their parents by economic circumstances out of their control.

But this year's Bryant graduates aren't buying the hype. Offering their educations and their drive as proof, they suggest that Generation X is really just a catchy marketer's term gone awry.

Bryant students know it's a challenging world with an unfriendly job market. And they've learned that survival requires flexibility. The days when a specialized education guaranteed a career are over. Taking action, some students have chosen double concentrations or plan to go to graduate school, and many have participated in internships and college organizations.

Ben Hill is still considering his options even though he's landed a job with Anderson Consulting. "I may decide to go to law school, or at some point go into business for myself. Or I could move up in my firm."

"To continue to rise, you have to be ready," says Terrence Brennan. "The corporate sector is extremely competitive. Because of the tough economic times, I'm trying to make myself more marketable," says Terrence, who has a job as staff auditor with Price Waterhouse in Connecticut."

Many members of the class of 1994 have sought depth through double concentrations. Matt Hill paired economics with finance. "I felt the combination would be the best thing for me. Finance will steer my direction more, but economics gives me the background and basis I need." Jennie Lynn Rice doubled in management and communications. John Comino combined finance and history, and Erik Bertrand coupled actuarial science with finance. Manuel Montalvo, management and marketing, says, "I come



from a business family, and I knew that having a double concentration will open doors for me in many fields. And I was very successful in the job hunt, getting a job with Revlon through career services."

Bryant students learn much outside of the class, too. Through his three years as a Resident Assistant, Terrence Brennan learned a lot about people. "Without a doubt, the biggest change I experienced was my outlook on diversity. I learned to be sensitive to others needs, cultures, and preferences," he says.

Too much to do and not enough time to do it was the dilemma for Jennie Lynn Rice. "In high school, I balanced my activities and school work with no problems. I thought college would be the same, but it definitely wasn't," she says. "I really had to be a time manager to study and participate in activities." Jennie was voted Student Leader of the Year in 1993 for her many activities including serving as a student senator, as an orientation leader, and as chairperson of Special Olympics.

As captain of both the cross-country and track teams at Bryant, Tom Gaspar was able to add to the usual lessons learned. "I got a sense of how to deal with competition, set goals, and I learned leadership." He adds, "I was also involved with WJMF, which improved my communication skills. Working at the computer center all four years helped with my career development in the computer industry." That and a 3.92 grade point average earned Tom a job with Early Cloud and Company, a firm specializing in computer consulting.

Craig Zelstar says, "My outlook on life has changed a lot. In my high school yearbook I said that in 10 years, I'd be driving my BMW to my law office. Now I place less emphasis on material objects. Being satisfied and content in my field are most important. I also enjoy using my creativity. I've definitely matured, and I've become more socially and environmentally conscious, too."

Over the last 50 years at Bryant, the campus location, the curriculum, and the students' attitudes and appearances may have changed, but the benefits gained by an education remain timeless.

Speaking for generations past, present, and future, Shirley Szabo '44 recalls a Bryant professor who said, "When you get an education, you don't have to know everything, you just have to know where to find it." She adds, "That's what education is. It's about how to cope with life." ▲

MUSIC TO HIS EARS

Pop in the CD, put on the headphones, turn up the volume, and grab a notebook. No, that's not how Chris Hinckley '94 did his homework, that's how he studied for his future.

Chris' goal is a career in the music industry. Maybe as an executive for a record company, a booking agent, or involved in promotions for music companies and bands. Just out of college, he's already taking aggressive steps in that direction. By day, Chris is a sales rep for Tad Resources International in Quincy, MA. But by night, he's a publicist for two local bands, and he's already signed the band Superbug to a small record company in Chicago.

While he's now driven to a career in the music industry, it wasn't always that way. "I knew I wanted something in business, but I never thought I'd work in the music industry until I joined WJMF, the campus radio station," Chris says. "Now, I'm really interested in the business side of music."

Chris worked for Bryant's radio station for three years, finally becoming program director in charge of all of the music. The experience linked Chris to the music business network. "I made many contacts in the industry when I worked at WJMF," he says. "Radio stations are sent new albums, and the record companies call to see if you are playing them. I'd get to know some of these people."

Knowing people in the business is important, but knowing how to deal with them is more so. Chris hopes to develop that ability further through graduate school. "I'm working now to save up money to go to school and earn a Master's in Business Communications and Public Relations." That he's zeroed in on such an appropriate graduate degree to complement his career ambitions isn't surprising from this year's winner of The Self-Reliance Award at Commencement. The award is presented annually to a graduate who through work experience and extracurricular activities, exhibits independence in fulfilling a career objective.

It may take time for Chris to fulfill that, but with his business education, radio experience, and part-time publicist role, he's writing his own lyrics for success. ▲



Chris Hinckley

A GREAT FRIEND

"I lost a great friend and Bryant College lost one of its very best people," says Mike Patterson, vice president of academic affairs, in speaking about the death of Professor Jack Rubens. Jack, who was 38, died of a heart attack in June while on vacation in Maine.



"In addition to his fine teaching and research success, Jack did an absolutely wonderful job as chair of the finance department," Mike says. "He was a great collaborator and mentor, working with the faculty to improve teaching and helping department members with their research. He led the way in refining and updating the finance curriculum."

Jack was a well-known figure on campus, perhaps as much for his omnipresent sneakers and wry sense of humor as for his professional accomplishments. He was a recognized authority on banking who was well published and frequently cited by the media.

In a Summer '93 *Bryant Review* feature, Jack said, "You have to teach for the future. It doesn't matter what's happening now. What will be happening two years from now and more?"

Many Bryant students, faculty, and staff benefitted from his approach and enjoyed his style. In May, he received the College's annual Award for Excellence in Teaching Business. Student nominations said he "inspired learning," was "demanding while maintaining a casual learning environment," and "combined a talent for teaching with a deep insight of the material."

Inspired, demanding, talented, insightful . . . this is how Jack Rubens will be remembered. And don't forget the sneakers.

Condolences may be sent to his mother: Mrs. Geraldine Rubens, 258 N. Hawkins Ave., Akron, OH 44313.

A CHALLENGE FROM THE "MEAN DEAN"

During the traditional Loyal Guard luncheon of Alumni Weekend, former Dean Nelson Gulski '26 '72H '92H issued a fund-raising challenge to his fellow alumni. He will match every dollar contributed toward the new Nelson Gulski Scholarship Fund, up to \$50,000. The fund, which is being established in honor of his 70-year affiliation with Bryant, will provide scholarships.

Alumni and friends interested in helping to meet Nelson's challenge should call or write Mary Alice Conlon, Office of Development, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917-1284. (401) 232-6274.

Nelson's service to the College will also be recognized with a commemorative album to be presented to him during Alumni Weekend '95. Search your drawers, attics, and hearts for photos, recollections, and memorabilia, and send them to the Office of College Relations, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917-1284. Thanks to all who have already sent items in.

Nelson's leadership was highlighted in the Spring '94 issue of the *Bryant Review*.

IN BRIEF

► **MICHELLE DUPREY '90** (Spring '94 issue) has passed the Connecticut bar. She is practicing labor and employment law with the firm of Fortgang, Soycher, and Strong in Simsbury, CT. Michelle had taken a two-week break from her full-time job with the firm to study, not a leave of absence from part-time work as previously reported.

► **HASBRO INC.** (Fall '92 issue) will be the first corporate partner of the College's new full-time MBA program this fall. Graduate students will use the company as a "live case," applying the concepts of the classroom to actual situations faced by the world's number-one toy company. Bryant trustee and company CEO Alan Hassenfeld will lead a group of senior executives as they become team teachers and guest lecturers.

► **HISTORY PROFESSOR JUDY BARRETT LITOFF** (Summer '93 issue) continues to earn media attention for her research on the women of World War II. On the fiftieth anniversary of D-Day, Judy was a featured guest of the CBS *This Morning* television show. She has a new book, *We're in this War Too: World War II Letters from American Women in Uniform*.

► **SCIENCE CHAIR DOUG LEVIN** (Summer '93 issue) received the annual Award for Excellence in Teaching Liberal Arts. Student comments included, "He made a lasting impression on me."

► **MANAGEMENT PROFESSOR KUMAR CHITTIPEDDI** (Summer '93 issue) became an American citizen on June 6. Kumar was promoted to department chair last fall.

Her Honor is a woman of obvious intelligence, charm, and dignity. She is a recognized advocate of the rights and responsibilities of the people who appear before her in her courtroom. Rogeriee Thompson is also a wife and mother who juggles home and family with an intense and demanding career. Still, she offers her time and expertise to a variety of committees and activities that is very impressive.

Among her activities is her work on Bryant's Board of Trustees. Appointed in 1988, Rogeriee is now a vice chair of the board, and she serves as vice chair of both the Student Affairs Committee and the Nominating Committee. Her latest assignment is as a member of the Investment Committee.

"The Bryant Board of Trustees is a wonderful board – intellectually stimulating and challenging," she says. "It contributes much to the College community in very diverse ways; each member brings another viewpoint to any discussion. As a group, we are always learning."

Rogeriee brings to the board both her legal expertise and, she says, her point of view as a woman. Her tenure has afforded her experience in interacting with a diverse group of professionals, analyzing the opinions of the group to reach reasonable solutions.

Of all the many committee assignments she has had, Rogeriee has found her role as co-chair on the Sexual Assault Task Force Committee to be the most fulfilling. This committee has been charged with illustrating and stressing to the Bryant community the importance of awareness, education, and prevention of sexual assault on campus. Participation on this task force has allowed Rogeriee to interact with a wide variety of representatives from many of Bryant's campus constituencies.

One of her most satisfying Bryant activities came when she presided at a mock trial held this spring semester on campus. The causes and consequences of sexual assault were debated in a courtroom setting, featuring a plaintiff, a defendant, attorneys, and testimony. A jury was selected at random from the audience. The point was to educate the campus community about sexual assault, and where victims can go for help and support.

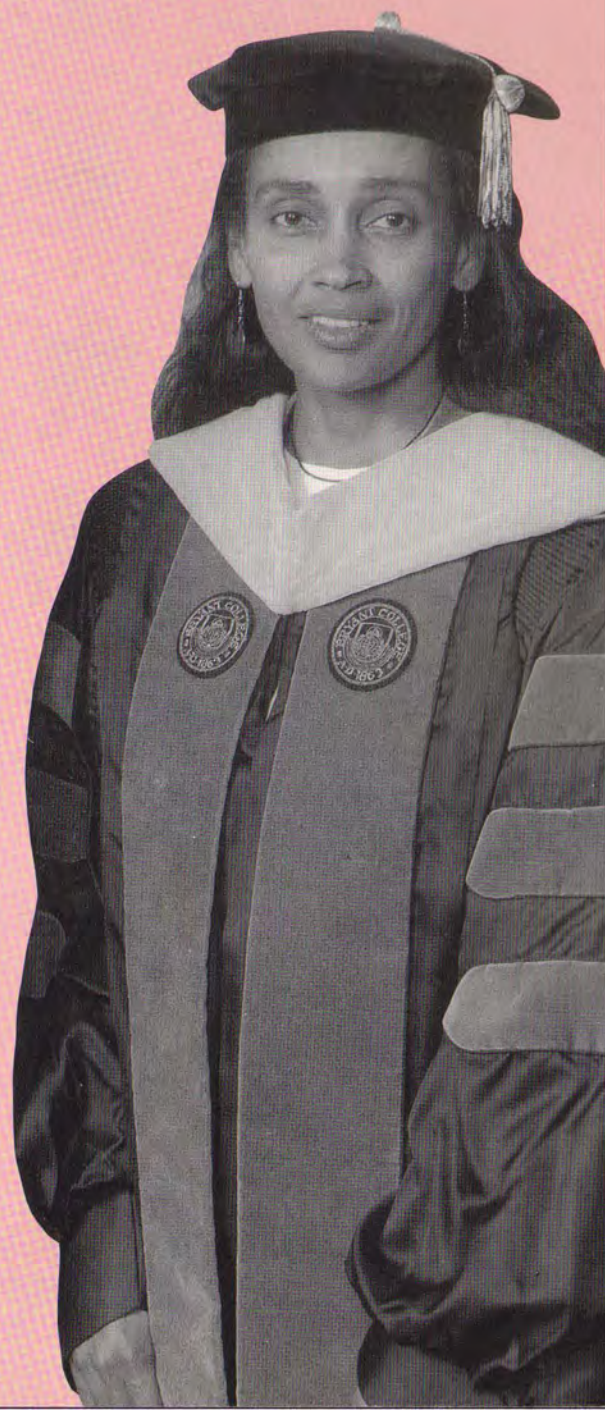
Rogeriee is also involved in many other committees and boards, of both legal interest and personal preference. She is concerned with women's issues: workable solutions for women who are dealing daily with domestic violence, better working conditions, practical education, fair housing, and bringing up children in today's hectic and all too often violent world.

Of special interest to her is the Children's Crusade. It's a statewide plan of early intervention for potentially troubled children and a mentoring program to guide them towards a better path.

The Honorable O. Rogeriee Thompson's contributions to Bryant College and the greater community cover a wide spectrum. As a trustee, attorney, and judge; as a woman, wife, and mother – her principal interest is people. She brings integrity, character, and individualism to every endeavor.

For more information about making a gift annuity or other planned gift to Bryant, call (401) 232-6253.

PORTRAIT OF A FRIEND





English Professor Mary Lyons teaches in the new technologically advanced classroom.



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