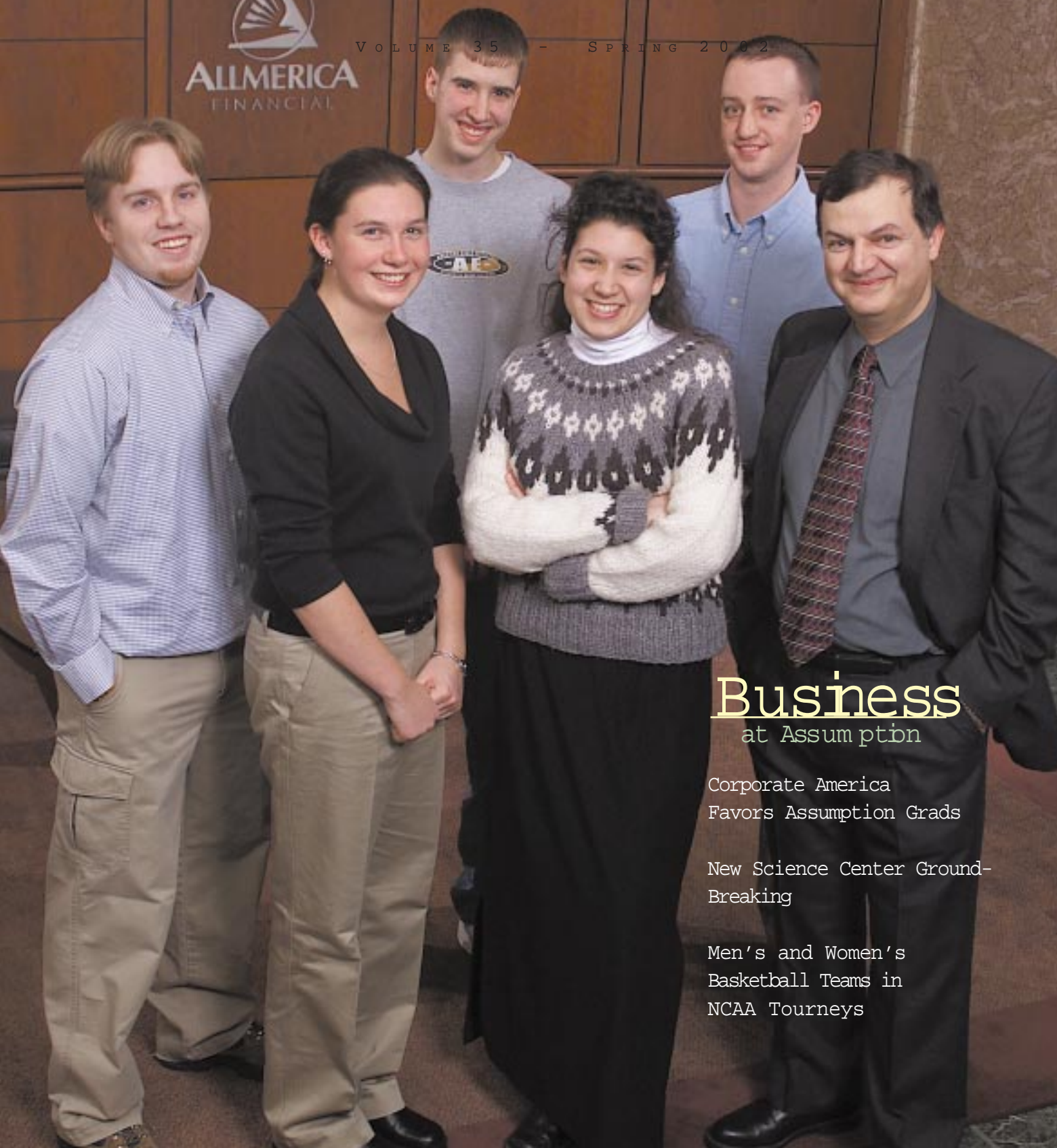


# ASSUMPTION COLLEGE

M A G A Z I N E

VOLUME 35 - SPRING 2002



## Business at Assumption

Corporate America  
Favors Assumption Grads

New Science Center Ground-  
Breaking

Men's and Women's  
Basketball Teams in  
NCAA Tourneys

# Contents

President's Message

On Campus

News Travels

FEATURE: Business Studies

Sports Hounds

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Springtime blossoms on campus.

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# President's Message



My wife Monty and I travelled to West Palm Beach, Naples, Tampa/St. Petersburg, Atlanta, and Chattanooga in early February to visit with alumni of the College and/or Assumption Prep, friends, trustees, and parents. During the receptions and meetings, I shared with them the successful strategic positioning of Assumption

College for the future. We were very encouraged by the feedback we received about the work of our faculty and staff here at the College. We were especially privileged to meet with Dr. Pierre Aucoin '25 who is planning to celebrate his 100th birthday as the College celebrates its own centennial. I shared a number of observations with Dr. Aucoin at his home and with other friends who attended our various receptions. I mentioned that Assumption College continues to be characterized by a strong sense of community collegiality, civility, and common sense. I underscored the fact that the Assumptionist Catholic

"...we're progressing in our vision of moving from a well-regarded regional institution in New England to a highly regarded regional institution in the Northeast."

intellectual tradition is a very nice combination of insistence on a search for the truth, utilizing both faith and reason; while being ecumenically welcoming to all who wish to engage in such a search, regardless of their religious persuasion. I concluded by saying that we graduate young men and women whose values and behavior are true to our "Learn. Achieve. Contribute." theme, and whose educational outcomes of competence, character, and compassion are outward signs of our internalized motto of "Until Christ Be Formed In You." I also told them that I was very confident that we're

progressing in our vision of moving from a well-regarded regional institution in New England to a highly regarded regional institution in the Northeast.

In a recent letter to parents of prospective freshmen I wrote that it is encouraging to come across a number of recent articles in various publications praising the value of a liberal arts and sciences core curriculum for all academic majors as perhaps the best preparation—at least at the undergraduate level—for the kind of world we are now experiencing. It is not, however, a classroom-bound liberal arts approach. Here at Assumption, we combine the

intellectual content of the liberal arts, whether in a traditional or pre-professional major, with a supervised engagement of some kind. This combination finds expression in various ways including: volunteer community service, study abroad, participation in missions and retreats, clinical rotations, work study and field placements, student involvement in faculty research projects, juried art shows, evaluation panels for student writings, reviewed theatrical performances, supervised peer tutoring, mentored campus leadership, and service learning components of academic programs. When these experiences are supported and evaluated by our faculty, they become powerful learning tools.

I



Monty and Tom Plough recently visited Dr. Pierre Aucoin AP '21, '25 at his home in St. Petersburg, FL.

also strongly encouraged the parents to visit our web site at [www.assumption.edu](http://www.assumption.edu). I hope you will also. As work begins on our most ambitious and much-heralded construction project, the new \$18 million Science Center, I want to assure all of you that Assumption College is a very good place, and getting better.

Thomas R. Plough  
President

ON THE COVER: Officers for the Assumption College chapter of the American Production and Inventory Control Society (APICS)\* are pictured in the lobby of Allmerica, in Worcester. This international organization gives our members access to several local corporations and networking opportunities worldwide.

We chose Allmerica as a location for our cover shot because it is one of the companies that interacts with our APICS students, and it has provided internships for Business Studies students over the years. Many alumni are also employed there (See photo on page 15).

(FRONT ROW, L-R) Rebecka DeCost '03, Sadie Roy '03, and Professor Saeed Mohaghegh. (BACK ROW, L-R) Brian Dubue '03, Gregory Morissette '03, and David Harvey '02. APICS is a not-for-profit international educational organization, respected throughout the world for its education and professional certification programs. With over 60,000 individual and corporate members in 20,000 companies, worldwide, it is dedicated to using education to improve the business bottom line.

# On Campus

## RIBBON CUTTING SIGNALS OPENING OF NEW INFORMATION



\$3 Million in State-of-the-Art Classrooms and Computer Labs in an Architecturally Unique Space

On January 23, 2002, Assumption College held the grand opening and ribbon-cutting ceremony for the new Information Technology (IT) Center. Built as an addition to the Fuller Building, the Information Technology Center is an architecturally unique space with curved walls, six-foot high windows, and spacious lounge areas. With this \$3 million, 18,000 sq. ft. addition, Assumption College has gained two state of the art classrooms, three new computer labs that allow for increased access to standard and advanced systems, and new offices for all IT staff. The building allows both wired and wireless connections for laptops and computers everywhere.

With the opening of the new IT Center, Assumption has developed a new design for its technology classrooms. In his remarks during the ceremony, President Thomas R. Plough commented, "This

particular facility adds a more up-to-date set of technology tools and technology rich spaces to facilitate the liberal arts based educational outcomes we desire for our students." The rooms are designed to support both collaborative and individual technology-enhanced learning. With easy-to-use Crestron classroom technology systems, faculty use a touch panel to control lighting configurations, screens, input sources, and projectors.

The core of the campus network has been moved to a new state-of-the-art server room in the IT Center. The 800 sq. ft. server room has a raised floor and contains specialized redundant environmental controls as well as rich infrastructure access to the campus and the world including a

new T3 Internet connection with increased speed and capacity. The room will house some 35 servers and core electronics for the campus network which contains over 3,000 high-speed network connections.

Assumption now has more than 225 computers for open-access computer labs and technology-rich classrooms. These systems are used by students for normal electronic communications as well as specialized curriculum-specific applications and high-end video, audio, and graphical multimedia work.

The opening of this new IT Center positions Assumption College as an institution in the forefront of combining teaching, learning, and technology in a liberal arts environment. ♦

# TECHNOLOGY CENTER

## - Excerpts from Dr. Plough's Speech -



"The opening of Assumption College's Information Technology Center completes Phase II

of a three phase, five year \$50,000,000 facilities expansion on our 175 acre campus, to strategically position us competitively for the decade ahead. This major enhancement of our physical facilities matches up with our tremendous increase in quality of incoming students and the long present quality of our faculty, staff, and academic programs.

"This particular facility adds a more up-to-date set of technology tools and technology rich spaces to facilitate the liberal arts based educational outcomes we desire for our students. We think it is a market-smart and mission-centered addition to our campus. Assumption College is known in local funding circles to get a lot of quality for as few bucks as possible. This facility is another example of affordable quality construction.

"It is also another example of collaborative planning design and construction, including strong faculty and student suggestions and involvement in the process.

"We will begin construction of a 63,000 square foot Science Center next month to complete the third phase of our strategic positioning. Since you can't see us from Route 290 and you can only see five percent of campus from Salisbury Street, we think the new Science Center, which will be visible from Salisbury, may signal to more folks in Worcester that there is a lot of economic and educational development going on at Assumption College. As we move from a well regarded regional institution in New England to a highly-regarded regional institution in the Northeast, we will continue to welcome our West Side neighbors and all of Worcester to visit our campus and attend our events. We are proud to be a part of this city, and we will continue to use our new facilities to expand our many partnerships with organizations and schools in Worcester, most importantly, we will serve our 2,100 undergraduate and 700 continuing education and graduate students better. Welcome to the Information Technology Center. We appreciate your support and your presence." ♦

# On Campus

## NEW SCIENCE CENTER: Ground Broken on College's Most Ambitious



Computer Model of Science Center Exterior

### Assumption Enters Phase Three of a Five-Year, \$50 Million Physical Plant Expansion.

On the heels of an exciting ribbon-cutting ceremony held in January for the new 18,000 square foot Information Technology Center,



At the site of Assumption's new Science Center, (L-R) Francis P. Gurley, executive vice president/treasurer; Owen D.V. Sholes, associate professor of Biology, and faculty representative to the project; and Jerome Jay Barilla, director of Business Services, review the plans.

the heavy equipment started moving in for the construction of the new 63,000 square foot science facility. No time for construction breaks on this campus.

As Assumption enters Phase Three of a five-year, \$50 million physical plant expansion, it's remarkable to realize

what has been accomplished in such a short period of time. Since 1998, the College has added four new, air-conditioned, suite-style residence halls; seven class-rooms and art studios as an addition to Laska; Charlie's café; two parking decks; and a completely renovated office complex for Development and Alumni Affairs. With the opening of the new IT Center, Assumption positions itself as an institution in the forefront of combining teaching, learning, and technology in a liberal arts environment.

At its December 2001 meeting, the board of trustees awarded the science center construction project to Cutler Associates of Worcester. In February, crews moved in to excavate the former Founders parking lot and prepare the site for the foundation. The College plans to take occupancy in the summer of 2003, in time for the beginning of our centennial celebrations.

There have been many dedicated faculty involved with the planning of this project, like Owen Sholes, associate professor of Biology, who has served as a

"project shepherd." A number of administrators have worked tirelessly on this project, especially Frank Gurley, executive vice president and treasurer, and Jerry Barilla, director of Business Services.

Since 1979, Gurley has been a key player in the fiscal strength of the College. It's worth noting that the College has enjoyed 23 years of balanced budgets during his tenure. During that same period, the College has built 18 new buildings and renovated another seven. When asked how planning for the science facility compares with previous construction projects, Gurley commented "Planning for the science facility has been the



Computer model of Science Center Lecture Hall

BY FR. DENNIS GALLAGHER, A.A., VICE PRESIDENT FOR MISSION

with meetings of all academic departments needing additional space. Next we hired a consultant (Persis Rickes) to match our expectations with industry norms. We then prioritized our academic needs, and finally determined what was affordable in terms of new construction (Science Facility) versus renovated space in existing buildings. The process culminated in the design of a 63,000 square foot, state-of-the-art building that will serve our science needs for years to come."

While Gurley has handled most of the financial planning, Jerry Barilla has been busy overseeing one construction project after another. He holds both an engineering degree and a MBA from Syracuse University, he also has a M.Ed. in Counseling from the University of Massachusetts. As he explains, "My first career was as an industrial engineer. After a few years in the field, I decided to pursue a career in education. After obtaining my counseling degree from UMass, I worked with young people in a private residential school. As a result of that work, I obtained my LSW (Licensed Social Worker) certification. Putting those two areas together, I moved into the higher education field where I get to work with people on construction projects. I found when I was in the engineering industry, that the people most effective in the industry were those with the people skills as well as the technical skills."

As President Plough notes, "It's hard to imagine two individuals easier to work with, or two more competent individuals with complementary skills to engage in complex academic facility expansion projects like Frank and Jerry. In the case of our new science center, which is the most ambitious construction project in our history, Frank and Jerry, joined by Professor Owen Sholes as the faculty champion, have been indispensable to the leadership planning team." ♦



We have been hearing frequently in recent months that our world is fundamentally altered as a result of last September's terrorist attacks. While it is not difficult to defend that statement – a more realistic appreciation for our vulnerability, a consequent vigilance in protecting ourselves, a heightened sense of common cause, etc.– the long-term effects of that fateful day as it concerns changing our way of life remain less certain, more open to debate. Those of us who teach courses whose stock-in-trade are the permanent questions regarding good and evil and the relationship between religion and the political order suddenly found ourselves able to frame those questions in a context which gave them a far greater degree of immediacy and urgency. One professor reports that after years of trying, without much success, to argue for the inadequacy of a dogmatic, though unreflective relativism, he actually succeeded for the first time in getting his students to seriously question their own taken-for-granted premises.

As the impact of those events recedes, however, our students themselves wonder whether the initial willingness to wake up from slumbers of various sorts has much in the way of staying power. I raised that question in class the other day, and my 8:30 a.m. students – some of them under the influence of bodily slumber – were hedging their bets about how much had really changed as a result of 9/11. These conclusions invited further reflection on what is necessary in order to substantially alter habits of thinking and reorient our lives. These are questions hardly peripheral to the goal of an Assumption education, which, as liberal education, aims to free its students from the tyrannies proper to a corrosively materialist and individualistic society. One response to the 9/11 events was to feel ourselves connected to a sense of purpose larger than the pursuit of our private interests. The price was ever so dear, but the galvanizing effect of that experience was unmistakable and sheds light, perhaps, on the extent to which the horizon of our lives had been flattened out.

What are the prospects, then, for educating our students to a sense of responsibility to an order larger than themselves? As Professor Lowenthal has noted in these pages recently, political responsibility is the context in which liberal education has traditionally acquired its particular coherence. In its link to the long political and religious tradition of the West, an Assumption education at its best prepares its students to understand themselves in the first place as members of a larger community – as citizens of polities in this world and as citizens of the City of God. The immediate effect of the 9/11 events was to prompt us to understand this with a degree of seriousness not felt in a long time. The ongoing challenge for us is to provide an education which lifts the minds and hearts of our students beyond the narrow range of their private selves, and to appreciate the urgency of this both in times of peril and in times of peace. ♦

# News Travels

## STUDY ABROAD: REFLECTIONS ON A FULBRIGHT.

BY VICTORIA SCANLAN '01



In the fall of 1997, I was able to attend my first-choice school, Assumption College, on a Presidential Scholarship. I began as a Biology major, but soon added French as a second major. Because of the valuable curriculum, I was able to receive a well-rounded education in both fields, sampling different areas of each field. I had the freedom and flexibility to enroll in courses that not only fulfilled requirements, but also interested me. For my Biology major, I took courses ranging from Anatomy to Invertebrate Zoology to Immunology. For my French major, I took classes that focused on history, speech, reading, and writing French. Within these areas, I had a wide variety of courses from which to choose. The curriculum at Assumption not only made it possible for me to study two fields that I love, but also made that valuable experience well-rounded and memorable.

The experiences I have had at Assumption have helped to pave the way to my Fulbright Scholarship. I was informed by Professor Linda Dunleavy, Fulbright advisor at Assumption, of my eligibility for the scholarship in September of my senior year. The application process was very difficult. The hardest aspect of the application was to find a country I wanted to visit and someone who would allow me to study with them there. Once that was done, a research proposal had to be written, explaining what I wanted to study.

I found a contact at the Institut Pasteur in Brussels, Belgium in Dr. Kris Huygen, who was trying to develop a DNA vaccination against tuberculosis that would work better than the currently available BCG vaccine. After the application was in, all I could do was wait. In March of my senior year, I was informed that I was awarded the Fulbright Scholarship! As exciting and wonderful as I thought it would be to go to Europe for a year, it was a very frightening prospect as well.

I flew to Brussels in early September of last year. I have had a wonderful time in the several months that I have been here. The people at the Institut Pasteur have been very kind and helpful. They take time from their own individual projects to explain concepts to me and to show me different protocols. Some of the techniques that I have been and will continue to perform here are: PCR (to replicate and amplify specific DNA sequences), DNA digestions (in order to prepare plasmids to join with a certain DNA sequence, and also to check to see if they were joined properly), DNA ligations (to actually join a plasmid with a DNA sequence), transformations (to put a plasmid

that was just constructed into E. coli bacteria), and plasmid DNA purification (to separate large amounts of the constructed plasmid from the E. coli). I also frequently make and run gels to check the products of a digestion as well as to purify them. I have also done ELISAs in order to determine the concentrations of immune products in vaccinated mice.

The Fulbright Commission here in Brussels is wonderful. There are about 10 other Americans here in Belgium with Fulbright Scholarships. The Commission periodically arranges get-togethers so that we can all keep in touch with one another. Knowing that there are other people around who are in the same situation as I am has made the transition a whole lot easier.

Not only have I had wonderful experiences with the Belgians with whom I work, and with the other grantees here, but living in Brussels provides a wonderful opportunity for travel that I would never have had at home. Everything is so close here; it is not unusual to visit London for the weekend, or to take a train to Paris. In the few months that I have been here, I have traveled all over Belgium, especially cities in Flanders (the northern, Flemish-speaking part of Belgium). I have also spent weekends in Luxembourg, Rome, Amsterdam, and London. Some of the most incredible things to see in Europe are the sites where World War II battles were fought. That is an amazing experience that you can't get in the States. I find it fascinating to go to the spot where the Battle of the Bulge was fought, or to visit American or German World War II cemeteries. Pages from history books have come to life for me because of this scholarship.

The Fulbright provides a wonderful opportunity to study an aspect of the field that you love in an entirely different environment. In my case, it enables me to combine the two fields of French and Biology, which I have been studying separately in college, for the first time. It has also enabled me to experience Belgian culture in a way that I never could have if I just visited on a vacation. I have had the pleasure of meeting some wonderful Belgians with whom I work and from whom I have learned much more than just Biology. The experiences that the Fulbright Scholarship provides are both enriching and fulfilling. All of this would not have been possible had it not been for Assumption College and its variety of courses, high expectations of students by the professors, and strong support by faculty and staff. ♦

# Campus Ministry Travels to Cuba, Keeps the Faith

Campus Ministry provided a new opportunity for students to grow and serve others over the winter break. A group of six, including Liz O'Donnell, Nicole Beaudry, Kevan Kivlan, and Joe Podolski (all '02), with John Fleming and Fr. Peter Precourt, A.A. '70, spent a week in Cienfuegos, Cuba hosted by the Religious of the Assumption. They met several times with a youth group, worked in the parish, and also did some sightseeing. Following are some reflections of three students:

"During Mass in Cuba, I learned that the Spanish word for faith, *fe*, has a dual meaning for Cubans. Besides the obvious, *fe* is an acronym for *familia extranjera*, meaning extended family. So when people say they have faith, they also have faith in their relatives who may have escaped the island and who work to support those who were left behind. I began to develop a better sense of the Cuban people, their devotion to religion, and their devotion to each other.

"Sometimes when you ask people how they are doing, they respond 'luchando,' meaning that they are fighting. This is not too far from the truth. The people struggle to survive each day, and while this seems like a wretched and almost impossible existence, they somehow manage."

- Joseph Podolski '02



Nicole Beaudry, Liz O'Donnell, Kevan Kivian, and Joe Podolski reflect on their stay in Mexico.

"While walking around campus with some friends recently, someone told me to make a wish. I responded with, 'I don't make wishes, I make things happen.' We all laughed at my declaration. When I sat down to write about my experiences on the Cuba Mission a couple days later, what I had said didn't seem as funny, because I know that people in Cuba don't have the luxury of making things happen, all they have are their wishes.

"Many people in Cuba cannot even see their family members who live across the country, or in different countries, due to their lack of money or laws restricting their travel.

Two women that we spent a lot of time with, Lolita and Zeida, both have family that live far away, making it difficult, if not impossible, to see their loved ones. In comparison, last month, when I decided to go see my sister in South Carolina, I hopped on the computer and bought a ticket. To Lolita and Zeida, I'm a rich 21-year-old living in the lap of luxury, and they could only wish for the opportunities I have. "My time in Cuba showed me how lucky I am to be able to make things happen instead of waiting for them to happen. It's a concept that I took for granted, but will no more."

- Nicole Beaudry '02

"I came away from Cuba with an important understanding of the world we live in and the life I am blessed to have here in the United States. In Cuba, we met with a youth group consisting mainly of young adults age 20 to 27. They explained to us that while they do go to the local universities for five years to earn a degree in engineering or chemistry, they only make between seven and twelve U.S. dollars a month. I can't live on seven dollars a day, and these people feed, clothe, and house their entire family on about as much as a minimum wage worker in the United States makes in one hour. The peso is virtually useless to them because they can only buy necessities like fruits, vegetables, soap, and rice with U.S. dollars. And 20 percent of the population does not have any access to dollars whatsoever, leaving a great deal of the population in abject poverty.

"To survive day to day, many Cubans turn to their faith, and look to each other for solace. The majority of Cubans claim to be Catholic, but only one percent of the population actually practices its faith on a regular basis. Those who do are devoted to the church and the betterment of their parish. One of the youth group members told us that they look to the church to gain strength and solace to face their situation. If they have each other, it's easier to face the daily obstacles in their lives."

- Liz O'Donnell '02

# Primed for BUSINESS

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ASSUMPTION PREPARES TOMORROW'S BUSINESS LEADERS FOR SUCCESS

BY MAUREEN RYAN DOYLE '73

With boundless energy and enthusiasm, the accomplished faculty members of the Business Studies Department bring their skill, knowledge, and commitment to the students of Assumption College. These talented men and women are professional practitioners in business and offer Assumption undergraduate, continuing education, and graduate students an extraordinary blend of real-life application and academic concepts. Their commitment to their students is underscored by their zeal for their professions. The beneficiaries of this marriage of business and academics are clear. More than twenty percent of Assumption students are majoring in programs within Business Studies and achieving their goals, prepared to be independent, productive, and ready to meet professional challenges upon graduation.



Professor  
Carol Harvey  
leads a class  
discussion  
with MBA  
candidates.

"I wake up on Monday morning and I think, 'Thank God it's Monday, and I get to teach my students.' I would rather work in the classroom with Assumption students than do any other job in the world." – Prof. Sullivan

What links the faculty of Business Studies together is their belief that teaching is the most important of professions, and a conviction that Assumption affords an environment conducive to their pursuit of knowledge and supportive to their creative endeavors. In some ways, the Business Studies Department has one story to be told with many voices. The voices tell fascinating and varied stories of what brought these men and women to this college. To gain insight into the vibrant spirit of Business Studies, we need to look closely at some of the professors who have helped to make this one of the most popular majors on campus.



JOSEPH T. FOLEY

Chairperson of  
Business Studies  
MBA Program Director

Joseph T. Foley, associate professor of Accounting, is not only the chairperson of the Business Studies Department, but director of the MBA Program as well. Professor Foley is responsible for the design and implementation

of the under-graduate Accounting major. He was initially hired by the College in 1979.

Professor Foley has an undergraduate degree from College of the Holy Cross, a Master of Science and an MBA from Northeastern University, and is a certified public accountant. Prior to joining the faculty here, Foley worked for Arthur Young & Company and Rockwell International. From 1976 to 1979, he was an assistant professor of Accounting at the University of Hartford.

"When I began teaching here, the Business major was just being developed by Dr. Jim McCarthy, and we operated within the Economics Department. We began with two majors, Accounting and Management. After one year, Economics spun us off and we became our own entity," says Foley.

"Now, of course, students can major in one of five areas within Business Studies. Accounting and Management remain, and Marketing, International Business, and Organizational Communications have been added. We established the Marketing major in response to the students' requests. The students made it known that they wanted to focus on this area, because they saw its practical application. The

International Business major began a few years later, and is very popular now. It fully prepares students to function successfully in global businesses. Organizational Communications is particularly appealing to those students who seek to pursue careers in public relations and advertising."

Focusing on the needs of the students is the primary objective shared by all the faculty in the department.

"We all agree that classroom teaching is our number one goal. Then everything else we do, consulting, research, etc., makes that first priority work. It's incredibly gratifying to watch students grow into individuals who can hold their own in any business situation and be confident in their abilities."



Assistant professor of Accounting William N. Sullivan was a CPA with Peat, Marwick, Mitchell & Company who enjoyed a rewarding career in accounting before joining the faculty of the College. He was also tax director for Melville Corporation and then for Touche Ross & Company. He has taught at Assumption for nearly 22 years, and is happy to be an integral part of the Business Studies Department.



WILLIAM N. SULLIVAN

Assistant Professor of  
Accounting

Prof. Sullivan began teaching at the College part-time in the Continuing Education division in 1980. Professor Sullivan's genuine commitment to his students is evident to all around him.

"I wake up on Monday morning and I think, 'Thank God it's Monday, and I get to teach my students.' I would rather work in the classroom with Assumption students than do any other job in the world. Students have the freedom here to choose their own advisors, and I currently have 55 advisees. While that may seem like a large number, I feel strongly that if a student wants me for an advisor, I will do anything I can to accommodate him or her." Many faculty members in this department carry a similar number of advisees.

"I have been selected five times by the senior students to be their Baccalaureate speaker. I am so happy to say that what I do for a living has an impact on others. Teachers change students' lives. I am honored to have the

# Business Studies at Assumption

opportunity to change the lives of my students here at Assumption.

"Business is a significant part of our curriculum. We encourage students who are majoring in Business to take courses in English, writing, and philosophy. We have a wonderful liberal arts tradition here. Our graduates are able to write, speak, and make effective arguments. This makes them attractive to employers. Our students are able to interact with clients with ease, and write letters and memos that are clear and concise. Many companies recruit at Assumption year after year. They are seeking Assumption students. In fact, for the past five years, there has been one hundred percent placement of our Accounting majors in appropriate positions."

Professor Sullivan has been influenced by others who have taught at Assumption. Some of those professors have left indelible marks on the College and the students. "Dr. Sheerin had a great affect on me. He was the epitome of the teacher who I aim to be. He taught so many students who were not required to take his courses. They signed up en masse because his courses were interesting and he cared about his students. Dr. Maurice Plasse was so kind. He took

many of my students under his wing. Students who were shy or reticent would be transformed by Maurice's acting classes into articulate and confident young men and women."

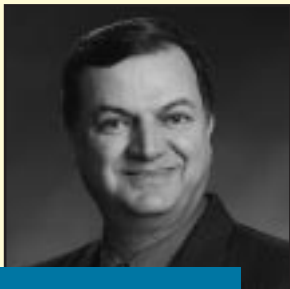


The path to becoming a faculty member in Business Studies is often a winding one, full of rich and

vibrant experiences. These varied accomplishments in the practical world of business combine and enhance the learning experience for students. Saeed Mohaghegh, associate professor of Management, shares his extensive business achievements and his love of learning with his students.

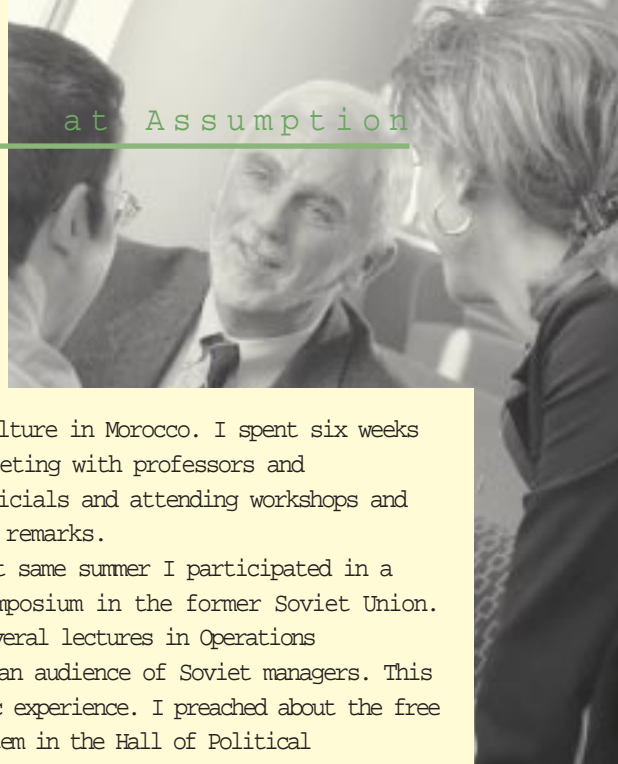
Originally from Iran, Mohaghegh moved to the U.S. in 1974 to pursue graduate study. He holds a Master's Degree in Economics and an MBA from Clark niversity and has held many management positions in private industry including serving as a management consultant for Nation Wide Exhibit Service, Hanover Insurance Companies, and Wright Line.

"I have traveled extensively, trying to learn as much as possible from each culture, and bring that information back to my students. During the summer of 1990, I received a Fulbright Grant to study the



SAEED M OHAGHEGH

Associate Professor of Management



economy and culture in Morocco. I spent six weeks in Morocco, meeting with professors and government officials and attending workshops and seminars," he remarks.

"Later that same summer I participated in a management symposium in the former Soviet Union. I delivered several lectures in Operations Management to an audience of Soviet managers. This was a fantastic experience. I preached about the free enterprise system in the Hall of Political Enlightenment, near a statue of Lenin. The information I was teaching was new and amazing to the people. They wanted to learn. They knew that their system of government was not working. They asked question after question."

Professor Mohaghegh teaches a variety of Management courses on the undergraduate and graduate levels.

"While many of my courses are highly mathematical, I stress to my students that they should be more than number-crunchers. I teach them to be decision makers. I teach them that it is not enough to take an answer from the computer; they need to analyze this answer. In Management

"I wanted to get into public accounting and I landed a job with which I'm very satisfied. At Assumption, students have the opportunity to interact with professors on a one-on-one basis. This helped me tremendously in communicating with my superiors. I have not hesitated to ask questions. That's one piece of advice I would give any student."



CHRISTOPHER HODGE '98  
Cromwell, CT.

Bachelor of Arts, Accounting  
Senior Accountant, World Wrestling Federation/Entertainment Inc.

"I begin many of my classes with an anonymous ethics quiz. Part of my Catholic tradition obliges me to teach right from wrong...I teach how to maximize profit, but only within acceptable social and ethical standards of behavior." – Prof. Diodati

Information Systems, the course is very much integrated with technology. I teach about hardware, software, networks, and tele-communications. However, I also teach about organizations and people and the interrelationships that exist among them."



EGIDIO DIODATI

Associate Professor of Management

Egidio Diodati, associate professor of Management and Marketing, worked in several management positions over 20 years at AT&T before bringing his expertise to the Assumption campus. While at AT&T, Diodati supervised 200 people.

In addition to teaching at the College, Diodati currently provides contract consulting services to clients whose needs

focus on the areas of network communications, market research and marketing communications.

"I teach my students about the successes they can achieve in business. I certainly value my years at AT&T, but there is far more enrichment and validation here than in any other job I've ever had."

Professor Diodati enjoys his students, yet demands

much from them.

"I have found that there is no one best style of teaching. I employ a variety of styles. Every class has its own personality, so I am very flexible in my methods. When I walk into the classroom, I try to become more interesting than MTV. Some students learn visually, some need a more tactile approach. I emphasize and reward participation. And I stress small group problem solving.

"In small groups, the students will pick apart a case study. I'll ask them to define the problems and to execute a strategy to solve them. I keep the class interactive, and I validate positive behaviors. I'm a rigorous grader. My biggest fear is that one of my students will be working for a company, and not be prepared for the job before him. I see my job as getting students ready to work for that employer who is even tougher than I am. I don't want my students to have any surprises."

Professor Diodati has been very involved in curriculum development at Assumption.

"I developed the International Business major for the department. It's important for International Business students to take courses in History, Foreign Language, Political Science, and Theology. And that is one of the great strengths of Assumption. We believe that we can take the best part of liberal arts, and interject a piece called business decision making. We are able to put together a more complete package for those students who then go on to have careers in business organizations.

"I also developed the Honors Program for Business Studies. Students who excel in our courses, as well as other courses at the College, receive formal recognition of their achievements.

"Students often complete internships as part of their major. In fact, the Business Honors Program requires this. Internships are usually one semester in length and require 120 hours of work on site. They have an academic component as well. We have found that in many cases internships lead to solid job offers."

There may be some skeptics who question the validity of pursuing Business Studies on a traditionally Catholic college campus. Professor Diodati meets their skepticism with this test:

"I begin many of my classes with an anonymous ethics quiz. Part of my Catholic tradition obliges me

"I had a great experience at Assumption. I was fortunate to have outstanding professors who taught me techniques as well as broad principles. I also had the good fortune of having Jack Bresciani '72 as a mentor. Working for a small advertising business in New York, an academic background in management has given me a competitive advantage in the business world."



ULYSSES "HENRY" HOWELL, JR. '83

Brooklyn, NY  
Bachelor of Arts/Management  
Vice President/Managing Director  
Diversified Media Brokerage Partners, Inc.



Primed  
for  
BUSINESS

## Assumption Grads Make Their Mark at Allmerica Financial

Alumni employed by Allmerica gathered for a group photo in March. (FRONT ROW L-R): Steve J. McGrath '89, Amy Hogerty Weymouth '77, Rick P. Cehon '93. (MIDDLE ROW L-R): Betsy Mowry Sabourin '86, Timothy D. Rivard '78 MA '80, Judy A. LeFave '85, Karen Schnell Angel '78, Stephen F. Quitadamo '81, and Suzanne C. Roy '00. (BACK ROW L-R): Todd M. Peckham '90, Steve E. Simmons '96, Tom J. Russell '68, Marc E. Richard '94, and Cindy Gerrard Coutre '94.

students for occupations where there can be a propensity to do wrong. And often the rewards for doing wrong can be quite high. I teach business. I teach how to maximize profit, but only within acceptable social and ethical standards of behavior."



Dr. Carol Harvey, associate professor of Management and Marketing, joined the department in 1990. She holds a BA in Sociology, an MA in Psychology and Counseling, an MBA, a Certificate of Advanced Studies in Business with a specialty in Marketing and Small Business, and an Ed.D., specializing in



CAROL HARVEY, Ed.D.

Associate Professor of Management & Marketing

teaching and learning in higher education. She also has significant experience working in business.

"I worked for Xerox for many years. While I was studying for my master's degree at Assumption, I applied for tuition benefits from my employer. I was told that I was not eligible, and informed that

## Internships

Internships, which are almost exclusively completed in a student's junior or senior year, are an enjoyable taste of the student's intended profession. They are found to be rewarding and can lead to employment opportunities for graduates. Some of the companies which have used our student interns include:

Allmerica Financial	NYPRO
BASF Bioresearch	NJ MAXX Corporate Headquarters
The Centrum	UMASS Medical Center
Clariant Inc.	WBZ-TV
Donovan Group	WXLO Radio
EMC	Webstone
Fidelity Investments	Worcester Regional Chamber of Commerce
Foothills Theatre	
Graybar Electric	Worcester Business Journal
Holy Cross College	Worcester County Convention
Mechanics Hall	and
	Visitors Bureau
	Worcester Telegram & Gazette

" I have the freedom to grow here. There is a great willingness for the College and the department to let me develop new courses that meet the changing needs of the business environment." – Prof. Harvey

project that the Xerox Corporation eventually used as the rationale for a nationwide reorganization of its customer training program. As a result, I ultimately received a lump sum payment from Xerox for my tuition. I was the very first female to receive tuition reimbursement for master's level course work."

Dr. Harvey's view of business is a product of her own experience in the workplace coupled with her educational background.

"I regard management as a social science. The students need to learn how to deal with people. This begins with self-awareness. It doesn't begin with action. It's easy for a student to believe that what motivates him, will motivate others. But this is not necessarily so. We often act based on the lack of understanding of the other person. It's important for the students to realize that their reality may not be their employer's or their co-worker's reality. We can't motivate or communicate with others, until we understand their needs. This is the philosophical foundation for how I teach."

"Clearly, my Assumption MA was the catalyst for my career advancement. Encouraging faculty who were grounded in business-world experience, my laughter Linda Fife Erickson '95, and the Continuing Education administrators all belied my nervousness about returning to school. While working on my MBA, I worked as the assistant town accountant for the Town of Shrewsbury. My recent career move to become town accountant for the Town of Dennis is due largely to my growing confidence as well as the fine reputation of my BS and MBA credentials from Assumption!"



LINDA FIFE '95, MBA '01  
Dunstable/Dennis, MA  
Bachelor of Business Administration/Accounting  
MBA with Concentration in Finance  
Town Accountant, Town of Dennis (MA)

Dr. Harvey has found working at Assumption to be rewarding and satisfying.

"This is the best place I have ever worked. I have the freedom to grow here. There is a great willingness for the College and the department to let me develop new courses

that meet the changing needs of the business environment. I need to keep things on the cutting edge. I'm afraid of stagnation, not hard work.

"One of my favorite courses to teach is Women, Minorities and Diversity in the Workplace, a course which I developed. I tell my students to take what they have done in class, analyze it, and synthesize it with their outside experience in conjunction with other readings. I feel strongly that I have an ethical obligation to teach critical thinking skills, teamwork, and writing skills to my students."

Dr. Harvey teaches graduate students in addition to undergraduates.

"In the MBA Program we have adults who are in the working world daily. These students are highly motivated and always prepared. They demand quality courses. As a teacher, I have to be very current. They have so much to contribute, and I enjoy drawing on their very valuable experiences."



As an associate professor of Management, Dr. Jeanne McNett calls upon her distinguished background in international business. She holds an MA and a Ph.D. in English Literature. She also earned an MBA in International Business from City University Business School in London. Assumption students reap the benefits of Dr. McNett's years of experience in Asia, Europe, and North America. Her knowledge of various cultures brings a richness and depth to her teaching.



JEANNE MCNETT, PH.D.

Dr. McNett spent three years as a

Associate Professor of Management

single woman in Saudi Arabia at an established public university for women, Riyadh University. She was hired as a consultant, and became a regular faculty member. Dr. McNett recalls those days as "some of the most rewarding and difficult years of my life." She adds, "In

a way, it was like living in Cromwell's England. There was no theater and very little public activity of any kind. People had to use their own resources. So we formed discussion groups, exploring ideas together, and solving community problems together.

"I am a better teacher because of my work in Saudi Arabia. The Saudi women I worked with, by definition, came from liberal families. They were motivated, open to understanding even if they did not agree with my beliefs. I learned to develop an appreciation for cultural differences, and to take these differences into account when answering students' questions.

I work very hard at trying to understand more than just the question being asked. I try to be sensitive to the context in which it is being asked."

Later in her career, Dr. McNett was employed by the University of Maryland in its Asian division. She moved all around Southeast Asia, from Tokyo to Korea, Hong Kong, Thailand and the Phillipines, learning about different cultures.

"Working with a group of Japanese women in Tokyo was a very rewarding effort," she says. "I was able to create an environment in the classroom where the women would participate. In Japan, the philosophy that states, 'The nail that sticks up is the one that gets hammered down,' is still quite prevalent. Conformity is a huge social norm, so these women were not motivated to come forward with opinions. When I was finally able to promote some discussion, I felt a great sense of satisfaction. "These are concepts that are important for any person trying to do business with another country. I think liberal arts students have an appreciation for cultural differences on a fundamental level. This comes from their study of a broad range of subjects. I teach my students that if they want to even begin to have access to foreign clients, they have to view the world as those clients may be seeing it."



The often-debated issue of what makes one college different from another is frequently answered by ambiguous terminology or confusing rhetoric. Ask the question of the Business Studies faculty, and the answer will be straightforward. "We focus heavily on the students and our faculty work very hard for them. The students will often just drop into our offices to talk. At times they're looking for career advice, sometimes their concerns are more personal. They certainly feel the professors are accessible," says Professor Foley.

These professors comprise only a portion of this

### CORPORATE RECRUITING

On-campus recruiting happens each year with many companies sending representatives to the campus to attract Business Studies Majors. Recent employers include:

Allmerica Financial	Mellon Private Asset
American Express	Management
Arthur Andersen	Mellon Trust
Commerce Insurance Co.	Meridian Consulting Group
CVS	MFS
Deloitte & Touche	Millipore
EMC Corp.	PFPC Global Fund Services
Enterprise Rent-a-Car	PriceWaterhouseCoopers
Ernst & Young	Putnam Investments
Fidelity Investments	Raytheon
Flagship Bank	Staples
Fleet Boston Financial	State Street Bank
Genzyme Corp.	Sun Life Financial
Grant Thornton	Teradyne
Hertz	Thomas Weisel Merchant
Imark Communications	Banking
Interactive Data Corp.	TJX Companies
Investor's Bank & Trust	Toth Brand Imaging
LYCOS	Verizon Communications
LYNX	Wall Street Journal
Mass Mutual Financial	Winners Advertising
Group	Winter, Wyman & Co.
Massachusetts State	Wyeth-Ayerst
Police	Pharmaceutical

dynamic department. Associate professor of Accounting Francis Marino holds an AB from the College of the Holy Cross, an MBA from Northeastern University, an MST from Bentley College, and is a CPA. Jennifer Gregorski is an assistant professor of Accounting and has a BA from the College of the Holy Cross, and an MBA from Boston College. Assistant professor of Management, M.E. (Pete) Murphy, received a BS from Stevens Institute of Technology and an M.B.A. from the University of Akron. Dr. Jeffrey Hunter, assistant professor of Management, holds an AB from the College of the Holy Cross, an MBA from Western New England College, and a DBA from Golden Gate University. These gifted teachers help to provide the energy that propels the Business Studies department.

And what does the future hold? Professor Sullivan and Dr. Harvey share a similar view of the years ahead. Prof. Sullivan states, "We are never static, for that is the nature of education." Dr. Harvey concurs and adds these thoughts. "This is a constantly changing and evolving curriculum. We are always assessing our needs and working to make the curriculum better. We will continue to address what is happening in society, in government, in the environment, and in technology, integrating it all to enrich our courses and to prepare our students for the workforce of tomorrow." ♦

# Sports Hounds

## MEN'S AND WOMEN'S BASKETBALL TEAMS COMPETE IN NCAA TOURNAMENT.

BY JAIME DE LEON II

For the first time in school history, both the men's and women's basketball teams represented Assumption College in the NCAA Division II tournament. After winning the regular season Northeast-10 championship, the men's team entered the NCAA tournament and played into the sweet 16. The women's team finished second in the NE-10 and also earned a bid to the tournament, advancing to the Regional Championship game.

Winning the Northeast-10 was sweet vengeance for the men's squad, who were predicted to finish dead last in a pre-season poll. At one point, they rolled off a most impressive 14 game winning streak, including a three-point victory in a rematch with Pace in front of one of the biggest crowds of the year at Laska Gymnasium.

Come playoff time, school spirit reached a new level when the Hound Pound came out in droves to watch the team battle St. Rose in the quarterfinal. The Hounds came out strong early and won a hard-fought 76-69 decision to advance to a semifinal matchup with rival Bentley. They earned a ticket to the NCAAs on the strength of their 22-4 regular season record. In the tournament, they won their first game, a 91-73 rout of division rival Pace before falling to Adelphi in the next round. Their 24-6 record makes the Hounds the single most improved team in the nation from last year.

The success of the men's team was largely due to the team chemistry and the leadership of head coach Tom Ackerman, who would be named NE-10 Coach of the Year for his efforts. Senior guard Shane O'Donoghue was the offensive catalyst for most of the season, leading the team in scoring (16.7) and earning a first-team all NE-10 accolades. Freshman Brian Robinson was solid all season and earned the NE-10 rookie of the year award for his efforts. Sophomore guard Shahar Golan was the defensive specialist for the Hounds, leading the team in steals (108) and earned third team all conference honors as



Senior Christine Kane surpassed 500 assists for her career and provided leadership both on and off the court.



Senior Shane O'Donoghue was the Hounds leading scorer this season.

well as Defensive Player of the Year.

The women's team would not be outdone however. Having made the NCAAs in three of the last four years, a return trip this season was not a big surprise. The Hounds won nine of their first eleven games, and ended the regular season with a 19-7 record. They were nationally ranked in the Top 25 for most of the season. In the NCAA tournament, the Hounds fell to Pace, 67-59. Winning 20 games with an injury-depleted roster (the team had just eight available players for Pace) was an incredible feat.

Highlights for the women's squad included junior Meghan Sullivan scoring her 1,000th career points in the season finale against Stonehill. Sullivan was named first-team all conference after leading the Hounds in scoring (14.6). Senior co-captain Nicole Gallant was named to the third team, as her steady play from the guard position was another key to the team's success. Along with co-captain Christine Kane, who notched the 500th assist of her career late in the season, the Hounds had one of the best backcourts in the league.

The dual success of Assumption basketball was truly something special. Only seven schools sent both their teams to the NCAA Tournament, and the Greyhounds expect to do the same thing next year. ♦

## Baseball and Softball Wrap-Up

Both baseball and softball looked to follow in the footsteps of their hoops counterparts this spring. The softball team started the year strong, going 5-5 on the spring leg of their schedule. Since New England winters aren't always suitable for softball, the team usually begins its schedule on the road, and this year the team traveled to Ft. Myers, FL to start the season.

Greyhound softball is among the premier programs in the Northeast, having made the playoffs five straight times until last year. They also have had two NCAA regional appearances, an



ECAC tournament championship, and a conference title over that span. Going into the season, the goal was to make it back to the 30 win plateau that

they achieved every season from 1998 through 2000.

One of the stars for the softball team is outfielder Laurie Del Grego, a Northeast-10 conference all-star who joined the prestigious 200 hit club last season and is one of the program's all-time greats. Last season, Del Grego led the club in almost every offensive category and has an astounding .456 lifetime batting average, which is good for fifth all-time. Entering the season, Del Grego needed just 59 hits to set a new all-time mark (held by coach Ralph DeLucia's daughter, Stephanie '96, with 260) and considering that she averaged 67 hits a year, that mark could be broken late in the season. Del Grego also had a shot to break the all-time record for runs scored with another 52 runs (she scored 65 last season). Not to be out-done, senior co-captains Laurie Amicangelo and Bridget Dean, are also both established offensive forces with career numbers near the top of the record books.

## Softball Team at Disney World



Members of the Assumption College softball team enjoying a day off in Disney World during their spring break trip to Fort Myers, Florida. (FRONT ROW, L-R): Justine Roy '04, Aislinn Friary '03, Chantal Blais '05, (BACK ROW, L-R): Bridget Squires '04, Mary Dow '04, Melanie Silva '05, Melissa Fallon '04, Amy VonKahle '05.

The baseball team also started the season in Florida during spring break. The baseball team also started the season in Bradenton, Florida during spring break. The 90-year old team (the Hounds oldest sport began in 1912) hoped to return to its glory days of the 80s and early 90s, when they routinely finished atop the Northeast-10 standings. Led by



head coach Jim Vail '84, entering his fourth season, the squad looked to improve upon last season. The baseball team is led by senior co-captains second baseman Bill Bertrand and outfielder Mike Prior. Junior designated hitter John Costello and junior outfielder Brian Greaney are both potent parts of the Vail lineup.

## Track Goes Varsity

Spring 2002 also brought back the return of track and field as a varsity sport. Thanks to the collaborative efforts by students and alumni who were anxious to see the return to varsity status, President Plough

approved the move on a one-year trial basis in February. Varsity status provides an opportunity for the 100 club runners who will now have the chance to compete against other schools. Track and field was last a varsity sport between 1969 to 1985. The newly formed team has also received approval to use the track at Worcester State and WPI to supplement its training, most of which will be done on campus.

## Men's Tennis Seeks Fourth Straight Title

The best team on campus is the men's tennis team. They have won three straight Northeast-10 Conference regular-season AND post-season championships and back-to-back NCAA regional appearances.

Led by the irrepressible junior duo of Sean Kenney and Ryan Richert, the Hounds will be the overwhelming favorite to once again dominate the Northeast-10 Conference. Kenney and Richert won the I.T.A. Eastern Regional doubles championship this fall and advanced to the national final against Valdosta State (GA). Kenney won the Eastern singles title and finished seventh nationally. ♦