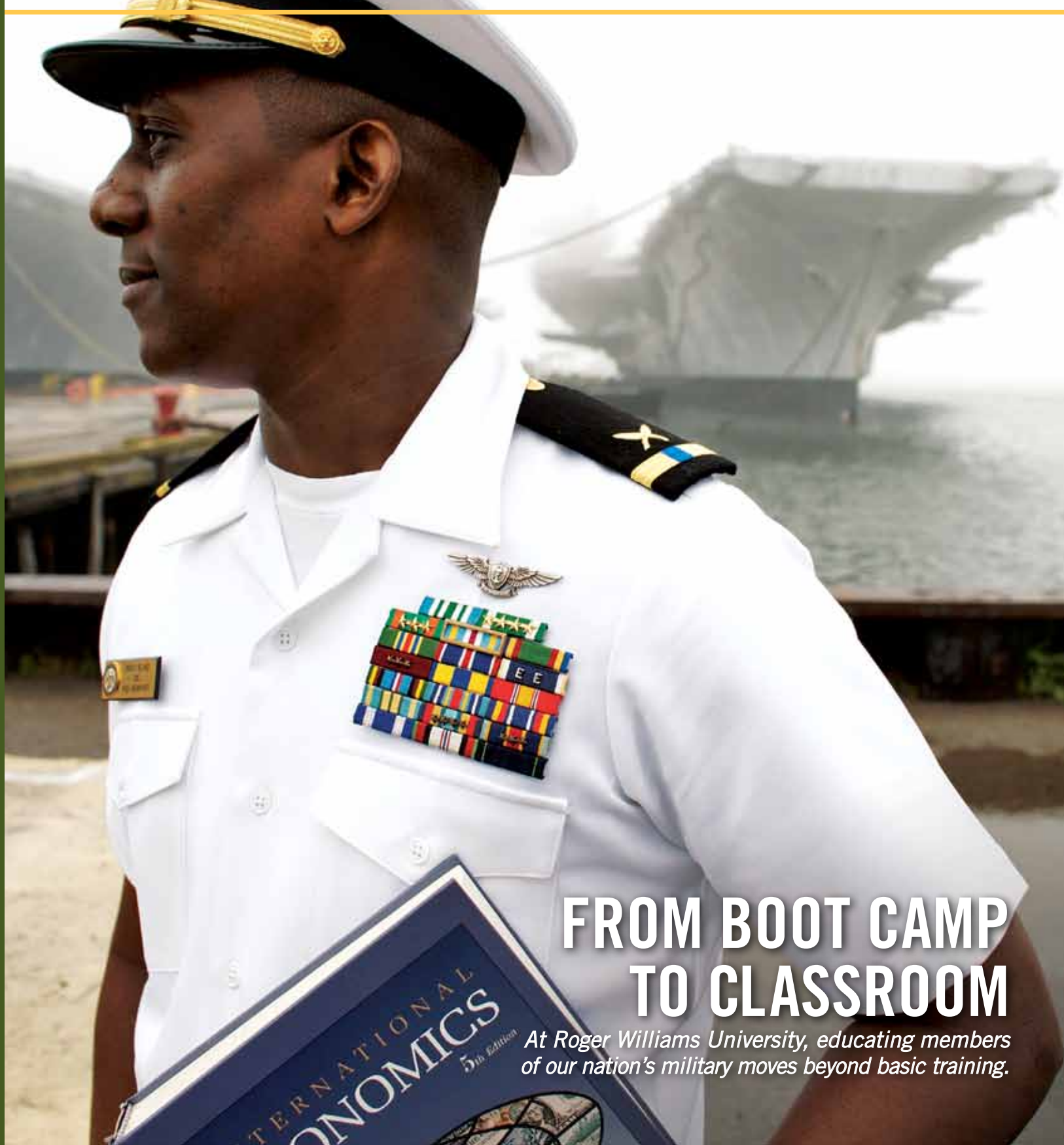


RWU

The Magazine of Roger Williams University



FROM BOOT CAMP TO CLASSROOM

At Roger Williams University, educating members of our nation's military moves beyond basic training.



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Open Source

Your letters to the editor



Connections to the New Hope Diner Project

Thank you for sending along RWU Magazine. We loved the story ["So You Want to be a Locavore?"] and congrats on the new magazine – it's gorgeous. It was also a great surprise to see John Scott on the neighboring pages ["Today's Special: Second Chances"]. We're working with John on developing a job skills training program at the Rhode Island Training School around farming and food processing (applesauce, canned tomatoes, etc.). What a nice coincidence! – *Noah Fulmer, Executive Director, Farm Fresh Rhode Island*

I enjoyed the inaugural issue of RWU and was really pleased to see my late grandfather's diner (the Sherwood) mentioned in the piece about the New Hope Diner Project. The history of that little diner is an important part of our family's lore, and I'm so happy that it may be restored at some point. Good luck with the magazine! – *Deborah Kupa '97L*

Kudos on Issue #1...

As an RWU alumnus and a professional writer and editor, I have to say the new RWU publication is remarkable. It's a wonderful step forward for alumni communications at Roger Williams, and it makes my wife and me proud of our alma mater. I look forward to reading future issues of RWU! – *Steven Withrow '97*

The new RWU Magazine is first-rate. I am in the process of reading it cover to cover. Each article is more interesting than the next with clean, fresh writing. Congratulations! – *Susan Pasquarelli, RWU Professor of Literacy Education*

And a Gripe...

I have read my alumni magazine and as usual, it was full of interesting articles and information. One item left me wondering about the lack of restraint or perspective. "Change I Do Believe In" on Page 52 was unctuous and almost worshipful in its tone.

I don't think this magazine is the place for personal politics. While academia may be liberal in its views, I'm sure a good percentage of alumni are less so. Please make a better effort in the future to keep such doting political commentaries out of the RWU Magazine. There's enough hero worship going on in the corrupt liberal media. RWU doesn't need to be a part of that. – *Rod Carri '72*

The "Traditions" Photo – More Risqué Than Expected

The "Traditions" photo on Page 13 was taken for the April 30, 1974, edition of RWC's *The Quill*. As you can see, the sculpture was not completed but was finished shortly thereafter. "Wheels" was the brainchild of Marc Gould, a student who engineered the project.

Your humble correspondent spent at least one day helping in the construction: welder, anchor bolts and strong backs were the main tools. The sculpture was tall and heavy, requiring guide wires to hold it steady. Pulling on the wires or a strong wind would cause the structure to wave. This was probably the main reason the College took it down. Also, many thought it was unattractive!

By the way – if my memory serves me correctly – "Wheels" [*The Quill's* name for it] was not what we called the artwork. The name we chose was "Phallic" – our artistic way of leaving RWC the shaft. – *Steve Barlow '73*

A Correction from *The Bridge Era*

In what ended up being the crowning edition of *The Bridge* – the special 50th Anniversary issue published in spring 2007 – our editorial staff neglected to include mention of Joseph Hagan. President Hagan headed the University in 2000 and 2001 between the tenures of Anthony J. Santoro and Roy J. Nirschel. Our apologies! – *Editor*



WRITE TO RWU

We welcome short letters on topics pertinent to the magazine and the University and will publish as many as space allows.

E-mail letters to: magazine@rwu.edu

Write to: RWU Magazine
Roger Williams University
One Old Ferry Road
Bristol, RI 02809

Please include your full name, address and RWU affiliation. Letters may be edited for clarity and/or length.



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Published by the
Office of University Communications

Issue #2 / Spring-Summer 2009

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While every effort has been made to ensure that information is accurate and up to date, we're writing about a dynamic educational environment, and it is not possible to guarantee that all items will be accurate at all times.

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Presidential Perspective

Our Q&A with University President Roy J. Nirschel

RWU: We talked last time about how the University was responding to the unfolding economic crisis. Given the situations our students and families face these days, how crucial has support from our alumni base been in helping current students to persist?

RJN: We have a strong, growing alumni universe out there. Our job is to enhance the value of the diplomas hanging on their walls – whether they say junior college, college or university. Our alumni, I think, have an important role in helping us continue that progress because it's a return on the investment they made in coming to Roger Williams. When they studied here, someone helped to subsidize their education. Their support today helps to keep that circle unbroken. Just as important is for alumni to serve as mentors for our students, to provide career and internship opportunities, to come back to campus and speak on their expertise and to network with our students and each other. Those areas of involvement are every bit as significant as financial gifts.

RWU: You've touched on that theme – lending your voice to the future RWU – a number of times over the past year in reference to students, parents and alumni all the way to local businesses and residents in Bristol and nearby. Why is that involvement so critical?

RJN: We have over the last several years made a concerted effort to engage more people in the life of the University. This is a large and increasingly complex institution. The way you continue to build it is by being strategic, which we are, and engaging individuals with expertise. There are people out there who care deeply about marine sciences and the environment – we want to engage them. There are people who care about intercollegiate athletics. Or diversity, global issues or health and wellness. We want to engage them. If you engage people who have knowledge and care about what you're doing, who have the contacts, relationships and resources to give advice and counsel in a meaningful way, that's the way you build an institution.

RWU: For what parts of the University has this model worked well in the past?

RJN: We have our Alumni Executive Council, which has helped to give alumni a voice. We

have a Parent's Council. The Gabelli School of Business has its advisory board, which has provided crucial input. We have wonderful support from companies that support what we're doing in construction management. We've had great success at the law school in creating a Board of Directors. Several years ago, we created the Board of Overseers – kind of our Triple A farm system for the Board of Trustees. They get involved in important strategic issues – how you build the brand, how you create global programs. Right now we have hundreds of people involved in these and other ways. I would like to see thousands involved in giving us support and critique and being engaged on every level.

RWU: Are there ever times you ask yourself if you really want all those opinions?

RJN: In many instances the best ideas we get percolate from people in the extended University community. The way you build the great American university is by engaging those in the community – and especially the individuals who went to school there. There's not a single university in the country that's become successful without the active engagement of their alumni. That's something



to which we're going to rededicate ourselves over the next several years at Roger Williams.

RWU: The shared approach you're talking about ties in well with our core value of civil discourse, no?

RJN: Absolutely. A tremendous variety of voices are involved in building the next chapter in the life of the University. It's a model that's going to serve us extremely well in the years ahead.

RWU: How about from a financial standpoint? What do you say to the alumna or parent who asks if her \$30 Annual Fund gift even makes a difference?

RJN: Every gift matters, for a few reasons. First, we don't have as many "big" donors as you might think. Second, if the people closest to the institution – faculty, staff, parents and alumni – don't give, it sends a message. Why should I, as an outsider, make a contribution? Are your trustees giving? Are your alumni giving? If the answer is no, it sends a message. If the answer is yes, it sends a very different message. Giving is one form of involvement and I think the message it conveys is paramount on every level.

CAMPUS DIGEST

University community facts and fun

Ever wonder what Alice saw in Wonderland? A handful of RWU students gave the community a glimpse into alternate reality with an installation of a series of oversized mushroom sculptures and miniature counterparts placed in locations across campus. The multi-colored, white-spotted creations are the result of a visual arts course and resemble graphics from Nintendo's Mario Brothers video game circa 1985.

Even a worldwide outbreak of H1N1 Swine Flu couldn't stop the Inter-Class Council's Kiss a Pig event at the Spring Weekend Block Party. More than 2,500 students attended the party, which also included a petting zoo.

It was a 17th-century flashback at the Dining Commons last semester when a group of students and visiting Associate Professor Ron Tippe '72 hosted RogeFest '08 – an educational festival that aimed to answer the question, “Who in the world is Roger Williams?” Students, faculty, staff and guests enjoyed an afternoon of period food and music, a student-produced documentary and theatrical presentation and two re-enactors. The afternoon concluded with a birthday cake for our namesake, who would have been 405 years old this year.

In an attempt to combat their spring fever, Mike Malmberg '09 and Jesse Dixon '10 set up camp in the Bayside Courtyard. The two slept in their tents until University officials announced that no students would be allowed to sleep outside, citing security concerns.

RWU Law alumna Chantal Tocci '04 had better like taking phone calls – she's now taking tips as the director of the call center for “America's Most Wanted!”

Did you know that the aquaculture lab at Roger Williams is one of only three labs worldwide with the ability to breed fire shrimp? Asked how they acquired the technology to cultivate these ruby beauties, the Center for Economic and Environmental Development noted that the scientist leading the effort had been poached from one of the other two labs that breeds them.



Spirits were high as RWU celebrated Earth Day with its second annual Low Carbon Diet Day, courtesy of Bon Appétit Dining Services. The University reduced its offerings of beef and cheese, instead serving poultry and local produce.

Roger Williams hosted its first Turkey Trot 5K Run/Walk last November to benefit both the local Bristol Good Neighbors Food Kitchen and African children in Djibouti. Proceeds from the event went towards the purchase of shoes and mosquito nets to prevent the spread of malaria in Djibouti. An added benefit? The runners and walkers burned a few extra calories before the Thanksgiving holiday!

This fall RWU will start teaching what we've been preaching about the importance of being “green” – a new minor in sustainability studies was recently approved and will be offered beginning in the 2009-2010 academic year.

A group of RWU students looking to give back to the community recently tested whether or not they are more creative than a fourth grader – 15 Scholarships for Service students, 5 RWU art majors and the University's artist-in-residence and VISTA joined a group of fourth grade students from the Colt-Andrews School in Bristol to create an art installation that will be displayed first at Roger Williams and then at the elementary school.

Popular band Augustana – known for their Top 40 hit “Boston” – decided to make a stop just a bit south of their lyrical destination, performing at RWU's Spring Weekend 2009. O.A.R. headlined this year's weekend-long event, themed “We Will Hawk You!”

It was a tie for the coveted title of “Mr. RWU” at the seventh annual male pageant sponsored by the Inter-Residence Hall Association, but the real winners were the Children's Miracle Network and Hasbro Children's Hospital. The ten contestants raised more than \$23,000 – an \$11,000 increase from the previous year. Sophomore Tom Maybury raised a whopping \$7,881, earning him the award for most money raised.

Students in the Bayside residence hall were treated to some elementary school fun this past winter when a mystery tire swing was discovered hanging from a tree behind their dorm.



In the Spirit of Service – An RWU Alumnus, His Bike and a Mission

When Hurricanes Katrina and Rita demolished America's Gulf Coast in 2005, Raymond Boutin '08 and Aaron Tester were college students in New England. Upon graduation three years later, much of the region was still recovering, and the pair launched a plan to assist. Boutin and Tester founded the Discover America Project and got involved the only way they knew how – by jumping, err, biking right in.

Their plan centered on a project called Ride to Rebuild New Orleans, a 5,000-mile bicycle journey from Boston to New Orleans then to Redwood National Park in California. “We started out wanting to bike across America,” Boutin says, “and we realized that we could raise money for a cause. The families on the Gulf Coast were still struggling, and we decided that we wanted to help Katrina victims.”

The pair partnered with the nonprofit Rebuilding Together New Orleans. The plan was to ride to New Orleans, volunteer in the rebuilding efforts and then continue the trek to California. Nothing, of course, ever goes according to plan. After just four days on the road, Tester was unable to walk, much less ride – a severe knee injury sidelined him indefinitely, but Boutin decided to push on solo and made it to New Orleans in November.

Boutin fell in love with the city, so much so that he tracked down a temporary job with an architecture firm and

spent his spare time volunteering in the community. Ever the architect, Boutin worked with an organization called KaBOOM, which, through its Operation Playground initiative, is building 100 playgrounds in hurricane-damaged areas.

Emily Bome '09, Boutin's girlfriend and fellow RWU alum, joined him next, and the two set out for California. Riding through the deserts of western Texas, the couple was joined by a stray dog. After a harrowing journey that involved a state trooper, a kind Mexican couple with a camp, a hitch-hiked ride in a truck, an animal shelter and a Walmart in Carlsbad, N.M., Boutin and Bome had themselves a new pup, aptly named Texas. They taught Texas to ride in a laundry basket rigged to the back of Boutin's bike, and he stayed for the rest of the 300-mile trip to Albuquerque, where the ever-growing group called it quits for the winter.

On temporary hiatus in New Orleans once again, Boutin plans to finish the ride in coming months. Even with the challenges, the pair has raised nearly \$10,000 and hopes to ride together again some day. If nothing else, the trip has been an exercise in perseverance.

“First I'd like to finish this ride,” Boutin says. “Then, who knows? The rest of the world is waiting.”

For more, visit www.discoveramericaproject.org.

By the Numbers – Grants Highlights at RWU

What do exciting RWU stories about oyster gardening, wind power and leadership programs for students from the Middle East have in common? All are projects and initiatives that received support from government and organization grants. As of press time, recent highlights include:

- 37** government or organization grant proposals submitted in fiscal year 2009
- 17** grants awarded (so far) for fiscal year 2009
- 10** federal agencies that have awarded grants to RWU in recent years
- 9** state agencies that have funded recent Roger Williams projects
- 7** biology and chemistry students awarded at the 2009 Academic Showcase for grant-funded projects
- 2.3** million dollars in federal grants awarded to University initiatives in fiscal year 2008
- 1** National Wildlife Federation Campus Ecology Fellowship winner, of 7 awarded
- 1** State Department Middle East Partnership Initiative grant, of 7
- 1** Merck / American Association for the Advancement of Science award, of 14
- 1** Rhode Island Science and Technology Advisory Council Collaborative grant, of 9

Snapshots
from across the
RWU campus

Warning: Don't Try This at Home!

Imagine hugging the curves of a hill at speeds of up to 60 miles per hour, protected by nothing more than a carbon-fiber frame and a fairing built with fiberglass and Nomex paper. An off-season challenge for an Olympic luge team? Nope. More like a team of four adventurous RWU undergraduates.

Each year, engineering students from across the world compete in the Human Powered Vehicle Challenge, a competition devised by the American Society of Mechanical Engineers (ASME). Teams compete to design and build aerodynamic vehicles that are practical options for everyday use – from commuting to work to going to the grocery store. In 2009, Roger

Williams University earned entry as one of 25 colleges and universities to compete in ASME's eastern region, battling other domestic teams as well as ones from as far as India, Ecuador and Venezuela at Drexel University in Philadelphia this April.

Engineering students Alden Clark, Matthew Muhlenkamp, Billy Kastanaras and Patricia McCormick – all seniors – had been hard at work designing and constructing the *Talon* since last September.

“As with all the engineering design projects, our team was able to implement much of the knowledge we have gained over the past four years,” McCormick says.



“Fundamental skills such as teamwork, problem solving and organization as well as technical knowledge were crucial to the completion of the vehicle.”

The RWU team signed up to compete in the design, sprint and endurance portions of the challenge this year. McCormick says the design portion “consisted of a 5-minute presentation and 30-page technical report as well as judging on aspects such as the safety and aesthetics of our vehicle.” The sprint event timed entries in a 100-meter race, each vehicle equipped with one male and one female rider. This year, citing space issues, ASME turned the 65-kilometer relay into

a head-to-head drag race that consisted of two teams competing at once.

The results? No prize for the RWU team, but with a sixth-place finish – insights gained, lessons learned and enjoyment all around. “The competition was a ton of fun,” McCormick says. “It was great to finally present the vehicle that we had been working on since September, and it was interesting to see designs other schools had come up with as well. We left the competition with a lot of lessons learned and advice for future teams. We are very proud of our results and have learned a lot throughout the process.”



Face to Face with...

France Hunter
Assistant Professor of Dance

For someone who didn't start dancing until early high school, France (Mayotte) Hunter has certainly experienced her share of success. The Wisconsin native fell in love with dance as a teenager after watching the film *The Red Shoes* about a woman so obsessed with the role she is preparing that she dances herself to death. “There was something so romantic about it,” Hunter says. Once she started, she never stopped and since then has danced her way through life as an actress, model, teacher and movement and executive coach. **ON HER NAME:** “I'm kind of the odd one in my family. All of my other siblings were blond and blue-eyed. They thought they'd give me an odd name, I guess.” **HER BIG BREAK:** After completing her M.F.A. in Los Angeles, Hunter packed up for New York en route to an open audition for dancers for a movie. It was 1979, and the legendary Twyla Tharp was choreographing the film adaptation of the musical *Hair*. “It was just myself and a few thousand dancers in the city,” Hunter says with a laugh. “I was newly in New York, so I didn't know what to expect or even to be nervous because I just needed a job.” She landed it and went on to dance with Tharp's touring troupe for three years. **BROADWAY BABY:** Following the birth of her first son, Hunter landed the role of Consuelo in the Broadway revival of *West Side Story* – every dancer's dream, she says – and later reprised her role in the Paris production. **ON DANCERS:** “Dancers are extraordinary people. They have to be very disciplined, and they really have to be looking at themselves all the time. It's a personal journey of self-discovery. There's no downtime in that.” **KEEPING THE ARTS RELEVANT:** Hunter, who spends her spare moments teaching mind/body integration to executives at corporations like *People* magazine and the Home Shopping Network, calls herself a crusader for the arts: “It's crucial because they're in great jeopardy of becoming extinct. I think we have to keep working really hard at keeping the arts vital. Everybody's engaged in the creative process in some way or another – we're all creative.”



Heard On Campus, Spring 2009



“People say to me, not realizing how insulting the question is: ‘How would you have morals if it wasn't for God? How would you know?’ I think on the campus of a university named for Roger Williams, it'll be readily intelligible why I think that's insulting.”
– Christopher Hitchens, author, journalist and literary critic



“I come here to Roger Williams School of Law partly to pay tribute to those who are younger, whose lives and whose impact and whose legal careers will last far longer than mine, because we in so many ways give you the responsibility of what the world will be in the future.”
– Sarah Weddington, winning attorney in the landmark *Roe v. Wade* Supreme Court case



“No matter what money gets transferred, no matter what plan gets announced, no matter what loan gets approved, the banks continue to fail, the stock markets continue to drop, capitalism is having its first full blown nervous breakdown in over 70 years, and nobody seems to know what to do.”
– Ray Suarez, author and journalist



LAW 701
Advanced Trial Advocacy:
Integrating Mindfulness
Theory & Practice

Instructor: David Zlotnick, Professor of Law & Associate Dean for Academic Affairs, RWU Law

Humane lawyering: “Trial lawyers notoriously suffer from burnout and substance abuse and often adopt cynical attitudes towards their clients and themselves,” says Zlotnick, on his motivation for designing this course, one that's essentially unique in American legal education. “Law students hoping to become trial lawyers frequently succumb to public-speaking anxiety and hold self-defeating conceptions of what they hope to become. This course seeks to address these issues by making the learning and practice of trial advocacy more mindful and more humane for everyone involved.” Supported by a \$10,000 grant from the Center for Contemplative Mind in Society in Northampton, Mass., the course draws on meditative practices from all major religions and spiritual traditions that are intended to help people achieve greater calm, balance and empathy.

Practice and theory: At the same time, it's a practical and hands-on law course designed to cultivate better courtroom skills. Classes are conducted in a mock courtroom, with students stepping into the roles of lawyers, jurors and witnesses as they contend with difficult circumstances. The final exam consisted of a full mock trial before real judges. The course's more theoretical side was reflected in an eclectic reading list that encompasses both unusual law review articles (with titles such as “Trial Theory and Blind Poetics” and “Mindfulness Meditation and Law Practice”) and readings from philosophical publications, including “Radical Acceptance” by Tara Brach, Jack Kornfield's “A Path with Heart,” and Steven Hagen's “Buddhism Plain & Simple.”

Clearing the mind: Zlotnick brings in guest speakers for many classes, including an actor and a lawyer-turned-yoga instructor, who help guide students through meditation, visualization and relaxation techniques. And every class begins with a meditation designed to clear the mind. Rachael Mailman, a law student and yoga enthusiast who took the class to sharpen her trial technique, found these meditations to be startlingly effective. “The energy in the room changes,” she says.

Commencement 2009

Given that President Nirschel’s off-key rendition of a crowd-pleasing pop song has become an annual tradition by now, we’re well past the point we can get away with calling it *impromptu*. That doesn’t mean, of course, that graduates are any less enthusiastic about the display of showmanship at Commencement – and this year was no exception.

From the President’s arrangement of Jordin Sparks’ “One Step at a Time” to student speaker Patrick McHeffey’s advice to his fellow graduates, the ceremony offered this year’s class ample opportunity to celebrate. Even a torrential downpour during the procession couldn’t dampen the crowd’s spirit.

During her Commencement address, renowned school teacher and educational administrator Joan Countryman asked graduates to value their education – “more precious than gold,” she told them – wherever their path in life takes them from Roger Williams University. The other honorary degree recipients for the University and the law school included:


- **Ibrahim Arian**
Turkish business leader and educational entrepreneur
- **The Honorable Federico Hernández Denton**
Chief Justice, Supreme Court of Puerto Rico
- **Louise Durfee**
Attorney at Law
- **The Honorable Jacob Hagopian**
Senior U.S. Magistrate, United States District Court, District of Rhode Island
- **Jerrold L. Lavine**
Businessman, civic leader and philanthropist
- **The Honorable Jack Reed**
United States Senator from Rhode Island





“Any worthwhile endeavor is never complete,” Patrick McHeffey told his fellow graduates at Commencement 2009. This year’s student speaker – selected by audition from a group of nine student applicants – McHeffey, a magna cum laude graduate of the Gabelli School of Business from Long Island, N.Y., addressed his classmates, their families and the University community on the importance of fulfilling their potential and living lives of passion and endless self-cultivation. His speech, peppered with anecdotes about student parking woes, 25-cent wings and blacklight parties, drew chuckles and cheers from his peers and a standing ovation from the audience as he assured them: “Our passion and ambition are needed now more than ever before.”


What’s On Your Mind?

That’s the question that greets Facebook users upon login to the ubiquitous social networking site. We were curious about what was going through the minds of RWU graduates – or potential graduates, we should say – in the days leading up to, during and just following Commencement. Here’s what some of them were thinking...

 **Mike Paronich** may have gotten a 4 on his last final but who cares... I AM DONE!

 **Kate Boardman** not ready... not ready... not ready... think my family will be mad if I decide not to graduate?

 **Maestro Adam Davis** is on his way to Graduation rehearsal. Just got his stole from the Intercultural Center and is having a PRAISE PARTY! Praise Him in Advance!!!

 **Katie Heuston** I’m a complete and total college graduate now. Well, except for that walking across a stage in a funny square hat thing.



Kayla Barnes is taking her political science degree from RWU and heading to law school in New York City this fall. “It flew by,” she says of her RWU experience, smiling from ear to ear. “The highlight, I think, is getting to meet all the different kids in my field and the awesome professors I had.” Kayla is pictured here in graduation garb among family and friends, including her proud dad, Agostinho Oliveira (center), a 1983 RWU graduate: “I’m very emotional and extremely happy. I’m proud of her achievements, of her being the kid she is... of her leading qualities.”



Falling in love with RWU took some time for Jessica Finocchiaro, who admits she was a bit finicky in the beginning. By the time her senior year rolled around, the English literature and American studies double-major says: “I really don’t want to leave!” On campus, Jessica enhanced her academic experience with co-curriculars such as Mock Trial, Phi Beta Delta Honor Society and Phi Alpha Delta, among others. Her most spectacular experience, according to her mother Joan (pictured with her daughter and her husband, Joseph) was studying abroad for five months in Florence, Italy. “It’s a once in a lifetime opportunity,” Joan says. “She did everything at Roger Williams that I always wished I had done.”



Nicholas Czarniecki sports a cap and gown for the first time, surrounded by enthusiastic friends and family members including his parents – Kathleen (back row, far left) and Steven (front row, center). “When we dropped him off, I cried harder than his mother,” Steven says. “He left his wallet home, so I gave him mine, and he’s had it for three years!” Nicholas says he changed his major twice – first history, then international business – before a summer trip to the Philippines helped him form a plan. “Seeing all the poverty there opened my eyes,” Nicholas says. He settled on architecture, completed several internships and already has three job offers in New York City.



Liz Anastasi admits she was confused about the appropriate path to pursue when she arrived on campus as a freshman. RWU’s family atmosphere, however, assured Liz’s parents that the school would be a good fit. “I was very nervous leaving my daughter behind four years ago,” says her dad, Paul. “But I knew she’d fit in. We had visited prior, and I felt it was a close-knit community.” These days, despite general trepidation about the less-than-stellar job market (“It’s pretty scary!” she says), Liz feels much more prepared with a marketing degree under her belt. Her mom, however, choked back tears: “I’m trying not to cry... there are no words!”

RWU Rundown – Spring Break Edition

At Roger Williams University, we urge students to explore the globe. What better time to start than spring break? Here's an outrageously quick, entirely random sample of where our undergrads went and what they were up to.

Clarksdale, Mississippi. Twenty-two alternative spring breakers traveled to Clarksdale, where they helped to rebuild homes for locals and served up smiles (and dinner) at a community soup kitchen. They managed to squeeze in some R&R as well, feasting on old-fashioned ice cream and spending a day on the muddy Mississippi.

Cancun, Mexico. Despite government warnings to avoid Cancun due to the potential for drug-related violence to spill into tourist zones, communications major Phil Devitt braved the trip. He checked out the Mexican landscape via ATV, enjoyed the Riviera by speedboat and cruised to an island off of Cancun's coast. Thankfully, no violence – or swine flu, which was initially identified in Mexico around the time of his trip.

Charleston, South Carolina. There was no rest for the weary sailing team, which has kept Roger Williams in the news with its shifting national ranking (as high as No. 3) all year long. The coed Hawks squad spent the week training at the College of Charleston, where they began and ended spring break with races against the Naval Academy and St. Mary's College.



Literacy coach Sue Brown (right) signs with two students from the New Bedford School System.

Two RWU Professors Spearhead Innovative Literacy Program for Deaf Learners

It's said that good readers hear the voices of a work's characters in their heads as they read. But what if you're unable to hear real voices at any point?

According to Professor of Education Bruce Marlowe and Associate Professor Rachel McCormack, 95 percent of deaf and hard-of-hearing people cannot read past a third-grade level. Now, with help from a Roger Williams University Foundation grant, the two are working with local educators to develop a new and more effective way to teach deaf children to read and write.

What began a few years ago as a series of professional development workshops at the READS Collaborative in Middleboro, Mass., has evolved into a full-blown study of the ways in which literacy education is administered to deaf and hard-of-hearing children. By analyzing the skill set needed for hearing students to succeed in reading and writing, Marlowe and McCormack have honed in on what building blocks *all* readers need to succeed and are helping deaf educators implement strategies in the classroom to help deaf children acquire those skills. The key, they're finding, is in combining a visual phonics method and bilingual approach to teaching reading: The children acquire English phonemes through a series of 34 hand signs, mouth the words in English and then translate what they've read into American Sign Language.

McCormack – a literacy education specialist who had never worked previously with the non-hearing population – and Marlowe, a special education specialist, are now working with teachers in the New Bedford Public Schools and at the READS Collaborative (a literacy center serving 26 school districts in southeastern Massachusetts). The pair observes the teachers, who have been asked to create action research projects by examining what is happening in their own classrooms. Students are currently being individually tested to determine their progress. Results are expected this fall.

In the meantime, progress seems hopeful. Students are writing poetry of their own volition, Marlowe says. And the teachers are thinking more about the act of teaching reading in general, not just the deaf student. "We've watched the teachers grow over the past few years, and that was the original intention," McCormack says. "There's been a dramatic shift in attitude toward the possibility of teaching deaf kids to read."

Sue Brown, a literacy coach from New Bedford who has worked with Marlowe and McCormack, says the structured approach has proven useful for many of the teachers. "We used to use different textbooks because there was no set curriculum," Brown says. "Now we're all on the same books, and we can track where the kids are. I don't think we would've done that without the grant."

Classroom Capture: Making it Possible to be There, Even When You're Not

Wouldn't faculty members love it if students could attend lectures even when they're sick? What if students could hit the "rewind" button when they don't understand something their professor says in class?

Software designed to capture and digitize the classroom experience – the professor's voice and projected visuals – and post it on the web makes it possible for students in those two situations (or any number of others) to review classroom lectures online. And it's quickly paying dividends at Roger Williams University.

Senior architecture major Linda Sylvain says that RWU's classroom capture capability saved her from graduating late. Entering her last semester at the University, Sylvain worried when the two courses she needed to fulfill her major requirements – Social Aspects of Architecture and a course on architectural technology – were being offered simultaneously. Faculty member Eleftherios Pavlides had a solution. He promised to send Sylvain the link to the digital version of Social Aspects of Architecture, and Sylvain could view the lectures

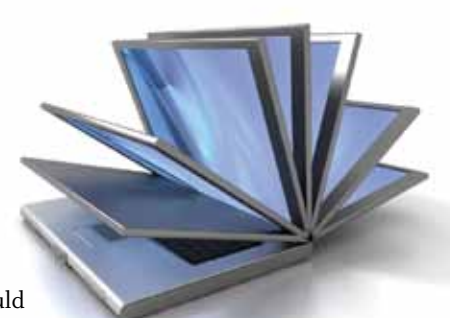
during off hours. That way, she could still sign up for her other class.

"The technology allowed me to hear discussions and questions raised by other classmates," says Sylvain, who also met with Pavlides in person once a week. "Even though I was not physically in the class, I often felt like I was part of the class."

For Pavlides, who is writing a textbook on social aspects of architecture with a colleague from the University of California, Berkeley, posting his lectures on the web fosters collaboration. "Once it's on the Internet, it's pie in the sky," he says.

According to RWU Vice President and Chief Information Officer Joseph Pangborn, the University plans, through a federal grant, to make classroom capture possible in all classrooms on campus starting next fall – that's an upgrade from the five classrooms in which it was available this semester.

Sylvain, for one, appreciates the benefits and the ability to graduate on time: "RWU stays on top of the newest developing technologies," she says.



Face to Face with...

Michael Greenwald

Finance '09

In the few spare moments he finds between studying concepts like *Options, Futures and Other Derivatives* to fulfill the requirements of his finance major, senior Michael Greenwald manages to keep himself occupied with a variety of campus activities. He plays rugby for the Hawks' squad, sits on the Student Advisory Board to the dean of the business school, serves as vice president of the Entrepreneurial Association and is an active member of business fraternity Delta Sigma Pi. That's all a far cry from his initial bout with college, in which Greenwald was quickly underwhelmed with the lack of individual attention at a large university in his native state. "I felt alienated in Colorado, so I vowed to be more social when I got to Roger Williams and get myself out there." **LEARNING CURVE:** Greenwald's arrival at RWU came fresh off the heels as an enlisted specialist in the U.S. Army Reserve for Operation Iraqi Freedom. Stationed near the Turkish border in Kurdistan, Greenwald worked in a support unit, running convoys to and from Mosul. The Kurds welcomed America's presence, he says – his unit passed out food, clothes and hygiene supplies and even built desks for the local schools. "I was proud to serve my country but it was stressful to be stuck in the same place for a year. It was like being trapped inside of a box." Undoubtedly, however, the experience proved valuable. "I needed a little more structure and organization in my life, and the Army gave me just that." **FOCUS ON HILLEL:** At Roger Williams, Greenwald has been a leading voice for the University's chapter of Hillel, the foundation for Jewish campus life. Since he joined as a sophomore transfer in 2006, Hillel has quadrupled its roster to more than 30 members. "Hillel has become a club where students actually enjoy coming to the meetings. I think that says a lot about a club." **WHAT'S NEXT:** Greenwald plans to work in Bristol this summer before heading back to Colorado, where he's landed a job with Amica Insurance. He also hopes to attend graduate school. "I am always continuing to learn and grow as an individual," he says. "I try to keep an open mind with everything I do."

Roger Williams, Latino Policy Institute Join Forces

After nearly two years of planning, Roger Williams University formally partnered with the Rhode Island Latino Policy Institute to support the Institute’s mission to become the primary source of research on Latinos in Rhode Island and inform future public policy as it relates to the state’s fastest-growing ethnic population.

“I think it’s fair to say that the rest of the state doesn’t understand who or what Latinos are,” says Institute co-founder and RWU law professor Jorge Elorza. “When the rest of the state comes to understand who and what we are, they’ll come to understand that we care about the same things the rest of the state cares about.”

Students, too, will benefit from the collaboration, as the partnership will provide significant opportunities for them to participate in the Institute’s research and policy work. Elorza added that a partnership with Roger Williams was natural given that the University expressed the most interest in the Institute and was willing to invest in it from the beginning.

Says Institute co-founder Domingo Morel, “RWU’s solid record of developing cultural collaborations and community partnerships across partisan lines is a major asset to our growth. This new collaboration will foster our ability to affect positive changes in Rhode Island by providing critical information on our growing Latino population.”



Traditions

It’s hard to imagine that Roger Williams University – long before it was Roger Williams University – once operated out of the YMCA in Providence, but this WW-II era admissions fair photo offers a glimpse. When Northeastern University parted ways with its Rhode Island branch in 1940, the YMCA combined the business school with its own technical institute under the name of the Providence Institute of Engineering and Finance. Closed due to lack of students during the war, the school reopened in 1945 as the YMCA Institute, offering certificates (and then degrees, following the G.I. Bill) in accounting, engineering and management. The exact date of the photograph is unknown, but we thought you might enjoy the peek back to an era that’s been summoned to mind in more ways than one over the past months. Thoughts and opinions welcome – magazine@rwu.edu.

Point • Counterpoint



James Tackach Professor of English

• **Abraham Lincoln.** Lincoln began his presidency under the most difficult circumstances of any president before or since. Seven southern states voted to secede from the Union before Lincoln took office, and four more opted for secession a month later. The country began falling apart. Through four bloody years of civil war, Lincoln held the disintegrating Union together and began the formidable task of reforming the fragmented nation. Under Lincoln, the United States became and remained a Union. While holding the nation together, Lincoln began the process of eliminating its most serious moral and political problem – slavery. Lincoln’s Emancipation Proclamation abolished slavery throughout most of the South, and the 13th Amendment made all slaves forever free. Lincoln also became the first U.S. president to call for voting rights for African-Americans. As he stated at Gettysburg, Lincoln initiated for our country “a new birth of freedom.”



Jeffrey Meriwether Associate Professor of History

• **George Washington.** Washington was the greatest American president because he was the first American president. Washington was a patriot, yet he instinctively understood that the new nation, so impressed with its independence, could not embrace political or social radicalism. Rather, an American democratic ideology would have to be nurtured with a healthy dose of reason, moderation and patience. As the first president, Washington had to define the office. His celebrity placed him on a level above others, but he was to be no monarch. Still, Washington had to endow the office with authority, and thus he entered the presidency with a true air of national leadership. Perhaps Washington’s greatest achievement was understanding that he must stand down so that others could stand up and lead. Rather than abuse his power, this greatest American president willingly relinquished it, thus challenging his fellow citizens to develop a truly American democracy.

Summer Reading List

We all remember them – those pesky summer vacation reading assignments. Should you find yourself at the beach this summer desparately craving a good book to read (or to shade your face with!), here are some favorites from a handful of RWU’s most avid readers. Don’t forget the sunscreen...

Kelilah Wolkowicz RWU Freshman

- 1. The Time Traveler’s Wife – Audrey Niffenegger
- 2. The Red Tent – Anita Diamant
- 3. The Kite Runner – Khaled Hosseini
- 4. Magical Thinking – Augusten Burroughs
- 5. Gossip Girl – Cecily von Ziegesar

Susan Hammond Director, University Advising Center

- 1. Double Bind – Chris Bohjalian
- 2. Season of Open Water – Dawn Clifton Tripp
- 3. Mists of Avalon – Marion Zimmer Bradley
- 4. The Peabody Sisters – Megan Marshall
- 5. Skeletons at the Feast – Chris Bohjalian

Teal Rothschild Associate Professor of Sociology

- 1. The Brief and Wondrous Life of Oscar Wao – Junot Diaz
- 2. White Teeth – Zadie Smith
- 3. Dress Your Family in Corduroy and Denim – David Sedaris
- 4. Saturday – Ian McEwan
- 5. Off the Books: The Underground Economy of the Urban Poor – Sudhir Alladi Venkatesh

Maria Adkins Assistant Director, RWU Intercultural Center

- 1. Skinny Dip – Carl Hiaasen
- 2. Snow Flower and the Secret Fan – Lisa See
- 3. Poison Study – Maria V. Snyder
- 4. The Help – Kathryn Stockett
- 5. The Girl with the Dragon Tattoo – Stieg Larsson

Sydney Schoof ’09 RWU Alumna

- 1. Jurassic Park – Michael Crichton
- 2. Pride and Prejudice – Jane Austen
- 3. The Remains of the Day – Kazuo Ishiguro
- 4. One Hundred Years of Solitude – Gabriel García Márquez
- 5. Twilight – Stephanie Meyer

Translation Sensation: Is There Anything Better than “Ezra”?

As legend has it, Gabriel García Márquez once said that Gregory Rabassa’s translation of his work, “One Hundred Years of Solitude,” was better than his Spanish original. The comment raises an interesting question: To how much creative license should a translator be entitled?

Peter Thompson, adjunct professor of foreign languages at Roger Williams University, enjoys a liberal view on the topic, painting translators as artists as opposed to robots. And that’s evident in the works published in “Ezra,” an online journal Thompson oversees with two RWU student editors.

Accepting submissions in any form, style or tone from any era and in any literary genre, Thompson’s mission for “Ezra” is to stimulate

the under-explored art of reading authors from around the world by translating their works into English. Contributors range from renowned translators to RWU undergraduates; works from locales as diverse as Italy, Senegal and France decorate the current issue.

Fulbright Scholar Adrienne LaFrance, who graduated from RWU in 2008, translated “Black Mask,” by Senegalese surrealist Léopold Sédar Senghor. It begins:

“She sleeps, reclines upon the ingeniousness of the sand.

Koumba Tam sleeps. One green leaf of palm veils the frenzy of hair, cambered copper forehead

Closed eyelids, a bowl doubled, wellsprings cemented fast.”

The strangeness of poems like this one from far-away lands shows exactly what’s so alluring about translation, Thompson says. “It gives another twist, transports you further, gives more strangeness. There is the added torque of a different culture, that strange out-of-the-body experience where time slows down, and you are transformed.”

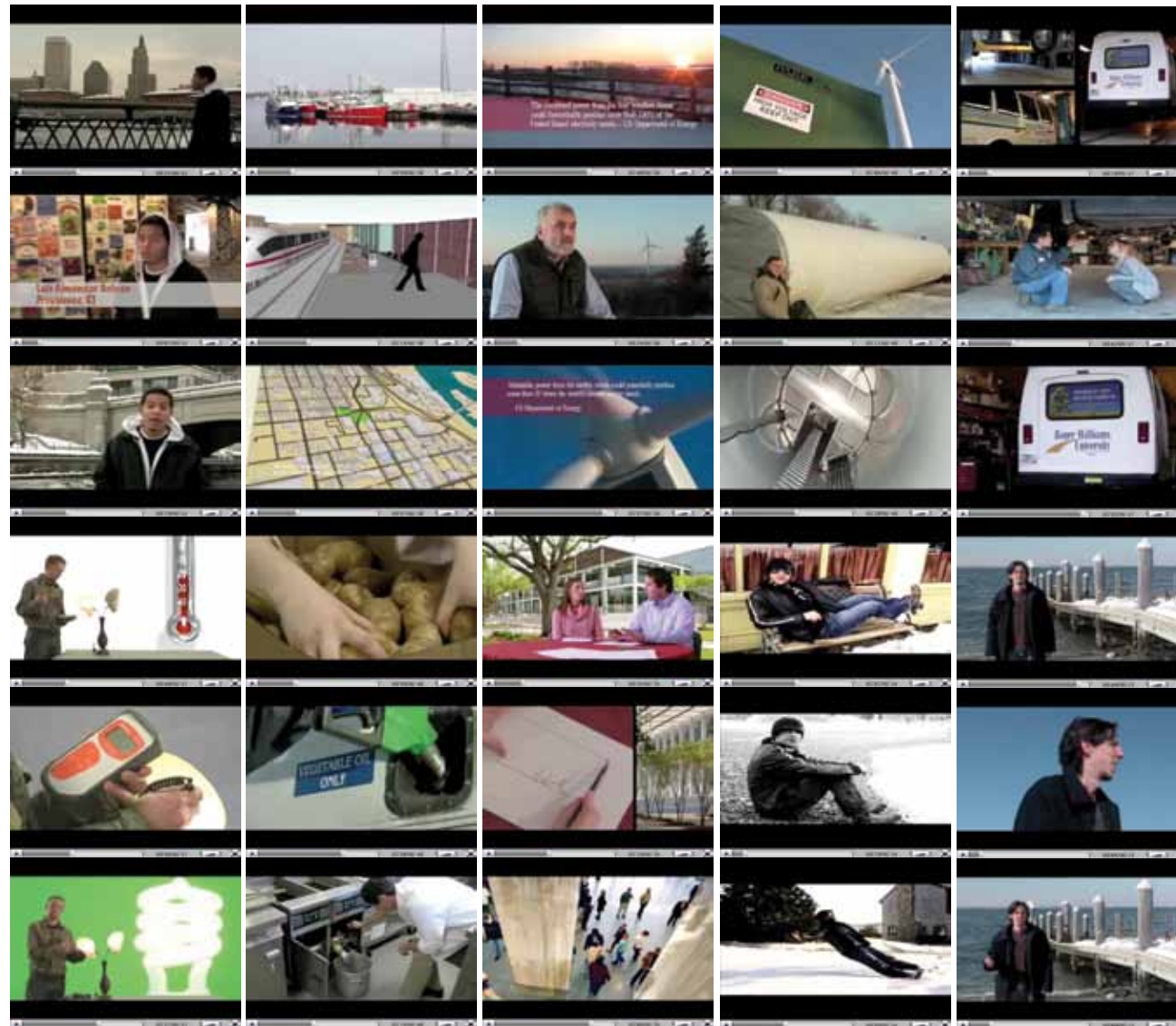
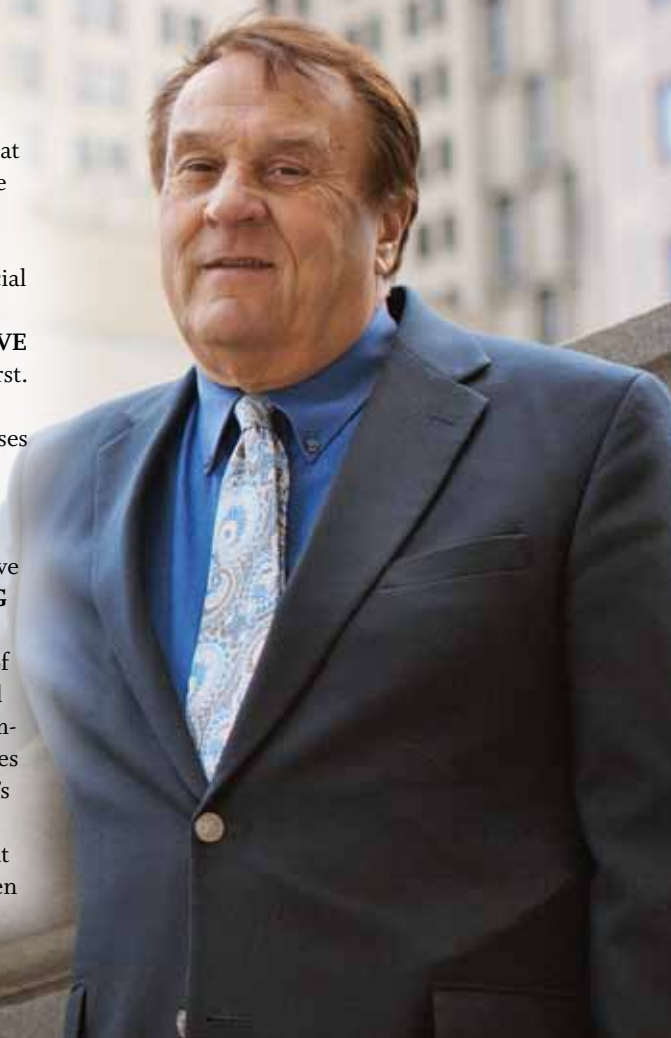
Want to experience it? Visit www.ezratranslation.com.



Face
to
Face
with...

John Stout Dean, School of Continuing Studies

“How would you like to be a founding father?” That question from Ralph Gauvey, president at the time, compelled 24-year-old John Stout to take a leap of faith with a fledgling Providence institution named Roger Williams College in 1967. “You could write your own ticket,” Stout says 42 years later, these days the dean of Continuing Studies. In the moments between, he helped guide the institution through its move to Bristol, spearheaded the creation of the social sciences division, built the successful Open Division, survived six presidential leadership changes and held five different deanships. He’s had a little fun along the way, too. **THE MOVE TO THE ‘BURBS:** Major challenges during his tenure? The 1969 move to Bristol was the first. “I remember in April or May thinking, ‘Next year, we open our doors and we don’t have any idea what our product is going to look like! Let’s make some decisions.’” The first day of classes that September proved memorable. “First, the dean of students keeled over and died. At the same time, we were panicked over being 100 students short of our enrollment goal.” Things improved, to say the least. **IT’S ALL ABOUT THE STUDENTS:** “My family always says to me, ‘You know everybody in Rhode Island!’ That’s because they’ve all been my students... I’ve enjoyed the student interaction as much as anything else – it keeps me grounded.” **THE BIG EASY:** A trip to New Orleans instilled in Stout a passion for that unique American city and its vibrant culture – particularly its music. More than 30 visits since to soak up the sounds of blues, R&B, zydeco and jazz have sparked friendships and encounters with both legends and up-and-comers – names like Eddie Bo, Dr. John, Trombone Shorty, Tab Benoit and Fats Domino. “It’s the kind of place where there are no secrets,” Stout says. He’s visited numerous times since Hurricane Katrina. “Some of the neighborhoods are in shambles and always will be. It’s going to take a long time, but they’re going to make it. There’s a tremendous spirit in New Orleans.” **ON HIS EXTENDED TENURE AT RWU:** “People often ask: ‘How can you stay at the same place for so many years?’ It never felt like it was the same place. There’s always been a sense of innovation. It’s been rocky, sometimes, but it’s been fun.”



Play it Forward

RWU undergrads
contribute to the national
energy debate via creative
video spots

– By Vallerie A. Malkin

In “Green & Gray Possibilities,” a 52-second video produced by Roger Williams University senior Lorin Richardson, RWU freshman Luis Almanzar Galvan raps his way through a free verse on pollution, the cityscape of his native Providence, R.I., serving as backdrop. The video’s insistent drum score exudes a sense of urgency, one reinforced plainly by Almanzar Galvan’s message – if we don’t stop abusing the environment, we will create “a horror story of the future.”

The scene doesn’t as much meander as it pulsates against the city’s Waterplace Park. A tunnel of ceramic tiles memorializing the casualties of 9/11 sets the proper tone by which to absorb the consequence Almanzar Galvan predicts – loss. Its concluding stanza leaves the author (and viewer) nearly breathless:

“Let the green speak to you and the sharp alert eyes of your favorite outdoor memory entreat you to breathe it all in until coughing and sputtering you realize this is not what I remember this is not the clean that I once inhaled carefree and vibrant on these bright sunny days when we flew kites together...”

Our core values
in action, in
the classroom
and beyond

Richardson's spot – along with 12 others created by a team of nine RWU undergraduates – was developed for *Planet Forward*, a unique web-to-broadcast experiment (think YouTube on television) aimed at exploring ways in which humans can move away from reliance on fossil fuels. And it was just one of the RWU-produced, outside-the-box takes on sustainability that caught the eye of renowned journalist Frank Sesno, a Civil Discourse speaker at Roger Williams in 2008 and the man behind *Planet Forward*.

"RWU's contribution as a group led the way," Sesno says. "The submissions were thorough, smart, creative and varied. It struck me that every single one of the RWU entries had a memorable element."

All 13 of the videos from the Roger Williams team – on topics such as wind power, alternative fuels and green building, among others – landed on the *Planet Forward* website along with submissions from other universities and individual contributors across the nation. Sesno developed the site to provide a venue for the exchange of ideas on our nation's energy crunch – there, user ratings determined the favorites, and Sesno hand-picked a selection of videos and featured them (some fully, some in snippets) on his television program of the same name, which aired on PBS in April before an audience of five million viewers.

Of the three Roger Williams videos selected for the television edition of *Planet Forward*, a piece titled "R.I. Wind: From Foe to Friend" earned student producer Kyle Toomey a spot on the show's panel discussion at the Washington, D.C., taping of the broadcast. Toomey's video focused on the Portsmouth (R.I.) Wind Project and the environmental and economic benefits of harnessing wind power.



The Planet Forward team even earned in-person kudos from U.S. Senator Sheldon Whitehouse (center, next to President Nirschel) during their trip to Washington, D.C., for the PBS taping.

What Sesno liked so much about the selection, in addition to a strong piano score and crisp outdoor visuals, is Toomey's basic approach to deconstructing a complex topic: a representative from the project explains the technology step by step as the camera pans in on the turbine parts before they are assembled.

Judith Johnson, assistant vice president of University Communications and one of the facilitators of the RWU portion of the project, says that working across disciplines – from architecture to marine sciences – and involving the creative and technical talents of such a diverse group of students made the project a community effort.

"Students were committed and passionate about video as a new medium for journalism," Johnson says. "They played off of each other's strengths, and the quality of the work was so creative – better than that of some professionals."

The group tackled the *Planet Forward* project last January as part of a winter intersession course on digital media. Michael Scully, assistant professor of journalism and a former CNN writer, took the students under his wing for three weeks:

"They had a single purpose in January, and it worked in our favor," Scully says. "They were beholden to me Monday through Thursday from 9 to 5, no distractions. There were no other students on campus, it was too cold to be out playing... If they didn't find work for themselves, they'd have to sit around doing nothing."

By the time the course neared its end, every student was working a seven-day week. Senior communications major Michelle Bazinet says that it didn't take long for the nine students to bond.

"By the end of the whole project, we were all like family," she says. "We were always together, we didn't have time for anything, and if we did have

time to go out, we went out with each other. We were able to listen to each other and produce good stuff because we respected each other."

The videos speak for themselves. The students hope that some of them – such as Bazinet's piece on the commuter rail plan to connect Boston to New Bedford, Mass., and other nearby communities – may even be agents for change. The office of Massachusetts Congressman Barney Frank posted the video on its website (www.house.gov/frank) because of the strong case it makes for the commuter rail's inclusion in the upcoming 2009 Congressional Transportation Bill.

The vignette features commentary from Kristina Egan, South Coast rail manager at the state's Executive Office of Transportation, as well as a digital simulation of what the commuter rail and surrounding mixed-use neighborhood – including retail, industrial and residential areas – might look like if developed.

Producing the piece was daunting, according to Bazinet, who with Toomey braved the desolate, icy Whale's Tooth area of New Bedford in the dreariest winter

months several times to get interviews. "It certainly makes you toughen up," she says. Fellow senior Kristen Seturins produced a video on the University's Canola Shuttle in which an RWU mechanic is interviewed from under a jimmed-up bus to discuss why fueling shuttle buses with recycled canola is both cost-effective and environmentally friendly.

"It was a lot of fun, and I learned a lot about sustainability," Seturins says. "Being able to go out on the shoots and learn about producing and editing and camerawork was a great experience. The fact is, everybody really wanted to go on most of the shoots – sometimes we'd have to take two cars!"

Seturins says the group really bonded when they decided to work on a Friday – originally their designated day off – and drove to Quonset View Farm in Portsmouth to interview a farmer for the Canola Shuttle piece. "It was a 25-degree day, but everyone was having fun," Seturins says. "I think everybody was really determined and just had that work ethic and drive to want to make this work."

Sesno hopes that the *Planet Forward* broadcast leads to sustained discussion via the web and expects that Roger Williams and the other universities involved in the project will keep the conversation alive, both on campus and beyond. Additional segments of the program will run in the future – in fact, Sesno invited RWU (and a new batch of student producers) to create new videos this winter.

In addition to contributing to the debate on energy, RWU's *Planet Forward* participants are thrilled that the project brought attention to what can result when students and faculty members collaborate.

"I think *Planet Forward* has brought something more to journalism at RWU," says Bazinet. "Next year, the University is going to have the new Global Heritage Hall building and all this new equipment. If we can do this now, imagine what they'll be able to do next year when they have those added resources – they're going to have a playground."

To view the videos or participate in the conversation otherwise, visit www.planetforward.org.

Travelblogging 101 – No Tourist Photos Allowed

The concept for the Ireland travelblogging course is simple. Students grab old-school, hard-cover composition notebooks at their stateside orientation and are tasked with recording their experiences the old-fashioned way. The trip lasts 12 days and toward its end, students select five to seven excerpts from their journals, convert the copy to digital and combine the stories with photographs to create blog posts.

There are, of course... rules.

Faculty members Roxanne O'Connell and Kate Mele have been running the study abroad travelblogging trip to Ireland since 2005. Each time they cross the ocean, they provide their students just two other specific directions: No tourist photos, and catch your "a-ha" moment.

"The key to travelblogging is the relationship between the visual and verbal snapshot of the experience – it's about using the camera to see things differently," Mele says. "The 'a-ha' moment comes in encountering new places, the people who live there and even tourists who are just passing through. We want them to look at particularities, real life, rather than romanticizing the experience."

O'Connell compares the trip to Alexis de Tocqueville's experience in America. She asks students to consider Ireland not as tourists, not as residents, but as unbiased visitors and detached social scientists: "Plenty of travelers have written about Ireland. We ask students to forget all they've heard and read. They meet writers, historians, singers, musicians and government officials – they aren't allowed to write like typical tourists because they aren't typical tourists."

The results are captivating – visit travelbloggingireland.blogspot.com. Here's a quick snapshot from a post by blogger Lindsay Byrne, a senior psychology major at RWU, from the most recent trip in January 2009:

"I feel as if everybody knows. Since we arrived, I've had the slightest feeling that we've been walking around wearing giant 'I'm American!' signs. As my friends and I walk into the dining hall of our hostel, we hear the din of several languages I don't recognize. Making our way to the empty chairs at the far end, I can feel the eyes of the other travelers curiously scoping us out. We take our seats in the wooden, mismatched chairs and I notice an older gentleman sitting on the far side of the room. His face reminds me of a worn and tattered map, stained and wrinkled with experience. I notice he is drinking wine like us and that he is alone. For a second I slightly envy his independence and comfort with solitude. My envy quickly turns to pity. Things are not always what they seem and he may not be traveling alone by choice."

— Kristin Howley



Joining the Party: RWU Law Alum to Lead RNC

In 1993, fresh out of the Army at the tender age of 26 with a young wife and one-year-old son, Ken McKay '96L was just a local kid looking to make good for his new family. A salesman for a North Kingstown, R.I., polyurethane manufacturer, McKay thought constantly about how best to position himself for the future – and the new law school going up in Bristol seemed to offer an attractive solution.

"I'd always wanted to run my own business," McKay says. "When you're young, you don't realize all there is to it, but I wanted to have my own practice."

Having enrolled in the law school's inaugural class, McKay says he was energized and inspired by a pervasive feeling that he, his classmates and professors were part of an important and worthwhile undertaking.

"There was a real sense of purpose and unity – of an organization establishing itself," he says. "RWU Law was a community; we were a family, a team. Part of it was the school's physical location, part of it was its small size, but mostly it was the people. We came together and we stayed together, whether studying or socializing. We all knew that we were part of something."

These days McKay finds himself part of a new team – a bit larger, perhaps – as the new executive director of the Republican National Committee (RNC).

"I am excited to have such an outstanding leader become part of our team," RNC Chairman Michael Steele said in March, announcing the appointment. "Ken's background and expertise will help revitalize the RNC and elect more Republicans."

As executive director, McKay will be charged with the day-to-day operations of the RNC, including oversight of personnel and resource management. "Ken has proven that voters in both parties gravitate to reform-minded conservative governance and that our principles can work in all parts of this

country," Steele added. "I'm excited about the fresh approach from out in the states that Ken will bring to the RNC."

RWU Law Dean David A. Logan says McKay's days in Bristol prepared him well: "Ken's commitment to public service is a trademark of a Roger Williams lawyer. We are confident that his intelligence, training and interpersonal skills will serve him well as he moves from the state to the national stage."

McKay is no stranger to navigating rough political terrain. While working in 2002

at Taft & McSally LLP, a small but well-established law firm in Cranston, R.I., McKay was approached by firm partner James L. Taft – an old friend of his grandfather and a well-connected Republican – who recommended McKay to lead political newcomer Don Carcieri's gubernatorial campaign. Despite McKay's lack of political experience, Taft felt he had the organizational and personal skills that would make him perfect for the job. Following a friendly lunch with McKay, candidate Carcieri agreed.



"Two weeks later I was his campaign manager," McKay recalls. "He was, to say the least, an underdog. We were polling in last place, sixth out of six candidates – three Democrats, three Republicans. Conventional wisdom said we couldn't win the Republican primary, and that even if we did we couldn't beat the Democrats. But I saw that Don Carcieri was a leader, with a vision and a focus. Not just a desire to hold political office, but a desire to change the very quality of governance and representation. And I felt that people were thirsty for leadership – for Carcieri's brand of honest and forthright leadership, delivered with no motive other than running the state better."

Carcieri, of course, went on to win not one but two terms as governor, with McKay managing both campaigns and serving as the governor's chief of staff in between. It was an impressive achievement – especially in a heavily Democratic state such as Rhode Island, and all the more notable in the re-election campaign of 2006, which was a disastrous year for Republican candidates nationwide.

McKay's unlikely successes in this bleak political landscape caught the attention of the RNC, and the rest is history. Sitting in his new Washington, D.C., office today, McKay notes that his strategy as the organization's executive director is straightforward.

"Politicians like to talk at the 30,000-foot level, but from a grassroots perspective I think what's needed is very practical," he said. "We need to: (1) raise money; (2) build winning campaigns; and (3) drive home the message, as widely and deeply as possible, that Republican ideas are good for America and for American families, and that Democrat ideas are bad for America and American families."

Whether he can deploy this approach to help rebuild the Republican Party remains to be seen, but it's clear that McKay relishes the challenge and loves his work. "No matter what you do for a living, if it's not satisfying, then it's just a job," he said. "And that's no way to go through life." — Michael M. Bowden

Real World, On Campus – Making Connections at SAAHP

In an economic climate such as the one greeting today's graduates, students welcome any edge on the competition when it comes to landing jobs. Three unique programs – all launched at the School of Architecture, Art and Historic Preservation in 2007 – are providing SAAHP students with real-world know-how that just might supply that edge.

According to SAAHP Dean Stephen White, the *Teaching Firm in Residence* program – which allows multiple members of a single architecture firm to teach and engage with students over a given semester – is the only one of its kind in the United States. Early participants include outstanding firms such as Ann Beha Architects; Sasaki Associates, master planners of the 2008 Beijing Olympics; Kallmann McKinnell & Wood Architects; and Perkins + Will, which designed the newest residence hall at RWU.

John McDonald and Patrick Cunningham from Perkins + Will taught a comprehensive studio that integrated building with technology and systems. Both have taught at multiple universities but agreed that the Roger Williams program offered something special: "RWU consistently brings in people from the outside, which in turn consistently tests the curriculum and makes it relevant," Cunningham says.

The experience benefited the instructors as well as the students, McDonald and Cunningham say. The students provided ideas, enthusiasm and an unchecked ability to think outside the box.

SAAHP students can also take advantage of the *Visiting Artist* program, which invites a working artist to teach for a full semester, and the *Visiting Professor* program, which brings international scholars to campus to present a World Art lecture series and teach a graduate seminar.

Deborah Ascheim, a recent visiting artist who mounted a one-person show titled "On Memory and Forgetting," taught courses in mixed media, installation and drawing. "I was able to give students real-life experiences and show them the challenges that artists face outside the walls of academia," Ascheim says.

White says all three programs have been tremendously well received. "The Teaching Firm model offers a bridge between the academic and professional worlds, bringing multiple practitioner/teachers to work with students," he says. "This allows the firm's resources and approaches – which extend far beyond a single visiting professor – to reach the students."

Not surprisingly, White says, anecdotal evidence points to increased employment opportunities for participating students, who are able to demonstrate their capabilities to members of real-world firms. Sounds like just the edge they'll need these days.

— Kristin Howley



Legal Advocacy Clinic Begins in the Classroom, Ends in the Courtroom

In studying topics related to criminal justice, one of the challenges that students often face is this – while classroom work instills concepts and builds a foundation for working with everyone from police and prosecutors to crime victims and perpetrators, it’s no substitute for direct, one-on-one interaction with individuals in each of those roles.

At the RWU School of Justice Studies, however, 10 students spent the spring semester putting actual faces on the prevalent problem of domestic violence they’ve been studying in class by way of the school’s innovative Legal Advocacy Clinic. In collaboration with the Women’s Resource Center of Newport County (R.I.), the school developed the standalone course as an elective for juniors and seniors. Students are trained in legal advocacy in order to support and advocate for domestic violence victims in both district and family courts.

Not only are the students benefiting, but so is the community, according to attorney Tricia Martland ’00L, assistant professor of legal studies and director of the clinic. “Our role is unique,” she says. “Students are getting an incredible experience in how the criminal justice system can help to empower others to make decisions for themselves. And the students can really make a world of difference – it’s a win-win.”

Before students have a voice in the courtroom, they prepare extensively via a rigorous curriculum. They study domestic violence in the classroom, complete a volunteer training program with the Women’s Resource Center, learn legal procedures, meet judges and clerks and observe court cases. Then – under Martland’s guidance – students begin to offer assistance to clients entering the courthouse to apply for (or drop) orders of protection. That’s when the students’ legal advocacy skills are put to the test.

At the courthouse, the students’ roles range tremendously: They assist clients with paper-



Tricia Martland ’00L, assistant professor of legal studies and director of the Legal Advocacy Clinic, coaches Allison Livezey ’10 in advocacy and support techniques for her clients in the courtroom.

work for restraining and no-contact orders; they relay information gathered from discussions with the client to police and prosecutors and often a defense attorney; they counsel clients about plans and procedures for keeping safe; and they prepare clients to appear before a judge and stand by to support them, or offer clarification if needed, when their time in court actually arrives.

Students are also coached on how to ensure a client’s request is of his or her own free will – that they’re not being pressured into making a request by an irate partner. Martland says the judges have been generously accessible to students, allowing them into chambers to discuss the cases in depth.

According to Associate Judge Stephen P. Erickson of the Rhode Island District Court, the courtroom can be a daunting place for

students asked to play a role: “I try to give them a perspective on my job and the way I do it, and this helps make them more effective in their work, and they feel more comfortable in the courtroom.”

Judge Erickson said students come from a variety of backgrounds and bring their own life experiences into the process, which is extremely valuable. “I think the students provide a useful perspective to the court and can be very effective,” he says. “As they do more cases, they start to see the distinctions that exist between the cases and become more comfortable dealing with new situations.”

Gina Davis, director of Advocacy Services for the Women’s Resource Center, is thrilled to have the assistance. “For us it’s really helpful because we are short-staffed,” she says, citing budget cuts and a deluge of domestic violence

complaints. “And the students come to the courtroom very well trained in confidentiality and advocacy, and they are providing a great service.”

What do the students think? Drew Cota, an aspiring police officer who graduated in May, appreciates his experience in the clinic, knowing he’ll have to deal with domestic violence issues in the field. “I don’t think you could get this type of information in another aspect of the school,” Cota says. “I think actually going to the courthouse and dealing with clients one-on-one is the only real way to get that experience.”

What surprised RWU junior Patrick Fedun is how often a police report will differ from testimony in the courtroom when someone attempts to drop a no-contact order. “Sometimes they’ll downplay everything,” Fedun says. “That can be a hard thing to get past.”

But Fedun and his classmates understand their legal advocate roles: “We’re not here to judge. In the end we’re just here to make sure they’re making decisions of their own free will.”

Junior Katie Smigelski seconds that: “You don’t want clients to be scared to come back – you want them to trust you,” she says. “If they drop the order and come back six hours later and say, ‘I made a mistake,’ you say, ‘I’m here for you.’”

The clinic experience plus internships she has done with the police department have reaffirmed Smigelski’s desire to work in law enforcement, possibly as a prosecutor or police officer. “I’m kind of in between on the courtroom or actual street process of it,” she says. “I’ll see where it takes me.”

Caitlin Ferriter, another recent graduate who double-majored in criminal justice and psychology, said the work proved tremendously rewarding for the effect it had on clients: “Part of domestic violence is that victims don’t have control or power over their own situation, so we’re able to give that to them,” she says. “They know why we’re there and they appreciate what we’re doing.”

— Vallerie A. Malkin

Campus Bookstore



Thrill Killers: A True Story of Innocence and Murder Without Conscience

By Raymond Pingitore ’05
and Paul Lonardo

Berkley Books, 2008

303 pages, \$7.99

About the Author

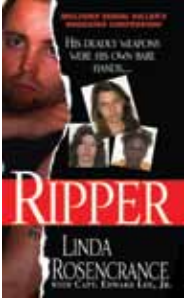
Raymond Pingitore has served as a detective with the Johnston (R.I.) Police Department for 25 years. Pingitore graduated from RWU in 2005 and holds a master’s degree in criminal justice. A member of the major crimes division, he spent four years working to bring Amy Shute and Justin Burgeson’s attackers and killer to justice.

The Dust Jacket Version

On June 9, 2000, two college students were brutally murdered in Providence, R.I., for \$18 and their car. “Thrill Killers” tells the story of Amy Shute and Justin Burgeson, who, after spending the evening with friends at a local club, were robbed by five strangers, driven to a remote golf course in Johnston and executed as they clung to each other in fear – simply because they saw one of their abductor’s faces. Twenty-four hours later, the five men were caught and the long road to justice began.

You’ll Enjoy This Book If...

You’re a non-fiction fan who can’t get enough of true crime literature.



Ripper

By Linda
Rosencrance
with Captain
Edward
Lee, Jr.

Pinnacle Books, 2008

320 pages, \$6.99

About the Author

Captain Edward Lee, Jr., has served the Woonsocket (R.I.) Police Department since 1988 and was promoted to captain in 2006. A student in the RWU Continuing Studies program, he is currently finishing his bachelor’s degree in criminal justice. His relentless interrogation of Jeffrey Mailhot revealed the twisted mind and method of a surprising serial killer.

The Dust Jacket Version

In 2004, three prostitutes disappeared from the streets of Woonsocket, R.I., their bodies never found. When Woonsocket police officers arrested Jeffrey Mailhot – a quiet local man with a penchant for 80s rock music and motorcycles – friends and neighbors were stunned. “Ripper” takes the reader inside the interrogation room where Mailhot confessed to killing the women with his bare hands, dismembering their bodies and heading out to kill again.

You’ll Enjoy This Book If...

You can’t resist real-life police drama in the vein of *Law & Order*.



Antarctica – Warming Up to Evidence for Climate Change

Colossal chunks of ice, the size of football fields or larger, violently fracture and float into the frigid Antarctic waters, unencumbered from the chains of the ice shelf and free, with little warning, to drift aimlessly to sea.

Dramatic, no? As the conversation on global climate change continues to rage in the public forum, you’ve undoubtedly watched with awe as such images have graced your television screen, sound bites accompanying to build the suspense.

Scientists, of course, have believed for years that disintegrating ice shelves on the Antarctic Peninsula can be attributed directly to warming trends. Less clear, however – due in large part to a lack of solid data – was the picture of temperature patterns on the continental interior. Some signs actually pointed to overall cooling in Antarctica, treasured ammunition on the belts of climate change skeptics from pole to pole.

Let down your guard, believers. Antarctica is getting warmer.

Early this spring, six scientists – including Scott Rutherford, assistant professor of environmental science at Roger Williams – grabbed international headlines when leading scientific journal *Nature* published their findings pointing to a continent-wide increase in average near-surface temperatures. The group’s research centered largely on correlating two independent sets of climate data – measurements collected by weather stations on the Antarctic coastline since the 1950s and data generated via satellite across the entire continent in recent years.

“What we did is interpolate carefully instead of just using the back of an envelope,” said Eric Steig, a University of Washington professor and the project’s originator. “While other interpolations had been done previously, no one had really taken advantage of the satellite data, which provided crucial information about the spatial patterns of temperature change.”

For assistance in constructing a comprehensive picture of temperature trends, Steig turned to Rutherford. “For almost 10 years, I’d been working on methods to reconstruct past climates using properties like tree rings,” Rutherford says. “The spatial dimensions of the data were different from what I was used to, so we spent a lot of time working out the procedure.”

The results added the next layer to the climate change conversation. Not only is the Antarctic Peninsula warming, but both major interior regions – West Antarctica and the much colder East Antarctica – are warming, on average, as well.

“If the warming continues,” Rutherford says, “it will destabilize the ice sheet in West Antarctica and lead to potentially faster melting. Melting ice shelves don’t contribute to sea level changes because they’re floating and already displace water, but they hold back the glacial flow. The argument is – once those ice shelves go, the land-based glaciers will flow much faster.”

When the *Nature* paper debuted – cover preview included – mainstream media attention snowballed quickly. The Associate Press picked up the story, the BBC followed up and it soon landed on Fox News, CNN and

in hundreds of newspapers across the globe. All of which surprised the research team.

“Totally unexpected,” Rutherford says.

According to Rutherford, watching the climate change “debate” simmer on op-ed pages, blogs and television news can be frustrating for scientists: “In the science world, there is no debate as to whether or not fossil fuels are responsible for most of the warming. The debates are: ‘If you double atmospheric CO₂, how much warming do you get?’ How some of the mechanisms are going to play out is still not understood.”

Rutherford says he often teaches undergraduates at RWU to decipher what news sources provide reliable, science-backed information and which outlets – particularly on the internet – are grounded less in fact than opinion and speculation. A significant portion of the population simply doesn’t understand how science works, he says.

“Whether it’s climate change or evolution, scientists don’t always have the answer to everything,” Rutherford says. “Back when Darwin said, ‘Here’s how I think it works,’ he had a lot of evidence. But people said, ‘You don’t explain this, you don’t explain that.’ Over the past century and a half, we’ve filled in more of the pieces. Can we explain everything? No. I like to say that science never proves anything. It gives you a weight and a body of evidence to support a possibility.”

So what’s next? A month after the study hit *Nature*, Steig called Rutherford, who explains:

“‘How ’bout the Arctic?’ he asked. We’ll see if anything comes of that.” — Brian E. Clark

When the Going Gets Tough... Visit the RWU Career Center

If you’ve watched the news lately, you’ve likely noticed that the economic forecast is as regular a feature as the weather. With unemployment rates steadily increasing and nearly 10 percent of Americans out of work, today’s college graduates are facing a job market perhaps bleaker than any that’s existed in their lifetimes.

Fortunately for students at Roger Williams University, the Career Center spent the past year in overdrive, working tirelessly to prepare students entering today’s turbulent professional sector for what may lie ahead.

“Back in September, it was obvious that there were problems with the economy,” says Robbin Beauchamp, director of career services at RWU. “We noticed a trend in the fall that fewer employers were coming to campus and knew we’d have to find new ways to get them here.”

The Center’s strategy shifted from simply getting students interviews to creating enough opportunities for students to get in front of employers. In addition to offering its traditional services – including on-campus recruiting and interviewing, career exploration, résumé and cover letter critique and graduate school counseling – the Career Center got innovative. First, the Center established an online presence via Facebook and Twitter to keep students and alumni updated on career information on a daily basis. Next, they partnered with deans and faculty to sponsor discipline-specific receptions and panel discussions throughout the fall and spring.

“We brought employers here under the guise of: ‘This is not necessarily recruiting, but an educational opportunity so you can teach our students what your organization does and what kinds of opportunities would be available to them in any economy,’” Beauchamp says.

The results thus far have been promising. Students were more willing to participate in the customized receptions and panels, according to Assistant Director Susan Caizzi.

Josh Dias ’09 thoroughly enjoyed the construction management and engineering

event: “There were a few employers there that I didn’t expect, but I ended up landing a job with an engineering company – Raytheon – as a result of it.”

Josh’s classmate, Emma Breitenstein, was also offered a job with Raytheon in the company’s facilities management division and left the reception impressed with the caliber of companies that had attended. But the two construction management majors agree: Neither of them expected to go to work for an engineering company.

“What we’re trying to say to students is you not only have to think outside the box – you have to smash the box,” Beauchamp says. “They’ve got to be willing to look at any kind of job that’s going to give them the experience and the skills so that when the economy does turn around they’ll be well-positioned to compete for their dream job.”

But, says Dias, “Where there is crisis, there is opportunity.” And the stilted economy has provided many opportunities for the Career Center to partner with other colleges and universities to ensure their students are meeting employers. Roger Williams recently joined all of the Rhode Island colleges in sponsoring a government career fair that drew nearly 600 students, alumni and community members to meet with state and federal agencies.

The University’s alumni are also taking advantage of the Career Center’s services, some having lost jobs or attempting to return to the

workforce. A recent seminar at RWU – Navigating Your Career in Turbulent Times – drew a record number of alumni looking to learn how to reinvent themselves and how to job-search in the digital age. Other alumni have offered career advice to current students, sharing their own experiences as panel members at Career Center events.

“It’s really interesting to see the different paths and non-traditional routes people take to ultimately end up at their passion,” Assistant Director Alyssa Snizek says. “It’s beneficial for students to hear that you are going to be successful and will find that dream job – just don’t be afraid to take some detours along the way.”

Job search services are available to all students and alumni for life. Visit careercenter.rwu.edu to register on HAWKS HUNT, and look for the Career Center on Facebook and at <http://twitter.com/rwucareercenter>.

— Melissa A. Smith-MacDonald



Career Services Director Robbin Beauchamp (right) says students and alumni alike have relied on increased career mentoring since the beginning of the country's economic woes.



Two RWU seniors live,
learn and thrive
in the face of dyslexia

By Melissa A. Smith-MacDonald

If yew wer dislecksik
you mit writ like htis.

Or you might use
too many use words
that you don't want
to use.

Or the words on a page might
look like this.

You might reverze your
letters or forget the
difference between
there house under their.

You could to put
words a Sentence.

You might call a large
mountain that spews
lava a tornado, even
though you know
what a volcano is.

If you were dyslexic,
you might not even know it.



Christina's Story

All Christina Walley ever wanted was to be smart. Left behind in the first grade while her peers moved ahead, the RWU psychology major from Linwood, N.J., started remedial classes – “special classes,” she calls them – and felt typecast as “the stupid one” or “the slow one.” Her brother, three years her junior, could tell time and tie his shoes before Christina had mastered these daily skills.

Discouraged, Christina became shy and incredibly self-conscious. In the eighth grade, her frustration peaked and her self-esteem plummeted. Asked to respond to the question, “If you could change one thing about yourself, what would it be?” for a school project, she wrote:

“If I could change one thing about myself, I think it would be I would want to be smart. The reason I picked this is because a person really can’t change if they’re smart or not. They might be able to study hard and get good grades, but I want it to come naturally to me. I want to be known as one of those people who always gets 100s on everything. I want to be smart so that maybe someday I can go to college and become something great.”

Three years later, when Christina completed fewer than half of the questions on the SAT exam as a junior in high school, that red flag prompted some investigation on the part of her guidance counselor. Christina’s explanation was simple: She just didn’t have enough time to read and respond to all of the questions.

A few days later, she took another test. The results were life-changing. After 11 years struggling through classroom lectures, homework assignments and tests, Christina was diagnosed with dyslexia.

More Than Meets the Eye

Dyslexia. A straightforward diagnosis, right? Well, perhaps not quite so simple.

A language-based learning disorder, dyslexia comprises a variety of symptoms ranging from difficulty reading and writing to the inability to spell or pronounce words properly. And while 15 percent of the national population – including nearly 85 percent of learning-disabled students – identifies as dyslexic, both dyslexics and experts say there is widespread misconception about the disorder as a simple “backwards reading” problem.

“Saying *dyslexia* is like saying there are trees,” Christina says. “Well, what kind of tree? There are so many different variations of trees. And even within those kinds of trees there are short trees, tall trees – every tree is different.”

Jonathan Green, director of the Hamilton School for dyslexic children at the Wheeler School in Providence, R.I., says the most common understanding of the disorder is that dyslexics read backwards. Really, he says, dyslexia is a combination of factors stemming from an inability to “break the code” of reading:

“There are two threads to dyslexia,” Green says. “One is phonemic awareness – that’s the

ability to understand that certain letters make certain sounds and you can segment words and change the letters in words to change the sounds (think *hat* and *had*). Dyslexics can learn it, but it’s not something that comes naturally to them. The next piece is that once you learn to break the code, then you have to do it rapidly. And if you can’t read quickly without thinking, it’s not very useful.”

The other misapprehension about dyslexic individuals is that they are unintelligent or unmotivated. In fact, dyslexia is not an intellectual disorder to any degree – according to the International Dyslexia Association, it’s a neurological disorder that many studies show is related to differences in brain development and function.

“You have to remember, dyslexics are smart people,” Green says. “They understand the game of reading. They just make errors in the execution. They will omit words, read the wrong words, substitute words. What they’re trying to do is piece it together the way we all are, but they’re doing it wrong.”

Learning to Adapt

In Christina’s case, her dyslexia caused her to reverse words, letters and syntax while reading and writing.

And while her diagnosis was a major breakthrough, it didn’t immediately make life any easier. What her teachers didn’t know was that Christina, with her mother’s help, was spending up to five hours a night on homework and studying. It would take her

30 minutes to write a four-sentence e-mail, and text-messaging with her friends was an excruciating task.

The years of struggling through school had also taken a toll on her self-esteem. Her parents pushed her toward sports – field hockey and softball – to compensate for her lack of academic ability, and though she excelled on the field, she never had a passion for the games. Feeling intense pressure to fit in, Christina says she invested countless hours in her appearance to try to adhere to the image of a happy, blond-haired, blue-eyed girl.

Looking back now, she says, “I was supposed to be like everybody else when I never was.”

By the time Christina enrolled at Roger Williams University, she yearned for normalcy: “I just wanted to be a normal student,” she says, “because in high school I didn’t have a normal life. I had to work so hard. I wanted to have a normal life in college and to be a normal student – but I couldn’t maintain the same grades and be a normal student.”

In Bristol, Christina discovered two vital ingredients absent from her prior schooling – a support system, for one, and the freedom to forge her own path. First, she serendipitously landed in a dorm room with another dyslexic student. Danica, Christina says, was the first person who could genuinely identify with her daily struggle. At the same time, Christina enlisted the help of Disability Support Services at the University’s Center for Academic Development.

“We help put learning-disabled students on an equal playing field,” says the Center’s assistant director, Lisa Bauer ’83, who has worked extensively with Christina for the past four years. Among the many services offered for dyslexic students, the Center provides an area for extended testing time and language assistance technology such as Kurzweil 3000 – software that converts print text into electronic text that can then be read aloud to the user.

While Christina has used Disability Support Services to enhance her time-management and study skills (earplugs have saved her sanity, she says), she also credits the service for helping her learn to advocate for herself and her needs in the classroom. These days, she no longer considers her dyslexia a disability, and she has learned to focus on her other gifts – namely, her artwork.

Creative talents – particularly those that are visually oriented – are not uncommon for dyslexics, according to the Davis Dyslexia Association International. Many dyslexics are visual thinkers who are able to process information in alternative ways to compensate

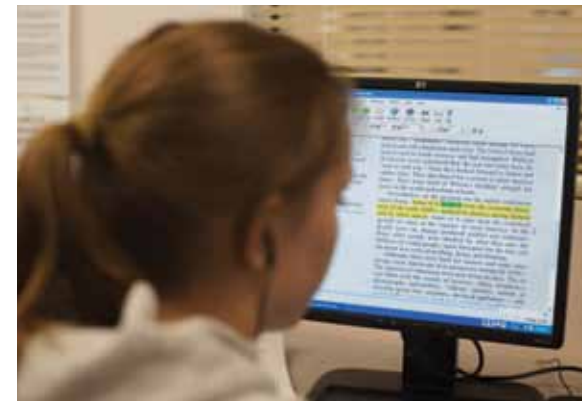
for their inability to understand letters, numbers, symbols and written words.

Christina is no exception. In her junior year, she traveled to Florence, Italy, to pursue her passion as never before. There, she discovered the person she had spent years searching for – herself.

“When I went to Florence, I saw a different way of life. I felt that creativity in Europe is more widely accepted and that being different is more accepted. Being exposed to so much art really made me realize that no matter where I was, it always felt like home when I was around art. I could be anywhere in the world, but as long as I was around art I felt like I fit in.”

Bauer credits the physical removal from the traditional classroom setting for sparking Christina’s metamorphosis and providing her the freedom to explore her talents and accept her limitations. In many ways, Christina has never been happier.

“I’m not a straight A student, and I do get Cs sometimes,” she says. “But I try hard, and I’m still a good person. And I think the one thing that I realized is that I am smart. Throughout my time here at Roger Williams, I’ve figured that much out.”



Technology such as the Kurzweil 3000 reading software helps many students at the Center for Academic Development.



John's Story

Wake up. Breakfast, classes, lunch. Study, classes, homework, dinner. Gym, study, sleep.

This is John VanDemark's typical weekday schedule. John, you might say, is a super student at RWU. The Rhinebeck, N.Y., native is a triple major in biology, chemistry and environmental science, and he has maintained an astounding 3.9 GPA since his freshman year. With just one B+ marring his transcript (yes, just one – a blip he has to remind himself is not a failure), John aspires to attend veterinary school and hopes to eventually create his own veterinary practice.

Perhaps most remarkable is that John has achieved such dramatic academic success all while battling dyslexia. That one B+? It was in Writing 210 – Writing for the Professions.

For as long as he can remember, John has struggled with reading and writing – the two key building blocks for success in the American educational system. “In first grade, they tried to teach me to read,” John says. “I just didn't know how and didn't know why.”

Fortunately, John's teachers quickly identified his struggles and tested him for dyslexia. According to Hamilton's Jonathan Green, the National Institutes of Health suggest that if children don't receive significant intervention by the time they are seven years old, they will likely be at a disadvantage for the rest of their academic careers. If they make it to middle school without receiving supplemental instruction, dyslexic students will face severe obstacles to academic success.

In the sixth grade, John – who credits early intervention for his success today – enrolled at the Kildonan School in Amenia, N.Y., an independent school for students with dyslexia just 40 minutes from his home. Kildonan employs the Orton-Gillingham method of language instruction, a multi-sensory approach that uses visual, auditory and tactile senses and teaches to the student's individual strengths, guaranteeing success.

“Our teachers understand how our students learn and tailor their teaching to each individual student,” says Dr. Robert Lane, dean of academics

at Kildonan. “It's about creating opportunities for students to be successful.”

The school's homogenous population also results in a sense of normalcy that so many dyslexic students – like Christina Walley – lack: “Our students are with other students who know what it's like to struggle like they did, to have experienced that shame, that anxiety,” Lane says. “Being here, they let go of a lot of that and feel brave. That does amazing things for their self-esteem.”

John recalls the teaching methods at Kildonan as initially “weird” because of how much fun school became. Students learned by completing hands-on projects and via daily one-on-one tutoring sessions. “It didn't really feel like we were learning,” John says. “But when you look at what happened, I moved up

from being below in math to being ahead in math, and I actually picked up the concepts.”

Lane emphasizes that early intervention is key. “Getting students earlier provides the opportunity to reprogram that piece of the learning process without having to wade through years of ineffective teaching or ineffective strategies,” he says. “Students are less traumatized by the experience they have. It's about getting to know yourself as a learner – not as a disabled learner.”

A Relentless Struggle

In the ninth grade, John returned to public school at the suggestion of the Kildonan staff, who no longer felt they could challenge him, and felt apprehensive that he'd lack the skills and know-how of his new classmates. “I didn't

“It's just always with you. You know what to do to get around it, but it's always just there.”

- John VanDemark '09

feel I was doing as much work as people in public school,” he says, “but I came back, and I was ahead of them. It was a lot easier to learn than it was before.”

And although John developed a battery of compensatory strategies at Kildonan, he is quick to point out that his struggle with dyslexia never ends. He admits he can't spell, his handwriting is nearly indecipherable, and he still has trouble discerning homophones such as *there*, *they're* and *their*.

“It's just always with you,” he says. “You know what to do to get around it, but it's always just there.”

John does have one gift that helps him in the classroom – a visual memory that allows him to think three-dimensionally and serves as a built-in mnemonic.

“John has a visual memory that is very strong,” says Bauer, who has also worked closely with John for the past four years. “So he can take something, flip it, see it and remember it, then come back and repeat it, which is so difficult for people to do.”

John describes his ability in terms of processes – like the way a biological organ works, for instance: “I usually have a visual memory of a diagram. I don't see it as clearly as a photographic memory, but I can conjure a rough image of it, and that's what I draw from.”

According to John's advisor, Assistant Professor of Environmental Science Scott Rutherford, that ability has been key to his success in the classroom: “John's tests are astounding – they are the answer key. Whenever I grade his tests, I read them and think, ‘This is how I would have answered the question.’”

Writing remains difficult – John describes his as primarily a written dyslexia – but he has developed a foolproof strategy that rivals even the most dedicated writers: “I can always come up with the ideas, I just can't get the sentences



right grammatically – or the spelling,” he says. “I just write down whatever come to mind first. I write really fast, and the words are all messed up. Then I go back over it and fix things and take it to the Writing Center.”

John will go through this process two or three times until his paper is completely polished. Bauer says that this acceptance of his challenges and his commitment to putting in the extra work has allowed his true intellect to shine through.

“There are some students who, because they started so long ago, by the time they get to college they don't want to do it anymore,” she says. “John was one of the smart ones to hold on to it and say, ‘Okay – I will not make it unless I use all these same strategies. It's not going to leave me because I'm packing my bags and going to Rhode Island.’ It's part of him. He owned it.”

In addition to early intervention, John says the fact that his parents gave him the freedom to find his way helped his confidence and aided him in learning to advocate for himself. And while he adheres rather rigidly to that daily schedule of classes, homework and fitness, he says he's learned another crucial lesson at RWU – that it's important to have some fun, too! Though Bauer reminds him to let loose once in a while, Rutherford says John has come into his own: “It's been interesting to watch him grow as an individual from a shy, quiet kid to one of the group – even playing pranks on me!”

These days John spends his weekends exploring New England with his friends or having fun in one of the number of clubs and organizations he's joined, including the American Chemical Society, Pre-Vet Club and Tri-Beta Biology National Honor Society. Recently, he was elected to Alpha Chi, a collegiate national honor society reserved for the top 10 percent of the institution's scholars. “I remember when we were little kids, my friend and I would always complain about going to school – especially if it was Sunday and Monday was the next day,” John says. Now, he can't wait to spend the next six years in graduate school.

Accepting Differences – Not Defeat

Christina's story and John's story serve as just two illustrations of the very disparate ways in which dyslexia manifests itself and affects those who have it. And while many individuals in the Roger Williams University community and beyond struggle with language-based learning disorders, Christina and John represent optimism and triumph in the face of adversity.

“I think it's important to know that people are different and that they feel things and experience things differently,” Christina says. “And it doesn't make one better than the other. It's just different. And that's what makes the world go around.” [RWU](#)



At Roger Williams University, educating members
of our nation's military moves beyond basic training

FROM BOOT CAMP TO CLASSROOM

By Brian E. Clark

For St. Louis native Ricky Bland – Chief Warrant Officer 4 for the Personnel Support Activity Detachment at Naval Station Newport, Rhode Island – 27 adventure-filled years in the U.S. Navy have come closely accompanied by an ample dose of both excitement and opportunity.

Bland has fulfilled assignments in locations ranging from the domestic – New Jersey, Illinois, Florida, Washington, D.C. – to the exotic – Okinawa (Japan), Rota (Spain) and Guantanamo Bay (Cuba). He's done multiple tours at sea, transporting ammunition on the USS *Suribachi* and serving as a warrant officer on the USS *Nimitz* supercarrier.

He's survived boot camp as a fireman recruit, mastered Navy "A" School skills training to achieve yeoman and aerographer ratings, conducted background investigations as a security manager and supervised administrative staffs that number in the hundreds. Transitioning from enlisted to officer status, Bland even enjoyed four weeks of "knife and fork school," where newly minted officers learn the ropes.

Until Bland arrived in Newport, however – 24 years into his Navy career in 2007 – he'd never formalized a plan to earn his bachelor's degree. As he inched ahead toward his Navy retirement, Bland knew the time had arrived.

"There comes a time when you have to step up to the plate," Bland says. "This was my moment to get it done. To me, you need at least a bachelor's degree to even get looked at seriously for jobs beyond the military. If you're not bettering yourself, you're missing out."

Two years later and with just two courses left to complete, Bland stands on the precipice of framing a bachelor of science degree in public administration from Roger Williams University. While 24 months of balancing a demanding assignment on the Navy base with classroom and online courses at RWU have not come without challenges ("There are not enough hours in the day!" he says), the payoff is worth the hard work.

"I'm one of those guys who contains his emotions," Bland says, unable to suppress his elation. "But it took me 20 years to get to this point – I'm finally getting that degree for myself."



"To me, you need at least a bachelor's degree to even get looked at seriously for jobs beyond the military. If you're not bettering yourself, you're missing out."

– Ricky Bland '10

INTERNATIONAL
ECONOMICS
5th Edition

MOTIVATION = EDUCATION

Start to explore how and why members of the United States Armed Forces are achieving college educations while balancing demanding assignments in the Army, Navy and beyond, and you'll find that few clear-cut themes emerge. The personal motivations of the country's 2.3 million active and reserve military personnel vary as drastically as

the backgrounds from which they come. Even the ways in which educational opportunities are promoted within the military range tremendously from branch to branch.

What is clear, however, is that the story of Chief Warrant Officer Bland is far from an anomaly. As enlisted military climb through the ranks, they accumulate a vast range of skills and experiences

along the way. But for many of them, it becomes evident that to advance themselves both within the military – to the officer level, in particular – and upon their re-entry into the civilian world, a college education is requisite.

“Once they reach a certain rank, many members of the Guard can't get promoted without an associate degree,” says Lieutenant Colonel Jeannie Vachon, who's served two tours as education officer for the Rhode Island National Guard and now sits on the advisory board for RWU's School of Continuing Studies. “But the other incentive is advancement outside the Guard – we can send people to earn an education, no money out of their pockets. Who in this day and age would not go to school to try to better themselves?”

Professor Lou Swiczewicz, who has taught and mentored countless military students over the past 29 years at Roger Williams, says that today's military students are focused largely on degree completion: “‘What can I do with this degree?’ they'll ask me. ‘If I have this degree, what possibilities lie out there for me?’”

For members of the U.S. Navy such as Ricky Bland and Ronald Lorenzo, impending retirements provided extra incentive to consider more closely capitalizing on the education benefits they'd earned. Lorenzo had logged 16 years of service in the Navy before he enrolled in RWU's public administration program, envisioning a civilian career as a city manager.

“I knew I was coming up on retirement and that I needed a degree to further my career when I got out of the Navy,” Lorenzo says. “Especially in this economy – for those of us thinking about getting out, we know that we need degrees to succeed.”

But why wait 16 years? Lorenzo says that for many Navy sailors, higher education is intimidating: “Prior to enrolling at Roger Williams, I felt like many others – we weren't smart enough or were just too busy to participate in school. But if you just focus and concentrate and do your Navy job and your schoolwork, you can accomplish this goal.”

Lorenzo says the experience so transformed him that he made it his mission to push fellow sailors toward bachelor's programs and ended up recruiting 11 future RWU students. “I'm the type of person who, when I see a good thing in my life, I love to share the experience with others,” he says. “With the opportunities that RWU has given me, there was no way I was not going to share that with my colleagues to better their careers as well.”

Howard Shea, who directs the Navy College Program at Naval Station Newport, says that such encouragement from colleagues and supervisors is crucial in pushing military personnel to pursue educational goals. “In the Navy, it's that positive sailor-to-sailor communication,” he says. “The Navy College Office is here to reinforce that message and motivate them, but it starts with their command, their chief and their fellow sailors.”



John Sommerville, who completed the Navy's engineering program and retired from a 25-year career in 1998, says that he benefitted from that community encouragement even years after returning to civilian life. While working in facilities management for a Rhode Island hospital in 2007, Sommerville decided that a bachelor's would propel his career and enrolled in RWU's industrial technology program after a word-of-mouth recommendation from within the Navy community. This May, he walked across the stage at Commencement as a member of the University's Class of 2009.

“I had always wanted to earn a degree in the Navy, but raising a family at the time, you sort of table expectations for yourself,” Sommerville says. “Once I retired, I didn't have that crutch anymore. With the bachelor's, I'm starting to see things opening up already – now it's just a matter of putting myself in a position where I can use the degree in my best interests.”

MILITARY SCHOOL

Since first offering a handful of courses at Naval Station Newport in the late 1970s, Roger Williams University has been one of the primary institutions to which enlisted military and education officers – in the New England region and beyond – have turned. In the years since, partnerships with an assortment of military units have been initiated, some of which fizzled and some of which remain robust today. What hasn't changed is the University's commitment to providing the support and flexibility so valued by members of the military as they work toward college degrees.

“At the Navy College Program, we want to ensure that sailors are aligning themselves with schools that are going to help them,” Shea says. “Roger Williams offers a personal touch that's unmatched by other institutions – you're not calling an 800 number when you need to speak to someone. You're talking directly to your own counselor.”

“Most employers will hire military veterans because they know your training and education are so extensive that they don't have to teach you basic ideas and concepts. The sooner you become productive, the more money they make.”

– John Sommerville '09

Vachon says that for similar reasons, the University is a go-to school for members of the National Guard: “With the benefits that Roger Williams offers as far as credit for military training, it's a really easy sell. There are lots of schools with flexible programs, but students can't reach out and touch someone like they can at RWU. It's just an easy school to work with.”

At the School of Continuing Studies, where the significant majority of military students enroll at RWU, that commitment manifests itself in myriad ways. The School waives the application fee for military personnel and veterans. It conducts credit assessments (to determine the courses needed to complete a particular degree) free of charge. And the University even modified the military tuition rate to equalize it with the funds made available through Armed Forces education benefits.

The perks extend far beyond the tangible, however. Students and alumni as well as administrators and faculty say that what makes Roger Williams truly military-friendly is a willingness to partner with students on their quests to achieve education.

“It's personal attention,” says John Stout, the School's longtime dean. “What the military asks in terms of special considerations is essentially just an extension of what we do for *all* of our students. I think we were student-friendly long before we were military-friendly.”

Harold Hattaway can attest to that student-friendly attitude. Stationed as an Air Force instructor at Keesler Air Force Base in

Biloxi, Miss., in 2005 and just three classes shy of earning his industrial technology degree via RWU's online program, Hattaway watched helplessly as Hurricane Katrina swept in. “Five feet of water in the house,” he says. “Lost everything. Didn't have a place to live – nothing.”

Five days after the hurricane, Hattaway was finally able to establish contact with Swiczewicz. “I was still at the shelter and the cell phone signal started coming through,” Hattaway says. “No way I could finish my courses that semester. It was just like somebody in your family as far as understanding.”

Swiczewicz, meanwhile, knew even small gestures could raise spirits given the extremity of Hattaway's situation. He sent textbooks to Mississippi so Hattaway could continue to study as able – Hattaway was ecstatic, Swiczewicz says. A semester later, things were stable enough for Hattaway to resume studies, complete his senior project and earn that long-awaited bachelor's. These days, following retirement from the Air Force, he works for a military contractor in Alabama.

“When I went into the Air Force, I never thought I'd need a degree,” Hattaway says. “As the years ticked by, more and more places started to demand it. It's been a great thing for me to have that extra bit of leverage.”

Beyond supreme customer service, Roger Williams offers another benefit that not all universities can provide to military – the flexibility to complete their education regardless of geographic



Not all members of the military learn exclusively via the web. Each semester, Roger Williams hosts military students in the University's Providence and Bristol classes and even offers a handful of classroom courses at Naval Station Newport.

location. In fact, distance learning options were incorporated into the RWU experience long before the advent of online learning.

“Before online, we delivered paper-based education when needed,” Stout says. “We never really advertised ourselves as a distance learning school, but when we landed those students, we would accommodate them. Today we have seven undergraduate and three graduate programs online.”

That flexibility has been paramount in building and retaining relationships in the military, where multiple curriculum formats are a necessity. The recent addition of Roger Williams to the Navy College Program’s Distance Learning Partnership has opened up additional avenues for recruitment.

“It’s amazing,” Swiczewicz says. “I have a student in Iraq right now. I have a student on a submarine. That’s just a part of our military friendliness – we recognize the need for and provide them flexibility.”

Bland says he’s valued such flexibility during his time at RWU: “The instructors are extremely open-minded. They understand you’re working a full-time job and that military obligations may cause you to miss a deadline here or there. They continually encourage you.”

HONOR. COURAGE. COMMITMENT.

Given the innate individuality of the experiences of Ricky Bland, Ronald Lorenzo, John Sommerville, Harold Hattaway

and millions more, do any common threads link their stories? One, perhaps – unwavering perseverance. You’ll seldom unearth a military education success story that doesn’t involve a healthy dose of perseverance in the effort to persist.

Darrell Scoggins, for example. A full-time member of the North Carolina National Guard where he serves as a supervisory flight instructor at an aviation facility, Scoggins entered the spring 2009 semester just four courses shy of his public administration degree. Through the Army’s education office, he’d stumbled upon Roger Williams – his goal was to expand upon his associate degree and extensive military training in order to complete a bachelor’s for advancement within the Guard.

Fast forward to April 2009, and Scoggins found himself deployed to Iraq and serving as an assistant brigade aviation officer on a small operating base just south of Baghdad. Here’s an excerpt from an e-mail he wrote to Swiczewicz on April 25:

Great, I should be able to complete the courses by the end of the summer, unless something drastic changes. I have made it to Iraq, only a short trip via the helicopter to my new home, which weather permitting should happen tonight. I’m looking forward to unpacking for more than a couple of days. As soon as you get a chance let me know what course you recommend for the summer. I want/need to finish this as quickly as possible!

Deployed to Baghdad, yet still unwilling to compromise on his education. Why?

“It is a personal goal of mine to obtain a bachelor’s degree and eventually move onto a master’s level program,” Scoggins says.

Perseverance personified. It’s that simple.

BEYOND CONTAGIOUS – ADDICTIVE, TOO

When the Post-9/11 G.I. Bill debuts on August 1 of this year, it will represent the latest development in the evolution of military education benefits since the original G.I. Bill was unveiled in 1944. In all likelihood, that effort will only expand upon what’s already a tremendous push to provide college education to as many members of the military as possible.


And while the prospect of enrolling in a bachelor’s program

can be intimidating and it often takes years of service before education becomes a priority, the payoff is never a letdown. For many military students, newfound enthusiasm and passion for the pursuit of knowledge becomes something that’s hard to suppress, even upon graduation.

Ronald Lorenzo provides, perhaps, the consummate illustration. With his public administration degree under his belt and his Navy retirement papers submitted, Lorenzo decided on a whim to apply to an officer program in which the first step required completion of a master’s. These days, he’s knee-deep in textbooks at Georgetown University, where he’s earning his graduate degree in health care administration.

“It’s been an enlightening experience from the start,” he says. “My education has opened my eyes to new adventures.”

When he completes his last course in December, Lorenzo will head back to Newport for officer indoctrination and then to Quantico, Va., where he’ll be stationed at the marine base working in patient administration for the next five years.

“Roger Williams helped me leap into the officer ranks,” Lorenzo says. “I know the experience will benefit me beyond the military, too. Hospitals don’t want to hire 23-year-old kids out of graduate school – they’ll know I’ll be there on time and with all the other intangibles I’ll bring to the table. My military experience – and my education – will be unquestioned.” 

Paralegal Studies 101 – U.S. Navy Edition

When senior U.S. Navy paralegal Stephen DiStefano teamed up with Vice Admiral Bruce E. MacDonald – the Navy’s Judge Advocate General (JAG) – in November 2004, the two quickly agreed that the Navy’s Legalman community had reached a crossroads. With the Navy hinting at a potential reorganization that would merge Legalmen – the Navy’s paralegals – with other administrative communities, they decided that specific actions were required in order to retain the specialized paralegal rating. Chief among their priorities? Installation of an educational component to Legalman training.

Less than five years later – after a tremendous undertaking by MacDonald, DiStefano and Patricia Lyons, director of paralegal studies at Roger Williams University – the Navy now boasts a comprehensive Legalman education program formed via a partnership with RWU. Through the Naval Justice School in Newport, R.I., all U.S. Navy paralegals now complete (at a minimum) four fundamental courses from the Roger Williams program in paralegal studies. Each sailor earns 10 college credits through the required courses, and the Navy strongly encourages Legalmen to continue toward associate or bachelor’s degrees via the University’s online program.

“Our previous program offered little training to prepare for the complex legal issues of today’s Navy,” DiStefano says. “The JAG Corps wanted skilled paralegals to support them in the fleet, and Admiral MacDonald and I knew that education would be a key factor in achieving that.”

Lyons says that partnering with Roger Williams has allowed the Navy to build a curriculum that effectively integrates the fundamentals of civilian law with concepts more specific to military justice. The result is a fleet of well-rounded paralegals prepared to thrive in both military and civilian environments.

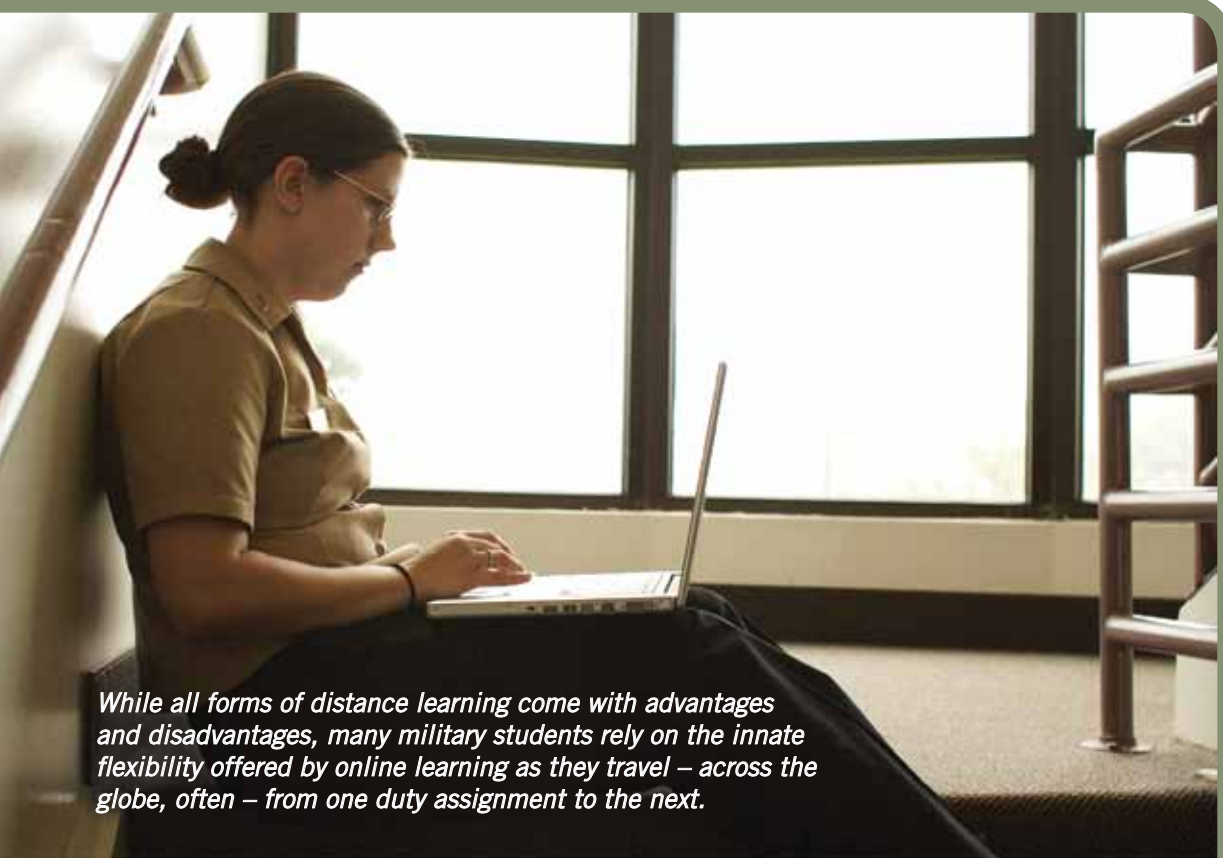
“These Legalmen are more than glorified secretaries,” Lyons says. “They’re not just typing letters – they’re doing substantive legal work, which they hadn’t been trained for before.”

After implementing the program and watching it build momentum, DiStefano turned the experience into personal motivation to complete his own bachelor’s degree through the RWU program. A Navy professional for more than 20 years, he decided he should set an example for the members of the Legalman community he leads.

“I needed 13 classes to finish my bachelor’s degree,” DiStefano says. “I wanted to demonstrate to the younger sailors the importance of education. Even an old-timer like me can knock out my degree!”

As DiStefano approached his May 2009 graduation, the University’s School of Continuing Studies honored the sailor with its Mary Finger Outstanding Student Award. Lyons, too, has been commended for her efforts. In June 2009, Admiral MacDonald surprised her with the U.S. Navy’s Superior Public Service Award – one of the highest honors the military bestows on a civilian – for her efforts in developing the RWU/Navy partnership. Lyons says the award is just the latest extension of what’s become a family-like relationship between the two organizations:

“Working with military students is really a family atmosphere,” she says. “I get pictures when the students have babies, get married or graduate from college. At Roger Williams, we care about the students and do what we can to help them succeed. I think they appreciate that.” — BEC



While all forms of distance learning come with advantages and disadvantages, many military students rely on the innate flexibility offered by online learning as they travel – across the globe, often – from one duty assignment to the next.

ECONOMY = OPPORTUNITY

How RWU students and
faculty are capitalizing
on the lessons of an
unfriendly economy

By Kristin Howley

On Friday, September 12, 2008 – the fate of investment banking powerhouse Lehman Brothers hanging in the balance less than 72 hours before the firm’s eventual file for Chapter 11 – 13 finance students from the Gabelli School of Business (GSB) at Roger Williams University gathered in the School’s Center for Advanced Financial Education (CAFE) just two weeks into their senior-year fall semester.

Tasked with investing and managing \$100,000 of real University dollars, the group knew that turmoil in the marketplace – soon to become an all-out crisis – meant they’d take a conservative approach to traditional buy-and-hold investments. Day trades, however, were fair game.

The students had been following stock trends, particularly for Lehman Brothers (LEH), in the days prior and were ready to strike. Late that morning, they pulled the trigger, purchasing 2500 shares of LEH at \$3.80 for a total investment of \$9,500. Less than 10 minutes later, they sold. Those same 2500 LEH shares earned them \$3.87 each for a total return of \$9,675.

One-hundred and seventy-five dollars. Perhaps not the most voluminous profit in the history of the Student Investment Management Fund, but certainly one of the more dramatic given the unsteady status of Lehman at the time.

“Everyone had a pretty good idea that Lehman Brothers would go under or be bought out,” says GSB senior Erin McCarthy. “We were literally watching the stock plummet the day before. We bought Lehman knowing they were going to go bankrupt.”

Fellow student investor Andrew Haycock recalls: “We day-traded Lehman Brothers and walked away with a 5 percent profit,” says GSB senior Andrew Haycock. “We can honestly say that we traded a bankrupt company and made money on it.”

That’s a claim that few other graduates across the country can make as they interview for jobs in the financial sector or otherwise. It’s also one that would have been impossible if not for the bleak economic climate that has descended on the United States over the past 12 months.



This year’s student investment team placed third in the U.S. and accumulated inestimable know-how along the way.

And while that economy may be creating new sets of challenges for families across the nation – *Will I be able sell my house? Could I lose my job? How can I afford college?* – it’s also creating a dialogue between students and faculty members that focuses on a set of lessons that haven’t been unearthed in recent, generally prosperous decades.

The example cited above is just one of many. We set out to explore how professors and students at Roger Williams University have been able to find a silver lining to the economic woes so unwelcome beyond the confines of the classroom.

CAFE: REAL-WORLD EXPERIENCE, SERVED UP FRESH

Michael Melton, associate professor of finance at GSB and director of the CAFE, says that the onset of the economic crisis forced him – and the 13 students who earned the opportunity to invest that \$100K via his Student Investment Management Fund (SIMF) course – to cast aside a significant portion of the financial theory they’d called upon previously.

“In the old days, it was much easier to decipher information,” Melton says, “and we had the ability to predict how the market and

investors would react given certain indicators. Those days are over. Theory is at no time supporting what's going on. We're rewriting textbooks as days progress, and an entirely new concept is emerging."

What better time, then, for students to learn how to invest wisely?

"In the past, you could almost throw darts and make money," Haycock says. "But as the gears shifted, we had to change objectives. Suddenly it was not so much about, 'How much money can we make this semester?' It was, 'How little can we lose?'"

Founded in 2004, the two-semester SIMF class provides a small cohort of senior finance students the opportunity to acquire hands-on know-how in all aspects of portfolio management – everything from initial research and data analysis to asset allocation and investment diversification. When storied

investment firm Bear Stearns collapsed in the months preceding the 2008-09 SIMF course, the students knew immediately they were in for a demanding semester.

"We weren't even sure if we'd still have the class in September," McCarthy recalls. "Our biggest fear was that it wasn't going to end with Bear Stearns. We were thinking that all the major banks could be gone and that the financial industry was going to collapse."

Not only did the class proceed – even in the face of an unfolding crisis – but Melton says that this year's cohort of SIMF students emerged from the course having gained invaluable lessons. "You only live through one major crash in your lifetime, maybe two," Melton says. "These students have seen the worst of the worst. If they still love this field, they're going to be extremely successful someday."

In the early days of the fall semester, the

team played its hand conservatively. It wasn't until late September that the group made its first longer-term investments in McDonalds and Walmart – perhaps not the most profitable buys at the time, but two companies the students felt would hold steady even in times of uncertainty.

The SIMF students were active investment managers, to say the least. McCarthy, Haycock and their peers spent countless hours scouring market data, watching, bleary-eyed, as international market reports trickled in – at 11 p.m., 2 a.m. and even at 4 a.m. "None of us studied abroad or went on breaks," McCarthy says. "We were on call at all hours of the night – even on Christmas Eve. We haven't slept all year!"

Given the pervasive volatility across the market, the students built a portfolio with less overt an international tilt than in years

past, when teams held up to 60 percent of their investments overseas. Yet that didn't stop Melton and the team from traveling to London over the winter to study the European markets and the effects of a crisis so very global in nature.

To complement the volume of quantitative analysis, the SIMF students also researched and discussed the psychology of investing in order to gain a better understanding of investor behavior. This year, those lessons proved especially pertinent.

"We debated before the market opened and talked about behavioral analysis and effects on the market," McCarthy says. "Investors are being driven by psychological cues and politics. It's not just about business anymore."

BEYOND JUST DOLLARS – IT'S ABOUT SENSE

In the same way the economic crisis trickled – exploded, even – into arenas that extend significantly beyond the financial industry, it has affected professors and students focused on elements of human behavior in the social sciences. Perhaps, however, the upheaval has been a bit easier to digest in areas such as political science, says Professor June Speakman.

"In some ways, for us, it's business as usual," Speakman says. "Obama has been compared to FDR in terms of his aggressive approach to dealing with the crisis. It's been done before. Political science books aren't being rewritten here – it's politics as usual. The president and government are responding to a crisis that is their job to handle."

That doesn't mean, of course, that Speakman hasn't capitalized on the economic crunch and its political implications as a way to instruct polysci undergrads. It's an interesting time for students and teachers alike, she says, as they witness a major partisan shift take place.

"We're in the midst of an ideological transition in government regulation," Speakman says. "Whereas previously business and the banking sector were largely unregulated, now people are calling for a

major realignment. This is creating a great teachable moment for us in terms of ideology."

Jason Patch, assistant professor of sociology at RWU, has watched the economic crisis unfold with a sense of déjà vu. Welcome to a day in the life of a sociologist, he says. "In any given year there are teachable moments about inequality, social class and discrimination," Patch says, noting that the crisis isn't profoundly new, just profoundly contemporary. "This year, however, students are much more tuned in."

Patch has used the crisis as a way to shape lessons around concepts such as sociological imagination – how individuals make decisions within the context of society – and path dependency, the idea that past decisions limit future choices. "We also talk about globalization and how interconnected the global economy and political systems are," he adds. "Different political histories shape countries, and there are certain economic paths that countries don't want to repeat."

Political science faculty member Joseph Roberts notes that the crisis has encouraged more students to read newspapers, examine the issues at hand, ask questions and engage

themselves in political debate. "Most students don't have a bottom line yet, so they're unconcerned about 401(k)s and losing money in the market," Roberts says. Instead, "students are looking at everything with a more critical eye, wondering how our economy and our stimulus packages are affecting global markets."

In addition to the increased attention, Roberts says his undergraduates value the opportunity to apply the theoretical to the practical. "Students don't often get to see the practical implications of decisions in policymaking. Right now, they have the opportunity to see policy implemented and the immediate effects. Here's what our government is choosing to do, here are some other options they had, and here's what happened because of the decision they made."

"At the end of the day," Roberts says, "it's not a good crisis for the wallet, but it's great for class."



Political science faculty member Joseph Roberts says his class has continually discussed the impact the economy is having on imported goods and how the current economic situation is paving the way for other countries to step to the forefront of the world's wealth and industry.



LESSONS WHERE LEAST EXPECTED

We've covered the obvious. But themes surrounding the market's decline have popped up in classes you'd least expect to address financial failure, too. Take literature, for example.

"A Streetcar Named Desire," by Tennessee Williams. "Death of a Salesman," by Arthur Miller. "The Sound and the Fury," by William Faulkner. American classics, undoubtedly. But vehicles for exploring the implications of today's social and economic challenges? Without question, says Professor of English Jim Tackach.

"The economic downturn brings a new relevancy to texts of the past," Tackach says. "Students understand what these characters are going through. They feel compassion

for Willy. They read about foreclosures and understand Blanche's dilemma."

Willy, of course, is Willy Loman – Miller's 60-year-old, out-of-work salesman who sees suicide as his only option. Blanche DuBois, Williams' invention, loses her family estate to foreclosure and begins a slow crumble into insanity. The two characters proved particularly poignant examples in Tackach's American Literature course this semester. Comparable situations extend beyond American texts, too.

"I recently took a class of honors students to see a version of Shakespeare's 'Merchant of Venice,' a play where a character literally demands a pound of flesh as payment," Tackach says. "I couldn't help but think about all the credit card stories in the news about companies gouging clients."

The floundering economy has also opened the door to new discussions in disciplines such as the sciences, architecture and engineering – particularly as they relate to sustainability. That's according to Assistant Professor of Biology Loren Byrne, an unabashed supporter of all things sustainable at RWU.

"Our current economic condition suggests that we are living beyond our means," he says. "From a sustainability standpoint, an economic downturn is the best thing possible. It forces people to reduce consumption of goods – especially energy use – and thus the use of natural resources. It also leads people to think more about the efficiency of energy and resource use."

RETURN ON INVESTMENT

Amid the gloom of the recession, perhaps the takeaway is that there is often opportunity to be found – you just have to fight through the fog to find it. What's for sure, however, is that in these challenging economic times, students at Roger Williams University are learning valuable lessons and, ultimately, gaining insights and experiences that will help propel them to the next level.

The Gabelli undergraduates in the Student Investment Management Fund offer, perhaps, the best illustration. At the closing bell of the 2008-09 academic year, the SIMF investors turned off the ticker with a 13 percent loss on that initial \$100K investment. Not exactly something to boast about, right?

Well, consider this – comparing results with other institutions at the annual student investment fund competition at the University of Dayton, that return earned the group third place among their peers across the nation. Third place! Plus, the performance crushed market experts by nearly 20 percent.

"This is probably the worst market that we'll see in our lifetimes," McCarthy says. "If we've made it through this, we can make it through anything. Being in college... what better time to experience that?" [RWU](#)



Baseball seniors revitalize program and plant the seeds for a successful future

By Nick Williams

It was a sunny day in early September 2005 and seven anxious freshmen were about to take part in their first collegiate baseball practice as members of the Roger Williams University baseball team. Eager to impress their new coach, the young men decided to arrive 15 minutes early for the 10 a.m. practice at Paolino Field – the first of countless sessions to come.

Third baseman Kevin Simpson recalls the fateful day:

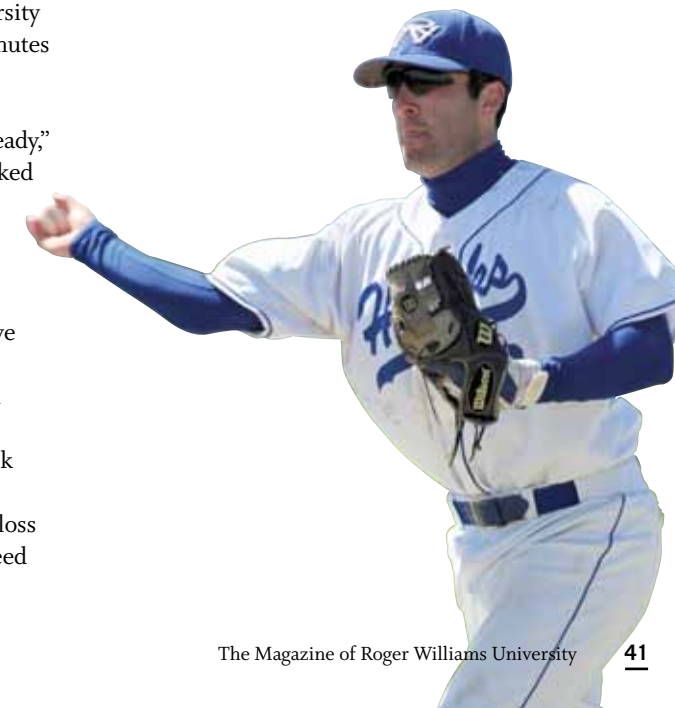
"We thought, we'll get there at 9:45 a.m. and have time to put on our cleats and get ready," says Simpson, a member of the recently graduated Class of 2009. "By the time we walked up to the field, our teammates were already on the field taking fungos and soft toss. We got a quick scolding, with coach telling us to hurry up because we were late!"

Not exactly the best way to start their careers as RWU Hawks.

Four years later (and plenty of prompt practice arrivals in the rear-view), Simpson, Tim Atwood, Jamie Dahill, Brian Hurd, Bill Lambert, James Lydon and Alex Perry have progressed from tardy newcomers to the most successful class in Roger Williams baseball history, accumulating 98 wins over that span and shattering numerous school records along the way.

"They've elevated the program tremendously in their four years," Head Coach Derek Carlson says. "Without these seven guys, this program wouldn't be where it is today."

In their first year as Hawks, the team concluded the 2006 season with a 21-25 win/loss record – 13-7 in The Commonwealth Coast Conference (TCCC) – earning the No. 4 seed



Athletics news
and notes



Sports Center

and a trip to the TCCC tournament championship game. While they didn’t clinch the title, the players understood immediately their potential for future success.

“It was probably our biggest moment because we all came in freshman year, and a lot of us played as freshmen,” says southpaw co-captain Brian Hurd, the Hawks’ career leader in innings pitched at 219. “Once we got there, we realized we could compete at this level.”

Co-captain and centerfielder Jamie Dahill – RWU’s all-time hits leader at 214 – also recalls the thrill of the big game: “Being in the conference championship freshman year is definitely a memory that stands out the most. It gave us that confidence boost to strive for the championship every year.”

Two years later – during the group’s junior-year campaign – that motivation resulted in one of the best years in the baseball program’s history. The team set a school record with 34 wins and won the Eastern Collegiate Athletic Conference (ECAC) championship.

“When we won the ECACs, it was another great accomplishment for us,” Simpson says. “Even though we didn’t win the conference tournament and ended the year on a sour note, it was good to come back and win the last couple of games of the ECAC Tournament and take home a championship.”

With an ECAC championship serving as a consolation prize to the team’s noteworthy performance throughout the season, the Hawks entered 2009 with unfinished business to tend to: “We came into our senior season with the mindset that nothing less than winning the conference championship is acceptable,” Hurd says.

The road to a 2009 TCCC title, however, proved more difficult than in years past. Despite rolling through the conference in 2008 with a school-record mark of 20-2 (including a regular season title), the 2009 squad struggled by comparison, entering the conference tournament just 12-9-1. Yet if there is something that the seniors say they’ve learned in



their four years, it is perseverance and resolve while trying to take it all in stride.

“We try to keep each other happy on and off the field,” says Bill Lambert, the team’s second baseman. “You can’t be down in between games. It’s a long season.”

Keeping each other motivated and focused has been key to maintaining the team’s morale, whether it’s a timely pat on the back after a rough outing or a pointer in correcting a teammate’s swing. “The key to any criticism is positive criticism,” says first baseman and pitcher Alex Perry, whose 134 career RBI is the best total RWU has ever seen. “Giving them a compliment first and then telling them how to improve is the best approach – they’ll take that into account.”

James Lydon, RWU’s winningest pitcher with 22 victories, agrees: “We’re always there to tell each other that you’re good enough to accomplish what you want to accomplish,” he says. “You have to take your ups and downs the same way.”

Now that they’ve set the bar significantly higher, the departing seniors have worked to ensure that their standard will carry on to future Hawk squads. They have coached the underclassmen and done their best to impart their collective experience to those future stars.

“We try to lead by example,” says Tim Atwood, co-captain and outfielder. “I know all of us try to work as hard as possible, on the field, in the gym – especially indoors during January, February and March, which is the toughest time of the year. We try to show them that baseball isn’t just a sport where you can just show up and perform – it’s something that you have to work hard at.”

With senior year completed and their RWU careers relegated to the NCAA record books, all seven in the cohort say they’ll reminisce on their Hawks days for years to come: “I’ll remember the time spent with these guys,” Lambert says. “I’m not going to remember specific games, but I’ll remember the relationships I’ve developed with them over the past four years.”

Simpson, affectionately described as the team’s emotional leader, echoes that same sentiment with a sense of perspective on the precedent the group has set: “Looking back 20 years from now, we’ll be able to say that we helped turn the program around – that we were a part of something special.” [RWU](#)

Track & Field Excels in Inaugural Varsity Campaign

When Sean Livingston – head coach for both track and field and cross country at Roger Williams – first started at the University five years ago, he knew some chance existed that track and field might jump from a club sport to varsity status.

“Every year since I was hired, I was hoping that we’d get that word that it was going to be elevated to a varsity sport,” Livingston says.

On April 29, 2008, Livingston’s wish came true. With the WQRI microphone serving as his megaphone, RWU President Roy J. Nirschel announced that track and field would become a varsity sport.

Fast-forward to 2009: In its first season of varsity competition, the team enjoyed exceptional success, setting school records on a weekly basis. Case in point? In the team’s first meet of the season at Bryant University, both the men’s and women’s teams established five new Hawk records. When the men’s squad captured The Commonwealth Coast Conference Invitational later in the season, that served as capstone to a resoundingly successful inaugural campaign.

Perhaps the most impressive of the team’s accomplishments is the fact that the Hawks competed without a heavily recruited class – the primary recruiting season had already ended by the time the announcement was made concerning the team’s varsity status.

“We had a good turnout of mainly freshmen for this year’s program,” Livingston says. “So the interest I see for next year’s freshman class is really going to take off.”

One of those standout freshmen is Kristen Metcalf, a dual-athlete who is also a member of the women’s soccer team. Metcalf has already broken three school records, including setting a new mark in the 200-meter dash four times during the season and qualifying for the New England Regional Meet.

“The freshmen have exceeded what I thought we could do,” Livingston says. And with a slew of new recruits ready to run in the 2010 season, the future is looking bright for the fledgling program.

— NW



Hawks Coach Enters New England Wrestling Hall of Fame

On February 22, Wrestling Head Coach Dave Kemmy was named to the New England Wrestling Association Hall of Fame. A wrestling coach and athletics administrator for 29 years, Kemmy became just the 12th coach inducted into the 54-member group. Career highlights include compiling more than 200 wins in 15 seasons at RWU, serving as Pilgrim League commissioner for the past 15 years and a post as chairman of the NCAA Division III Wrestling Committee from 2003 to 2007.

Men’s Swimming & Diving Closes Season with Strong Performance at Championships

The men’s swimming and diving team concluded a stellar 2008-09 season by clinching third place at the New England Intercollegiate Swimming & Diving Association Championships in February – the best season finale in team history. The Hawks rode a strong performance over the three-day championship series, breaking 15 school records.



RWU Sailing Coach Defends Team World Championship

Sailing Head Coach Amanda Callahan, in conjunction with her New York Yacht Club Silver Panda team, successfully defended their team racing title by winning the 2009 ISAF Team Racing World Championship last February. The team breezed by the competition at the four-day event, winning all three races in the final round and finishing with a 25-1 overall record.



Men’s Tennis Team Clinches First TCCC Title

The men’s tennis team won its first-ever Commonwealth Coast Conference Championship, unseating seven-time defending champion Salve Regina University to wrap up the season with a perfect 9-0 conference record. The Hawks swept a majority of year-end awards with senior Brad Bolte earning TCCC Player of the Year, freshman Ryan Kim designated TCCC Rookie of the Year and Chris O’Brien named TCCC Coach of the Year.



ALUMNI PROFILE

Jennifer Theroux
Theatre '90



And I'd Like to Thank the Academy...

By Vallerie A. Malkin

An elementary school teacher at Hampden Meadows School in Barrington, R.I., Jennifer Theroux says she discovered one indispensable piece of information early on: The best way to capture the attention of her fifth graders, she says, is to make things fun.

For the past 15 years, Theroux has been using her dramatic flair to engage students in the classroom, integrating theatre, dance and music into her lesson plans as a way to balance the tremendous variety of developing minds that fill her single classroom.

"Differentiated instruction," which centers on providing students different avenues for learning the same content, is a method that comes naturally to Theroux. "Every child learns differently," she says, "and not every child is going to succeed at a pen and paper test."

Theroux's teaching style and practices have inspired so many students that the Milken Family Foundation recognized her this year with a Milken Educator Award – often noted as an educator's equivalent of an Oscar. Citing her creativity, plus the integration of technology into all aspects of the curriculum, the Foundation recognized

Theroux and select other elementary school teachers from across the nation at a conference in Los Angeles in April. Each of them received an award of \$25,000.

"This is a very distinguished award," says Arlene Miguel, principal of Hampden Meadows. "The fact that her children love to come to school speaks a lot to Jennifer's qualities. They are always engaged."

Theroux was humbled after the conference, but is still flying high. "It was absolutely spectacular," she says. "Many of us in the teaching profession share the same challenges and struggles and hopes and efforts toward all students' learning."

Charlotte Diffendale, coordinator of Teacher Recognition Programs at the Rhode Island Department of Elementary and Secondary Education, says the Milken Award is unique in that there are no nominations – the teachers are unaware that their credentials are being considered.

"Educators who do exceptional work in their classrooms, schools and communities and who show extraordinary leadership potential are sought out through a complex network, and their accomplishments are synthesized through a very secret process," she says. "It is a grand and total surprise for them and for their colleagues, family and school community when they are notified."

Indeed, Theroux was astounded this fall when she arrived at what she thought was a routine school assembly. Instead, Rhode Island Governor Donald Carcieri, state education commissioner Peter McWalters and Dr. Jan Foley of the Milken Family Foundation presided over a surprise notification ceremony.

Theroux credits her success in part to the influence of the RWU theatre program and its founder, William Grandgeorge, who retired in 2007 after 38 years of service to the University. He was not only her advisor, but her mentor and close friend.

"He was like a 'Grandpa' figure, very paternal," says Theroux, who was just 17 when she arrived on campus. "He believed in my idea that I could use the theater and teaching



together. Teachers weren't having kids engage in that type of learning yet as an instructional strategy... but I just looked at it as a fun way to learn." That's when she decided to take on education as a minor.

Theroux says that her RWU study abroad experience – in which she studied theatre, culture and architecture in England – affected her teaching style, too. "I'm a firm believer that every college student should have an opportunity to travel abroad," she says. "This is part of what makes Roger Williams unique."

Following her graduation from RWU in 1990, Theroux taught pre-kindergarten and instructed kids in drama, dance and art in the afternoons. She earned her master's in elementary education from Rhode Island College in 2003 and obtained her National Board Teacher Certification in 2005. She lives in Barrington with her husband, Trent, her 15-year old daughter, Haley, and her son, Max, 10.

The burning question: What will she do with the money? For someone with Theroux's credentials, the answer isn't much of a surprise: "I'm using it to attend graduate school next spring." [RWU](#)

CLASS NOTES

The 1970s

William E. Coyle, III '73, MAI, SRA
Business
Albion, R.I.

William has been appointed by Governor Donald L. Carcieri to a second term on the Rhode Island Real Estate Appraisal Board, and has been elected to serve as chairman. He is president of the appraisal firm William E. Coyle, Jr. and Associates and is a certified general appraiser in Rhode Island, Connecticut and Massachusetts.

The 1980s

Timothy B. Yeaton '80
Business Management
Nashua, Mass.

Tim was named president and chief executive officer of

Black Duck Software. Tim brings 30 years of software and technology management experience to his new role. Prior to joining Black Duck, he was chief marketing officer at EquaLogic. He also holds an M.B.A. and is a member of the University's Board of Overseers. In addition to the Black Duck Board of Directors, Tim currently sits on the Board of Directors of the N.H. High Technology Council and Stonebridge Country Club.



Paul C. Ciccarelli '81
Criminal Justice
Wilmington, N.C.

Paul Ciccarelli, special agent in charge for the

Naval Criminal Investigative Service (NCIS) Carolinas Field Office, had the opportunity to meet President Obama during an official visit to Marine Corps Base, Camp Lejeune, N.C., on February 27, 2009. The NCIS Office provided security support to the U.S. Secret Service during the President’s visit. SAC Ciccarelli is originally from Cranston, R.I., and was a police officer with the Scituate, R.I., Police Department prior to joining the NCIS.



Joseph R. Miech ’88
Criminal Justice
Wakefield, R.I.

Joseph was recently named chief operating officer of (add)ventures, a multidisciplinary communications consultancy. Joseph will oversee the firm’s operations and help implement its strategic global expansion. Previously, Joseph served as Lieutenant Colonel, the third highest-ranking member of the Rhode Island State Police.

Paul K. Williams ’89
Historic Preservation
Baltimore, Md.

Paul recently published his 14th book, “Charles Village: A Brief History,” about the history of his own Baltimore neighborhood. He continues to research and write about the history of individual homes in Washington, D.C., and apartment buildings in New York City through his firm, Kelsey & Associates.

Charles R. Mulcahy ’87
Criminal Justice
Tiverton, R.I.

High-ranking officer Sergeant Charles Mulcahy is retiring from the Tiverton Police Department where he served for 22 years. Charles also served in the Navy for four years.



RWU took to the road this past spring, hosting receptions for alumni, students, parents and friends in Connecticut, Washington, D.C., and Boston. There, President Nirschel unveiled the University’s strategic plan – *RWU 2020* – and current initiatives on sustainability and global perspectives. Thanks to all who attended!

The 1990s

Bryan Higgins ’92
Architecture
Portland, Ore.

SRG Partnership has promoted Bryan Higgins to senior associate. Higgins is a Leadership in Energy and Environmental Design-accredited professional and has been with SRG for eight years. His projects include the University of Puget Sound Science Center, West Linn Library, the Washington School for the Deaf and the Portland Shriners Hospital for Children.

Kevin M. Gouveia ’92
Criminal Justice
North Smithfield, R.I.

Army National Guard Lt. Col. Kevin M. Gouveia has graduated from the U.S. Army War College at Carlisle Barracks in Carlisle, Penn. The college is the Army’s senior educational institution. The lieutenant colonel, an infantry officer, serves as operations officer for the Rhode Island Army National Guard Special Operations Detachment, Global, based at the Coventry Air National Guard Station. He has served n the military for 32 years.

Kerry L. Bronnenkant ’92
Marine Biology
Boston, Mass.

Kerry has recently accepted a position as research associate within the Research and Evaluation Department of the Boston Museum of Science to work on evaluating exhibitions, programs and lessons for the museum.

Debra Malewicki ’93
English/Creative Writing
Monroe, Conn.

Following several years as an English professor and professional tutor, Debbie accepted the roles of director and academic skills counselor at the University of New Haven’s Center for Learning Resources in January 2009. She will oversee the tutoring programs offered by UNH and will help academically at-risk students learn the necessary strategies to succeed in a university and professional environment.

Deborah Berger ’93
Art
Chestnut Hill, Mass.

Deborah joined Mittcom as director of digital and design. In her new role, she will oversee print and website design with a focus on online design and production. Deborah brings over ten years of passion and experience in the digital and print design field, and has provided impactful visual solutions to clients in a variety of industries. She has experience in all facets of design including illustration and interactive.

Stacey (Foley) Kerere ’96
Biology
Hendersonville, Tenn.

Stacey and her husband, Ron, are proud to announce the birth of their second daughter, Ally. Ally joins her 8-year-old sister, Jordan. Stacey teaches middle school science in Hendersonville.



Alumni & Admissions Center Offers New Home for Past and Prospective Students

The new Alumni & Admissions Center at Roger Williams University serves a dual purpose: First, it provides an inviting setting in which prospective students and families can learn about the University. In addition, it’s designed to serve as a home away from home for alumni when they visit their alma mater.

The 10,900-square-foot building, just recently opened, sits slightly beyond the main entrance, adjacent to the School of Architecture, Art and Historic Preservation. Easy to find for those new to campus and welcoming to those who drop in regularly, the Center will connect alumni with prospective students, creating valuable opportunities for interaction.

“Consolidating the Alumni and Admissions offices will give alumni visiting campus a chance to stop in and learn what is happening with the University and share their RWU experiences with incoming students,” says Heather Culp Boujoulian ’97, a member of the Alumni Executive Council.

A “topping off” ceremony last semester, in which the cupola was fitted to the building, followed the creation of the new Enrollment & Advancement administrative division at RWU. Senior Vice President Lynn Fawthrop, who leads the division, said during the

event that the new Center will create synergies across campus that will advance the University’s strategic planning goals. In conjunction with the new building, RWU debuted the Cupola Society this spring for alumni who wish to support the Annual Fund in honor of the Center. Contributors to the Cupola Society will have their names inscribed on a special honor roll of donors, which will be stored in a time capsule and placed in the Center. Gifts of \$100 and up will be recognized on a plaque that will be mounted in a prominent location at the Center. An official housewarming – including the time capsule placement – will take place on Saturday, October 24, at 10 a.m. during Homecoming and Family Weekend.

Allison Chase-Padula, who leads alumni relations for RWU, says that alumni are thrilled to have a new home. “The building really provides a unique home for alumni returning to campus, giving them an opportunity to share what the institution has meant to them,” she says.

Boujoulian agrees: “Coming back to campus is an exciting event for alumni. Now, there will be a home right at RWU’s front door welcoming us back.”



2009 Sneak Preview:
While you’re busy catching the waves and soaking up the sun this summer, the Office of Alumni Relations will be hard at work planning your next big get-together – Homecoming & Family Weekend 2009! Mark your calendars: This year’s festivities will take place October 23 to 25 and will include your first look inside the new Alumni & Admissions Center, an official unveiling of Global Heritage Hall (accompanied by cultural presentations) and an Autumn Festival to celebrate the season in style. Bring your family, meet new friends and reminisce with those long lost. We hope to see you there!

Stacey P. Haas-Schug ’96
Art
Blue Point, N.Y.

Stacey and her husband, Dennis, welcomed their third child, Declan Robert, on October 20, 2008. He joins his older sister Parker, eight, and his older brother Kieran, four.

Steven Puleo ’96
Business
Colleen (Dryden) Puleo ’97
Construction Management
Mansfield, Mass.

Steven and Colleen are pleased to announce the birth of their daughter, Audrey. Audrey Dryden Puleo was born on August 29, 2008. She joins big sisters Celia five, and Norah three.



Spencer C. McCombe ’97, AIA
Architecture
Newport, R.I.

Newport Collaborative Architects, Inc. (NCA) recently announced that Spencer McCombe, AIA, has passed the exam to become a Leed-accredited professional through the United States Green Building Council. Spencer joined NCA in 1997 and has worked on a variety of residential and high-profile projects including Carnegie Abbey Golf House in Portsmouth, Pell Center for International Studies in Newport and Christ Church in East Greenwich.

Amy Driscoll ’98
Marketing
Newport, R.I.

Amy joined the Rhode Island Hospitality Education Foundation in August 2008, and was recently promoted to the position of vice president for workforce development.

Katherine (Kolek) Earle ’98
Communications
Waxhaw, N.C.

Riley Marie Earle was born October 2, 2008, to Katherine and her husband, Trevor. Riley joins big brother Connor, who is one year old.

Andrew Firmin ’99
Management
North Andover, Mass.

Andrew and his wife, Leonarda, welcomed their first child, Mikayla Sofia. Mikayla was born February 12, 2009. The family resides in North Andover, Mass.

The 2000s

Christopher D. DeFiore ’00
Architecture
Maria (Anctil) DeFiore ’00
Architecture
Old Lyme, Conn.

Christopher and Maria are proud to announce the birth of their son, Michael Christopher DeFiore. Michael was born on March 3, 2008, weighing eight pounds, nine ounces.



The winter's hot ticket was superstar cellist Yo-Yo Ma and the Silk Road Ensemble at the launch of their U.S. tour. Alumni and guests enjoyed a private reception before taking in the show at the Providence Performing Arts Center.

Christopher M. Sparling ’01
Criminal Justice
Norwalk, Conn.

Christopher Sparling married Kerri Morrone on May 18, 2008, at St. Vincent de Paul Church in Bradford, R.I. Christopher is employed by Blue Chip Films in New York, N.Y. The couple honeymooned in the Dominican Republic.

Rebecca L. Taber ’03
Administrative Justice
West Warwick, R.I.

Rebecca and Eric M. Brown were married October 19, 2008. After a honeymoon trip to the Dominican Republic, the couple have made their home in West Warwick, R.I.

Tara M. O’Con ’03
Dance
Brooklyn, N.Y.

Since graduating with honors, choreographer Tara O’Con has presented her work in many showcases in New York City, and in 2007 was among six emerging choreographers to be chosen for Dance Theater Workshop’s Fresh Tracks Performance and Residency Program. In June 2008, she presented the first full-length production of her work at The Chocolate Factory Theater. Tara made her Danspace Project debut this past January. As a dancer, she has enjoyed numerous fruitful collaborations.



Annual Fund – Building Foundations for the Future

Scholarships, athletic equipment, lab supplies, drafting tables, student and faculty research projects, presentation projectors... These are just a few of the things we expect every college and university to offer. But they don’t just appear from thin air. And while many of us often fixate on the large price tag of a first-rate education, there are plenty of additional expenses that many independent universities are unable to cover through tuition alone.

That’s where the Annual Fund comes in. Unrestricted gifts to the University provide additional revenue that goes directly to our students in the form of financial aid, classroom technology, team uniforms and more.

Organized efforts behind the Annual Fund – including informational postcards, letters and the phonathon – solicit gifts on a yearly basis to support the University’s general operations. These gifts (from parents, grandparents, alumni and friends of RWU) go straight to the “bottom line” and often represent a percentage of the University’s income. And because the Annual Fund eases the school’s overall financial burden, every single dollar raised impacts our students.

Alumna Ann Marie Iwicki ’98 gives to the Annual Fund every year for that very reason: “I support the Annual Fund each year to illustrate the pride and appreciation I gained from attending Roger Williams,” Iwicki says. “Supporting the school expresses my want as an alumna for others to succeed and for other students to have the same or even better experiences than I had while attending the University.”

The Annual Fund enhances student life in countless unrecognized ways. It allows Roger Williams to recruit and retain outstanding faculty; create new and innovative curricula; support extraordinary arts and athletic programs; and continue to provide financial aid packages to students. And gifts to the Annual Fund help keep tuition increases to a minimum while preserving the quality of the Roger Williams education and student experience.

There are many ways to make a gift to RWU, including online by visiting giving.rwu.edu. You can also call our Office of Enrollment & Advancement at (401) 254-3204. No matter the size, your annual gift makes a difference to our students.

ALUMNI PROFILE

Christopher Landino Anthropology / Sociology and Psychology ’04



Raising Awareness, Hope for Children with ITP

Christopher Landino ’04 isn’t afraid to get emotional. In fact, the Northford, Conn., native says that it’s almost impossible not to be in his line of work.

At just 27 years old, Landino has seized the reigns as executive director of the ITP Foundation, a Connecticut-based nonprofit that works with and advocates for children across the country who suffer from immune thrombocytopenic purpura (ITP), a bleeding disorder that affects about four in every 100,000 kids.

“I wanted to help people in a really meaningful way,” Landino says. “And you feel empathy for all these people you’re speaking with and working with in a very direct way. In most cases, your emotions help you along and inspire you.”

Landino was introduced to the nonprofit sector during his senior year at Roger Williams when he attended a nonprofit career seminar at nearby Brown University. A proponent of RWU’s commitment to community service, Landino also coached a local little league baseball team as a senior and says that the ideals by which he lives now really took shape on the Bristol campus.

These days Landino is helping young people nationwide by leading a grassroots effort to raise both awareness for ITP and money to aid medical research efforts worldwide. In 2008 alone, the Foundation furnished a \$50,000 research grant to Children’s Hospital in Basel, Switzerland, fielded triathlon teams at competitions across the nation, hosted an official Wiffle ball tournament and increased the organization’s web traffic by more than 300 percent. The Foundation even partnered with the Hole in the Wall Gang – a free-of-charge camp for children with cancer and serious blood diseases and their families, founded by legendary actor Paul Newman.

“I feel like I’ve been given a gift to be at the helm of this,” Landino says,” and I can’t imagine doing anything better with my time.” — Melissa A. Smith-MacDonald



The action on the ice was hot as RWU and RWU Law alumni cheered the Providence Bruins to victory while overlooking the rink from a private reception. Perennial crowd pleaser and PBruins mascot Samboni even stopped by to greet families and friends!



More than 100 alumni, parents, students and friends cheered as the men's lacrosse team snagged a "W" on Senior Day. The day's highlights included lacrosse alumnus Terry Kelly '93 awarding the second annual John Kelly "JK" Award, an alumni luncheon and a team BBQ dinner for the Hawks and their families.



Amanda Morici '03

Criminal Justice

Michael Rasch '03

Accounting

Black Rock, Conn.

Amanda and Michael were married on June 23, 2008, in Aruba. More than 80 of their closest friends and family were in attendance. Roger Williams alumni in the wedding party were Jenny Sherman '03, Erin Keating '04, Ed Knauf '03, Megan Mahoney '03 (who also officiated the beach ceremony), Amanda (Yontz) Wright '03, Jim Berlinghieri '03 and Renee (Case) Bonafield '02. Other RWU pals in attendance were Matthew Donohue '03, Rachel Selby '03, Billy Walker '03, John Kelly '03, Karen Ferrara '03 and Joseph Montesano '03. Amanda has gone on to earn her executive M.B.A. and works as a sales specialist at Victorinox Swiss Army. Michael is a certified public accountant at PricewaterhouseCoopers and recently earned his M.B.A. as well.

Cory F. DeBias '04

Computer Information Systems

Westfield, N.J.

The Northern Lehigh High School Bulldogs in Pennsylvania inducted Cory DeBias into the Ring of Honor this past January. Cory wrestled for four years and played baseball for three years at Northern Lehigh. He was an all-league second baseman, but made his biggest mark on the mat as a four-time District 11 finalist and three-time District champ. He was state runner-up in 1997, a state champ as a senior in 1998 and he finished with a record of 137-12 and earned 391 career points. Cory's career continued at Roger Williams University, where he became a NCAA Division II All-American and was the school's male athlete of the year in 2003.

Michael F. Campopiano '07L

Juris Doctor

North Providence, R.I.

Michael married Kassiane George on October 5, 2008, in Annunciation Greek Orthodox Church in Cranston, R.I. Michael is an attorney in Providence and the couple has made their home in North Providence. They honeymooned in Aruba.

Jenna M. Rozzero '07

Mathematics/Elementary Education

West Warwick, R.I.

Saints John and James Church was the setting October 11, 2008, for the wedding of Jenna (Rozzero) and Thomas M. Laprad. Jenna is a teacher in the Dighton-Rehoboth Regional School District in North Dighton, Mass., and is pursuing her master's degree. The couple honeymooned in Newport.

Lindsey (Maguire) Thomason '07

Communications

Boston, Mass.

Al Thomason and Lindsey (Maguire) Thomason were married February 21, 2009. The winter wedding took place lakeside in Mendon, Mass. Al works for HubSpot, Inc. and Lindsey works for the Harvard Business School; both are located in Cambridge, Mass.



Alyssa Hopkins '08

Criminal Justice

Drew Kitchen '07

Criminal Justice

Fort Drum, N.Y.

Alyssa and Drew were married July 25, 2008. Their daughter, Iyla Marie, was born March 3, 2009. Alyssa is currently attending law school and Drew is at Fort Drum, N.Y., with the 10th Mountain Division as an Infantry Officer.

Stephanie Shocki '08

English Literature and Elementary Education

Cheshire, Conn.

Following graduation last May, Stephanie was hired as a second grade teacher at M.M. Generali Elementary School in Waterbury, Conn.

In Memoriam

Kimberly Boucher '72

April 3, 2009

Stanley Duarte '80

January 6, 2009

Charles F. Thurley '72

January 3, 2009

Steven M. Loud '92

February 10, 2009

Roland L. Robert '76

January 28, 2009

James B. Dean '92

April 14, 2009

Stephen M. Kellert '77

January 17, 2009

We Want to Know – What's New With You?

New job? Recently engaged or married? Bundle of joy to brag about? Going back to school? We're always in search of class notes for RWU and News & Views, so please send your news along. Along with your update, be sure to include the following information:

Name
Class Year
Major
Current city and state
Professional degrees or certifications

If you'd like to share your photos, please send those along, too. You can e-mail us high-resolution digital images that are at least 300 dpi at a print size of 4 x 6 or larger. If you're less technologically inclined, mail us a hard copy.

Here's how to reach us:

E-mail: alumni@rwu.edu

Snail mail: Office of Alumni Relations
One Old Ferry Road
Bristol, R.I. 02809

Phone: (401) 254-3005;
(800) 458-7144, x3005

We can't wait to hear from you!

ALUMNI PROFILE

Jill Bolstridge

Theatre and English Literature '04

Giving New Meaning to Child's Play



"Theatre by kids, for grown-ups." That's how Roger Williams alumna Jill Bolstridge '04 describes the performances of the Children's Theatre Company (CTC) – a network of more than

12 theatre troupes nationwide dedicated to teaching young performers the magic of theatre and the importance of citizenship.

After traveling the country and working to establish a number of CTC chapters in the past few years (Los Angeles, most recently), Bolstridge currently serves as artistic co-director of the New York chapter. There, she works with children ages five to 19 to explore and express topics such as war, poverty, racism, religion and human rights through colorful metaphors, acting, singing and dance. These days, Bolstridge is rehearsing a musical she co-wrote, "Henry Box Brown," the true story of an African-American slave who shipped himself to Philadelphia and to freedom.

Bolstridge is quick to credit her RWU advisor and mentor, Professor Emeritus William Grandgeorge, for helping her to discover her life's passion – teaching the fundamentals of theatre to children. During her sophomore year, Grandgeorge approached Bolstridge to volunteer at the Reynolds Arts Magnet School, then located in Bristol. The school did not have adequate funding and was at a loss to find a way to integrate theatre into its curriculum. Grandgeorge had the fantastic idea of having RWU students volunteer at the school. Over the next three years, Bolstridge – working alongside her fellow theatre classmates – supervised the entire theatre program at Reynolds. There, she found her calling.

"If it weren't for 'G'," said Bolstridge, affectionately referring to Grandgeorge, "I don't know if I would ever have discovered how much I love working with children. I think that they are greatly underestimated and are capable of so much more than reciting nursery rhymes."



Proud of his protégé, Grandgeorge added: "They certainly will be ahead for having had the experience of working with Jill!"

—Lori Cochrane

Alumni Events Calendar

It's been another great year for the alumni program thanks to your participation!

But the best is yet to come. We hope you'll join us at one of these upcoming alumni events:

☐ **August 19**

Pawtucket Red Sox Outing
McCoy Stadium
Pawtucket, R.I.

☐ **October 24**

Cupola Society Founder's Reception
Alumni & Admissions Center at RWU
Bristol, R.I.

☐ **September 27**

1968-1972 Class Reunion Brunch
Location to be determined

☐ **October 24**

Alumni & Admissions Center Open House and Ribbon Cutting
Alumni & Admission Center at RWU
Bristol, R.I.

☐ **October 23-25**

Homecoming & Family Weekend
RWU Campus
Bristol, R.I.

For additional details and an up-to-date, comprehensive events listing, visit www.rwu.edu/alumni/news. No web access? Call us at (800) 458-7144 x3005 or (401) 254-3005.



Did you know that RWU offers career services to alumni for life? Recently, the Office of Alumni Relations collaborated with the Career Center at both the annual Career Fair and a mini-conference on the current job market. Alumni picked up helpful tips on navigating their job-search in the digital age and reinventing themselves for career success in a turbulent economy. A special thanks to alumna Renee Mikitarian-Bradley '81 who was a guest speaker at this event!

Take Your Kid Fishing – You’ll Thank Me Later

By Dave Souza '09P

My father just passed away a couple of days ago. Joe Souza was 88 years old and a WW-II veteran, very proud of his service to his country. He had a picture frame on the wall with all his medals and ribbons on display, including a Bronze Star and a Purple Heart. He would never tell me how he got the Bronze Star, but I know you didn't get that one because your boots were well polished.

One of my fondest memories of my father was that he hated fishing. Yup, the guy who now writes the fishing column for *The Herald News* (Fall River, Mass.) had a dad who didn't like to fish. When he was a kid, his only fishing experience was using a hand line to fish for conger eels. On his first cast, he made the mistake of not stepping on the line holder – so when he threw the line, the whole rig went flying into the bay. He never tried again.

Just because he didn't like fishing didn't mean I couldn't get time in at the beaches out of bicycle range. He ran a family business, the Dairy Freeze, for years. On his few days off, I would pack all my gear into the car, and we would head to Grinnell's Beach, Fogland or Sakonnet Point. He would sit in the car with a novel, usually a western, and read while keeping one eye on me.

Working for *The Herald News* these days, I hear all sorts of stories about kids getting in trouble. It's sad, but that's the way it is. Schools want kids involved in sports, but there are just so many slots for players and not every kid has the skills to compete. You don't have to be a jock, however, to fish. Any guy or girl can fish with no intensive training.

If you teach a kid how to fish, I think, he or she will always have something to do in spare time spent outside of school or work. My youngest son, Gregory, graduated from Roger Williams University just a few weeks ago. When he started as a freshman, one of the things he asked me for was a spinning rig to catch stripers right on campus under the Mount Hope Bridge. This is a



lifetime sport that, if started when kids are young, will stay with them for the rest of their lives.

It's also not an expensive sport – maybe that's extra incentive, these days. At the beginning, a simple rod and reel with a few pieces of tackle (hooks, sinkers, maybe a few lures), and you're ready for business. Considering that a video game costs between 50 and 65 bucks, fishing is a

bargain. You can get a basic rig complete with tackle for about \$30.

If, like my dad, you don't have any expertise on the subject, no problem – there are books and magazines on just about every aspect of the sport. Don't like to read? Tune into ESPN or any of the outdoor channels. Fishing shows can provide a wealth of information.

To learn about fishing firsthand, go to your local tackle shop. My dad may have taken me fishing, but it was Stanley Bucko from Bucko's Tackle Shop on Second Street in Fall River who taught me how to tie knots, pick backlashes out of my reel and repair the freshwater tackle that I insisted on using for stripers.

When I finally got my license and a car, my dad was off the hook. He didn't have to take me fishing anymore, but he always listened to my fishing adventures as my range extended past Fall River and Tiverton to Cape Cod and the Vineyard and all the way down to Florida. Even as he spent his last days in the hospital, I'd ask him if he wanted to go fishing. He'd give me a look, then he'd say no.

On the drive home from the hospital, it was those days at the beach – me fishing, my dad reading – that came to mind. Those are memories I'll carry with me for the rest of my life. I'll always be grateful for all the times that he did take me fishing.

Editor's Note: This issue's essay was adapted from "Thanks, Dad, for the Memories," published on May 10, 2009, in *The Herald News* (Fall River, Mass.), where Dave Souza works as a staff photographer and weekly contributor to the Outdoors Page.

Each issue, the Your Turn column will feature a personal essay from a member of RWU's audience. Readers are invited to submit essays on topics that fellow readers will find compelling, and essays need not focus on topics related to the University. Limit word count to 600 please, and submit essays to magazine@rwu.edu. While only one will be selected per issue, all submissions will receive equal consideration.



SAVE THE DATE

Friday, October 23 — Sunday, October 25

Come celebrate RWU traditions and enjoy a weekend full of wonderful events:

This year, you truly can "come home to RWU" and reconnect with classmates, faculty and friends in the new Alumni & Admissions Center. Join us on Saturday at 10 a.m. for a special housewarming celebration. Don't miss this wonderful opportunity to be a part of RWU's history and future as we place a time capsule in the Center that will include class year memorabilia and a donor honor roll, listing all of the alumni whose gifts helped to build their new home on campus – the founding members of the Cupola Society!

Saturday's events will also feature the popular BBQ "Under the Tent," campus-wide Autumn Fest celebrations and athletics competitions. Be among the first to tour our newest facilities – including the residence hall, the Marine and Natural Sciences addition and Global Heritage Hall, a magnificent campus academic center and the new "hub" of global research, study and collaboration.

DID YOU KNOW

that the wonderful programs and events planned for Homecoming & Family Weekend are supported, in part, by gifts to the Roger Williams University Annual Fund?

If you would like to make a gift to the Annual Fund, please visit our secure giving website at giving.rwu.edu or mail your check to:

Roger Williams University
Office of Enrollment & Advancement
One Old Ferry Road
Bristol, RI 02809

For more information about Homecoming & Family Weekend and to register:

- www.rwu.edu/studentlife/homecoming
- (401) 254-3088

2009

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HOME
COMING
& FAMILY WEEK
END!



There's still time to leave your legacy at RWU!

We are extending the deadline to make a gift and be recognized as a founding member of the Cupola Society!

Your gift must be received by **August 31, 2009!** Alumni making gifts of \$100 or more will be recognized as founding members of the Gold Cupola Society.



A group of budding oyster gardeners found their way to RWU this spring to lend a hand to the Oyster Gardening and Restoration Enhancement project. The “Shellfish Bag Brigade” from Rockwell Elementary School in Bristol spent the sunny afternoon transporting bags of oyster shells from the campus waterfront to the Marine and Natural Sciences Shellfish Hatchery.

