



# COLUMNS

The Honors Program Newsletter at Bentley University ■ Fall 2013



**BENTLEY**  
UNIVERSITY

Managing Editors:  
**Suzy Hallak '16**  
**Taylor McAree '16**

## **BIG PAYLOAD DELIVERED** United Technologies Corporation's five-year partnership advances Honors Program mission

*By Aaron L. Jackson*

United Technologies Corporation (UTC) came to the right place. In its quest for access to top talent, UTC committed \$250,000 over five years in a partnership with Bentley's Honors Program, ensuring honors students will continue to have top-flight resources, educational experiences, and internship and career options. "This is more than a financial gift," says Susan Brennan, Bentley's director of corporate relations and career services. "It is a hands-on approach where UTC will open doors for students in the form of research and cultural enrichment, and maintain an active presence on campus at networking events."

Formally unveiled in August, the gift will help the Honors Program to enhance existing resources and events, and expand in other new areas. UTC will be the primary sponsor of the program's two marquee events, the welcome dinner in September, and the Honors Conference in April. Professionals and executives from UTC will be on hand at these and other events, giving honors students exclusive opportunities to network and explore internships and career opportunities with UTC, including its prestigious Financial Leadership and Information Technology Leadership Programs.

Some of the funding will be used to increase resources devoted to student research. Students will have the opportunity to access funds directly from the program to attend conferences, symposiums, and other academically oriented events. UTC student research fellowships will also be made available on a competitive basis, to encourage high-level and long-duration research projects. These investments in student research on campus will not only make our graduates more desirable to future employers, but



also raise the bar on the quality of honors capstone projects and facilitate publication of student research. The gift will also be used to provide accessibility to more cultural events and other on-campus, student-focused gatherings and to fund site visits for honors courses to encourage learning outside the classroom and enhance the community of scholars.

"UTC is proud to partner with Bentley University," said Peter Longo '81, chief financial officer, UTC Propulsion & Aerospace Systems. "As an alumnus and Bentley parent, I have a deep appreciation for the strong curriculum, exceptional faculty, and support structure in place at Bentley and look forward to enhancing our existing relationship with a more hands-on approach with the students and Honors Program."

*(continued on page 7)*

# DANNY FOOTBALL

An all-star in the classroom and on the field

By Jose Gutierrez

Most of the time, when you hear the phrase “All-Star” at Bentley, you think of a student who has a litany of on-campus involvements, strong academic achievements, and possibly an internship with the Big 4. Well, Danny Guadagnoli '14 takes the meaning of being an all-star to a whole new level.

Currently a senior majoring in Economics-Finance, Guadagnoli is the starting quarterback for the Falcons football team. If that wasn't enough, Guadagnoli is a member of the Honors Program and holds impressive academic achievements. His efforts in the classroom and on the gridiron have led to his induction into the prestigious Falcon Society, a highly selective recognition of leadership, academics, character, and service to the Bentley community.

Guadagnoli has pointed out that being an honors student while playing football has taught him several important lessons, especially in the area of accountability.

*“It forces you to embody many important life lessons that can be applied to anything, especially school work. Being accountable is a skill I believe football has helped instill, and has now translated to the honors classroom. As a quarterback, there is no hiding from responsibility. The pressure is always on, and you have to deliver for your team. Being able to handle this pressure and embrace it as a challenge can be directly applied to an honors course. When it comes time for exams, success requires a deep*



*sense of personal accountability and willingness to confront a challenge with conviction. Similar to a football game, you have a personal responsibility that you cannot hide from.”*

While his list of learned skills is solid, Guadagnoli still finds his time on the field more challenging than his time in the classroom.

*“The football team is a way more challenging commitment than the Honors Program. (Sorry, Professor Jackson!) We pour our hearts into the football program and have accumulated countless hours of training together as a team, a cycle that never stops. There’s no greater physical or emotional demand in my life — it’s that simple. Although the Honors Program has its demands and the courses are a challenge, there’s nothing more challenging than waking up at 5:00 a.m. for a workout then returning to the Dana Center for two more hours in the afternoon for practice, all the while balancing school. I’d say being committed to both programs makes it each more*

*challenging respectively, but there’s no denying that football takes the cake on this one.”*

But Guadagnoli has found multiple similarities between his role as a football player and his role as an honors student.

*“Surprisingly, I think being a team player is a skill that can also be utilized in the honors classroom — apart from the football field. That happens to be my favorite aspect of the Honors Program: the camaraderie and synergy in the classroom. Unlike many college courses, the honors classes are very intimate, and I have found a deep sense of group chemistry in many of these courses. This sense of team is not unlike a football program, as the success of the group depends on each person’s individual commitment to one another. In a small honors classroom, the responsibility rests with each student to make the class worthwhile by actively participating and engaging with the material and one another.”*

Beyond his one-of-a-kind accomplishments, what sets Guadagnoli apart is his personality. He is a Bentley all-star, but — most important — a class act, both in the classroom and on the field. If you want to watch him throwing touchdowns, however, this season is your last chance: he’s in his final year at Bentley. As for his class work, like all honors students, Guadagnoli’s eligibility for learning will never run out. ■

**Jose Gutierrez '14** is a finance major, and serves on the Student Honors Council.

# NEW CLASSROOM, NEW PERSPECTIVE

Valuable lessons  
from a short-term program in Eastern Europe

By Julia Paradis

Each semester, hundreds of Bentley students head across oceans to universities worldwide to gain an alternative perspective on education and culture. Long before my college days, I craved a travel experience like this, an opportunity to take what I have learned in my life and my classes thus far and test it all in a different environment. Unfortunately, freshmen like me do not typically leave for a whole semester in their first year, so I had to find another way out of my home state and into the global classroom.

In May 2013, I participated in a 12-day faculty-led program entitled Global Tourism and Transportation, a three-credit class led by Professor Joel Deichmann of the Global Studies Department. After a few classroom sessions where our group learned some conversational German and Croatian that would be our savior while abroad, Professor Deichmann ushered me and 14 Bentley classmates onto a flight across the Atlantic.

While this voyage around such iconic cities as Munich, Germany; Ljubljana, Slovenia; and Dubrovnik and Zagreb, Croatia, included some of the most enjoyable days of my life, it was by no means a vacation. We were on the go each day from dawn until dusk, and each day's activities tied into the theme of the course. To study tourism, we visited notable tourist attractions in each of the cities, such as the Olympic stadium from the 1972 Munich Games, the first concentration camp in Dachau, and King Ludwig's Neuschwanstein Castle. We sought to understand why people were drawn to visit these locations and how their existence impacts the local infrastructure. For the transportation portion of the class, each student had a day to be in charge of getting the group to its destination and was taxed with navigating complicated train, bus, subway, and even funicular schedules. Watching lessons we would have otherwise learned from a textbook unfold before our eyes was an incomparable way to learn.

The most beneficial part of this class occurred in Zagreb, Croatia, where our group met with members of the eSTUDENT Association from the Faculty of Economics at the University of Zagreb. One night, a Croatian student, with undeniable sincerity and seriousness, told me, "You are so lucky to have an American education — don't waste it," driving me to reflect on my own educational opportunities where I hadn't before. Bentley gives me connections



Julia at the Old Town City Walls in Dubrovnik, Croatia.

to innumerable companies where I can potentially find employment, has an acclaimed Career Services Office dedicated to finding students work, and is able to send students like myself on hands-on educational experiences across the world.

The same cannot be said in countries such as Croatia. These students told me that, despite completing an education sometimes more rigorous in coursework than ours, they may never be able to leave their country and seek employment at companies worldwide. They must remain local to support their families, tethering themselves to a country that is struggling economically. The female students told us that female graduates, despite their competency, have even more difficulty securing jobs due to sexism. Though this class was meant for us American students to learn about the world around us, that world ended up teaching me something invaluable about myself in the two days spent interacting with these students.

The opportunity and ability to participate in a class like this is something many students worldwide are only able to do in their wildest daydreams. I was able to fill 12 days with research and study of a world so different than my own, and went home with a newfound plan to exhaust the remarkable educational opportunities Bentley has presented me with. While classroom knowledge is critical, this short-term program showed me the value in moving the setting around the world and fully submerging into another way of life. I plan to travel much more during my time at Bentley, and hope to spend a part of or even my entire junior year abroad, where hopefully another adventure awaits. ■

*Julia Paradis '16 is undeclared.*



# HONORS CAPSTONE AWARDS

## Highlights of the 2013 Honors Conference

By Suzy Hallak and Taylor McAree

This past year, there were plenty of excellent capstone projects. Among them were two that won awards for the best projects of the conference. After much debate and careful consideration, this year's student capstone winners were Joshua Cali and John Drago, with Professor Charles Hadlock winning the Adviser of the Year award.

Joshua Cali, the winner in the Arts and Science discipline, wrote a comprehensive research paper titled "The Development of Judicial Review in the Early Republic." With the help of his adviser, History Professor Cyrus Veese, Cali disputes established U.S. legal history, arguing that judicial review existed before the *Marbury v. Madison* case. In order to



John Drago

support his argument, he analyzed many old cases to see if they met the qualifications to be considered judicial review. Ultimately, he found that the *Hollingsworth v. Virginia* case employed judicial review before the *Marbury v. Madison* case. Veese was very impressed with Cali's preparation and professionalism, noting, "I can honestly say I have

never had a student carry out research so diligently, meet deadlines as religiously, and come to weekly meetings quite so prepared to talk about each new installment of the research and writing as Joshua in each case. Pretty quickly into the project Joshua knew more than I did about judicial review — I mean both factually and theoretically."

Cali, an Economics-Finance major, needed little assistance to complete his impressive project with Professor Veese indicating, "His literature review was exhaustive and included law journal articles, books from interlibrary loan and Harvard, and primary source documents that Joshua hunted down himself, including transcripts of cases from the 1790s." Cali's project will serve him very well in his future studies while attending UCLA Law School in the fall and, according to Professor Veese, provide an excellent foundation in several crucial legal concepts.

John Drago's paper, "The European Sovereign Debt Crisis of 1494," won the Business award. Supervised by Claude Cicchetti, a lecturer in finance, Drago compared the 1494 crisis to the recent worldwide economic recession. His research focuses on the 15th century Medici bank, which at one time held a monopoly with subsidiaries all over Europe. Drago, a financial accounting major, explains that due to excessive lending to sovereign nations, mismanagement, poor relationships with the church and recession, the Medici bank lost its monopoly and became insolvent. The bank's downfall was in its inability to assess the true risk of its businesses and investments.

Drago's creative paper illustrated the fall of a powerful financial institution at the end of the Middle Ages. The reasons behind the current financial crisis, such as financial engineering, excessive lending to sovereigns, asset bubbles and a slow-growing economy, are similar to those that



Charles Hadlock

resulted in the collapse of the bank. The Medici bank invented off-balance-sheet accounting and complex financial instruments, and was able to circumvent regulatory boundaries to obtain low-risk adjusted returns. Drago keenly drew on these parallels to assert that bankers were unable to learn from past mistakes and prevent a similar recession from occurring.

Advisers play a crucial role in the student's understanding of complex material, while providing guidance and support throughout what is often considered to be a stressful process. To recognize the significant time and dedication, one adviser is honored each year for providing superior dedication and guidance.

(continued on page 7)

# STAYING CONNECTED

## What I've learned about business while volunteering with the Honors Program Alumni Chapter

By **Lindsay Konte**

Since graduating from Bentley in 2008, I've spent the past five years at EMC working through a rotation program, developing my professional skills and starting graduate school. My four years at Bentley — the academics, the internships and the different student organizations — all laid the ground work for my success. My experiences in the Honors Program, whether it was interactions with my classmates or working on my capstone, specifically resonated with me and have helped form my professional abilities and direction. Volunteering my time with the Honors Program Alumni Chapter (HPAC) is one way I can make sure I pay it forward and help others at Bentley have the same positive and formative experiences that serve as a launching pad for their next steps.

Over the past five years, HPAC has been creating opportunities that encourage alumni social engagement, alumni professional networking and student-alumni relationships, while also keeping alumni connected to Bentley. We've maintained a presence at the capstone dinner in addition to organizing events on campus like our panel event, after-work social gatherings, and an upcoming student alumni mentoring program.

In addition to the personal enjoyment and sense of satisfaction I've gotten from volunteering with HPAC, my time with Bentley and HPAC has continued to give back to me. I've found that volunteering has provided me with a valuable and safe testing

ground to experiment with different management and leadership strategies and to practice skills that build my professional reputation. So in the spirit of paying it forward, here are three lessons I've learned while volunteering. I hope that you can apply these to your own professional and academic experiences and I hope to see you volunteering in the trenches and learning your own lessons!

**Lesson 1: "Best practices" are more than buzz words.** Time is valuable; particularly when someone is volunteering their personal time, but also when you are at work. Instead of reinventing the wheel each time you join a new organization or undertake a new project or task, seek out those who were involved in the past and ask them what they learned from their experiences. Figuring out these best practices early can save you many trial-and-error attempts, as well as hours of time. This gives you the chance to progress further and faster than doing everything out on your own, which ultimately enhances your reputation and that of your organization.

**Lesson 2: When something "fails," make sure your definition of success is correct.** When I joined HPAC, I had high hopes for my first year. I thought it would be great to start a mentoring network for alumni, host two social events and two professional events as well as have alumni representation at undergraduate events, like the capstone dinner, on campus. Needless to say, by those standards my first year as a volunteer was a flop. However, instead of calling it a failure, we took a step back to reassess. With only five classes of honors graduates, our entire alumni population was about 500, and



not everyone was still in the Boston area. By thinking more realistically, we were able to set an achievable calendar of events that engaged alumni on and off campus and utilized the resources available from Bentley in addition to those from the volunteers.

**Lesson 3: When you find a weakness, practice it until it's a strength.** Or at least until it's a skill you're comfortable using. This could be anything: speaking up confidently in meetings, balancing priorities, making good use of resources, setting agendas and goals, influencing without authority or public speaking. I have utilized all of those skills during my involvement with HPAC. We can't stop growing just because we are no longer in school. In fact, it is both more critical and takes more effort to continue to grow in a professional environment, and the stakes of taking those risks are higher. Volunteering is the perfect way to find a low-stakes environment to practice those skills until they feel comfortable and become a professional asset. ■

*Lindsay Konte '08 is a Senior Analyst in Business Operations at EMC Corporation.*

# TO BEIJING AND BACK

How a high school trip sparked a historical passion

By Mark Sullivan



I've always considered history to be one of my favorite subjects. Whether it was American, European, or Egyptian history, I felt most engaged and successful in these classes. After years of schooling, I had never been exposed to Asian history, until I took a trip to China in June of 2008 with my high school band.

The Olympics were held in Beijing that summer, which was our reason for traveling around the world and back again. My high school band was invited for a pre-Olympic ceremony featuring many youth music acts like ourselves. We were scheduled to perform four times and have a few cross-cultural experiences with other students from China and around the globe. My initial reasons for participating in the trip were the prestige of partaking in such a monumental ceremony as well as the opportunity to travel outside the country, but when I returned home, my favorite parts of the trip were neither of those things.

We spent 10 days in China, the majority of which were in Beijing and a few in Chengde. We toured the Summer Palace and the Forbidden City in Beijing, and we visited Tiananmen Square, where a picture of Chairman Mao was proudly displayed. And then there was the Great Wall.

You hear stories about the Great Wall of China, how it spans thousands of miles, as well as the terrible conditions the men who built the wall were subjected to, but you really cannot appreciate it until you see it. As impressive as the architecture of the palaces and modern buildings in Beijing were, the most impressive thing I saw in China, and perhaps in my life, was the Great Wall.

When I returned home, the thing that stuck with me the most was the wealth of history in China, and my amazement that I could go through nearly 12 years of school without ever really learning about it, or really the East Asian region as a whole.

Fast-forward a year and I'm halfway through my first semester at Bentley University, going through my first

course selection process. I can remember scrolling through the list of honors courses being offered for the spring 2010 semester and having History of Japan catch my attention. I knew very little about China, and even less about Japan, so I figured it would be an easy way to fulfill three honors credits while also learning about a culture, country and people I never had the privilege of knowing before.

The course was excellent, the professor was brilliant, and I learned a ton about Japan, its people and its history. To this day, it is one of the courses that I retained the most knowledge from during my time at Bentley, and I took it my first year. I don't need to go back in my notes to tell you about the hierarchical setup of ancient Japan, to share what I learned about samurai, or even the way the emperors set up their kingdom based on loyalty.

Stemming from the positive experience with History of Japan, I decided to take History of China with the same professor, and again had an incredible experience. It was interesting to see the similarities between the two cultures, and some very stark contrasts as well. When I took my next history course, I opted for one of the American variety and with my next I came back to the Asian realm with honors Modern South Asia — essentially history of India — to round out my Asian History minor.

These three courses were by far my favorite at Bentley and the ones that I would recommend to others looking for a chance to learn about something new and have an interesting conversation starter. Not only did I get a chance  
*(continued on page 7)*



## BIG PAYLOAD DELIVERED *(Continued from page 1)*

UTC has a long-standing relationship with Bentley University, with nearly 100 alumni in its ranks and several alumni and parents holding senior-level positions, including Longo and Bentley parent Greg Hayes, senior vice president and chief financial officer at UTC. Its Leadership Programs recruit on campus each year, with five Bentley graduates from the Class of 2013 joining the company this year, and 11 currently enrolled in UTC's Financial Leadership Program.

One of the 30 companies in the Dow Jones Industrial Average and ranked 50 in the Fortune 500 for 2013, UTC is a global technology leader producing a range of products from aerospace systems, aircraft engines and helicopters to building control systems, elevators and escalators. This diverse mix of businesses provides a perfect complement to the Honors Program and its students in both cool factor and practical needs now and into their future career paths.

With the current challenges facing higher education funding, these types of partnerships are crucial to help ensure our honors students continue to have the resources to excel at the highest level academically and be successful well beyond Bentley. However, they are no substitute for our most valuable and visible partners, our talented honors alumni. Giving back, either through active involvement or through financial gifts is an investment in your past and future, so please consider giving back whenever and however you can to the program.

Many thanks to UTC, and to our active alumni base! Now you better buckle up, we're about to take off! ■

***Aaron L. Jackson** is the Director of the Honors Program, and Associate Professor of Economics at Bentley University. He has been at Bentley since 2002.*

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## HONORS CAPSTONE AWARDS *(Continued from page 4)*

This year's capstone adviser award winner was Professor Charles Hadlock of the Department of the Mathematical Sciences. One of his many advisees, Kyle Todd, nominated him for the award. Before beginning his project, Todd had never learned the necessary material to understand the two most important fields explored in his paper — complexity theory and programming. Professor Hadlock was able to

teach Todd both advanced topics in an intelligible and straightforward manner.

Todd stressed his adviser's importance in the process, noting that "every Friday for countless weeks, Professor Hadlock made himself available for so-called 'marathon sessions.' When I was unable to meet for a marathon session on a Friday, he came to campus on Sunday just

to make sure I didn't fall behind with the project."

No doubt Professor Hadlock is well deserving of the award, as he is a favorite among honors students, having taught many honors capstone seminar courses in the past. ■

***Suzy Hallak '16 and Taylor McAree '16** are co-managing editors of *Columnas*.*

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## TO BEIJING AND BACK *(Continued from page 6)*

to learn something that many people never have exposure to, but I was also able to see the world thorough a different lens and change the way I thought about the Far East. Whether or not I'm able to use what I learned in my finance career, I will always remember what I learned in those courses. ■

***Mark Sullivan '13** was a Corporate Finance and Accounting major, and currently works as a finance analyst at BMC Software in Lexington, MA.*

