The Brennan Years:
1991-2001
Innovative Leader and Pioneer
Dean John F. Brennan Steps Down
The Brennan Years: 1991-2001
Innovative Leader and Pioneer
Dean John F. Brennan Steps Down
by Maura King Scully

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Although I have been dean of the Sawyer School for only a few months, I have been a part of the Suffolk University family for more than 25 years. We are all deeply saddened by the tremendous loss suffered on September 11. It has filled us with anger, grief and uncertainty. Many of us have been personally touched by this tragedy and I ask that each of us please be of comfort to fellow members of the Suffolk community.

The Sawyer School of Management has a long history, reaching back to 1937, when we first offered evening business courses to working men and women at 20 Derne Street. Today, we continue to serve the working men and women of Boston, but also we serve the world. We are a global university. Our courses are offered in Asia, Europe and Africa and in satellite locations in Massachusetts. Our students are from Boston, Cape Cod, North Andover, Franklin, Russia, Bahrain and Venezuela.

You should feel proud of your alma mater. It's a great school. I feel very fortunate to join the Sawyer School during this period in its history. For the past eight years, as a member of Suffolk's board of trustees and as chairman of the board, I have witnessed on a personal level the outstanding accomplishments of your fellow alumni and faculty members.

For those of you who have not visited the Sawyer School recently, I encourage you to visit us. I look forward to learning more about you and discussing ways in which we can make a great school even better.

In closing, I would like to express my appreciation to Dean John F. Brennan, who worked extremely hard and accomplished much during his tenure. We are indebted to him and the Sawyer School faculty for their foresight and vision.

Very Truly Yours,

William J. O'Neill, Jr.
Dean
One of Suffolk's Own Takes the Helm

New Sawyer School Dean is on the Job

Dean William J. O'Neill, Jr., is no stranger to Suffolk. After graduating from Suffolk Law School in 1974, he returned to the University to serve as a member of the board of trustees for eight years and had been chairman since 1996.

"Bill O'Neill has been a hardworking and dynamic member of the Suffolk University team for many years, and his corporate expertise and vast business network will prove invaluable to furthering the mission of the Sawyer School of Management," said President David J. Sargent.

A Boston-area business leader, O'Neill spent 30 years with the Polaroid Corporation, where he was executive vice president of Corporation and president of Corporate Business Development. He left in 1999 to form the O'Neill Group, Inc., which consults in the areas of business strategies, operational execution, financial evaluations and fundraising.

"It is an honor to be chosen to lead the Sawyer School, following a decade of growth and excellence under the leadership of outgoing Dean John F. Brennan," said O'Neill, who took the helm of the Sawyer School in mid-August. "In meeting with faculty members, I see a wealth of ideas and enthusiasm that can be tapped to make an outstanding school even better as it trains tomorrow's business leaders."

O'Neill holds a BA from Boston College, an MBA from Wayne State University, and is a US Army veteran. A Gloucester, Massachusetts, resident, he is married to Ann F. O'Neill. They have four adult children.

Assistant Dean of MBA Programs Appointed to GMAC Committee

The board of directors for the Graduate Management Admission Council (GMAC) appointed Sawyer School Assistant Dean of MBA Programs Lillian Hallberg to the 2001 Annual Conference Advisory Group. The Conference Advisory Group assisted GMAC management in planning and developing the format, content and delivery of the 2001 GMAC Annual Conference, held in San Diego, California, in June.

"This was an invaluable experience in terms of networking with deans and directors from MBA programs across the country, and gaining national visibility for the Suffolk MBA program," said Hallberg.
Vital Statistics

Current Enrollment
Undergraduate: 1,257
Graduate: 1,208

Demographic Profile:
Class of 2004 (incoming undergraduates)
Female: 47%
Male: 53%
Massachusetts residents: 70%
International students: 21%
Out-of-state students: 9%
Receiving financial aid: 68%
Age range: 17-23
Average age: 19

BSBA Breakdown by Major
Spring 2001
Accounting 13%
Interdisciplinary Business 6%
CIS 11%
Entrepreneurship 1%
Finance 13%
International Business 8%
Management 15%
Open/Undecided 25%

Career Profile: 2000 BSBA Graduates
Employed 92%
Seeking Employment 4%
Attending Full-Time Graduate School 4%
Average salary $45,500

Career Profile: 2000 Master's Graduates

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New Programs
Accelerated MBA for the American Society for Quality (ASQ)
Established in spring 2001, the Sawyer School of Management and the American Society for Quality-Boston Chapter established an accelerated MBA for ASQ members. With the Suffolk MBA, quality professionals can broaden their managerial skills and improve their teamwork abilities in as few as 11 to 13 courses.

Accelerated MST for holders of CPAs
The Sawyer School has again aligned itself with the Massachusetts Society of Certified Public Accountants (MSCPA) to establish the accelerated MST for CPAs. Suffolk is the only area school offering the MST degree that has this agreement with the MSCPA.

MPA/MS in Political Science
Upon completion, students in this joint degree program earn both a master of public administration and a master of science degree in political science.

BSBA in Public Administration
Designed to prepare students for managerial careers in all levels of government, public service and non-profit organizations, this new program is offered in Boston and on Cape Cod.
Executive MBA Program Celebrates 25 Years

This year, Suffolk University’s Executive MBA program marked a milestone 25 years of providing innovative, accessible education for mid-career business people. The program has launched more than 1,500 alumni worldwide in successful business careers. Many of them joined Sawyer School faculty, friends and staff at the official EMBA anniversary fete in April, held at the Boston Harbor Hotel.

E-business prophet Patricia B. Seybold, founder and CEO of the Patricia Seybold Group, a worldwide strategic e-business and technology consulting firm, delivered the keynote address. In her 20 years of computer industry consulting, Seybold has gained a reputation for accurately predicting which new information technologies will change business processes and transform industries. The author of the best-seller Customers.com and the recently released The Customer Revolution, Seybold explained how companies can capitalize on the empowering nature of e-commerce to create value for customers.

A look back
The silver anniversary observance was also an opportunity to reflect on and celebrate Suffolk’s pioneering role in establishing the Executive MBA program. Suffolk University was the only school in the Boston-area to offer the innovative program when it launched in 1976—in fact, there were only about 50 such programs nationwide. Today, the Executive MBA concept has taken hold locally and internationally: there now are about 110 nationally and more than 180 worldwide.

Despite the increase in the number of programs, Suffolk is still the only Executive MBA in New England offered entirely on Saturdays. This makes it practical for students who may not be able to take off from work to attend classes, according to program director Peter Nowak.

“This is in keeping with the University’s founding mission of accessibility and opportunity for working people,” said Nowak. “When you think about these students giving up 40 Saturdays a year for 21 months, it says a lot about their commitment and motivation.”

The average age of the students is 35, although this year’s class ranges in age from 26 to 62. Most are juggling family commitments along with work and their studies.

To ease the students’ burden, the program always has taken responsibility for creating individual class schedules, providing books and materials and serving breakfast and lunch. “They’re too busy to sit down and figure out schedules or rush out to find a place to eat,” said Nowak.

Program adapts with the times
While such practical provisions haven’t changed in 25 years, the curriculum has evolved to reflect advances in technology and the globalization of business. International seminars and a Washington, DC, residency have been added to broaden students’ exposure. And the courses have been accelerated so that the program may be completed in 21 months as opposed to the original 28 months.

One aspect that hasn’t changed, however, is the strong bonds formed among Executive MBA students. “As they work together under similar pressures, students tend to become very close,” said Nowak. He knows of one group of five men that has gotten together at least once a month since they graduated in 1982. “The valuable contacts made through class collaboration and study groups create a business network that lasts a lifetime,” he said.
Dedicated Space

Four high-technology classrooms and an Executive Resource Room were dedicated this year thanks to generous donors. Classrooms were named in honor of Hisham Essa Sultan, an executive consultant with the Commercial Bank of Kuwait; Prayudh Mahagitsiri, a Thai business pioneer; and Leonard Florence, DCS '98, Suffolk trustee and chairman and CEO of Syratech Corporation. A fourth classroom was dedicated in memory of Khalid Abdul Salam Al Awadi by his father, Abdul Salam Al Awadi.

Each renovated classroom is equipped with a Pentium III PC teacher station with LAN and Internet access and an interface for a laptop computer. Video/data projectors, document cameras, electric screens, sound systems, VCRs, DVD/CD players and audiocassette recorders are standard in each room. Each student seat is wired for power and network access. With the new technology, professors and students are able to take advantage of satellite downlink, direct satellite broadcast and video conferencing capabilities, allowing for global interaction within the classroom.

A New Look

If you haven't visited the Sawyer Building lately, you're in for a pleasant surprise. During the course of the past year, the Sawyer School's facilities have been expanded, refurbished and renovated.

Physical improvements include the addition of the Center for Entrepreneurship and a faculty lounge on the twelfth floor and the new home of the Public Management Department on the tenth floor. The Graduate Programs in Finance and the Finance Department moved to the ninth floor. The seventh floor now houses the Marketing and Computer Information Systems Departments and conference rooms. The third floor cafeteria was converted to six state-of-the-art classrooms. Also on the third floor is a new café, in what was formerly 308 (a faculty dining room). On the eighth floor are a refurbished undergraduate programs area and a new reception lobby.

These projects were made possible, in part, by donations from alumni and friends of the Sawyer School and completed as part of the school's long-range master plan.
Sawyer School Receives Prestigious International Accounting Accreditation

This year the Sawyer School received separate accreditation for its accounting and taxation programs by AACSB International—The Association to Advance Collegiate Schools of Business (formerly The International Association for Management Education), the premier accrediting agency for bachelors, masters and doctoral degree programs in business administration and accounting.

The Sawyer School is the first business school in Boston to receive separate accreditation of its accounting and taxation programs. Of the 800 business schools that are members of AACSB International, only 150 have achieved separate accounting accreditation.

"The AACSB accounting accreditation elevates the national stature of the Sawyer School. We've always known the Sawyer School offers a quality accounting education, but now our peers across the world recognize our programs as top notch," said former Dean Brennan.

"The Sawyer School is proud to join this elite group to have achieved dual AACSB accounting and business accreditation," said James P. Angelini, chairman of the accounting department. "This recognition confirms SSOM's commitment to the highest standards of excellence in its business, accounting and tax curriculum, and faculty and student resources."

The AACSB specifically commended the Sawyer School's strong commitment to customer service. A letter from Larry E. Penley, chairman of the AACSB board of directors noted, "The accounting department is to be especially commended on its responsive degree offerings; work experience programs; carefully selected and mentored faculty; and adherence to the Sawyer School of Management's philosophy of customer intimacy, with its strong focus on students and small class sizes."

To achieve AACSB accounting accreditation, programs must satisfy the expectations of a wide range of quality standards relating to curriculum, faculty resources, admissions, degree requirements, library and computer facilities, financial resources and intellectual climate. During the accreditation process, the Sawyer School was visited and evaluated by business school deans and accounting educators with detailed knowledge of accounting education.

Gillette President Speaks at Suffolk

Gillette President and COO Edward DeGraan was the featured speaker at the 4th Annual Derek W.F. Coward Lecture Series this past fall, held at the Fairmont Copley Plaza Hotel in Boston. DeGraan, BA '66, spoke on the opportunities and realities of global business to an audience of 100-plus business professionals, faculty and Suffolk MBA students.
Lights, Camera, Action!

A New Location For the Visionaries Institute

In April, the Visionaries Institute opened a new campus in the Berkshires. The facility, located in Sheffield, Massachusetts, consists of a 15,000-square-foot, high-tech studio complex on nine acres of land that borders the Housatonic River. Douglas Trumbull, who owned the property, holds 15 patents for his pioneering work in new media technologies, including the first motion simulation ride. Trumbull sold his facility to Visionaries, Inc., on extremely generous terms, reflecting his interest in the work of the institute.

"Without Doug Trumbull's contribution and support, we would never be able to acquire such an extraordinary facility and its state-of-the-art technology," said Bill Mosher, BS '76, Visionaries founder and president. Former Dean Brennan hailed the move as a huge step forward for the program. "Douglas Trumbull is a renowned producer, inventor and visionary in his own right. We think his generosity in making such a first-class facility available will help to create one of the most dynamic educational centers anywhere. We are delighted."

Formerly held at the Visionaries' studio in Braintree, Massachusetts, philanthropy and media courses also will be offered in Boston—a boon not only for Visionaries Institute students and faculty, but also to students outside the public management area. The PBS series The Visionaries, now will partially produced in the Sawyer Building in newly installed edit suites, with six of the next season's 13 episodes edited on campus.

In spring 2001, the MPA program began offering a concentration in philanthropy and media. This marks another first for the Sawyer School, which currently offers the nation's only fully accredited master's program in the unique discipline. Jointly offered by the Sawyer School's public management department and the Visionaries Institute, the new concentration allows students the ability to gain a greater understanding of media usage in conjunction with non-profit operations and government agencies. 

Above: The Visionaries Institute's new home in Sheffield, MA
Not Your Average Joe
Professor Joe Vaccaro Retires After 30 Years

If someone presented a plan promoting marketing Professor Joe Vaccaro, an appropriate slogan would be "A Class Act All the Way." For the past three decades, Vaccaro has shared his knowledge and passion with the thousands who passed through his classroom. That came to an end on June 30 when Vaccaro officially retired from Suffolk University. Closing his textbook for the final time was not an easy task.

"I'm an emotional guy, so that last class was tough," notes Vaccaro. "I thanked my students for everything." His teaching style combined old-school values with modern-day wisdom. "My job was to make my students think. I wanted them to learn and try their best while enjoying what they were doing." He also taught the importance of hard work and respect. "I wanted my students to be good people in and out of class," said Vaccaro. "I told them to look at the person sitting on their right and left—and to be nice to them, because they could be their boss one day."

Vaccaro is recognized as an outstanding educator, author and marketing consultant, and is listed in Who's Who in America and Who's Who in Advertising. He has more than 50 scholarly publications to his credit, including six textbooks. Under his leadership, the Sawyer School's advertising campaign team won 22 awards in 25 years and placed first in the district competition three times.

Vaccaro has witnessed firsthand how the University has grown from a small downtown Boston school into an institution with international presence. "When I arrived in 1971, Suffolk consisted of only two buildings. We've come a long way," he reflects. "But I'll always think of the Suffolk community as my second family. The students were my motivation. They kept me going, and I will miss them."

Welcome!
New Alumni Director Joins the Sawyer School

In March, the Sawyer School of Management welcomed a new alumni director, Kelly MacLean Clark, BSBA '85. Clark, who majored in marketing, comes to Suffolk with 16 years' experience in higher education administration, public relations and special events management. She's held positions at Conventures, a Boston public relations firm; the March of Dimes; and the University of Massachusetts, Boston, where she directed student life programs at the university and the graduate certificate program for the Center for Social Development.

"It's great to come back to Suffolk," says Clark. "I had a wonderful experience as a student and found that my Suffolk education gave me what I needed to succeed in the work world. I've always thought positively of the Sawyer School—it's a pleasure to return to foster those feelings among our alumni."

Clark's first six months on the job have been busy. "My number one priority is increasing alumni involvement. We're trying to target our programs to meet the varying needs of different groups of alumni," she says. "That might mean estate and retirement planning for older alumni, home-buying seminars for younger alumni, and social events, like a boat cruise, for recent graduates."

On tap for the future are an alumni fun run, a golf tournament, alumni night at the Nutcracker and a networking night at the nearby 21st Amendment. She's also implementing a series of corporate breakfasts at some of Boston's larger employers. "We're trying to create smaller alumni networks, and we thought one perfect way to encourage that is to get alumni together with people who work at the same company," explains Clark.

The SSOM alumni board also is exploring a new reunion program based on majors and degree programs rather than class year. Special celebrations are planned so far for the Executive MBA program, the MPA program and the accounting program.

A resident of Stoneham, Massachusetts, Clark and her husband, Dan, have two daughters. Alumni interested in becoming involved with the Sawyer School or learning more about programming can contact her at (617) 573-8522 or email kclark@suffolk.edu.
Fifth Annual B-School Beanpot Case Analysis Competition

With nary a hockey stick or puck in sight, Griffin honors students matched wits with other business school undergraduates at the annual B-School Beanpot Case Analysis Competition, hosted by Boston University School of Management in February 2001. This was the first year the Sawyer School was invited to participate in the competition that takes the rivalry of Boston's legendary annual hockey tournament, the Beanpot, to an academic arena. Two Suffolk teams held their own against a tough field, with one group placing fourth.

"We were pleased with our performance," said faculty adviser and coach Professor Pierre Du Jardin. "This was the first time we were invited to participate, and our placing fourth made us feel great. It showed we are as good as our competitors."

The contest challenged 12 undergraduate teams from six Boston-area business schools. Boston University, Babson College, Bentley College, the Massachusetts Institute of Technology, Northeastern University and Suffolk University each sent two teams to prepare written analyses of case studies.

The intense day-long case tournament allowed students to showcase their business skills in front of a panel of corporate sponsors. Teams raced the clock and each other to develop a solution to a current business issue. Students also had the chance to network with corporate representatives and compete for cash prizes.

Sawyer School students placing fourth in the Beanpot were finance majors Sue Baumgaertner '01, Joao Coutinho '01 and John Svendblad '02; management major Lenka Benova '02; and international business major Dennis Estes, Jr. '02. The second Suffolk team consisted of accounting majors Caroline Corayer '01 and Michelle Freitas '01; finance majors Judson Hill '01, Justin Palmer '01 and Vladimir Ivzhich '01; and undecided major Tahmida Shamsuddin '02.

Executive MBA Program Partners with WorldBoston

The Sawyer School's Executive MBA program has teamed up with WorldBoston's Community Connections Group to provide MBA-level seminars to Russian entrepreneurs. Last year, the Sawyer School's Center for Management Development partnered with the organization to provide training for 18 businesspeople from St. Petersburg, Russia. This year's participants included three delegations: two from St. Petersburg and one from Ukraine.

The entrepreneurs spent five weeks in the US in February and May, dividing their time between local companies similar to their own businesses and Suffolk University, where they benefited from seminars, taught by Sawyer School faculty, on marketing, cash flow management, resource allocation and personnel management. Marketing Professor Mike Barretti, who serves on the WorldBoston board, organized Suffolk's participation.

Sponsored by the US Department of State, Community Connections offers five-week business internships and home-stay opportunities to Russian entrepreneurs annually. This spring, World Boston was nominated for the Nobel Peace Prize.
Spend a few minutes with Sawyer School of Management Dean John F. Brennan and you quickly realize he's a high-powered man who makes things happen.

For 25 years, Jack Brennan built companies and led boards of directors as a CEO and president at Oak Ridge Atom Industries, Chemical Separations Corporation and the H.T. Hackney Company all in Tennessee. Then, 20 years ago, he made the switch to higher education, holding Skidmore College's first endowed chair and then becoming a dean at Suffolk, where he mingled with corporate and political movers and shakers.

But Brennan is also a man who hasn't lost the common touch. Take a short walk with him and you'll find he genuinely likes people—from all walks of life. He chats with Suffolk students in the elevator. He trades good-natured ribbing with the waitress at the Harvard Club. And looking out over the majestic view of Boston’s harbor islands, he talks about the people who have made the Sawyer School of Management his calling for the past decade. He speaks passionately about the school’s mission, with pride about students and programs, and even gets a little choked up as he reflects on 10 years in the corner office.

Brennan, 68, officially stepped down from the deanship on June 30. Though he plans to return to the faculty and teach part time after a year's sabbatical, he won't be in the thick of day-to-day decision making—for the first time in 40 years. And that will be a very different role for this innovative leader and pioneer.

From his sideline seat, Brennan will have the satisfaction of knowing the Sawyer School of Management is more academically and financially secure than when he arrived in 1991. Though modest about his role in the school's
progress, the record speaks for itself. Brennan leaves the Sawyer School with a substantial endowment and a plethora of new graduate and undergraduate programs, responding to real market needs. Through his leadership, an entirely new curriculum was introduced, and two long-range plans were completed with faculty participation and approval. The faculty grew by nearly one-third, with a record 93 percent now holding PhDs. He also was instrumental in securing a seven-figure gift—the largest in the University's history—that funded many physical and academic improvements to the management building. This gift, given in memory of Suffolk benefactor Frank Sawyer by his wife, Mildred F. Sawyer, and daughters, Trustee Carol Sawyer Parks and Joan P. Sawyer, also officially renamed the school, now known as the Sawyer School of Management.

The Early Years

When he graduated from high school in Whitman, Massachusetts, Jack Brennan had no idea what he wanted to do with his life. A talented athlete and captain of his high school football team, he accepted a scholarship to Williams College, a small liberal arts school in the Berkshires, where he majored in English. "Not the typical start for a business career, but there was no doubt even then that I had a proclivity toward capitalism," he notes. As a youth, he maintained a newspaper route, and, in high school, he once ran an independent dance at a local hall and "made a few bucks," as he recalls. At Williams, Brennan kept a handful of cars off campus (which was strictly forbidden) and rented them to fellow students in need.

And in an era before fast food, he recognized untapped opportunity and sold sandwiches door-to-door in the residence halls.

Following graduation and military service, Brennan went on to earn his MBA at Harvard and then pursued an entrepreneurial course. "This was at a time when every B-school graduate's dream was a nice, steady career with Procter & Gamble or General Electric," he explains. "I opted to work for a small Boston consulting firm because I wanted to travel and try something different. It was a gamble, but I felt it would give me a chance to put what I learned to work."

His gamble paid off. After consulting for five years, he landed a job with a small Tennessee company, Oak Ridge Atom Industries, where he was named president and CEO by the time he was 29. And that was just a starting point. Brennan moved on to become president and chairman of
the board at Chemical Separations Corp. in Oak Ridge, Tennessee, and then became chairman of the board and CEO of H.T. Hackney Co. in nearby Knoxville.

Midlife Moves
In 25 years as a front-line business executive, there was almost no business challenge Brennan had not mastered. He created a national sales structure, organized international licensing activity, and was responsible for strategic planning, financial strategy and day-to-day operations for 15 subsidiaries. But even in this constant whirl of activity, the energetic Brennan was growing restless. "I was doing my tenth five-year plan when I realized it looked a lot like the ninth, which looked a lot like the eighth. Around the same time, I had begun teaching as an adjunct management professor at Wake Forest University and then at the University of Tennessee in Knoxville. I really loved it. I was already a CEO, so I felt I had a lot to bring to the students. It dawned on me that I was enjoying what I was doing at night more than what I was doing during the day."

So in 1984, when Brennan saw a posting in the Wall Street Journal for an unusual professorship at Skidmore College, it piqued his interest. "It was like it was written for me," he recalls. The liberal arts college in Saratoga Springs, New York, advertised for a CEO to hold its first endowed chair: the F. William Harder Chair in strategic management. The chair's principal responsibilities would be to teach a capstone business policy course and expand the college's contact with the national corporate community. Brennan was excited by the position's possibilities, and his wife, Dianne, a Skidmore alumna, was fully supportive.

"The challenge appealed to me because it was uncharted territory. I had already proven myself as a business manager, but not as an academic or a scholar," says Brennan. He landed the job after a competitive national search and embarked on a new career at age 50. "Once I set foot on campus, my whole life changed. The die was cast," he recalls.

Brennan immersed himself in the world of higher education, relishing what he refers to as "the cross-pollination." "I liked working with both management students and actual corporate executives, bringing theories to companies to test and pragmatics back to students to learn," he said. After completing a maximum five-year term as the Harder chair, Brennan was appointed as a full professor of management in June 1989. He spent a year in Ireland as a visiting professor of management at the University of Limerick College of Business, returned to Skidmore to teach courses in international business, entrepreneurship and small business, and developed a unique multi-disciplinary introductory course, Business Organization and Management.

But Brennan was itching for new mountains to climb and already had his sights set on the next summit: becoming a dean. "A businessperson at heart, the draw to lead an institution was strong. Like most red-blooded professors, I thought I could run things better and wanted the chance to try. I also saw the role of dean a little differently. So often, universities want a top academic in the dean's chair. But leading a school with a diverse community of students and faculty is a management job—not a scholar's job. I thought I had the proper preparation."

To Boston
Brennan began exploring different institutions, honing in on Boston: a venerable academic center with the added attraction of geographic proximity to his Cape Cod summer home. When the dean's job came open at Suffolk's School of Management in 1991, he decided to apply. "I had read up on the University, and fell in love with the story," recalls Brennan. "Suffolk University was founded specifically to provide access to those traditionally not offered the same opportunities because of their ethnicity or financial situation. These were people who couldn't enter the elite schools of the day because of their background, their color or because they could not afford to abandon their jobs or their families to attend college full time. I thought the story was fantastic then, and I still think it's fantastic today."

The University's organizational structure also appealed to him. "Unlike many colleges, Suffolk has no vice president of academic affairs, so the deans of the College of Arts and Sciences, the Law School and the Sawyer School of Management report directly to the president," notes Brennan. "This gives Suffolk deans considerably more autonomy than is common for deans at other universities. As a former CEO, I was accustomed to making general management decisions, overseeing a budget and personnel development, and so I welcomed a wide band of authority."

continued on page 14
For the Record

Over the past decade, Dean Brennan capitalized on the Sawyer School's strengths and seized strategic opportunities to raise the school's visibility and reputation to new heights. Below is a recap of some of the major accomplishments during Brennan's tenure.

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Residencies:
- Executive MBA • Full-time MBA Residency • Part-time MBA Residency • MPA Residency
- Online eMBA Residency • MSF Residency

Seminars:
- Milan, Italy • Barcelona, Spain • Buenos Aires, Argentina • Cairo, Egypt • Aix-en-Provence, France • Paris, France • Brussels, Belgium • Prague, Czech Republic • San Juan, Puerto Rico • Dublin, Ireland • Chongqing, China • Bristol, England • Capetown, South Africa
Man with a Mission

Among the many legacies Dean Brennan leaves behind, one of the most tangible is the school's new mission statement, adopted by the faculty in 1999. It's emblazoned on bookmarks, banners and signs throughout the Sawyer building as a visible reminder of the esprit de corps Brennan carefully built and fostered.

The Sawyer School of Management Mission Statement

The Sawyer School of Management is centrally located in Boston, Massachusetts, and operates worldwide. It is dedicated to the advancement of global, accessible, lifelong learning. We provide opportunity and exceptional value and service in a customer-intimate environment, while maintaining high academic standards and quality in our programs, teaching and research. We are fully committed to our core values and to continuous monitoring and improvement of our core competencies and products.

Brennan was also enthusiastic about tackling a new challenge: He understood that he would assume the deanship at a difficult juncture in higher education. "In 1991, the industry was a victim of demographics. The lack of college-age students following a 20-year baby boom put higher education at a crossroads," Brennan says. He was aware that the School of Management itself also was undergoing dramatic change. It had just come through an exhausting AACSB accreditation process, and both the faculty and staff showed signs of burnout. But Brennan saw potential in the Sawyer School and accepted the opportunity to lead it into the new millennium.

Upon arriving, he set about producing the school's first long-range plan and took the entire faculty to Boston's Thompson Island for a facilitated planning retreat. "Over the course of a weekend, we set out to change the whole school," remembers Brennan. "We knew we couldn't be all things to all people, so we had to decide who we were as an institution and what we wanted to be as a school of management. By the retreat's close, we came to agree that one of Suffolk's strengths was teaching and that classroom instruction should be given equal weight in faculty evaluation with scholarly publishing. A radical idea for the 'publish or perish' academic world, but a model that was right for Suffolk."

Only the Beginning

The Thompson Island retreat was just a launching point. Over the next 10 years, Brennan set about reinventing the Sawyer School of Management department-by-department. By 2001, Brennan had completed a total restructuring of both the graduate and undergraduate curriculum and had introduced more than 15 new graduate degree programs, including the revolutionary Online eMBA program—an MBA degree offered completely via the Internet—the first in New England and among the first in the nation.

A strong supporter of graduate business education that is relevant to the everyday practice of management, Brennan pioneered in the introduction of "specialized" graduate degrees, such as the Master of Science in Finance, Master of Science in Accounting and the Master of Science in Philanthropy and Media, and concentrations in disabilities studies, non-profit management, and state and local government within the Master in Public Administration program.

One of Brennan's personal quests was to expand the school's visibility. He became a sort of one-man evangelist for the Sawyer School, travelling the world to spread the word and visiting 14 countries on four continents. His legwork produced results: the Sawyer School now boasts innovative international articulation agreements with institutions worldwide and an impressive international student enrollment rate of 15 percent from over 70 countries.

Brennan also expanded the Sawyer School's reach at home by establishing an educational alliance with Merrimack College in North Andover, Massachusetts, and the Visionaries Institute, now located in Sheffield, Massachusetts. He also oversaw an unprecedented partnership with a public institution—Cape Cod Community College—where students of all ages can earn Suffolk University bachelor's and master's degrees. Brennan views all of these agreements as continuations of Suffolk's founding concept of greater access to higher education for women and men of all ages, ethnicities and occupations.

Amid all this transformation, Brennan still found time to sharpen his own skills and keep up-to-date in his discipline. He maintained membership on several...
corporate boards, including the Timberland Company in Stratham, New Hampshire; the Aerovox Corporation in New Bedford, Massachusetts; and Data Storage Corporation in Knoxville, Tennessee. He also took a leadership role in the higher education world, serving on the board of directors of the Graduate Management Admissions Council, which owns and administers the GMAT exam; the New England Chapter of the National Association of Corporate Directors; and the Center for Internet Technology in Education. For his contributions to entrepreneurship education over two decades, Brennan was awarded the Edwin M. Appel Prize from Babson College in 1999.

A Look Back
Reviewing his track record, it’s amazing to observe all that Brennan has accomplished in 10 years. Asked what he’s most proud of, the dean answers without hesitation. “Assembling a superb faculty, where 93 percent hold terminal degrees,” he says. He also raised the bar for adjunct faculty, hiring only instructors who were professionals and had a sincere interest in imparting knowledge and experience to a new generation.

He also notes the restructuring of the graduate and undergraduate curriculum, and the growth of the graduate programs—both in breadth and in numbers. In fact, once he starts talking about the changes at the Sawyer School, it’s hard for him to stop. Brennan is clearly a man who cares deeply about his job and never takes half measures. Over the years, he’s encouraged his students to do likewise.

“I’ve delivered the same message to each first-year class,” he explains. “At orientation, I tell them: ‘Enjoy your years here, but know that what you get out of this place has a lot to do with what you put in. So get involved. You’ll learn more and make friendships and contacts that will last a lifetime.’”

What will he miss when he leaves? “Without question, the interaction with students who are so dedicated to their education,” he answers. “Suffolk attracts the kind of students who work hard and can tune out distractions to focus on finishing school and earning their degrees. Walking around the Sawyer School, you can’t help but feel you’re in the presence of something remarkable.”

To illustrate the point, Brennan relays the story of a night several years ago when he entertained a group of prominent alumni at Boston’s Wang Center. Following the show, he hailed a cab to transport the entourage to dinner. “As the cab driver pulled away from the curb, he turned and said: ‘Hello, Dean Brennan.’ He was a Suffolk student. He knew me, but I didn’t know him,” Brennan recounts. The dean asked the young man about himself, and learned that he lived in South Boston, fixed police radios during the day and drove a cab at night to make ends meet for his wife and family. In between all these commitments, he still made time to take classes at the Sawyer School so he could earn his bachelor’s degree and build a better life. “While it’s an incredible story, it’s one that’s common to so many Suffolk students,” Brennan asserts.

Students like that cab driver are what will drive Brennan back to the Sawyer School faculty to teach management part-time in 2002. In the meantime, he plans to enjoy his sabbatical and spending more time with his wife and growing brood of grandchildren at their Cape Cod home. Brennan also will be hard at work finishing a book on leadership, already in progress, and devoting more time to service on various corporate boards.

In retirement, Brennan will strive to continue conducting his personal and professional affairs consistent with one of his favorite authors, James MacGregor Burns, who wrote what he asserts was the first real book on leadership. Citing Burns’ 1979 tome, Leadership, Brennan quotes: “In real life the most practical advice for leaders is not to treat pawns like pawns, nor princes like princes, but all persons like persons.”

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–James MacGregor Burns
The Internet changed everything. Nowhere is this more true than in health care, where the plethora of medical Web sites has transformed the patient-doctor relationship and the balance of power. Physicians who once controlled the flow of information are now on the defensive, answering to Internet savvy patients who have all manner of medical facts at their fingertips.

But more is not always better. The explosion of medical Web sites is problematic for both doctors and patients. Patients are forced to scroll through pages of unfamiliar terminology and weigh different treatments and protocols without benefit of a medical degree. Doctors are frustrated because such Internet information varies widely in quality and veracity, and they long for an easy way to guide patients toward reliable sources that satisfy a patient’s desire to understand his/her condition.

Enter RecoveryCare.com, Inc., a Web-based health care company founded by two EMBA '99 graduates, Peter Bianco and Charles Eaton. This innovative e-company is attempting to bridge this information gap in three specialties: orthopedics, rheumatology and podiatry. They’ve built comprehensive online education sites that walk patients through a disease timeline from the onset of pain to diagnosis, surgery and rehab.

“Patient education tends to be a mile wide and an inch deep,” says Peter Bianco. “We’re turning that model on its head to provide information that’s an inch wide, but a mile deep, in three surgical specialties. Our Web site gives patients what they need to know when they need to know it, without overwhelming them. The best part is, the physician prescribes RecoveryCare for the patient, so the information on the patient’s Web site is consistent with the doctor’s medical philosophy.”

RecoveryCare works like this: a patient is diagnosed with a particular malady and course of treatment. The doctor checks off the patient's diagnosis and treatment on a prescription-type pad that contains simple instructions for accessing the doctor's RecoveryCare Web site. The patient then enters the doctor’s preprinted code from the slip along with his/her diagnosis and treatment, and accesses an online care pathway built specifically for him/her.

“RecoveryCare breaks down surgical procedures into phases and distributes specific information to patients at the most appropriate time. Is the patient’s surgery scheduled? Then he/she can access a personalized calendar to help prepare for the procedure. The site is secure and encrypted, but patients can create duplicate accounts so family members can also review the doctor’s recommendations,” explains Bianco.
Bianco conceived of the idea three years ago in what he describes as "a three-in-the-morning 'ah-ha' moment." At the time, he was developing Internet strategy for Johnson & Johnson Professional, a subsidiary of the medical manufacturing giant that sells orthopedic devices (it's since been merged into DePuy, Inc.). "We considered our end-customer to be the surgeon," explains Bianco. "I built a site that provided background on joint replacement implant products and suddenly began fielding calls from patients who found the site and wanted to know more."

"It dawned on me that J&J was organized vertically into product silos, but a patient who had joint replacement may need products from five or eight silos. I realized that there needed to be a way for patients to move horizontally and slice through the silos to access the right information."

Bianco was enrolled in Suffolk's Executive MBA program and started to test the idea on classmates. Charles Eaton remembers the process well. "From the beginning, it sounded like a great idea: why not partner with medical device manufacturers to develop a Web site that their physicians could provide for their patients, and then partner with medical suppliers to enable patients to order products online? You could offer the site for free to physicians and their patients and charge physicians for any customization. Then, you could expand out and offer physicians practice management tools, electronic medical record keeping and e-commerce options custom-fit for their specialty," says Eaton. "The system also has consumer appeal. By packaging information and products patients want and need, it helps them make decisions and gives them control. It makes perfect sense."

Bianco and Eaton developed a rough draft of the business plan in Professor John Vetere's entrepreneurship course and incorporated RecoveryCare before they graduated. The pair even landed $5,000 in seed money from Suffolk in spring 1999 via the Entrepreneurship Studies Program Business Plan Competition, co-run by their professor, Bob DeFillippi. "That was an important moment," recalls Eaton. "Suffolk provided the first outside endorsement of our idea—and the first money in the door."

The two credit their early success with luck, timing and credibility. "We launched at just the right moment. A lot of e-medical companies over the past few years tried and failed: We benefited by learning from their mistakes. We understood that credibility is a major issue. We couldn't just create a Web site and then knock on doors—we needed to build on a foundation of expertise."

Luckily, RecoveryCare had the right contacts. The son of the former chief of orthopedic surgery at the Mayo Clinic in Rochester, Minnesota, Bianco enticed a top-notch team of medical experts to serve as editorial advisers. Those physicians became an important test group for the fledgling company and its earliest fans.

"Bottom line, it's the right product at the right time with real clinical expertise," insists Bianco. "We're not trying to be all things to all people. Health care is an extremely complicated industry, so it makes sense to specialize. We wanted to focus on particular areas and do them well."

And they are doing well: Two years after the company officially launched, it's on the verge of generating real revenue and is beginning to draw industry attention. Bianco reports RecoveryCare will have contracts with more than 1,500 orthopedic practices by the end of the year. And although Bianco and Eaton admit hitting rough waters when the NASDAQ bottomed-out in April 2000, they assert that they're holding their own. RecoveryCare is now partnering with medical device manufacturers and pharmaceutical companies, and J&J is interested in their product. The company also secured $5.8 million in financing from private placement earlier this year.

"Creating a company is one of the most exciting and fulfilling things I've ever done," reflects Bianco. "I enjoy going back to Suffolk to talk to current MBA classes and share that excitement. But I have to laugh, because students think we have a master plan—a road map telling us what to do next. I correct that misperception and explain that there is no master plan. What we have is a business plan that we continually revise with our current view of where we're going. Unfortunately, it's not a crystal ball and a lot of what happens day-to-day is reacting to something unexpected. But that's another story."

RecoveryCare currently offers Internet-based information and resources to Orthopedic physicians and their patients. Our interactive tool sets enhance the provider-patient relationship and improve the quality of care from diagnosis through treatment and full recovery.
EXPERIENTIAL LEARNING: Better training for tomorrow's business leaders

by Associate Professor C. Gopinath

Gopinath is an associate professor of management at the Sawyer School of Management. His research, teaching and consulting are in the areas of strategic management and international business. He has published widely in these fields and writes a biweekly column for the Indian business daily Business Line. He holds a PhD from the University of Massachusetts at Amherst, a post-graduate diploma in business administration from the Indian Institute of Management, Ahmedabad, and an MA from the Delhi School of Economics, Delhi University. In this article, he discusses his scholarly research in management education, culminating with the publication of his recent book, co-authored with Julie Salgado, Strategize! Experiential Exercises in Strategic Management (South-Western Publishing, 2002).

Today's management students are tomorrow's business leaders. Students learn more when they are actively involved in the process. These concepts, while simple, have transformed strategic management education at the collegiate level, where active learning, or experiential learning, has now come of age. This has been an area of scholarly research for me over recent years, born of my desire to find more effective ways to relay management concepts to students and better prepare them to apply these techniques in real-world situations. I have found methods that engage learners—such as simulations, class participation and peer grading—to be the most effective because they increase student involvement, hence, their understanding. Here, I have summarized the findings of this research, which examines the positive effects of experiential learning in four broad categories: computer simulations, class participation, student assessment and experiential exercises.

Computer Simulations

Computer-based simulations are increasingly used in strategic management courses. They are a great way to demonstrate the "general management point of view" and the required trade-offs between functional areas in the process of managing a firm. I adopted a particular model for my classes where student teams manage an enterprise and compete with each other over the course of the semester in maximizing its performance. Anecdotally, I found that students were really excited by the competition. However, I was more interested in understanding the learning benefits from the simulation and whether it enhanced their knowledge and use of strategy concepts.
This prompted me to co-author a study ("Exploring Learning from an Enterprise Simulation," *Journal of Management Development*, 1999) based on a survey of 173 students over three semesters. I found strong support for the hypothesis that participants were able to understand the importance of focusing on strategy and taking a long-term perspective to their decision making. In instances where student teams performed poorly, they were also able to explain their results in terms of the inconsistency between strategy followed and the actions they took to support it. Thus, following the interactive nature of experiential learning through the simulation encouraged strategic decision making and group behavior consistent with long-term strategy.

**Class participation**

Participation in class discussion has long been a staple element in student grading—particularly in case-based management courses where students must verbally demonstrate their mastery of theoretical concepts. Instructors need to be creative in the way they conduct these discussions and evaluate students in order to maintain a high level of participation. The predominant method used is what's broadly referred to as the Harvard Case Method, which involves a Socratic process of questioning and leading the discussion. However, this method suffers from several problems that affect its universal applicability. These include difficulty in getting shy students to speak up, encouraging prior preparation of a case, making grading criteria clear, and differentiating between quantity and quality of comments.

To explore more effective methods of evaluating class participation, I co-authored a semi-experiment ("Encouraging Participation in Case Discussions: A Comparison of the MICA and Harvard Case Methods," *Journal of Management Education*, 2001) comparing the Harvard method with an alternative method of case discussion, MICA. ("MICA" stands for "McAleer Interactive Case Analysis" method, first proposed by a researcher of the same name in 1976.) Briefly, in the MICA method, student teams take turns administering the discussion based on action steps submitted to them by the rest of the class prior to the session. In class, the students discuss and justify the submitted action steps while the instructor grades the participation. Clear guidelines are provided to the student on the grading and conduct of the discussion. We are greatly encouraged by the results, which show that the MICA method promotes better preparation and participation benefits. Apart from the process, the MICA method also resulted in greater recall of content issues involved in the case discussion.

**Assessment**

Evaluating student performance and assigning a grade is a subjective and an imperfect process. This is particularly so when it comes to evaluation of class participation in case-based courses. I was interested in discovering ways of involving students as part of the assessment activity in such courses and undertook a study ("Alternatives to Instructor Assessment of Continued next page

I have found methods that engage learners—such as simulations, class-participation and peer grading—to be the most effective because they increase student involvement, hence, their understanding.
Faculty Perspectives

Student Learning," Journal of Education for Business, 1999) comparing peer- and self-assessment as alternatives to instructor assessment. Using a semi-experimental design, I collected data from three classes of MBA students, introducing variations in control measures in each class. In all cases, students were assured that it was a realistic situation, i.e., the grade used in final course grade calculation was the one they determined through either self- or peer-assessment. Analysis showed that student self-assessment tended to be higher compared with that of the instructor (as suggested by the literature), but more interestingly, students were not in favor of that method! As a corollary, I found that peer assessment was closer to that of instructor assessment and was welcomed by the students as a way of providing valuable feedback.

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Experiential exercises help students bridge this gap and practice proper application of different methods. Each exercise is based on four criteria and must:

- Have a clear learning objective;
- Be designed to elicit particular theoretical and predictable behavior;
- Allow the instructor to play an active role in conducting the exercise and extracting the learning in a debriefing discussion; and
- Allow the instructor to assess the learning through a grading/evaluation mechanism.

Siciliano and I gathered such exercises in Strategize! Experiential Exercises in Strategic Management, with each focusing on a particular model that students would learn to apply to a situation individually and in groups. In some, they read a case and apply the model. In others, they design a poster, negotiate or role-play to lend an element of fun to the learning process. At the end of each session, students share their understanding in a debriefing session. We've received excellent feedback from classes where we tested these exercises. In particular, students have commented that the process builds their confidence in understanding how to properly use various methods. This first-of-its-kind book was just published by South-Western and is meant to complement most standard textbooks in the field.

Experiential exercises

In keeping with the theme of active learning, I teamed up with a colleague, Julie Siciliano of Western New England College in Springfield, Massachusetts, to develop exercises that would focus on building application skills in strategic management. Each pedagogical technique, like case discussions or simulations, has its own strengths. During case discussions, students become absorbed with the context and the problem-solving process. Simulations stress building the general management point of view and analytical skills and do so in an environment of intense competition. In both these approaches, however, the ability to apply theory in an appropriate manner takes a back seat. In strategic management courses, we deal with several models and concepts. It is important for students to not only understand their specific strengths and limitations, but also to develop the ability to derive meaningful conclusions from their application.
Students and Young Alumni on the Move

Ron Romano, MPA '97

Ron Romano is ombudsman for Blue Cross Blue Shield (BCBS) of Massachusetts—and he plays one on TV. Area viewers may remember the 2000 commercial featuring Romano and highlighting the insurance carrier's personal touch.

"That was a great experience, and certainly one of the highlights of my 20-year career here," he says. Romano started in member services at BCBS in 1980 and went on to tackle a variety of roles in appeals management before being named ombudsman in 1991. He also was recently elevated to vice president for consumer affairs.

Asked how it has been to spend two decades at one company, Romano is quick to reply. "It hasn't felt that long because the industry has changed radically. The business and political climate literally has made it a roller-coaster ride."

Romano enthusiastically rolled with the changes and, in 1994, decided to further his education. "I saw people with advanced degrees promoted, so I decided to enroll in Suffolk's MPA program," he remembers. "I enjoyed my Suffolk experience and took a lot from it."

Now Romano is giving back, teaching a managed care course to today's MPA students. "I love the give-and-take in the classroom and am learning from each new group," he says. "The instructors were a big part of what made Suffolk great. I hope I continue that tradition. I received a wonderful education—it opened a lot of doors for me."

Lenka Benova, BS '02

Lenka Benova means business. That's what brought her to America from her native Slovakia in 1999: She wanted to pursue a career in commerce, but found business education still evolving in her country after 40 years of communism.

A high school instructor recommended Suffolk University and Benova enrolled sight unseen. When she arrived on campus, she was impressed with how personal it felt. "I know my professors and classmates by name. I feel I've really connected here. I've made so many friends," she says.

Benova, in turn, has taken Suffolk by storm. She leads study groups at the Ballotti Learning Center in statistics, microeconomics and accounting. She's a Griffin Scholar and a member of the honor society's oversight committee. She organized a networking evening that attracted 100 alumni and students and also works in the dean's office, investigating the formation of a three-year accelerated undergraduate business program. To top it off, she speaks four languages fluently and maintains a 4.0 GPA.

This ambitious young woman also has plans for the future. This summer, she worked at a Cambridge conference planning and marketing research firm. And after graduation? "The possibilities are infinite," she smiles. "I'll go wherever the biggest challenge is."
Is the Future Feminine?

MARKETING WOMEN’S PROFESSIONAL SPORTS

Q&A with Assistant Professor Catherine McCabe

Women’s professional sports hit prime time in the past five years after decades of false starts. The Women’s National Basketball Association (WNBA), a subsidiary of the National Basketball Association, was formed in 1996. In 1999, women’s World Cup soccer finals attracted 90,000 spectators and 40 million TV viewers, outpacing the NFL or NBA finals. This summer, the Women’s United Soccer Association (WUSA), the women’s professional soccer league, launched its inaugural season with eight teams. When Joseph S. Blatter, president of the international soccer association FIFA (Fédération Internationale de Football Association), announced the league’s formation, he boasted, “The future of football is feminine.”

But how certain is that future? Women’s professional leagues have come and gone: the Women’s Professional Basketball League incorporated in 1978 and dissolved three years later; the 1990s saw the birth and death of two other leagues, the Liberty Basketball Association and the Women’s World Basketball Association. To gain perspective on the longevity of women’s professional sports, Sawyer Magazine spoke with Assistant Professor of Marketing Catherine McCabe, who conducted marketing research for both the WNBA and WUSA.
Q: How did you become involved with professional women's sports?

A: I was an athlete myself, and actually attended college on a basketball scholarship. I did my doctoral work at the University of Kentucky, where I pursued my interest in perceptions of gender—and marketing's limited definition of what it means to be "masculine" or "feminine"—and the effect that had on women, particularly women's professional sports. In the course of writing my dissertation, "Gender Effects on Attitudes Toward Sports Consumption," I studied one of the WNBA franchise teams, the Indiana Fever. Last summer, I worked with the Boston Breakers, the local WUSA team.

Q: What do you mean by "marketing's limited definition of what it means to be 'masculine' or 'feminine'?" Hasn't marketing, as a discipline, thoroughly examined the differences between men and women?

A: Not really. Gender is a fairly new term with regards to marketing. Because our society is based largely on sex differences, the word "gender" has come to be used as a euphemism for "sex." But gender is not sex. Sex is a biological category. Gender is multifactorial: it involves psychological, sociological and cultural issues and attitudes in addition to biological characteristics. Gender role attitudes consist of our perception of the rights, roles and responsibilities of men and women in society. But they can be inflexible. Entire social institutions can perpetuate and dictate gender stereotypes: Men should be masculine; women should be feminine. But you know, not all men are from Mars or all women from Venus. Men and women actually do have similar traits and attitudes.

Psychology recognizes that all people possess a combination of expressive and instrumental traits. Expressive traits are characteristics like nurturing, understanding and caring; instrumental traits include competitiveness and assertiveness. But not all women possess only expressive traits and not all men are exclusively instrumental.

To date, the marketing literature has not been able to take advantage of this richer understanding of gender. My dissertation explored the effects of gender, a multifactorial construct, on involvement and attitude formation, two critical determinants of behavior within a sports marketing context.

Q: Women began participating in high school and college sports in large number in the early 1970s, with the enactment of Title IX. Why do you think it's taken so long for women's professional leagues to catch on?

A: Title IX created positive change, including giving women the legal right to play sports, but it hasn't changed society's gender attitudes. Professional sports is one of those institutions that has always been a masculine domain. Despite thousands of years of women playing sports, the inception of Title IX, and three decades of talented women playing sports at the high school and college level, there are still people who believe that women don't belong in professional sports—including corporate sponsors who still have very traditional views that women shouldn't display strength, sweat, muscles or competitiveness.

Q: You collaborated with the WNBA and the WUSA in your research. What did you learn, and what do they plan to do with the information?

A: For the Indiana Fever, I surveyed fans over the course of the season to try and determine why they attended the games and what their attitudes were toward women in professional sports. I did similar work for the Boston Breakers. The WNBA and the WUSA are trying to build loyalty—and one way to do that is by examining fans' attitudes. They're looking toward longevity: Once the novelty has worn off, what will sustain the league? Loyal fans. What makes those loyal fans tick? My research looked beyond demographics into psychological and sociological factors.

I found both men and women attending Indiana Fever games were more likely to be positive toward the team if they had higher levels of expressive traits. Women with higher instrumental traits—often those who had played sports themselves—also tended to be more highly

continued next page
involved fans. Ultimately, sex differences didn’t drive attitudes toward the Indiana Fever. Psychological and sociological gender factors provided a better understanding.

And while women certainly attended the games in greater proportion, not all women support the WNBA or the Indiana Fever for the same reason. Women who grew up in the 1950s and 1960s are proud to be part of something that represents the breakdown of stereotypes they faced as girls, while younger women who played competitive sports appreciate the high level of play and want to see a well-played, well-coached game.

Q: Are professional women's leagues an entirely different product than men's professional leagues?

A: Yes and no. Women's professional leagues are very grassroots, which is a great way to interest young people in the game. Boston Breakers players, for example, have been meeting with local youth groups, and Indiana Fever players associate themselves with different causes, like breast cancer awareness. Community and cause involvement does differentiate them from men's sports, but it's because there are different standards for the two groups. Women are expected to be "more" than just athletes. Basketball and soccer are OK for women as long as they fit the stereotype of "feminine" off the field. Look at the way the WNBA is advertised and positioned: At the inception of the inaugural WNBA season, Sheryl Swoopes, the Houston Comets' forward, was featured on the front of *Sports Illustrated* in a very pregnant state.

The message is that women need to be great athletes as well as great moms and wives involved with the community. So far, the leagues have positioned themselves, in part, as having beautiful players who fit society's traditional definition of femininity.

Q: Isn't any publicity good if it interests people in the game?

A: Not necessarily. There's always the danger that the positioning strategy will concentrate on all of these extraneous activities—the social causes and the unofficial beauty pageant—and forget that it's about the game. Ultimately, all people, whether they're men, women, children or sports reporters, want to see good athletes playing a competitive game.

Q: Do you think your work will assist these new leagues in forming a sound marketing strategy?

A: I hope so, because I want to see them succeed. Women's sports are so important, beyond the bottom line of how many sponsorship dollars they attract. Many women and girls fear how they'll be perceived if they are athletic, muscular and competitive. And that's a barrier. Participation in sports increases girls' self-esteem, confidence and improves health throughout women's lives.

Women's professional sports leagues send the message that it's OK for girls and women to be athletic. I grew up watching the Celtics on TV every Friday night. Larry Bird was my idol—but there were no professional women basketball players. Today, my nieces and nephews are growing up watching the WNBA and the WUSA, and that's great. Whether they pursue athletics or not, they know they can pursue it. What an empowering feeling. That's never existed for girls and women before.
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