Dear Readers,

It has been a fall to remember in many ways this year—some thanks to Hurricane Irene and our resulting delayed opening and a freak October snowstorm that suspended classes for six days due to power outages. But it has also been an exciting semester as well.

In sports, men’s soccer reached the America East Championship for the first time since 1999, and women’s soccer went undefeated until their last game of the season. Women’s basketball played in the Preseason WNIT, reaching the semifinals before losing to Notre Dame.

We also welcomed CNN anchor Wolf Blitzer to campus and awarded him an honorary degree; announced a new dean for the Hartford Art School; enjoyed concerts on campus by Javier Colon ’00, winner of NBC’s The Voice; and mourned the passing of former Barney Dean Corine Norgaard and Ida Schaechter, a longtime adjunct faculty member who taught math in Hillyer College.

In this issue, we commemorate the 10th anniversary of 9/11 with the stories of four alumni and how they were affected by the tragedy. The special section this time, Our Mission Is Education, illustrates many of the ways in which the University of Hartford is collaborating with Hartford Public Schools to inform faculty research and improve urban education.

For the third year in a row, the University’s Women for Change organization has released a calendar with the theme “Em(body) Image.” Students, staff, faculty, alumni, and others are featured and tell what makes them who they are. Order your copy, $12 includes postage, by contacting Mala Matacin, Department of Psychology, University of Hartford, 200 Bloomfield Avenue, West Hartford, CT 06117.

Go, Hawks!

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Read the Observer online at www.hartford.edu/observer.

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On our cover: Assistant track coach Joe Van Gilder gives preschooler Jarohn Bell a high 5 as University student-athletes and coaches welcome University of Hartford Magnet School students on the first day of classes.
Blitzers and Greenbergs Honored

It was honors all around on Sept. 25 for renowned journalist and political commentator Wolf Blitzer and for Beverly P. and Arnold C. Greenberg (Hon. ’89), founders of the University’s Maurice Greenberg Center for Judaic Studies.

Blitzer, lead political anchor and host of CNN’s The Situation Room with Wolf Blitzer, was presented an honorary Doctor of Humane Letters by University President Walter Harrison and regent Arnold Greenberg. Following the ceremony in Lincoln Theater, Blitzer spoke to a full house as the Rogow Distinguished Visiting Lecturer.

Before accepting his honorary degree, Blitzer addressed a roomful of 360 invited guests at a gala dinner held in Gengras Student Union to celebrate Beverly and Arnold C. Greenberg (Hon. ’89), founders of the Maurice Greenberg Center for Judaic Studies, were honored at the dinner celebrating the 25th anniversary of the center.

The project, at a projected cost of approximately $4 million, is expected to be completed in the spring of 2012. For more information on the Shaw Center at Hillyer College or to make a gift to the project, visit www.hartford.edu/hillyer/expansion.

Hillyer Breaks Ground for New Shaw Center Addition

In 1960 the University of Hartford constructed its first classroom building on campus. More than 50 years later, Hillyer Hall, known as University Hall until 1976, is receiving its first major renovation.

In June the University broke ground for a 10,000-square-foot addition that will provide much-needed faculty offices and common spaces for Hillyer College. The addition will be known as the Shaw Center at Hillyer College in recognition of lead donors John “Jay” Shaw A’74 and Debi Shaw, who made a gift of $1.5 million to the project. Bank of America also has provided support for the project in the form of a $250,000 grant.

Shaw, who earned his associate’s degree from Hillyer College in 1974, is chair of the Hillyer College Board of Visitors and a former member of the University’s board of regents. The Shaws are parents of 2008 Hillyer College graduate Carrie Shaw.

“This is a chance for us to give back to an institution that was transformative in my life,” says Shaw, who credits the personal attention he received from professors and advisors at Hillyer with encouraging him to pursue his aspirations.

Hillyer Dean David Goldenberg notes, “The generosity and leadership of the Shaw family—now with two generations of Hillyer College graduates—make possible our dream of a home for the college that is in keeping with our goal of reaching the untapped potential in all of our students.”

The project, at a projected cost of approximately $4 million, is expected to be completed in the spring of 2012. For more information on the Shaw Center at Hillyer College or to make a gift to the project, visit www.hartford.edu/hillyer/expansion.
Barney Dean Emerita Corine Norgaard

Corine T. Norgaard, dean emerita of the Barney School of Business, died on June 4, 2011, following a battle with pancreatic cancer. She was 73. Norgaard served as dean of the Barney School from 1996 to 2004. Her years as dean were marked by many significant accomplishments, including gaining accreditation of the Barney School by the Association to Advance Collegiate Schools of Business (AACSB).

“She provided extraordinary leadership to take the Barney School of Business to the next level of excellence, as recognized by our initial AACSB accreditation,” said current Barney School Dean James Fairfield-Sonn. “She was also very charming, witty, engaging, and a lot of fun to be with.”

Under Norgaard’s leadership, the Barney School expanded its entrepreneurial studies program and developed “smart technology” classrooms. She began the Lunch and Learn lecture series, which brings prominent business executives to campus to speak to students. She also led the charge to revamp courses and improve students’ experiences, including requiring all students to undertake internships, with the goal of ensuring that Barney School graduates are “career ready.”

Most recently, Norgaard was president and owner of Retirement Options, a company that trains and certifies retirement coaches who help people plan for the nonfinancial aspects of retirement.

With a PhD from the University of Texas–Austin, Norgaard started her teaching career at the University of California–Los Angeles. From there, she went on to teach at the University of Connecticut–Storrs and at several other universities, including Yale. Following her distinguished teaching career and multiple publications, Norgaard was appointed dean of the School of Management at Binghamton University in 1993 before taking the helm at the Barney School in 1996. She served on numerous boards and was active in several professional associations and nonprofit organizations.

Donations in her memory may be made to the Corine T. Norgaard Women in Business Lecture Series, University of Hartford, 200 Bloomfield Avenue, West Hartford, CT 06117.

Agreements Encourage Community College Students to Enroll

During the past year, the University of Hartford signed articulation agreements that guarantee graduates of the Connecticut Community Colleges system admission into several University of Hartford degree programs. After completing their associate’s degrees in programs covered by the agreements, students will enter the University as juniors, provided they complete the required admission process and space is available in the programs.

Officials from the University’s College of Engineering, Technology, and Architecture and Connecticut Community Colleges’ College of Technology (COT) have an agreement that provides the best transferability of credits toward a baccalaureate degree in engineering or engineering technology. COT students who earn Associate in Science degrees in the Engineering Science Pathway or the Engineering Technology Pathway programs, may be admitted to the University if they have a minimum grade point average (GPA) of 2.5.

Middlesex Community College students who earn an Associate in Science in criminal justice with a 2.0 or higher cumulative GPA may be admitted into the University’s bachelor’s degree program in criminal justice in the College of Arts and Sciences. This major emphasizes a comprehensive understanding of both criminal behavior and the criminal justice system as preparation for careers in the fields of corrections, human services, research and planning, and law enforcement.

Manchester Community College (MCC) and the University of Hartford reaffirmed a partnership that allows MCC students with a 2.25 or higher cumulative GPA, who complete an associate’s degree in accounting and business administration, admission to the Barney School of Business in pursuit of a bachelor’s in business administration.

The Smart Way to Keep Up with UofH

Looking for an easy way to find out about events or other news at the University of Hartford? This past summer, the University launched a mobile website that allows smartphone users to access University web pages.

Using your smartphone, just go to www.hartford.edu. You’ll find links to campus news, the University events calendar, athletics, the University libraries, maps and directions, admission information, and much more, all in a format that is easy to read and navigate on smartphones.
On NBC’s The Voice

Top: Javier Colon ’00, winner of NBC’s The Voice, gave a concert in Lincoln Theater during Hawktober Weekend in October. Bottom: President Walter Harrison, far right, and Da’Rel Eastling, president of the Alumni Association, joined Colon onstage to present him with a crystal bowl as a 2011 Alumni Anchor Award winner.

Last June, almost 11 million viewers tuned in to watch University of Hartford alumnus Javier Colon ’00 sing a duet with Fleetwood Mac’s legendary Stevie Nicks on the finale of NBC’s The Voice. Colon beat out three other finalists to win the competition, scoring a $100,000 prize, a recording contract, and a national tour.

Despite his national success, Colon, who lives in West Hartford and attended The Hartt School, hasn’t forgotten his fans in Connecticut. He performed at Frank Scott Bunnell High School in his childhood hometown of Stratford in July, and at the Oakdale Theatre in Wallingford in August.

Colon also gave two performances at Lincoln Theater during the University’s Hawktober festival in October. Just prior to the second show, Colon received a 2011 Alumni Anchor Award. President Walter Harrison and Da’Rel Eastling ’99, president of the University of Hartford Alumni Association, joined Colon onstage and presented him with a large crystal bowl.

During the concerts, Colon interspersed his songs with stories about his days as a student on campus, his home life, and his experiences since winning The Voice. Initially a music theatre major, he switched to music education. He says the ear training and classical voice training he received in that major strengthened and improved his voice considerably.

T. Clark Saunders, associate dean and director of graduate studies at Hartt, taught Colon while he was enrolled as a music education major. “Javier Colon clearly demonstrated that he was an extraordinarily talented performer and a great person,” says Saunders.
University of Hartford alumni Douglas Lyons ’09 and Kevin Duda ’01 both studied musical theatre at Hartt but hadn’t met until Lyons auditioned for the 2011 Tony Award-winning show, The Book of Mormon. Duda, whose roles in Mormon include Hitler and Jesus, has been with the show since its first reading four years ago.

“Douglas e-mailed me when he was first auditioning for the show. I gave him a few pieces of advice, but [he] was fine on his own,” says Duda. “He is an intelligent actor who fits perfectly into our cast. I was proud to see a fellow Hartt graduate who brings professionalism, talent, and a great personality to the workplace.”

Lyons, who covers eight ensemble roles as an understudy in Mormon, reflects on his time at the University: “I loved my experience in Hartt’s musical theatre program. It wasn’t all roses; there were tears and triumphs, but I definitely left the program with skills that I did not come in with.” While studying at the University, he also toured with Rent and Dreamgirls.

Duda, who landed a role in a Goodspeed Opera House production during his senior year, remembers the long days he spent studying and rehearsing.

“The teachers who influenced me were my voice teacher, Doug Houston, and my acting professors, Peter Flint, Frank Root, and Henry Fonte. The most influential was my dance teacher, Ching Hosier. She was constantly pushing me to be better, both in class and in life. Her lessons and advice continue to guide me in my career,” Duda says.

After graduating in 2008, Ryan Speedo Green enrolled at Florida State University in Tallahassee, where he received his Master of Music. He then attended the Opera Colorado Young Artist Program for one season. Last March, bass-baritone Green was a competitor in the Metropolitan Opera National Council Auditions in New York City. The annual competition, which is limited to participants between the ages of 20 and 30, seeks emerging operatic talent in the United States and Canada. Green was one of five winners of the $15,000 Grand Prize in the 2011 competition.

About his time here at the University, Green recalls the dedication of teachers like Johanna Levy, associate professor of vocal studies, and Edward Bolkovac, director of vocal studies and choral music.

“They never let me settle for anything but the best that I had to offer, and more,” he says.

Green is looking forward to further honing his operatic talent as a participant in the prestigious Lindemann Young Artist Development Program at the Metropolitan Opera. He has also received a 2011 Sara Tucker Study Grant for $5,000 from the Richard Tucker Music Foundation.
The alarm goes off at 6 a.m. every weekday morning. Taber Hammond, who lives in North Haven, Conn., with his fiancée, Megan, will leave by 7:30 a.m. and may not return to their apartment for dinner until 10 p.m., afterwards reading textbooks for another hour or so. With commuting, studying, going to class, and working at his internship, he spends more than 50 hours a week preparing for his future career, but he says it’s well worth it.

A first-year student in the University of Hartford’s new Master of Science in Prosthetics and Orthotics program, Hammond grew up in Farmington, Maine, and stayed close to home for college. He studied community health education at the University of Maine–Farmington and, after graduation, worked for a company that developed wellness programs for large corporations, giving employees tips on how to eat better and live a healthier lifestyle. He soon realized it was not the career he wanted.

When Hammond discovered the new program leading to a degree in the field of prosthetics and orthotics at the University of Hartford, he jumped into action.

“I was living in Maine when I heard about it in early January 2010. I came down and met with [Associate Professor Kevin] Ball. I made my mind up that this was the program that I wanted to be a part of. I went back to Maine, packed my stuff, and moved down to North Haven. I enrolled in Gateway Community College there to finish my prerequisites in the spring semester and then had two weeks before the summer semester started at Hartford.”

Because Hammond already had a bachelor’s in a related field, he was able to enroll in the first cohort of the two-year master’s program and to begin taking classes this past summer. The University of Hartford also offers a five-year program, in which students earn a Bachelor of Science in Health Science and a Master of Science in Prosthetics and Orthotics. This is the only combined degree program of its kind in the Northeast.

Professional organizations expect the number of patients using orthoses and prostheses in the United States to reach nearly 9.7 million by 2020, due to an aging baby boomer population, an increasing number of diabetics who have lost limbs, and injured veterans returning from the wars in Iraq and Afghanistan. Medical care on the battlefields has improved over the years, and that means more people are surviving and returning home with serious injuries that would have been fatal in past wars.

“After I earn my degree, I want to use my skills to help injured veterans,” says Hammond. “This career path would be very rewarding and would give me the chance to work with state-of-the-art technology and develop cutting-edge prostheses.”

It is exactly that kind of technology that Hammond is learning about in his classes at the University. After spending the summer
Leaves North Haven at 3:45 p.m. and drives to Newington, Conn., for his Materials and Methodologies class, where he is learning to make plaster casts as one of the steps in fitting amputees with prosthetic limbs. Hammond works here with Mathew Parente, clinical director of Prosthetics and Orthotics and a member of the College of Education, Nursing and Health Professions faculty.

Part of the training that students receive involves being fitted with prosthetic limbs and then trying to perform certain tasks. Here Hammond tries to write his name while holding a pen with a prosthetic hand.

5–9 p.m.
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10 p.m.
Hammond arrives home in North Haven to have dinner with his fiancée, Meagan, before hitting the books for a few hours.

Our Campus Creates!

Onstage at Millard Auditorium, Aaron Flagg, dean of The Hartt School, and Salvatore Ranniello ’83, of Hartt’s Community Division, led a drum circle. In a Hillyer classroom, students juggled balls, rings, and plates before transitioning to juggling college classes, homework, and life.

Lea-Janelle Mitchell ’15, a dance performance major from Laingsburg, Mich., gives her reaction. “It was a ton of fun and it helped me spend more time with my roommate and get to know other people in other majors. When I walked away from the [juggling] class, I had new friends that I still talk to. People were so welcoming that I felt right at home.”

Scheduled for the day after Hurricane Irene swept through Connecticut, Our Campus Creates! went ahead as planned. As a part of orientation activities for the Class of 2015, the event offered first-year students a morning packed with sessions on creativity in all its forms.

Ben Grossberg, poet, associate professor of English, and director of creative writing, asked students to envision their futures by writing and sharing poems as the inauguration of their college journeys. Students wrote captions for cartoons in another session led by Barney Associate Professor Deborah Kidder to practice problem-solving skills.

Our Campus Creates! was one of several events that welcomed the almost 1,500 members of the entering class to campus. In all, 20 programs taught by faculty from each of the seven schools and colleges at the University presented creative approaches to problem solving in different disciplines and introductions to the visual arts through sessions in printmaking, drawing, and media arts.

Based on last year’s successful Our Campus, Our Planet orientation event, Our Campus Creates! sought to forge bonds among first-year students and between them and the University, and to underscore the universality and necessity of creativity in our world.

Right: In a session called Juggle Your Way to a Bachelor’s Degree, first-year students practiced spinning plates and juggled balls and rings before transitioning to juggling college classes, homework, and life in general. The exercise was part of Our Campus Creates, a welcoming day of activities for the Class of 2015.

Below: In a session on monotype printing at the Hartford Art School, students create an image on a block, roll ink over the block, and print.
Intro to Business in China
STUDY-ABROAD GROUP GETS FIRSTHAND LOOK

When undergraduate students Gemma McWaters and Kelly Lovett, along with graduate students Sarah Upson and Erin Cagianello, touched down at the Shanghai Pudong International Airport in Shanghai, China, last May, they became the first University of Hartford students to travel to China in a new study-abroad program created by Susan Coleman, professor of finance, and Andy Hao, assistant professor of marketing, at the Barney School of Business. All four students were enrolled in International Business and Globalization, a three-credit course designed to encompass the trip.

“I really felt that our students’ education would be incomplete if they didn’t have an opportunity to get some exposure to business in China, business practices in China, the economy of China, and the people of China,” said Coleman, who traveled with the students. “It’s critically important if you’re a business person to know about China.”

The launch of this study-abroad program comes three years after President Walter Harrison traveled to China with the goal of creating student and faculty exchanges between the University of Hartford and educational institutions in China. The initiative kicked off in fall 2009 when the University hosted Professor Hongwei Jin, a visiting scholar from the Shandong University of Finance (SUF). The following fall, five students from SUF began studying here as part of a yearlong academic exchange program.

The Hartford group visited the cities of Shanghai, Beijing, Suzhou, and Jinan. While in Jinan, they met Jin as well as four additional SUF students who came to study at the University this fall.

“We visited four companies, had two guest speakers, and had a number of cultural activities,” said Coleman. The group toured several manufacturing plants, including Mercury Marine, Haworth, and Shanghai Volkswagen. They also visited historic sites such as the Forbidden City, the Great Wall of China, and Tiananmen Square.

“Study abroad really gives you that firsthand experience with another culture,” says Cagianello, an MBA candidate. “We learned more than textbooks can possibly teach by being there.”

“What surprised me the most was probably how clean the cities were. People were constantly sweeping the streets and collecting the trash,” says McWaters, who noted that the cities provided both trash receptacles and recycling bins for public use. “I think it really shows that China is trying to decrease its pollution,” she adds.

The students are authentic Chinese cuisine, including fried rice and chicken feet. “Chinese cuisine is very different from American. In America we eat different cultures’ foods, such as Mexican, Japanese, and Italian, for variety. In China each region has a different cuisine,” says McWaters.

Because the inaugural session of this program fell short of its enrollment goal of 10 students, the group traveled with six business students from North Dakota State University. Coleman hopes to have at least 10 University students sign up for next year’s 12-day trip, which will take place in May 2012. She is also working with the International Center here at the University to explore options for a semester- or yearlong program.

For Upson, an MBA candidate whose current employer conducts business in China, the benefits of the travel-abroad experience are obvious. “Business is no longer domestic versus international. It is a global interaction. Companies are learning what it means to be multinational—having to consider things like culture, language, government and political dynamics, religion, business practices—just to be a player in this realm at all.”

It’s critically important if you’re a business person to know about China.
— Susan Coleman, Professor of Finance

In addition to touring several manufacturing plants, including Shanghai Volkswagen (upper left), students in the University’s first study-abroad trip to China visited cultural sites such as the Great Wall of China (above) and the Forbidden City. At the National Stadium used for the 2008 Summer Olympics in Beijing are, left to right, Sarah Upton, Gemma McWaters, Kelly Lovett, and Erin Cagianello.
On the Trail of a Missing Manuscript

While doing research on her dissertation in 2001, Joyce Ashuntantang, assistant professor of English in Hillyer College, discovered that the original manuscript for Things Fall Apart, the groundbreaking 1958 work by Nigerian novelist Chinua Achebe, was missing.

Achebe’s novels introduced the world to African literature, eventually winning him the 2007 Man Booker International Prize. His primary focus has been the effect of imposed Western customs and values on traditional African society. Things Fall Apart, his first novel, is set at the time of the advent of missionaries and colonial government in his homeland.

To Ashuntantang, a native of Cameroon, West Africa, learning the plight of the missing manuscript has become a personal project. “Things Fall Apart is no ordinary work. This is the text that ushered in modern African literature, and the manuscript serves many functions,” says Ashuntantang. “The original manuscript, if found, is a treasured artifact in itself. In this day and age of word processing, it shows the journey covered. Achebe wrote this manuscript all by hand! He told me it took him two years to complete.

“In addition, it may help to reveal Achebe’s thought process as he wrote. Although he told me that he was quite a neat writer and did not change anything, the manuscript may reveal otherwise. Even minor changes may prove to be important to literary critics and historians. The truth is, written literature depends on effective record keeping as a basis for new writing.”

The mystery begins after Achebe gave the manuscript in the early 1970s to Thomas Melone, a Cameroonian professor of African literature then living in the United States. Melone, who died in 1995, led a fragmentary life, moving frequently within Cameroon and outside it, which may have contributed to the loss of the manuscript.

Ashuntantang has made two trips to Cameroon so far, one in 2009 and again this past summer, both funded in part by the University. Through Melone’s daughter, Beatrice, she hopes to gain access to Melone’s papers and documents, which the family is still gathering.

In 2008, Ashuntantang met and interviewed Achebe on the 50th anniversary of the publication of Things Fall Apart and asked him about the manuscript. Achebe replied that if the manuscript were found, ideally it should be kept in Nigeria. But he also acknowledged that it might not be valued by African libraries.

“The world has been deprived of a piece of history—the original manuscript. This sad fact points to a serious handicap in African literary studies and the collection policies of African national libraries. There is limited interest placed on important literary manuscripts and other relevant items like an author’s correspondences.” At the moment, some of Achebe’s manuscripts are housed at Harvard University.

Whether this manuscript is found or not, Ashuntantang says the search will provide background for her course, Literature across Non-Western Cultures. Her trips to Cameroon have allowed her to network with African professors and students and compare their reactions to Achebe’s novel and others from African countries with the reactions of University of Hartford students to these same works.

Another project for Ashuntantang is developing a study-abroad learning experience for UofH undergraduates at the University of Buea in Cameroon. Ashuntantang envisions students visiting classes there, interacting one-on-one with faculty, visiting cultural sites, and engaging in experiential and service learning to gain insights into the arts, politics, economy, and literatures of the people of Cameroon.

“As someone originally from Cameroon, I see this as a huge opportunity that will benefit students across the University,” says Ashuntantang.
The National September 11 Memorial in New York City. Twin waterfall pools set in the footprints of the two World Trade Center towers bear the names of those who lost their lives on 9/11 engraved on the parapets surrounding the pools. One World Trade Center, at center in this photo with flag, is being built on the site previously occupied by 6 WTC.
This past September, the nation paused to commemorate the 10th anniversary of the 9/11 attacks and honor those who died in New York City, at the Pentagon, and in a Pennsylvania field.

Many people in the University of Hartford community were touched by the events of that day. Six alumni lost their lives. Some lost family members and friends. Some found themselves called in to aid in the rescue-and-recovery efforts. Some served in the military and in government to thwart further terrorist activities.

What follows are the experiences of three alumni: a daughter who lost her mother, a psychologist who counseled survivors, and a civil engineer who worked at ground zero. Ten years later, they tell us about the lasting effects of the attacks. We also talked with Leonard C. Boyle ’80, deputy chief state’s attorney for operations for the State of Connecticut and former director of the Terrorist Screening Center of the FBI in Washington, D.C., for his perspective on how things changed after 9/11.

Ebony Wright-Campbell ’04
Sticking to Their Plan

Ebony Wright-Campbell ’04 was a second-year student starting a new job that morning in the Office of Multicultural Programs at the University when the news came in. A plane had just hit the north tower of the World Trade Center in New York. Wright-Campbell’s mother and only parent, Sandra Patricia Campbell, worked for Cantor Fitzgerald near the very top of One World Trade Center, where American Flight 11 crashed. Cantor Fitzgerald lost more than 650 employees that day—all that were in the office—including Wright-Campbell’s mother.

Fortunately, DeLois Lindsey, assistant vice president for student development, was in her office on Sept. 11. Lindsey was someone with whom Wright-Campbell had talked already, and she felt comfortable turning to her.

“She was right there with me. She made sure that I was okay. Sat me in her office and comforted me,” says Wright-Campbell. “Ms. Lois has been a second mom to me, and I thank her family for allowing her to be there for me.” The two developed a close relationship and have stayed in touch ever since.

“Ebony is a daughter who was sent to me for reasons that only God knows,” says Lindsey. “That she has called me Mama for the past 10 years speaks to the very special relationship we have developed.”

The sudden death of her mother shattered many of Wright-Campbell’s dreams of things they would do together in the future. Their biggest dream, her college education, was in immediate jeopardy.

“I decided to stay in school because that was the plan my mother and I had—finish high school, go to college. The question was how, because I definitely had no money,” explains Wright-Campbell. “President Harrison heard about my situation through Mrs. Lindsey and had me in his office the week after 9/11, telling me that I didn’t have to worry about anything and that I would be able to continue my education at Hartford.”

With the help of multiple scholarships, Wright-Campbell received an associate’s


September 11, 2001
The time for dying has come.
A season of long shadows invades the Island.
In the heat of summer, wild clematis climbed over stone walls onto tree limbs.
Crawled into sunlight through sumac honeysuckle and poison ivy.

Now it hurls white-blossomed last hurrahs at late-day skies
Mantles the Vineyard with ash only geese rise up to fly away.
Burnt by the sun, leaves blacken what once was solid crumbles innocence is extinguished the rules change. Are you ready?

Brooks Robards M’70
Vineyard Gazette
9.21.01
degree from Hillyer College in 2002 and a bachelor’s in sociology in 2004. She currently lives in Brooklyn, N.Y., and works as a licensed social worker for Good Shepherd Services, which runs the Young Adult Borough Center at Abraham Lincoln High School in Coney Island, N.Y. She is planning to pursue a doctorate in social work next year.

Looking back over the past decade, Wright-Campbell says it remains difficult for her to form close relationships with people because of her fear of loss. She also has trouble being around her extended family because doing so makes her miss her mother.

“I'm a work in progress. I'll always be wary of relationships with people, but I'm better than I was in 2002, and next year, I'll be better than I am now.”

When 9/11 comes each year, Wright-Campbell says she avoids watching television and talking with friends. “The one constant thing is, I turn off my phone. I know people want to offer their support, and it's great to know people still care and think about me on that day. However, it's hard to have a conversation about it. So friends usually leave a message, and at the end of the night I listen to them.”

She did not go to the ceremony at the National September 11 Memorial in New York City, but she hopes one day to see her mother's name on the granite wall that surrounds the fountains there.

The tragedy of 9/11 has taught Wright-Campbell that you shouldn't waste time. “I want to make sure I do the things I really want to do. I know that my mother wanted to do so much more and because of not having tomorrow promised, she missed out. I know she would be happy that I’m doing everything I set out to do.”

Pauline Stefan ’00
Nearly a Year at Ground Zero

Pauline Stefan ’00 started her first job two months after graduating from the University of Hartford in May 2000 with a bachelor’s in civil engineering. The firm was Thornton Tomasetti, Inc., an international engineering firm with offices around the world. Stefan's job in the New York City office was in a division then called LZA Technology, whose work included building collapses, preservation, and renovation.

The call came in from the Department of Design and Construction for the City of New York almost immediately after the 9/11 attacks. Stefan's firm would be the structural engineers for the entire World Trade Center site. A little more than a year after starting her job, she was working at a disaster site beyond imagination.

“Our first day was Sept. 12,” says Stefan. “We were broken up into groups and assigned a fireman to survey surrounding buildings. Our job was to evaluate the amount of damage to them beyond the obviously damaged and collapsing buildings at the site.”

Other duties included deciding where it was safe for firemen and rescue workers to dig and search, coordinating the city surveyors, making sure there was no movement in a building while cranes were removing debris, and determining where the cranes could safely work and how extensive the collapse of the subway tunnels was.

“T always felt like it was something I needed to do, working there,” says Stefan. “There were times when it was very unnerving—when you remembered where you were walking.”

Stefan worked at the site for just under a year. In May 2002 the city held a ceremony for the construction crew and engineers marking the removal of the final building column from the south tower.

“For me, one of the best things was the closing of the construction portion of the site in May. We all understood the emphasis on the firemen and policemen, but it was a nice recognition for all the work [we] put in. There was a very large steel bridge constructed to get the heavy equipment in and out of the pit. As we walked out of the pit, there was a guard of army soldiers on either side.”

The remains of World Trade Center Tower 2, looking southwest. Photo courtesy of Pauline Stefan ’00.
Pauline Stefan ’00 in downtown Chicago today. Stefan found herself at the World Trade Center site on the morning of September 12, 2001, charged with inspecting the safety of the remaining buildings at the site.

side of the road, and we were each presented with a flag folded in a triangle.”

Although Thornton Tomasetti provided mandatory group counseling for those who worked at the site and offered individual sessions, Stefan says she found her own way to cope.

“For a while I had some problems sleeping, but I think that was more from watching the south tower being hit and buildings collapsing than from the work I was doing. My biggest stress relief was probably baking. I was always making cookies, pies, and cakes to bring in for everyone to eat. It was good to spend time with my friends whenever I could, but we worked really long hours and I was always exhausted. The baking was always enjoyable to me.”

Stefan’s advisor here at the University, David Pines, associate professor of civil engineering, was not surprised by her hard work on the twin towers project, even though she was just one year out of school. He says that as a student she was president of the student chapter of the American Society of Civil Engineering in both her junior and senior years. She also took the initiative to have the University host the New England Regional Concrete Canoe Competition and led the team in designing and constructing the University’s entry.

Stefan recently left her job and New York City after 11 years and has relocated to the Chicago area. She says her commemoration of the 10th anniversary of 9/11 was different from that of past years.

“If I were still in New York, I would be getting together with a bunch of former workers from there. I became friends with some engineers, city workers, and construction workers that I’ve kept in touch with over the past 10 years. At least once a year we would get together for dinner.”

Paula Madrid M’99, D’01
Helping Others Come Back from the Trauma

Paula Madrid says she became a psychologist to understand how individuals process trauma. Within weeks of Sept. 11, 2001, she was hired as the first staff member of a program being developed by the Children’s Health Fund in New York City to help living victims of 9/11. In the wake of the attacks, there was well-warranted concern about the mental health of survivors—the families of those killed; firefighters, police officers, and other city workers; as well as ordinary citizens.

Even though she was just out of graduate school, Madrid was a good candidate for the counseling program because her graduate work had focused on helping victims of various kinds of trauma. She had received her master’s in psychology in 1999 from the University and her doctorate in 2001 through the University’s Graduate Institute of Professional Psychology.

Madrid found that survivors’ symptoms and reactions were not always immediate. At first, her focus in the counseling program was on children. Parents wanted to know how to prevent further stress and trauma; they also had questions about how to deal with their own grief and insomnia. Madrid says some of the early patients were feeling unsafe and had lost their housing due to damage from the collapse of the twin towers.
“It wasn’t until several weeks later that the symptoms changed. Patients started to come in feeling hopeless, having severe difficulty sleeping, frequent crying, an inability to concentrate, apathy; some developed phobias, such as riding on the subway in particular, and some began having flashbacks to the events of 9/11.”

She describes working with clean-up, rescue, and recovery workers who began using more alcohol than before and exhibited irritability and flashbacks. Actual evacuees from the twin towers did not begin to arrive at the program until much later, when they began having trouble functioning because they had developed the symptoms of post-traumatic stress disorder: nightmares, flashbacks, suicidal thoughts, grief, severe anxiety, and anger.

Madrid says her study and training in how individuals process trauma helped her know how to begin to help the 9/11 survivors. “You help people reconnect with important aspects of their lives that carry meaning,” she explains. “It is a very personal thing. The beginning stages are all about safety, basic needs, listening, helping people find whatever is going to help them make it to tomorrow, finding something to look forward to. People also begin to seek meaning and answers that, I believe, they only find many, many months or years later.”

The Children’s Health Fund, called the Community Support Program, later merged with a Columbia University clinic and became The Resiliency Program, which Madrid headed for the next four years. Although now in private practice, she still sees a few patients who first came to her because of 9/11.

“Many are doing really well,” she says. “They’ve reinvented themselves, created new lives that give them a sense of meaning. Some widows/widowers have remarried, and though they will never forget what happened, they have bounced back. Others—for instance, someone who actually was in one of the towers and evacuated—may not be doing as well.

“For example, I am working with someone who sustained severe injuries, and his arm is completely scarred from burns. He was doing well in spite of his injuries, but after the death of Osama bin Laden, he started having nightmares, and that is when he came in to see me.”

How did Madrid cope personally with the stress of listening to her patients’ stories? She says she focused on the work that had to be done and tried to take very good care of herself. She also did a lot of yoga. “I became a big fan of Bikram, which helps with breathing and relaxes your mind and body.”

Len Boyle ’80
Self-Styled Catcher in the Rye
Like many others on the morning of Sept. 11, 2001, Leonard Boyle ’80 was frantic. In Boston, Mass., on special assignment for the Department of Justice that day, he could not reach his son, who was in Washington, D.C.

“I had a harrowing few hours that morning because my son was an intern in Washington and rode the Metro through Pentagon Station on his way downtown. I was panicked until I heard from him late that morning.” The events of that day would lead Boyle to become more involved in the nation’s counterterrorist efforts.

He had been Connecticut’s commissioner of public safety since 2004. In late 2006 a friend in the Department of Justice called to ask if he would be interested in the position of director of the Terrorist Screening Center (TSC), which maintains and constantly updates a database of known and suspected terrorists and makes that information available to those on the front lines in municipal, state, and federal agencies.

“At that time I knew little about the TSC and its mission, but the call coincided with my desire to get more involved in counterterrorism matters. After speaking at several five-year anniversaries of 9/11 in the fall of 2006, I became convinced that protecting the public from terrorist threats was the best use of the lessons I had learned from a career in law enforcement and criminal justice.” Boyle was named director of the Washington, D.C.-based TSC in March 2007, a position he held until February 2009. He is currently the deputy chief state’s attorney for operations for the State of Connecticut.

Now, 10 years after the 9/11 attacks, he offers his own answers to questions many of us still have. First, what brought about the assault?

Len Boyle ’80 in his office as deputy chief state’s attorney for operations for the State of Connecticut. After 9/11, Boyle served two years as director of the Terrorist Screening Center, which was established in 2003 by a Homeland Security presidential directive as part of the response to the attacks. The center maintains the Terrorist Watchlist, a database of known and suspected terrorists that it shares with municipal, state, and federal agencies.
Boyle cites several contributing factors: a decades-long sense of oppression and disenfranchisement among some; a charismatic figure who exploited those feelings while having the financial, organizational, and social resources to arm those who were willing to act; the inability of American intelligence and law enforcement agencies to share intelligence effectively; and our inability to appreciate the likelihood of an attack of such an unconventional nature.

Second, what is the most important change we have made since the attacks?

“The most significant change since 9/11 is the willingness of agencies to share information and the breaking down of structural barriers—legal and technical—to doing so,” says Boyle. “Analysts spend countless hours sifting through data to see if there are any inkling of a potential threat. But the challenge is, we are still wrestling with it: How do those analysts determine whether identified links portray a true picture of an impending threat or simply a benign association? Simply put, we can easily connect dots, but we must yet develop methods to assess which dots are worthy of attention.”

Beginning as a police officer in East Hartford, Conn., in 1975, Boyle has had a very successful career in public safety. After his graduation from the University of Hartford, he earned his law degree at the University of Connecticut Law School, then became an assistant U.S. attorney. Prior to being sworn in as Connecticut’s public safety commissioner in 2004, he worked in Boston investigating law enforcement officials and their corrupt relationship with organized crime figures. This work culminated in the trial of former FBI Special Agent John Connolly.

“I’ve never been quite sure why I chose public service as a career,” says Boyle. “Maybe I’ve always fancied myself as the catcher in the rye, steering joyful children from the unrecognized dangers of the cliff; perhaps it’s an ingrained sense that those who play by the rules and do their best to lead useful lives deserve to have their government protect their safety; vindicate their rights, and preserve their values; or I may just have found it to be more interesting and fun than anything else I might have been able to do.”

On Sept. 11, 2011, students, faculty, and staff came together on campus, struggling to cope with the news of the attacks on the World Trade Center and the Pentagon as well as the thwarted attempt on the White House. Many had spent a harrowingly long day trying to reach family and friends believed to be near the twin towers or the Pentagon or possibly on Flight 93, which had crashed in a field in Pennsylvania.

Ten years later, more than 300 students joined University faculty and staff for a candlelight vigil to remember those who died on 9/11. Speaking about that night in his opening remarks, President Walter Harrison said, “We gathered in the Sports Center that evening, trying to make sense of what had happened and reassuring each other that the world would go on.”

As the setting sun was starting to slide toward the horizon, Aja Wilson ‘10, an alumna of the University’s Hartt School, sang a moving a cappella version of “America the Beautiful.” Then Harrison led the group in silence across the Park River bridge to the Gengras lawn and the site where six oak trees were planted in tribute to the six alumni lost on 9/11 at the World Trade Center.

Once at the ceremony site, Shawn McQuillan, assistant director for community development in the Office of Residential Life and a Eucharist minister in the Catholic Church, offered a nondenominational prayer.

Ben Accardo ‘12, president of the Student Government Association, stepped to the podium to read short biographies of the alumni who died on 9/11: James J. Hobin M'82; Robert L. Horohoe Jr. A'91, '92; Richard M. Keane M'84; Stuart S. Louis '80; George P. McLaughlin Jr. ’86; and Daniel R. Nolan ’83. As Accardo read, students tied a red ribbon with a photo of each alumnus to one of the trees.

Harrison then invited students and others to come up to the microphone and tell how 9/11 had changed their lives.

The crowd stood solemnly listening, some shedding tears, as speakers shared their stories. One spoke about not letting her initial fear consume her because that appeared to be part of the attackers’ purpose. Others described the courageous acts of a firefighter parent in Washington, D.C., and the loss of a firefighter uncle who, even though it was his day off, ran from 34th Street in Manhattan to the World Trade Center when he heard the call on his radio. Another spoke of a heroic uncle who worked in the second tower that day off, ran from 34th Street in Manhattan to the World Trade Center when he heard the call on his radio. Another spoke of a heroic uncle who worked in the second tower.

The ceremony closed with the campus a cappella group L’Shir singing “God Bless America.” Attendees then placed their candles at the bases of the six trees and silently walked away, leaving the flicker of candlelight and ribbons blowing softly in the breeze as their tribute to the nearly 3,000 who died on 9/11 a decade ago.
Sports

On the heels of the men’s lacrosse team’s first trip to the NCAA Championship last spring, it looked as if the women’s soccer program might make its first trip to the Big Dance since 2006. The Hawks enjoyed one of their best seasons ever this fall, carrying an undefeated record of 13–0–3 into the regular season finale against Boston University (BU). Their amazing record also put them among the final six undefeated teams in America.

Hartford’s impressive record led to five straight weeks of being ranked among the top 10 schools in the Northeast, according to rankings issued by the National Soccer Coaches Association of America. The Hawks moved up to as high as fourth in that poll before losing at BU to conclude the regular season. A subsequent 1–0 setback to Albany in the America East Conference Tournament ended the team’s quest for a conference crown. But its 13–2–3 final record ties for the fewest losses in a season since women’s soccer debuted at the University in 1984.

Sophomore goalkeeper Erin Quinlan backed a stellar Hawks defense that recorded 12 shutouts during the season. Quinlan, who played all but 39 minutes in net, was among the nation’s top five in both save percentage and goals–against average. She was honored as America East Goalkeeper of the Year.

Quinlan was one of five Hawks named to the All–Conference First Team. Joining her were fifth–year senior Mary Beth Hamilton and junior Amélia Pereira as forwards, junior midfielder Caitlin Alves, and senior defender Michele DeSanti. Midfielder Chanel Johnson was an All-Rookie Team honoree.

Alves, the America East Fan’s Choice Player of the Year, closed out the regular season leading the Hawks and the America East in both points (25) and goals scored (10).

Head coach John Natale, who served as an advance scout for the U.S. National Team during last summer’s World Cup competition, and his assistants, Kelly Shimmin and Kevin Bacher, were named Coaching Staff of the Year by their peers.

“It’s been a while since we’ve been in this position (battling for the conference title on the last day of the season), so I think the season has been a great learning experience,” Natale says. “The majority of the team is back next year, so we’ll start planning, add a couple of pieces to the team, and be ready to take the next step.”
President Walter Harrison reflects on the formula for success in team sports, classrooms, and life.
Before I was a university president, I was a scholar of the place of sport in American culture. I am conditioned intellectually and by scholarly practice not to read too much symbolism into an individual team's triumphs. Most successful teams are the results of coaches who provide professional expertise and establish a culture that values hard work and selfless pursuit of excellence—combined with a complex but complementary collection of players who come together to win. Knowing this, I almost always resist the temptation to say that a team represents the greater culture of a university, a city, a region, or a country.

Notice that I said “almost always.” I am going to break with my usual practice to say something about the 2011 University of Hartford men’s lacrosse team, the first Hawks lacrosse team to win the America East Conference Championship and represent the conference in the NCAA Championships. The team’s success was chronicled in the last issue of the Observer, and you can catch up on the latest news at hartfordhawks.com.

Ryan Compitello’s winning goal, breaking a 10-10 tie, with one second left in the Conference Championship game against nationally ranked Stony Brook before a national television audience, was the most exciting finish of a game in University history. It ranks with women’s basketball’s first America East Conference Championship in 2002 and its historic NCAA first-round win against Temple in 2006 as my proudest moments as a Hawks fan.

In the case of lacrosse, as with most spring sports, I miss attending much of the very end of the season because the games conflict with end-of-year academic events and Commencement. I was watching the game at home when the winning goal was scored at Stony Brook, and I leaped up and down in front of the television, shouting my head off. My phone started ringing immediately afterward with congratulatory calls from Hawks fans.

The success of the Hawks lacrosse team is, first and foremost, a tribute to coach Peter Lawrence and his great group of players. Their belief in him and in themselves led them to the kind of success every team dreams about at the start of a season. But it is also—and I am sure that Peter would be the first to acknowledge this—the result of support from Director of Athletics Pat Meiser, her staff, and (here is where I see the real significance) the strong support of parents, friends, and alumni.
Lacrosse is a game founded centuries ago by Native Americans in upstate New York and southern Canada. By the mid-20th century, it was still a largely regional sport, flourishing at prep schools and elite liberal arts colleges in northern New York and Canada, on Long Island, and in the middle Atlantic states. Over the last three decades, its appeal has broadened, and lacrosse is now the fastest-growing sport in America. Increasing numbers of public high schools and universities and colleges, still largely in the East but now expanding rapidly in the Midwest and West, have men’s and women’s teams.

The University’s lacrosse team began in the 1970s, just on the eve of that explosion in popularity, and although they enjoyed periods of success, the Hawks had never won a conference championship. In the last decade, we struggled in one of the most competitive conferences in the country against better financed teams with superior facilities.

Thanks to the generosity of alumni and friends during our Home Field Advantage campaign, we were able to completely rebuild Alumni Stadium, giving our lacrosse and soccer teams an excellent facility more in line with what our competition had previously enjoyed.

Enter Peter Lawrence. When he became coach six years ago, Peter began to recruit talented players who had somehow been overlooked by more powerful programs. Piece by piece, he built a winning program. And with the help of some longtime supporters of lacrosse, he began to receive the voluntary financial support that provided some of the things that the University previously could not afford.

Even with these changes, success did not come easily or quickly. It rarely does. I distinctly remember the experience of Steve Groccia, now a senior, who was in my Discovering America course three years ago as a first-year student. Steve is an excellent and serious student. At the beginning of the course, he explained to Professor Donn Weinholz, with whom I team-teach the course, and me that he would be absent from some classes to travel with the team.

As the semester progressed, we would discuss each game after he returned, a series of close losses and games lost after we had led. Steve, in his own quiet, understated way, always believed that success was ahead. I knew he was working hard to make that happen in any way he could. When I went to games, I would watch him (usually on the sideline that year) cheering his teammates on.
Steve’s (and his teammates’) faith paid off last year. After the thrilling win against Stony Brook, I joined the team and its followers at a local sports restaurant to watch the NCAA tournament selection show. This group of lacrosse players is not prone to wild displays of emotion, but I could tell how proud they were of their success, of what they had achieved together, and of themselves.

Perhaps now you understand why I am so eager to see in this team’s triumph the elements of what makes us a successful university now and what will make us an even more successful one in the years to come. With good leadership, good coaching, good faculty and staff, and students who want to succeed—plus the support of parents, friends, and alumni—we have the ingredients of a formula that gives young people the experience and the knowledge that will allow them to perform their best.

Whether on the lacrosse field, in music practice rooms, in engineering or chemistry labs, or in study carrels in Mortensen Library, we are providing all our students with the same essential knowledge: what they will need to succeed in a growingly competitive world.

Yes, I have broken all my rules by reading symbolism into one season of a team’s success. But I am proud of this University, and in that one glorious moment last spring, I caught a glimpse of what makes this University great.

Go, Hawks!
University signs historic agreement with Hartford Public Schools

University of Hartford President Walter Harrison signed an affiliation agreement in June 2011 to establish a framework for research, education, and innovation between the University and Hartford Public Schools (HPS). The first-ever, system-wide affiliation between HPS and a Connecticut university will increase educational and research opportunities that benefit both University and HPS students and faculty.

One of the primary goals of the affiliation is to encourage research that informs education reform in Hartford, the region, and beyond. The agreement recognizes the University’s Institute for Translational Research—part of the Center for Learning and Professional Education within the College of Education, Nursing and Health Professions (ENHP)—as the key unit to initiate and facilitate collaborative research that is truly relevant to citizens of Hartford.

Ralph O. Mueller, dean of ENHP, remarked that day, “Today’s event is a milestone in our college’s history. Together, we are demonstrating our commitment to enhancing educational opportunities for Hartford’s children through coordinated, research-based, and relevant education reform.”

The following section includes articles on University High School of Science and Engineering students who take classes for college credit at the University, University students and faculty in Hartford Public Schools, and education majors from ENHP and The Hartt School working with students in the University of Hartford Magnet School.
“You look in their eyes and see that they’re getting it. That’s really exciting,” says University of Hartford senior Nicole Mester about her experience as a student teacher of fourth-graders at Annie Fisher STEM (Science, Technology, Engineering, and Math) Magnet School in Hartford, Conn. Mester, who is from Hamden, Conn., is an integrated elementary and special education major in the College of Education, Nursing, and Health Professions (ENHP). She and her young students are benefiting from ENHP’s development and implementation of teaching practices to enhance teacher quality, especially in urban schools.

In June the University signed the first-ever, system-wide affiliation between the Hartford Public schools (HPS) and a Connecticut university. The agreement is designed to increase educational and research opportunities that benefit University faculty and students and HPS teachers and students. “Working together, we can make Hartford a national leader in education reform,” President Walter Harrison said when announcing the agreement. “We can be a leader in quality education within an urban environment.”

ENHP faculty members Theresa Abodeeb-Gentile and John Tapper agree. They’ve already begun to develop research-based, innovative techniques to facilitate education reform. “The research we are doing can actually be used in classrooms, as opposed to research for research’s sake,” says Tapper. Abodeeb-Gentile adds, “[T]he goal is to create an ever-evolving educational circle.’ In this circle, University education professors teach aspiring teachers. While doing fieldwork or student teaching, the aspiring teachers bring that knowledge into the Hartford Public Schools classrooms. The University students evaluate and are evaluated on what works and why. That information is brought back to the University to inform professors and colleagues. Enhancements in the University’s education curriculum are made, the circle is completed, and the process continues.”

One of the features in teacher preparation at ENHP is the professional core, which requires two full semesters of fieldwork at a Hartford school (usually in the junior year) and a full semester of student teaching, preferably in a Hartford public school. The fieldwork and student-teaching experiences are under the supervision of University faculty and student-teaching supervisors.

Mester did her junior-year fieldwork at Betances Early Reading Lab School in Hartford. Tapper and Abodeeb-Gentile have already seen the impact that urban school assignments can have on University education majors. “When they finish [their junior-year fieldwork in Hartford], these students really do feel like they can change the world. They want to carry the torch,” says Tapper. “It transforms these students. They really understand their responsibilities [as teachers],” adds Abodeeb-Gentile.
Teachers and University faculty also are working together on an intensive teacher professional-development project at Betances as part of the affiliation agreement. Nonintrusive cameras placed in classrooms record teachers as they instruct students. University faculty then review the taped sessions with the classroom teachers to identify teaching strategies that work and those that may need to be enhanced or changed. “We want to help the teachers think about all [the] ways that learning goes on in a classroom,” says Abodeeb-Gentile.

Kindergarten teacher Rebecca Caplinger has been at Betances for two years of her seven-year teaching career. Every available space in her cheery classroom bears letters, numbers, and colorful images with associated words. Even the carpet in one area of the room displays colored squares containing the letters of the alphabet. Caplinger has been working with Tapper and Abodeeb-Gentile since September 2010. She says the professional-development sessions have been helpful and that as a relatively new teacher, she has enjoyed the opportunity to hone her teaching skills.

“Video review conferencing is a chance for me to consult about lessons I have given. Through conferencing with more seasoned teachers, I am able to find more strategies to assist my students to achieve more success. The coaching is in a friendly, collaborative environment that allows me to grow as a teacher. We share ideas, songs, and techniques, and the reflection time has improved my teaching along with reinforcing some practices I was already using.”

The affiliation agreement also benefits HPS students and faculty who want to enroll in University courses while possibly providing priority placement for University education majors in internships, teaching positions, clinical placements, and other training opportunities in Hartford schools.

Meanwhile, Mester hopes she will be offered a teaching position in Hartford after graduation. “One of the reasons I came [to the University of Hartford] was because I wanted that city experience,” she says. This semester, she spends her days as a student teacher in Erin Wilson’s fourth-grade class at Annie Fisher. Much of class time focuses on developing students’ reading and writing skills, and Mester relies heavily on her education course work as she develops her lesson plans. “We’ve been working a lot on writing exercises, and I use the exercises that I was taught in my education classes. It’s exciting to see the lessons work.”

That excitement about learning is felt at the University level as well, says Abodeeb-Gentile. “When you can develop and implement new teaching practices that make a difference in students’ lives, when you can see students [both in the elementary schools and in the University] getting it and getting excited about it, that’s what teachers at all levels live for.”
University and Magnet School share ‘powerful partnership’

It’s 4:30 on a Monday afternoon at the University of Hartford Magnet School (UHMS), but a visitor can still feel the energy and hear the sounds of excited children making new discoveries.

In one classroom music education majors from the University’s Hartt School work with fourth- and fifth-grade students in groups of two, teaching them how to blow into mouthpieces for the clarinet, flute, trumpet, and trombone. The children giggle as they create strange, new sounds. When they’re done, they each choose an instrument for after-school lessons that will be taught by the Hartt students.

In another room children play musical games in large groups as more Hartt School students pull them aside one by one and fit them with string instruments in their size. In two other rooms dance pedagogy students from Hartt lead their high-energy charges in a series of creative movements, eliciting squeals of delight as the children become deflating balloons and hopping frogs.

This day and its activities are just one example of how UHMS students enjoy the rich resources of the University, while University students get hands-on experience at a “learning laboratory” right on their campus.

The University of Hartford Magnet School is celebrating a decade of successful collaborations between the pre-kindergarten through grade 5 school and the University. These collaborations involve many areas of the University and provide enriching experiences for students and faculty of both institutions.

“It’s such a powerful partnership,” says Patty Cassella, who has taught kindergarten at the magnet school since it opened 10 years ago. “Our whole kindergarten team really cherishes the partnership with the University.”

Jacqueline Lamenzo ’12, who is student teaching this fall in Cassella’s kindergarten class, said the magnet school played a significant role in her decision to attend the University of Hartford.

“If you’re here for four years as an education major, you’re going to be at the magnet school at some point,” Lamenzo said, whether for observation, tutoring, class projects, or student teaching. “It’s such a special place. The teachers are just so welcoming.”

When the University of Hartford Magnet School opened its doors on Sept. 4, 2001, it became the nation’s first public elementary school built on a private university campus. The school’s innovative curriculum is based on the theory of multiple intelligences, developed by Harvard University psychologist Howard E. Gardner. The theory recognizes that children have a variety of innate learning styles, which Gardner defines as linguistic, visual-spatial, naturalistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and musical. The UHMS building was the first in the country designed and built specifically to employ the theory of multiple intelligences. Teachers present curricula in ways that support each learning style.

The magnet school’s construction was funded by the State of Connecticut, and the school is operated by the Capitol Region Education Council. Students, who participate in a lottery to gain admission, come from 17 surrounding communities. Faculty in the University’s College of Education, Nursing and Health Professions (ENHP) provided significant input to the curriculum and school design.

This initial involvement by ENHP faculty was just the start of a continuously evolving partnership between the University and the magnet school (see p. 25, “Cross-campus Connections,” for some examples of collaborations).

And it’s not just students of the two institutions who benefit from the partnership. Faculty from the University and the magnet school regularly work together on innovative research and other joint projects. Suzi D’Annolfo, assistant professor and coordinator of school partnerships in ENHP, brought the entire faculties of ENHP and the magnet school together last year for what she called a “Community of Practice” to discuss ways that the two institutions could strengthen their partnership. The program was so successful that a second Community of Practice was held this fall.

D’Annolfo also has taken her ENHP students to the magnet school for guest lectures by magnet school faculty members. The partnership, she said, “really brings their learning to life.”

President Walter Harrison, far left, joins Howie and student-athletes in welcoming students to the first day of school at the University of Hartford Magnet School.
Danielle Etta, a senior communication major, is a defensive specialist on the University of Hartford women’s volleyball team. On Aug. 31, the first day of classes for both the University and the University of Hartford Magnet School, Etta was among nearly 40 University student-athletes who lined the path to the magnet school's front door, giving high-fives and clapping for the entering students.

One young girl broke from the crowd and rushed over to give Etta a big hug. The two are part of a “buddies” program that matches University student-athletes—including all members of the volleyball team—with magnet school students selected for one-on-one mentoring.

“The goal is to give them something consistent in their lives, someone who’s always there for them,” Etta says. “My buddy and I are very close.”

Etta’s buddy is typically very shy, but she has gradually opened up since spending time with her University friend. By teaching her buddy to play basketball, Etta has given the young girl a vehicle for interacting with other children. Etta first began meeting with her fifth-grade magnet school buddy in the 2011 spring semester. They usually meet two or three times a week at lunchtime. On one weekend last spring, student-athletes, their buddies, and the children’s families planted flowers together at the magnet school.

Cross-campus Connections

Over the past 10 years the University of Hartford and the elementary magnet school that bears its name have engaged in a broad variety of partnerships and collaborations. Following are just a few examples.

**Bringing Classroom Lessons to Life**

The magnet school provides students throughout the University with opportunities to apply their classroom lessons in real-world settings. For example, physical therapy students have conducted assessments of magnet school children in such areas as bilateral coordination and running speed and agility. Architecture students designing a play space interviewed magnet school kindergartners for their input and invited the children to attend their final presentations. Education majors annually conduct literacy assessments and exchange “pen pal” letters with pupils at the magnet school, allowing the University students to study children’s literacy development firsthand.

**Faculty Partnerships**

Faculty from the two institutions have held joint workshops and worked together on a wide range of innovative research projects. For example, ENHP faculty member Theresa Abodeeb-Gentile and Stacey McCorison, a first-grade teacher at the magnet school, conducted a research project on reading-comprehension strategies that included the use of blogging in first grade to enhance children’s reading skills. Other collaborative research projects currently under way involve the relationship between music and literacy and mathematics teaching strategies at the kindergarten level.

**Campus Field Trips**

The University of Hartford campus provides endless opportunities for magnet school students. Kindergarten students go on field trips throughout the campus, in order to expand their vocabulary and broaden their horizons. Their visits include the President’s Office, the University television studio, architecture studio, WWUH radio studio, Hartt Costume Shop, Mortensen Library, and other locations across campus.

The students learn about healthy choices and exercise at the Sports Center, as well as see how different tools work in the Facilities Department.

Older students see plays at Lincoln Theater, attend drumming demonstrations at The Hartt School, and go to basketball games at the Sports Center. In fact, magnet school third-, fourth-, and fifth-graders are invited each year to attend a game at the America East Men’s and Women’s Basketball Tournament on campus.
Late nights on campus, constant studying, earning enough credits—that may sound like the life of a college student, but it’s also the life of some high school students at the University High School of Science and Engineering (UHSSE). By challenging students intellectually, fostering excitement for learning, and supporting students’ personal goals, UHSSE infuses the expectation of a collegiate education into the high school experience.

UHSSE’s early-college focus prepares its graduates to further their education and pursue challenging careers in science, engineering, math, and technology. For the second year in a row, the high school was selected by U.S. News & World Report as one of America’s Best High Schools, one of 16 high schools in the state that made the list. Selection is based on criteria that measure a school’s better-than-expected achievement gains within the income levels and racial groups it serves.

The school’s location on the University of Hartford campus draws students, teachers, and administrators into the University community. The convenient site facilitates students’ access to college courses while they simultaneously fulfill their high school requirements.

Qualified UHSSE students can take college courses for credit—without paying tuition. Students who wish to enroll in University courses must be recommended by a UHSSE teacher and meet other requirements, such as grade point average and national test scores. Applications go before a University committee composed of faculty members and Alan Hadad, associate vice president and dean of magnet schools.

There’s easy access from the high school to campus classrooms, although some University classes are even held at the high school after the regular school day. UHSSE students begin taking college courses as early as their sophomore year; a few have earned enough credits to enter college as sophomores or juniors. The number of students allowed to take courses is limited only by the students’ ability to qualify.

UHSSE senior Caitlin Callaghan from Marlborough, Conn., began taking University classes in her sophomore year when Jean McGivney-Burelle, associate professor of mathematics in the College of Arts and Sciences, taught a college-level course at the high school. Callaghan feels lucky to have had McGivney-Burelle as a professor and has taken several more of her classes since.

"She’s great, and she made transitioning from taking high school classes to college classes easier for me. She made the classes fun and she welcomed questions," says Callaghan.

The biggest challenge for Callaghan has been the realization that in college classes no one holds your hand. “In college they assign
reading but may never go over it in class, yet it is still on your exam, so it pays to be well prepared,” she explains. She dreams of going to Massachusetts Institute of Technology (MIT), and her college credits will give her a boost toward acceptance.

But it’s not just seniors at UHSSE who have their sights set on college.

Sophomore Nicholas Wollman of Burlington, Conn., has dreams of becoming a computer programmer. By enrolling in University courses, he hopes to earn 60 college credits while still in high school, which will allow him to skip prerequisites in college and focus on his major.

“Being a programmer, I love the labs at the University. The equipment is great, and it allows me to do more work and experience more,” says Wollman, who not only takes college courses this fall and last spring but also took a six-week summer calculus course.

Junior Connie Ky of Hartford, Conn., whose sister graduated from UHSSE in 2010 and received early acceptance to MIT and both Harvard and Yale universities, has plans to be a biology major in college and a doctor one day. “I like biology because it is happening to us,” she says. “It is in our bodies, and that just makes it so much more real for me.”

University professors have good things to say about the high school students who take their classes. Laurence Gould, a physics professor in the College of Arts and Sciences, has taught several UHSSE students and says he is always amazed by both their ability and their drive.

“In general,” says Gould, “all the high school students I’ve had in my classes are curious, have a love for the subject, and, sometimes, bring things to my attention that I have never thought of before.”

In each of UHSSE’s four graduation classes thus far, 98 to 100 percent of graduates have continued their education at two- or four-year colleges or have entered the military. UHSSE is a public magnet school with 27 participating districts, where attendance is decided by application and lottery. It opened on campus in 2004, making the University of Hartford the only private university in the nation to have two public magnet schools on its campus. UHSSE shares the distinction with the University of Hartford Magnet School.

“Since fall 2008, UHSSE students have been enrolled in more than 650 student credit hours at the University of Hartford, and have achieved a median GPA of 4.00 in courses taken at the University. This is an extraordinary level of performance, a tribute to the faculty of University High School who recommended them, the members of the committee who approved their applications, the faculty of the University of Hartford who taught them, and of course the students themselves,” says Hadad.

Above, left to right: Caitlin Callaghan, UHSSE senior, Marlborough, Conn.; Nicholas Wollman, UHSSE sophomore, Burlington, Conn; and Connie Ky, UHSSE junior, of Hartford, Conn; have all taken courses at the University and say their experiences will help them transition into college.

Below: Alan Hadad (left), associate vice president of University magnet schools, with Tenell G. Rhodes Jr., now a freshman at Worcester Polytechnic Institute in Massachusetts. Rhodes graduated both from University of Hartford Magnet School and UHSSE. He also took two calculus classes at the University while a student at UHSSE.
ALUMNAE COUNCIL WOMEN TEAM UP FOR RED DRESS RUN

Members of the Alumnae Council for Women (ACW) made a great team of Red Hot Hawks for the Red Dress Run for Women, held on July 9 in the vicinity of Hartford’s Elizabeth Park. The event celebrated women’s fitness and raised funds for the American Heart Association. The Red Hot Hawks came in fifth out of a field of 26 teams. Congratulations, ACW!

Looking very pleased to be part of the Red Hot Hawks are (standing, l-r) Victoria Seurattan, sisters Mallory and Samantha Edrich, Olga Clarke, Mara Whitman (mother of Mallory and Samantha Edrich), Joanne Majewski M’98, Kandyce Aust, Angela Henke’97, M’99, and Louise Melanson A’05; and (kneeling, l-r) Samantha Cahill, team mascot Séamus (on paws), Shelby Asen ’10, and Jennifer Keyo M’10. Team members not pictured are Nealy Martin, Andrea Miller and daughter Sam Miller, and Kate Pendergast.

Red Hot Hawks team members (from left) Shelby Asen ’10, Kandyce Aust, Angela Henke’97, M’99, and Louise Melanson A’05 show off the medals they received for participating in their first race ever.

Alumni Connections
BY KANDYCE AUST
DIRECTOR OF ALUMNI RELATIONS

NEW YORK CITY FOR THE HOLIDAYS

Saturday, December 10, 2011
8 a.m. Coach departure from the University of Hartford
6:30 p.m. Return coach departure from NYC

The Hartford alumni chapter has arranged for coach buses to bring alumni to the Big Apple at the height of the holiday season. With stops at Rockefeller Center, the Metropolitan Museum of Art, and Broadway, you have your choice of activities throughout Manhattan. $30 per person (round trip)

CANADIAN ROCKIES BY TRAIN

June 9–17, 2012

Listen to the peaceful sounds of a bygone era while natural beauty dances to life before your eyes in a scenic wonderland—a veritable journey back in time as you travel from Vancouver, British Columbia, to Jasper, Alberta, Canada. Relax and discover the delight of overnight training aboard VIA Rail’s The Canadian. Heralded in 1955 as the first and only all-stainless steel ‘dome’ streamliner in Canada, The Canadian has been exceeding passenger expectations ever since. Enjoy first-class meals and awe-inspiring Canadian Rockies vistas during the day. Spend the night in the comfort of your own bed inside a private sleeping room that includes a private washroom. From the moment you board you’ll embrace the nostalgia of a golden era as rail lines trace history while whisking you through scenery far removed from the highway. $3,599 per person, double occupancy; book by Dec. 9

BALTIC TREASURES FROM OCEANIA CRUISES

August 10–21, 2012

Create unforgettable memories as you sail the legendary Baltic Sea. Baltic treasures abound on this magical voyage to some of Northern Europe’s most legendary ports aboard Oceania Cruises’ elegant Marina. Discover distant monarchies, Baroque palaces, and stunning harbors as you cruise to Germany, Denmark, Poland, Sweden, Latvia, Estonia, Russia, and Finland. Sail from Copenhagen to the delightful German port of Warnemunde and enjoy its lovely seaside promenade, or take a short drive to see Berlin’s legendary landmarks. Visit historic Røne, Denmark, before cruising to Gdansk, a Polish city with charming medieval remnants and a shipyard famous as the birthplace of the Solidarity movement. Explore the winding lanes of Visby, Sweden, with its medieval churches. Cruise to Latvia’s capital, Riga, a UNESCO World Heritage Site dubbed the “Paris of the Baltics.” In Estonia admire Tallinn’s beautifully preserved medieval architecture, and then head to St. Petersburg’s stately palaces and onion-domed cathedrals. Take in Helsinki’s stunning modern architecture before concluding your journey in Stockholm. From $3,999 per person (double occupancy), including airfare
Connecticut and Florida. Gaignat is currently an exhibiting artist in galleries in both who now lives on the west coast of Florida. Gaignat is currently an exhibiting artist in galleries in both Connecticut and Florida.

1952
FREDERICK F. WARD (A’50 BARNEY, BARNEY, M’63 BARNEY) of Wethersfield, Conn., and JANET WARD A’50 have celebrated their 61st wedding anniversary.

1963
MARcia D. GAIGNAT (HAS) of Bradenton, Fla., was married to the late ANTHONY A. GAIGNAT ’62 and has three children. A past resident of Portland, Conn., who now lives on the west coast of Florida, Gaignat is currently an exhibiting artist in galleries in both Connecticut and Florida.

1968
HERBERT A. MILLER (BARNEY) of Austin, Texas, was awarded the Texas Exes Teaching Award by the Texas State House of Representatives. Miller is a senior lecturer in the Department of Marketing at the McCombs School of Business at the University of Texas-Austin. The Texas Exes, the university’s alumni association, annually honors a faculty member and graduate instructor in each school and college who has had a positive influence on the educational experience of its students.

1969
LOUISE SCHULMAN (HARTT) of New York, N.Y., has released a new CD, An Italian in Vienna, through classical record company Sono Luminus. Schulman is a founding member and principal viola of the St. Luke’s Chamber Ensemble and Orchestra in New York.

1970
PAUL J. ROWEAN (BARNEY, M’74 BARNEY) of West Hartford, Conn., has formed Rowean & Associates (www.roweanandassociates.com), a lean consulting firm focused on helping companies obtain traction in growth, innovation, and new product development. Three years ago, Rowean retired as vice president of innovation from the Danaher Tool Group after 31 years of service.

1972
GEORGE B. KATSIMBRIS (M. BARNEY) of Piraeus, Greece, is a professor of economics in the Department of Banking and Financial Management at the University of Piraeus.

1975
JOSEPH B. WOCOSKI (M. BARNEY) of Gaithersburg, Md., has earned PMI Project Manager Professional Certification.

1978
JOHN E. HAHN (HARTT) of Peekskill, N.Y., was featured in the Peekskill/Corlandt Patch, highlighting his musical career and work as a high school teacher.

1979
JEFFREY C. BROWN (M, HAS) of Colorado Springs, Colo., was chosen to exhibit his work in a juried exhibition titled New Mexorado at the Harwood Museum of Art in Taos, N.M. Brown entered two pieces, both about 16 by 24 inches, made from found materials and mixed media. The show was open to all artists working in all media from Albuquerque, N.M., to Denver, Colo.

1980
PATRICIA M. FALVEY (M. BARNEY) of Dallas, Texas, is a full-time novelist and the author of two books, The Yellow House and The Linen Queen, both published by Center Street, a division of Hachette Books. See her website, www.patricialfalvey.com, for more information.

1981
JEFFREY M. BECKER (WARD) of Easton, Conn., exhibited his photography in two spring shows: Silvermine Arts Center’s 62nd Art of the Northeast in New Canaan, Conn., and Becker’s own Slurry Series, shown in the Easton Library.

1982
EUGENE D. CANTERA (HARTT) of Carrollton, Texas, is a partner at the Dallas School of Music, where he teaches privately and is a founding member of www.discoverlearnandplay.com, which has users all over the world. The self-paced, online music learning curriculum is being adopted by large groups as well as private and public-school teachers.

1984
DAVID A. HELMIN (BARNEY) of Manchester, Conn., is a family and consumer science teacher at Ellington High School in Ellington, Conn. He and his wife, MICHELLE G. HELMIN ’85, M’94, reside in Manchester with their children, Andrew and Elisabeth.

1985
MICHELLE G. HELMIN (BARNEY, M’94 BARNEY). See DAVID A. HELMIN ’84.

1988
JOSEPH F. MCCARTHY (HARTT) of Annapolis, Md., has released a new CD, Una Más, with his group, Afro Bop Alliance. McCarthy is producer of the disc and plays in the rhythm section. Afro Bop Alliance won a Latin Grammy in 2008 for Latin Jazz Album of the Year.

1992
JENNIFER A. MILLER (M, BARNEY) of Gaithersburg, Md., has completed her MA in classical vocal performance at the University of Pittsburgh. She is a certified teacher of the Alexander Technique.

1996
CAROLYN J. MILLER (HAS) of West Hartford, Conn., was awarded the Texas Exes Teaching Award by the Texas State House of Representatives. Miller is a senior lecturer in the Department of Marketing at the McCombs School of Business at the University of Texas-Austin. The Texas Exes, the university’s alumni association, annually honors a faculty member and graduate instructor in each school and college who has had a positive influence on the educational experience of its students.

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2014
MICHELLE G. HELMIN (BARNEY, M’94 BARNEY). See DAVID A. HELMIN ’84.

2015
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2018
MICHELLE G. HELMIN (BARNEY, M’94 BARNEY). See DAVID A. HELMIN ’84.

2019
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2020
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2021
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Marriages

Robert Montello (left) and Christopher B. Beggs '81 celebrate after taking their vows on Sept. 13, 2010, in Provincetown, Mass. Residents of New York City and Cold Spring, N.Y., Beggs has owned Beggs Interior Design Services, LLC, for the past eight years, and Montello is employed by Bloomberg Trade Order Solutions.

Above, alumni guests, mostly in the Class of 2001, flank the groom at the Wing-Naski reception: (l–r) Charles Tsirvasiles, Joshua Dickstein, Scott Sanicki, Kevyn Silverman, Naski, Gregory Abramack, James Silvestro, and Kevin Connolly.

Hawk Hatchlings BIRTHS & ADOPTIONS

From left:
Neringa Coutu & Christopher Coutu M’03 (Alexandria Grace, 12.29.10)
Jessica R. Cusato ‘01 & Fortunato Cusato (Vincenzo Elias, 10.10)
Natalie B. Christensen & Tyler B. Christensen M’06 (Spencer Kim, 1.20.11, hangs out with big brother Eli and big sister Sharon)

1990
JEFFREY R. GUTSFELD (BARNEY; M, BARNEY) of Newington, Conn., is the new vice president of business development at Solidus, Inc., in Rocky Hill, Conn. Solidus is a progressive design/build/furnish firm that uses a collaborative client approach to custom construction.

1991
STEPHANE DOUMBE (BARNEY, M’92 BARNEY) of Bloomfield, Conn., has joined the Ralph Lauren Group in the newly created position of governance risk and compliance director, based in New Jersey.

LESLIE E. KLAIMAN (ASS) of Concord, Mass., was elected national president of Alpha Epsilon Phi sorority after serving six terms on the group’s national council. Klaiman assumes her new volunteer responsibility in addition to her employment as a manager of customer accounting for American Tower Corporation in Boston, Mass.

1992
THERESA M. CASEY (M, BARNEY) of Columbia, Conn., was honored with the Best Feature Article award at the Society for Marketing Professional Services/Connecticut 2011 Marketing Communications Awards.

1993
MELISSA A. WANK (BARNEY) of Seymour, Conn., was presented her certified accountant license and certificate by the State of Connecticut Board of Accountancy and the State of Connecticut Society of CPAs. She is also a certified internal auditor and an accounting manager in the Global Accounting Operations group at Pitney Bowes, Inc., in Shelton, Conn.

1994
FRANCESCO G. FURNARI (M, BARNEY) of Weston, Fla., was honored as one of Business Leader Magazine’s 2011 Top 300 Small Businesses of the South.

1995
PETER FURLONG (M, HARTT) of Palazzolo sull’Oglio, Italy, after performing in concert as a tenor soloist in the town where his father lives, sang in a production of Marco Tuttino’s The Servant at Teatro Rossini in Lugo, Italy. Furlong had performed the work the year before in the Czech Republic and Hungary, so he reprised the role of Don Gomez in a concert version of Die Drei Pintos in Lisbon, Portugal.

THOMAS A. HUMBERT (HARTT) of Garden City, N.Y., released his third CD, The Going’s Great, with band members from The Rainbow Room. For more information on Humbert and his band, visit www.tomhumbertrainbowroomjazz.com.

1996
MATTHEW J. DUDACK (HARTT) of Akron, Ohio, released a DVD/CD set titled Hammer of Steel, a documentary and concert telling the story of the origins of the steelpan. Dudack, artistic director of the University of Akron Steel Drum Band, was executive producer for the project. He also performed contemporary percussion music with Akros Percussion Collective in Hamburg, Germany, as part of the Blurred Edges festival.

1997
KAREN L. BLUNDELL (M, HARTT) of New York, N.Y., performed with the group Essex Consort at the First Congregational Church in Essex, Conn. The concert was conceived by Blundell to benefit Sister Cities Essex Haiti after she attended a 2010 Sister Cities fundraiser at the Connecticut River Museum.
JASON S. FRAIN (BARNEY) of East Granby, Conn., is a retirement plans officer for Guardian Life Insurance Company of America.

1998
ERICH N. LENZ (A&S) of San Diego, Calif., was awarded a master’s in military history from Norwich University’s School of Graduate Studies.

2000
JENNIFER M. ALLEN (HARTT) of West Hartford, Conn., was one of eight women chosen to participate in the Mary Lou Williams Women in Jazz Emerging Artist Workshop at the Kennedy Center in Washington, D.C. Allen has a new, self-produced CD titled Pieces of Myself.

2001
ROBIN L. GUISTI (M, ENHP; D’11 ENHP) of Middlebury, Conn., has been named director of nursing at Civista Medical Center in LaPlata, Md. In her new position she oversees managers in several clinical areas in the 129-bed community hospital.

2002
SEAN J. BEATON (A&S) of Greenlawn, N.Y., graduated magna cum laude from Touro Law School in Long Island, N.Y., where he was a research editor for the Touro Law Review. He has joined the law firm of Fusco, Brandenstein & Rada, P.C., in Woodbury, N.Y., as an associate attorney.

2003
CHAD K. AUSTEIN (A&S) of Hackensack, N.J., was appointed director of graduate admissions and student services at Keen University in Union, N.J.

CHRISTOPHER COUTU (M, BARNEY) of Norwich, Conn., has announced his candidacy for Congress in Connecticut’s 2nd District. Coutu is currently state representative for the 47th Assembly District, which represents the towns of Canterbury, Scotland, Sprague, and Norwich. He and his wife, Neringa, have a daughter, Alexandra Grace (see Hawk Hatchlings, p. 30).

2004
AMANDA L. NELSON (A&S) of Colchester, Conn., is a community manager for Radian6, a leading social media monitoring company. Her daily role includes blogging for Radian6 about social media and managing the chatter within the Radian6 community on the social web.

2005
STEPHANIE J. AYER (HAS) of Londonderry, N.H., is pleased to announce her engagement to JACOB M. GUGGENHEIM A’05, ’06, M’07.

Check...It...Out!
Middle school coordinator Heather L. Mills ’98 (A&S) (third from right) led a group of students and assistants from the Pathways/Senderos Center in New Britain, Conn., on a guided “trolley tour” (by shuttle bus) of the University campus in June. Alumni Relations staff gave the young visitors a grand tour and introduction to a new world of fun and exciting things that the University of Hartford has to offer. Pictured here at a tour stop at the Reich Family Pavilion in the Sports Center, the curious students asked thoughtful questions about which academic majors and minors are offered at the University, as well as what campus activities are available.

Draw Me a Picture
Kimberlee Lynne Zacek ’10 (HAS) of Amherst, Mass., has illustrated her first picture book, The Frog and the Mouse (GIA Publications, 2011), adapted by John Feierabend, professor and director of the music education division at the University’s Hartt School. The Frog and the Mouse (32 pages), part of Feierabend’s popular First Steps in Music series for young children, is geared to ages 4–8 and is available through Amazon.com.

Founder's Society
To discuss a planned gift to the University of Hartford, contact

Peter H. Congleton
Director of Planned Giving
University of Hartford
200 Bloomfield Avenue
West Hartford, CT 06117
conleton@hartford.edu
860.768.2415

What's Your Plan?
The McCollam Legacy
Paul McCollam’s mother, Mary, was a trailblazer for businesswomen in Hartford. She founded and was president of the Greater Hartford Business and Professional Women’s Club, and served as state president for the Connecticut Federation of Business and Professional Women’s Clubs. Paul’s wife, Jan-Gee, was an executive at Fleet Bank, and chair of the Boys and Girls Clubs of Hartford.

Paul is a retired Army colonel who held top positions at Aetna before becoming a successful entrepreneur. He and his father, Hugh, each received graduate degrees from the University of Hartford. Inspired by Mary and Jan-Gee, Paul established an endowed scholarship fund here for past participants in the Hartford Boys and Girls Clubs of Hartford.

Thanks to the McCollams’ gifts and plans, they will see the fruits of their generosity during their lifetimes, and know that their scholarship fund will be supplemented by their estate after they are gone, leaving an enduring legacy in their family’s name.

Visit www.hartford.edu/plannedgiving to learn more about how your planning today can strengthen the future for the University.
40 under FORTY

For the past 15 years the Hartford Business Journal has been honoring successful young business professionals with its 40 Under Forty awards. This year’s recipients, who were honored at an awards ceremony in September, include several University of Hartford alumni.

2006

GILBERT R. ROGERS (BARNEY, M’07 BARNEY) of Rocky Hill, Conn., is director of marketing and outreach at Zinch.com, a professional social network site for high school students performing their college search. Students are able to connect with admissions officers from close to 1,000 schools and search through nearly $2 billion in scholarships. In his new role Rogers presents at regional and national conferences, recruits underrepresented groups, and measures recruitment processes.

PRISCILLA M. THORN (A&S) of Enfield, Conn., was awarded a doctorate in psychology from the Chicago School of Professional Psychology. She is currently completing her postdoctoral residency at Florida State Hospital in Chattahoochee.

2007

JESSICA L. FINE (A’05 HILLYER, A&S) of Natick, Mass., is pleased to announce her engagement to Adam G. Sowalsky, Fine works at Boston University in the College of Communication as a senior media technician. Sowalsky, cousin of ELIZABETH R. SOWALSKY ‘09 and RICHARD J. SOWALSKY A’06, ‘09, is a postdoctoral research fellow at Harvard Medical School, studying prostate cancer. The couple plans an August 2012 wedding.

ERIN P. JENKINS (HAS) of Norwalk, Conn., presented her first solo show, Relief Printmaking and Block Art Figures and Illuscapes, at the Henderson Cultural Center’s Silo Gallery in New Milford, Conn.

2008

JACOB C. OTTOSEN (HARTT) of New York, N.Y., is the cowriter and star of the musical BLOOD (By the Mummers), which was selected for the New York Musical Theatre Festival, running September 26 through October 16, 2011. The show was one of 11 chosen as a Next Link project, a platform that has helped launch Broadway musicals including Next to Normal and [title of show]. Ottosen is a founding member of [By the Mummers], a collaborative ensemble of actors.

MICHAEL S. PEREIRA (CETA) of Hamden, Conn., was promoted to project coordinator for his contributions to exterior envelope rehabilitation projects at Hoffman Architects in Hamden.

BRENDAN J. SULLIVAN (HAS) of Wethersfield, Conn., joined Dornenburg Group Advertising and Marketing Communications in Bloomfield, Conn., as a designer. He is responsible for developing concepts with the creative team.

RYAN MURPHY (US) of Yorktown Heights, N.Y., was promoted to associate system administrator at Mars & Co in Greenwich, Conn., a global management consulting firm specializing in business strategy and operational improvement.

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JACOB C. OTTOSEN (HARTT) of New York, N.Y., is the cowriter and star of the musical BLOOD (By the Mummers), which was selected for the New York Musical Theatre Festival, running September 26 through October 16, 2011. The show was one of 11 chosen as a Next Link project, a platform that has helped launch Broadway musicals including Next to Normal and [title of show]. Ottosen is a founding member of [By the Mummers], a collaborative ensemble of actors.

MICHAEL S. PEREIRA (CETA) of Hamden, Conn., was promoted to project coordinator for his contributions to exterior envelope rehabilitation projects at Hoffman Architects in Hamden.

BRENDAN J. SULLIVAN (HAS) of Wethersfield, Conn., joined Dornenburg Group Advertising and Marketing Communications in Bloomfield, Conn., as a designer. He is responsible for developing concepts with the creative team.

RYAN MURPHY (US) of Yorktown Heights, N.Y., was promoted to associate system administrator at Mars & Co in Greenwich, Conn., a global management consulting firm specializing in business strategy and operational improvement.
HEATHER R. ROGERS (BARNEY, M’09 BARNEY) of Rocky Hill, Conn., was awarded her CPA credential by the Connecticut State Board of Accountancy in March 2011. She previously worked as an external auditor for KPMG, LLP, and recently took a position with Travelers in its corporate audit department in Hartford, Conn.

2009
ERICA S. BEVERLY (A&S, M’10 A&S) of Hartford, Conn., is the newest member of the Netbooking Sharks, the Southern Peninsula Basketball Association’s women’s basketball team in Australia. She is also involved with the Junior Rep program, serves as assistant coach of the UI6G1 team, and assists with the UI4G1 team.

TINA A. BROCKMANN (HARTT) of Los Angeles, Calif., has been promoted as production coordinator for the A&E show Beyond Scared Straight.

BENJAMIN A. GOLDSMITH (HARTT) of Los Angeles, Calif., performed in the premiere production of the musical South Street at the Pasadena Playhouse in Pasadena, Calif.

JACQUELINE C. MINKLER (HAS) of Norwalk, Conn., was a participant in Impact: Design for Social Change, an advanced program that runs on two parallel tracks. Track One focused on social entrepreneurship and educated students on how to conceive, execute, and fund their own projects for social change. Track Two students participated in the development and execution of a team project that addressed a pressing need for a New York City–based nonprofit organization.

2010
JAMIE DEVINE (A&S) of San Juan de Santa Barbara, Heredia, Costa Rica, teaches English as a Second Language in the Instituto Politecnico Internacional. Devine (left) stands with one of her students in the photo.

William C. Willett, Hartt School professor emeritus, died on May 21 at the age of 90. A woodwind specialist, conductor, and chair of Hartt’s music education department, Willett in 1976 cofounded—with the late Professor Emeritus Conrad Hemond Jr. of the former College of Engineering (now the College of Engineering, Technology, and Architecture)—the first undergraduate program in acoustical engineering and music in the United States. Willett also initiated the creation of the first doctoral degree in music education at the University.

Vera W. Lavery A’48 5.31.11
Alex B. Sonski A’48 6.28.11
Howard T. O’Connell ‘49, M’57 6.9.11
Frank J. Grockowski C’52 5.18.11
Michael S. Srokowski A’52 6.2.11
Achille F. Amara A’52, ’54 6.9.11
Joseph R. Horanzy M’55 5.2.11
Perry H. Cornwall A’57 6.3.11
Mary C. McGunnigle M’58 5.21.11
James R. Savio C’58 5.1.11
Joseph R. DaMico ’59 7.6.11
Leo A. Kapeskas A’59 6.9.11
Marilyn A. Katz ’59 5.12.11
John E. Perry M’60 5.27.11
Michael T. Fiaschetti C’61 7.2.11
Raymond E. Demers A’57, ’62 4.30.11
William J. Dickson ’62 5.20.11
Constance S. Finnegan A’63 5.15.11
James D. Whitten ’63 5.1.11
Joyce B. Andrus M’65 6.28.11
Amy M. Hunderlach M’65 6.29.11
Alexander Pryshlak A’61, ’65 7.21.11
William E. Cockerham ’66 7.26.11
Lucille Milano M’66 4.28.11
Joseph C. Woodford ’66 5.28.11
Michael P. Ziezulewicz ’66 5.14.11
Thomas A. Zingle ’67 5.20.11
Barbara M. Alleyn M’70 7.20.11
Miriam Costello M’70 5.30.11
Joseph J. Golub ’73 7.10.11
William J. Stockwell M’76 16.6.11
Douglas D. DeMaw ’77 6.18.11
William J. Carta M’79 4.30.11
Richard Chochlinski ’79 5.13.11
Katherine Olsen A’73, M’80 7.19.11
Susan L. Johanson ’81 6.26.11
Ann V. Holliday M’82 5.21.11
Neal J. Zimmerman M’84 6.15.11
Robert H. Slattery M’85 7.19.11
Miriam Costello M’70 5.30.11
Joseph C. Woodford ’66 5.28.11
Michael P. Ziezulewicz ’66 5.14.11
Thomas A. Zingle ’67 5.20.11
Barbara M. Alleyn M’70 7.20.11
Miriam Costello M’70 5.30.11
Joseph J. Golub ’73 7.10.11
William J. Stockwell M’76 16.6.11
Douglas D. DeMaw ’77 6.18.11
William J. Carta M’79 4.30.11
Richard Chochlinski ’79 5.13.11
Katherine Olsen A’73, M’80 7.19.11
Susan L. Johanson ’81 6.26.11
Ann V. Holliday M’82 5.21.11
Neal J. Zimmerman M’84 6.15.11
Robert H. Slattery M’85 7.19.11
Charles C. Baldwin ’88 5.27.11
Roy T. Ackman M’89 5.25.11
Jenifer T. Tait C’94 7.2.11
Alumni Connections

1. Hillyer Associate Professor Michael Robinson (left), here with event host Brian Howard M’92, was the guest speaker at our Boston master class, “The Lost White Tribe: Henry Morton Stanley and the Mystery of Mount Cambaragara,” held in June.

2. Attendees discuss the issues at “The U.S. Supreme Court: Taking the Pulse,” a master class held on campus in June, sponsored by the Office of Alumni Relations and the Presidents’ College.

3. Guest speaker Jilda Aliotta (left), associate professor of politics and government, chats with Humphrey Tonkin, University president emeritus and director of the Presidents’ College, at the Hartford master class.

4. Marsha Primack ’66 (left) and Reichi Torbert ’91 attend the Boston master class.

5. Clark Tomlinson A’84 and his sons come out for University of Hartford Night, sponsored by the Office of Alumni Relations and Annual Giving, at a New Britain Rock Cats baseball game in July.

6. Penny Coppen M’97 and her sons, Jake (left) and Luke, get a chance to walk on the field prior to the Rock Cats baseball game.

7. One alumna and her family wait for the action to begin at the Rock Cats game in July.

8. Jake Coppen, son of Penny Coppen M’97, throws the first pitch at the New Britain Rock Cats game on July 18.

9. Julia Child would have been proud of our turnout for the alumni excursion to the Culinary Institute of America in Hyde Park, N.Y., on June 9.

10. Corrine Kapp M’88 (left) and Anne Pidano, assistant professor of psychology, savor a gourmet lunch at the award-winning Escoffier Restaurant of the Culinary Institute of America.

11. President Harrison joins Norm Hausmann of the Presidents’ College at the University’s Alumni Association booth.

12. Barney alum Daniel Purushotham M’75 (left) addresses the Management expo session.

13. Two University of Hartford alumnae connect in front of an expo booth.

14. Rider Productions’ owners Sally and John Rider browse the vendor booths.

15. Sharran Selig A’69 (HCW) is a speaker during the Independent Businesses session.

16. President Harrison views an exhibit with Naomi Tussin ’77 (HAS).

17. Scott Banville (left), a current University of Hartford student, and Brent Robertson ’94 (HAS) connect during the Marketing: Tactics and Strategies session.

18. (L–r) Sarah Barr, director of communications for the Hartford mayor’s office; Hartford Mayor Pedro Segarra ’81; Kandyce Aust, senior director of alumni relations and annual giving; University President Walter Harrison; and Sally Rider mingle on the floor of the business expo.

19. Eileen Peltier A’86 (HCW) models fashionable business attire during the expo fashion show.

20. Hartford Mayor Pedro Segarra ’81 (center) and President Harrison (second from right) cut the red ribbon signaling the start of the Connecticut Business Expo.

21. Thousands of expo attendees visit the University of Hartford Alumni Association booth during the course of the day.

22. Lon Seidman A’96 (Hillyer), ’98 (A&S) (left), takes the microphone during the Social Media Strategies session.
At the top of a mountain in the Black Hills of South Dakota, a massive face has emerged from the rock. It is the face of Crazy Horse, war leader of the Oglala Lakota. The Crazy Horse Memorial, officially begun on June 3, 1948, to honor Native American heritage, stands to become the world's largest mountain sculpture. Currently overseeing this grand endeavor is Ruth Ross Ziolkowski.

In the mid-1940s, Ziolkowski (then known as Ruth Ross) was a student at Hartford College for Women (HCW). She recalls taking English from HCW Dean Laura Johnson and babysitting for the two children of Frederick C. Copeland, professor of biology. Other memories of her student days include participating in a community music group.

“We played in the Noah Webster Fife and Drum Corps at ceremonies for all the draftees being sent overseas for World War II,” says Ziolkowski.

After helping the sculptor Korczak Ziolkowski create the statue of Noah Webster for the town of West Hartford, Conn., Ruth and several friends decided to follow him to South Dakota. Korczak had recently been commissioned by Lakota elder Henry Standing Bear to begin the Crazy Horse Memorial. Just shy of her 21st birthday, Ruth arrived at the Rapid City, S.D., railroad station in 1947. “We didn’t really have a plan. We had not been to the West and thought it would be an adventure,” she recalls. She remained in South Dakota, marrying Ziolkowski in 1950. The couple had 10 children, and six of the children currently assist her at the memorial. When Korczak died in 1982, Ruth took over the project.

As president and CEO of the Crazy Horse Memorial Foundation, Ziolkowski has helped turn the memorial into a valuable community asset. With its extensive museum collections and educational outreach programs, this privately funded nonprofit has brought invaluable educational opportunities to the youth of South Dakota.

Over the years the Ziolkowiskis have refused to accept federal funding for the mountain project because “[Korczak] was appalled by the way the U.S. government had treated the Native Americans,” Ruth explains.

The Indian University of North America, established by the foundation in 2010, hosts a summer university program that encourages high school graduates who are members of American Indian tribes to earn college credits, transferable to any regionally accredited college or university.

In addition, the Crazy Horse Memorial Foundation Scholarship Fund has awarded more than $1.5 million to American Indian students attending tribal or state colleges, universities, nursing schools, or vocational-technical schools in South Dakota. “We receive many, many testimonials from native youth who have been helped by the Crazy Horse Memorial Foundation Scholarship Fund,” says Ziolkowski.

Meanwhile, work continues on the sculpture. Crazy Horse’s face was completed in 1998, 50 years after Korczak set off the first blast. Today, the blocking out of the sculpture’s 22-story-high horse’s head has passed the halfway mark.

“Crazy Horse Memorial will be 641 feet long, 563 feet high, and carved in the round. By comparison, the Washington Monument is 555 feet high and the Statue of Liberty is 305 feet tall,” says Ziolkowski. “The four Mount Rushmore presidential busts would fit in the space of Crazy Horse’s head and hair,” she adds.

Ziolkowski, who has returned to Connecticut only once since 1947, cherishes her life in South Dakota.

“It was an exciting opportunity—Korczak called it as close to pioneering as you could get in the 1940s and stay in this country—and you just looked forward to every day. It’s been that way ever since, and the next thing you know, it’s 64 years later. It’s a great way of life, it really is,” she says.
Here are just a few of the exciting exhibits and performances at the University of Hartford scheduled for the end of 2011 and the beginning of 2012. Plan now to treat yourself to one of these offerings.

### ART

**Thurs., Dec. 1—Sat., Dec. 18, 2011**

**2011 Hartford Art School Faculty Exhibition**

Joseloff Gallery

12–4 p.m.


**Lest We Forget**

Mortensen Library

Jan. 12–18, 2012:

Sun., noon to 6 p.m.

Mon.–Thurs., 8 a.m.–9 p.m.

Fri., 8 a.m.–4:30 p.m.

Sat., 10 a.m.–6 p.m.

Jan. 19–22, 2012:

Thurs.–Fri., Jan. 19–20, 8 a.m.–4:30 p.m.

Sat.–Sun., Jan. 21–22, closed

Mon., Jan. 23, 8 a.m.–4:30 p.m.

Jan. 24–Feb. 29, 2012:

Sun., noon to 1:30 a.m.

Mon.–Thurs., 8 a.m. to 1:30 a.m.

Fri., 8 a.m.–6 p.m.

Sat., 10 a.m.–6 p.m.

**Paintings of civil rights leaders**

by Robert Templeton

Opening reception:

Thurs., Jan. 12, 4–6 p.m.

January—February 2012

**Connecticut Scholastic Art Awards**

Silpe Gallery

Mon.–Fri., 9 a.m.–4 p.m.

**Sat., Feb. 11—Fri., Feb. 17, 2012**

**Print Club Exhibit and Sale**

Silpe Gallery

Mon.–Fri., 9 a.m.–4 p.m.

**Sat., Feb. 18—Fri., Mar. 9, 2012**

**Connecticut Community Colleges Exhibition**

Silpe Gallery

Mon.–Fri., 9 a.m.–4 p.m.

Two students from each of the 12 colleges in the Connecticut Community College system have been chosen to exhibit their work.

### MUSIC, DANCE, THEATRE

**Thurs., Dec. 1, 2011**

**Porgy and Bess—A Study in Black and White (Abridged)**

Millard Auditorium

7:30 p.m.

America’s great folk opera, using the platform of the impoverished community of Catfish Row in the 1920s, tells a timeless story of the triumph of the human spirit over tragedy.

**Admission:** Free

**Thurs., Dec. 1—Fri., Dec. 2, 2011**

**Jackie McLean Institute of Jazz Ensembles**

Lincoln Theater

7:30 p.m.

The Jackie McLean Institute of Jazz student ensembles perform a variety of jazz repertoire.

**Admission:** Free

**Thurs., Dec. 8—Sun., Dec. 11, 2011**

**Sunday in the Park with George**

The Edward T. and Ann C. Roberts Foundation Theater, Mort and Irma Handel Performing Arts Center, 35 Westbourne Parkway, Hartford

Thurs.–Sat., 7:30 p.m.

Sun., 3 p.m.

Maestro Edward Cumming conducts Españafía by Chabrier, Symphonie Fantastique by Berlioz, and Symphony No. 3 by Hartt composition faculty member Larry Alan Smith.

**Admission:** $20, with discounts for seniors, students, and groups.

**Sat., Dec. 10, 2011**

**Hartt Symphony Orchestra**

Lincoln Theater

7:30 p.m.

Maestro Edward Cumming conducts España by Chabrier, Symphonie Fantastique by Berlioz, and Symphony No. 3 by Hartt composition faculty member Larry Alan Smith.

**Admission:** $20, with discounts for seniors, students, and groups.

**Fri., Jan. 13—Sun., Jan. 15, 2012**

**Goodspeed Festival of New Artists**

Goodspeed Opera House

6 Main Street, East Haddam, Conn.

Join Goodspeed Musicals for staged readings of new musicals by up-and-coming composers, featuring the Hartt Music Theatre senior class performing alongside Equity professionals.

For complete and updated event information, see [www.hartford.edu/calendar](http://www.hartford.edu/calendar). Lincoln Theater, Millard Auditorium, Joseloff Gallery, and Silpe Gallery are on the University of Hartford main campus at 200 Bloomfield Avenue in West Hartford, Conn.