J. Lee Peters, vice chancellor for student affairs at Montana State University at Billings, has been named vice president for student affairs and dean of students at the University of Hartford.

“I’m extremely pleased to have been selected as vice president for student affairs and dean at the University of Hartford,” said Peters, who was vice chancellor at Montana State for four years. “When visiting the University of Hartford, I found a vibrant campus chock-full of interesting and excited students, distinguished faculty, and hard-working staff and administrators. With a great team in place, I feel that I can bring energy and new ideas to complement the hard work and great ideas that already exist.”

At Montana State, Peters was responsible for management of the student affairs division, including enrollment services, financial aid, residential life, multicultural student services, career services, health services, and auxiliary business operations. He developed and directed Montana State’s marketing plan, chaired its diversity task force, and provided training and development activities for faculty, professional staff, and students. Peters designed a student affairs curriculum for the Educational Foundations Master of Education multi-disciplinary program and taught two graduate-level courses annually, Student Development Theory and Student Development Capstone.

“At Montana State, Peters was dean of student life at Weber State University (Ogden, Utah) for eight years. In that position, he managed several departments, ranging from residential life and university dining services to campus recreation and conferences, which involved directing 100 professional employees and 175 student employees. He also served on and chaired various university committees, acted as the university discipline officer and student advocate, and taught an honors course.

“We selected Lee from a large and talented pool of candidates,” Harrison added. “He took the campus by storm during his visit, and the students he met were particularly enthusiastic about his candidacy. I look forward to working with him closely in serving our students.

“I would also like to thank the members of the search committee, which was chaired by Provost Donna Randall,” Harrison said. “They attracted great candidates and ran an excellent search. The entire University is in their debt.”

Prior to becoming vice chancellor at Montana State, Peters was dean of student life at Weber State University (Ogden, Utah) for eight years. In that position, he managed several departments, ranging from residential life and university dining services to campus recreation and conferences, which involved directing 100 professional employees and 175 student employees. He also served on and chaired various university committees, acted as the university discipline officer and student advocate, and taught an honors course.

From 1988 to 1990, Peters was director of residence life at the University of Alaska at Fairbanks. From 1986 to 1988, he was director of student activities and placement at Franklin University in Columbus, Ohio; and from 1984 to 1986, he was director of residence life/summer conference coordinator at Ohio Dominican College in Columbus.

Peters earned his bachelor's degree from Michigan State University in 1978 and his master's degree in student personnel work from Ohio State University in 1985. He received his Ed.D. in educational administration from the University of Utah in 1998.

Peters succeeds Anne Fitzmaurice, who stepped down earlier this year after six years as dean of students to go back to the classroom. Fitzmaurice, who has been at the University of Hartford for 23 years, has served the University in a number of capacities, including dean of Hillyer College and acting provost. After taking a sabbatical this fall, she will return as a professor of mathematics at the University.
Investigations in Clay

The rich and varied works of three ceramic artists were on display at the Joseloff Gallery in April and May during the annual exhibition of work by the recipients of the Richard Koopman Distinguished Chair in the Visual Arts at the Hartford Art School. The exhibit, titled “Investigations in Clay,” featured work by 2001–02 Koopman Chair recipients Linda Christianson, Doug Jeck, and Bruce Winn. Jeck and Winn were in residence at the Hartford Art School last fall, and Christianson taught there in the spring.

American Views: A Discussion with Edward Albee

Acclaimed playwright and two-time Tony Award winner Edward Albee engaged a crowd of more than 500 people in Millard Auditorium during a June 4 lecture presented by the University’s President’s College and Hartford Stage.

Albee’s visit to the University came just two days after he won a 2002 Tony Award for his provocative Broadway play The Goat, or Who is Sylvia?.

His lecture was the third in a series of discussions with American playwrights, following earlier appearances by Horton Foote and Eve Ensler. The program was presented as a discussion between Albee and Michael Wilson, artistic director of The Hartford Stage, during which Albee delighted the audience with stories about his past and his lifetime accomplishments. The Hartford Stage recently produced a revival of Albee’s Pulitzer Prize-winning play, Seascape.

Albee has established himself as one of the most heralded dramatists of the twentieth century with a career that spans four decades. He won his first Tony Award for his 1962 masterpiece, Who’s Afraid of Virginia Woolf? Some of his other plays include Zoo Story (1959), Tiny Alice (1964), A Delicate Balance (1966), All Over (1971), The Lady from Dubuque (1977-78), Finding the Sun (1982), Three Tall Women (1991), and The Play About the Baby (1997).

In addition to winning multiple Tony Awards and Pulitzer Prizes, Albee is the recipient of a Gold Medal in Drama from the American Academy of Arts and Letters and an Obie Award for sustained achievement in theater. In 1996, President Clinton, who praised Albee’s “raw and provocative portrayals of the human experience,” awarded him the National Medal of Arts. That same year, Albee received a Kennedy Center Lifetime Achievement Award. He is currently a distinguished professor of theater at the University of Houston.
A Focus on Afghanistan

The impact of the Taliban rule in Afghanistan was at the center of two enlightening events that took place at the University this spring.

The University’s Museum of American Political Life exhibited a series of photographs of the majestic Buddhas that were carved into a cliff face in Afghanistan, prior to their being dynamited into rubble by the Taliban. The photographs were taken by acclaimed visual artist Lowry Burgess, who was one of the 2000–01 recipients of the Richard Koopman Distinguished Chair in the Visual Arts at the Hartford Art School.

The Buddhas were carved into the cliff face more than 1,500 years ago. Burgess, an internationally renowned environmental artist, went to Bamiyan, Afghanistan, in 1974 on a Guggenheim grant to install his visionary artwork, Inclined Galactic Light Pond. Directly across from the site of his installation stood the two Buddhas that have now been destroyed. Burgess’s photographs were on display through June 30.

On April 17, a panel of speakers discussed the climate for women in Afghanistan before, during, and after the Taliban rule. The forum was sponsored by the Women’s and International Centers of the University and the Women’s Studies program at Hartford College for Women. Speakers included M. Saleh Keshawarz, associate professor of civil engineering and a native of Afghanistan, who has been active in Afghani relief organizations for many years; Fatma Antar, an Egyptian-American Muslim and professor of economics at Manchester Community Technical College; and Janet Bauer, director of women’s studies and associate professor of international studies at Trinity College.

The speakers all agreed that women in Afghanistan faced difficult conditions long before the Taliban came to power, with Taliban rule simply exacerbating their suffering. The speakers also said that U.S. policy during the Soviet occupation of Afghanistan contributed significantly to the Taliban’s rise to power.
Monday, April 22, was bone-chilling, cold and wet. The 1877 Club, nevertheless, was a warm, welcoming venue for 180 guests gathered for the University’s first annual scholarship luncheon. In attendance were the generous donors and the bright students for whom their gifts make a substantial difference.

For a prospective student, choice of college and continued attendance are often dependent on private scholarship money. Federal grants and aid frequently fail to reach applicants whose parents are in that gray income area between having no resources and having the financial means to fund their children’s college educations.

Donors have a variety of reasons for establishing scholarships. University Regent Millard Pryor, Jr., explained to those present at the luncheon that he and his wife, Claire ’84, consider their various scholarships in some sense a repayment to those people in their lives who helped them along the way. There is also the chance, he noted, that a scholarship donation might hit the jackpot and help a future senator or a host of the Academy Awards.

Setting up a scholarship can be an emotional experience, as donors frequently name a scholarship in honor of someone dear to them, either in memoriam or in recognition of someone still living. Family members may share in the responsibility of scholarship growth and maintenance with gifts offered as meaningful tributes to each other on special occasions. For example, eight family members and a collection of friends support the Marian and Richard Keller Scholarship. Jocelyn Coffey ’03, who was this year’s recipient of the award, attended the luncheon with Dr. and Mrs. Edward Herzig and Peter Keller.

Several scholarship recipients shared their stories at the event. Ebony Wright ’04, recipient of the Kaplan and Garcia Scholarship, established by Ben Kaplan ’79, ’81 and Annie Garcia Kaplan ’79, ’81,’97.

Ebony Wright ’04, is the recipient of the Kaplan and Garcia Scholarship, established by Ben Kaplan ’79, ’81 and Annie Garcia Kaplan ’79, ’81,’97.

Dan Castro ’05 (second from left), recipient of the Bernard H. Rosen Scholarship, and his parents joined Bernard Rosen ’61 (left) at the scholarship luncheon.
Carol Ann Neal, Hartford College for Women's recipient of the Beatrice Fox Auerbach Scholarship, spoke with awe about Georgette Koopman, whom she had not met until the luncheon and who cares enough about the education of a 47-year-old mother of two to be willing to contribute to her tuition.

Dan Castro '05, recipient of the Bernard H. Rosen Scholarship, spoke eloquently and with humor about his warm relationship with Bernie Rosen '61 and his experiences as a commuter student at the University.

Endowed scholarships and individual annual scholarship gifts to the University of Hartford result in more than $700,000 in aid to nearly 500 students through 185 distinct scholarships and awards. The University provides assistance to over 3,600 students in order to enable the largest possible number of applicants access to a University of Hartford education.

Scholarships for students are an integral part of the University’s Campaign of Commitment. The goal for the next five years is to raise approximately $15 million in permanent, endowed funds for financial aid. These funds will ensure that future generations of deserving students have a chance to pursue their dreams at the University of Hartford.

Varieties of Gifts Used for Student Scholarships

Endowments
Scholarships of this type have a principal balance of no less than $10,000. The principal remains intact, while a portion of the interest earned through investment is used for distribution to students meeting the donors’ criteria for selection.

Quasi-endowments
These gifts consist of monies provided to the University that are intended to grow to endowment level. Quasi-endowments can be started for as little as $2,000 but need to mature to $10,000 via additions to the principal over a set number of years.

Temporarily Restricted Awards
These awards constitute monies given to the University in a particular year that are intended to be distributed over one or more years. These gifts do not grow to endowment. As in the case of all scholarships, written criteria for selection of student recipients are specified.

Please call Toni Robinson at (860) 768-4223 for further information.

A BIRTHDAY TO REMEMBER

President Walter Harrison received an especially memorable birthday gift this year. Actually, it was a gift to the University—but it was as meaningful to Harrison as any personal present he has received.

On his birthday, Harrison joined members of the Class of 2002 to unveil the third in a series of class plaques recognizing students who participated in the Senior Signature program. The program encourages graduating seniors to make gifts to the University of $25 each. Those who contribute have their names engraved on a senior class plaque, which is hung on the outside wall of University Commons.

This year, 100 graduating seniors made gifts of $25 each.

“This is a really wonderful gift for me and for the University. It’s the best birthday I’ve ever had,” Harrison said. “What you’ve really done is given a gift to generations of future University of Hartford students.”

The Senior Signature program began with the Class of 2000. Three plaques are now displayed on the outside wall of the Commons, commemorating gifts from the classes of 2000, 2001, and 2002.

The ultimate goal of the Senior Signature program is to encourage students to continue to support the University after they graduate and to become active and involved alumni.

“What I’m hoping is that this will be the beginning of a long relationship with the University,” Harrison told students at the unveiling of this year’s class plaque. After the unveiling, student contributors to the Senior Signature program celebrated with a barbecue at the president’s house.
Hartford’s Educational Main Street

by Michelle Godin ’01

The University’s model community program, Educational Main Street, this year boasts an all-time high of 312 student volunteers representing the University’s nine schools and colleges. Once located in South Cottage as a small program with a lot of promise, Educational Main Street has grown into a significant community operation. The new headquarters, a suite of offices, is centered at the hub of the University in Gengras Student Union where it can better serve the growing number of students involved in the program.

Student tutors for Educational Main Street work approximately three hours a week for 13 weeks, or a total of almost 8,000 hours in six partner schools in Hartford, including Annie Fisher Elementary, Martin Luther King Elementary, Sarah Rawson Elementary, Fox Middle School, Weaver High School, and the new University of Hartford Magnet School.

Educational Main Street began in 1990 with former University President Humphrey Tonkin’s vision to create a community of learners that linked the University to its surrounding neighborhood schools. Today, the program is an integral part of the College of Education, Nursing and Health Professions, offering an array of activities and programs designed to enhance children’s school performance, prevent dropouts, and prepare students for postsecondary education.

Affirming the University’s commitment to serving the surrounding urban school system and improving educational opportunities and resources available to Hartford’s children, Educational Main Street has five major umbrella programs: the tutoring program, an affiliate faculty program for teachers from the partner schools, a parent education program, academic alliances, and a transitions program. The cultural diversity of the staff reflects the program’s mission to bridge the gap between black and white, old and young, public school teachers and University faculty, a private institution of higher education and its neighboring community schools.

“Tutoring for Educational Main Street has been one of the best decisions I’ve made this year,” says Shekya Watkins ’03. “I work with a great group of kids who love to see my face every time I walk through the door.” Watkins tutors in a kindergarten classroom at Martin Luther King Elementary School. Of her own growth, she comments, “The children anticipate my arrival, and, in knowing this, tutoring has made me a much more responsible person and also a dedicated tutor. Every day that I enter the building, I know that I’m making a difference in a child’s life, and to me, this is one of the greatest feelings in the world.”

Six former tutors are now tutor coordinators who work in the Educational Main Street office coordinating schedules and overseeing and recruiting tutors for each of their respective schools. Emmett C. Goods, a senior in the African-American music department, has served the program for three years and is now head tutor coordinator. He is active in all of the program’s initiatives and is vital in recruiting student volunteers.

Educational Main Street provides incentives to those who share their talents with the community. Each semester, coordinators select two tutors to receive $100 gift certificates to the University bookstore as a reward for outstanding work. Hartford public school teachers who are involved in the programs are offered affiliate faculty status. Hartford teachers from the partner schools are given access to many of the University’s resources.

The academic alliances and transitions program joins key players from the University and the public schools who address both creative and practical student needs. The English, art, and music alliances provide outlets for creative talent. This year, Hartford student writing will be showcased in the English alliance’s literary magazine, American Dreams: One Nation, Many Voices. The art alliance is promoting a mural at Fox Middle School that will combine the talents of students at the Hartford Art School and Fox. The music alliance program is working with music teachers from the partner schools to establish scholarships and provide instruments for children who want to take music lessons. The academic alliances and transitions program also publishes a transitions handbook, distributed to more than 1,500 Weaver High School freshmen.
and students at Fox Middle School. The handbook contains school rules, calendars, and course information to ease the transition from middle to high school.

The parent education program offers a variety of informative workshops. The annual “ABCs of College Financing” workshop helps prepare parents for their children’s postsecondary education. The annual community health fair, which provides information on pregnancy, smoking prevention, nutrition, and other health issues, has been a major success, drawing more than 500 visitors to its various booths.

The academic alliances encourage Hartford teachers from the six partner schools and all of the University’s schools to share ideas on a wide range of topics that result in student projects. One of the innovative partnerships being formed is the literacy alliance between the University’s library director, three partner elementary school librarians, and public library staff. The group is working to establish bookstores in each of the partner schools. Students earn bookstore dollars on the basis of school-selected criteria—improved test scores, attendance, number of books read, or good behavior—dollars that enable them to buy books at the bookstore.

Looking to the future of the initiative, Educational Main Street’s director, Mary Botticelli Christensen, and Ergie Bodie, program coordinator, want to increase the number of student volunteers, to include more Hartford partner schools, and to incorporate more technology into the programs. Christensen and Bodie pride themselves on the relationships they continue to build. Bodie is an essential liaison between the community and the University. The “How to Build a Community” poster on the office wall describes the philosophy and practices of the program.

“Know that no one is silent, though many are not heard. Work to change this” is one of Christensen’s favorite quotes from the poster. She has taken on the task of helping students, faculty, and staff to realize their gifts and share them with the community. “Everyone has a gift to give,” she says. “They just don’t always know it.

A COMMUNITY OF LEARNERS

by Mark Hughes

There were the meal and the prizes, as you’d expect at this kind of awards ceremony. Educational Main Street (EMS) can’t afford lavish dinners with pâté de foie gras and prime rib for its tutors. So ziti would have to do, and it was pretty good, thank you very much. The plates and cutlery were plastic. Cookies rounded out the meal.

The rewards that come from working as a tutor with EMS may not seem bountiful: the buffet, the chance to parade across stage as friends and family applaud, the gift—a pen with a rather nice executive-style note pad.

But EMS isn’t about material rewards. It’s about creating a community of learners, and that was front and center at the annual tutor recognition dinner on May 1 at Konover Campus Center.

EMS Director Mary Christensen thanked the 312 tutors—the most ever—who volunteered with EMS this year, but it seemed that the tutors were just as grateful to EMS.

Kathryn Stumpf ’05, this spring’s Tutor of the Semester, pointed out that EMS isn’t just about tutors giving their own time. Being in a classroom with an accomplished teacher, watching a lesson take shape around the students’ responses, is invaluable experience, whether or not one aspires to be a teacher. Stumpf was quick to point out that whatever she gave she got back, and more.

She remembered her first year as a tutor, a year that also happened to be her first year away—really away—from home. The kids in her class picked up on this and made a card for her. Maybe she wasn’t so far from home, after all.

And then there was the entertainment. Fifteen or so kids from the Rawson Elementary School choir trooped up and stood in their Sunday best. There was a lull while Ms. Brown, their conductor, and the accompanist, tutor Ashley Piatek ’04, who happens to be a student at Hartt, got their music in order. The children stood still, their faces locked on Ms. Brown, some with mouths agape, ready to sing the first note. Then they sang, and it was clear why 312 University of Hartford students volunteer their time, why the University devotes resources, financial and otherwise, why we were all gathered in Konover. It was right there on the stage singing “Kumbaya.” Not quite in one key, not quite all on the same beat, but full of promise for the future—promise that EMS tries so hard to nurture and keep on track.

Continued on page 36