

The Women's Advancement Initiative Honors the Legacy of Hartford College for Women and Benefits University of Hartford Students, Faculty, and Staff.

In 2006, The Women's Advancement Initiative (originally known as The Women's Education and Leadership Fund) was established to advance the potential of women in the Hartford College for Women (HCW) tradition. Today, The Women's Advancement Initiative at the University of Hartford celebrates the legacy of HCW and positions women for success through education and leadership programs; research and scholarship opportunities; and career connections and experiences.

The Women's Advancement Initiative is a nonprofit at the University of Hartford with transformative programs, such as LEAD (Leadership Education and Development), an innovative program for undergraduate students; Dorothy Goodwin Scholars, a scholarship and professional development program for students proposing advanced research or creative projects in collaboration with faculty mentors; Laura Johnson Leaders, a leadership and community building program for faculty and staff; Robert E. Donovan Scholarships, which provide financial awards for engineering majors who need assistance to complete their degree; and HCW reunions and special events.

The organization's humble beginnings have grown into a sisterhood across time with now more than 200 LEAD alumnae, 144 Laura Johnson Leaders, 111 Dorothy Goodwin Scholars, and 42 Donovan Scholars, joining the 3,570 HCW alumnae in being successful in their lives and communities.

The Women's Advancement Initiative's signature program, LEAD, is a four-year program that responds to the unique challenges and opportunities undergraduate women students experience at each stage of their college journey and beyond. Twenty-five students joined the program in 2012 and became the first LEAD graduating class in 2016.

The LEAD program is built on the same vision that guided HCW's approach to education—providing a supportive community and a diverse environment where students are challenged and empowered. Now, in its eleventh year, the LEAD program continues the HCW legacy for today's students. The program consists of more than 45 leadership and professional development sessions annually: two per month for first-years, sophomores, and juniors, and one session per month for seniors. LEAD provides opportunity and resilience coaching, mentorship, structured life skills curriculum, leadership training, a network of support, and career readiness workshops—all taught by program delivery staff, community leaders, LEAD alumnae, and external professional facilitators.

The goals for students who participate in LEAD are: to persevere through the challenges of college; to feel empowered through experiential leadership training and problem-solving opportunities; to have experiences that build their self-confidence and resume, including job-shadowing, internships, and community service; to become connected to a supportive network; to say "yes" to opportunities and expand their comfort zone; to set boundaries when appropriate; and to gain professional and practical life skills.

Students are encouraged and supported to apply for scholarships, attend conferences, and participate in events that expand their horizons, since personal and professional growth happens in and out of the classroom. These events promote team building, improve networking skills, and serve as a platform to celebrate achievements.

Students in the LEAD program have earned college acceptance based on academic strength but face challenges and need a support system to help them successfully navigate college. A comprehensive application and community selection process allows LEAD to identify and select a diverse group of



LEAD Group Photo



Dorothy Goodwin Scholars

students. These include: students who are traditionally underserved; students who are open to learning and growth; some who are exceptional mentors; vulnerable students with the highest financial need and minimal to no family contribution to their education; first-generation students; and mothers seeking resources to complete their degree. Each year, the program serves more than 100 students, representing each of the seven schools and colleges at the University of Hartford.

Kerren Katembo '22 shares, "I am forever grateful for all the doors of opportunities that LEAD has opened for me. The program allowed me to believe in myself and reminds me that I am more than enough. LEAD has taught me strength, resilience, courage, and empowerment. LEAD found me as a caterpillar in its cocoon and now has let me grow into a butterfly, soaring and flying to places I never dreamed of going."

Victoria Rozario '23 comments, "My favorite parts of LEAD are developing my professional skills and applying them to different career advancement opportunities."

Amelie Suero '24 says, "LEAD has greatly impacted my life. I felt alone when I first came to campus. LEAD gave me a feeling of sisterhood and provided me with the resources so I never felt like I had to fight the battle alone. It gives me a feeling of being home."

The Emeriti Association has awarded its annual Emeriti Scholarship to a number of LEAD students over the years: Megan Bainbridge '23, Sydney Lewis '22, Kochava Krieger Munro '17, and Nicole Tomasik '16.

To learn more about LEAD and the other programs offered by The Women's Advancement Initiative, please visit our website at <https://www.hartford.edu/about/diversity-inclusion/womens-advancement/> or contact Executive Director Amy Jaffe Barzach at barzach@hartford.edu.

News About 2007 Scholarship Awardee—Rachel Waddell (press release June 6, 2023)

The School of Music, Theatre, and Dance is thrilled to introduce Dr. Rachel Waddell as the next conductor of the University Symphony Orchestra and director of orchestras at Colorado State University. Dr. Waddell comes to CSU from the University of Rochester where she has served as the director of orchestral activities. She is the co-founder and president of *Conductors for Change*, an organization dedicated to re-examining the role and responsibility of the American orchestra to create an equitable community and culture reflective of the people we serve.



UHart's Presidents' College: Join in The Buzz of Lifelong Learning! Michele Troy

As emeriti faculty, you are deeply familiar with the contagious energy when learning takes off. A buzz, a hum, a banter... a gift! Humphrey Tonkin created the Presidents' College precisely for adults who crave this lively exchange and whose curiosity for learning remains vibrant.

We invite you to shape this exchange, bringing your knowledge back to campus—with the luxury of not prepping class beforehand! Choose one free lecture each semester (or take \$20 off a multi-session course).

Registration opens mid-August and our free Fall Kickoff—think art, music, presenters, camaraderie!—is on September 14, from 4:30 to 6 p.m. at the Silpe Gallery. Coming your way: political hot topics, forest fires, artificial intelligence, Jewish humor, spy thrillers, Lillian Gish, trials that shaped America, Celtic music, and jazz, among others. Discuss *Pride and Prejudice* adaptations before watching the Hartford Stage production. Let a Hartford Symphony Orchestra guest violinist prepare you for Florence Price's *Violin Concerto #1*. Bring a book to our Silent Book Club, socializing before settling into silent reading at Real Art Ways and local theaters.

New this year is the Presidents' College Café: Important Conversations Over Brown-Bag Lunch. Bring your lunch to informal chats about contemporary censorship and the trans rights movement.

What's more, you will recognize emeriti faculty among our presenters! Learn more and register at hartford.edu/pc. To receive updates via our monthly e-newsletter or to volunteer, write us at pcollege@hartford.edu.



Mike Kahn's Life Experiences and How They Influenced His Work at UHart

Michael Kahn was born in 1936 in Haifa, Palestine—now Israel—the only child of German-Jewish parents who had escaped the Nazi regime. He moved to the United States in 1938 when he was two years old. The family settled in the German-Jewish section of Manhattan called Washington Heights and became naturalized U.S. citizens. His parents were in a very conflicted marriage. They deposited Mike for a few months with his only German-speaking grandparents. When he was nine years old, the family moved to affluent Great Neck, Long Island, which had an excellent school system. Due to financial difficulties, they then moved to Richmond Hill, Queens, where the high school was gang-dominated. A little over a year later, they left for Forest Hills, Queens, where values were academically and socially more in keeping with his parents' values. As solace, Kahn listened to a lot of good jazz and began playing the conga drum and alto saxophone. He jammed at many of the best New York clubs.



Each move was filled with apprehension, anxiety, and mystery, eventually leading to his interest in psychoanalysis and family systems. Kahn taught and supervised undergraduate, master, and doctoral students for many years.

At the age of 19, Kahn took a summer job working in a plastics factory. Like many students, he was uncertain about what to major in. In September, he quit being a day student and enrolled at City College of New York's (CCNY) night school program, taking two courses a semester while working. It took seven years to complete his Bachelor of Arts degree in English literature from CCNY. With a growing interest in psychology, he then enrolled in a master's degree program in psychology at the New School for Social Research, which he completed in five years. He had a bird's eye view of many programs, which helped him in his program development role at UHart.

Meanwhile, he began working in the factory making Lucite sheeting (equivalent to Plexiglass). The work was dangerous because he had to carry 8-by-6 foot glass sheets onto dollies and rails and into hot ovens where he was exposed to toxic chemicals—which was at variance with today's safety standards. Subsequently, he was assigned to the shipping department. At 21, Kahn accepted the company's offer of a position as a salesman and later as the sales manager. At 29 years old, he was promoted to vice president of sales and marketing. His largest sale was for the acrylic plastic roof of the Houston Astrodome. Altogether, he spent 11 years working for the Cast Optics Corporation and studying at night. Kahn said that his experiences working with a variety of people, cultures, and different music resulted in his studying modern jazz, being active in the civil rights movement, going to school, studying literature and psychology, and playing lead alto in the Lynn Oliver big rehearsal band in New York. He also studied with Lee Konitz, a notable world-acknowledged master of the alto sax.

Although he had achieved success as a sales and marketing executive, he decided to change careers to become a psychologist. So, at the age of 30, with two daughters and the emotional support of his wife, he decided to go to the University of North Carolina at Chapel Hill and into voluntary poverty. Chapel Hill was one of the few doctoral programs that offered education in both introductory psychoanalysis and family therapy. These two models are usually seen as antagonistic to one another, with different epistemologies and languages, rather than seen as complementary. He favored a "both/and" approach. Kahn's experiences with different cultures (work and personal) attracted him to family therapy, in which the therapist directly observes the family in action. The interpretations and directions are shared with the whole family. The secrecy and privacy of traditional psychoanalysis and the emphasis on how the past is relived in the present are also valuable perspectives. Family systems therapy looks at the current context and what is happening within the family because of change.

In 1970, he was hired by the University of Hartford, partly because of his executive skills, which were useful to the psychology department's emerging master's program in clinical practices. There was a need for programs for applied clinical workers because PhD programs often emphasize training researchers.

There were ten members in the psychology department, half of whom were clinicians. Kahn was hired to be the director of the new Psychological Services Center—which the department called the University Community Clinic—where students received observed supervision of cases. The clinic was in South Cottage, where the department shared space and secretarial help with the Counseling Center, which referred students to the clinic for psychological testing.

Around 1975, it became apparent there was much opposition to a clinical practice concept at the master's level, both from within the field and from external sources such as psychiatry. Therefore, the department moved towards developing a doctoral program. They did not initially attempt to start a Doctor of Psychology program (PsyD); instead, they pursued the usual Doctor of Philosophy (PhD) that was granted to psychology graduates from universities.

Around 1976, the department attempted to get accredited as a PhD program. Kahn explained, “We didn't make it. We were told there are no researchers on the faculty. If you're going to have a PhD program, you must make sure it is primarily a research degree even though most of the graduates preferred to work clinically. It was decided that we should hire somebody who was savvy about university-based PhD models to help with the accreditation process. The person we hired failed on a second go-around.”

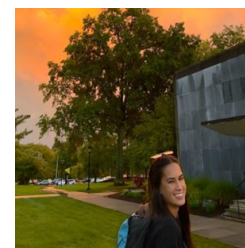
By the late seventies, the department deliberated going for the clinically oriented PsyD, which they eventually did. As interim director of the doctoral program, Kahn hired a program consultant and wrote a brief to the administration explaining the multiple problems they faced. They made a financial proposal for budgetary independence that was unique to UHart. With the help of the consultant, the department created the Graduate Institute of Professional Psychology and hired the consultant to be the chair. Kahn moved to the associate director position and the newly created position of director of academic affairs. He taught and supervised PsyD students, offering perspectives from the integration of his managerial work, clinical experience, and theoretical orientations.

Kahn also served on the editorial boards of four professional journals. In addition, he co-authored an internationally well-received book titled “The Sibling Bond” (1982), which was translated into four languages. Subsequently, he co-edited the “Siblings in Therapy” (1988) book. Kahn was an invited faculty at the Washington School of Psychiatry and summer faculty at Smith College. For fifty years, he supervised and taught family therapy for advanced psychiatric residents at the UConn Department of Psychiatry in Farmington.

Kahn retired from the University of Hartford in 2001 after 31 years of service and joined the Emeriti Association. In 2016, at a meeting of the Emeriti Association executive committee, he suggested they establish a newsletter—Emeriti Matters. The first edition was published in 2017, with Kahn as Editor.

Margaret Hofbauer—2020 Walter Harrison Scholar: in her own words

Reflection is a uniquely powerful human capacity. It astonishes me to realize that it has actually been six years since I first stepped foot on the University of Hartford campus! Since that initial moment, I have been provided with so many opportunities for self-growth and engagement. In a relatively short period of time, I found myself mired deep within a multiplicity of agenda and plans. I was often guilty of adding responsibilities to an already impossible schedule; nevertheless, there was a determination to seize each opportunity in front of me and maximize every day spent here.



Throughout my undergraduate career, I was an active member of the Newman Club, the Asian Student Association, the Student Government Association, and the Physical Therapy Student Association. In addition to these responsibilities, I worked as a biology, chemistry, and writing tutor, while serving as a resident assistant and as a secretary-scribe at Access-Abilities Services.

I have loved these responsibilities and I have loved my chosen major, while, at the same time, being so grateful for my classes, professors, and peers. I sought out these opportunities and I reached well beyond goals that I thought were previously unreachable. Quite frankly, I was able to reach these goals because of the University of Hartford. The University of Hartford campus provided me with the necessary tools

to be successful and the inspiration to utilize my resources, and always to keep striving beyond my current situation. These statements were true six years ago and they are still true today.

As a second-year graduate student in the University of Hartford's Doctor of Physical Therapy (DPT) program, I have found myself using a successful pattern of striving for worthy goals. Since starting my graduate career, I have thrown myself into dedicating each day to learning about the entire range of physical therapy and determining how I can best support my future patients in the fascinating field of physical therapy.

Providence assisted me in completing my first clinical rotation at the Bone and Joint Institute at Hartford HealthCare, and this experience taught me an enormous amount about patient care and health-care responsibility. In the realm of continuing my clinical experiences, I am blessed to continue my journey at the Mayo Clinic in Rochester, Minnesota, for my third clinical. This year, and with the support of the University of Hartford and in the company of my esteemed colleagues, I attended the National APTA Combined Sections Meeting Conference in San Diego, as well as the New England Student Conclave in Boston, Massachusetts. In addition, I have been privileged to receive the Physical Therapy Student Success Scholarship, the Physical Therapy Graduate Scholarship, and the Dr. Catherine M. Certo DPT Endowed Scholarship. While grateful for these incredible opportunities, I am also grateful for my opportunities as secretary-scribe for Access-Abilities Services, a graduate lab assistant for the physical therapy department, and a teaching assistant for the first year DPT students in the scientific inquiry class of 2025.

A large component of the physical therapy profession is clinical curiosity. Through the available resources that the University of Hartford offers, I have been able to continue and expand upon my research inquiries. In the senior year of my undergraduate career, I completed my honors thesis investigating communication methods for individuals with Alzheimer's disease and other forms of dementia. Since this time, I have worked with incredible physical therapy faculty members to conduct research titled "Manual Therapy for Non-Radicular Cervical Spine Related Impairments: Establishing a 'Trustworthy' Living Systematic Review and Meta-Analysis," which was published in the Journal of Manual and Manipulative Therapy in April of 2023. Lastly, as part of our physical therapy curriculum, we have been given the opportunity to create our own research. This research involved an investigation of the effects of various training methods on injury risk and reaction time in collegiate athletes. Lastly, I am honored to have been elected as the class president for my graduating year of 2024. Although I previously noted that reflection does not happen often, I have been extremely grateful for the many opportunities the University of Hartford has offered me as I consider each stage in my life, as I learn to appreciate the moment, and as I realize that I should never stop trying.

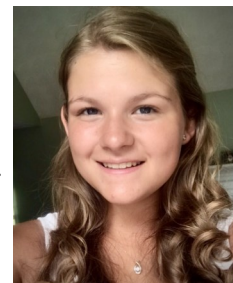
2023 Scholarship Awardees

The Emeriti Association is pleased to announce the recipients of Emeriti Scholarships for the academic year 2023–24. Every year since 2007, scholarships have been awarded to exceptional students. This year, from a group of 24 applicants, three students were selected, and each will receive a \$3500 scholarship. The applicant pool consisted of many very talented individuals, which made the process of deciding the recipients for this year very challenging. The profiles for the three people chosen are given below, and an expanded version is available at <https://www.hartford.edu/faculty-staff/faculty/emeriti/scholarships.aspx>. These profiles will introduce you to the recipients of the Emeriti Scholarships for this year.

2023 Walter Harrison Scholarship Award

Nicole Paquette will be a junior at the University of Hartford this fall. She is a flute performance major in The Hartt School and is enrolled in the Honors program. Despite all the demands on her time, she has maintained a 3.98 GPA.

Paquette has set high goals for herself and has worked hard to improve her music skills. Her experience and skill have increased substantially over the past two years. She gladly assists freshmen by sharing these experiences and insights. Also, she is very supportive of her classmates and provides encouraging advice in studio class.



As a member of **Stratosphere**, the Hartt flute choir, she plays in weekly rehearsals and performs in concerts each semester. Her range of expertise has expanded to include the alto flute and the bass flute. Paquette receives very positive reviews from conductors in band, wind ensemble, and musicals. She is conscientious and dedicated to her performance on the flute. Committed to her practice and passionate about music, Paquette is becoming a versatile player, which will enable her to pursue music in many different fields.

Academics and practice schedules keep Paquette very busy. However, she still finds time to be involved in activities supporting the University community and the broader community. She serves as a Wellness Peer Support class leader. She encourages students to prioritize their mental health and provides support and resources to students who are struggling. Her work with the students in this class has been focused on mental health, connection, and inclusion. She is Question Persuade Refer (QPR) Suicide Prevention certified.

Outside of the University of Hartford, she has served as a volunteer music therapist for the Cancer Center of the St. Joseph's Hospital in Nashua, New Hampshire, and as a middle school wind ensemble director for the Pelham Memorial School in Pelham, New Hampshire.

As the previous director for the Choristers Church Band (2022), Paquette led rehearsals and worship services for the Choristers Church Band to help provide a meaningful spiritual experience. This experience helped her to improve leadership skills, organizational skills, and spiritual awareness. She is still an active member of the band, but this year she passed the leadership position on to a new music minister.

Paquette wishes to use music to bring hope and joy to those who need it, worship to those in church, and a sense of community to students that dedicate themselves to music.

2023 Humphrey Tonkin Scholarship Award

Emily Rutledge is an outstanding student enrolled in Arts and Sciences with a major in secondary education mathematics and a minor in accounting. She is planning to graduate in 2024. She has demonstrated stellar academic performance with a 4.0 GPA.

Rutledge has always been interested in mathematics and enjoys solving mathematical problems. She is intrigued with solving math problems but, importantly, is not satisfied until she has a fundamental understanding of the solution process. She takes the fundamental understanding and uses it to develop explanations of the problem-solving process to others. These talents provide a strong foundation for teaching mathematics to students at the secondary level. She wishes to foster the love of mathematics in all the students she teaches.



Rutledge has been involved in significant service contributions. She is a supporter of the international organization Best Buddies. It advocates for inclusivity and provides local students with disabilities the opportunity to take part in social interactions and to build relationships. She is a buddy coordinator for the club, which pairs University students with buddies. This involves checking with the buddy pairs and parents to resolve issues that might arise. Next year she will continue to be on the Best Buddies executive board and will be holding the position of secretary. Her position on the executive board has involved helping facilitate meetings and plan events for the organization.

She was secretary of the Hartford Events and Activities Team during the 2022–23 academic year. Rutledge is responsible for contacting all members, maintaining an updated inventory, getting supplies together for events, and ensuring all emails sent to the organization receive a prompt response. She works with members to ensure they are engaged in the organization by attending meetings and volunteering for events, and collaborates with other executive board members to understand the requirements for each event.

Rutledge is co-founder of a new club on campus called UHart (Taylor's Version). It is a Taylor Swift club and she serves as vice president. The club has given students on campus a place to celebrate a person who has been a significant source of entertainment and fun for much of their lives. The club provides a relaxing atmosphere and gives students something enjoyable to look forward to every other

week.

Rutledge will be an outstanding teacher because she enjoys helping others and sharing her knowledge. Also, she likes discovering new ways to present information more clearly and understanding how students learn.

2023 Emeriti Scholarship Award

Anna Leonard is a psychology major in Arts and Sciences and enrolled in the Honors Program. She is committed to both her studies and the larger community. Leonard has an excellent academic record with a 3.91 GPA. She is planning to graduate in 2024.



Beginning with her very first semester at the University, she has taken advantage of opportunities available to broaden her education. In her First Year Seminar (FYS) course, she played a key role in a collaborative project on the social experiences of college students in their freshmen year. Leonard took careful notes on the dialogue with other students, asked clarifying questions, and brought relevant class content into the conversation. At the end of the year, the project was presented by the class at the First Year Seminar Symposium and received an audience favorite award.

Leonard's leadership in envisioning the final presentation helped guide the project to recognition. Her exceptional performance in the course resulted in an invitation to be a preceptor in the fall of 2023 for the same FYS course.

Because of her demonstrated ability in the FYS course, Leonard was also asked by the instructor to be part of a panel to present the project work at the Association for Women in Psychology national conference. Conference attendees were impressed with her presentation.

Leonard excelled in a women's history course this past year where students were expected to engage in historical interpretation, write effective essays, and engage in critical discourse with their fellow students during class. According to the instructor for the course, "She was ready to discuss the assigned readings and make thoughtful contributions to the group discussion. She challenged her classmates to think more deeply about the course material, and in turn, they valued her contributions."

Leonard is a member of the campus organization called Women for Change that deals with social justice issues, especially those relating to women. Currently, she is a member of the executive board and serves as secretary. The organization works to make changes in University policies to promote diversity, inclusion, intersectionality, acceptance/visibility of oppressed individuals, mental health acceptance, advocacy for victims of sexual assault, and other similar areas. The goal is to make the community on campus feel safe and welcoming for all. The activities often help support local outreach centers, such as planning a drive to collect menstrual products to donate to a women's shelter. As a member of the leadership team, Anna traveled to Washington, D.C., to protest at the Women's March.

Donor Reception

Every year, excepting the pandemic years, Regina Miller hosted a reception for scholarship recipients and donors. This year the reception was held on April 26, 2023. Attendance included two 2022 Emeriti scholars—Alecsander Boyd and Alexander Hartofelis. The food, as usual, was plentiful and delicious. Please plan to contribute and plan to attend next year's reception.



News from Emeriti Members

Joan O'Mara and spouse Kevin have been living in Waikiki since September, 2021. They followed their son and his family so they could spend plenty of time with their grandkids, ages 4 and 5. They swim nearly every day in the heated pool at their condo. "Our only drawback—no hardcopy home delivery of The New York Times!" says Joan. "Email is still Omara@hartford.edu. Mahalo."

The next plenary meeting will be on campus at the 1877 Club on October 24, 2023, at 10 a.m.

Emeriti Matters

UNIVERSITY OF HARTFORD

EMERITI ASSOCIATION

In Memoriam We Mark the Passing of These Retired Faculty Members

Barney School of Business—Michael Panik, College of Arts and Sciences—Bernard Friedlander. College of Engineering, Technology, and Architecture—Richard Dalphin, Donald Leone, Leo Smith. Hillyer College—Renwick Griswold. The Hartt School—Robert Black, Gerald Mack, Dennis Nolan.

Welcoming Our New Members

Barney School of Business—Jerry Katrichis. College of Arts and Sciences—Len Milling, Lynne Kelly, Diego Benardete. College of Education, Nursing and Health Professions—H. Frederick Sweitzer. College of Engineering, Technology, and Architecture—Michael Nowak, Sallie (Lee) Townsend, Devdas Shetty. Hillyer College—David Goldenberg. The Hartt School—Robert Carl, Ken Steen.

Emeriti Association Publication Committee:

Ralph Zegarelli, newsletter co-editor; Harry Workman, newsletter co-editor; Mary Dowst, Executive Secretary & Treasurer; Randi Ashton-Pritting, Regina Miller; Sandy Morgan; and Martin Cohen. A special thank you to the Department of Communication and Marketing.

If you would like to join the committee, we would welcome your ideas and participation. If so inclined, contact Ralph Zegarelli (zegarelli@hartford.edu) with your interest in our growing organization.

Please visit the Emeriti website: hartford.edu/faculty-staff/faculty/emeriti/