

Retirement from the Skidmore College Faculty

Spring 2014



Faculty Meeting
April the Twenty-Fifth
Two Thousand and Fourteen

Be It Resolved:

The faculty of Skidmore College expresses its profound appreciation and admiration for the following members of the Skidmore faculty who have this year expressed their determination to retire. The faculty further resolves that the following biographical highlights be included in the minutes of the faculty meeting of April 25, 2014 in recognition and celebration of their distinguished service and achievement.



With the retirement of Victor L. Cahn, the English department loses an inspiring Shakespearean, a prolific playwright, a novelist, an actor, and a violinist. Victor was born in New York City in 1948, and received his A.B. from Columbia College and his M.A. and Ph.D. in English from New York University. He taught at Mercersburg Academy, Pomfret School, Phillips Exeter Academy, Bowdoin College, and for thirty-two years at Skidmore College, where he specialized in Shakespeare, modern drama, the history of drama, and expository writing. He was profiled in *300 Best Professors* (edited by *The Princeton Review* and published by Random House).

Victor has written more than a dozen non-fiction books, including *Shakespeare the Playwright: A Companion to the Complete Tragedies, Histories, Comedies, and Romances* (named an Outstanding Academic Book by *Choice*); *The Plays of Shakespeare: A Thematic Guide*; *Political Animal: An Essay on Shakespeare's Henry V*; *Bard Games: The Shakespeare Quiz Book*; *Beyond Absurdity: The Plays of Tom Stoppard*; *Gender and Power in the Plays of Harold Pinter*; *Conquering College: A Guide for Undergraduates*; *Classroom Virtuoso: Recollections of a Life in Learning*; *Polishing Your Prose: How to Turn First Drafts into Finished Work* (with Steven M. Cahn); and *Walking Distance: Remembering Classic Episodes from Classic Television*. He has also written two novels, *Romantic Trapezoid* and *Sound Bites*, and his articles and reviews have appeared in such diverse publications as *Modern Drama*, *The Literary Review*, *The Chronicle of Higher Education*, *The New York Times*, and *Variety*.

Victor is the author of numerous plays, many of which have been produced off-Broadway and in regional theater: *Roses in December*, *Embraceable Me*, *Fit to Kill* (all published by Samuel French), *Dally With the Devil* (Steele Spring Stage Rights), *A Dish for the Gods*, *Getting the Business*, *Sheepskin/Bottom of the Ninth*, and *Sherlock Solo*, a one-man show that he performed. Other scripts have been presented throughout the Capital Region of New York, where he has taken leading roles with Home Made Theater, Schenectady Civic Players, Albany Civic Theater, Curtain Call Theatre, Hubbard Hall, Cohoes Music Hall, and Theater Voices, and in works by Shakespeare, Shaw, Pinter, Ayckbourn, Coward, Simon, Gurney, and Knott.

Victor's success on the stage makes it no surprise that he is a star in the classroom. As one student writes, "Professor Victor Cahn's Shakespeare course was one of the most thrilling English courses I've taken at Skidmore." Adds another, "his knowledge is endless; his enthusiasm is contagious. ... He is easily one of the best professors I have ever had." A student with the goal of becoming a teacher sums things up this way: "I found myself not only taking notes about Shakespeare, but about how to *teach* Shakespeare. The department is so lucky to have him, as I have been for the last four years. He is kind and compassionate and dedicated and firm and so so so intelligent. I will miss learning from him."

One of the experiences students remember most from Victor's classes is the quaintly titled, yet utterly inspirational, "Culture Day." Discovering, some years back, that his students didn't know many of the things he felt they should know, Victor instituted the now-famous Culture Day, an opportunity to expose his students to popular cultures other than their own. Victor begins by playing selections from Bach's Sonatas and Partitas on his violin, and then segues to a video of a performance by Itzhak Perlman, or perhaps Vladimir Horowitz. If the students seem particularly game, he might throw some Wagner at them. He shows clips from Paul Robeson, Judy Garland, and Frank Sinatra, and then he shakes things up with Abbott and Costello ("Who's On First?") and Danny Kaye ("the vessel with the pestle"). Then it's a quick romp through Garbo and Chaplin, with Fred Astaire closing things out. That Victor's students not only tolerate, but love, this boot camp of the imagination is ample testimony not merely to his skill as a teacher, but to his sense that the liberal arts are a place of omnivorous possibility, where we sing, and we dance, and we act, and we play the violin, and we study, and we think, and we learn. Always we learn.

Victor's colleagues in the English department thank him for his many years of service, and we wish him all the best when the curtain goes up on his next act.

Alice Dean did her graduate work in mathematics at the University of Massachusetts, earning her M.A. in 1976 and her Ph.D. in 1979. After teaching at Smith College and Bates College, Alice started

in the Mathematics and Computer Science department at Skidmore in a shared position with her husband, Gove Effinger, in 1986. Just prior to coming to Skidmore, she participated in the Institute for Retraining in Computer Science (IFRICS) at Clarkson University. She later spent a year as a visiting scholar at Coventry University in Coventry, England, in 1999-2000, where she was appointed as an “Associate of the School of Mathematics and Information Sciences.”

Alice’s Ph.D. dissertation was in topology, but she soon branched out into other areas of expertise, including computational complexity theory and graph theory. These specialties placed Alice’s work at the juncture of mathematics and computer science, which, along with her participation in IFRICS, made her particularly well-suited for Skidmore, whose computer science program within the mathematics department was in its infancy. Alice’s expertise in computer science greatly facilitated the nascent computer science program by helping the computer science faculty deliver a more complete set of courses.

Alice has made many significant contributions to the College through her teaching over the years, including participation in the original Liberal Studies curriculum as a lecturer in the team-taught LSI course, where she was also the author of two articles used in the 10th edition of *Liberal Studies I: The Human Experience*. Alice’s contributions to this course helped students and faculty colleagues alike appreciate and understand mathematics as a human endeavor.

Alice is consistently interested in developing as a teacher and maintaining openness to new ideas in pedagogy. In addition to her participation in IFRICS, Alice attended several workshops on teaching mathematics with computer technology (UNC, Chapel Hill in 1990; RPI in 1994) as well as workshops on pedagogy in computer science (one on the ‘closed laboratory model’ at UVA and one on ‘Robotic Explorations in a Liberal Arts Setting’; both in 1997). She also participated in the Partnerships Workshop on Art-Humanities-Mathematics (Dartmouth, 1998.) Additionally, she has attended many workshops in various aspects of graph theory, often being awarded grants to participate in these workshops. Her interest in faculty development is also reflected in her service in the Faculty Development Committee here on campus.

One of Alice’s long-term goals was to widen the department’s offerings in discrete mathematics, as this would help the department in at least two ways. First, it would help support the computer science side of the department as computer science is a major client of discrete mathematics; second, it would also give students another entry into the study of mathematics in lieu of the standard calculus track. One very important achievement in this endeavor was Alice’s development of the department’s upper-level course in graph theory, her own area of scholarly work. This course, popular among both students of mathematics and computer science, became the springboard of many student research projects which, in turn, led to independent studies, senior honors theses, and participation in the summer collaborative research program. The graph theory course is expected to be a centerpiece in the department’s long-term plans to expand its offerings in applied and discrete mathematics.

As a scholar, Alice Dean is one of the most active members of the Mathematics and Computer Science department. As of last year, she had nearly thirty scholarly publications, the majority of which are research articles in Graph Theory. Her publications also deal with her interests in aspects of Computer Science, ranging from research articles on computational complexity to the elementary programming textbook *Common Sense BASIC: Structured Programming with Microsoft QuickBASIC*, which she co-authored with her husband, Gove Effinger. Alice collaborates with a number of colleagues and several of her research papers are co-authored with Skidmore students whose research she directed. Alice has studied and published articles in a wide variety of topics within the theory of Graphs, including embedding parameters, crossing numbers, visibility representations, computational geometry, and graph drawing. The quality of Alice’s work is widely recognized; indeed, she was selected in 2011 to deliver the Moseley Faculty Research Lecture. To date, Alice is the only member of the department to be so honored.

In addition to her stellar research and teaching, Alice has served the College in other ways, including membership on numerous departmental and college committees. Alice’s long-standing interest in diversity issues is reflected in her service on the Affirmative Action Committee in the early 1990s, her position as Assistant to the Dean of the Faculty for

Diversity from 1993 to 1995, and her service on the Middle States subcommittee for Diversity in 1995.

Her service was never far away from her scholarly work. Alice organized departmental seminars on Graph Theory and on Surreal Numbers; she organized the department's speaker program for many years; and brought three professional conferences to the Skidmore campus: the Fifth Northeast Symposium on Graph Theory and Combinatorics (1990), the Fall Meeting of the Seaway Section of the Mathematical Association of America (1995), and Discrete Mathematics Day (2006).

Alice Dean will be remembered as a professional mathematician with high standards and a prolific record of scholarly work. She will also be remembered as an inspiring teacher of graph theory, discrete mathematics, and the mathematics of theoretical computer science, and as a mentor and role model for all her students and junior colleagues. Congratulations, Alice, on your retirement from 28 years of service to Skidmore College, and good luck in your new shared position with your husband, Gove Effinger, as Skidmore Retiree!

Gove earned his Master's Degree from University of Oregon in 1969 (where he was the recipient of the Woodrow Wilson Fellowship and the N.D.E.A. National Fellowship), and his Ph.D. from the University of Massachusetts (where he was the recipient of a UMASS Fellowship) in 1981. Gove taught for six years in two private high schools before enrolling at UMASS. After teaching at UMASS (where he won an award for outstanding teaching) and at Bates College, Gove started in the Mathematics and Computer Science department at Skidmore in a shared position with his wife, Alice Dean, in 1986.

Gove's scholarly interests lie in number theory, especially additive number theory, and polynomials over finite fields, and he has been the department's expert in this area for almost three decades. In addition to teaching number theory courses, Gove has been an influential teacher in department courses at all levels. He has delivered excellent courses at the upper level in topics such as real analysis, Galois Theory, and numerical analysis, at the mid-level including calculus and differential equations,

and he has been an especially valuable asset to the department for his work at the introductory level.

In the early stages of his career, Gove contributed to the newly-formed computer science program within the department by teaching introductory structured BASIC programming courses, and also by contributing a Liberal Studies course on *Computers, Ethics, & Society*. Another aspect of Gove's monumental contributions at the introductory level is his long-term work with the Quantitative Reasoning program. Gove started as the QR liaison to the faculty in the early 1990s and eventually became intimately involved when the college revamped the QR requirement. In recent years, Gove has been the QR Director, which entails much coordination work in administering the QR1 exams and making sure all students satisfy the requirements on time. Going beyond the call of duty, Gove has personally spent countless hours helping individual students overcome their difficulties with quantitative reasoning so they can pass the exam. He has done this for the past several years while simultaneously serving as department chair, an astounding feat, given the time requirements for each job. Gove is well-known for giving his personal time to students, even when other options for the student exist. For Gove, the student comes first, which characterizes his entire approach to teaching.

This primary concern for the well-being of the student extends to Gove's other work, for example as department chair. Gove has a laser focus on enrollment numbers with each registration period, and because he never wanted to turn a student away, he would cajole his colleagues into raising their course caps, and when the enrollment figures were too high to make that solution a practical one, he would argue deftly and ultimately, successfully, to open new sections of the courses, even if that meant a last minute scramble to find an instructor for the course.

At all levels, Gove's scholarship intertwines with his teaching. After teaching the BASIC programming courses several times, Gove co-authored a textbook *Common Sense BASIC: Structured Programming with Microsoft QuickBASIC* with his wife, Alice Dean, on this subject. Gove's work on problems in additive number theory and related ideas, such as elliptic curve cryptography, became the basis of a number of independent studies by mathematics majors, and the Senior Seminar, the

department's capstone course for the major. Some of these collaborations with students led to conference presentations or posters by the students, or deeper work as part of the summer collaborative research program.

Much of Gove's work in number theory centered on taking questions about integers and re-interpreting them in terms of polynomials over finite fields, which are commutative rings that share many properties of the integers. For example, Gove published several papers on the Goldbach theorem for polynomials, and the so-called '3-primes problem'. His paper, *The Polynomial 3-Primes Conjecture*, was notable because it used the IBM 3090, a "supercomputer," to model and analyze his data. This paper earned Gove an honorable mention in the 1989 IBM 3090 Supercomputing Competition. Some of his work was collaborative with David Hayes at UMASS, with whom Gove published not only research articles, such as *A Complete Solution to the Polynomial 3-Primes problem*, but also in 1991 an advanced book on the subject entitled *Additive Number Theory of Polynomials over a Finite Field*. After dispensing with the polynomial 3-primes problem, Gove has taken up work on the harder, polynomial twin primes problem and has published several papers on this problem as well.

Gove expects to continue to work on his interests in number theory and finite fields after his retirement. In fact, he has already agreed to host a conference at Skidmore College next year: the 12th International Conference on Finite Fields and their Applications ("Fq12") in July, 2015.

In addition to his unwavering dedication to the student and his scholarly pursuits, Gove has served the College in many other ways. In addition to his service as department chair and QR Director, he has refereed papers for the American Mathematical Society; he has served on the steering committee for the Hudson River Undergraduate Mathematics Conference twice--in 1995 and again as co-chair of the committee in 2011 when the conference last took place at Skidmore. He has served on numerous college committees and task forces and has headed several recent search committees.

Gove has also served the college in more intangible ways. Many of his colleagues within and outside of the department are appreciative of his contributions to the community of Skidmore runners, most visibly his leadership in organizing the annual Celebration weekend 5k race (which

has raised significant charitable donations over the years) and the annual Corporate Challenge race in Albany. Another member of the department notes how Gove, together with his wife, Alice Dean, went out of their way to make visitors (such as job candidates) to campus feel especially welcome and at ease, by taking their own time to give them tours of the college campus and the Saratoga area, to welcome them into their home, or to join them at a restaurant for a shared meal. That some of these job candidates are now our colleagues speaks well for the ways in which Gove and Alice have reached out to them as visitors. In fact, Gove is noted for his efforts to build collegiality through socializing. Gove has always supported department gatherings in a social context, such as going out to dinner after departmental meetings several times per year. Furthermore, Gove and Alice generously open their home every year for the annual departmental Christmas party.

Gove Effinger will be remembered as an accomplished teacher-scholar, a generous and collegial colleague, and as someone who is highly focused on the common good, be it through his dedication to community service, or through his utmost concern for the well-being of our students. Congratulations, Gove, on your retirement from 28 years of service at Skidmore College, and good luck on your new shared position with your wife, Alice Dean, as Skidmore Retiree!

Mary Ann Foley's achievements across thirty years of teaching, scholarship and service are, in a word, astonishing. Mary Ann so thoroughly exemplifies the Skidmore model of teacher/scholar that it is impossible to distinguish her teaching from her research. When she arrived in 1984, the Skidmore News reported, "In the near future[,] Dr. Foley would like to form a lab group." That evidently was a gross understatement; thirty years later Mary Ann's record of scholarship, carried out with Skidmore undergraduates, would be highly distinguished for a professor at a research university. Her contributions to cognitive psychology are widely recognized in the scientific community, as evidenced by her stellar scholarly record, the immense number of reviews she has conducted for journals and external funding agencies, and the external grant funding that she has received. Mary Ann has over 50 publications, including more than 40 peer-reviewed articles, many

appearing in the most prestigious empirical psychology journals. She has supervised 71 senior thesis projects, presented at professional conferences with an even larger, uncountable number of students, and has 40 Skidmore undergraduate co-authors on her published articles. Mary Ann has received funding for highly competitive grants, including two from the Spencer Foundation and seven from the National Science Foundation (NSF). Indeed, Mary Ann's external funding has continued across thirty years; her NSF funding began in 1984, the year she arrived at Skidmore, and will end in 2014, the year that she claims that she will retire. We are not certain that Mary Ann will retire as threatened because she has three manuscripts under review and two in preparation. Moreover, on her manuscripts that are underway, there are four additional undergraduate coauthors, so she is continuing to work with Skidmore students.

The path to Mary Ann's distinguished career began with her childhood fascination with imagination, and with her amazement at her younger sister's whole-hearted belief in companions not seen by anyone else. Mary Ann realized that, in many situations, the so-called real and the so-called imagined are not so distinct, and that this applies to the cognition of both children and adults. There is wide agreement among psychologists that memory is constructed, such that initial information and subsequent inferences are woven together, which makes information and inferences imperceptible and indistinguishable. Therefore, how do we differentiate what *actually occurred* from what *we added* to create a coherent understanding of an event? Mary Ann translated her early curiosity about real versus imagined into a systematic scientific investigation of memory and learning in children. Her work challenged a long-standing assumption, shared by prominent thinkers such as Freud and Piaget, that children are more confusable than adults, and less able to separate fact from fiction than adults are. Mary Ann's research establishes that the memory of 3- to 7-year-olds is not adversely influenced by imagination, and indeed, make-believe activities promote children's learning and reasoning. She extended her interest in the real versus imagined to investigate adults' ability to monitor the source of information and to distinguish fact from fiction. Amazingly, as she conducted her systematic scientific investigation, Mary Ann never lost her own sense of wonder at the world, or her deep appreciation and respect for the wonder of others, and especially, that of her students.

Thus, the wonder that underlies Mary Ann's scholarship also is integral to her teaching. Many of her syllabi begin with a quote from Haldane, "The world shall perish not for lack of wonders, but for lack of wonder." And Mary Ann's curiosity is contagious. She has infected generations of Skidmore students with wonderment, and they are deeply grateful for her generosity. Students' comments reflect the consistent and strong message that Mary Ann's teaching is transformative for them. They often thank her for helping them to see new perspectives, make new connections, work harder and better, and to think creatively, in different ways. One student wrote that Mary Ann's course renewed her faith in professors and classes! Another composed a verse rhyming 'Foley' with 'holy,' conveying a poetic sense of halo hovering over Professor Foley's head.

Mary Ann works her magic in ways that extend beyond the Psychology Department. Consistent with her curiosity and exploration, Mary Ann has taught interdisciplinary seminars and programs, individually and in collaboration with Skidmore faculty from other disciplines. In the Spring of 2007, Mary Ann taught a 1-credit interdisciplinary seminar entitled *Imagine That!* to first-year students. The students became a close and tightly-knit community, and subsequently requested that Mary Ann teach a follow-up seminar to explore imagination further during their last semester. Everyone knows that Mary Ann could never refuse that invitation, so three years later she taught the group again, exploring imagination with them again in the spring of their senior year. In typical Mary Ann exploratory fashion, she offered a brand new course in her last semester of teaching, to make sure that she used every possible moment with Skidmore students to explore new territory. Mary Ann has touched and enriched the minds and lives of many generations of Skidmore students, young adults who understood and gladly accepted her invitation to wonder.

Not surprisingly, many people have celebrated Mary Ann over the years, and she has received numerous awards for her accomplishments. In 2001, in recognition of her scholarship, Mary Ann delivered the Edwin Moseley Faculty Lecture, the highest honor bestowed by the Skidmore faculty on one of its own. From 2004 to 2009, in honor of her teaching, Mary Ann held the Class of 1948 Professorship for Excellence in Teaching, which recognizes and celebrates a Skidmore faculty member with an eminent teaching record. In characteristic manner, Mary Ann used the stipend

from the endowed chair to support at least a dozen additional students in her lab, again integrating research and teaching in a way that flows naturally for her. Somehow, in the midst of her outstanding achievements as a scholar and teacher, Mary Ann managed to provide enormous service to the Psychology Department and to Skidmore. She served on the Committee for Academic Freedom and Rights, Curriculum Committee, Faculty Development Committee, and Admissions Committee, and far too many more committees, subcommittees and task forces to list. She has participated in more searches than anyone can recall, and served as the department chair for ten years, a record that few faculty members share. In these roles, Mary Ann's remarkable sense of the "big picture" has helped many of us see our way more clearly through challenges big and small.

After thirty years, Mary Ann's intellectual family tree, as she refers to it, is very large and deeply rooted, and has many seedlings. Those who are part of that tree, and most of all, her beloved Skidmore alums, have been richly nurtured by Mary Ann's special talent for wondering and inviting others to wonder with her. We are recognizing and honoring Mary Ann today as she retires, but the effects of her teaching will never retire. They will reverberate through the years in the hearts and minds of hundreds or perhaps thousands of Skidmore alums, colleagues, and friends. We can accept Mary Ann Foley's retirement from Skidmore only because we know that she will imagine new adventures, will translate those adventures from imagination to reality, and that she will continue to spread "wonder" to those with the good fortune to cross her path.

Susan Lehr is the only tenured member of the Education Studies department and with her retirement, a big chapter of the department's history will retire with her. But, not to worry. Reliable sources in the department give assurances of her legacy. Susan played an important role in reshaping the content and pedagogy of the major in Elementary Education, from its origins in 1960-61 to the constructivist philosophy adopted in 2000-01. Constructivism has informed her approach to teaching, building "upon the knowledge base and core abilities gained from studies in the liberal arts and sciences." Emphasis is on creating "learning environments that invite students to be partners in the construction of knowledge." Susan conveyed to students the essential

link between theoretical and applied learning, a connection long associated with Skidmore and embraced by President Keyes who came to the College in 1922 with a Ph.D. from Columbia University and an Ed.D. from Columbia's affiliated Teachers College.

Current Education Studies faculty are the beneficiaries of Susan's commitment to having made Skidmore her academic home, a liberal arts environment "just the place for her scholarship and teaching ... highlighting issues of gender and multiculturalism in children's literature" and engaging "the issues and controversies of the field over time." Susan "modeled the style of active, engaged, and constructivist teaching that" graduates will model in their elementary school classrooms. It is those elementary school students that were in the back of her mind as she has worked to shape and maintain "an exceptional elementary teaching certification (program) And perhaps underlying it all is her respect for her students and in turn their respect for her." She "encouraged her students to be 'movers and shakers,' to be comfortable with questioning and taking risks."

Student evaluations of Susan's courses--Children's literature, Emergent literacy, Teaching Reading in the Elementary School--reveal assessments of Susan as "thorough and passionate" and having brought "a degree of engagement that is immeasurable," from a recent evaluation; high praise for an educator completing almost thirty years at Skidmore. In addition to the passion Susan conveyed to students, her knowledge impressed them: "Professor Lehr knows just about every children's book ever written (she) knows everything in this subject area." As one of her colleagues notes, "I do think her forte at Skidmore was working with her students, and after all that is what is important. Yes?" Indeed.

Susan headed the Education Studies department on several occasions since 1993, during many changes and transitions within the department and many externally mandated and ongoing national and state regulations for teacher training education programs. She has overseen essential restructuring by department initiative and mandated requirements, sometimes with workforce reductions, and always with care as the inches-thick yearly reports for the New York State Education Department attest and new accreditation policies unfold. Chairing a department is often a complex, time-demanding task, but chairing a pre-professional

department that is bound to honor externally-imposed requirements in an ever-changing state and national education context involves dexterity. As she has always encouraged students to develop habits of creativity, whether for careers as classroom educators or as education policy professionals, while always mindful of constraints, Susan, too, has demonstrated her ability to juggle both, creativity within constraints.

Susan has achieved national recognition for her literacy education work, serving as president of the Children's Literature Assembly of the National Council of Teachers of English, working with cutting-edge educators and drawing upon her contacts with Newberry and Caldecott prize-winning authors of children's books to shape her scholarship. Of Susan's four books, the three she edited "explore the diverse voices of authors, illustrators, educators, book sellers, and librarians on topics that...have been historically avoided and politically controversial." Portrayals of gender in children's literature, Native American perspectives not typically taught, LGBT voices--a range of perspectives that question "authentic voice," and "who can tell whose story?" The names of Susan's edited collections indicate her research and teaching interests: *Shattering the Looking Glass: Challenge, Risk, and Controversy in Children's Literature*; *Beauty, Brains, and Brawn: The Construction of Gender in Children's Literature*; and *Battling Dragons: Issues and Controversy in Children's Literature*. Scores of published articles, lectures, and workshop materials in the United States and abroad attest to Susan's cutting-edge scholarship. And a recent journal article, "Literacy, Literature, and Censorship: The High Cost of No Child left Behind," suggests her attentiveness to potential effects that national education policies may have on what classroom teachers actually teach.

Students in hundreds of education department graduate courses have used Susan's books, book chapters, keynote addresses, all deliberately intended, according to Susan, "to shake things up, to get teachers arguing about their assumptions." For years, she has claimed that "the battle to control information and to deny teachers the ability to present ideas in the classroom is the most dangerous battle we face as educators." Her commitment to Education Studies students, always, has been to provide them with the "ability and tools to weave diverse perspectives into their future classrooms." Though teaching "children to read and write is central... teaching them how to

transform those literacy skills to become actively engaged and thoughtful citizens is the ultimate goal."

Susan's scholarship and teaching reveal a consistency of "inclusion" that incorporates multicultural perspectives. For example, she invited a leading educator, Beverley Naidon from South Africa, to make a presentation at an International Reading Association conference in Prague on the topic of "the challenge and complexity of writing about social justice, honestly, even while facing censorship in her own country" (from which she eventually moved). This invitation underscores her commitment to the goals of social justice and equity for all students, a high priority "at the core" of her local, national, and international work in children's literature. This commitment informs, too, her advocacy of study abroad experiences, sometimes a difficult option for Education Studies students with several course sequence requirements, including "hands-on" Junior Block elementary school classroom observations and senior year student teaching. She and her colleagues devised policies to convey to potential Education Studies students the importance of careful planning. Susan herself has worked on a study abroad option in the United Kingdom and twice co-directed the program in Capetown, South Africa. And Susan shared some of her study abroad research on 17th, 18th, and 19th century children's books and manuscripts in the Rare Book Room of the British library, with particular focus on radical 18th century British women authors, in her Moseley Lecture in 2000.

In retirement, Susan plans to continue her passion for children's literature, making the transition from teaching topics about which students claim, "she knows everything just about every children's book ever written," to writing children's books, complete with water color illustrations. One of Susan's department colleagues sums up Susan's plans: "We hope that the next projects in which Susan is engaged will end up in the hands of many children and bring to life the profiles of women in history through her own words and art." An engaged and engaging retirement indeed.

William Michael Mudrovic joined the Foreign Languages and Literatures department at Skidmore College in 1998 as an Assistant Professor of Spanish. He was promoted to Associate Professor the following year and to Full Professor in 2008. Mike came to

us after an illustrious career at Washington University and the Central Institute for the Deaf in Saint Louis, Missouri. He traveled a great distance to get where he is today. Not only from Missouri to New York and over to Spain, but also from humble roots. His father was a wood pattern maker and his mother grew up in a small town of 300 in the mid-West. Although Mike is reserved and completely unpretentious, he has admitted that for him, rising from such a modest upbringing to become a professor is one of the greatest achievements in his life.

Despite his distinguished accomplishments as a teacher, scholar, and community leader, Mike has never forgotten where he began. That small town boy who learned the values of privacy, humility, honesty, and self-reliance is a gentle man with an enduring capacity for empathy. Mike has always had an abiding interest and respect for people on the margins, whether it was working as a teacher of the deaf for eight years or writing about contemporary women poets who have been largely ignored by mainstream criticism.

When you ask someone to describe Mike, the one word that appears over and over is generous. As Viviana Rangil notes: "Mike is a generous person with a refreshing sense of solidarity and community involvement." Indeed, he displays a constant willingness to share his expertise. He is always eager to help students hone their skills, to discuss his research findings with fellow scholars, to participate in the governance of the department and college, and to volunteer in his church. Mike is a man of faith, a cantor and choir member at Corpus Christi Catholic Church where his bass voice resounds. He is also a man of conviction. Trying to convince Mike to change his mind is not an easy task, perhaps even futile, but you can be assured that he has thought things out and that his convictions are rational and sincere.

As a specialist in modern Spanish Peninsular literature, Mike teaches, as Grace Burton likes to point out, "post-gravity courses." Along with Spanish language at all levels, Mike has taught the survey of Spanish literature as well as 19th and 20th century Spanish literature. He enriched the curriculum by developing courses in Spanish cinema, contemporary Spanish culture, a senior seminar on Generation X, another senior seminar called Rock and Reel on contemporary Spanish music and film, a Scribner Seminar entitled Gender Benders on García Lorca's poetry and

Almodóvar's films, and a MALS seminar on The Many Faces of Carmen, which examines the representation of Carmen in the genres of novel, opera, and film. In addition, he taught two graduate seminars at SUNY Albany: one on post-Franco Spanish poetry and another on the long poem in recent Spanish literature. In the classroom Mike is a skillful, enthusiastic, and engaged teacher. Students routinely praise his commitment to their learning, his kindness, and wit as well as his constant encouragement. Both rigorous and patient, he challenges students, arouses their curiosity, and inspires them to do their best.

A prolific and consummate writer, Mike is sagacious, meticulous, and erudite. A cursory look at his resume will reveal that in the last 15 years alone, he has published two books, 26 articles, 13 book reviews, and has given 40 lectures throughout the United States and Europe. His first book, *Breaking New Ground: The Transgressive Poetics of Claudio Rodríguez*, published by Lehigh University Press in 1999, is a comprehensive study of one of Spain's most eminent, subjective, and enigmatic poets of the 20th century. This monumental study examines Rodríguez's endeavor to uncover the problematic nature of language and its unstable relationship to identity. Mike argues that Rodríguez's poetics are transgressive and characterized by their agenda "of pushing beyond language through language, of recognizing on a personal level the difficulties and uncertainties involved in the poetic act and yet surrendering himself to them, making as it were a leap of faith." This book is widely considered the definitive work on Rodríguez. In 2012 it was translated into Spanish and published by the Universidad de Valladolid in Spain. The act of translation is a cultural exchange that has the potential to change the way people think and act. For someone like Mike who has spent his career as a cultural translator and bridge between two cultures, there can be no higher honor than having his own research translated into Spanish.

His second book, *Mirror, Mirror on the Page: Identity and Subjectivity in Spanish Women's Poetry*, also published by Lehigh University Press, explores the themes of identity and subjectivity in contemporary Spanish women's poetry. While some of the authors he examines are celebrated canonical writers, others are relatively unknown and working on the periphery. He has spent years getting to know these writers, interviewing them, collecting their work from often obscure publication venues, and is recognized as an expert in the field. Mike maintains that many

contemporary Spanish women writers share an interest in poetry as more than just a vehicle to self-awareness and empowerment; they also see it as a way to express their desire to know and communicate with others. Focusing on the prominent image of the mirror in their writings, he makes the case that “mirroring depends on constantly renegotiating self and other to expose connections between them.” Rather than threatening, the Other is deemed essential to self-realization.

Mike has published articles on a wide variety of topics in some of the most prestigious refereed journals in Spanish literature: *Letras Peninsulares*, *Hispanic Poetry Review*, *Explicación de Textos Literarios*, and *Revista Canadiense de Estudios Hispánicos*. He has also dedicated his time and exacting linguistic acumen to editorial work as manuscript evaluator and editorial board member for countless journals. Most importantly, from 1991 to 2005, he served as Business and Publications Editor of *Revista de Estudios Hispánicos*, one of the premiere academic journals in Hispanic Studies in the United States. In the department we shamelessly tap into Mike’s expertise. Whenever we need an editor, someone who will meticulously comb the texts for errors and critically analyze phrasing for efficacy, we run to Mike. He graciously takes on the task, in great part because he is fascinated with words, what they mean and how they have the power to unlock mysteries. It probably comes as no surprise that Mike can’t imagine a morning without his daily crossword puzzle.

For Mike, service is simple: do whatever is needed. His focus is always on students, the curriculum, and what is best for the College as a whole. He has served as Coordinator of the Self-Instructional Languages Program and as a member of the Curriculum Committee, Committee on Educational Policies and Planning, University without Walls Committee, and of course, the Masters of Liberal Arts Committee. As Director of the MALS Program from 2009-2013, Mike made an indelible mark on liberal arts education at Skidmore. Sandy Welter summarizes his contributions during his four years as MALS Director: “Mike brought a deep understanding and passion for liberal arts learning and interdisciplinary studies. He advised MALS students thoughtfully, encouraging students to reach to greater intellectual heights while providing care and support in the process. He constantly worked to raise the quality of instruction, made significant strides in the areas of faculty engagement and program assessment, and shepherded a substantial self-study of MALS. In short,

Mike built a stronger and more relevant MALS program during his tenure.”

In retirement, Mike plans to stay in the area, become more involved in his church, and work on two book projects: a nearly completed manuscript on the long poem in recent Spanish poetry and a new project on visual art and history in the poetry of Luis Javier Moreno. We will miss Mike Mudrovic and wish him all the best in the next phase of his life.

Anne Zwick Turner joined the Music department in 1988 after receiving her Bachelor's Degree in Music from the University of Rochester's Eastman School of Music and her Masters Degree in Opera Performance from California State University at Northridge. She had already been teaching voice since 1976 when she became one of the first four Artists-in-Residence at Skidmore.

Always looking to develop as a teacher and as a performer, Anne continued her long-standing study of the voice by pursuing work with the renowned vocal scholar and teacher Cornelius Reid in 1997, studying with him for over ten years. Anne immediately applied the lessons of Reid’s writings and research on the *bel canto* style of singing in her own teaching and today her students carry on that tradition.

As an Artist-in-Residence, Anne helped to shape the nature of that position, balancing performance with teaching and inspiring students by example. In particular, her career has featured performances of works by living American composers, some of whom she helped to bring to the Skidmore campus, including Judith Lang Zaimont and the celebrated George Crumb, whose *Ancient Voices of Children* she has performed several times. Reviews of her performances have broadly praised her singing, with the *New York Times* describing her voice as “inspiring.” Skidmore has had the great fortune to hear her perform on a number of occasions.

Nevertheless, much of Anne’s attention has been devoted to being a great teacher, with a particular adeptness at helping adolescent voices transition into adulthood. Teachers of musical instruments, such as the violin, can point to and demonstrate finger positions and sequences and can visually

cue a student on how to articulate a particular sound. The vocal teacher needs to guide each student in the production of unseen internal vibrations, such that every individual learns how to develop a unique voice.

Consequently, Anne has been sought after as a vocal clinician at institutions such as Oakland University and Washburn University. She has also worked with singers from the Albany Symphony, the Seagle Music Colony, Union College, and the Lake George Opera. Indeed, her devotion to this process contributed to her role as one of the co-founders of the Eastern New York State Chapter of the National Association of Teachers of Singing.

Characteristically, Anne has been most proud of her students, some of them going on to professional careers after graduate studies at institutions such as the University of Michigan, Indiana University, the New England Conservatory, Ithaca College, the University of Missouri-Kansas City Conservatory, the University of Kansas, the University of Texas, and the Eastman School of Music. In this spirit, she has recently established the “Anne M. Zwick Eastman Pathways Pre-Collegiate Discretionary Fund” at the Eastman School of Music to offer scholarships to talented inner-city Rochester students from elementary through high school.

Her colleagues have the highest opinions of her. Pola Baytelman describes her as a “true gem,” a “superb musician and artist” with whom she has enjoyed playing many times. She describes Anne’s singing as “poetic, intense, and dramatic,” and particularly excelling at difficult contemporary music (such as Schoenberg’s “Pierrot Lunair”). Moreover, she notes that Anne has been a splendid lecturer before performances of the Lake George Opera. John Nazarenko has fond memories of his first concert at Skidmore for which he accompanied Anne, and Jan Vinci similarly reflects on their performance of Albert Roussel’s challenging “Deux Poèmes.” Jan particularly notes Anne’s work with singers who have damaged their voices, helping them to recover their abilities and to regain careers.

The Music Department wishes Anne well as she moves on to the next stage in her career. We know that her “retirement” will be busy.