UCSC Emeriti Association NEWSLETTER

Volume 1, Issue 4   Apr 2019

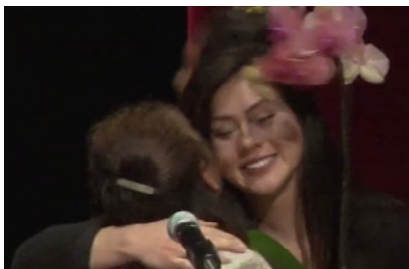## Contents

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13

15

Click on pictures above.

COMING EVENTS

5/16 **Emeriti Luncheon: Carrie Partch**, Associate Professor of Chemistry and Biochemistry, "*Morning Larks and Night Owls: How Circadian Timing Influences Your Life.*"

7/24 **Summer Party Regatta Sail**, Chardonnay II, 790 Mariner Park Way, Dock FF, 5:30-8pm, SC Yacht Club afterwards. Watch 3 min. video of last year. 1 Purchase tickets, 2 Report in

10/17 **Retiree & Emeriti Luncheon: Jill Steinberg,** Professor Emerita Psychology, SJSU, *"Successful Retirement: From Retiring to Rewiring."* 11:30am-1:45pm, Register

THE PRESIDENT'S VIEW

This issue of UCSCEA Newsletter, 1-4, is the last of the first volume. With four issues, we decided an index is needed to find articles, so you can click on the article and it takes you immediately to the correct newsletter and the first page of the article. You will find such an index at the end of the table of Contents of this issue. We indexed authors, article titles and subtitles, and people, plus some important concepts. The index will be cumulative.

This marks my last President's View column, for I hand over the EA Presidency to Barry Bowman on July 1, 2019. At this point I review what was accomplished in the past two years:

Category	7/1/2017	7/1/2019
Regular Members	99	170
Associate Members	18	23
Lifetime Regular	26	67
Lifetime Associate	4	6
Total Living Emeriti	276	284
Deceased Emeriti	76	130
Memorials Database	0	130
Newsletter	No	Yes
Facebook, YouTube, Twitter	No	Yes
Videos of Luncheon Talks	No	Yes
Ave Luncheon Attendance	36	54
Special Events	0	4
Endowment	No	Yes

We increased membership by 70%, from 99 to 169 Regular members. Lifetime Regular members rose from 26 to 67, *Continued on page 2*

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Associate members 18 to 23, Associate Lifetime 22 to 29.

The number of Deceased Emeriti jumped because of the addition of faculty that could have retired with emeritus status but continued to work and died while employed. These were added to our Emeriti Memorials database with obituaries, which did not exist in 2017. There were four special events organized: Impact of Tax Cut Law, Crown Emeriti Luncheon, and two summer Regatta Sailing events. Lifetime Reserve is the portion of a Life member's $200 that has not yet been metered out at $25/year. Finally, the newsletter you are reading didn't exist in 2017. It has a circulation of 1,000: all UCSC faculty and Emeriti, plus CUCEA and other campuses, and public availability via our Emeriti website. The newsletter brought you 29 articles submitted by Emeriti to bring Emeriti closer together. We pursued the issue of Pension Payment Theft and got reimbursement for Our Member (OM) and got the security of AtYourServiceOnline.com improved. Last week UCOP announced they now have insurance to cover reimbursement of any future Pension Payment Theft.

We fought for the right of retirees to sign up for Kaiser in Santa Cruz this past Fall (and won). It was a big win for those who wanted Kaiser and would have had to change doctors for a few months then have to change back again. We made public the loss of Emeritus status of a member and requested a Privilege and Tenure Hearing for him which has been granted and his status has been restored. The EVC who recommended the loss of Emeritus status is leaving after two years at UCSC for a position at Boise Idaho.

Finally, we continue to research and publicize the travesty that befell our S&E Library and the lack of shared governance at UCSC regarding our library. As a result, UCOLASC wrote the Academic Council who in turn wrote to President Napolitano that faculty must be consulted on issues of library space and removal of library print materials, and cited the article in issue 1-2 of this newsletter showing faculty were not consulted at UCSC on these issues between 2013-2016.

Our UCSCEA now has a presence on social media: Facebook, YouTube, Twitter and Instagram. Our YouTube channel (https://tinyurl.com/ucscemeriti) had 210 hours of viewing in the past year (1,700 views), 27 hours for April 2019 (283 views). In the past year, 2,403 unique people visited our website. This means

people continue to experience our talks and lectures for years after they were given, and it is an important part of our outreach and community service. This is true also for our newsletters--people are still reading issue 1-1. (Google Analytics tracks viewer visits but does not identify the viewer.) The Luncheon Talk videos are produced using 3 cameras. One is broadcasting LIVE video during the talk. One camera picks up the screen, the other, the speaker from the side. Lapel mike sound is recorded with a separate recorder. I have hired a student assistant as camera person, and Christy Dawley, Retiree & Emeriti Center Coordinator, has also managed a camera. The video and sound are synched and edited with Adobe Premiere Pro and uploaded to YouTube. Revenue from our endowment supports this activity.

In summary it has been a rewarding and productive two years. I especially enjoyed interacting with many members and non-members, often people I didn't know before. CUCEA was also very helpful to us in getting action on important issues. Our EA is a strong organization on a solid footing. The recent 3-year Emeriti Activity Survey documents the continued productivity of our Emeriti and our value to UCSC and the community.

In this issue we bring the S&E Library Renovation up to date with George Brown's analysis of the Library Space Planning Task Force Report, and my overview of the Renovation Plan with a new document just obtained. We prepare you for Multi Factor Authorization (MFA), bring more interesting articles by Emeriti, and pictures from the Chancellor's Emeriti Luncheon.

Update on Loss of Emeritus Status. As you read in UCSCEA Newsletter1-3, Michael Nauenberg (MN) had his Emeritus Status "curtailed", i.e., removed for 3 years. On behalf of the EA, I wrote to the Chancellor, to the EVC, and P&T Chair requesting a P&T Hearing for Michael Nauenberg. Nauenberg's lawyer also filed the same request.

Finally, Apr 3, 2019, Chancellor Blumenthal wrote to Nauenberg:

"Your rights and privileges are temporarily reinstated pending the outcome of your hearing before the Committee on Privilege and Tenure and my receipt of their report and recommendation.

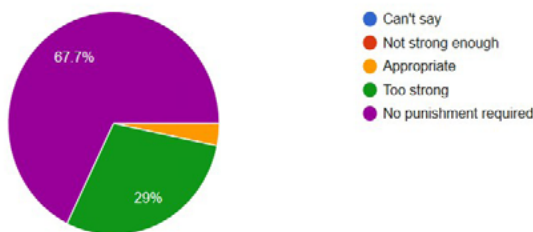However, due to *a strong risk that your continued presence at the library and continued interaction with the*

library staff causes immediate and serious harm to that community … I am restricting your access to UCSC's libraries and its library staff until a final determination is made in your case or a negotiated resolution is entered into. You are directed to stay away from UCSC libraries and UCSC library staff, including direct and indirect interactions and communications with library staff."

Nauenberg's only interest is in his research on History of Science, and Newton in particular. Those books are part of the Lick Collection (unique in the US) that has been moved to UCSC Special Collections. These books can not be checked out, but must be read in the Library Special Collections reading room which requires one to be there in person. This ban on UCSC library visitation blocks his research.

Apr 16, 2019, Barry Bowman and I met with EVC Marlene Tromp and Associate Chancellor Ashish Sahni to present the opinions of the Emeriti (submitted in response to the Newsletter1-3 article on loss of Emeritus status), to ask why she increased the penalty, and to request removal of the prohibition on Nauenberg visiting the UCSC library. The plot shows one person thought the punishment was appropriate, 68% felt no punishment was needed, and 29% felt the punishment was too strong. I reported that I have written to the past chairs of P&T asking if they are aware of any UCSC Emeritus faculty member having been charged by the Administration. The evidence is that it has never happened in the history of UCSC until the University Librarian charged MN last year. The EVC would not discuss why she increased the punishment. There was no progress on removing the library visitation ban. My request to speed up delivery of California Public Records Act (CPRA) requests for S&E Library Renovation planning documents (some pending from Dec 16, 2018) was also unsuccessful.

Punishment of Nauenberg

31 responses

- Can't say
- Not strong enough
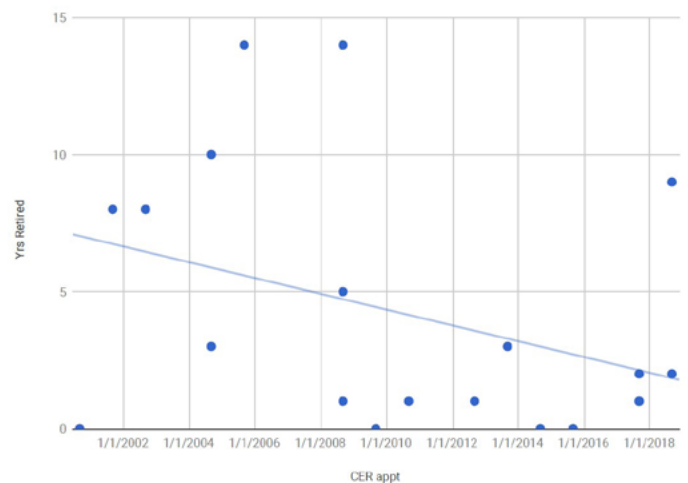- Appropriate
- Too strong
- No punishment required

Update on S&E Library Renovation. One month before the renovation begins on June 9, 2019, no announcement had been made to the faculty, and no indication of whether the S&E Library would be closed for the summer. The S&E Library Construction Calendar was and still is completely blank for the summer. No construction plans were posted on the Library website. "The master architect for the renovation project has been provided with the Task Force Report." says the Library Q&A.

I asked COLASC on May 11 whether they had seen drawings and whether the renovation was still on or cancelled. May 15 Public Affairs notified faculty that construction would start and the library 3rd floor will be closed. May 22 Ottemann emailed "we have seen drawings, but I am not sure what you mean by construction drawings." For now, the only drawings of the renovation are the Concept Package and the public Task Force space allocation diagrams. So on two occasions, 2016 and 2019, the University Library has waited until two weeks before destruction or construction to communicate what changes are going to happen to the S&E Library, a direct violation of the policy recommended by UCOLASC and the Academic Council Feb 4, 2019.

Committee on Committees (COC) Appointments to Committee on Emeriti Relations (CER). "The Committee will ascertain and make known to the Santa Cruz Division and to the UC Santa Cruz Administration the interests and needs of emeriti, and it will make appropriate recommendations regarding ways to facilitate their continued contribution to the University." *(from charge)* I would like to present some research I have done on the number of years Emeriti have been

Yrs Retired vs. CER appt

retired versus the year they were appointed to CER. The graph above shows a declining trendline. Eleven of the last 12 appointments were 5 or fewer years; 9 of the last 12 appointments were 2 or fewer years retired, and 3 just retired when they were appointed. It is understandable why COC appoints such new retirees, those are the people they know best, but are green retirees the best representatives of the 280 living UCSC Emeriti, who on average have been retired 11 years? Does a green retiree know the interests and needs of someone retired 15 years? or recommending ways to facilitate the continued contribution to the university by Emeriti retired 25 years? CER does not reflect the population of UCSC Emeriti, but it should.

I suggest that the average years retired of CER members is approximately 11 years like the Emeriti population. Further I suggest that the Emeriti Association recommend candidates for CER.

Edward and Miriam Landesman Emeriti Endowment. At the May luncheon Ed and Miriam were present and we announced their gift of $50,000 to fund this Emeriti endowment bearing their name. Annual income from the endowment will support the activities of the Emeriti Association, such as video of our luncheon talks, managing social media, and other technical aspects required. Other donors may also contribute to the endowment. Our Emeriti Association gives our deepest thanks to Ed and Miriam for this generous gift to support our Emeriti Association mission. ✄

Statement of Purpose

"The UC Santa Cruz Emeriti Association, founded in 1979, aims to foster an atmosphere of collegiality among Emeriti by providing socially and intellectually stimulating programs. The Emeriti Association promotes better understanding of the University's research, teaching, and service mission through community-wide lectures, the Panunzio and Dickson awards, a quarterly newsletter, and public videos of our programs and lectures, documenting the value of Emeriti research, scholarly activities, and service performed in retirement. The Emeriti Association also advocates for Emeriti rights, welfare, status, and benefits, coordinating with the Council of University of California Emeriti Associations (CUCEA), the Chancellor, the UCSC Academic Senate Committee on Emeriti Relations, and the Retiree and Emeriti Center."

MFA Multi-Factor Authentication.
by Glenn Blackler, UCSC ITS

Multi-Factor Authentication (MFA) is designed to help prevent others from accessing your UCSC account, even if your password is compromised.

The process is easy - when you log in to any UCSC Gold application using your CruzID username and password, you will also confirm your identity by using a device of your choosing, like a phone, tablet or token.

To grant access to a Gold application, depending on the device you will authenticate with, you will have to either: type in a second six-digit passcode, click approve on a login request, or answer a call and press '1'. This will ensure that it is really you that is logging in.

Here's How It Works. Multi-Factor Authentication (MFA) combines two or more independent credentials in order to gain access to a system. These credentials include something you know (e.g., password) and something you have (e.g., token device/smart card/ smart phone).

It's similar to withdrawing cash at an ATM. You don't get the cash from your bank account until you present something only you have (debit card) with something only you know (pin number). For MFA the "something you have" is a supported device and "something you know" is your Gold password.
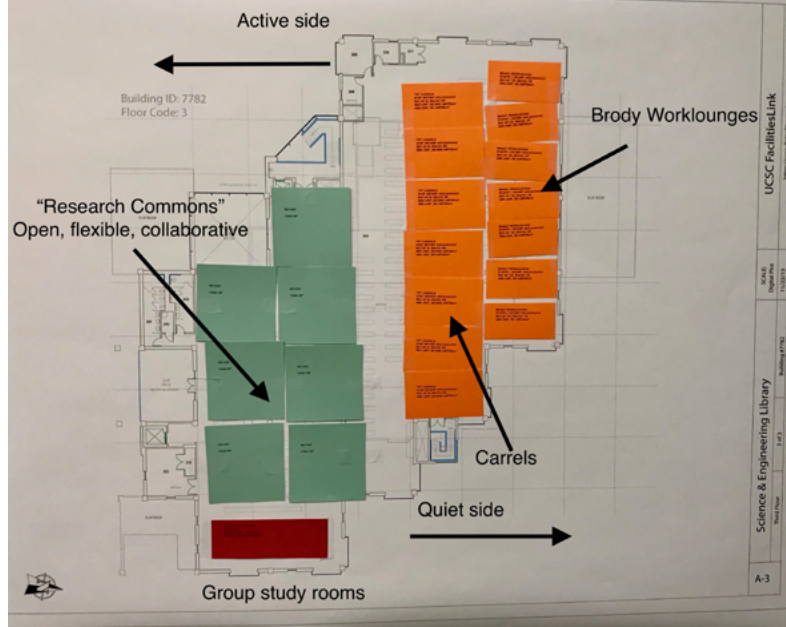
What Do I Need To Do? Select a device and enroll it. You'll need your Gold password. Don't remember it? Contact the ITS Support Center before taking the next step! Sign in to any Gold application as usual with your CruzID and Gold password.

You'll be prompted to use your enrolled device for this next step. For example: Enter a Passcode into the box using your token or SMS passcode from your phone.

Make signing in easy and select the Remember Me for 14 days checkbox. That's it - you're all done!

When Do I Need To Do This? The faculty enrollment period ended May 21, 2019. After that, when you sign into a UCSC Gold system, you will be prompted to MFA. You will need to enroll first, before you are able to sign into any Gold system. Currently ucsc.edu email is a Blue password system, BUT in the Fall, there are plans to convert ucsc.edu email to GOLD system!!!

831-459-HELP(4357). ✄

Left: S&E Lower Level Charette diagram from Task Force Report, brown and blue are stacks and green is the Asian collection, still not moved to McHenry! Right: S&E Upper Level Charette diagram, no stacks. Click an image to expand it. CPRA requests to see renovation drawings have failed. See secret Planning and Budget letter and secret Concept Package on which TF report is based.

Reflections On The Science And Engineering Library Space Planning Advisory Task Force Report

by George Brown,
Professor Emeritus Physics

Background. At some point in early 2014, the UCSC administration commissioned the architectural firm EHDD to perform a study of a possible renovation of the Science and Engineering Library. Their report was submitted to the administration in December, 2014. The report has not been released by the administration, except to a library task force in late 2017. EHDD partially disclosed its charge in the following statement:

> "...the library's role as archive becomes secondary to its larger role in supporting and enhancing academic collaboration and student learning. The UC Santa Cruz Science and Engineering Library, designed by EHDD in 1989, is a beloved icon, but required renovation to fulfill these newer purposes. *With the planned removal of the majority of the print collection*, [my emphasis] the library saw an opportunity to provide students and faculty the spaces and tools they need for a new, broader range of collaborative activity."

The architect's estimated budget for the project fell between $59 million and $95 million, to be funded from donations. (As of today, $5 million has been pledged.) Eighteen months after the report was submitted, during the summer of 2016, approximately two-thirds

of the collection, 83,500 titles, were removed, to make way for the renovations. The administration intends to renovate the upper floor of the library in the summer of 2019, although the plans are not yet publicly available.

The Task Force. In late fall of 2017, Campus Provost Marlene Tromp and University Librarian Elizabeth Cowell established the Science and Engineering Library Space Planning Advisory Task Force, whose report may be found here. The Task Force charge, which was not published in its entirety in the final report, is as follows:

The general purpose and objectives of the Task Force shall be as follows:

1. Articulate a set of guiding principles to optimize space use in the S&E Library, given the campus's interest in promoting collaborative teaching, student success and access in STEM.

2. Ensure that the principles developed are attentive to the needs of the increasingly diverse pool of UC Santa Cruz students enrolled in STEM.

3. Assess and rank requests for space (both interim and long range), with priority given to those proposals that advance STEM education and student success and careful consideration paid to the budgetary implications of each proposal.

4. Make recommendations for

    the partial renovation of the third floor, which will be supported by a $5 million donor gift.

Your study will include: 1) tours of the existing facility; 2) analysis of current best practices for science and engineering instruction and library facilities; 3) interviews and focus groups with faculty, students, deans, and units engaged with STEM; and 4) defining issues of access and other special requirements for particular uses.

The Task Force met in late fall, 2017, and continued through the spring quarter, 2018. The fourteen-member initial membership included three science faculty; two engineering faculty; one undergraduate student; one graduate student; four faculty members outside of Science and Engineering; and three staff members. Apparently no CPB representative was appointed, although one was called for by the charge. Shortly into the Task Force's deliberations, Chair Martin Berger stepped down and was replaced by Professor Don Smith; Professor Enrico Ramírez-Ruiz stepped down and was replaced by Professor Ted Holman; and Professor Emeritus George Brown stepped down midway through the deliberations, over differences with the Task Force's direction.

The reader is encouraged to read the Task Force report for a full account of its methodology and conclusions. This author would like to draw the reader's attention to two particular aspects of the report: namely, the lack of stakeholder input; and the decision to not consider allowance for the possible partial restoration of the print collection.

Student Input. In this author's considered opinion, today's university library primarily serves the needs of students, particularly students from underserved populations where access to libraries may have been limited or nonexistent. As a consequence it is especially important that students have a very strong voice in the library renovation, and that they be fully informed of the context. Nevertheless, although the charge specifically called for student focus groups, no such groups were convened, although three engineering groups were unsuccessfully approached by the Chair. Among the clubs not approached were the Chemistry Club, the Society of Physics Students, Slugs United by Mathematics (SUM), the Society for the Advancement of Chicano and Native Americans in Science (SACNAS), as well as possible ad hoc groups. Moreover, Task Force members were not asked to help convene the

focus groups. Reliance was placed on hastily prepared student surveys. For example, one question was, "Your opinion to using library space to expand access to print collections in your field." 49% of the undergraduate respondents favored greater access and 24% did not; and 50% of the graduate students favored greater access, and 20% did not. Yet, as you will see below, "greater access" was off the table.

Faculty Input. The charge to the Task Force also explicitly required focus groups with faculty. No such focus groups were convened. Instead, the final report relied only upon the views of the faculty members of the Task Force, only three of whom were members of the Physical and Biological Sciences. This, notwithstanding the fact that many faculty members by this time were very publicly concerned about the future of the library. This, also notwithstanding the fact that, in a COLASC survey conducted in the fall of 2017, "73% of faculty rated the top two goals/mission of the Science and Engineering library to be 1) Preserve and curate a world class collection of scholarly resources, and 2) promote the academic success of undergraduate STEM students."

Print Collection Status. Many students and faculty members believe that a healthy library print collection is crucial to the research and educational mission of a university. As it now stands, UCSC has by far the weakest science and engineering library print collection among the nine mature campuses of the University of California, and current administration policy (demand driven acquisition) will ensure that this status will continue indefinitely. One might think that an institution's proposal to renovate a library that has already been deprived of the majority of its print collection would at least consider the possibility of allowing for the partial restoration of the collection. One Task Force member (this author) put forward such a proposal to the Task Force. However, the Chair ruled that issues related to the S&E Library print collection are outside the Task Force's charge. A close reading of the Task Force's charge, in this author's opinion, would include examining all uses of space that "promote student success and access in STEM"; and that it would "...ensure that the principles developed are attentive to the needs of the increasingly diverse pool of UC Santa Cruz students enrolled in STEM". The charge never ruled out the use of space for an expanded print collection, although that was apparently an unstated component of the charge.

Conclusion. This report is in no way intended to impugn the integrity, good will, and hard work of the members of the Task Force. Nevertheless, many faculty members and students are disappointed that no effort has been made to determine if the scope of the liquidation of the collection was appropriate; and, if not, what steps should be taken to restore the collection. Many faculty members imagined that this Task Force would be such a vehicle.

Afterword. On April 21, 2019, the Washington Post published a major article concerning the Yale University Administration's proposal to relocate (not destroy!) a majority of the print collection from the undergraduate library (Bass Library). By far the most intense opposition to this proposal came from students. I strongly commend the article, as well as the many links and the many comments (it's well worth the $1 subscription).

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CUCEA-CUCRA Meeting / UCSD

The Spring 2019 CUCRA/CUCEA Conference was held on 24-25 April 2019 at the Green Faculty Club of the University of California, San Diego. UCSC Emeriti in attendance included Todd Wipke, President of the UCSC EA, Roger Anderson, Chair of the Joint Benefits Committee, and John Schechter, UCSC EA Newsletter Co-Editor.

The Agenda of the April 24 CUCEA meeting included Reports by CUCEA Chair, Caroline Kane, Secretary William Ashby, Treasurer William Parker, and Information Officer Louise Taylor. Joint Benefits Committee Chair Roger Anderson discussed the in-process deliberations of the Retiree Health Benefits Design Working Group and the in-process replacement of the UC legacy retirement information system by the UC Retirement At Your Service (UCRAYS) and ROOTS portals of the new REDWOOD system.

John Vohs of UC Davis discussed the process of generating the results reported just now in the ninth inventory of UC Emeriti activity, 2015-2018, entitled, "A Virtual Eleventh Campus," the latest in an ongoing series of 3-year summaries of UC Emeriti accomplishments.

Caroline Kane reported on the newly devised 1-page "Joint Mission Statement for CUCRA and CUCEA," a document which is now being finalized.

The Agenda of the April 25 CUCRA/CUCEA Joint meeting included words of welcome from UCSD EVC Elizabeth H. Simmons. The EVC noted, at the outset, that UCSD was seeking, at this juncture, to transform itself intellectually, physically, and culturally. She added that UCSD currently has 30,000 undergraduates, and—as evident from the multiple buildings under construction—is adding two new colleges, with a goal of having eight colleges; their campus is aiming to instruct 32,000 undergrads by 2035. Michael Baptista then engaged in a substantial presentation on Retiree Health Insurance and a Medicare Advantage PPO RFP. Although this data was labeled "Pre-Decisional Information—Confidential and Not Subject to Disclosure," the material basically addressed the current UC Group Medicare Plan Types and the reasons for the initiation of a new plan bid—one that would generate significant savings, taking into account rising long-term healthcare costs. This in-depth presentation was detailed and informative. Several staff from the Office of the President addressed Retirement Programs & Services. They elaborated upon the new data systems of the Retirement Administrative Service Center (RASC); REDWOOD, the replacement Pension System and Health Benefits data system, launched March 5. The OP staff noted that local EA newsletters should encourage retirees to share their e-mail addresses with RASC staff and to join their campus's EA.

The October 30-31, 2019 meeting of CUCRA/CUCEA will be at UC Davis.

-by John Schechter
Professor Emeritus Music
UCSCEA CUCEA Representative

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2019 Welcome to Retirement Celebration

by Christy Dawley
Coordinator, UC Santa Cruz Retiree &
Emeriti Center

Please join us on June 20th as we honor our newly retired faculty and staff at the 2019 Welcome to Retirement event.

This year we have even more reason to celebrate as Chancellor George Blumenthal will be joining us not only to officiate the event but as one of our honorees.

This gathering is a wonderful opportunity for members of the Emeriti Association

to reconnect with lifelong friends, colleagues, and peers before they transition onto their next adventure. Festivities will be held at the Coastal Biology building near the Seymour Marine Discovery Center and the Long Marine Laboratory.
UC Santa Cruz Coastal Science Campus,
 [Coastal Biology Building](#)
Thursday, June 20, 2019, 3:00 - 5:00 PM

Please register online: [registration form here](#)

For additional questions please contact the Retiree & Emeriti Center:
email: rec@ucsc.edu
phone: (831) 502-8202

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Against Orthodoxies: Working with Hayden White

-by James Clifford
Professor Emeritus History of Consciousl-ness

On November 1 and 2, 2019, a conference will be held at UC Santa Cruz to honor [Hayden White](#) who died a year ago.

We conceive the conference as an invitation to extend Hayden's thinking in new directions. The intent is not to offer a retrospective assessment. Thinking with Hayden, not thinking about Hayden.

We imagine an occasion for experiment and dialogue, for the emergence of fresh thinking.

Confirmed participants are distinguished intellectuals from a wide variety of disciplines that Hayden influenced—all people who knew him well.

His rigorous, daring, and iconoclastic spirit will, we hope, animate the proceedings.

More specific information will be forthcoming later this Spring, but for now, please

SAVE THE DATES: Nov. 1 and 2, 2019
For the organizing committee:

Paul Roth, Professor of Philosophy
James Clifford, Professor Emeritus, History of Consciousness

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MEMBER CONTRIBUTIONS

John Schechter, Professor Emeritus Music Editor, Member Articles
Fallbrook, CA

Authors who missed the deadline for this issue should now aim for the first issue of Volume 2. I encourage all our Emeriti to consider submitting a contribution (400-1,200 words) for a future issue.

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An Endless Sabbatical

By David W. Deamer, Research Professor Emeritus Biomolecular Engineering

In the first years of a scientific career, it is important to share experiences and learn from your peers and colleagues. But there is a later stage in a career if you are lucky enough to live past the usual retirement age and still have a passion for research. In other words, when you are approaching 80, as I am. You are emeritus or emerita, your lab has probably been handed over to a new faculty member, your last graduate student or post-doc has come and gone, and you are left with a small office and an email address. What do you do then?

I want to share an experience from early in my career at UC Davis, because I met someone who knew the answer to that question. In 1976 I became interested in the way that hydrogen ions diffused in water and needed to talk to a solution chemist. I had heard of Joel Hildebrand at the Berkeley campus because his son Milton was a professor in my department, so I wrote a polite letter asking if we could meet. (No email in those days!) Joel replied, inviting me to come on over, and a week later I drove from Davis to Berkeley and parked on campus. As a naive young professor, I had paid little attention to Joel's reputation other than knowing he was a solution chemist, but it began to sink in when I saw that the four-story Chemistry building was named Hildebrand Hall. More than a little intimidated, I found his office. The door was open, and Joel was sitting at his desk. When he got up to shake hands, I saw that he was bent over at the waist like many older people. "We Hildebrands," he explained in a scratchy voice, "die from the feet up." I learned something that day, because Joel had figured out what to do after he retired in 1953. The answer is, keep going! Joel was 95

when we met and published his last paper at age 99.

So, I'm following Joel's advice. I retired from UC Davis 25 years ago and moved to UC Santa Cruz to join my wife Ólöf Einarsdóttir, who is a professor in the Chemistry and Biochemistry Department. The years following retirement have been like a permanent sabbatical leave. Having no formal teaching duties or committee meetings, I could devote full time to the pleasures of academic life. For instance, with Ellen Suckiel, then chair of the Philosophy department, we founded the undergraduate course in Bioethics, which is still going ten years later and attracting over 200 students every time it is offered. With Mark Akeson, who was a post-doc in my lab at UC Davis and now Professor of Biomolecular Engineering here at UC Santa Cruz, we developed an idea that I had hastily sketched in a notebook in 1989. That idea led to publications and patents, then licensing to a startup company, and now the satisfaction of seeing those patents as the foundation of the MinION and PromethION sequencing instruments marketed by Oxford Nanopore Technology. Mark and I both use them in our research. Most recently, with Ed Schulak as a partner and investor, I founded a startup called UpRNA and am now spending most of my time at Startup Sandbox, an incubator down on Natural Bridges Drive.

It's strange to think that none of that would have been possible if I hadn't retired! Finally, I found that something else happens as the years go by. By the time you are 80, you are embedded in an international network of colleagues, so I have ongoing collaborations in Canada, Australia, France and Denmark. I don't have grant funding, but my younger colleagues do and I can contribute to their efforts from my years of experience. To paraphrase an old metaphor, if you are in a forest you can study a tree, but to understand the forest you need to get higher and look down. Only then can we see patterns of growth and distribution that are invisible on the ground. Spending 50 or more years doing research is like ascending above the forest of details in a metaphorical balloon. Patterns and connections become apparent that were invisible when we were young. Even though we might not have the pleasure of standing at a bench in a lab, excited because an experiment worked, we can share those patterns with our students and colleagues, guiding them on their own voyages of discovery.

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Note Of Trepidation

John M. Schechter,
Professor Emeritus Music

In my career in music, I pursued two strands of activity. As an ensemble conductor, I worked initially with university choruses, exploring choral repertoires of Baroque, Classic, Romantic, and twentieth-century composers. Later, here at UCSC, I created Latin American Ensembles, in which I conducted our students in multiple Latin American genres, and sang and played traditional Andean musical instruments, over fourteen years. In my research as a cultural musicologist, I focused on song texts of Latin America, investigating how these cultural forms spoke to current concerns of their regional practitioners.

Now in retirement, I have been juxtaposing the performance mode with the song-text focus, immersing myself in active rendition of English-language poetic texts.[1] I select poems to study and to recite.

Criteria I employ for selection of a particular poem include: thematic focus;[2] exquisite use of language;[3] profundity of message;[4] quality of historical grounding;[5] quality of imagery;[6] and technical skill with manipulating poetic meter(s) for effect.[7] I have a few real favorites, but I like to recite all the poems I've worked on because each one offers a special depth in one or more of the above criteria.

I work to commit the verses to memory; subsequently, I analyze their poetic structure. That is, for each poem I dedicate myself to, I dissect its overall character, philosophical stance, central words and phrases, type of verse (poetic form) and/or meter(s), historical context and cross-references, use of irony, metaphor, simile, contrast, alliteration, repetition, and oxymoron. I append, at the end of this work chart, the date my

1   Many poems of established poets can be accessed by typing the name of the poem in google.com; the Poetry Foundation version is among the most reliable. For American Poets, 17th century to ca. 1950, consult The Oxford Book of American Verse.
2   e.g., focusing on the theme of Freedom: MacLeish's "Brave New World," Hayden's "Frederick Douglass," Lazarus's "The New Colossus";
3   (Keats's "To Sleep," Stevens's "The Poem That Took the Place of a Mountain");
4   (Sandburg's "A Father Sees a Son Nearing Manhood," and, "Let him seek deep for where he is a born natural." #9 from The People, Yes);
5   (Harjo's "Deer Dancer," Hayden's "Runagate Runagate");
6   (Pinsky's "A Love of Death," Kunitz's "The Layers");
7   (Poe's "The Raven," Frost's "Birches").

memorization was completed ("mem.com").

Fundamentally, the steps in my poem-memorization process are as follows: select poem; analyze its scansion, and discern patterns of usage of poetic feet;[8] decide if in regular meter[9] or in free verse;[10] commit poem to memory, step by step, cumulatively; recite, with poetic scansion *emphasized*, audible;

do work chart (see my [work chart](#) for Hayden's "Runagate Runagate," which is discussed later in this article); recite repeatedly, gradually narrating naturally, without stressing poetic feet—*acted, with scansion "absorbed."* Although I am not familiar with the ways other poetry-reciters memorize their verses, the sequence of events I describe above, in this paragraph, is the method I have developed and followed, in my own memorization process; it works for me.

I have been committing poems to memory for some twelve years, going back to Santa Cruz—when I would take a break from work and walk around the Music Building parking lot reciting "The Raven."

This activity is now a passion: I hear individual poems in my head throughout the day. Fundamentally, in the morning I step on a poetic treadmill that I keep treading all day long. I began with twentieth- and nineteenth-century Caucasian American male poets (Robert Frost, Carl Sandburg, Robinson Jeffers, Edgar Allan Poe, Wallace Stevens, Stanley Kunitz, Archibald MacLeish, Robert Pinsky); I now have branched out to include African American poets (Robert Hayden), female poets (Emma Lazarus, Joy Harjo), and British poets (John Keats, Alfred, Lord Tennyson, Charles Tomlinson). Among the 31 poems I have to date committed to memory, two are my own. One of them, "Recitation at my Desk," written a year ago, gets at some of the pure joy I take as a person, from the activity of memorizing poems:

> I can't believe I'm in this place
>
> Surrounded by pure words in space;
>
> The only care being to take care to store
>
> The words sounds rhythms dug into the core
>
>
> Of others' verses—let them out to sound,

> Absorbed into a vortex off the ground.
>
> The dog becalmed beneath my feet
>
> Appears with quietude replete.

Aiding considerably in the memorization process, musical aspects—especially in verse in regular (or mixed) meter—are never far beneath the surface. Occasionally, as with Robert Frost's fully hendecasyllabic[11] "[For Once, Then, Something](#)," the meter establishes an infectious regularity, so that reciting the poem becomes almost rhythmically addictive. Edgar Allan Poe's "[The Raven](#)" is consummately musical. John Keats's sonnet, "[To Sleep](#)," has been set to music by Carlos Chávez, in his choral work [Three Nocturnes](#) of 1942.

When choosing to recite a favored poem, one should seek—and identify with—its note of trepidation. Ask: What is it that is getting this poet fervent, passionate? What is it that has her/him agitated, exercised about? An effective live recitation should make the emotional context clear. Here is Stanley Kunitz [reciting](#) his poem "The Layers," a poem that Kunitz describes on this video, as "a summing-up poem." Gregory Orr, a poet and a former student of Kunitz's, describes "The Layers" as evocative of one of Kunitz's primary poetic images: that of "the journeying self." (*Stanley Kunitz: An Introduction to the Poetry*, 1985, pp.35-39).

You will often perceive the core of the poet's engagement at the outset of the poem.[12] To illustrate this, let's consider three poems that move me. Each one of these reveal a great deal as they begin:

1) In Tennyson's [Ulysses](#) (1833)

It begins "It little profits that an idle king, ... ". The larger context is that the Homeric hero is agitated by his ennui at returning to Ithaca after 30 years of fighting the Trojan War and journeying widely thereafter. He [seeks](#)

---

8 Frost, Sandburg, MacLeish.
9 Tennyson, Poe.
10   *e.g.,* Jeffers, Harjo, Pinsky.
11 11-syllable.
12 Examples of this include (with my added *italic* emphasis in this note and the following discussion):
 "It little profits that an *idle* king" (Tennyson, "Ulysses");
"Once upon a midnight *dreary*" (Poe, "The Raven");
"*Imagine* a child from Virginia or New Hampshire *alone* on the *prairie*" (Pinsky, "A Love of Death");
"Nearly *everyone had left* that bar in the middle of winter except the *hardcore* . . .
Of course we noticed when she came in. We were Indian *ruins.*" (Harjo, "Deer Dancer");
"I have walked through many lives, some of them my own, and *I am not who I was, though some principle of being abides, from which I struggle not to stray.*" (Kunitz, "The Layers");
"*Runs falls rises* stumbles on from darkness into darkness" (Hayden, "Runagate Runagate").

"a life of continuous intellectual aspiration;
he has an avid thirst for life and experience. . . . "

The depth of Ulysses's frustration appears in exclamations such as these:

". . . all experience is an arch wherethro'
Gleams that untravell'd world, whose margin fades
For ever and for ever when I move.
How dull it is to pause. . . .";

"Death closes all: but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods."

". . . that which we are, we are;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield."

Reciting his dramatic monologue, you will feel Ulysses's frustration, sense his urgency to get *out* and *move* and *seek*.

 2) In "[A Love of Death](#)," by **Robert Pinsky**, one finds such lines as these:

"Imagine a child . . . alone on the prairie. . . . "

Alone.   "No hills, no trees."

". . . the quiet of that air and earth

Is like the shadow of a peaceful death. . . . "

"The obliterating strangeness and the spaces

Are as hard to imagine as the love of death . . .

Which is the love of an entire strangeness,

The contagious blankness of a quiet plain."

"Stunned by the loneliness of that wide pelt, ... "

Pinsky's child and her imagination weave a fabric of rich and cohesive imagery. This vivid—yet also amorphous, brooding—verse, with its detailed, rural-America descriptions, is from the long poem, <u>An Explanation of America</u>, subtitled "A Poem to My Daughter" (1979). One must marvel at the unifying images of "**A Love of Death**"—

"the obliterating strangeness,"

"the bubble of the child's imaginary heart."

Central to this poem is the child, the shadow, the idea of imagine/imagination—and their multiple, carefully shaped dilations. In a poem that begins and ends with the word, "imagine," the reciter must "imagine" that she/he is completely alone in some free-floating space, on a "wide," "limitless," "prairie," seeing things that are, in fact, unimaginable and terrifying, such as self-inflicted slaughter by machine. The poet uses repetition of key terms and images; provides detail and great beauty of description; and consequently we feel terror in (the unintentional?) suicide.

3. In "[Runagate Runagate](#)" by Robert Hayden:

The editor of the Poetry Foundation website containing "Runagate Runagate" explains the background of the poem this way:

"A *runagate* is a fugitive, and was a term used to refer to runaway slaves. This poem includes lines from spirituals, hymns, and abolitionist songs, as well as language from wanted posters and the voices of slaves and the leader Harriet Tubman. The Underground Railroad was a vast network of people who aided an estimated 100,000 fugitive slaves to escape the South."

The overall emotional tone of the poem is chaos and panic. Hayden's realistic documentary fragments of the Underground Railroad begin, "*Runs* falls rises stumbles on from darkness into darkness." Runs, run, run, run. The entire poem is infused with the steady beat of *run.* The frightened panic of escape. "Runagate Runagate" (1962) is a highly moving — rhythmic — poetic evocation of the Underground Railroad: sights, sounds, fears, threats, the heroine Harriet Tubman, language from "WANTED" posters. Different voices, of the phenomenon. The reciter "runs" with his/her reciting voice, seeking to capture the dread. Watch [John Schechter recite](#) "Runagate Runagate."

Moreover, the bard must play many roles: fugitive—or lamenting—slave running for her/his life, spiritual singer, hymn chanter, Harriet Tubman herself—boldly "threatening" fleeing slaves, mocking "WANTED" poster—immediately followed by a sympathetic, perhaps abolitionist, voice, reflecting the on-the-ground panicked, violent facts. In short, the reciter now is burdened with a larger task: conveying convincingly an historical, cultural phenomenon, one commemorating enormous bravery in the face of the outrageous cruelty of slavery.

Poetry, — an ancient art rooted in verbal communication that long predates written languages, — depends for its effect on imagery, word associations, memory,

and ultimately the musical nature and rhythmic qualities of the language used. Simply reading words on paper silently, without actual performance, loses much of the impact of the intended emotional communication. Poets reading their own works and actors performing poems in real time make poems come to life. [I owe a debt to Linda Burman-Hall, for this important 3-sentence summation.]

This, then, is what I do—what I am—in my retirement, a poetry verbalizer.

❧

Kenneth L. Hale Awardee for 2019
Linguistic Society of America

-by Judith Aissen
Professor Emerita Linguistics

Thanks to John Schechter for the invitation to contribute a piece about the *Kenneth L. Hale Award* that I received in January 2019 from the *Linguistic Society of America.* In what follows I situate my work in the larger history that made it possible.

Ken Hale (1934-2001) was an extraordinary (and much beloved) linguist who made his career at MIT. With roots in the southwest, Ken cut an unusual figure in Cambridge in cowboy boots, jeans, and silver belt buckle. A brilliant analyst and theoretician, he was also an unusually gifted language learner, famous for his command not only of the usual first-world European and Asian languages, but also of Navajo, Hopi, Walpiri, and other languages of North America and Australia. More than anyone else, Ken was responsible for bringing less studied languages to bear on the development of contemporary linguistic theory.

Ken Hale was, in addition, one of the first to advocate for the training of indigenous speakers as linguists. Aware of the unique knowledge that the native speaker has of his or her language, Hale recognized that harnessing this knowledge with advanced training would be of enormous benefit to the field.

The *Kenneth L. Hale Award* "recognizes scholars who have done outstanding work on the documentation of a particular language or family of languages that is endangered or no longer spoken." My own work focuses on the currently spoken Mayan languages — a family which includes some 30 languages spoken in Mexico,

Guatemala, and increasingly by immigrant populations in the U.S. Some of the languages are currently robust, with native speakers numbering in the millions; others are highly endangered. But because language extinction works very quickly (even in the absence of some cataclysmic event which wipes out all its speakers, a language can be lost in three generations), all the indigenous languages of Mesoamerica are at risk.

My work on Mayan has contributed to the description of these languages and has tried to draw out their relevance to issues in theoretical syntax. But perhaps more relevant is that over the last 25 years, I have been involved in the larger effort of training native speaker linguists in Mesoamerica. The emergence of native speaker linguists has probably been nowhere more successful than in Guatemala and Mexico. The reasons for this are complex and historical. An initial seed was a Peace Corps-sponsored program established in Antigua, Guatemala in the early 70's by Terrence Kaufman, leader in the study of the historic relations among the languages and writing systems of Mesoamerica. The aim of the PLFM (*Projecto Lingüístico Francisco Marroquín*) was to develop dictionaries of as many of the 20 Guatemalan Mayan languages as possible. To carry out this work, graduate students in linguistics from the U.S. were paired with Mayan speakers, who were trained in basic linguistics and lexicography, perhaps the first formal program that had the training of indigenous speakers in linguistic analysis as a key component. During the increased violence of the Guatemalan Civil War in the late 70's and early 80's, PLFM largely ceased operations as a research institute. But a consequence of the conflict in Guatemala was the emergence of the Pan-Mayan political movement, which pressed for reforms in many domains. An important one was the demand that foreign linguists see as part of their work in Guatemala the training of Mayan speakers as linguists.

This challenge was taken up in 1990, when Nora England (U Texas), one of the original PLFM linguists, established an NGO in Antigua (Guatemala) whose aim was to train Mayan speakers in all aspects of linguistic description. In close to 20 years of operation, OKMA linguists produced a wide range of materials, including dictionaries, grammars, dialect studies, literacy workbooks, and children's story books for almost all the Guatemalan Mayan languages. Linguists trained at OKMA have gone on to occupy positions in governmental agencies in Guatemala that deal with is-

sues of education, language, and culture. Several have earned MA's and PhD's in linguistics at institutions in the US, Europe, and Mexico.
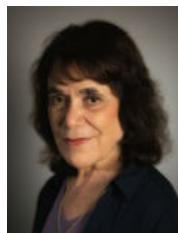
These earlier efforts produced a pipeline of speakers trained in linguistics and made possible the establishment of a graduate program in *Native American Linguistics* at *CIESAS,* a public research institution in social anthropology in Mexico. Headquartered in Mexico City and in San Cristóbal de las Casas (Chiapas), it awards both the MA and the PhD. What is distinctive about the CIESAS program is that it admits only students who are competent speakers of some indigenous language. In practice, this has meant that most of the enrolled students have been native speakers of indigenous languages of Mexico and Guatemala, representing all the major language families of those countries. Recent PhD's have secured permanent teaching positions in Mexico as well as post-doctoral fellowships in the U.S.

Since 1995, I have taught workshops, seminars, and classes at OKMA and at CIESAS, and have advised a number of MA and PhD dissertations by students trained in these programs. The most recent class I taught was a graduate seminar in Fall, 2018 on 'information structure' (the way the structure of a sentence is determined by the status of its content as 'new' information [from the perspective of the hearer] or 'old'). The students in the class investigated these issues in their own languages: Zapotec (three speakers, of three different variants), Zoque (two speakers), Amuzgo (one speaker), and Totonac (two speakers). It is hard to convey just how exciting it is to hear two Zoque speakers arguing — in Zoque –– about nuances of meaning and grammaticality of sentences in their language! Even when you don't understand what they're saying, the passion and engagement are obvious.

Shortly before the awards ceremony at the *Linguistic Society of America* meeting, I learned from one of the professors at CIESAS that this particular group of students was proud that I was receiving the Hale award, as they felt it was an indirect recognition of the importance of *their* work, a recognition of *their* commitment to the documentation and analysis of *their* languages. Indeed, the work these students are doing, the advanced level at which they are carrying out research, would surely have been most gratifying to Ken Hale.

❧

Bridging Multiple Worlds: Linking Research, Practice, and Policies Towards Educational Equity

Catherine R. Cooper
Professor Emerita Psychology
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My Edward A. Dickson Emeriti Professorship Award is supporting my preparing a new edition of the *Bridging Multiple Worlds Toolkit*, a resource I designed to link research, practice, and policies for opening pathways to college and careers among students from low-income, racial-ethnic minority, and immigrant families in multicultural societies. In this article, I provide a brief progress report on this work.

Many countries hold the ideals that all children should have equal access to schooling and advance through their individual merits, regardless of family background. In reality, as children from low-income, ethnic-racial minority, and immigrant families face poverty, discrimination, and schools with scarce resources, they are less likely to navigate from elementary school to college than students whose upper-income parents have college-based careers, a pattern called *the academic pipeline problem.*

Of course, earning a college degree is not the only definition of success, but many communities share the goal that every child will have the choice and the resources to do so. As the academic pipeline problem has intensified worldwide, so too has a sense of urgency and readiness to integrate fragmented research, practices, and policies on this issue.

The Bridging Multiple Worlds Alliance or BMWA (https://bridgingworlds.ucsc.edu/) is a growing international network of researchers, educators, and policymakers who work to open academic pipelines by supporting culturally diverse youth building pathways from childhood to college and careers without losing ties to their families and cultures (Cooper & Seginer, 2018).

The BMWA draws its name from Bridging Multiple Worlds Theory (Cooper, 2011), which maps five dimensions: demographic backgrounds of students navigating through the academic pipeline; college and career aspirations and identities; math and language pathways; evolving challenges and resources across cultural worlds; and cultural partnerships and alliances that can boost students' resources for navigating their pathways.

The *Toolkit* is aligned with these dimensions to address the academic pipeline problem; it is available at no cost: https://bridgingworlds.ucsc.edu/research-tools/index.html. Scholars and educators have used prior versions of the *Toolkit* across diverse cultural communities in the U.S., the Netherlands, Germany, Australia, Israel, Canada, and India. Their work prompted me to use the Dickson Award to work with graphic designers to help partners adapt these tools across cultural communities.

The *Integrated Logic Model* is one of the most innovative and useful of these tools; for details, see model. For many years, individual programs designed to advance educational equity have used a *logic model,* a one-page template outlining their mission and theory of change about how inputs (needs each program addresses and resources to do so) link activities and outputs (evidence of implementing these activities) to short-, intermediate-, and long-term outcomes. To build synergy and impact across multiple programs, I developed the Integrated Logic Model tool for alliances housing multiple programs that use separate logic models, terms, and materials. This practice can confuse students and families participating in these programs and other partners. Integrated Logic Models use the same template widely used for individual program logic models (Halimah, 2011). Shown below, the UCSC Educational Partnership Center developed its Integrated Logic Model to align work by four of its college preparation and access programs.

During my Dickson Professorship, I have conducted 17 workshops about Integrated Logic Models, guiding educational alliances on three strategies: aligning theories and research pointing to activities that advance equity, linking these activities to outcomes, and merging data on students' college and career pathways across multiple programs. With the Dickson Award, I am developing a webinar that draws on my work with these alliances for the BMWA website.

The UC Office of Diversity and Engagement in the UC Office of the President is "the nexus for UC efforts that advance diversity, equity and inclusion throughout the academic pipeline." Its staff work with 15 Student Academic Preparation and Educational Partnership (SAPEP) programs serving the 10-campus UC system. This team developed a SAPEP Integrated Logic Model linking portfolio-level with program-level measures that is now part of their accountability framework for the California legislature.

The UC Santa Cruz Educational Partnership Center partners with 10 college preparation and access programs to build college-bound communities and works with the SAPEP Framework. Its Integrated Logic Model maps the contributions of parallel grade-level activities in advising and mentoring with a shared Individualized College and Career Plan, family engagement, and professional development to students' pathways to and through college. This tool is helping to build synergies across programs and institutions, seen when counselors at partner middle and high schools adopted the Individualized College and Career Plan.

Inputs	Implementation		Outcomes	
	Activities	Outputs	Short- and Medium-term	Long-term
Needs -High % families with low income, limited English, low formal educational attainment, college knowledge -Low-performing schools -Students' low levels of college readiness, enrollment, and graduation **Resources** -These families' aspirations for children's college and college-based careers - EPC staff, database, funding -Campus, regional, state, and national partners	Academic Advising College, financial aid, and career knowledge; tutoring; College visits Family engagement Professional Development	# Students advised # Students with Individualized College and Career Plans (ICCPs) # Students and families attending college visits # attending workshops	Grades 6-9 Increase basic college and financial aid knowledge; Develop and update ICCPs Grade 10 Take PSAT Grade 11 Take SAT/ACT; Increase college and financial aid knowledge Grade 12 Complete college-prep (A-G), Advanced Placement, and honors courses; Increase college and financial aid applications and completion	Increase rates of students' postsecondary enrollment and graduation Impact Post-grant institutional changes

Santa Cruz County College Commitment (S4C)
is an alliance among educators, administrators, and counselors across K-12 school districts, postsecondary institutions, and the Santa Cruz County Office of Education. The UCSC Educational Partnership Center collaborates with S4C on college awareness curricula, college visits, and shared longitudinal data supporting students' college and career pathways.

Participants at UCSC Hispanic-Serving Institutions Family Day/ Día de la Familia, when prospective transfer students and families visit UCSC.

The UC Santa Cruz Hispanic-Serving Institutions Initiatives collaborate with UCSC programs and regional community colleges. As a member of this team, I have worked with my colleagues in developing its Integrated Logic Model across three federal grants. It maps the contributions of activities in university math, writing, and STEM instruction; advising and support; students' and families' sense of campus belonging, such as through Family Day (see photo); dual enrollment; and professional development to educational equity in students' pathways and institutional changes.

The Cabrillo College Advancement Program (CAP)
is a pre-college program that partners with local schools, private donors, and the BMWA to support pathways to college for low-income, primarily Latino students and their families. With the Dickson Award, we are developing videos of CAP graduates describing their experiences in the program (that uses activities

and measures from the *Toolkit*) on their college and career pathways; https://vimeo.com/261315119), and we completed a video abstract of our studies of CAP students' pathways (Cooper, Dominguez, Cooper, Higgins, & Lipka, 2018; https://vimeo.com/262560820).

As alliances have used Integrated Logic Models and other resources in the *Toolkit,* collaborated with one another, and adapted tools across a range of regional, cultural, and institutional contexts, a shared language has emerged across alliances' theories, activities, and pathways. We hope this work continues to strengthen regional, state, national, and international collaborations in equity research, practice, and policy in the multicultural communities of which we are all a part.

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My Work is My Hobby: An Interview with Elliot Aronson

Emeritus Professor Psychology, -by Jill Steinberg, Professor Emerita Psychology, San Jose State University

Elliot Aronson, Ph.D., is best known for his research on cognitive dissonance and the jigsaw classroom. From his widely-used textbook, The Social Animal: "Elliot Aronson's standing as one of the world's most distinguished and versatile social psychologists is reflected in the wide variety of national and international awards he has received for his teaching, for his scientific research, for his writing, and for his contribution to society."

Questions asked during the interview:

Tell me about your retirement/previous work. Why did you retire? Was the decision to retire made/planned by you? Do you consider your retirement successful? Happiness? What's better/gains? Worse/losses? How has retirement affected your relationships? What is your relationship to OLLI? What are your recommendations for others? More...   ෴

"If you want to hear the sound of God's laughter, just tell him your plans."
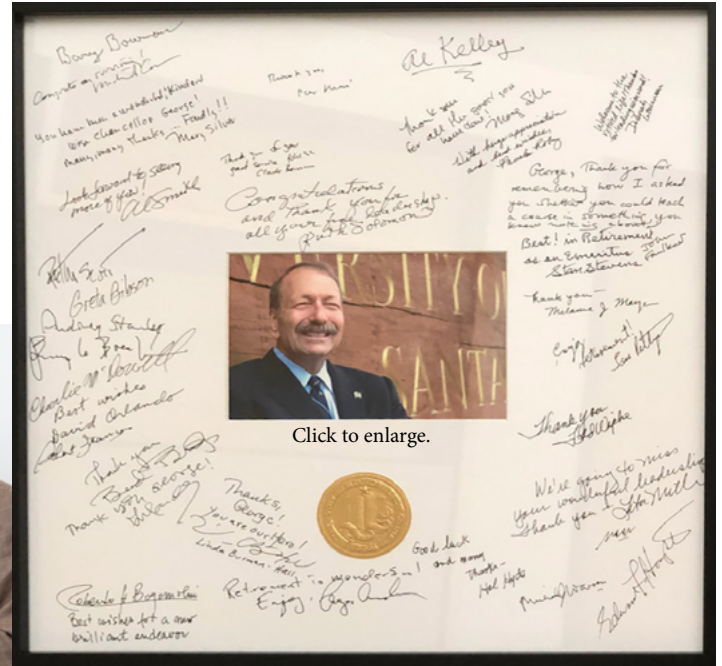
Deaths

Crow, Ben
Machotka, Pavel
Mac Gregor, Malcolm

Retirements

Dunn, David
Farkas, Donka
Haas, Lisbeth

Click to enlarge.

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