**Retirement from the**

**Skidmore College Faculty**

**Spring 2012**

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**Faculty Meeting**

**April the Twenty-Seventh**

**Two Thousand and Twelve**

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 27, 2012 in recognition and celebration of their distinguished service and achievement.



J

ohn Berman, a Woodrow Wilson Fellow, received his Ph.D. in social psychology from Northwestern University in 1972, and then was hired as an Assistant Professor at the University of Nebraska-Lincoln. He remained there for 28 years, the last 12 of which he was Chair of the Psychology Department. During his career in Nebraska, John was also honored as a Fulbright Lecturer in India, an Exchange Professor at the University of Trier in Trier, Germany, and a Visiting Research Professor at Graz University, Austria.

After a year at Williams College as an American Council on Education (ACE) Fellow, John arrived at Skidmore College in 2000 as Vice President for Academic Affairs and Dean of the Faculty. John joined the Committee on Educational Policies and Planning (CEPP) early in his term as Dean, while CEPP was in the middle of several complicated projects, and he became an active member of that committee during the last major overhaul of the all-college curriculum. The Chair of CEPP at the time comments that, “At our countless meetings John would listen carefully to all the input and brought a distinctive perspective based on experiences at other institutions. He was always eager to support the efforts of CEPP on behalf of his office, but believed that curricular changes should be led by the faculty.”

As VPAA/DOF, John also established the Athletic Review Committee (ARC), which embarked on a year-long study of athletics at the college and generated a substantial report. In the following years, work based on that report yielded a series of valuable reforms. These included a rationalized admissions policy, significant steps forward in gender equity, improved facilities (especially for softball, field hockey, lacrosse, soccer, and the training room), a productive fundraising mechanism in the Friends of Skidmore Athletics, additional personnel, and numerous other favorable developments. None of this would have been possible without our chief academic officer being critically engaged in the complex issues of college athletics and pulling in dozens of people from across college divisions into the work of ARC to sort through the challenges. And all this progress was made in the context of scarce resources.

As VPAA/DOF, John was involved in launching the Tang Teaching Museum and shepherding it through its growing pains. He also contributed to the planning for the Zankel Music Center. In addition, he established the policy recommending that a percentage of indirect grant funds be returned to Principal Investigators and home departments. This policy has afforded departments the opportunity to support and benefit both student and faculty professional development in numerous ways.

After some time as the VPAA/DOF at Skidmore, John joined the Psychology Department where he has taught and conducted research for the last 10 years. His courses here, some of which were new preparations for him, have included Introductory Psychology, Law and Psychology, and Applied Psychology. John’s commitment to the delivery of the department’s gateway course has been critical in helping to engage students in the science of Psychology. His Applied Psychology course covers the application of psychological research to industry, sports, health care, the media, environmental conservation, conflict resolution and terrorism. His Law and Psychology course has enhanced the breadth and interdisciplinarity of departmental offerings, and provides natural ways for students to link the course material to social action. In his teaching, John establishes unique ways of getting students to work with the material, notice nuances, and explore the significance of research findings. He connects with his students through his engagement in ideas, his humor, and his dedication to helping/advising his students both in and out of the classroom.

Throughout his career, John has published over 40 articles and edited two books. His research has been concentrated in two areas. The first applies social science methodology to shed light on real-world problems. He has published articles on assessing the effects of jury selection, parole, no-fault divorce, involuntary commitment to mental institutions, and alcohol treatment programs. Being selected to be a Senior Fulbright Scholar to India in the early 80’s stimulated John’s second area of research interest. Since that time he has collaborated with his wife, Virginia Murphy-Berman, on a series of publications investigating cross-cultural differences in perceptions of what is considered “fair.”

While at Skidmore, John served on the Committee on Appointments, Promotions, and Tenure (CAPT) for three years, including a year when he was chair. Since then, he has been a frequent substitute CAPT member when needed. For the last two years, he has served as chair of Skidmore’s Institutional Review Board (IRB). John’s service in the Psychology Department includes his significant contributions to the life of the department through his work on numerous committees, including serving as Chair of the Psychology Review Board. His citizenship is regularly demonstrated in a variety of ways, including his very active participation in efforts to recruit new faculty candidates, his valuable participation in personnel reviews, and his important mentoring of departmental colleagues. Extending his citizenship and commitment to social service to the Saratoga community, John has been a regular volunteer mediator for Mediation Matters in Saratoga Springs for the last six years, mediating conflicts between participants in small claims court, parents and teens, and couples who are divorcing.

The Psychology Department offers John best wishes for all his new endeavors in his retirement and for safe travels.

V

irginia (Ginny) Murphy-Berman graduated Phi Beta Kappa from Penn State University with a B.A. in Psychology, and she received her Ph.D. in social/personality psychology from Northwestern University. Later she completed a postdoctoral fellowship in Law and Psychology at the University of Nebraska School of Law. At the University of Nebraska-Lincoln, she served as Research Director and Research Professor of Psychology at the Center on Children, Families, and the Law, the mission of which is to conduct basic and applied research and policy analyses on topics that impact the lives of children and families. Throughout her career, Ginny’s academic pursuits have taken her far and wide as she spent a year as a visiting scholar at the University of Trier, in Germany, and another year at Graz University, in Austria. She also spent a year as a visiting faculty member at the Center for Social Change at the University of Allahabad in Allahabad, India.

Since 2001, Ginny has held the position of Visiting Professor in the Psychology Department at Skidmore College. Her courses have included Cross-Cultural Psychology, Psychology of Well-Being, and a Scribner Seminar (offered six times in seven years!). Her Seminar focused on the application of psychological theories of social justice to such topics as the use of the death penalty, the insanity defense, affirmative action policies, warfare and justice, problems of global poverty, and human rights. Student feedback from the course is overwhelmingly positive, and students describe her course as engaging and interesting; moreover, they also report their appreciation for learning from Ginny how to closely examine an issue from all sides, how to listen to and understand others’ points of view, and how to substantively support their arguments. Ginny’s Well-Being course lives up to its name, both in content and intention. Students regularly offer accolades and note the impact of Ginny’s course as being “life changing,” both in the ways students look at themselves and in the ways they view the world. Such comments come not only from current undergraduates but also from alumni, who continue to reflect on the impact that the course has had on their lives and ways of thinking.

Ginny has also offered a one-credit course on the Psychology of War, and she taught both Social Justice and Cross-Cultural Psychology online for the UWW program. This latter course was cited in a Sloan-C survey on effective practices in online education as “a bridge to the lifelong, life-changing sensibilities that educators want.” Ginny continued to explore her interest in online teaching in a paper she co-wrote with Sally Stebbins entitled, “The Teacher-Scholar Model of Online Education: A Skidmore Example.”

Over the course of her career, Ginny has edited one book and has published over 50 articles/book chapters, including a dozen since she came to Skidmore. Her published articles deal with a wide range of topics, such as cross-cultural differences in perceptions of fairness (with studies conducted in cultures such as Turkey, Indonesia, China, Hong Kong, Germany, and Austria), children’s rights, justice and health-care decision-making, cultural differences in perceptions of the self, and analyses of a variety of community programs and projects for children and families. Ginny also currently reviews papers for numerous journals in psychology and is a member of the editorial board of the *American Journal of Orthopsychiatry*, a journal that focuses on issues related to mental health and social justice.

Outside of Skidmore, Ginny has also been active in the community. In 2010, she presented an “Academic Minute” talk on NPR radio entitled, “The Search for Happiness.” And recently she gave a talk on the challenges of culture shock when moving to a new country for individuals taking an English as a Second Language class offered through the Literacy Volunteers program.

Ginny has been an amazing source of knowledge, information, ideas and help in moving forward department assessment efforts over the years. She and another department colleague also played a vital role in bringing the departmental Writing-in-the-Disciplines proposal to fruition, and she offered substantive contributions and insight to the departmental self-study in preparation for the recent external program review. With her never-ending collegiality and relentlessly positive attitude, Ginny’s citizenship in the department and college has been remarkable in many ways, including her advising of six groups of first-year students in Scribner Seminars, her supervision of student independent studies and senior theses, and her eager participation in departmental endeavors.

After her retirement, Ginny plans to continue to work on a topic that she has been newly investigating, which concerns how different cultures construe notions of happiness or the “good life.” Truly, she embodies a life of well-being, and we expect that Ginny will, indeed, be living the “good life” in her retirement!

S

teven Hoffmann arrived at Skidmore College in the fall of 1967, having received his B.A. from Harpur College, State University of New York at Binghamton, an M.A. in Political Science from the University of Pennsylvania, and while still in the process of completing his doctoral dissertation on the India-China Border War of 1962 at the University of Pennsylvania. Henry Galant, the chair of the Government Department at the time, hired Steve to fulfill the modest charge of expanding the Government Department’s course offerings into “the non-Western world,” which, at that point, included every area of the globe outside the United States and Western Europe. In the early years of his career, Steve tackled this tall order by developing a full-year course called “Politics of the Non-Western World,” which covered, in alphabetical order, Africa, China, India, Latin America, and the Middle East. Later, Steve would help develop GO 103: Introduction to Comparative and International Politics, which is still a fundamental introductory course in the Government Department. He would eventually introduce and teach separate courses on the Middle East, Africa, India, China, and Japan. Later in his career, Steve would also introduce his course on “The Military and Political Lessons of World War II” and, what might have become his most popular course, “What the US Does Wrong in the World: Views from India and Answers from Washington.” In addition to both broadening and deepening the Government Department’s course offerings, Steve also developed innovative team-taught courses on Japanese culture and history with Harry Gaugh from the Art History Department and on Indian History and Music with Gordon Thompson.

Steve’s knowledge of these diverse areas of the world was not limited to the theoretical or book-derived. Following inaugural research trips to India in 1966 and 1967, and after a short hiatus, Steve traveled to India on an almost yearly basis from 1976 until his latest trip in the summer of 2011. He has traveled to Japan, Great Britain, and Israel several times each, and in 2001, he traveled to China as part of a group of scholars sponsored by the Asia Society and the Smith Richardson society. He has also carried out extensive on-site explorations of the major European battlefields of World War II.His interest and expertise in US military policy and doctrine led to his being selected to participate in the National Security Seminar program at the United States Army War College in Carlisle, Pennsylvania, in June 2008.

Despite the fact that, when Steve began teaching at Skidmore in 1967, he had a 4-4 teaching load and that he was responsible for covering such a large and important part of the globe for Skidmore’s students, he has maintained an active research agenda and an impressive record of publication. His monograph *India and the China Crisis* was published by the University of California Press in 1990, and Oxford University Press published the Indian version of the book the next year. Steve has also authored more than 20 journal articles, chapters in edited volumes, and encyclopedia entries, with the latest, an article entitled “Reinvigorating the ‘Momentum’ in India-US Relations,” appearing just last year in the New Delhi publication *South Asian Monitor*. Steve is one of the country’s foremost authorities on the India-China relationship, and his expertise is recognized in the capital cities of both India and the U.S. In the fall of 2000, Steve was invited to be a Public Policy Scholar at the Woodrow Wilson International Center for Scholars in Washington, D.C., one of the most prestigious think tanks in this country, while in the spring of 2009 he was invited to be a scholar in residence at the Institute for Defense Studies and Analyses in New Delhi, India.

Steve has also been an active citizen of the college. In addition to serving as Chair of the Government Department from 1992 to 1996, Steve has served on some of the major all-college committees, including what was then the CAPT Review Board. He also served on many task forces, including the one that revised the student evaluation forms. Steve was also instrumental in the founding of Asian Studies as a program at Skidmore. He worked with then Dean of the Faculty, Eric Weller, on the original NEH grant that established Asian Studies as a “Faculty within the Faculty,” and he served as chair of the program. Steve and Bev Becker, when they served together on the Admissions Committee, helped to establish what have become the phenomenally popular and effective Accepted Candidates Days. They, and Skidmore, were very much ahead of the curve. Steve also taught for many years in the Skidmore Prison Program at Great Meadow, and he has been an important participant in the Greenberg Middle East Scholar Program at Skidmore. He was invited to visit Ben Gurion University in Israel during the early days of the program, and he has served as a gracious host for our visiting Greenberg fellows. He team-taught courses with two Greenberg scholars, and he served as a knowledgeable and judicious moderator and commentator for memorable Greenberg and other Middle East events, including sessions with Benny Morris, Sari Nusseibeh, and, most recently, former Special Assistant to President Clinton for Arab-Israeli Affairs, Robert Malley.

Steve’s dedicated teaching, excellent publications, and useful service were recognized when was he was promoted from Instructor to Assistant Professor in 1970, to Associate Professor in 1979, and to Professor in 1987. His strong contributions to our students, to the Government Department, to the discipline of political science, and to Skidmore College were further recognized when he was appointed to the Joseph C. Palamountain Jr. Chair in Government in 2003.

During his 45 years at Skidmore, Steven Hoffmann has seen the college undergo amazing changes: from the old campus to the new campus; from a 4-4 teaching load to a 3-2 teaching load; from a single-sex to a co-ed school; from a more parochial school, where one person could cover the politics of the non-Western world to one where more than 60% of the students study abroad, including many who go to those “non-Western” places that Steve first helped to open to Government Department students. What has not changed during those 45 years is Steve’s devotion to his teaching and his students and his kind mentoring of younger faculty. At a point in his career when many would be happy to recycle all student evaluations unread, Steve would still read them carefully and think of ways to improve his courses. This attention to his craft bore great fruit in terms of the popularity of Steve’s courses, which were routinely over-enrolled. By a conservative estimate, Steve has taught over 7,000 students during his 45-year career, forming close, long-lasting relationships with many of them. He has taught at least one mother-daughter team of Skidmore students, and probably more than one! Most importantly, particularly in the later years of his career, Steve’s courses provided one of the principal ways that our students were able to explore the crucially important topics of Middle East politics and United States military policy in places like Iraq, Afghanistan, and Pakistan.

In retirement, we fully expect Steve to continue to court adventures in places both far-flung and nearby—and to continue to cultivate the life of the mind as well as to enjoy his role as husband to his wonderful wife Cheryl and as “Grandpa Steve” to his beloved Emma and Sam. We wish him all the very best as he does so.

On behalf of his colleagues in the Government Department and across the college, as well as the many, many students he has taught, we extend heartfelt thanks and the warmest congratulations on an exemplary career to Steven Hoffmann, a true teacher-scholar.

F

or those of us in the English department, this is a bittersweet moment. We bequeathed Susan to the College six years ago, when she became Interim Vice President for Academic Affairs, and then Vice President for Academic Affairs. And though we never let her forget that she was, first and foremost, a Professor of English, we missed her dearly. We missed her in our offices, our hallways, our classrooms. This moment, then, becomes our rather selfish opportunity to reclaim her, even as we wish her well in her retirement. She is ours. Always has been. Always will be.

Susan joined the English department as an Assistant Professor in 1975, having taught previously at Cornell University, Queens College, Marymount School of New York, and the State University of New York at Albany. She received her Ph.D. from Cambridge University in 1976 and began her publishing career with a paper first presented at the 21st Annual Conference on Corrections, “One Flew Over the Cuckoo’s Nest: Some Myths Exposed” (excellent preparation for her administrative work to come). The following years saw significant publications on such figures as Doris Lessing, Marge Piercy, Abraham Cahan, and Willa Cather, as well as a number of essays related to pedagogy, academia, and the role of women in both.

Susan’s ongoing scholarly interest in women in literature and the academy reached its zenith with the publication in 1997 of her biography of Carolyn G. Heilbrun, *Feminist in a Tenured Position*. This book received an Honorable Mention from the Emily Toth Award Committee for “best feminist study of the year by a single author,” and was named one of the “Best Biographies of 1998” by *Bookman*. After Heilbrun’s suicide in 2003, the book was reissued in 2006 with a new epilogue in which Susan helped her readers come to terms with this shocking loss. As Nancy K. Miller writes, “In her moving final chapter, Kress, whose sense of personal loss is palpable through these pages, balances a life story of extraordinary accomplishment with the troubling ending Heilbrun chose to give it. [This book] is a deeply satisfying account of a woman writer whose pioneering words and example inspired many women to change their lives.”

Throughout her career, and in so many ways, Susan has been interested in joining the theoretical to the practical, lending the insights of feminist theory to the problems we face as teachers, as administrators, and as perpetual students. And for all of us who have had the pleasure of hearing Susan speak, it’s no surprise to learn that her voice is equally engaging on the page. Her prose is a delight, offering wit and wisdom in equal measure.

To know Susan on the page is to know her in the classroom. In both modes—as writer and as teacher—she moves gracefully from the known to the unknown, from some glimmer we may have of the truth to its fuller and more transformative realization. She is, indeed, a master teacher, a fact recognized by her appointment in 1999 as the inaugural holder of the Class of 1948 Chair for Excellence in Teaching. The faculty member who holds this chair should, according to the guidelines, have a “long and distinguished record of teaching at the College,” and should have “served as a mentor to new faculty members and as a model of dedication to the intellectual growth of our students.” On both counts, Susan’s appointment was the perfect way to model and to honor the work of teaching.

Susan’s teaching evaluations reveal someone born to be in the classroom. With a mixture of intelligence, humor, genuine curiosity, and more than a dash of skepticism, she makes it look easy, when we know that it’s anything but. Great teaching is an illusion, a slight of hand, or of mind, in which we present something which took years to create as the sudden insight of an alert imagination. I’ve had the pleasure of seeing Susan teach. She’s not simply pulling rabbits out of hats. She’s manufacturing zebras, on the spot. As one student wrote, “She leads discussions subtly and draws us into the material so that we make our *own* conclusions—which ‘happen’ to be exactly the conclusion that she was aiming at. In short, she teaches us by leading us to teach ourselves.”

Great teachers never stop teaching, so it’s no surprise that Susan has been equally impressive as a faculty mentor. She visited a class of mine in my first year at Skidmore, and I can still recall the conversation we had afterward. On the surface, what she was doing seemed simple. She was showing me to myself. She let me see, truly, what I was doing. And while the effect of this kind of exposure can be terrifying—and it was—it’s also transformative, not simply in the moment, but over a career. I still watch myself teach with Susan’s eyes. I still wish I could see myself half as clearly as she did. As our former colleague Terry Diggory writes, “Above all, Susan is an educator. Inspiring in both the classroom and the committee room, she brings out—literally, ‘educates’—the best in all of us.”

And it’s in that journey from classroom to committee room that Susan has, I believe, had her most lasting impact. Susan’s record of service at the College reads like the A-Z listing under “Governance”: Affirmative Action Committee; CAPT; CEPP; Committee of Faculty Governance; Curriculum Committee; Dean’s Governance Advisory Council; General Education Committee; Vice-Chair of the IPC; Middle States Reaccreditation Steering Committee; Periclean Awards Committee; Self-Determined Majors Committee; Standards and Expectations Subcommittee; University Without Walls Committee. Those are just the acronymic highlights, and they don’t include Susan’s service on almost every English department committee imaginable, including five terms on the Personnel Committee and six on the Curriculum Committee. Oh, and by the way, she chaired the department twice.

Susan has been particularly dedicated to and involved in Women’s and Gender Studies at Skidmore. She has co-directed that program, and was an early advocate of child care on campus, pressing, along with others, for the founding of the Greenberg Child Care Center. Leslie Mechem, Director of Gender Studies, calls her an “active and stalwart supporter,” and a “founding Mother of Women’s Studies.”

In addition, Susan is an often-called-upon national leader in education, having served as President of the Association of Departments of English (ADE), and having been actively engaged in the work of both the ADE and the Modern Language Association.

Of course, Susan’s most significant and long-lasting service to the College has been in her more recent work as Vice-President for Academic Affairs and Acting President of the College. Here, she brought her unique skills as both leader and collaborator to a wide range of needs and opportunities. She advanced a number of diversity initiatives, including the hiring of the first Director of Intercultural Studies. She chaired groups responsible for significant Faculty Handbook revisions and major policy initiatives, including the new parental leave policy. She wrote a successful grant application to the Mellon Foundation ($750K) to provide bridge funding to assist in retirement transitions. She managed several important leadership transitions in Special Programs and oversaw the process to close UWW. She managed the leadership transition in the Registrar’s office and led the effort to define a charge for the Zankel Center. She worked with Phyllis Roth to develop a program to support our retirees, and to encourage their continued involvement in the affairs of the College. She worked with the CAOs of the New York Six Schools to develop a common agenda for collaboration, including the faculty work project supported by the Teagle Grant. This is all in addition to Susan’s management of the full range of activities that fall within the purview of the Chief Academic Officer.

And then, of course, there are the million and one crises that pop up on any given day, each of which has the capacity to knock one completely off balance and to sabotage the ongoing work of the College. Susan led us through difficult times with a mixture of poise, grace, and determination. It is a mark of her great leadership that we will never fully know all of the ways in which she kept us moving forward when the winds were against us.

As our former colleague Terry Diggory writes, “Throughout my long association with Susan Kress, I have always admired her good sense, good humor, and absolute integrity. Scrupulous about process, Susan is devoted to the ideal of collective decision-making, but she recognizes the reality that at key points in the process the responsibility for a decision falls to a particular individual, and she never shrinks from that responsibility when it falls to her.”

President Glotzbach had this to say about Susan’s most recent work on our behalf: “Through her many accomplishments as Skidmore's Vice President for Academic Affairs, Susan Kress has earned my highest respect—and that of the Skidmore community—as a most thoughtful, conscientious, and effective academic administrator.  She has managed the myriad responsibilities of her office with consummate grace, and above all she has been a consistent champion for the academic life of the College.  A true `servant leader,’ Susan always made it her highest priority to support the education of our students and the work of our faculty.  We are a better place for her long and distinguished service to the College – as a faculty member, as Chief Academic Officer, and as Acting President.  Her absence will be deeply felt.”

For thirty-seven years, Susan Kress has devoted herself to this institution, to its students, its faculty, its staff—to its history and its future. We are, all of us, immeasurably better for that devotion. We wish her the best in this next stage of her life, and we offer her our humble and sincere thanks for all that she has done on behalf of this great institution.

P

rofessor Robert (Mac) Oswalt “graduates” from Skidmore College after 45 years of service in the Psychology Department. Mac earned a Bachelor of Arts degree in psychology from DePauw University in Indiana, and a Master’s and Ph.D. from Louisiana State University with a major in psychology and a specialization in clinical psychology, as well as a minor in anthropology.  He joined the Skidmore College Psychology Department in 1967, earned tenure and promotion to Associate Professor in 1974, and earned promotion to Professor in 1983. During his time at Skidmore, Mac also served as the Faculty Director for the Skidmore College in London Program twice (1988, 2001), as a Visiting Professor at Richmond College in London (1988), as a Visiting Professor at the Regents College in London (2001), and as an Adjunct Professor for the UWW programs at the Washington Correctional Facility (1986-1994) and the Great Meadows Correctional Facility (1970-1994). Mac was also a practicing clinical psychologist from 1973-1986.

In his 45 years of teaching at Skidmore College, Mac delivered courses in Abnormal Psychology, Clinical Psychology, Psychological Testing, Psychoanalysis and Sigmund Freud, and Introduction to Psychology, and notably *never* missed a class due to illness. For many years, he was the only faculty member in the department whose teaching load was exclusively in the clinical area of study. Thus, he played a critical role in educating students in this branch of psychology and shepherding students towards careers in clinical psychology. To provide students with valuable field experience while at Skidmore, Mac developed the first collaborative internship venture with Four Winds Hospital, placing students over many years in clinical internship experiences in the mental health field each semester and over the summer.

Mac’s scholarly contributions include numerous publications and presentations at professional conferences on blood and organ donor motivation. He has also conducted research on the desensitization of traumatic memories by eye-movement, and sexual behavior among college students, including the transmission of AIDS and date rape. Mac’s publication outlets range from psychology journals, including the *Journal of Applied Psychology*, *Psychological Reports*, *Perceptual and Motor Skills*, and the *Journal of Comparative and Physiological Psychology*, to other journals uniquely tied to his research interests, including the *Journal of the American College Health Association, Transfusion*, *Medical Laboratory Observer*, *Dialysis and Transplantation,* and *Behavioral Medicine Advances*. Other outlets for Mac’s passionate interests in flight and travel include *Astronautics and Aeronautics* and the *Sunday New York Times (Travel Section)*.

Throughout his Skidmore career, Mac chaired a variety of college committees, including the Committee on Appointments, Promotions, and Tenure, the Admissions Committee, the Faculty Housing Committee, the Committee on Faculty Governance, the Committee on Educational Policies and Procedures, and the Committee on Academic Freedom and Rights. He also served as a member of other college committees, including the Committee on Academic Standing, the External Master of Arts Committee, and the Institutional Review Board.

In the community, for many years (1993-2007) Mac served a leadership role in development of the campus Blood Drive program, informed by his study of the factors that influence adults to participate in donor commitment programs. Other contributions to the Saratoga community include running a self-help group for individuals with phobias, serving as a trustee for local pre-schools, serving on committees for the Regents College Examinations, and serving on various committees for the Wilton Developmental Center.

Within departmental discussions, Mac is ever focused on making program decisions that are in the best interest of our students. With an enduring commitment to the college and to the value of a liberal arts institution and education, he is the first to remind his colleagues to stay focused on the broader issues related to liberal arts education. Mac is the embodiment of a good citizen within the department. Mac’s consistently supportive and collegial interactions with department faculty and staff, his participation in departmental meetings, discussions, and committees, his regular attendance at student presentations, ceremonies, and performances—and his enduring sense of camaraderie, humor, and cynicism—will indeed be missed. We wish you a happy retirement, Mac. *T.G.I.F. and all that*!