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Faculty Meeting Minutes - April 30, 2020

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Faculty Meeting Minutes - April 30, 2020

Abstract

Minutes of the Gettysburg College Faculty Business Meeting, April 30, 2020.

Comments

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Minutes of the Gettysburg College Faculty
April 30, 2020
Remote Meeting
Business Meeting
(Quorum 100; Attendance 145)

President Robert Iuliano called the meeting to order at 4:00 pm.

He noted that Benjamin Pontz, covering the meeting for *The Gettysburgian*, and Patrick McKenna, representing Senate, were in attendance.

The president began his report by expressing his hope that everyone was feeling well and in good spirits. He thanked the community for how it has risen to the challenge posed by one of the most unusual semesters in the history of the college. He knows how hard it is not have our students on campus, but also knows how deeply appreciative they are of the sustained efforts to give them support and direction. He knows, too, that this meeting should be a celebratory one, but the occasion requires that he speak seriously: the waters for higher education are choppy. We will navigate them successfully, but must acknowledge what we face: a pandemic unprecedented in our lifetimes, and one that is having significant effects—financial, social, and cultural—across the field. Uncertainties about what will be possible in the fall are coupling with financial stresses to make it hard for families to decide whether it makes sense for admitted students to enroll. According to estimates in professional journals, incoming classes may fall twenty percent below their targets. We are not exempt from broader realities: deposits are down.

Yet we have solid reasons to be confident about our future. We had the second largest applicant pool in our history. People who are balking are doing so because they want to be here and do not want to settle for something less than what a rich residential experience affords. Our resources are especially well managed. Further, schools that can handle this crisis will draw students in the future. We are facing it together, and in a manner that is smart and creative. People should continue to do what they have done: it is important to look ahead, to be flexible, and to be adaptive.

The president then asked for a quorum count.

He next provided an overview of steps the college is taking to prepare for next semester. Several working groups have convened; their shared understanding is that the college is committed to returning to residential education in the fall, if doing so is possible.¹ The groups and their members are listed on the website. He urged colleagues to communicate ideas and bring concerns to them; he is grateful to those who are serving on them.

¹ These include the Scenario Planning Steering Committee, the Academic Program Team, the International Programs and Off-Campus Travel Team, the Residential Living and Co-Curricular Experience Team, and the Business and Infrastructure Continuity Team. Cf. President's Office landing page / Communications / Emails: Update on the Coronavirus Response / Fall Planning Committees.

He referred to his letter of April 27, 2020, in which he reviews the specific policies that the college has adopted in response to the emergency.

Please see Appendix 1 for the text of the letter.

He characterized the decisions outlined in it as necessary, but as nonetheless hard to make.

He felt that the change to 403 (b) plans could speak for itself, but that the changes affecting hourly employees warranted comment. No one, he stressed, has been laid off. But some people are facing reductions in pay. They should be made whole through unemployment compensation. For the most part, the response from them has been gracious and supportive; they appreciate having received full pay through April. The college will stay in touch with everyone affected by the reductions; he urged individual members of the community to remain in contact with them as well. Our summer meetings will allow further conversation about our financial picture.

Professor Kevin Wilson announced that the quorum count succeeded.

Provost Christopher Zappe thanked people completing terms as department chairs and program coordinators: Professors Else (Art and Art History), Li (East Asian Studies), Cadigan (Economics), Wallach (German Studies), Larson (Political Science), Sijapati (Religious Studies), Rangelova (Spanish).

He thanked those who have served as acting chairs during the past year: Professors Williams (Africana Studies), Trigo (Women, Gender, and Sexuality Studies), Emmons (Sociology), and Kaempfer (Spanish), and Vice Provost Ryan (Civil War Era Studies, and Cinema and Media Studies).

He announced the following appointments and reappointments of chairs for the coming year: Professors Funk (Chemistry), Carmichael (Civil War Institute and Civil War Era Studies), Rickert (Classics), Hogan (East Asian Studies), Nyiwul (Economics), Rhett (English), Wrage (German Studies), Mukherjee (Interdisciplinary Studies), Lowy (International Affairs and Globalization Studies), Calvillo (Latin American, Caribbean, and Latino Studies), Hartzell (Political Science), Weise (Public Policy, Fall 2020), Douds (Public Policy, Spring 2021), Deborah Sommer (Religious Studies), and Kaempfer (Spanish).

He announced appointments of acting chairs for the coming year: Vice Provost Ryan (Art and Art History), Professors Barbara Sommer (History, Fall 2020), Milingo (Physics), Kauffman (Theatre Arts, Spring 2021), and Presser (Spring 2021).

Professor Odle-Dusseau, acting in lieu of Professor Andrew Wilson, was asked to lead a discussion of the motion that the Faculty Governance Committee brought on April 16:

to convene a Faculty Governance Review Commission in academic year 2021/22.

For the rationale, please see minutes for that meeting.

Finding there were no questions, President Iuliano called for a vote. It was taken through the polling feature of Zoom. Dr. Remy announced that ninety-two percent of the votes were in favor of the motion, and five percent opposed. The president ruled that it passed.

Professor Brandauer, director of the Johnson Center for Creative Teaching and Learning, announced that the center has given its Excellence in Teaching Award to the members of the Educational Technology group, for their outstanding work in enabling the transition to remote learning: Eric Remy, Sharon Birch, Joshua Wagner, Carrie Szarko, Kaylynn Kibler, Travis Mathna, and Mark Rosensteel.

Provost Zappe announced that Professor Mukherjee has won the Luther W. and Bernice L. Thompson Distinguished Teaching Award and read the following citation:

The Luther W. and Bernice L. Thompson Distinguished Teaching Award is given each year to recognize a faculty member who has come to Gettysburg within the past several years and whose teaching is recognized as outstanding by faculty colleagues. Each year, after a careful review of the teaching of all recent candidates for tenure, the Faculty Personnel Committee recommends one faculty member to receive this award. This year I am pleased to announce that this year's award recipient is Professor Sahana Mukherjee. Professor Mukherjee joined us here in the Department of Psychology in 2014. She is described by one of her colleagues as "an exceptional teacher, a thoughtful and successful scholar, and a generous and able contributor to departmental and college governance."

Please join me in virtually congratulating Professor Mukherjee on this significant recognition of her teaching.

The provost then announced that the Benjamin Franklin Professorship in the Liberal Arts and Sciences has been awarded to Professor Meier, and read the following citation:

I am happy to announce that Dr. Brian Meier, from the Department of Psychology has been newly appointed to the Benjamin Franklin Professorship in Liberal Arts and Sciences. Brian is a dedicated and inspiring teacher but his commitment to teaching extends far beyond his courses. According to his colleagues, "he is a sought-after advisor who regularly advises 25-30 majors. He forms strong and lasting connections with his students, advisees, and research mentees." Not only is Professor Meier an excellent teacher, he is also an exceptional scholar who engages students in all aspects of his research. Lastly, I want to mention Professor Meier's outstanding work as a member in the Gettysburg College community. He has served on numerous committees including both the Faculty Development Committee and APPC, both of which he chaired. He is also the co-creator of Camp Psych, which is a summer camp in psychology for high school student. Since 2011, this program has brought approximately 150 high school student from across the U.S. and other countries to Gettysburg College for classes and laboratory experience in psychology.

Please join me in virtually congratulating Professor Brian Meier.

Provost Zappe next commended Professors Gaenslen and Lipsett as they retire, and read the following tribute:

I would like to recognize two members of our faculty who are retiring this year, but chose not to have a valedictory. The first is Frederic, Fritz, Gaenslen. Professor Gaenslen received his Ph.D. from the University of Michigan in 1984. He joined the Political Science Department, here at Gettysburg College in 1991. Fritz will be retiring after 29 years of dedicated service to Gettysburg College. Thank you, Fritz for your commitment to Gettysburg College.

Next, I would like to recognize Koren Lipsett. Professor Lipsett has been a member of the Chemistry Department at Gettysburg College since 1992. She earned her Ph.D. from the University of Maryland in 1990. Professor Lipsett will be remembered as one of the co-developers of Biochemistry and Molecular Biology program at Gettysburg College. Koren, we thank you for your dedication to Gettysburg College for these past 28 years.

Professor Lair read a valedictory for Professor Emmons. Please see Appendix 2.

Dean Bergren read a valedictory for Professor Stillwaggon. Please see Appendix 3.

All of the newly retired received multiple messages of congratulation through Zoom's chat function.

The president adjourned the meeting at 4:55 pm.

Submitted,

A handwritten signature in black ink that reads "Leonard S. Goldberg". The signature is written in a cursive, flowing style.

Leonard S. Goldberg
Faculty Secretary

Appendix 1
Response of College to Covid-19:
President Iuliano's April 27, 2020 Letter

Dear Members of the Gettysburg College Community,

When we extended the students' spring break a little more than six weeks ago, the College took the first steps toward what has been a dramatic adjustment to our most foundational structures. Since then, we have moved to remote learning and the campus has been physically closed, requiring most of our employees to work from home, to the extent that they have been able to work at all. We are not alone, of course, in experiencing these seismic shifts, nor have we been alone in experiencing the significant financial implications they have imposed and will inevitably continue to impose into the next academic year. The question before us is how we, as a community, should best respond to these unprecedented circumstances.

This letter sets forth the next steps in the College's response. There may well be more difficult decisions ahead. But what I know of this place, and what I have witnessed repeatedly over the past several months, is that we face challenges head on—doing what is necessary to ensure the continued strength and vitality of this institution for which we have such deep affection. And it is that spirit, and that commitment, that leaves me with no doubt that we will emerge from this moment a stronger institution that continues to make a profound difference in society by the talented students we graduate and the knowledge and creative works we generate.

Principles

Let me begin by outlining what I see as the central principles that should continue to guide our response.

- **First**, our responsibility is twofold: we must both support our community today and nurture this special institution for generations to come. These dual responsibilities require us to confront difficult decisions with candor, confidence, and an eye to what will strengthen the College over the long term. They require us to steward our existing resources as wisely and as carefully as possible, which we have long done as a College and which takes on special importance given current economic circumstances, both globally and for higher education.
- **Second**, given the many unknowns associated with the pandemic, we have been inclined to act incrementally and to respond to facts and circumstances as they evolve, with the health and safety of our community as our touchstone. This approach permits us to make more informed judgments, but it also necessarily—and unfortunately—means extending the time over which we make and implement decisions.
- **Third**, as always, we will remain committed to providing our students with the rigorous, ambitious, and forward-looking education which is a hallmark of this College.

Consistent with these principles, we have already taken a number of important steps. We mobilized institutional resources to ensure that our remote education, both curricular and co-curricular, was effectively structured and delivered. Last week, we announced the establishment of several working groups to focus intensively on how we might best prepare for the next academic year. And, in my April 2 letter, I outlined some first steps to respond to the challenging financial context before us and other colleges and universities.

Since my April 2 letter, the College has continued its efforts to learn more about the pandemic and its impact. Here's where we stand:

Together with all of higher education, we will face a period of financial strain. We expect to lose most of our projected revenues from summer programs, on top of the \$7 million impact associated with the refund of room and board. We understand better the welcome—though limited—resources available to us through the federal stimulus program. We are beginning to engage students and their families on changes to their personal financial situations and their associated implications for our financial aid budget. And, perhaps most importantly, we remain in this regrettable position of being a residential college that has been forced to teach and work remotely.

With the benefit of this somewhat clearer understanding about our existing circumstances, we are taking several additional measures outlined below. We take none of these steps lightly but, together, they will help ensure that the College remains a vital and dynamic place to study, to teach, to research, and to work, both now and when our students return to campus.

Administrative and Support Staff Experiencing Reduced Workloads

The first step relates to those staff and administrative employees who, by virtue of our remote teaching and working environment, have seen their ability to perform their job responsibilities meaningfully compromised. As a reminder, we have committed to the full pay and benefits of our benefited employees for a six-week period through April 30, regardless of their ability to perform the full range of their responsibilities.

As we look ahead into May, it is necessary for us to acknowledge the financial and operational consequences we are experiencing as we remain in this extended period of remote working and teaching. Therefore, as of Saturday, May 2, we will be more closely aligning the pay with the actual working hours for those staff and administrative employees whose capacity to work effectively in this environment has been most profoundly affected. Hourly employees will continue to work at least one day a week (and many hourly employees more than that), while a small number of administrative employees will be furloughed. The affected employees have already been notified.

Our understanding of unemployment compensation insurance indicates that, at least through July 2020, most of the affected employees may be eligible to receive unemployment compensation payments and federal stimulus dollars that, when combined with their continuing College pay, should at least equal their current take-home pay.

We have assured the affected employees that they will continue to be eligible for most benefits, including health, dental insurance, and tuition. The College will pay the employee-share of health insurance premiums for the first two pay periods of any reduced hours or furlough to reduce the possibility of any potential disruption as employees begin making the necessary transitions. After the first month, the College will continue with the employer contribution toward the employees' health care.

In anticipation of a return to campus in the fall, we have planned these steps, and schedules, through the end of July. But it is only fair to acknowledge that we are in a period of considerable uncertainty and that limits our ability to make confident predictions. We will continue to evaluate the evolution of the virus and its impact on the College and higher education, with an eye to making the best possible judgments for our College, students, and employees as the facts come into clearer focus.

We recognize that these actions will be disorienting and will create some understandable anxiety. Our hope is that our conversations with the affected employees, together with considerable ongoing engagement over the coming months, will leave them with no question about their importance as members of our community.

Employees with TIAA contribution retirement (403(b)) plans

As a means of responding to the economic consequences of the pandemic, effective in July we will be temporarily reducing the College's contribution to all employees' 403(b) plans from 10% to 5% of eligible compensation. Again, we are evaluating the overall economic environment for the College and higher education on a regular basis, with an eye to restoring some or all of the reduced contribution as soon as we responsibly may do so.

Senior leadership

Finally, and in the spirit of doing what is right and to help ensure that we are as well positioned as possible to return to a residential learning environment, the Vice Presidents, Provost, and I have voluntarily reduced our compensation. In my case, I will reduce my compensation by 15% through at least the first six months of the 2020-21 fiscal year.

We've [developed an FAQ](#) aimed at providing more specific information regarding these measures.

This is an extraordinarily difficult time and these are all difficult decisions. The continued questions surrounding the path of the pandemic suggests that we may well have additional difficult decisions ahead. We must respond to these circumstances with foresight, a commitment to our mission, and the long-term health of the College in mind. The measures we are taking today seek to advance those objectives, but we nonetheless take them reluctantly and cognizant of the real-life impact to people who are integral members of our community.

Let me conclude by repeating a point I have made in prior communications to the campus. This College has seen periods like this, where broader societal issues have presented challenges to our ability to advance our mission. When I am asked, as I often am, what makes Gettysburg College special, I come back to the people. There is nothing I am looking forward to more than returning to our normal residential environment as soon as we can safely do so, when we will all be together again doing what we do best— working together to support our students and to prepare the next generation of society's leaders. That spirit has guided us in the past and, as I said at the outset of this letter, it will ensure we emerge from this moment's challenges a stronger and yet more determined institution.

Thank you.

Sincerely,

Bob Iuliano
President

Appendix 2
Professor Lair's Valedictory for Professor Emmons²

To say that Charlie Emmons is an institution at Gettysburg College is an understatement. Charlie has been teaching at Gettysburg longer than I have been alive. And while I don't want to say that this is a long time, because that would imply that I am old, I can say I have been celebrating my 35th birthday for close to a decade now.

Also, as some of you may know, during his tenure at Gettysburg, Charlie taught our former President Janet Morgan Riggs when she was an undergraduate here, and while he will not disclose what grade she received in his class, he assures us that she was a very good student.

If you know Charlie, you know that he loves to learn. In fact, Charlie likes to brag that he is completing his 72nd **straight year of school** either as a student (20 years) or full-time college teacher (52 years). As a result, Charlie knows a lot of things about a lot of things.

For example, one thing Charlie knows a lot about is language. As Charlie admits, he's kind of a language addict, meaning he has an almost unquenchable thirst for learning new languages, teaching them, and studying how language is used particular communities. Here are just a few examples of Charlie's adventures in linguistics.

- As I am sure like the rest of us did, as an undergraduate Charlie took 6 languages in preparation for being a classical archaeologist. This isn't 6 language classes, but classes in 6 different languages. While Charlie didn't end up being an archaeologist, he still knows the 6 languages he studied then and has added a few more along the way.
- In 1964 Charlie took a position at the Summer Institute of Linguistics run out of Indiana University and did linguistic field work in Bloomington, Indiana listening to social-class variations of speech in public places.
- His master's thesis in Anthropology from the University of Illinois was a translation he conducted of a rare monograph on Southeast Asia from Italian to English.
- More recently, Charlie has been traveling to the UK for conferences and research where he loves to sort out differences in varieties of British English.
- However, perhaps Charlie's biggest linguistic adventure was in the summer of 1962 when he was part of New York University's excavation in Aphrodisias, Turkey, where he learned some Turkish. It was during this time that Charlie was recruited by the CIA because of his linguistic abilities. And while Charlie claims he turned the CIA down, I would just point out this is exactly

² The valedictory was accompanied by a Powerpoint presentation: [https://www.gettysburg.edu/faculty/Moodle / Gettysburg College Information—Provost's Division / Valedictories from April 30, 2020 / Charlie Emmons](https://www.gettysburg.edu/faculty/Moodle/Gettysburg%20College%20Information---Provost's%20Division/Valedictories%20from%20April%2030,%202020/Charlie%20Emmons)

what someone would say if they were secretly working for the CIA. **I would also like to note that all of Charlie's** research is interview based and one has to wonder where he learned those kinds of skills. Just some food for thought.

Charlie also knows a lot about Mass Media and Popular Culture.

For example, Charlie's PHD was on "Political and Economic Leaders in Chicago's [Polish Community]". And a large part of this was a study of Polish polka bands in Chicago.

Later, Charlie moved from Polka to Punk. Since I spent the better part of my youth in the punk rock community, I knew I was going to really like Charlie when during my job interview he told me how in the 1980s he did some participant observations of punk rock concerts and interviewed bands like the Dead Kennedys, Minor Threat, Agent Orange, and his favorite, Fear.

Charlie was also an advisor to and Station Administrator of WZBT, the Gettysburg College radio station from 1975 to 1996. He then continued to have his own shows on air until 2001. In addition to this, Charlie also plays the cello and loves classical music.

Sports are also something Charlie knows a lot about. Charlie is proud to say he was on the first soccer team at Gannon College (Erie, PA) in 1963/4. He was the goalie and the only American player on the starting team. An interesting fact that Charlie will tell you about the starting roster for the Gannon Golden Knights is that all eleven players were from different countries.

A few decades later, Charlie nearly did his 1994 sabbatical research on the World Cup held in the U.S. that year. However, he made amends for this missed opportunity when between 2016 and 2018 he included English football (and pubs) as minor parts of his study of alternative medicine in the UK (and Charlie says he can explain how English Football and alternative medicine go together to anyone who would like to know.). His favorite team is the Stoke City Potters.

Charlie also knows a lot about the Sociology of Religion and the Sociology of Science, which he sees as going perfectly together. He has explored these connections in his books "Chinese Ghosts and ESP," "UFOs, Science and the New Age," (which is on the Center for UFO Studies list of 15 books "that should be read by serious researchers"), "Guided by Spirit" (on spirit mediums), and "Science and Spirit". Charlie has also made 3 documentary videos that you can find on the College's Cupola site. They are: "Drum Circles in North America," "Roll Your Own Religion," and "Science and Spirits." On a personal level, Charlie started his life as a reluctant Lutheran and has worked his way through atheism, agnosticism, and Spiritualism. He now calls himself "a compassionate spiritual atheist."

Another thing Charlie knows a lot about is politics, and just like his spiritual path, his political journey has been full of twists and turns. For example, his political affiliation has run from Republican to Democrat to Green Party. He has been a low-level political worker for the campaigns of Barry Goldwater (in 1964), Mo Udall (in 1976), and Barack Obama (2008 and 2012). He has voted for Jesse Jackson and Ralph Nader. He intends to vote for Elizabeth Warren in the PA primary, and for the person she has endorsed in November, a guy Charlie met in front of the College Union Building in 1976.

As can be seen, Charlie has learned a lot over the past 72 years of being in school. Now the question is what will Charlie do in his retirement. The answer is obvious: he plans to keep learning new things. For example, although he can speak some conversational Cantonese from his seven trips to Hong Kong, and he can speak a little Mandarin, he has never been able to learn to read Chinese, apart from the characters on ma jong tiles. In retirement he plans to learn to read Chinese, expecting to be able to read the newspaper by age 95. He is also going to restring his cello and get back to Dvorak.

Charlie, words cannot do justice to how much I appreciate all that you have done for me, the department, your students, and the College as a whole. Your enthusiasm, your kindness, your compassion, your sense of humor, your ability to get students to think in new and critical ways, and your rants on how much you hate bureaucracy have all made Gettysburg a better place to be. But even though we are very sad that we won't be able to experience these things on the day to day basis anymore, we are excited because we know your retirement will be long and fruitful and full of adventure. It's a big world out there, and there are lots of things for you to explore. We just hope you will stop by every now and then and tell us about all the things you have been learning.

Appendix 3
Dean Bergren's Valedictory for Professor Stillwaggon³

Eileen Stillwaggon Valedictory Message

Hi Everyone! Even though we can't be together today in person, I'm so happy to have the opportunity to congratulate Eileen Stillwaggon on her upcoming retirement and exceptional career at Gettysburg College. So! Let me tell you a little bit about our wonderful Eileen.

In 1971, Eileen received her B. S. in Foreign Service from the School of Foreign Service, at Georgetown University. She was chosen by her faculty as the Valedictory speaker. In 1977, Eileen received a Diploma in Economics from the University of Cambridge, England. Two years later, Eileen received her Ph.D. in Economics from American University. Her dissertation was on the Economic Impact of the Uintah and Ouray Indian Reservation on the Local Non-Indian Economy.

Then in 1994, Eileen started her career at Gettysburg College.

As a development economist, Eileen approaches complex emergencies and chronic needs - in the context in which people live and work. Her research interests include the effects of poverty and inequality on health and human development, specifically focusing on countries in Africa, Asia, and Latin America.

Eileen lived and worked in Tanzania, Botswana, South Africa, Zambia, Zimbabwe, Nigeria, and Swaziland. Here, Eileen visits with Malawi's Finance Minister who also happens to be the brother of Gettysburg's wonderful late Professor Derrick Gondwe. Eileen also spent significant time working in Argentina, Brazil, Ecuador, the Dominican Republic, and Nicaragua.

Eileen's first book *Stunted Lives, Stagnant Economies: Poverty, Disease, and Underdevelopment* was published by Rutgers University Press in 1998. It described the interaction of poor health and poverty, and was based on her years of research and her work in informal settlements, public clinics and hospitals in Argentina.

Much of Eileen's career has been focused on the numerous parasitic diseases and malnutrition that impose an enormous burden on people living in poverty in both poor and rich countries and could be eliminated at trivial cost.

Eileen has written several works on prevention and treatment of filariasis.

Eileen's book, *AIDS and the Ecology of Poverty* was published by Oxford University Press, 2006. She has written extensively on HIV/AIDS in developing nations demonstrating the immune context

³ The valedictory was accompanied by a Powerpoint presentation. See [https://www.gettysburg.edu/faculty/Moodle/Gettysburg College Information—Provost's Division / Valedictories from April 30, 2020 / Eileen Stillwaggon](https://www.gettysburg.edu/faculty/Moodle/Gettysburg%20College%20Information---Provost's%20Division/Valedictory%20from%20April%2030,%202020/Eileen%20Stillwaggon)

of parasitic diseases - and malnutrition that set the stage for extremely high transmission of HIV in Africa.

She has given more than 100 Conference Presentations and invited papers around the world.

During Eileen's career, she taught more than 1,500 students in classes such as: Principles of Microeconomics, History of Economic Thought, Economic Development, International Economics, A First Year Seminar called Understanding AIDS, and Poverty & Health-Latin America – which Eileen taught in Spanish as part of the Cultures and Languages Across the Curriculum initiative.

Thanks to some grant funding Eileen was able to offer course-embedded travel to her students. This photo from 2009 when the International Affairs Seminar and the Eisenhower Institute Fellows went to South Africa and Botswana.

Eileen is much loved by Gettysburg students. Atlang Mompe, class of 2010 write[s]:

Du mel a Ma, is the traditional way of saying hello to a woman Setswana, and it's what I always affectionately say to Professor Stillwaggon, whenever we speak. When I had to choose a First Year Seminar before coming to Gettysburg my eyes were drawn to the 'Understanding AIDS' seminar taught by Professor Stillwaggon. My country, Botswana, had felt the scourge of the HIV/AIDS epidemic, so I wanted to understand why. Why my people? Why my country?

In that class, it finally made sense to me when she explained that there are biological and non-biological factors that are driving the spread of HIV, which include the complex interplay between political, economic, environmental, social and cultural factors.

Throughout my Gettysburg career, Prof Stillwaggon was my mentor. We took advantage of all of the great student-faculty research opportunities afforded to us including the Andrew Mellon Grant Fellowship.

To this day, she is always there either to serve as a reference or a sounding board for me. Professor Stillwaggon has not only been a mentor but she has also been a Mother to me. Professor Stillwaggon the role you have played in my academic, professional and personal life and many other students that I know is immeasurable. I want to take this time on behalf of ALL the students you have mentored, to thank you for all your pearls of wisdom. I can't wait to pay it forward.

Hadiatou Barry class of 2010 said:

Dr. Stillwaggon is a beacon of hope, love, and inspiration in my life and the many lives she has touched. While at Gettysburg, she taught us about economics, life, health and the world. She inspired us to explore the world and live out our dreams.

After Gettysburg, she continued to encourage me to pursue medicine despite multiple setbacks. I am the physician that I am today because of her kindness and encouragement.

While Eileen has been an amazing mentor to her students, she has also been busy with her wonderful – and growing family. Her three children, Brian, Cate and Rob grew up traversing the world and calling many different countries home. Eileen's newest loves are her grandchildren! And when she isn't visiting them in Slovenia, she is busy skyping away so that she doesn't miss a thing they have been up to!

But when all is said and done her lifelong love is Larry. Co-author, life partner, husband extraordinaire. I suspect he is even happier than Eileen that retirement is around the corner.

Eileen you have touched so many lives during your career at Gettysburg College.

Your colleague Zhining Hu said:

I really appreciate all Eileen has done to support me over the years. She has been a great colleague and mentor whom I have treasured so much. I wish her much success and happiness in this new chapter of her life, and I hope her retirement is filled with good health, relaxation, and joy!

And on behalf of the entire Economics Department John Cadigan said:

'I wish times were different and we could celebrate Eileen's contributions to the department and the college in a better way. As a colleague she was always available to provide mentorship and advice, and her voice in our department will be missed. She loved her students, worked hard with them, and her absence will be felt acutely. We wish her the best as she transitions to this new phase. Congratulations on your retirement Eileen!'

OK, Eileen, this is goodbye from us. But rest assured we will all be following your new journeys wherever they may take you. Godspeed.

Given by Rebecca Bergren
April 30, 2020