

## *A thank you to our writers*



These remarkable biographies are a testament to the wonderfully warm, collegial relationships at IU Bloomington.

Each of the profiles within this publication was written by a colleague of the retiring faculty member. Each conveys beautifully the dedication, contributions, and spirit of the individual. Each displays an intimate knowledge of the faculty member's body of work. And each reveals the depth of admiration that these incredible scholars and teachers have inspired.

I offer my most sincere thanks to our writers for taking the time to craft these thoughtful and detailed biographies. You have done a great service to the IU Bloomington community in honoring the service of your friends.

Lauren Robel  
Provost, Indiana University Bloomington

# HONORING

**Erna Alant**

Professor of Special Education,  
School of Education

**Carolyn G. Begley**

Professor of Optometry, School  
of Optometry

**Julie Bobay**

Walden Librarian and Executive  
Associate Dean, University Libraries

**John E. Bodnar**

Chancellor's Professor of History  
and Distinguished Professor of History,  
College of Arts and Sciences

**Daniel O. Conkle**

Robert H. McKinney Professor,  
Maurer School of Law

**Frank Richard DiSilvestro**

Associate Professor of Adult Education  
and Adjunct Associate Professor,  
School of Education

**Alan W. Ewert**

Professor of Environmental and  
Occupational Health, School of Public  
and Environmental Affairs

**Kathy Jean Fletcher**

Senior Lecturer, Kelley School  
of Business

**Edward Gubar**

Lecturer, Hutton Honors College

**Russell L. Hanson**

Professor of Political Science,  
College of Arts and Sciences

**Raymond Hedin**

Professor of English and Adjunct  
Professor of American Studies and  
Individualized Major Program,  
College of Arts and Sciences

**Elin K. Jacob**

Associate Professor of Library  
and Information Science,  
School of Informatics, Computing,  
and Engineering

**Myron Kanning**

Senior Lecturer, Kelley School  
of Business

**Teresa Kubiak**

Professor of Music (Voice),  
Jacobs School of Music

**Marcia M. Laux**

Clinical Assistant Professor of Nursing,  
School of Nursing

**Shyh-Yuan Lee**

Professor of Physics, College of Arts  
and Sciences

**Alice K. Lindeman**

Associate Professor of Applied Health  
Science, School of Public Health

**John Louis Lucaites**

Provost Professor of English,  
College of Arts and Sciences

**Tricia P. McDougall-Covin**

Haeberle Professor of Strategic  
Management, Kelley School of Business

**Frederick L. McElroy**

Associate Professor of African American  
and African Diaspora Studies, College  
of Arts and Sciences

**Barbara V. Miller**

Senior Lecturer, Kelley School  
of Business

**Taemin K. Park**

Librarian, University Libraries

**Gary Pavlis**

Professor of Earth and Atmospheric  
Sciences and Director of Graduate  
Studies, College of Arts and Sciences

**Randall L. Peper**

Senior Scientist, Research  
Administration

**Mark Phelps**

Assistant Professor of Opera Studies,  
Jacobs School of Music

**Maureen A. Pirog**

Rudy Professor of Policy Analysis,  
School of Public and Environmental  
Affairs

**Stephen W. Pratt**

Professor of Music, Jacobs School  
of Music

**Rudolf A. Raff**

Distinguished Professor and Rudy  
Professor of Biology, College of Arts  
and Sciences

**Alice R. Robbin**

Associate Professor of Library  
and Information Science,  
School of Informatics, Computing,  
and Engineering

**Earl Singleton**

Clinical Professor of Law,  
Maurer School of Law

**Joel Stager**

Professor of Kinesiology and Director  
of the Counsilman Center, School  
of Public Health

**Thomas Y. Steiman-Cameron**

Senior Scientist, College of Arts  
and Sciences

**H. Wayne Storey**

Emeritus Professor of Italian,  
College of Arts and Sciences

**Ron Wainscott**

Professor of Theatre, Drama,  
and Contemporary Dance, College  
of Arts and Sciences

**Pam B. Walters**

Rudy Professor of Sociology and  
Chairperson of American Studies,  
College of Arts and Sciences

**Susan Whiston**

Professor of Counseling and Educational  
Psychology, School of Education

**David Zaret**

Vice President for International Affairs  
and Professor of Sociology, College  
of Arts and Sciences

**Christina Zarifopol-Illias**

Senior Lecturer in Classical Studies  
and Slavic and Eastern European  
Languages and Cultures, College of Arts  
and Sciences

**Miriam Zolan**

Professor of Biology, College of Arts  
and Sciences



## ERNA ALANT

Professor Erna Alant earned her bachelor's, master's, and Ph.D. in the field of speech-language pathology at the University of Pretoria in South Africa. She joined the University of the Witwatersrand in Johannesburg in 1978, moving to Durban, Kwa-Zulu, Natal, to work at the Open Air School for Children with Physical Disabilities. In 1984 she was appointed as a clinical tutor-lecturer in communication pathology at the University of Pretoria, and was later promoted to professor. In 1990 she founded the Centre for Augmentative and Alternative Communication (CAAC) at the University of Pretoria.

The CAAC graduate center focused on conducting research and training to promote the use of augmentative and alternative communication strategies (i.e., strategies aimed at supporting communication for children and adults who have little or no speech). In 1995 the CAAC received the Education Africa Presidential Award from Nelson Mandela for its work in South Africa. Dr. Alant's project "Communication for Life" also received the Rolex Award for Enterprise in 1998. Since then, the CAAC has received numerous national and international awards recognizing its impact within the African continent and beyond.

In 2005 Dr. Alant co-edited a book with Dr. Lyle L. Lloyd from Purdue University entitled *AAC and Severe Disability: Beyond Poverty*, which was the first book on the topic of poverty and AAC intervention. She also received an award from the American Association for Intellectual and Developmental Disabilities in recognition of her international contributions in the field.

In 2009 Dr. Alant accepted a position as professor and Otting Endowed Chair of Special Education in the Department of Curriculum and Instruction at the Indiana University School of Education in Bloomington. Between 2009 and her retirement in spring 2018, she taught undergraduate and graduate courses in special education as well as in the Department of Speech and Hearing. Dr. Alant also acted as coordinator for the doctoral program in special education. She served as president of the International Society for Augmentative and Alternative Communication from 2011 to 2012.

Professor Alant's research over the past 30 years has focused on understanding the nature of symbolic



interaction between people who have little or no speech and their communication partners. In her latest book, *Augmentative and Alternative Communication: Engagement and Participation* (2017), she developed a theoretical framework for understanding meaning-making in interpersonal interactions. In May 2017, she received the Neville Cohen Award from the University of Pretoria for her contributions to the field of augmentative and alternative communication.

Beyond the many achievements and contributions noted above, Professor Alant's impact at Indiana University has been felt in her energy and commitment to promoting understanding of the field of special education beyond traditional academic realms. During her time at IU, she was instrumental in establishing the AAC-in-Action project, a collaborative venture between Monroe County Community School Corporation, Speech and Hearing Sciences, and IU Special Education faculty. In the months leading up to retirement, she has been facilitating an online training, discussion, and support network for educators and families who teach or care for individuals with augmentative and alternative communication needs. She has made a point of bringing experts to campus who can speak about special education to a very broad audience that includes undergraduate and graduate students, academics, and the general population.

One important contribution Dr. Alant made to IU's special education program was the establishment of a research

seminar held annually in the spring. Each year, she guided the development of this day-long seminar by engaging faculty and doctoral students in a decision-making process to identify and invite a keynote speaker for the event. Doctoral students and their faculty advisors also present current research findings during the seminar; the resulting discussions provide a much-needed forum for joint faculty and doctoral student engagement. The importance of this opportunity for collaboration among faculty, students, and the eminent scholars invited as keynote speakers cannot be overstated.

Dr. Alant has been a consistently supportive mentor for doctoral students and is to be particularly applauded for her work with international graduate students, with whom she developed strong rapport and for whom she provided in-depth and much-needed support. She is very warmly regarded as a colleague and developed a reputation for her contributions to the professional development of women faculty, including those who were pre-tenured and those in leadership roles.

The Department of Curriculum and Instruction recognizes Dr. Erna Alant for her strong advocacy for those who may be marginalized, both in society and in higher education. She will be sorely missed for her warmth, generosity, passion, guidance, and wisdom.

Lara Lackey  
Gretchen Butera

## CAROLYN G. BEGLEY

Carolyn G. Begley is a native of Evansville, Indiana. After attending public schools there, she enrolled at Indiana University, pursuing an interest in the sciences. After completing her undergraduate degree in biology in 1976, she started graduate work in biology, with an emphasis in paleobotany, at Indiana University. The study of fossils allowed her to combine her excitement for biology with the study of geology. However, as she was approaching the completion of her M.S. degree in 1979, she realized that job openings in paleobotany were not as numerous as she had hoped.

After looking into various other fields of study, Carolyn recognized that optometry would provide an opportunity to mesh her enthusiasm for biology with outstanding prospects for employment. She entered optometry school at IU in the fall of 1979 and completed her Doctor of Optometry degree in 1983. Carolyn then practiced optometry for a year in Mound, Minnesota.

In 1984, Carolyn returned to Indiana University to serve on the optometry faculty. She has been at IU since then, progressing through the faculty ranks and became full professor in 2003. In 1987–88, she took a leave of absence for a postdoctoral fellowship in the Department of Ophthalmology at the University of Illinois. She credits that experience with helping her to learn many of the research methods that propelled her to the forefront in clinical cornea and contact lens research.

Carolyn's research has advanced the understanding of corneal and contact lens-related ocular disease, particularly the complicated, confusing, yet highly prevalent condition commonly known as dry eye. In her dry eye studies, she has collaborated with many investigators from optometry schools and private practices, often taking the leadership role in organizing and maintaining those collaborations.

Because of an apparent lack of correlation of symptoms and clinical test results in dry eye, a significant emphasis of Carolyn's research has been to address better assessment of symptoms, along with development of better methods of clinical evaluation. She has collaborated on the development of patient questionnaires to evaluate the frequency and intensity of symptoms and the impact of dry eye



on everyday life. To work toward the development of better clinical tests for dry eye, Carolyn has done extensive studies of tear-film stability, looking at its dynamics, imaging characteristics, and relation to symptoms.

Carolyn has taught courses in basic and advanced contact lens fitting, systemic pathology, anatomy, and physiology to professional optometry students and courses on the physiology and cellular biology of the cornea and conjunctiva to M.S. and Ph.D. students in the vision science program. She served as the chairperson or committee member for more than 20 M.S. and Ph.D. students and the advisor for more than 90 optometry students completing their student research requirement. She also has many years of experience as a clinical instructor for third- and fourth-year optometry students in the IU Contact Lens Clinic.

Carolyn has received many awards for her work. In 1997, she was the recipient of the American Academy of Optometry's Garland Clay Award for her frequently cited paper, "Characteristics of corneal staining in hydrogel contact lens wearers." In 1999 and 2007, she received IU's Teaching Excellence Recognition Award, and she has been given Professor of the Year awards from many classes of optometry students.

Colleagues hold Carolyn in high esteem. Arthur Bradley of the IU optometry faculty speaks of her "as an exemplar of professional success based purely on talent and accomplishment,"

and notes that she "has been influential in nurturing some very successful young female scientists." Robin Chalmers, one of Carolyn's collaborators from outside IU, observes that Carolyn thoroughly mentors her graduate students preparing talks "until their talks make sense and until they could field important questions from the audience." Nicholas Port, with whom Carolyn has taught anatomy and physiology to optometry students, says that she "is a very popular professor and for good reason. She is organized and keeps the course constantly clinically relevant."

Away from the hustle and bustle of corneal stains, manuscript deadlines, and lecture preparation, Carolyn enjoys regular exercise, baking bread and pies, entomology, and time with family, including her three grandchildren. She has also traveled across the United States with her husband, Jiri Dadok, to do bird watching and nature photography. She can affirm that bird watching is not the tame avocation that some may think it is; she has been almost run over by a buffalo and has had to watch out for mountain lions. As the authors of this bio can attest, she has even been a successful matchmaker, introducing one of her colleagues to her sister. Those who know her best, family members and colleagues alike, appreciate her sense of humor and kind, supportive manner.

*David A. Goss*

*Diane Begley Goss*

## JULIE BOBAY

Julie Bobay's career with the Indiana University Bloomington Libraries has spanned 36 years, beginning in 1981 when she was a visiting assistant librarian in the business library. However, from 1979 to 1981, Julie was the first secretary in the reference department, starting in a half-time role. During that time, Ann Bristow introduced Julie to Dr. Judy Serebnick, who inspired her to enroll in the M.L.S. program. She was also a student reference assistant while earning her M.L.S.

Julie concluded her career as executive associate dean at the librarian rank. In between, she served in many positions and always left an indelible mark on the units and departments where she worked—and ultimately, on the Indiana University Bloomington Libraries and its collections and services. Julie was at the forefront of many momentous changes in libraries, and specifically in the IU Libraries, as they moved from print-based to electronic resources, and from the twentieth century into the twenty-first.

Julie was there:

*in 1984*, as the first full-time instruction librarian in the Libraries. She established the instruction office and developed a program to provide teaching support and encourage best practices across all public-facing library units.

*in 1991*, as a leader in the NOTIS (Northwestern Online Total Integrated System) community in the development of IUCAT, the library catalog. She was called upon to provide input to NOTIS leadership about changes to the design of the catalog at a time when systems were mainframe only and did not provide the flexibility that web-based catalogs provided beginning in the 2000s. She used her expertise in screen design to make strong recommendations that would make the catalog more usable and user friendly.

*in 1994*, as assistant automation officer for public services, when she and a colleague developed the libraries first Gopher site to distribute, search, and retrieve documents over the Internet. Gopher was a predecessor of the World Wide Web.

*in 1995*, when the Electronic Services and Resources Department was created. As the first head of the department and the libraries' electronic resources officer, Julie led the move to electronic journals and indexes.



*in 2007*, when she became associate dean for collection development and digital scholarship. In that role, she oversaw the library's transition to becoming a publisher and repository for openly accessible research and publications. Her many accomplishments include, with colleagues in the libraries and faculty, launching IUScholarWorks Journals and the IUScholarWorks Repository. Julie was a leader in the development of Open Folklore, a national award-winning repository of openly available folklore content developed and supported by the IU Libraries and the American Folklore Society.

*in 2015*, when called upon to be the executive associate dean. In this role, Julie led the libraries' work in launching the ambitious \$15 million Mass Digitization and Preservation Initiative (MDPI) to digitize at-risk, time-based media. Prior to her retirement, she led the recently launched MDPI-2, a \$12 million project for digitizing film. Julie served as the dean's designee for promotion and tenure issues and support, working with the libraries' Faculty Standards Committee and the Office of the Vice Provost for Faculty and Academic Affairs to align IU Libraries' promotion and tenure process with the process used across campus. This significant change led to voting on promotion and tenure decisions by all tenured librarians rather than only committee members, and to librarian representation on the campus promotion and tenure committees.

Julie had a long and distinguished record of leadership and service to the campus. Her peers elected her to the Bloomington Faculty Council (BFC) six times; she served as secretary for three terms, and two terms on the BFC Agenda Committee. Julie was the co-chair of the influential BFC Budgetary Affairs Committee for 10 years. She served on numerous university administrative committees, including twice (once as co-chair) on search committees for the dean of libraries. She has been a strong voice for faculty governance, serving a term as president of the local chapter of the Association of American University Professors, and as its treasurer for over 20 years.

In addition to her M.L.S., Julie earned a Certificate of Public Management and a Master of Public Affairs from the IU School of Public and Environmental Affairs. She was an adjunct professor for the School of Library and Information Science, where she taught classes on library automation. Julie's research, publications, and presentations reflect the innovative work she did in the areas of usability; she organized libraries for change, new services development, electronic scholarly publishing, and open access.

It is hard to capture all of the ways in which Julie contributed to the success of the IU Libraries. Julie's thoughtful counsel, her unwavering belief in the importance of libraries to the research and teaching mission of the university, and her generosity and collegiality are missed, not just in the libraries, but across the many departments and organizations she worked with during the course of her career at Indiana University.

*Carolyn Walters*

## JOHN E. BODNAR

I first met John Bodnar several years after the 1992 publication of his book *Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century*, which was nominated for a Pulitzer Prize. John had already published important books in labor history and the history of immigration—and with *Remaking America*, he turned to projects that focused on the complexities of public memory. I had looked forward to meeting him, since we shared interest in the field. I recall fondly a long and good conversation, and I remember thinking, “It surely would be wonderful to be just down the hall from John, so we could talk about these things often.” Happily, this wish came true, for in 2005, I joined the history department faculty, and I thought it fitting that as department chairperson, John Bodnar made the call offering me a position.

John’s memories of his youth:

“(I was) raised in a dying coal mining town in Pennsylvania. I thought I had the good fortune as a young man to visit my uncle in Cleveland, where I grew attached to the city’s sports teams. It was a joyful experience at the time. Little did I know that it would lead to an adulthood of sports futility and emotional frustration as Cleveland’s teams embarked on a half century of losing and losing. Things have improved slightly in recent years, except that the city’s pro football team has won only once in its last 29 games. Sometimes I wish my uncle had moved almost anywhere else when it comes to sports.”

Fortunately, John did not let these sports miseries derail his pathbreaking work. He joined the faculty of the IU history department in 1981, receiving a Chancellor’s Professorship in 2000, and a Distinguished Professorship in 2013. John served eight years as department chairperson, director of the Institute for Advanced Study for four years, associate dean of the faculties for two years, and for more than two decades served as co-director of the Center for the Study of History and Memory, working with assistant director Barbara Truesdell. Ivona Hedin, the institute’s associate director, recalls:

“During my four years working with John, he had a compelling vision of what the institute should be and a clear-eyed sense of how to advance its mission. He used the IAS’s meager resources



imaginatively to put us on the map. He drew a wide range of stimulating visitors to the institute and did a great job facilitating their interactions with faculty and students. John was honest and very modest; he was hard-working, dedicated, and highly collaborative. And he loved his hazelnut-flavored coffee. I miss him.”

John also served for more than two decades as co-director of the Center for the Study of History and Memory. Barbara Truesdell began working with John in 1990 as a graduate student and in 1992 became the center’s full-time assistant director. She notes that “working with John has been the most influential and rewarding professional relationship of my life. He has been my teacher, a member of my dissertation committee, and a supportive, collaborative presence as my supervisor at the center.”

James Madison, former chairperson of the history department, recalls John’s extraordinary service to the department: “In the midst of one of the more difficult of his many committee duties, John was heard to say, ‘I just want to put my head down and do my work.’ It became and long remained a mantra for many of us.”

John has helped shape two quite different historical sub-fields: social history and the history of memory. The history department’s letter of nomination for IU’s Distinguished Professorship reported, “Since 1977, he has published six single-authored books and four edited or co-authored works. In addition, he has over 36 scholarly articles as well as many

review essays and extended comments.” His books on immigration range from *Immigration and Industrialization* (1977) to *Workers’ World* (1982) to *The Transplanted* (1985). The latter responds critically to Oscar Handlin’s influential 1952 book, *The Uprooted*. Bodnar’s book understands the immigrant experience as far more than disorientation and powerlessness. Rather, ethnic communities transplanted significant cultural traditions into their new communities. As one reviewer noted, “These transplanted cultures gave them confidence, resources, and the ability to negotiate the terms of their entry into American society.” His work on public memory includes the aforementioned *Remaking America* as well as *Blue-Collar Hollywood* (2003) and *The ‘Good War’ in American Memory* (2010), which makes more complex the popular template of “the good war” as the best interpretive lens through which to view the United States’ experience of World War II. He is currently at work on a book titled *Patriotic Optics and America’s War on Terror*.

Highlights of John’s many awards, fellowships, and appointments include grants from the John Simon Guggenheim Foundation, two grants from the National Endowment for the Humanities, and appointment as a fellow at the Center for Advanced Study, Stanford University. He occupied the Florence Chair in American History at the European University Institute in Florence, Italy, was selected for a visiting lectureship at the John F. Kennedy Institute of the Free University of Berlin, served as a member of the history jury for the Pulitzer Prize, and was elected president of the Immigration History Society.

John will find retirement busy, as IU and others continue to make use of his estimable talents. John and Donna will also enjoy more time with their son, Eric, who lives in Bloomington, and their daughter, Brenna, and son-in-law, Kipp, who live in Arlington, Virginia, with their three children: 14-year-old Sophie, 12-year-old Francesca, and six-year-old John.

A fitting conclusion: something I have often said to John on the seventh floor of Ballantine Hall, “You are the best, JB!”

*Edward T. Linenthal*

## DANIEL O. CONKLE

Dan Conkle's first career aspiration was to be a milkman. I think he could have made it. But he let that dream go for a chance to join his father in a small-town, smaller-firm legal practice in Marion, Ohio. That goal required law school training; but law school changes plans, and it changed Dan's. In his second year at The Ohio State University College of Law, he began to contemplate teaching law. After he graduated first in his class, his route to legal academia included once-traditional stops at a prestigious federal clerkship, with Judge Edward Allen Tamm, and a prestigious law firm, Taft Stettinius & Hollister. He reached Indiana University in 1983, partly due to our good luck that, when he flew in to Champaign, the University of Illinois just looked too flat.

At the law firm, Dan had practiced civil litigation, and he was hoping to teach civil procedure at IU. The dean allowed him to do that, but only if he would also teach constitutional law. Thus, somewhat randomly, was born a constitutional law scholar. By the mid-1990s, Dan's teaching and research were focused solely on constitutional law. He has authored two books on the subject: *Constitutional Law: The Religion Clauses and Religion, Law, and the Constitution*, along with many articles. His masterly examination of constitutional issues won him a number of fellowships, culminating with his appointment as the Robert H. McKinney Professor of Law.

Dan gives credit to two of his Ohio State professors: Claude R. Sowle for inspiring meticulous planning, organization, and clarity, and Michael J. Perry for inspiring passion and enthusiasm. Those of us who know Dan find it hard to imagine him being anything but meticulous and enthusiastic; it is hard to conceive that he was not born that way. It seems more likely that Dan saw in those teachers some of his own potential for teaching greatness, and saw in law school a place where his wonderful talents would be put to good use. In law teaching, his precision and ability to expose the assumptions in doctrinal and policy analysis would be prized.

No one thinks about law more carefully than Dan. For decades, law faculty members gathered in the faculty lounge for brown-bag lunches; Dan attended these lunches regularly. Other



attendees learned that thoughts too hastily voiced on either side of an issue would be dissected and interrogated by Dan. He was always gentle and measured, but when he was done the gaps in one's reasoning would be exposed. He is your first choice if you need exacting analysis.

Students love him, too. For more than 30 years, Dan the Man has been known as one of the best—and to many *the* best—teacher at the IU Maurer School of Law. Reading the glowing evaluations by his students is a lesson in humility. They appreciate not only his mastery of the material but also his organized, incisive, and funny presentation of difficult constitutional doctrine. He has twice received the Leon Wallace Award for excellence in teaching—the law school's highest faculty honor—as well as other official accolades, including two Gavel Awards for his outstanding contribution to the graduating class. He approaches the most sensitive of legal subjects with a neutrality that allows students the freedom to reach their own conclusions, while at the same time demanding of them precise logic and careful attention to the facts and law. He trains students to be great lawyers (of course) as well as deliberative legal thinkers and policy makers. He models the principled thinker.

Dan's service has gone far beyond teaching and writing, from deep engagement in Indiana University's Poynter Center for the Study of Ethics and American Institutions, to chairing many critically important committees, to

frequent election by his peers to the law school's policy committee, to selling coffee and tea from the Conkle Coffee Shop (his office) to support the impoverished village of Posoltega, Nicaragua. Dan's concern for Nicaraguans arose out of a sister-church relationship started by the First Presbyterian Church, for which he is an elder. Since 1995, he has worked with the people of Posoltega, leading numerous trips to Nicaragua and maintaining the relationship when back in the United States. Dan has made his life about service to his communities.

With his skills of planning and organization and the salesmanship shown in his coffee shop, Dan might have been an outstanding milkman. But we're glad he rerouted his career to the law school, where, despite his official retirement, he will continue his life's work of teaching and writing.

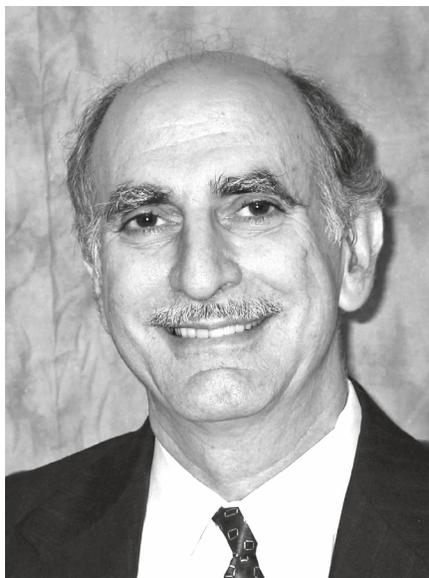
*Jeffrey Evans Stake*

## FRANK RICHARD DiSILVESTRO

Frank DiSilvestro has dedicated his career at Indiana University to the study and practice of lifelong learning. He is a graduate of Rutgers University, where he received his undergraduate degree in political science (1966) and his master's degree in counseling (1968). He then served in the U.S. Army medical service before continuing his graduate education, earning a doctoral degree in counseling and guidance from Indiana University in 1973. After working for the Indiana State Department of Education as a counseling consultant, he joined the Indiana University School of Continuing Studies as an assistant professor in 1976.

Frank served in different capacities in the school's Division of Extended Studies, which administered the Indiana University Independent Study program and the university-wide General Studies Degree Program. He was associate director of the Division for Independent Study. During his tenure with the division, when he worked with Dr. Larry Keller and Jackie Clark, the Independent Study program won 27 national awards for outstanding courses, more than any other university in the country. During apartheid, he also led a team of IU faculty to South Africa in 1986 under a Ford Foundation grant to allow gifted black South Africans access to higher education through Indiana University's Independent Study program. This special program, titled the Indiana University/Khanya College Program, won the American College Testing Program Award and the National University Extension Association Innovations in Continuing Education Award in 1987. In 1998 Frank was named director of the university-wide General Studies Degree Program that enabled numerous adult students to earn a general studies degree from a distance.

In addition to his administrative responsibilities, Frank distinguished himself as a very active faculty member. He published numerous articles related to lifelong learning, taught graduate-level courses, and participated in numerous service activities. He taught graduate-level adult education courses and was particularly interested in the role of listening and dialogue in learning. In addition to his full-time faculty appointment, Frank held a part-time faculty appointment in the Indiana



University School of Medicine, where he taught in the Patient-Physician Relationship course. He taught first-year medical students how to listen to and communicate effectively with patients. With Dr. Sarah Tieman, he developed the Indiana Communication Skills Assessment Scale that is currently used in assessing medical students' listening and communication skills. Frank was a regular guest speaker about active listening in the IU School of Optometry, the IU Police Academy, and IU Mini University. He also taught a course titled Listening Dynamics in Business in the IU Kelley School of Business, where he received multiple Teaching Excellence Recognition Awards.

Frank became chair of the School of Continuing Studies Graduate Program in Adult Education in 2009. Following the closing of the School of Continuing Studies, he led the transition of the Adult Education graduate program into the IU School of Education in 2012. There Frank served as coordinator of the Adult Education graduate program housed in the Department of Instructional Systems Technology. He led the program to develop a Certificate in Adult Education as well as a doctoral minor in adult education. Frank was awarded the School of Education Trustees' Teaching Award in 2014. In 2016, he and colleague Dr. Marge Treff were awarded the American Association of Adult and Continuing Education (AAACE) Malcolm Knowles Award for outstanding adult education program leadership.

Frank's career included numerous service contributions. He was president of the Indiana Personnel and Guidance Association in 1979 and was elected to the National University Continuing Education Association (NUCEA) board of directors and executive committee, serving from 1981 to 1982. He served on the Indiana University Faculty Council and was a member or chair of numerous committees in the School of Continuing Studies and School of Education, including academic policies committees and tenure and promotion committees.

In addition to his university service, Frank served in numerous community service capacities. He was a member of the Monroe County Community School Corporation board of trustees for eight years, where he served as president for three years. He served on committees for the First United Methodist Church in Bloomington. He was particularly fond of his service for the Bloomington North Rotary Club, where he served as president and member of the board of directors and chaired various service committees. In recognition for his service, he received the organization's highest distinction when he was named a Rotary Paul Harris Fellow.

IU colleagues invited to share reflections on working with Frank admired his professionalism and dedication to the programs of the School of Continuing Studies and the lifelong learners it served. Frank is also described as unfailingly kind, generous, thoughtful, and positive in outlook. Many described him as the best listener they ever met, practicing his area of academic expertise. A colleague wrote: "When speaking with someone else, Frank focuses completely on the other person, whether old friend or new acquaintance, and then invariably follows up in appropriate, perceptive ways."

Frank has received recognition for his many achievements, but what is most important to him is his family. He has been married to Ruth for 44 years and they have three children, Russell, Frank Anthony, and Elizabeth, and 13 grandchildren. Frank looks forward to spending more time with his family, continuing his consulting, and pursuing hobbies including painting, reading, and golf.

*Henry S. Merrill*

## ALAN W. EWERT

Innovator, collaborator, consummate researcher: These keywords describe the professional accomplishments of Professor Alan Ewert. His educational background includes a Bachelor of Science in natural resource management from the University of Wisconsin (1972), a Master of Science in physical education and outdoor recreation from Eastern Washington University (1977), and a Ph.D. in recreation and park management from the University of Oregon (1982). He also served in the U.S. Air Force as a survival instructor from 1973 to 1977, receiving an honorable discharge with Airman's Medal.

Alan was born and attended high school in Wausau, Wisconsin. In 1984, he married Alison Voight, Ph.D., and they have two adult children, Alyssa and Alanna. Throughout Alan's career, he and his family lived in various places across the country, as well as internationally. He held positions as a research scientist in southern California and as a research chief in Washington, D.C., and the family immigrated to northern British Columbia, Canada, before coming to Indiana University Bloomington in 1998.

A combination of education and military training defines Alan's extraordinary expertise. Because of his military survival training, he became outdoor instructor and programmer for the City of Spokane (Washington) Department of Recreation. From 1980 to 1998, he was assistant professor at Eastern Washington University and The Ohio State University, and then director of professional development for Pacific Crest Outward Bound (1987–88). From 1988 to 1994, he was a supervisory research social scientist for the U.S. Forest Service, then branch chief for Recreation, Wilderness, and Urban Forestry Research. From 1994 to 1998, he returned to academia as professor and program chair in Resource Planning and Tourism at the University of Northern British Columbia in Prince George, Canada.

Alan was hired in 1998 as IU's first Patricia and Joel Meier Endowed Outdoor Leadership Chair in the Department of Recreation, Park, and Tourism Studies (RPTS) in the School of Public Health-Bloomington, where he has remained. During his tenure, he also served as associate dean for programs and planning (2001–03), graduate studies coordinator for RPTS, and chair of the Department of Environmental Health (2013–17).



As an innovator, Alan initiated over 25 projects involving curriculum development, research, and departmental programs. While working with the U.S. Forest Service, he developed its Wildland-Urban Interface Recreation Research Project, resulting in cutting-edge research findings regarding users of parks in the Pacific Southwest. He also developed the Aldo Leopold Wilderness Research Institute and created a Human Dimensions Research Program for the Washington, D.C., office of the U.S. Forest Service.

Other innovations included development of a Research Hotline, *Research Connections* newsletter, and an online Adventure Research Cache that is available to a wide audience.

At Indiana University, Alan developed the CORE program, a semester-long outdoor learning experience for a cadre of students who take a full course load together, experience a major expedition, and have many other experiential learning opportunities. CORE has been available to IU students for over 20 years, and is now offered by the National College of Physical Education and Sports in Taiwan. Alan is also responsible for the graduate-level Therapeutic Outdoor Programs Certificate Program in recreation therapy in the outdoor setting. He also implemented the Bradford Woods Research Team process that involves undergraduate and graduate students and faculty in important research projects at the 2,400-acre property managed by RPTS. And he began an annual Adventure Research Symposium that provides students and experts with an

outlet to share ongoing research projects.

Alan worked collaboratively with students, faculty, and others engaged in writing, program development, and service. His facility for engaging others is apparent in the number of his publications and presentations, as well as the number of new and innovative programs he has fostered. For Alan, collaboration comes first; research articles, presentations, projects, and learning activities emanate from that process.

Alan has made over 150 research presentations (70 of them refereed); made 126 professional presentations (18 refereed); published 104 research abstracts (52 refereed); and published 198 research journal articles (121 invited or refereed). In addition, he has authored or co-authored 36 textbooks.

He is recognized consistently for scholarship, as evidenced by numerous invited and keynote presentations and by his 2012 Outstanding Researcher Award from Indiana University School of Public Health-Bloomington. His grant attainment totals over \$500,000. Further, he has contributed his expertise as a reviewer and editor to over 40 research journals.

What distinguishes Alan's teaching, research, and service career is the number of his service involvements (42), along with an effective publication and presentation schedule. His service is recognized through many awards, including Distinguished Researcher in Experiential Education from the Association of Experiential Education, the J. B. Nash Scholar Award, and the Julian Smith Award. He is certified in all of his areas of expertise: he is a Certified Forester, a Certified Member of the Academy of Board Certified Environmental Professionals, and holds many other certifications in skill-specific areas.

In sum, Alan's career is noted for the strong impact of innovative projects, expanding lines of research, and extension of student learning opportunities beyond traditional curricular offerings.

In retirement, Alan plans to move to the Bend, Oregon, area to continue his outdoor pursuits, writing, and enjoying his family.

*Lynn Jamieson*

## KATHY JEAN FLETCHER

If I were to knit a shawl of Kathy Fletcher's life, it would be full of earthy colors, a zigzag design, and crazy creative edges, and it would be held together with three heart-shaped buttons.

I am honored to have the opportunity to celebrate Kathy's journey toward retirement. I have worked with her for 17 years. She has been my travel buddy to faraway lands and my roommate at every academic conference I have attended, from Norfolk to Seattle. She has been my colleague and my friend. Now, she will be relegated to "just" friend as she takes a step out of academic life and into retirement. But, back to the shawl I would knit for her—if I could.

I have seen pictures of Kathy back in the day. She looked like the iconic flower child—simple and sweet with a smile that suggested her spirit—her earthy spirit. She has aged a bit since those college days but she has remained down to earth, although she is still attracted to unique and funky jewelry! Kathy is strong-willed and always honest with feedback. This characteristic made her such an amazing teacher. She is someone my father would have called "the salt of the earth." In fact, she told me what she wanted this bio to say. She wanted me to write "She came, she taught, she wrote a couple of textbooks, and she left."

The pattern in Kathy's shawl would have a zigzag design all over, representing the twists and turns she has taken in her career. After earning her M.A. in drama from the University of Toronto and her Ph.D. from Indiana University in the Department of Theatre and Drama, she zigzagged around the country to teach theatre courses at Towson University, the University of Maryland, Doane College, the University of Nebraska, and Indiana University. In 1999 she took a sharp turn and joined the IU Kelley School of Business to teach Listening, Business Communication, and finally, Business Presentations. Teaching Business Presentations was a perfect match for Kathy. She has taught thousands of students how to speak in a professional setting with a touch of drama and class. Her Communication, Professional, and Computer Skills (CPCS) colleagues and all of her students in the Kelley school were blessed to cross paths with



Dr. Fletcher. During that time, she also found time to co-write two theatre textbooks: *Theatre: Collaborative Acts* and *Plays Onstage: An Anthology*, both co-written with Ron Wainscott.

The edges on Kathy's shawl would have to be crazy and creative. She loved all things performance-related even if they were a little avant-garde. I sat at a play in Philadelphia at a small box theatre and slept, only to wake up to Kathy's exciting replay of all that I missed. Kathy also expressed her creativity with her spinning and knitting, a passion she discovered in 1995. For years, she drove regularly to Sheep Street Fibers in Martinsville to knit with others and learn how to spin. She is part of a close-knit group whose members travel together to knit, laugh, and share a good martini or two! I expect we will see many more creations from Kathy, as her hands will be free from grading papers and speeches.

Warm colors, zigzag designs, and crazy edges will make a wonderful shawl, but the real treasure of the shawl will be the three heart-shaped buttons that hold everything together. While Kathy was a doctoral student at IU, she met the first of her buttons. Ron Wainscott was a handsome and talented student who quickly saw the virtue of a beautiful young woman. They married. They remained together, and will retire together. She often has commented how lucky she is to have someone who is her lover and her friend.

There are two more special buttons on Kathy's shawl. Jeremy was born 30 years ago during Ron's and Kathy's stint in Towson, Maryland. Kendra was born 27 years ago in Lincoln, Nebraska. Jeremy and Kendra are Kathy's pride and joy. They are, in so many ways, like Kathy. They are down to earth, follow their hearts, and are bright and creative.

I wish I could knit. I would knit a shawl of Kathy's life to show her how much we appreciate all she has done for her colleagues and her students. Part of her will always be in CPCS, since she was one of the first instructors hired when the department was created. We will miss her but know that she will enjoy this new chapter in her life which will, without a doubt, include theatre, knitting, and spending time with her amazing family.

*Sue Vargo*

## EDWARD GUBAR

After 34 years of service to Indiana University Bloomington and its students, Edward Gubar retires as a faculty member as well as the director of publications and the undergraduate grant program in IU's Hutton Honors College (HHC).

Born and raised in New Jersey, he earned his undergraduate degree in English from City College of New York, and an M.F.A. in fiction and a master's in English from the University of Iowa. His fiction, nonfiction, and journalism have appeared in a variety of magazines and more than 25 newspapers. He has received a National Endowment for the Humanities National College Teaching Fellowship and numerous grants from the Indiana Committee for the Humanities.

Edward has taught writing and literature at IU since 1983, first in the School of Journalism and then in the Hutton Honors College. He was awarded the 2013 Trustees' Teaching Award by the Office of the Vice Provost for Faculty and Academic Affairs. Students credit him with sharpening their reading, writing, and speaking skills; deepening their understanding of their own and other times and societies; and sparking new interests. Recent courses he taught include Media, Politics, and Elections; Reading and Writing Short Fiction; Journalists in Fact, Fiction, and Film; 1963–74—Assassination to Impeachment; Transformations and Metamorphoses; Global Identities; and the HHC core course Ideas and Experiences II.

In 2000, Edward set up the Hutton International Experiences Program (HIEP), the College of Arts and Sciences' signature grant program. The HIEP has grown immensely from its initial awards to two students. Each year the HIEP and the mostly domestic Undergraduate Grant Program award close to \$1.7 million to more than 600 IU undergraduates in and beyond the Honors Program for research, pre-professional and teaching internships, creative activity, service activities, professional travel, study abroad, and other international experiences. Edward and his colleagues have put in place requirements that preview processes students will encounter post-graduation when applying for grants in the professional and academic realms, always endeavoring to encourage and support student ambition, initiative, and success.

Andrea Ciccarelli, dean of the Hutton Honors College, writes:

"Over the years, Edward Gubar has served in various additional administrative capacities, including as acting dean of the Honors College in 2002 and as chair of the honors scholarship committee. Edward was not just a very popular teacher and a competent colleague who chaired for many years our vital grant committee, but also an overall committed pedagogue, who coordinated students' creative activities such as *Labyrinth*, Hutton's literary magazine. His communicative skills and his natural way to involve students in working on creative endeavors were trademarks that will be difficult to replace."

Edward has been described by students as a "truly excellent professor," a "good guy who genuinely cares about both the students and the subject matter," and a teacher who "gets to know each of his students." Such comments have been made in course evaluations and in impromptu, informal conversations, and they convey his commitment to encouraging the best in each student. As one student wrote, "He takes the time to work with students on their skills and their plans for the future. He has had an enormous impact on me, and I am very grateful to him."

As director of publications, Edward has been responsible for official publications designed to reach current and future students and other constituencies in and beyond the university, for the program's website, and, as faculty advisor for *Labyrinth*, the 37-year-old, student-edited honors literary magazine.

Mara Gonzalez Souto, a former student, recalls that Professor Gubar was always supportive. She recalls the structure of his lectures and his way of posing challenging questions to students, making his class interesting and enjoyable. She especially appreciated how much he encouraged the class to drive the conversations and debates and to think through arguments. Following her experience as his student in Ideas and Experiences II, she remained in contact with him, and he mentored her during her career search and graduate school application process.

Matthew Callahan, another former student, recalls:

"Edward has been one of the most important influences on my life. I knew

him from my first moments at IU (as my college advisor), to my last (as a trusted mentor and professor). Over those four years we spent countless hours in his office talking about the Hutton Honors College, journalism, the Yankees and the Giants, Boston and New York, dogs, and family and friends. Lectures and stories still stand out in my mind. Time together has led from where I was to where I am now. Congratulations on your career Ed, and I wish you all the best—and want to send all my thanks."

Former student Mo Siddiq writes:

"Professor Gubar was the personification of the rare professor every college student hopes to find. Not simply because he is an excellent teacher who provokes critical inquiry, but because he is steadfast in his conviction that students are a university's most promising resource and most deserving of investment. I knew Ed beyond the classroom because he encouraged me to apply for several Hutton Honors College grants that allowed me to do research without interruption during my undergraduate years. Informally, and perhaps more importantly, I began to know Ed over several coffee breaks and occasional lunches as a compassionate mentor who believed that his job—and that of the Hutton Honors College—was to be the wind at the backs of young students as they develop intellectual passions, pursuits, and a purposeful sense of wonder about the world. Thanks for everything, Ed!"

In retirement, Edward will be able to spend more time with his children and grandchildren, and he hopes to write more and travel far.

*Charlene Brown  
Elaine Hehner*

## RUSSELL L. HANSON

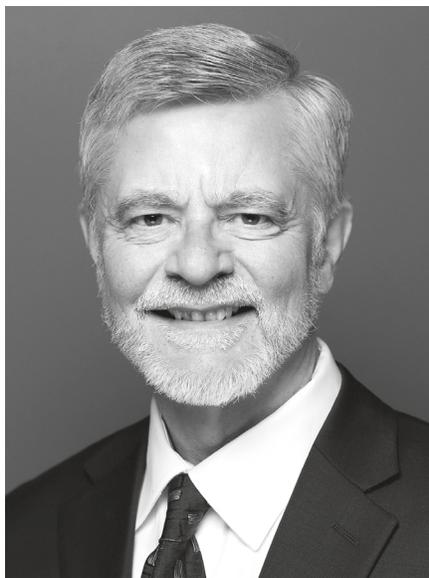
After 37 years in the Department of Political Science at Indiana University Bloomington, Russ Hanson retired on December 31, 2017. His friends, colleagues, and students salute his distinguished contributions to research and teaching and his important service to the College of Arts and Sciences, the university, and the field of political science.

Russ earned a B.S. in political science at St. Johns College in 1975 and proceeded to graduate study in political science at the University of Minnesota, where he earned an M.A. in 1978 and a Ph.D. in 1982. In 1991, Russ was awarded the Distinguished Alumnus Award from Minnesota's Department of Political Science.

Although Russ served as a teaching assistant at Minnesota and has held a variety of visiting professorships, he has spent his entire career as a political science professor at Indiana University Bloomington. He started as a lecturer in 1980 and was promoted to assistant professor in 1982, associate professor with tenure in 1987 (after being named the department's first winner of IU Bloomington's Outstanding Young Faculty Award in 1985), and full professor in 1995.

Russ has been an extraordinary member of the IU Bloomington community. He is exceptionally well known and widely respected across the campus and beyond. He has served in a wide array of top-level positions, including: associate dean in the School of Global and International Studies from 2014 to 2015, chair of the Department of Political Science from 2009 to 2015, acting dean in the College of Arts and Sciences from 1999 to 2000, executive associate dean in the College of Arts and Sciences from 1997 to 1999, and associate dean of undergraduate education in the College of Arts and Sciences from 1992 to 1995. Russ has excelled in these jobs because he combines a mastery of administrative detail and institutional procedure with a broad and deep commitment to core intellectual values, along with an even-keeled, respectful, and collegial way of dealing with all issues and all colleagues.

Russ is one of a small number of colleagues who have reached across the campus and who have been able to bring people together in the pursuit of shared purposes. He has been a go-to guy at many



important moments in IU Bloomington's recent history. His chairmanship of important task forces and high-level search committees is one sign of this; another is his indispensable role as associate dean of the School of Global and International Studies during the 2014–15 academic year, when he helped the new school get off the ground.

Russ is a top scholar of democratic theory, American political thought, and American political development. His first book, *The Democratic Imagination in America: Conversations with Our Past* (Princeton University Press, 1985), is a landmark study of the evolution of democratic ideas in U.S. political history that continues to be cited by scholars working in this area. Russ has published other important work on the history of political thought, on the evolution of the U.S. welfare state, and on contemporary welfare policy. He is currently working on a major social and intellectual history of the transnational diffusion of ideas about civil disobedience centered on one of his intellectual heroes, Henry David Thoreau.

Russ's scholarship and service both further a broad value—the pedagogical and civic importance of public education. Both are inextricably linked to Russ's deep commitment to teaching. Russ is a master teacher. He has taught thousands of undergraduate and graduate students, and for well over 30 years he has been one of the political science department's best and most recognized teachers. He is the

co-author of an award-winning textbook, *Politics in the American States*, 7th–11th editions by Virginia Gray, Russell L. Hanson, and Thad Kousser (Congressional Quarterly Press, 2017). Russ has done extensive outreach in the public schools; he has played a major role in many rounds of curricular revision at the department, College, and university levels; and he has been a role model for both students and colleagues.

Russ has been a major contributor to the Indiana University intellectual community for a very long time. He will be greatly missed as a full-time member of the faculty, even as he will no doubt continue to be a valued colleague, friend, mentor, and teacher to many of us.

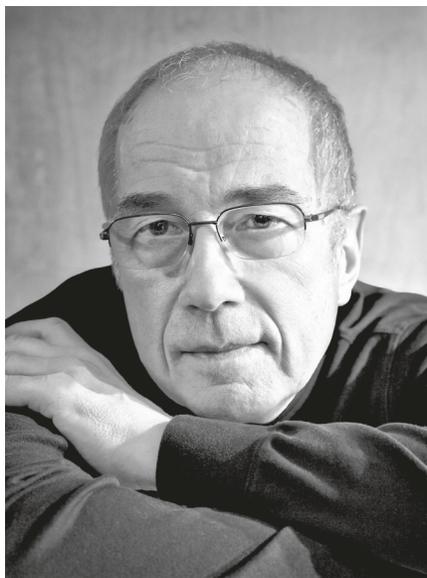
Jeffrey C. Isaac

## RAYMOND HEDIN

Ray was born in Chicago and raised by strong Catholic parents in the western suburb of Glen Ellyn. He spent nine years studying to be a priest—high school and college at St. Francis Seminary in Milwaukee, where he received a B.A. in philosophy, and one year of theology at Catholic University in Washington, D.C. After leaving seminary in 1966, he received his M.A. in English literature from the University of Wisconsin–Madison (1968) and then his Ph.D. in American literature from the University of Virginia (1974). Between degree programs, he taught at the historically black Norfolk State College from 1968 to 1970, a formative experience both for his pedagogical sensitivities and for his later research interests. Ray’s hiring at Indiana University in 1974 was the result of a search that elicited 1,500 applications, a staggering number even by today’s highly competitive standards.

Ray’s early scholarship was focused on the African American narrative tradition. His first published article, “The American Slave Narrative: The Justification of the Picaro,” appeared in his field’s premier journal, *American Literature*, where its editor called it a “trailblazing” essay. Prominent African American scholar Mary Helen Washington organized her entire course on African American fiction around Ray’s article, “The Structuring of Emotion in Black American Fiction.” During this period, he spent a year teaching in Warsaw, Poland, where he was instrumental in founding the American Studies Center, still active and widely respected today, and where he met his wife, Ivona.

Once Ray received tenure, his interests changed focus. Influenced, he acknowledges, by his seminary training, he became interested in the dilemmas and possibilities of meaning-making at mid-life in the often uncomfortable context of social institutions such as the church—and the university. In 1995 he published his book, *Married to the Church*. Born of some 2,500 pages of interviews conducted with his former classmates over five years, the book weaves together a vivid picture of the range of satisfaction, alienation, and creative adaptation in the contemporary Catholic priesthood. The life experiences of these men are by turns sad, aggravating, joyful, and even whimsical, but in every case they are also moving; they express, in the words of *New York Times* reviewer



Robert Coles, “a poignant and powerful truth... (as these men) struggle mightily to live honorable and generous lives.” Ray brings a deft and sensitive hand to telling the tales of these men. The book is a work of deep personal introspection as well as one filled with keen cultural insights and institutional critiques.

But at his very core, Ray is a teacher. His students have made this clear over the years with seemingly endless comments that testify to his energizing presence in the classroom. Representative comments include: “Professor Hedin is a brilliant teacher who truly loves what he does” and “just amazing.” From the outset, Ray not only taught his courses at IU, but found other teaching outlets as well. He has taught courses in five Indiana prisons and correctional facilities on topics such as Black Leadership in America and Black American Autobiography. He served for seven years as the coordinator of the GROUPS program for at-risk students. He has worked as on-site advisor for Indiana high school teachers in the Advance College Project. For 25 years, he has also taught workshops on storytelling and meaning-making in the executive education programs at the IU Kelley School of Business and for a wide range of professional and alumni groups. In 1995 he won the prestigious Herman Frederic Lieber Award in recognition of distinguished teaching accomplishments across all IU campuses.

Finally, always aware of the tensions between institutional strictures and individual needs, Ray spent 13 years as the

director of the College of Arts and Science’s Individualized Major Program (IMP), giving students a chance to learn in ways unavailable to them through traditional channels. Taking over the program in a troubled time, Ray forged it into a premier unit within the College. Under his leadership, IMP served as the incubator for many majors that later became independent within the university, such as women’s studies (later gender studies), cognitive science, contemporary dance, musical theatre, and fashion design. According to those who directed the program after him, during his time as director, Ray became a kind of “guru” in Individualized Major Program circles, earning the program a national reputation.

In recent years, Ray has channeled his appetite for learning into developing as a stage actor. Whether working with acting and voice coaches or attending workshops in New York City, he has continued to nurture his inner student, his love of story, and his tireless creative impulse. He has appeared in plays for Cardinal Stage Company, Bloomington Playwrights Project, the IU theatre department, and two Indianapolis companies. In 2016, he won the Best Actor Award for his performance in the Bloomington Playwrights Project *Playoffs*. His many appearances include roles in *You Can’t Take It with You*, *The Music Man*, *The Taming of the Shrew*, *Cliffhanger*, *Willy Wonka and the Chocolate Factory*, and *Outside Mullingar*. He hopes to continue acting in retirement, as well as traveling and spending time with his wife, Ivona, son Mark, and daughter Paula, and three grandchildren, one of whom, Sadie (age five), already shows her own theatrical inclinations.

Ray has remained a model of professionalism in the classroom and on the stage. His contributions to the IU community are so numerous and profound that a brief bio cannot hope to do them justice. In the tradition of all truly gifted teachers, Ray has enriched countless lives in innumerable ways. We here at IU are all better people for having had the chance to enjoy his presence for so many years.

*Paul Gutjahr*

## ELIN K. JACOB

Elin Jacob retired from the Department of Information and Library Science in the School of Informatics and Computing in the spring of 2017. Elin joined what was then the School of Library and Information Science (SLIS) in August, 1995, after having been an assistant professor at Wayne State University for three years and a lecturer at the University of Wisconsin–Milwaukee. She has a bachelor’s degree and a master’s degree in English, and her doctoral work was at the University of North Carolina at Chapel Hill.

Elin’s work is in the philosophy and techniques of knowledge organization. She has published in journals such as *International Journal of Science in Society*, *Journal of the American Society for Information Science and Technology*, and *Library Trends*. Elin was active in the International Society for Knowledge Organization and the Society for Information Science and Technology.

One of her best-known publications is “Classification and Categorization: A Difference that Makes a Difference” (*Library Trends* 52(3); Winter 2004), where she argues that the structural and semantic differences of these two techniques make for different functional activities in an information system. She also published widely on ontologies and the semantic web. In her work on boundary objects, she explored classification structures as sociotechnical structures that cross domains. In the semantic web lab, Elin studied tagging patterns in social bookmarking and other web-based tagging systems. Another highly cited work with co-author Debora Shaw, “Sociocognitive Perspectives on Representation,” reviewed the highly important “cognitive” viewpoint in information science, which held sway for many years in library and information science, and its influence upon indexing and abstracting.

The ongoing search for ways to organize access to web-based information forced designers to recognize the importance of metadata—information about other information. Effective use of metadata underlies the move toward the semantic web. In the mid-2000s, Elin collaborated with Ying Ding and Staša Milojević to establish the Semantic Web

Lab at SLIS. Their major focus was bookmarking/social tagging sites (for example, descriptions of images on Flickr, Delicious, and YouTube) as sources of users’ own words for describing items of interest. Their work focused on social tagging as representations of information content. In particular, they were able to develop an ontology of tagging to integrate data from several sites and also to align diverse tagging ontologies.

Elin is well known for having been the head of the doctoral program at SLIS for a number of years during the deanship of Blaise Cronin. She sat on 27 doctoral committees, chairing many of them. She developed innovative courses in knowledge organization when knowledge organization courses were often simply cataloging courses. In addition to studying classic documentary cataloging and classification, Elin’s students learned semantic web standards such as Resource Description Framework (RDF). They also learned the philosophical underpinnings and social implications of classification and cataloging so that they could not only do these tasks in a library, but also apply them in other organizational settings and theorize upon their improvement. Elin was widely read in philosophy, linguistics, and other areas that are contributors to knowledge organization, and, in addition to her other work, she often led reading seminars on these topics with her students. Elin worked tirelessly on her students’ class work and dissertations. She published many papers with students and otherwise helped them in their career advancement. Elin won the SLIS teaching award three times: in 1998–99, 1999–2000, and again in 2008–09.

Elin is much appreciated by her former students. She worked tirelessly on her assignments and her grading, awarding rigorous marks. She was passionate about her teaching and often taught class overloads. A former student, Mara Inglezakis-Owens, remembered, “When I am tempted to steer my juniors towards choices that I think are best for them, I remember in what grace Elin and I parted. She inspires me to honor everyone who honors me by asking me for help or advice, even (and perhaps especially) when they don’t need it.” Her devotion to her



students is broadly acknowledged. Another former student, Lai Ma, now teaching at University College Dublin, writes:

“Elin is a teacher, a scholar, and a woman of character and style. If you were in her classroom, you would be in awe of her knowledge in botany and of her carefully read assignments marked by a green pen. If you were in her office, you would be impressed by her collection of ceramics, her interest in frogs, and the bookshelves not quite organized by the classification schemes she taught in class. Elin’s love of knowledge and her eagerness to debate are truly valued. But most importantly, her attentiveness and tenderness to those around her remind us of the value of living a meaningful life.”

A lover of dogs, cats, and flowers, Elin was presented with orchids upon her retirement.

Ron Day  
Debora Shaw

## MYRON KANNING

Myron (Moe) Kanning will retire from Indiana University in 2018 after 13 years on the faculty of the Kelley School of Business. Moe crafted an exceptional record of teaching and student mentorship at Kelley that will live on long after his retirement.

Born and raised in tiny Napoleon, Indiana, Moe earned his B.S. in marketing from IU in 1969. Upon graduation he accepted a job with Hillenbrand Industries in Batesville, Indiana, and spent the next 33 years there, including 19 as vice president of logistics and human resources. Moe thrived in his time at Hillenbrand and was influenced by many mentors, including former CEO Bob Raver. Raver counseled Moe to push beyond a comfort zone and run the business as if he were always thinking five years in the future. Moe took that to heart, and his most satisfying moments as an executive at Hillenbrand were when he learned that his competitors were asking questions such as, “How did Kanning see that coming?” or “How was Moe able to do that?” Moe ultimately translated that theme into his teaching at Kelley, where he was notorious for emphasizing to students that, while it may be 2018 in the *hallway*, in Professor Kanning’s classroom it was 2023.

Moe’s teaching portfolio at Kelley included a diverse mix of classes in business fundamentals, corporate strategy, and international commerce. He ultimately taught over 9,000 students and won multiple citations and awards for teaching excellence—including the campus-wide Student Choice Award in 2009. Perhaps the most tangible element of Moe’s legacy is represented by the voices of the students he taught and mentored, a few of which are included below.

“Moe thinks and teaches the way leaders think at Amazon. His course was a great help to me in my first year at Amazon.” (Mitch Novak, Kelley 2016)

“Moe’s teaching passion convinced me business was my calling. I am the first in my family to not pursue a medical degree and Moe played a big part in that decision.” (Chad Thompson, IU 2018)

“Moe is more than just a teacher. He is a mentor and friend and someone always willing to offer guidance, insight, and direction.” (Casey Deal, Kelley 2013)



As a faculty colleague and chair of Moe’s department at Kelley, I am happy to add that Moe is a skilled executive and master teacher, but also an even better person. He has been a unique role model and mentor to a generation of Kelley students and his shoes will be impossible to fill.

A signature element of Moe’s teaching, no doubt stemming from his success in building organizational commitment at Hillenbrand, was student projects and assignments that demanded student commitment. One playful, but very impactful, example was his encouragement for students to paint their faces when attending IU sporting events—particularly for teams that were not thriving or riding high. His purpose was to help students get beyond themselves and appreciate the value and importance of serving others. Moe rightly takes great pride in noting that over 1,800 students painted their faces in response to his encouragement—and thereby brought spirit and support that otherwise would never have occurred.

Perhaps Moe’s proudest legacy, one he shares with his wife, Linda, is his two daughters and seven grandchildren. In retirement, he plans to spend more time with family. He also plans to devote attention to a small firm he co-owns and to continue to consult and speak publicly on preparing for the future of business. One particularly exciting project is his weekly blog, *Preparing for FutureBiz*

([www.p4f.biz](http://www.p4f.biz)), which he has already established but for which retirement will enable greater time and attention.

Above all, Moe is a man of great integrity and character; he has represented IU and the Kelley School in the most professional way. His retirement is most deserved—but he will be dearly missed.

*Tim Baldwin*

## TERESA KUBIAK

What a wealth of operatic experience soprano Teresa Kubiak brought when she joined the Indiana University faculty in 1990! Praised for her expressive acting and warm timbre, Teresa enjoyed a busy career embracing a wide repertory. She won the respect of many of the world's leading conductors and enjoyed a significant career in America as well as in Europe.

She began her vocal studies with Olga Olgina in her native city of Lodz, Poland. In those days, a singer had to pass many auditions and win various competitions before the government would allow travel outside the Eastern Bloc countries. Teresa met all these challenges and was allowed the opportunity to launch her career in Europe. In 1965 she won second prize in the Munich International Competition, and subsequently made her debut in the title role of Stanislaw Moniuszko's *Halka* in Lodz. Shortly thereafter she was engaged to perform in Warsaw.

A turning point in Teresa's career was in 1970, when she made her U.S. debut as Sulamith in a Carnegie Hall concert performance of Goldmark's *Die Königin von Saba*, an operatic rarity. The good notices she won led to eventual engagements with all three major American companies—San Francisco, Chicago, and the Metropolitan Opera in New York. She made her U.K. debut at the 1971 Glyndebourne Festival in one of her signature roles, Lisa in Tchaikovsky's *Pique Dame*. Her appearance that same year as Giunone in Glyndebourne's successful production of Cavalli's *La Calisto* (later recorded) added further impetus to her career. Her London debut in 1972 was *Madama Butterfly* at the Royal Opera House.

In 1973 Teresa made her debut in both Vienna and at the Metropolitan Opera, where she would go on to sing 62 performances of 16 different roles in 14 seasons. In Chicago, Kubiak sang Tosca and the role of Ellen Orford in Britten's *Peter Grimes* alongside Jon Vickers' legendary performance of Grimes. Her versatility and integrity as an artist made her valuable for the German and Italian repertoires as well. Her Chrysothemis (*Elektra*), Senta (*Der Fliegende*



*Holländer*), and Elisabeth (*Tannhäuser*) all benefited from the Italianate warmth of sound that made her an appealing Tosca and Aida. Another title role in which she made a great impact was in the tragic title character of Janáček's *Jenůfa*.

Various engagements took her to Rome, Bulgaria, Russia, Lisbon, Madrid, Barcelona, Venice, Warsaw, Prague, Korea, China, Kuwait, Jordan, and the Philippines. Teresa has appeared with the world's major orchestras and conductors, including the New York Philharmonic, London Philharmonic, Montreal Symphony, Munich Symphony, Puerto Rico Casals Festival, Ravinia, Chicago Symphony, Glyndebourne Festival, Krakow, Katowice Orchestra, and Lodz Symphonic Orchestra.

She was the winner of five national and international vocal competitions and taught master classes throughout Europe, the Middle East, the United States, and New Zealand. She has recorded for Decca, EMI, BBC, Argo, Mondo Italy, and Polish Muza. Among her recordings, she is best known for her Tatyana in Sir Georg Solti's recording of Tchaikovsky's *Eugene Onegin*, which also provided the score for Petr Weigl's filming of the opera.

Teresa adjudicated national and international competitions and is listed in the *International Who's Who of Music and Musicians*, *Who's Who in American*

*Women*, the *Annals of the Metropolitan Opera*, and *Who's Who in Opera*.

Teresa is tremendously proud of her Polish heritage, and her country of birth is equally proud of her. In 2005 she was awarded a Doctor Honoris Causa from the Music Academy of Lodz, her alma mater, and in 2012 returned to Poland to accept the Medal Fides Et Ratio (Medal of Faith and Reason) from the Warsaw University Association. This award—in recognition of artistic achievements, the celebration of Poland, and the promotion of good and beauty in the world—was given by the Reverend Cardinal Joseph Glemp at the Warsaw Arch Cathedral.

Teresa has shared 43 years of marriage (and the same birthday!) with her husband, cellist Janusz Kubiak. In retirement they will enjoy many more leisurely trips to sunny California to visit their beloved daughter, Margaret.

*Mary Ann Hart*

## MARCIA M. LAUX

Marcia Laux, M.S.N., R.N., clinical assistant professor of the Indiana University School of Nursing in Bloomington, will retire in spring 2018 after 14 years of service. With teaching expertise in professional nursing, nurse leadership, and executive nursing, including the transition to the capstone nursing course, Marcia has dedicated her career in executive nurse leadership to the School of Nursing. Marcia began her 45-year tenure in nursing with associate and baccalaureate degrees from Colorado State University. Later, while working as nursing director for Acute/Critical Patient Care Services at St. Mary Corwin Hospital in Pueblo, Colorado, she earned her Master of Science from the University of Colorado Denver. She was always proud that Dr. Jean Watson, renowned nursing theorist, was one of her faculty while at Colorado University.

Marcia worked her way up through the ranks from staff nurse to vice president of nursing services and was instrumental in accomplishing major program development for the Sisters of Charity Healthcare System in Pueblo, including establishing the open heart program and the first freestanding dialysis unit, expansion of medical and surgical intensive care units and operating surgical services, and transitioning nursing from a cost center to a profit center. In 1988, she married Thomas Laux, CEO and executive president of Florence Hospital, a member of the Sisters of Charity Healthcare System in Colorado. They spent the next several decades of their careers in Wisconsin, Montana, and Colorado. His job brought them to Indiana. Marcia joined the Indiana University faculty in 2004 as clinical assistant professor. She received her board certification in nurse executive administration from the American Nurses Certification Center in 2009. Marcia has served as interim assistant and associate dean of the School of Nursing on many occasions, most recently in 2017. Marcia's goal was to keep the School of Nursing functioning at a high level and to preserve the record of excellence the program had achieved throughout the school's history.

In 2007 Marcia was appointed by Governor Mitch Daniels to the Indiana State Board of Nursing (ISBN), where she served for eight years, influencing nursing policy, protecting the public from unsafe practitioners, and promoting the



profession in a positive manner through involvement with the National Council of State Boards of Nursing. She successfully represented Indiana University School of Nursing to the public. During her time as vice president of the ISBN, Marcia toured numerous campuses and visited schools of nursing to educate faculty and students on legal parameters of practice and legal transition to practice within healthcare systems.

Marcia was instrumental in the implementation of the online R.N. to B.S.N. program, which began in 2007 and is now recognized as one of the top 10 national online programs of its kind. She served as the chair of the R.N. to B.S.N. Curriculum Committee from its inception until 2016, a committee that developed and implemented the nationally recognized curriculum. She served on numerous university committees, including the Bloomington Faculty Council Policy Committee and the Social and Historical Committee of the General Education Committee. Marcia researched and implemented a national licensure entrance exam for nurses (NCLEX) assessment and preparatory program, applied across the curriculum, to ensure student success in taking the national exam to maintain a pass rate for IU Bloomington nursing students that far exceeds national standards.

She is a member of the National League for Nursing and was invited to make national presentations in 2007, 2009, 2013, and 2016. The range of topics included R.N. to B.S.N. transition

programs, evidence-based practices, the use of e-portfolios for student demonstration of learning, the use of preceptors in undergraduate clinical nursing learning environments, and simulation debriefing strategies and applications to practice. She was invited to present and consult to numerous healthcare institutions, including private companies with a focus on competency of nursing practice in the clinical setting. Marcia consulted in many areas for the IU Division of Continuing Studies, including staff and organizational development of healthcare managers. She has presented numerous times for Mini University, bringing positive attention to the value of nursing in healthcare and the vital role of simulation in nursing education.

Marcia's service to the school includes serving on numerous faculty and staff search and screen committees as a member or chair, as president of Faculty Assembly and Faculty Council for two full terms, in the School of Nursing Administration Leadership Group, as chair of the B.S.N. program expansion task force, on the Curriculum Committee of the Nursing Faculty, as executive committee secretary, and as life sciences library liaison. In 2012, Marcia received the University Trustees' Teaching Award and the prestigious Elizabeth M. Lion Award for Service.

Marcia has published numerous refereed articles on a range of topics in nursing, including regulation of the profession, use of electronic portfolios in demonstration of competency, R.N. to B.S.N. online transition curriculum and program development, and stress and self-care of the professional nurse.

Upon retirement, Marcia will move back to her beloved Colorado home and spend her time hiking, biking, fishing, taking care of her mom, visiting with family and friends, cross country skiing, golfing, and looking at the mountains.

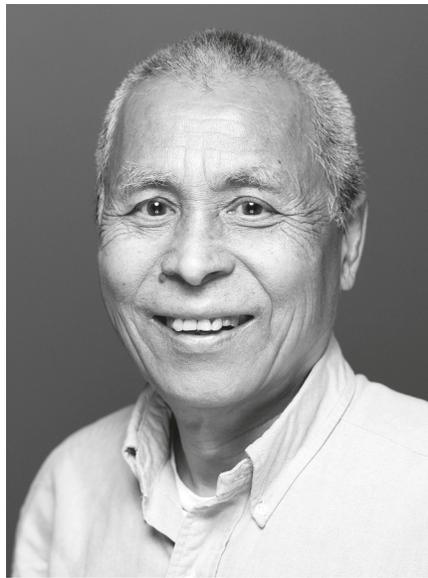
*Joyce Krothe  
Mary Lynn Davis-Ajami*

## SHYH-YUAN LEE

Shyh-Yuan (S-Y) Lee is retiring as professor of physics after a distinguished career as one of the world's most eminent accelerator physicists. S-Y was born and raised in Taiwan and received his B.S. in physics from National Taiwan University in 1966. He followed up his 1972 Ph.D. in theoretical nuclear physics from Stony Brook University with short stays in Germany, Taiwan, France, and the United States, then returned to Stony Brook as a faculty member in 1978. A crucial part of his career was spent on the scientific staff of Brookhaven National Laboratory from 1984 to 1990, where he developed state-of-the-art accelerator concepts in collaboration with Ernest Courant and other leaders of the international accelerator physics community. We attracted S-Y to Indiana University in 1990 to help establish a world-leading degree program in accelerator physics, which he has accomplished in spades!

Leading accelerator physicists seldom abandon senior posts at major national laboratories, which host the world's most advanced accelerators for physics research, to come to a university. But S-Y was attracted by the opportunity to train the next generation of accelerator experts. At that time, IU hosted a national user facility (IUCF) in nuclear physics research that was centered on a unique accelerator of its own: the Cooler Ring, a synchrotron storage ring for proton and light-ion beams that applied the relatively new technique of electron cooling to deliver beams of unprecedented energy precision. That machine allowed S-Y to advance two research areas of great personal interest: the properties and dynamics of intense charged-particle beams with strong inter-particle electric forces, and the manipulation and interactions of beam-particle spin orientations at high energies. S-Y and his students combined experimental tests on the Cooler Ring with state-of-the-art theoretical analyses of the effects demonstrated or discovered.

These topics have strong intrinsic interest as problems in complex nonlinear dynamics, but they are also crucial to designing accelerator facilities. While at Brookhaven, S-Y made major contributions to the design of the Relativistic Heavy-Ion Collider (RHIC), a world-leading facility for high-energy nuclear physics research. In addition to enabling award-winning



studies of quark-gluon matter under conditions akin to those that were in place a microsecond after the Big Bang birth of our universe, RHIC is the world's only spin-polarized collider facility. It was the first place to adapt innovative technology to keep the spins of protons oriented preferentially during acceleration through myriad energies. Essential aspects of that preservation technology are Siberian snake magnet systems, which were first successfully demonstrated to overcome depolarizing resonances at the IUCF Cooler Ring, with S-Y's participation. There are numerous types of such depolarizing resonances, several of which are understood thanks to S-Y's theoretical analyses.

The implementation of the technology S-Y designed for RHIC facilitated a major research effort of the IU nuclear physics group, using RHIC's spin-polarized beams to unravel how the spin of a proton is shared among its quark and gluon constituents. That example of synergy realizes one of the driving goals that the IU physics department had in launching an active accelerator physics degree program.

S-Y's research in accelerator physics has been prolific and influential, producing well over 100 publications in refereed journals and three co-edited volumes of workshop proceedings. Of equal importance are his contributions to the education of accelerator physicists. He has developed and taught curricula for senior-level undergraduate and graduate-level courses in accelerator physics. He has written two of the most widely used

textbooks in the field: *Spin Dynamics and Snakes in Synchrotrons* (1997) and *Accelerator Physics* (1999, with updated editions in 2004 and 2012). He has played a leadership role in the U.S. Particle Accelerator School (USPAS), serving as its director from 1998 to 2002 and overseeing the IU-USPAS master's degree program.

During his 28 years at IU, S-Y Lee has supervised 35 successful Ph.D. students. His personal contribution to the next generation of accelerator physicists represents about 20 percent of the entire U.S. output during this period! During his first decade at IU, most student theses were centered on research at the IUCF Cooler. But since the 2002 termination of Cooler operations, S-Y has involved his graduate students in cutting-edge research at most of the world's leading accelerator facilities. This included significant contributions to solving a longstanding instability problem with the proton storage ring at the Los Alamos Neutron Sciences Center and the design of a new synchrotron in Asia. Many of his former students are now at national laboratories, several with leadership roles at institutions such as Brookhaven, Fermilab, and the GSI laboratory in Darmstadt, Germany. A few of his former students have won distinguished awards, including the American Physical Society's Outstanding Thesis Award to Mei Bai in 1999 and the Faraday Cup award for instrumentation to Haixin Huang in 2006.

S-Y's contributions to research and education have been recognized by numerous awards, including Lifetime Achievement Awards from the Humboldt Foundation (2006) and the USPAS (2013), for "extraordinary contributions to accelerator education including mentoring a large cadre of highly regarded students." S-Y has consistently represented IU with influence and distinction as a distinguished visiting scholar or professor at a number of international institutions.

S-Y Lee's professional interactions have always been marked by astounding energy, enthusiasm, and penetrating insight. These personal characteristics were regularly noted by his students, and we trust they will serve him well in a productive retirement.

*Steve Vigdor*

## ALICE K. LINDEMAN

With enthusiasm, commitment, and wide-ranging curiosity, Alice Lindeman embodies the idea that the shortest distance between two people is a good story. Alice loves to tell good stories! She represents a network of shared celebrations and accomplishments, keeping in touch with former students, friends, and co-workers who know the pleasure of having Alice affirm an accomplishment or soften a disappointment. Her career has spanned years of clinical practice and enthusiastic teaching and research in nutrition and dietetics, woven together with stories and pride in what her students and friends have accomplished. Her interest, teaching, advice, and mentorship have played a significant part in their successes.

From her birth in Ohio in 1954, Alice never strayed too far or too long from the Midwest. Her career path in nutrition and dietetics came into focus early. She completed a coordinated dietetics program—a bachelor of science degree plus supervised practice—at The Ohio State University in 1976, majoring in allied medicine, medical dietetics. She earned a master's degree in agricultural education in 1979, also from Ohio State. Before completing a Ph.D. in human nutrition at Syracuse University in New York in 1986, Alice worked as a clinical registered dietitian (RD) at Metropolitan Health Medical Center in Cleveland, The Ohio State University Hospitals in Columbus, and Medical College of Virginia in Richmond. She also applied her experience in endocrinology and extended care as a consultant RD. After completing her Ph.D., Alice was squarely back in the Midwest, starting her professional academic career as an assistant professor at Indiana University Bloomington in 1986, with a promotion to associate professor in 1992.

Alice's career at IU Bloomington is characterized by professional leadership and advocacy for students. Along with a stint as undergraduate coordinator for the Department of Applied Health Science from 1997 to 1999, Alice was essentially the original director of the Didactic Program in Dietetics, replacing a part-time director when she was hired in 1986. At that time, the fledgling program consisted of five students. When she stepped away as director in 2000, the program was nearly 10 times bigger! Did Alice step away in order to slow down? Certainly not. Instead,



she shouldered the responsibilities of assistant chair of the Department of Applied Health Science, a leadership position she held until 2008.

During her decades-long tenure at IU Bloomington, Alice mentored nearly 50 master's students and 20 doctoral students. Her research interests include sports nutrition, the prevention of obesity, and the promotion of fruit and vegetable intake. Living an active life herself, Alice found sports nutrition a natural fit. Her research includes the role of chocolate milk in recovery from athletic exertion, body image concerns among women athletes, and the intersection of nutrition and fitness. She contributed to a highly respected basic nutrition text in 2011 (*Contemporary Nutrition: A Functional Approach*, Wardlaw, Smith, Lindeman, 2nd ed., McGraw-Hill, New York, NY), and contributed the section on bariatric surgery for the *Indiana Dietetic Association Diet Manual* (2006). The latter reflects a return to clinical dietetics practice that Alice undertook from 2000 to 2003, serving as a consultant RD to local bariatric surgeon Dr. J. Bradley Ray. Her many years of clinical practice aided the students she taught in IU Bloomington's medical nutrition therapy (MNT) classes, enabling Alice to enhance their textbook learning with illustrations from real life.

The classroom has been the hub of Alice's career and enthusiasm. She has cared deeply about students' success and worked diligently to provide the best learning environment for their education. Teaching MNT, the core of dietetics, was

central to Alice's teaching career. But she also pioneered a course in complementary and alternative medicine, an area of study new to dietetics at the time. Later in her career, she embraced the concept of team-based teaching, incorporating the approach into MNT and her long-time joy, introductory nutrition. She embraced the approach so wholeheartedly that she joined the Team-Based Learning Collaborative in 2012, complementing her long-standing involvement in the Academy of Nutrition and Dietetics, American Academy of Sports Medicine, American Public Health Association, American Society of Parenteral and Enteral Nutrition, and the American Bariatric Surgery Association.

This sketch would be incomplete without mentioning one other area of expertise Alice contributed to the department and the field of dietetics—her excellent writing skills. Such skill was no doubt useful in the textbook chapters, lectures, and research papers she wrote over the years. Her skill also gave her the expertise to mentor students in the importance of proper speech and grammar. Many a student benefited from her commentary, and from the recommendation letters she wrote over the years—a total of 1,999,999 at last count (or so it seemed)! Recommendation letters are a crucial component for obtaining a dietetic internship placement for students wanting to become RDs, and Alice supported them with insight, advice, and a passionate opposition to the word *passion* (as in “I should get a dietetic internship because I have a passion for nutrition”). As the current dietetics director, this writer is grateful for Alice's mentorship in dietetics administration, and will do her best to keep the helpful red ink flowing.

Upon turning the page on her career at IU Bloomington, Alice plans to move to the East Coast, where her many talents and interests will take her to a new chapter of stories and relationships. A hobby in preparing theater costumes may play a role in her new chapter while she continues to be involved in clinical research in dietetics. Whatever she does, we wish her peace, fulfilling years, and happy stories.

Vicky Getty

## JOHN LOUIS LUCAITES

John Louis Lucaites arrived in Bloomington in 1987 as assistant professor of speech communication. He had been a Henry Rutgers Scholar in intellectual and cultural history at Rutgers University, from which he graduated in 1974, and he earned his doctorate in rhetoric from the University of Iowa in 1984. Prior to coming to IU, John served as instructor and director of debate at the University of North Carolina at Chapel Hill, instructor of rhetoric at the University of Missouri in Columbia, and instructor and then assistant professor of speech communication at the University of Alabama in Tuscaloosa. While at IU he has co-authored three award-winning books, co-edited three volumes, published over 50 essays and book chapters, and delivered dozens of invited lectures both across the United States and abroad. As a scholar he has sustained a focus on the analysis and critique of public discourse with an eye toward contributing to the development of a robust and engaged public culture. This theme is evident across all facets of his illustrious career.

John has taught undergraduate courses in public speaking, persuasion, argumentation, visual rhetoric, social conflict, American public address, and many more subjects. These teaching experiences have provided him with an opportunity to share his knowledge and expertise, of course. But more than that, his undergraduate teaching has been an extension of his research, as he sought not only to provide for his students the conceptual tools and communication skills that would enable them to participate critically in public culture, but also, and perhaps more importantly, to instill in them a passion for becoming engaged in civic life.

In his graduate courses, John trained a new generation of scholars who share similar passions for contributing to our understanding of public culture and for inspiring their own students to become active and engaged citizens. He has directed nearly 40 master's theses and Ph.D. dissertations over a remarkably broad range of topics. Many of these students have achieved professional recognition in their own right, and his graduate students now carry John's energy, interest, and influence throughout the discipline.



Throughout his career, John consistently has been on the leading edge of emerging areas of study. He has not only enriched existing scholarly conversations, but has participated in initiating new conversations and scholarly communities. Much of his early work focused on race, for example, and particularly African American public discourse. John's scholarship both heralded and strongly influenced a revival of interest in the subject, together with the development of new critical approaches. This line of research is perhaps best represented by the award-winning book, co-authored with Celeste Michelle Condit, *Crafting Equality: America's Anglo-African Word* (University of Chicago Press, 1993).

John has recently turned his attention to the pivotal role played by photographic journalism in contemporary public culture. Again, he was among the pioneers in this area, publishing influential early essays on visual rhetoric and organizing the first conference devoted exclusively to that topic in the discipline of communication studies, in 2001. John's second book, with frequent co-author Robert Hariman, *No Caption Needed: Iconic Photographs, Public Culture, and Liberal Democracy* (University of Chicago Press, 2007), is a foundational text. It would be difficult to imagine a course in visual rhetoric taught by anyone, anywhere, that did not include that book, in full or in part. Their 2016 book, *The Public Image: Photography and Civic Spectatorship* (University of Chicago Press), promises to join its predecessor on

the must-read bookshelf in the study of visual culture. The transformative impact of John's scholarship has been recognized with many of the most prestigious honors and awards that can be bestowed by his discipline and by IU, including being named Provost Professor in 2016.

It might be said that John understands the obligations of civic engagement as extending throughout his professional life. Most of the many opportunities that he has taken to serve have centered on the cultivation of community in one form or another. He served as director of graduate studies in the Department of Communication and Culture for many years. He serves on the editorial board of many journals and edited the flagship rhetoric journal, *The Quarterly Journal of Speech*. He has directed and co-directed a dozen conferences and seminars. And he served as associate dean for arts and humanities in the College of Arts and Sciences from 2012 to 2017, where he was a strong advocate for the liberal arts as a tradition in which scholars and students of varied backgrounds and interests come together to contribute their perspectives and expertise toward a common public good.

Because John has contributed so much to his discipline, to his students, to his colleagues, and to Indiana University, these communities will be diminished somewhat by his retirement. But still, they are, and will remain, stronger and more vibrant as a result of his continued, resonate influence within them.

*Robert Terrill*

## TRICIA P. McDOUGALL-COVIN

In 1999, Dr. Tricia P. McDougall-Covin arrived at IU from Georgia Institute of Technology, where she was a professor. She received her Ph.D. in strategic management from the University of South Carolina. Currently, she is the William L. Haerberle Professor of Strategic Management and faculty director of the Institute for International Business at Indiana University's Kelley School of Business.

As she now retires (which is hard to believe), her legacy will be an indelible mark on Indiana University and the Kelley School of Business. She will forever be remembered for her leadership, world-class scholarship, and outstanding teaching. Dr. McDougall-Covin received several teaching and research recognitions, including Indiana University's Trustees' Teaching Excellence Recognition Award and the Kelley School's Full Professor Research Excellence Award. She was also named as one of the 40 Best Undergraduate Business Professors in the U.S. by *Poets and Quants*.

She is widely credited with pioneering the field of international entrepreneurship. She and her co-author were recipients of the *Journal of International Business* Decade Award for their 1994 article on the early internationalization of new ventures. The award honors the article that has had the most significant impact on international business research during the past decade. She has also been honored as a fellow in the Academy of International Business and a 21st Century Entrepreneurship research fellow.

During her tenure at Indiana University she served in a variety of administrative roles, including chair of the management department from 2000 to 2003 and associate dean of the Kelley School from 2004 to 2009. As associate dean for faculty and research, she worked to initiate new programs, attract the finest research faculty, and sustain the valued collaborative culture of the Kelley School. Her efforts were visible in the top national and global rankings that the Kelley School received during her years there.

In her most recent position as faculty director of the Institute for International Business (IIB) at the Kelley School of Business, from 2011 to 2018, she has worked tirelessly to develop and teach courses and to conduct seminars around the world, spur entrepreneurship in



developing countries, and sponsor special programs that bring international students to our campus. Some of IIB's projects included a USAID-funded entrepreneurial development program in the Caribbean; the Global Women's Economic Empowerment Initiative, a partnership with the Asia Pacific World Economic Council (APEC) that teaches women entrepreneurs in developing countries how to start and sustain their own micro-ventures; and the Global Business Institute–Middle East and North Africa, a one-month long immersive program that provides students from across the Middle East and Northern Africa the opportunity to learn about business in the context of American culture. For all of this impressive work, Dr. McDougall-Covin was honored with Indiana University's prestigious John W. Ryan Award for Distinguished Contributions to International Programs and Studies.

On a personal note, Dr. McDougall-Covin was responsible for recruiting me to IU, as she did for so many great faculty. It was a match made in heaven and I will always be deeply grateful to her. Her early vision for what could be a world-renowned entrepreneurship program has become a reality, with our current entrepreneurship program continually ranked as number one among public universities and recognized as the top research program in the world. Dr. McDougall-Covin has much to reflect back upon and should feel extremely proud!

When asked what she would miss most in retirement, she responded, "I will

most miss being around extraordinary colleagues. I will deeply miss the stimulation and the sharing of accomplishments and life's joys with people whom I hold in high esteem." When asked what she had most enjoyed at IU, she responded:

"One of my greatest satisfactions is the entrepreneurship program that my colleagues and I built as a team. Our Johnson Center for Entrepreneurship and Innovation is world-renowned—what a rare opportunity it has been to be part of something so special. In addition, some of my most rewarding days have been through my current role as faculty director of the Institute for International Business and the work I did in Australia, Bangladesh, Barbados, China, Kenya, Myanmar, Russia, United Arab Emirates, and Vietnam. I think Herman Wells would be proud of what IIB has accomplished."

The Kelley School of Business, the Institute for International Business, and Indiana University have all benefited enormously from having Dr. Tricia McDougall-Covin as one of our truly inspirational leaders. We will all miss her, but hope that she continues to be involved as an advisor and a dear friend.

*Donald F. Kuratko*

## FREDERICK L. McELROY

Frederick L. McElroy retired from Indiana University Bloomington as an admired and dedicated instructor and a deeply committed citizen of his department and the university. He leaves a lasting signature on the teaching and service escutcheon of the Department of African American and African Diaspora Studies.

Fred was born on January 16, 1950, in Louisville, Kentucky, and graduated in 1972 from Brown University with a concentration in American civilization. He received his Ph.D. in English and American studies from Indiana University Bloomington in 1987. He was appointed assistant professor in (then) Afro-American studies that same year. In 1993 he was promoted to associate professor.

Early in his tenure as an associate instructor in a very young department, Fred created, advocated for, and supplied undergraduate courses in African American literature. Of special note was his course in early Black American writing. While many departments nationally dismissed 19th-century Black writing as precious imitation or merely didactic—preferring to offer their introductory literature courses with texts from just before the Harlem Renaissance (1918–40)—through his tireless excavations Fred revealed the roots of a powerful and moving literature to his students. Undergraduate and eventually graduate students were fortunate in following pathways to early conversations among culture, aesthetics, and power. These conversations could range widely, from close readings of texts to historical contexts for and connections among the poems of Phillis Wheatley, Thomas Jefferson's *Notes on the State of Virginia*, David Walker's *Appeal to the Coloured Citizens of the World*, the *Narrative of the Life of Frederick Douglass*, and W. E. B. DuBois' *Souls of Black Folk*.

By the end of his tenure, Fred had taught or developed nine different courses offered at the undergraduate and graduate levels. The courses ranged from Afro-American Autobiography and Introduction to Afro-American Studies (an interdisciplinary graduate seminar) through Black Intellectual Traditions. Frequently, responding to departmental requests or his own intellectual interests, Fred shouldered course overloads.

He won at least four Teaching Excellence Recognition Awards offered by the department through the auspices of the College of Arts and Sciences.

A recent Ph.D. graduate offered the following:

“The positive impact that Dr. McElroy had on me as a graduate student has inspired me to perfect my skills as an effective educator. I've always marveled at how Dr. McElroy empowered his students to follow the path of a lifetime of learning. I often compared Dr. McElroy to the late, great (Brazilian educator-philosopher) Paulo Freire and his ability to help tease out the embedded knowledge that exists in every individual student.”

Fred has taught in a variety of venues. In addition to traditional classroom settings with undergraduates and graduate students, he has guided students in the Individualized Major Program. He has also given courses at the Collins Living-Learning Center. He co-taught courses to rising high school sophomores in the Telluride Association Summer Seminar, as well as to rising college juniors in the Black Atlantic Summer Seminars sponsored by the Ford Foundation. Select pools of students from around the country were attracted to this campus by the latter two programs. In every setting, he demonstrated consistency as an able lecturer and superb discussion leader. He displayed an easy grace and deft sense of humor when an individual or small group of students gathered in his office for the patient unraveling of a modernist poem or for listening to Fred's take on the latest basketball game.

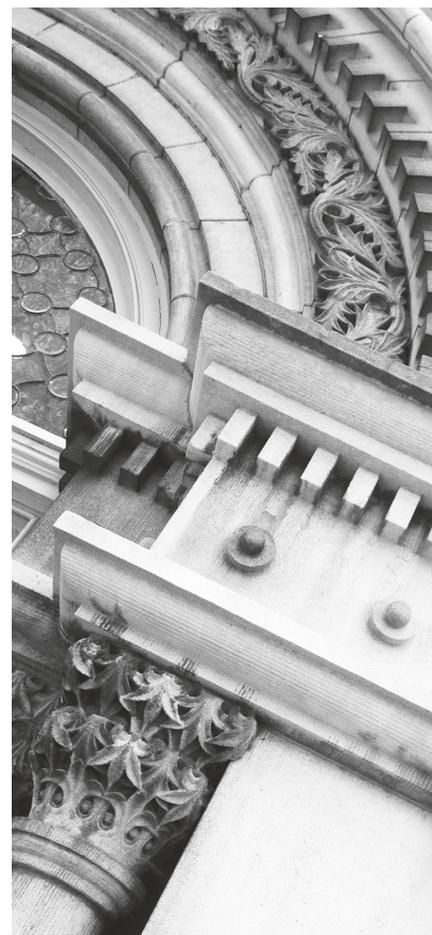
Fred served on 22 graduate research committees, eight as chair. He was at different times the director of undergraduate studies, director of graduate studies, and an invaluable contributor as member of the M.A. Planning Committee. In addition, he has served on the department's Curriculum Committee and its Undergraduate Task Committee. He was a member of the Collins Living-Learning Center's Curriculum Committee and for 10 years he served on the selections committee of the Individualized Major Program.

Fred was often called upon to give talks on department history in public settings. He was able to place the

establishment and development of the department in the context of an earlier national Black Studies movement in the late 1960s and early 1970s. He was adept at tracing and evaluating the evolution of programs, departments, institutes, and graduate programs. In sum, he was able to demonstrate the uniqueness of the African American and African Diaspora Studies department in terms both specific and broad. In Richard Stengel's *Mandela's Way: Fifteen Lessons on Life, Love, and Courage*, Mandela said that servant leadership is expressed as *Ubuntu*, the idea that people are empowered by other people, and that we become our best selves through unselfish interactions with others. And so it was with Professor McElroy's gifts, which made the lives of so many students and faculty larger.

John McCluskey

Carolyn Calloway-Thomas



## BARBARA V. MILLER

Barb Miller has been affiliated with Indiana University for more than 40 years, as a student, a staff member, and a faculty member. A native of Plymouth, Indiana, she came to Bloomington in the mid-1970s and earned a B.S. and an M.S. in Business Education from Indiana University.

After receiving her master's degree, she was appointed as a faculty lecturer in the Kelley School of Business in 1984, teaching business communications and office systems. During the early 1980s, business education started moving from a highly quantitative-based curriculum to include more qualitative areas, such as communications. Barb was there at the beginning of this very important shift and was instrumental in developing the field of business communications into an integral part of the Kelley School curricula, charting a path that other business schools would later follow.

During the same period, two important developments were taking place. The first was the personal computer and its use in business education, and the second was the transformation of teaching through the use of instructional technologies. Barb became involved in both of these developing areas and was appointed manager of instructional technology services at the Kelley School in 1990, with the explicit charge of transforming teaching using technology. The Kelley School of Business was the first school on the Bloomington campus to do this. Over the next five years, the school installed instructional technologies in many of its classrooms. Her charge also extended to working with faculty to help them learn how technology could transform their teaching. These were pioneering times and, in many ways, Barb and her team set the agenda for the use of instructional technologies at Kelley and across the IU Bloomington campus. Without her leadership and dedication, the school may not have become the leader in this area among peer business schools across the country.

The other big development during Barb's early years at the Kelley School was the introduction of computer classrooms. With the increased access to computers and her efforts to help faculty learn how they can boost the effectiveness of their classes, Barb started teaching an occasional class. This renewed her passion for teaching, and she soon joined the



Operations and Decision Technologies Department as a faculty lecturer in 1995 for K201 (The Computer in Business), a required computer course for Kelley undergraduates. K201 was also going through a major transformation—from a course in information systems to a course in the use of spreadsheets to solve business problems. Barb joined the team that developed K201 into a key course in the Kelley undergraduate curriculum, and she had an extensive role in doing so. In addition to teaching K201, Barb was responsible for developing teaching materials and training all instructors to use them in the 50–60 sections of K201 that were taught each semester. She also developed online resources for students.

In 2003, Barb returned to Plymouth for family reasons and worked as a professional specialist at the University of Notre Dame, but she never lost her love for Bloomington and Indiana University. In 2012, she returned to the Kelley School and rejoined the K201 team as a senior lecturer. Since then, she has been actively involved with K201 as a lead faculty member. As coordinator of the teaching assistants and peer tutors, she has been responsible for hiring, scheduling, and training 40 teaching assistants and more than 250 peer tutors each semester. She also has been part of the team that developed the textbook for K201 and K204, the honors version of the course.

Barb is an outstanding teacher with numerous honors, including the William G. Panschar Undergraduate Teaching Excellence Award presented for

Outstanding Lecturer of the Year, the most prestigious teaching award at the undergraduate level. She won the Teaching Excellence Recognition Award in 1997, 1998, and 2000, and the IU Trustees' Teaching Award in 2001, 2003, and 2015. She was also honored for her teaching at the University of Notre Dame.

Outside of the classroom, she has given her time as a sponsor for the Kelley School's Women in Business organization and for IU's chapter of Delta Pi Epsilon, a professional graduate society. She also has been active in the Bloomington community, including working with 100+ Women Who Care, PEO (Philanthropic Education Organization), Tri Kappa service sorority, Hoosiers Outrun Cancer, Monroe County Youth Services Bureau Board, and Monroe County Parent Aid Board.

Barb is married to Dave Miller, who graduated from the Kelley School. They are the proud parents of Patrick and Sarah, both of Austin, Texas, and both Indiana University alumni. Barb and Dave have two grandchildren, Abby and Ben.

As business education has evolved over the years, Barb has played a major role in innovations that have changed the way Kelley professors teach, and what Kelley students learn. Those innovations have helped make the Kelley School the number one public business school in the United States. She should be very proud of her achievements and in the knowledge that she has helped shape the careers of thousands of Kelley School alumni.

Barb will certainly be missed, and will always be remembered for navigating uncharted waters and pioneering advances in business communications and technology. We congratulate her on a superb career and wish her all the best in her retirement.

*Ash Soni*

## TAEMIN K. PARK

Dr. Taemin Kim Park made significant contributions in cataloging the Indiana University Libraries' Korean, Chinese, and Japanese collections and was noted for her dedication to cataloging education, research, service, and professional librarianship in over 34 years of service to Indiana University Bloomington. She grew up in Korea, graduated from Ewha Womans University, Seoul, and came to the United States in 1976 with her husband, Dr. Chaewon Park. After living in Kalamazoo, Michigan, they moved to Bloomington, where she attended the Indiana University School of Library and Information Science, earning her Master of Library Science degree in 1984 and her Ph.D. in 1992. In November 1986, she was appointed visiting assistant librarian in the Serials Department of Technical Services, Herman B Wells Library. The following year, she began her appointment as an assistant librarian in the cataloging section of serials. In 2002, she transferred to the Area Studies Cataloging Section of Technical Services, cataloging both monographs and serials and training new staff catalogers, students, and interns. She was promoted to the rank of full librarian in 2013.

Taemin was devoted to the education and mentorship of graduate students in the School of Library and Information Science (later the Department of Information and Library Science in the School of Informatics, Computing, and Engineering). She served on several doctoral dissertation committees and, over the course of her career, contributed in many ways to teaching at Indiana University. Taemin taught as an adjunct faculty member of the school from 1993 to 2017, also serving as coordinator for bibliographic and electronic access courses from 1995 to 2013. She specialized in teaching Cataloging, Advanced Cataloging, Online Searching, Information and Society, and Independent Reading and Research courses. She taught many students the philosophy and intricacies of two leading cataloging standards in the United States: the revised *Anglo-American Cataloguing Rules (AACR2)* and *RDA: Resource Description and Access*, the global standard adopted in 2013. Many of her former students and interns now hold cataloging positions at prominent university libraries and agencies such as



the Library of Congress. Taemin was also a generous teaching colleague. She collaborated on teaching cataloging beginning in 2003 with Andrea M. Morrison, creating a flipped-classroom cataloging curriculum and an online cataloging course.

In service to the profession, Taemin held leadership roles in the Association of East Asian Studies, Council on East Asian Libraries, American Society for Information Science and Technology, and North American Serials Interest Group. She led and served in many capacities in the Association for Library Collections and Technical Services of the American Library Association. She was a member of the editorial board and peer reviewer for *Serials Review* and referee for *Journal of the American Society for Information Science and Technology*. She served as editorial member for Korean geographic names for the *Columbia Gazetteer of the World* (1997). She also served as external reviewer for many colleagues for tenure and promotion.

On the state and local levels, she served on many committees of the Indiana University Librarians Association, Bloomington Library Faculty Council, and the Indiana University Libraries, notably as member and chair of the Continuing Education Committee (1991–92, 1997–99, and 2005–06); co-secretary of the IU Cataloging Congress (2001–05); member of the Dean's Advisory Council (2013–14); and member of the Libraries' Promotion and Tenure Committee (2015–16).

She published extensive research in the area of cataloging and technical services in leading journals in the field. In 2017, her latest co-authored article, "The Nature and Characteristics of Bibliographic Relationships in RDA Cataloging Records in OCLC at the Beginning of RDA Implementation," was published in a top cataloging journal, *Cataloging & Classification Quarterly*. Her well-received 2015 article "Wikipedia Research in Scholarly Publications in Asia and the Pacific Region" was published in the *Proceedings of the 6th International Conference on Asia-Pacific Library and Information Education and Practice* (2015). Over the course of her career, she received many grants and awards from the libraries, the campus, and other professional organizations in recognition and support of her research. She was also a frequent presenter at international, national, and regional professional conferences, among them the American Library Association, Ohio Valley Group of Technical Services Librarians, Indiana Library Federation, Asia-Pacific Conference on Library and Information Education and Practice, and the International Conference on New Information Technology.

Taemin has been a treasured colleague and will be missed! Her contributions and hard work have had lasting impact on the scholarship and practice of cataloging. She will now spend some time in Maryland, where her son and daughter live. She is the proud (and busy) grandmother of five granddaughters. In the future, she plans to continue to be professionally active in research and teaching.

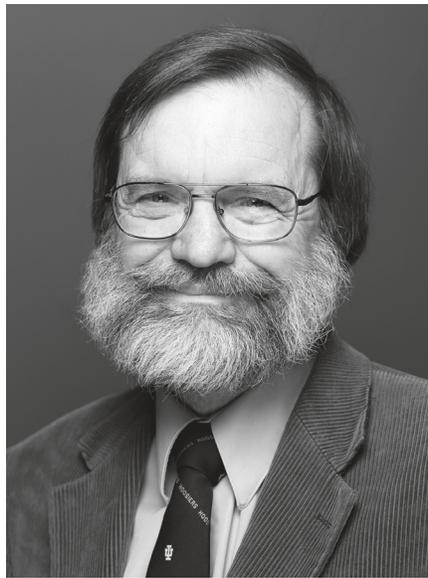
Andrea M. Morrison  
Carl Horne

## GARY PAVLIS

Gary Pavlis is retiring after serving for 35 years as a faculty member at Indiana University Bloomington. During his career at IU, Gary has distinguished himself as one of the nation's leading scholars in earthquake seismology. His research has addressed an extraordinary array of scientific problems, ranging from nitty-gritty technical issues that have advanced the basic tools of the field—earthquake location, seismic imaging, and seismic array analysis—to profound problems of Earth structure and dynamics of tectonic plate boundaries. His scholarly record includes contributions to seismology theory, state-of-the-art computational tools, and practical issues of nuclear monitoring, earthquake hazard mitigation, and science education and outreach.

Gary's research incorporates rigorous mathematical and computational methods grounded in earthquake physics and observational seismology. He brings a unique intuition for geological problems and creative ways of addressing these problems through geophysical observation. His research legacy includes over 100 major papers in leading peer-reviewed journals and hundreds of presentations at scientific meetings. His research articles are major works that often incorporate cutting edge observational data, newly developed analytical methods, and creative geodynamic interpretation.

In addition to his contributions to seismology theory and analysis, Gary is also known for leading successful field-based seismological experiments in diverse places such as California, Alaska, Kyrgyzstan, Venezuela, Turkmenistan, and even the "hollers" of central Kentucky. Gary's leadership in this arena was recently exemplified in an ambitious collaborative project to study earthquakes and Earth structure in the central United States. A National Science Foundation-funded experiment—creatively dubbed "OIINK"—involved deployment of 140 seismic instruments across a broad swath extending from the Ozarks through Illinois, Indiana, and Kentucky. Gary's leadership of this six-institution, five-year project was truly impressive. He coordinated every part of the project, from developing scientific research goals to managing challenging field deployments with military-style logistics, to leading collaborative teams in data analysis and interpretation. This project resulted in



publication of major research articles and some groundbreaking discoveries about the thickness and complexity of the Earth's crust beneath the central United States.

Gary grew up on a farm in rural South Dakota, a fact he'll gladly share with anyone interested in swapping a few stories of early farm-childhood adventures. These formative years are important to Gary's career story because they shaped his approach to the scientific world he now inhabits. His childhood on the family farm afforded time for exploration of the natural world; at the same time, it required practical skills to solve daily problems of farm life. Gary's mind can quickly grasp a complex theoretical problem and then, within a few seconds, his practical side kicks in on a clever computational solution. He has an astonishing ability to shift gears from something as mundane as the mechanics of mixing concrete for construction of a seismic vault to explaining near-incomprehensible theories of seismic wave propagation in anisotropic media. Perhaps it is this combination of theory and practice that has given him the unusual fluidity to move among theoretical, computational, and observational levels of research that has been a hallmark of his research career.

Gary joined our faculty in 1983 as a Ph.D. from the University of Washington. In his 35 years as a faculty member, he has made outstanding contributions to IU's research mission, undergraduate and graduate education, and professional and university service. He has been a critical liaison between our department and

emerging interdisciplinary computational science programs, including IU's School of Informatics, Computing, and Engineering (where Gary is an adjunct faculty member). He has mentored 35 M.S. and Ph.D. students and served on research committees for dozens of others. Gary has been a mainstay of our geophysics program, teaching courses in applied geophysics, basic and advanced seismology, geophysical inverse methods, and exploration geology. He has served as a model mentor for undergraduate students, graduate students, and postdocs. In his tenure at Indiana University, Gary has left an indelible mark on our department, bringing vitality and international visibility to our geophysics program, attracting a first-rate group of graduate students, postdocs, and visiting scientists.

Gary has also been a reliable and engaged member of the geophysical research community. He helped to create and continues to support the IRIS (Incorporated Research Institutions for Seismology). This consortium has provided a new model for democratization of the field of seismology—sharing scientific equipment, state-of-the-art seismological data, and developing new scientific initiatives—with a growing global community of scientists. Gary has served on proposal review committees for the National Science Foundation, the U.S. Departments of Defense and Energy, and the United States Geological Survey.

Gary is a source of continual amazement to colleagues for his breadth of scientific interest, his depth of understanding of seismological research problems, his technical creativity in finding innovative ways to address them, and his generosity in sharing ideas and successes with students, postdocs, and scientific collaborators. We are lucky to have him here as a delightful colleague, mentor, research leader, and friend. In retirement, Gary will undoubtedly be extending the work of his research career as well as spending time with his children and grandchildren in New York, Philadelphia, and Phoenix, traveling the country with his wife, Mary Lynn, and hopefully, remaining an integral part of his Earth and atmospheric sciences family.

*Michael Hamburger*

## RANDALL L. PEPER

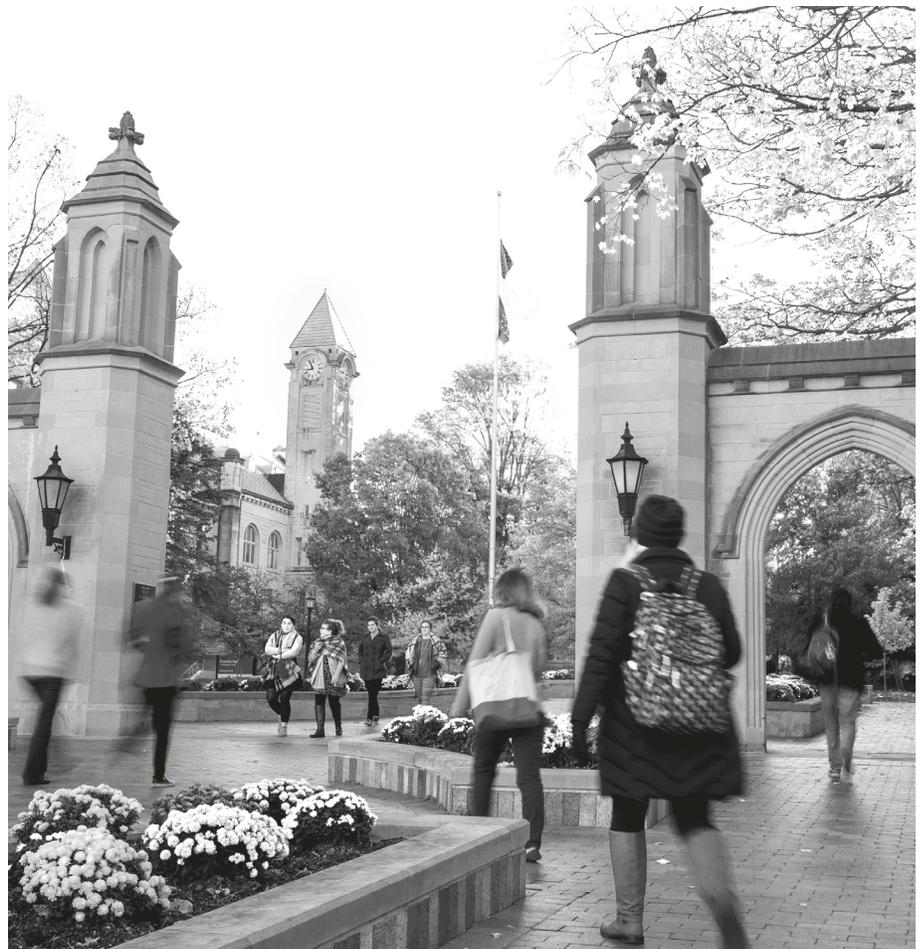
Randall Peper received a B.S. in biology and a D.V.M. from Colorado State University. After serving as a postdoctoral fellow in laboratory animal medicine in the Laboratory Animal Resources Program at Penn State for three years, Randy went on to receive a Ph.D. in pathobiology from Penn State in 1994.

He then served the University of Illinois in various capacities, including associate director of the Division of Animal Resources. He was interim director of that division and interim attending veterinarian for the university at two different times. Randy was also an assistant professor of small animal medicine in the UI College of Veterinary Medicine, teaching laboratory animal medicine courses and instructing students during clinical rotations.

Randy joined the IU Bloomington campus in 2007 as director of Laboratory Animal Resources (LAR), attending veterinarian, and senior scientist. In these roles, he filled a critical and vital function in the campus's research enterprise. LAR provides high-quality, humane care for research and teaching animals at IU Bloomington and ensures compliance with federal laws and guidelines and campus policies related to animal use. LAR manages and provides oversight for all campus facilities in which animals are maintained for research and teaching.

During his time at IU, Randy led a phase of significant change and growth in the campus's animal research programs and facilities. He led efforts to centralize IU Bloomington's six animal facilities and its animal program. He helped to develop policies and procedures adhering to standards set by the Association for Assessment and Accreditation of Laboratory Animal Care. Under his guidance, LAR received accreditation from the AAALAC in 2012; accreditation recognizes high levels of commitment, knowledge, and engagement with well-functioning animal care. IU Bloomington's accreditation was renewed in 2016. With his extensive knowledge of animal care and use regulations, Randy created an overall campus culture dedicated to the highest standards of animal husbandry.

Randy ushered in a state-of-the-art animal facility, now in operation in IU Bloomington's Multidisciplinary



Science Building II. He also directed the renovation and upkeep of older campus facilities such as in the Department of Psychology, Jordan Hall, and the School of Optometry. Randy's initiation of a complete remodel of IU Bloomington's Animal Behavior Lab and his coordination of other research-animal needs enabled several significant faculty hires to be made on the Bloomington campus.

Randy demonstrated excellent fiscal and personnel leadership as well. He effectively and continuously balanced costs to users with costs for administrative support to run LAR on a financially sound and sustainable basis. As director of LAR, Randy oversaw four professional level appointees, eight support staff appointees, and various hourly employees, pushing continuously to raise the salaries of animal care staff to levels competitive with peer institutions.

Randy's vision and commitment to

IU Bloomington's animal program were an inspiration to many. Lab Animal Resources Operations Manager Mauricio "Moe" Pazos notes that Randy's ethical and moral standards were instrumental in his decision to leave research and join the LAR operation. Likewise, Randalyn Shepherd, clinical veterinarian with LAR, calls Randy a strong influence on her career. "He was a great teacher, guide, and mentor to me," she says. "I will be forever grateful for his patience and kindness, and the knowledge I gained through his example as attending veterinarian and director of Laboratory Animal Resources."

After a career of many accomplishments, including exceptional service to the research offices of Indiana University, Randy retired from IU Bloomington in 2016.

*Jeff Zaleski*

## MARK PHELPS

Mark Phelps is assistant professor of opera studies and has been preparing students for their roles in the Indiana University Opera Theater since 1980. For many years he played rehearsals as well as provided coaching, and more recently has done primarily individual and ensemble coaching, which involves much more than helping students learn the music. Mark sings all the other roles (as he plays), conducts cues from the piano, and uses his advanced studies in Italian (and other languages!) to help students shape their recitatives and make everything sound idiomatic. He helps them with ornamentation and the operatic conventions that have come down through the ages.

Though the students might not realize it at the time, what he really teaches them is the process of how one learns a role, a skill they will use for every role as long as they sing opera.

Mark is a great lover of singers as well as singing; his patience and support of young singers have been a model of generosity. Since rehearsal time for each production is shockingly short, and since there are double casts to prepare in each show, he even produces study recordings for them so that they can go home, put in their earbuds, and work with him in “music minus one” coaching sessions. I’m sure that his reputation will ensure that even in retirement, a steady stream of singers will find their way to his door, looking for his help and expertise.

Opera is not his only love—for a number of years, Mark has brought remarkable enthusiasm to his teaching of the undergraduate song literature classes, and this year the master’s song literature sequence, introducing many recordings of gifted singers performing this great repertoire.

Mark is in demand as an accompanist and coach and has traveled throughout the United States lecturing and teaching master classes. He is active as a recitalist and an official accompanist for many



competitions, including the Metropolitan Opera Auditions, the Pavarotti International Voice Competition, and the MacAllister Awards.

Mark is former music director of the Michiana Opera Guild, Goshen Chamber Opera, and Opera Factory of Chicago. He has acted as vocal coach at DePaul and Loyola Universities, and as assistant conductor for the South Bend Symphony, Des Moines Metro Opera, and Chicago Opera Theater.

He has performed world premieres of piano pieces by Charles Wuorinen and Andrew Imbrie at the Art Institute of Chicago and has sung in the Chicago Symphony Chorus, performing under the baton of Georg Solti at Orchestra Hall and James Levine at the Ravinia Festival. Awards he has received include First Prize at the Iowa Federation of Pianists Competition in 1975. He has been official accompanist and collaborator for many vocal master classes, including those of Virginia Zeani, Nico Castel, Joan Dornemann, Dietrich Fischer-Dieskau, and Elly Ameling.

Mark has had the privilege of working as a recital accompanist and/or vocal coach for many of America’s leading

singers, including James King, Gary Lakes, Maria Kanyova, Elizabeth Futral, Marilyn Mims, Timothy Noble, Mark Doss, Robert McFarland, and Lawrence Brownlee.

Mark is a dedicated homebody. He is an accomplished cook, enjoys gardening, and is happy to offer help and advice to his neighbors. He has served as president of his homeowners association—a commitment that certainly not many neighbors will volunteer to take on.

We are all very happy for Mark to have the ease of retirement and the chance to travel, entertain, dig in the dirt, cook, and generally just do whatever he wants to do whenever he wants to do it. Most ecstatic about Mark’s retirement will probably be his faithful canine companion, Snickers. We wish them sunny days, long walks, and all the treats they want.

*Mary Ann Hart*

## MAUREEN A. PIROG

Dr. Maureen Pirog received a B.A. and an M.A. in economics from Boston College in 1975 and a Ph.D. in public policy analysis from the University of Pennsylvania in 1981. Born to a family who lived in a house behind a gas station, Maureen considers her path from a lower middle-class family in an old mill town in Connecticut to some of the best academic institutions in the country as governed by good luck and sheer determination to prove wrong those who thought it was comical for a young woman to set her sights on academia.

After her Ph.D., Maureen taught in the Finance Department of the Wharton School of the University of Pennsylvania before joining the faculty in the School of Public and Environment Affairs (SPEA) at Indiana University in 1983. Maureen was the only woman in her Ph.D. program, and at one point also the only woman in residence on SPEA faculty. Today, Maureen is the Rudy Professor of Public Policy Analysis at IU.

In her office hangs a genealogy of her Ph.D. training that can be traced back for almost 800 years—starting with her doctoral advisors, to their doctoral advisors, and so on. This family tree, created as a class project by one of Maureen's former students, includes illustrious scholars such as Robin Sickles and Erasmus. When Maureen received it, she studied it several times. It struck Maureen that she was the only female in this line; there were also no female teachers in her earlier degree programs. ("Well," she adds, "except for the nuns in my Catholic high school.") Now, as she looks around at the field of public affairs, she sees many gains.

We are all grateful for the part Maureen has played in the transformation of the scholarly environment to one that is more open and inclusive of diversity.

Of Maureen's many accomplishments, she is most proud of the over two dozen Ph.D. students she has mentored and of the decade she served as the editor-in-chief of the *Journal of Policy Analysis and Management*, the premier journal in the field, which grew substantially in impact under her leadership. In 2013, Maureen received a Lifetime Achievement Award from the Association for Policy Analysis and Management.

In addition to mentoring many new branches of the academic family tree, Maureen has had an extremely productive



research career; she has over 100 publications, including six books. Her most recent book is coauthored with her daughter, Emily Good, and entitled *Public Policy and Mental Health: Avenues for Prevention*.

Maureen's current research focuses on the evaluation of government programs including the methodology of evaluation as well as the evaluation of various social welfare policies. Recent publications include articles on big data as a driver of innovation, the effects of performance management in the child support enforcement program, the impacts of expanding public pension programs, financial aid and online education, teenage parenting, online education and for-profit universities, homelessness prevention, and the effects of income-contingent loans.

Maureen has served in many additional roles that have brought recognition to Indiana University and SPEA; she is an editor of *Contemporary Economic Policy*, serves on editorial boards of other journals, has served as reviewer for 20 other journals and grant-giving agencies, and has served as a mentor for several programs.

Those who know Maureen well are not surprised that she also always practiced what she taught; she has influenced the effective design, implementation, and growth of major social welfare programs in the United States.

During her career, Maureen headed two large demonstration projects for the U.S. Office of Child Support Enforcement,

evaluated a quarter-billion-dollar education intervention for the Inter-American Development Bank, and directed a large-scale evaluation of the Indiana welfare reform experiment. Her work on child support guidelines was published by the U.S. House of Representatives and has been instrumental in maintaining and increasing child support awards for millions of children. Her interests in social welfare policies, poverty, and labor markets have led to several collaborations with the U.S. Government Accountability Office, U.S. Department of Health and Human Services, the Brookings Institution, the Ford Foundation, the Rockefeller Foundation, the Woodrow Wilson School at Princeton University, and the Organization for Economic Cooperation and Development (OECD). She has been a visiting scholar at the Institute for Research on Poverty, the John F. Kennedy School of Government at Harvard University, and the Wagner School at New York University.

Maureen's many international scholarly accomplishments add to her long list of titles. She holds an honorary professorship at the National Research University Higher School of Economics in Moscow. In Russia, she has actively collaborated on a variety of projects related to evidence-based policy making, work funded by the U.S. State Department. In South Africa, she holds a Distinguished Visiting Professorship at the University of Johannesburg and in China she holds a Distinguished Visiting Professorship at Northwest Polytechnic University. She has also been a visiting scholar at the National Institute for Development Administration in Thailand, Fudan University, Bocconi University, City University of Hong Kong, and the University of Warsaw.

Through sheer determination, hard work, and a vision toward better social welfare programs for the most vulnerable members of society, Maureen has been instrumental in building the research, analysis, and education in the field of policy analysis. There's no word but awesome to sum up her career and contributions to Indiana University and the world beyond!

*Kosali Simon*

## STEPHEN W. PRATT

Professor Stephen W. Pratt joined the faculty of the IU Jacobs School of Music in the fall of 1984 and retired in the spring of 2018, having enjoyed a decorated and distinguished 34-year career as a wind band conductor. He worked with every major ensemble in the Department of Bands, including the Marching Hundred, the Big Red Basketball Band, the Concert Band, the Symphonic Band, and the Wind Ensemble. Professor Pratt directed the IU Summer Music Clinic for over 20 years, an annual event that has had a tremendously positive impact on thousands of students across the country. His legacy is a deep one; he has inspired generations of young musicians toward musical excellence.

Professor Pratt was honored with several awards throughout his career, including: the 1993 Distinguished Service to Music Medal awarded by Kappa Kappa Psi, the national collegiate band honorary organization; the 1998 Outstanding Bandmaster Award of the Gamma chapter of Phi Beta Mu; the 2001 Outstanding University Music Educator Award, given by the Indiana Music Educators Association; and the 2014 James B. Calvert Outstanding Music Educator Award.

Professor Pratt earned a bachelor of music education degree from the Jacobs School, studying flute with James Pellerite and conducting with Frederick Ebbs. Upon graduation, he became a music educator in the schools of Sturgis, Michigan, leading the Sturgis instrumental ensembles to an outstanding national reputation. During this time Professor Pratt completed a master's degree at the University of Michigan, where he worked with famed wind conductor H. Robert Reynolds. After nine years in Sturgis, he was recruited by his former mentor, Ray Cramer, to be on the faculty at IU.

Early on, Professor Pratt's work centered on developing undergraduate music education students. His conducting and administration courses are still lauded by alumni as some of the best educational experiences they have ever had. Professor Pratt inspired countless students with his extraordinary musicianship and dedication to the highest professional standards—so much so that they often make the trek back to Bloomington to see him work. Professor Pratt also worked with many non-music majors in his role as director of the famed IU Marching Hundred, leading the group



to a reputation as one of the finest college bands in the country. Hundreds of Marching Hundred alumni came back to campus each fall to be under his direction again during Homecoming performances.

From 2005–18, Professor Pratt served as director and chair of university bands, conducting the Wind Ensemble and teaching graduate conducting students who have gone on to lead prominent wind bands of their own. Under his direction, the Wind Ensemble received several prestigious invitations, including a showcase concert in Carnegie Hall; College Band Directors National Conference (CBDNA); national conventions in Nashville, Tennessee, and Ann Arbor, Michigan; a CBDNA regional convention in Normal, Illinois; a Music Educators National Conference (now National Association for Music Education) national convention in Milwaukee, Wisconsin; and an American Bandmasters Association convention in Indianapolis.

Professor Pratt has always been a strong advocate for new music written for the wind band medium, and was involved in several commissioning projects with prominent composers, including: Samuel Adler, Robert Beaser, James Beckel, Kevin Bobo, William Bolcom, Steven Bryant, David DeBoor Canfield, David Dzubay, Eric Ewazen, Don Freund, David Maslanka, Michael Mower, Cindy McTee, Clint Needham, Andre Previn, Joel Puckett, Andrew Rindfleisch, Chris Rutkowski, Michael Schelle, James Stephenson, Benjamin Dean Taylor, Frank Ticheli,

Kevin Walczyk, David Ward-Steinman, Dana Wilson, and Gregory Youtz.

Professor Pratt also made a strong effort to prominently feature Jacobs faculty and other world-class musicians with the IU Wind Ensemble, including: Kevin Bobo, marimba; Bruce Bransby, double bass; James Campbell, clarinet; Chih-Yi Chen, piano; Anthony J. Cirone, timpani; Thomas Drew, tenor; Peter Ellefson, trombone; Don Freund, piano; Ashley Garritson, cello; Brian Horne, tenor; Steve Houghton, percussion; Howard Klug, clarinet; Carl Lenthe, trombone; William Ludwig, bassoon; Kathryn Lukas, flute; John McCabe, piano; Steven Mead, euphonium; Otis Murphy, saxophone; Jeff Nelsen, horn; Daniel Perantoni, tuba; John Rommel, trumpet; Jonathan Ruck, cello; M. Dee Stewart, bass trombone; Linda Strommen, oboe; John Tafoya, timpani; Joey Tartell, trumpet; and Thomas Walsh, saxophone.

Professor Pratt worked with high school students all over the country as a guest conductor at various all-state and honor festivals. He also held residencies at several universities. It is these activities that he is eager to increase in frequency now that he is retired from IU. He and his wife, Darlene, look forward to traveling and frequenting the major U.S. concert halls as they pursue their mutual love of classical music. They also plan on visiting their son, Nathan, and daughter, Abby—both Jacobs graduates—with greater regularity.

Professor Pratt will be sorely missed by his students and colleagues at IU; however, the results of his decades of outstanding musical leadership will be felt for generations. His career truly exemplified excellence, a standard that all who came in contact with him strive to uphold to this day.

*Eric M. Smedley*

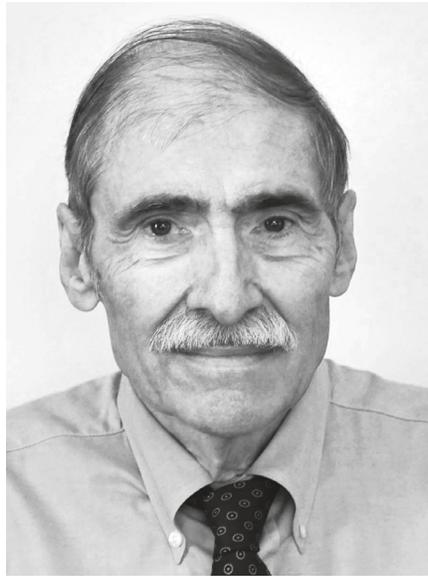
## RUDOLF A. RAFF

Rudolf (Rudy) Raff, recognized internationally for his groundbreaking work on the evolution of organismal development and as one of the founders of evolutionary developmental biology (evo-devo), retired from the Department of Biology on January 31, 2018, the same department where he began his long and accomplished career as an assistant professor in 1971. Rudy was born in 1941 in Canada, in the Quebec city of Shawinigan. His mother was the daughter of a local physician and his father, a polymer chemist with a Ph.D. from the University of Vienna, emigrated from Austria in 1938 to escape the worsening political climate of central Europe.

Rudy's family moved to Pittsburgh, Pennsylvania, in 1949. Not knowing exactly how close to the equator he was headed, Rudy remembers watching through the train window searching for waving palms and coiled rattlesnakes, only to be disappointed. That disappointment was quickly remedied, however, by his discovery of the Carnegie Museum of Natural History and its collections, especially dinosaurs, and the growing realization that life on earth had gone through many changes, leaving traces of past worlds recognizable to those who care to look closely.

Rudy left Pittsburgh in 1959 to attend Penn State University, enrolling in the Navy Reserve Officer Training Corps. During this time Rudy's fascination with all things biological blossomed—he spent his time searching and collecting, rearing and observing everything that slithered, jumped, or swam. Dragonflies in particular became an object of affection, and they remain so to this day.

Graduate school at Duke University brought about foundational changes in his life. He met his wife, co-adventurer, and closest colleague, Beth Raff, now also a professor of biology at IU Bloomington. He also completed his Ph.D. in biochemistry on bacterial surface proteins, and in the process found himself drifting toward questions focusing on evolutionary origins and transitions. Completing his Ph.D. in 1967 as a U.S. Navy officer carried with it the significant likelihood of service in Vietnam; instead, Rudy was assigned to the National Naval Medical Center in Bethesda, Maryland, with surprising freedom to carry out any research as long



as it involved exposing biological materials to radiation. It wasn't until 1978 that Rudy learned that his position, and the entire institute, served as an elaborate cover-up to mask the Cold War-era neutron bomb development program. Rudy transitioned to a second postdoctoral position in 1969, at the Massachusetts Institute of Technology under Paul Gross. There he began his deep journey into the nature of developmental biology, studying the role of maternally derived messenger RNA in guiding early development of embryos. It also marked Rudy's first use of sea urchins as a study organism, a relationship that continues to this day.

Rudy joined Indiana University in 1971, finding himself drawn increasingly to questions about how organisms develop during their lifetimes and how they evolve over eons. Rudy was among the first to realize and articulate that because the way organisms look and function emerges through development, evolutionary changes in looks and functions must require modifications to the developmental processes that allow organismal complexity to come into being. At the same time, how organisms develop should, in turn, bias in some ways—but perhaps also facilitate in others—how they diversify over evolutionary time scales. By the early 1970s, however, developmental and evolutionary biologists had diverged in their research approaches to such a degree that neither thought much could be learned from the other. Rudy became a leading force in re-integrating both fields,

founding a new discipline in the process, and inspiring a new generation of scientists along the way.

This new discipline, evo-devo, began to resolve a fundamental question neither parent discipline could on its own: how novel traits and organismal groups emerge from within the confines of ancestral variation. Rudy's work overturned longstanding opinion that evolutionary change should be restricted to the adult stage (embryos turned out to evolve just as readily), or that developmental evolution relies primarily on changes in timing of developmental events. Rudy published three highly influential books in the process (the first with his IU colleague and friend Thom Kaufman) and founded and still serves as editor-in-chief of the flagship journal *Evolution & Development*. Rudy's efforts enabled a discipline to be built by a generation of graduate students, postdocs, and faculty, many of them his direct academic offspring, all of them inspired by his pioneering work. Evo-devo is now among the most vibrant biological disciplines, complete with conferences, societies, and dedicated funding panels.

Rudy has received numerous awards and honors, including the inaugural award of the Pan American Society of Evolutionary Developmental Biology, a Guggenheim Fellowship, and election to the American Association for the Advancement of Science and the American Academy of Arts and Sciences. He was named the James H. Rudy Professor of Biology in 2000, and promoted to Distinguished Professor in 2002.

Rudy's interests have expanded to include the microbiological processes that underlie fossilization, the role science plays in society, and the increasing threats science faces. After 47 years at IU Rudy has yet to slow down, except when he is out in nature, whether in Australia, where he travels nearly every year, or at his beloved Griffy Lake Nature Preserve. He seems to follow Yogi Berra, who famously said that one can see a lot by just looking; for example, at dragonflies—especially when the adult form emerges from the last nymphal stage.

*Armin Moczek*

## ALICE R. ROBBIN

Alice Robbin is a political scientist. She understands and works with the interpersonal and interinstitutional complexities of any situation in which she is engaged. Throughout her career, she has brought this nuanced understanding to the analysis of the interaction between human institutions and information technologies. Her research has addressed information policy, communication, information behavior in complex organizations, and social implications of the digital age. Specifically, she has addressed bureaucratic decision making and the politics of privacy, the digital divide, and classification of racial and ethnic data.

Robbin earned her Ph.D. in political science, minoring in sociology, at the University of Wisconsin. There she began work with data from the U.S. Census Bureau, in particular the Survey of Income and Program Participation (SIPP). As the bureau describes it, SIPP collects “extensive information concerning family dynamics, educational attainment, housing expenditures, asset ownership, health insurance, disability, childcare, and food security. These data put the income and program reciprocity of individuals and households into the family and social context.” The intricacies of large-scale, longitudinal data with multifaceted implications for social well-being were a treasure for Robbin’s intellectual engagement. This early version of “big data” provided excellent challenges for evaluating data collection, use, storage, and adaptation over time.

The digital divide has been another theme in Robbin’s body of research. She views it as a confluence of information policy, resource management, and technology, taking a much broader approach than many of the early adopters of the term. Her historical and multinational analyses have enriched understanding of the complexity of this contested research area.

When she arrived at Indiana University in 2000, Robbin actively helped to develop the nascent field of social informatics. Her academic background in sociology and political science complemented the work begun by Professor Rob Kling in the (then) School of Library and Information Science. Robbin became a fellow in the Center for Social Informatics and, after Kling’s untimely

death, served as director or co-director of the Rob Kling Center for Social Informatics from 2004 to 2012.

Robbin’s numerous refereed journal articles and book chapters have appeared in disciplinary venues for computer science, public policy, library science, social informatics, information science, government information, and social science. Her research has been supported by, among others, the National Science Foundation, the National Historical Publications and Research Commission, the Social Science Research Council, and the Sloan Foundation. She serves or has served on editorial boards of several journals, including: *Computers and the Social Sciences*; *Internet Research*; *Journal of Information Technology & Politics*; *Bulletin of Science, Technology & Society*; *Journal of Information Science Theory and Practice*; and *Triple C: Communication, Capitalism & Critique*.

Dr. Robbin’s commitment to students has always been strong. High expectations for herself and her students were a hallmark of her teaching and she brought a careful eye to any text. She has taken the lead in developing and teaching courses on research methods, organizational informatics, information policies, economics, and the law. Doctoral students, and graduate students in general, who worked extensively with her emerged with a very firm understanding of the basic principles of their discipline as well as enough experience to deal with new challenges at the intersections of people and information technology. She served on 24 doctoral research committees, bringing a detailed rigor to students’ analyses and presentations. She also worked with librarians, developing students’ awareness of career opportunities and paths for achieving career goals in settings within and beyond the typical library.

Nationally and internationally, Alice Robbin has served as president of the International Association for Social Science Information Services Technology, on the Executive Board of the International Federation of Data Organizations, and on program committees for several international conferences, including: Information Communication Technologies in Organizations and Society, International Association for Development of the Information Society, International

Conference on Social Informatics, and International Conference on ICT for Sustainability.

Her contributions at IU Bloomington are campuswide, reflecting her interests in the social sciences, information technologies, research methods, and evaluation. In 2006 she and Assistant Professor Lokman Meho presented the first dean of faculties workshop on bibliometric tools, “Documenting Research Impact.” Robbin served several terms as a faculty advisor for the Hutton Honors College and for the IU Bloomington Consortium for Education and Social Science Research and its Workshop in Methods. Within the School of Library and Information Science, besides chairing the Rob Kling Center for Social Informatics, she served on the Doctoral Steering Committee, the Long-Range Planning Committee, the Promotion and Tenure Committee, and several committees to develop and promote the Master of Information Science Program.

*Debora Shaw*

## EARL SINGLETON

Earl Singleton has served almost 29 years at the IU Maurer School of Law as a staff attorney and the only clinical professor in the Community Legal Clinic. In that time, he has mentored law students, represented clients, and touched the lives of many members of the IU and South Central Indiana communities.

Growing up in the Bronx, Earl would not have predicted that he would become a lawyer and professor. His mother had a tenth-grade education and was a domestic worker. His father had an eighth-grade education and worked as a parking lot attendant. Of their five children, only Earl and his youngest sister went to college. Earl attended Oberlin College through loans, work-study, and scholarships. He also captained his basketball team.

Shortly after graduating, Earl needed a lawyer for the first time, when his father died unexpectedly and their landlord attempted to evict Earl. Fortunately, Earl found his personal knight in shining armor, a free lawyer who used applicable rent control laws to preserve the family home. The seed for serving others who are disempowered was planted.

Still, it took 12 years for Earl to begin law school at IU. During that time, he worked as a cab driver in New York City, a criminal court officer, and a college administrator and admissions officer, and began a master's program in political science at IU. He also married Diane and had two children, Alexandra and Andrew, who since have blessed Earl with four grandchildren.

When Earl moved to Bloomington, he adapted quickly. He is a longtime regular at Scotty's Brewhouse, the Bedford Golden Corral, and the Litehouse Lunchbox in Bloomfield, and he's an IU basketball season ticket holder. Earl also became interested in target shooting; he owns guns and makes ammunition. However, when his interest began, Earl lived in university housing, so he had to store his equipment at a friend's house. The friend remembers warning the neighbors not to call the police should they see a tall black man entering the house after dark, carrying a gun. Earl disappears annually to Camp Guns, has won individual and team awards, and has introduced students to target shooting through highly sought-after auction items at school fundraisers. Earl also holds the title of the Great Pumpkin Assassin for his

accuracy in dispatching frozen pumpkins.

Earl's ability to adapt to his surroundings while remaining authentically himself is what makes Earl Earl. He is open, humorous, and respectful with people from all walks of life. One longtime friend notes, "We are like oil and water with political discussions; but we learn a lot from each other, [and] whenever I am anywhere with Earl I am truly amazed at the large number of people that stop to greet him. You have to have touched a lot of people to have that happen."

As a teacher, Earl engages with all his students. He is direct and supportive, challenging students to grapple with concepts of law and practice, and critiquing them honestly. One student explains, "[Earl] let you handle your cases the way you chose; he let you grow as an attorney. He would take your calls any time of day and be in the clinic as late as you needed him." At the same time, Earl taught his students to be human beings, not just lawyers. The same student recalls, "Through the hours you put in on your cases, Earl was there to remind you that there is always time for a laugh—he has an unforgettable laugh—and there are more important things in life, like IU basketball, or reviewing his own stats as a forward [at Oberlin]." It's no wonder that Earl's students thrive under his mentorship.

As a lawyer, Earl takes on clients who are downtrodden or ignored by the system. His life experiences, his reassuring and forthright manner, and his righteousness and zeal on behalf of his clients make him a formidable and trusted lawyer. Consequently, word of mouth brings Earl many clients. Judges often refer clients when they know Earl's tenacity is needed to see justice done. Among the clients he has helped are a woman whose husband obtained custody of their son by claiming she had abandoned the family even as he was holding her as a domestic slave, a couple initially denied a divorce when one spouse underwent gender transition, and a noncustodial mother whose child support payments were bankrupting her because the father had hidden his multimillion-dollar net worth. This precept sums up Earl's approach to lawyering: "Lawyers don't do enough to help people who cannot afford them." Not through any fault of yours, Earl!

In recognition of his impact, Earl has received the Leonard D. Fromm Public Interest Faculty Award and the Thomas Ehrlich Award for Excellence in Service Learning. Earl also has received a plaque from a grateful client, a "Big Head" to use at IU basketball games, and a poster celebrating his 25th work anniversary. Now, at 69, Earl jokes, "I considered myself a basketball phenomenon when I was young and now just consider myself a phenomenon." His students agree, noting that "Maurer is losing an incredible mentor and educator with Earl's retirement; but, more importantly, the school is losing an incredible person and irreplaceable personality in Earl."

Earl, we agree 100 percent and will miss you dearly.

*Carwina Weng*



## JOEL STAGER

Dr. Joel M. Stager retired from the Department of Kinesiology in the Indiana University School of Public Health–Bloomington in December of 2017.

Dr. Stager was raised in northwestern Pennsylvania, where, when he was 10, his swimming ability (or lack thereof) caused him to nearly drown in the Tionesta Creek while on a weekend camping trip. Fast forward 55 years and Dr. Stager is not only the director of the Councilman Center for the Science of Swimming, but a highly decorated competitive swimmer in his own right. Dr. Stager also went on to forge a stellar career in exercise physiology with application to high-level sport performance. Along the way Dr. Stager met and was influenced by some of the most renowned individuals in the profession, who were all instrumental in shaping his philosophy. Throughout his time at Indiana University, he has paid this forward many times over with his meaningful and heartfelt mentoring of graduate students in kinesiology.

Dr. Stager received his Bachelor of Science degree in biology from the University of Miami in 1975. During that time, a chance meeting with the legendary Indiana University swim coach James “Doc” Councilman influenced his career when Councilman convinced him that Indiana University was where he needed to be if he was really interested in studying the physiology of human performance. It was at Indiana University that Dr. Stager met his second mentor, Dr. Sid Robinson, who was a graduate of the renowned Harvard Fatigue Lab. At IU, Dr. Stager was fortunate to train with the swim team and work for Doc Councilman during the summers. As anyone who knew Doc Councilman can attest, there was never a dull moment; Dr. Stager was fortunate to ponder the endless research questions that Doc Councilman posed. Councilman also introduced Dr. Stager to Dr. David Costill, arguably the top sport physiologist in the United States. Dr. Stager saw in Dr. Costill another role model, one who ultimately influenced his unrelenting search for the scientific truth of how ordinary humans perform extraordinary athletic feats. Dr. Stager received his Ph.D. in 1980 and his passion for research took him to Colorado State University for postdoctoral work.

In 1984 Indiana University called and offered Dr. Stager a chance to return to



Bloomington. With the promise of a new lab and the chance to work again with Doc Councilman, he made the move. Initial research projects included several pertaining to performance at altitude and acute mountain sickness. A number of these projects took Dr. Stager to Mount McKinley for applied research at high altitude. From 1984 until 1989 Dr. Stager was instrumental, in conjunction with department chair Dr. Hal Morris, in planning the creation of research laboratories in the department. After much effort the Human Performance Research Laboratories were established in 1989. After the untimely death of Dr. Hal Morris in 2004, Dr. Stager led the charge to rename these laboratories the Hal Morris Human Performance Research Laboratories.

The focus of the research in Dr. Stager’s lab shifted back toward applied physiology and the problems facing swimmers and coaches. This shift was stimulated in part by his personal friendship with one of Doc Councilman’s former swimmers, Dr. Dave Tanner. Throughout all this time, competitive swimming was reintroduced to Dr. Stager’s life. He won several national titles and top world rankings over the next decade in the sprint events—occurrences that he could never have envisioned as a 10-year-old struggling in the Tionesta Creek.

As a consequence of his involvement in swimming as well as his respect for the work of Doc Councilman, Dr. Stager founded the Councilman Center for the Science of Swimming in the School of

Public Health in 2003. Soon after, he added a community-based Councilman Center Indiana Swim Team (CCiST); both continue to thrive under his leadership.

Dr. Stager continues to contribute to the science of swimming by co-editing with Dr. Tanner the *Handbook of Swimming*. He serves the American Swim Coach Association by acting as the editor in chief of the *Journal of Swimming Research*. He serves on the advisory board for USA Swimming and the United States Masters Swimming Sports Medicine Committee.

Perhaps Dr. Stager’s most lasting legacy will be his impact on his many graduate students. Dr. Stager has been the ultimate mentor to over 100 graduate students, many of whom currently serve as chairs, deans, and full professors throughout the country. He will be remembered more not for his past accomplishments, which are many, but for his influence in the field of exercise physiology through the accomplishments of his former students.

With his legacy in the Department of Kinesiology, the School of Public Health, and the field of exercise physiology firmly intact, we thank Dr. Stager for his enduring contributions to the profession and the academy. We wish the best for Dr. Stager, his wife, Nan, and his family in his retirement years. Since he is an avid aficionado of rock and roll music (he plays guitar in a band), we close with an appropriate verse from Neil Young as our wish for Dr. Stager in retirement, and to congratulate him on a job well done:

Long may you run, long may you run,  
although these changes have come,  
with your chrome heart shining in the sun,  
long may you run!

*David M. Koceja*

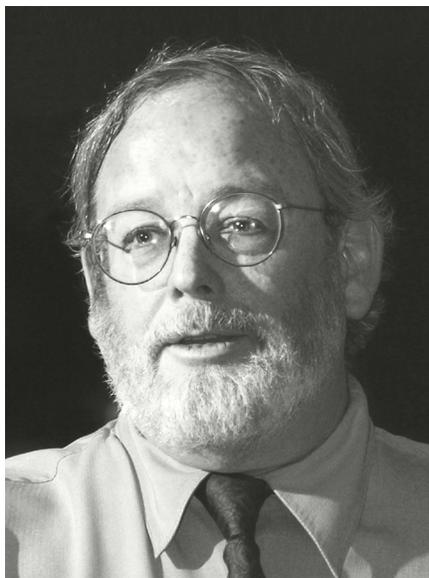
## THOMAS Y. STEIMAN-CAMERON

Dr. Thomas Y. Steiman-Cameron is a bona fide Hoosier astronomer. Born in Evansville, Indiana, in 1950, one of his earliest memories is sitting on a porch swing while his parents speculated about the nature of stars. At five or six years of age, he attended a planetarium show, learned about the Evansville Astronomical Society, and joined! He was the youngest EAS member and the youngest Evansville Museum volunteer for the next decade.

Tom pursued his childhood passion by joining the Department of Astronomy at IU Bloomington as an undergraduate astrophysics major in 1968, but the Vietnam War delayed his graduation until 1975. Tom picked up a master's degree in physics at Wichita State University before returning to IU Bloomington as a doctoral student in astronomy. For his dissertation, completed in 1984, Tom investigated the dynamics and steady-state orientations of gas disks in galaxies with complicated mass distributions and rotation patterns. He demonstrated that stable polar gas rings were possible in some cases, as well as transient but long-lived warped and twisted disk structures.

After IU Bloomington, Tom enjoyed postdoctoral positions at the Carnegie Institute, the Joint Institute for Laboratory Astrophysics, and NASA-Ames Research Center. He then held a number of visiting and associate positions on the West Coast, including at the University of California, Berkeley, the University of California, Santa Cruz, and the University of Oregon before returning in 1998 to his Hoosier roots as a research scientist at IU Bloomington. He was later named to the IU graduate faculty. It was during Tom's time at the Carnegie Institute that he picked up the affectionate moniker "Dr. Dash," which has been used by his students right up until his retirement.

Tom has always impressed his colleagues and students with a broad knowledge of astronomical lore combined with skills in all aspects of astronomical research—hands-on observations, data reduction, and theoretical computations. He has, for example, done high-speed photometry of millisecond pulsars, theory and observations of quasi-periodic oscillations in accretion flows onto compact stars, and mapping of the Milky Way Galaxy's spiral arms using far-infrared data from NASA's Cosmic Background



Explorer satellite. By virtue of the latter research, Tom became one of the world's experts on the arcane question of exactly how many major spiral arms our galaxy has. While at NASA, Tom also did theoretical work showing that polar rings were possible around Neptune, and he co-authored a frequently referenced observational atlas of polar ring galaxies.

When applying his dissertation research to real galaxies, Tom fit one of his theoretical twisted disk models to dust lanes in the peculiar galaxy NGC 4753. In a 1991 video, he displayed the model disk, rotated it to illustrate the twisted 3D structure, and then superposed it on an image of the real galaxy to show how dramatically good the fit was. A prominent Italian astronomer remarked that the animation represented a new kind of publication, and the video received notable attention in the popular science literature.

During his last decade at IU Bloomington, Tom took over leadership of the NASA-funded Computational 3D Hydrodynamics Group. Just this past academic year, Tom completed directing a doctoral dissertation on the migration of planets in a massive protoplanetary disk. His student, Dr. Karna Desai, testifies to Tom's "unwavering" mentorship in all aspects of the dissertation work.

Tom is a delight as a person. One of his most endearing features is an extremely dry sense of humor. When he was an IU Bloomington graduate student, he organized a mock science meeting at which department members did parodies

of science papers. Tom gave a lengthy, straight-faced presentation titled "On the Pointedness of Stars," complete with illustrations from astronomical images. His colleague Jim Imamura (University of Oregon) also recalls amusingly tense moments as they tried to convince Pinochet customs agents, in broken Spanish, to allow them to bring an "atomic" clock into Chile for their high-speed photometric observations.

Although not required to teach as a research scientist, Tom exhibited incredible passion and empathy for students as an instructor in a variety of undergraduate and graduate classes and seminars. He taught A103 Search for Life in the Universe numerous times and received rave evaluations. In keeping with his dry wit, one gimmick for engaging undergraduates was to show a video of a supposed alien spacecraft crash and then introduce the "pilot" (his costumed graduate student A.I.) to the class. Tom also took on extensive committee work in support of graduate degree programs in astronomy.

Part of Tom's professional life has been dedicated to public and educational outreach. Particularly notable is his close association, over nearly three decades, with the Summer Science Program, a residential summer program for talented high school students. SSP counts many distinguished astronomers among its graduates, including some IU Bloomington faculty members. For community service, one of Tom's favorite fundraising ploys for charities is to raffle off "An Evening with an Astronomer."

Personally, Tom is a gentle, warm, and soft-spoken person with a big heart and a smile (or guffaw) for everyone. To me, he's not just a colleague with whom I have done some of my best and most interesting work, but also a friend whose company I always enjoy, especially when it involves good food and wine. Thanks, Tom, for the wisdom and wit you have contributed to astronomy, to IU Bloomington, and to all your friends, students, and colleagues.

*Richard H. Durisen*

## H. WAYNE STOREY

H. Wayne Storey, professor of Italian and medieval studies and adjunct professor of comparative literature, retired January 1, 2018, after 17 years in the Department of French and Italian at Indiana University. Professor Storey received his A.B. in English, with honors, from Texas Tech University (1973). His training in Italian and medieval studies includes an M.A. in Italian from Brown University (1974), two years at the University of Florence (1975–77), and a Ph.D. in Italian from Columbia University in 1982. Storey arrived at IU in 2000 as an associate professor and was promoted to the rank of professor in 2004. Before joining IU, he taught at Fordham University (1986–2000), the University of California, Berkeley (1985–86), and the University of Virginia (1982–85). At Fordham, he also served as director of the Institute for Italian Studies (1999–2000) and director of medieval studies (1996–98).

Professor Storey is a leading scholar of medieval and early modern Italian literature with a distinguished record of publications and accomplishments, often carried out in collaboration with colleagues and students. These include six books and editions—most notable among them *Transcription and Visual Poetics in the Early Italian Lyric* (New York: Garland Press, 1993) and the facsimile edition of Petrarch's *Rerum vulgarium fragmenta* (Padua and Rome: Antenore, 2003–04), and over 70 articles and reviews. His innovative work in material philology, textual studies, and digital editing has left a mark on the scholarship of early Italian and Occitan poetry, Dante, Petrarch, and Boccaccio; his contributions are recognized nationally and internationally. Professor Storey has given countless lectures in North America and Europe; he has served as vice president of the Dante Society of America (1999–2001); he has served as board member or editor for top journals in his fields, such as *Italica*, *Letteratura Italiana Antica*, *Medioevo letterario d'Italia*, *Studi danteschi*, and *Dante Studies*. He has also served as editor-in-chief of *Textual Cultures*, the journal of the Society for Textual Scholarship, and is series editor of *Textual Cultures: Theory and Praxis* (Indiana University Press).

His most recent major research project, in collaboration with John Walsh (associate professor of information and library science) and Ph.D. alumna Isabella

Magni (now a Mellon postdoctoral fellow, Center for Renaissance Studies, Newberry Library), is “The Petrarch Project 2.0: A Digital ‘Rich Text’ Commentary and eBook of Petrarch's *Rerum vulgarium fragmenta*” (petrarch.org). The importance and implications of this undertaking cannot be overstated. The Petrarch Project changes the ways we read, experience, and understand the *Rerum vulgarium fragmenta*, a poetic work that has shaped the tradition of Italian lyric poetry and impacted the history of European and Western poetry. By bringing together historical and philological expertise and information technology, this project allows for a dynamic approach to Petrarch's *Fragmenta*. For the first time, scholars and readers will have access not to a fixed snapshot of Petrarch's text, as has been the case with all modern editions, but to the material and textual formation of the work in its various phases. This project received an IU New Frontiers Grant in 2013, a three-year National Endowment for the Humanities grant in 2014, and the 2016 IU Outstanding Faculty Collaborative Research Award. Professor Walsh describes the collaboration as “the most rewarding of my career. My work on the Petrarch has been a true partnership. Wayne embraced the technologies necessary to create a digital scholarly edition and taught me a new vocabulary and conceptual framework for discussing my own interests in the relationship between the visual and the textual.”

Professor Storey has served the Department of French and Italian, the College of Arts and Sciences, and the university as a long-standing member of the Lilly Library Faculty Advisory Committee, as chair of the Library Committee for the Bloomington Faculty Council (2010–12), as resident director of the Bologna Cooperative Studies Program (2002–03), as director of the Medieval Studies Institute (MEST) (2003–09), and again as acting director in the fall of 2012. His record of achievements as director of medieval studies is impressive. Former MEST director Rosemarie McGerr (professor of comparative literature) notes that Storey helped to develop the annual spring symposium into a multi-day program of faculty and graduate student speakers from many universities; facilitated the establishment of the Andrea

S. McRobbie Graduate Fellowship in Medieval History; and established the Medieval Studies Institute's Journals Initiative, which supports the editing of academic journals by MEST faculty and provides a fellowship for an advanced graduate student to assist with editing responsibilities.

Professor Storey's contributions to the teaching mission of French and Italian and medieval studies are significant. He taught the standard courses of the Italian major and minor programs, and courses in English such as Dante's *Divine Comedy*, Boccaccio's *Social Decameron*, and Manuscripts and Early Printing. At the graduate level, his teaching and mentoring have trained specialists in material philology, textual studies, and digital editing who now hold tenured, tenure-track, or postdoctoral positions at the College of the Holy Cross, the University of Dallas, the University of Mississippi, the University of Washington, the University of Wisconsin–Madison, and the Newberry Library.

On behalf of the department, I express my sincere appreciation for Professor Storey's substantial contributions as a scholar, teacher, and mentor; to the fields of Italian and medieval studies; and to French and Italian as a whole. I also wish him all the best for a happy and productive retirement.

*Massimo Scalabrini*

## RON WAINSCOTT

Ron Wainscott will be sorely missed by colleagues and students in the Department of Theatre, Drama, and Contemporary Dance. Raised in Alabama, he attended Samford University and the University of Alabama before being accepted into the Ph.D. program at Indiana University, where he received his degree in 1984. He then taught at a number of institutions before returning to IU to head the area of Theatre History, Theory, and Literature in 1995. Ron's specialization is American theatre, although he also has encyclopedic knowledge of drama, in both practice and theory. He is a National Endowment for the Humanities Fellow and multiple grant recipient. He is the author of four books: *Theatre: Collaborative Acts*, co-written with his wife, Kathy Fletcher (Allyn and Bacon, 2003 and 2007; currently in its third edition); *Plays Onstage: An Anthology*, co-edited with Kathy Fletcher (Allyn and Bacon); *The Emergence of the Modern American Theater, 1914–1929* (Yale University Press, 1997); and *Staging O'Neill: The Experimental Years, 1920–1934* (Yale University Press, 1988). He is currently writing articles and a new book on theatrical and dramatic struggles with decorum, immodesty, and censorship.

He is the author of numerous chapters, articles, reviews, and entries appearing in *The Cambridge History of American Theatre*; *The Cambridge Companion to Eugene O'Neill*; *The American Stage: Social and Economic Issues from the Colonial Period to the Present*; *The Cambridge Guide to American Theatre, Art, Glitter, and Glitz: American Theatre in the 1920s*; *Notable Women in the American Theatre*; *Women's Studies Encyclopedia*; *The Encyclopedia of American Studies*; *Microsoft Encarta Encyclopedia*; *Theatre Survey*; *Theatre*



*Topics*; *The Journal of American Drama and Theatre*; *Theatre History Studies*; *The Eugene O'Neill Review*; *Theatre Research International*; *The American Historical Review*; and *Theatre Journal*.

He has served on numerous executive boards, editorial boards, and committees for the American Theatre and Drama Society, American Society for Theatre Research, Association for Theatre in Higher Education, Mid-America Theatre Conference, and the Eugene O'Neill Society.

For decades, Ron has been one of the department's most popular and productive teachers. He rigorously mentored generations of Ph.D. students and taught undergraduate courses in theatre history. Ron's impact on theatre in America is profound and his students continue his legacy at colleges and universities nationwide.

*Jonathan Michaelsen*

## PAM B. WALTERS

Pamela Barnhouse Walters, James H. Rudy Professor of Sociology, retires from Indiana University after 35 years, leaving a legacy of eminent scholarship, outstanding mentorship, and dedicated service to Indiana University.

Pam joined the IU faculty in 1983 fresh from Johns Hopkins University, poised to assume a position of leadership in research on the history of U.S. public education. She quickly advanced in the field, publishing articles in the top general sociological journal, *American Sociological Review*, each of her first two years on the faculty, and in the top specialty journal, *Sociology of Education*, shortly thereafter—a pattern that continued for many years. Pam was appointed editor of *Sociology of Education* early in her career, just 12 years after receiving her Ph.D., and was promoted to the rank of professor the same year. The honorary Sociological Research Association elected Pam to membership in 1997. Honors from Indiana University followed, including her appointment as Rudy Professor in 2000 and receipt of the Tracey M. Sonneborn Award for exemplary teaching and research in 2004. Pam was named a Guggenheim Fellow in 2007.

Growing up in a working-class family, and recognizing the power of education to provide new opportunities, Pam's primary focus in her illustrious career was to uncover how the promise of public education has been stymied by the persistence of racial, class, and gender inequalities. Pam's work has highlighted how public education, although often claimed to be a social right, nevertheless instantiates existing class, race, and gender divides by reproducing and legitimating existing social structures.

In Pam's earliest work, she focused on race and public education in the deep South, showing the ways that public education reinforced racial inequality. Using newspapers and other publicly read documents as her evidence, she traced that persistence over time and place. She also incidentally expanded the acceptance of qualitative approaches in social sciences through her careful and disciplined approach to content analysis. In her later work, she continued to focus on education and inequality through collaborative projects. The most far-reaching was a project funded by the Spencer Foundation

in 2005, in which Pam collaborated with Professor Julia Lamber from the IU Maurer School of Law and Professor Jean Robinson from political science and gender studies to analyze racial, class, and gender inequality in U.S. education. That project analyzed both secondary and collegiate practices across the nation, focusing on issues such as school finance reform and athletics under Title IX. Pam has received additional grants for her research, including those from the National Science Foundation, the William T. Grant Foundation, and the Russell Sage Foundation.

Never one to rest on her laurels, and committed to combining research with impactful service, Pam coupled her academic interest in inequality with direct advocacy to increase access and opportunity at Indiana University. She mentored women faculty through the Office for Women's Affairs (1995–96 and 1998–99), convened a seminar on Women in the Curriculum for the Institute for Advanced Study (1999–2001), and convened the faculty committee of the Task Force on the Status of Women at Indiana University (1999–2002). She also served as project co-coordinator for a Lilly Endowment grant concerned with academic achievement and persistence among IU undergraduates.

Pam was encouraged to join the administrative ranks as soon as she was promoted to full professor. She became associate dean for undergraduate education in the College of Arts and Sciences in 1995. In that role, she led a campaign to highlight the value of liberal arts education, at a time when it was denigrated in the public media. While in that position, she also became more aware of the pernicious strength of inequality in higher education, especially in the compensation patterns at IU and elsewhere. She became a strong advocate for repairing the inequality in pay between men and women and has continued that fight through a long-term appointment to the College's committee on salary equity.

Demonstrating her administrative acumen and passion, Pam served in positions that built new institutions to enhance learning and opportunity. She was director of the Center for Education and Society, which bridges the gap between professionals in education and those who

study education in the social sciences. Pam became director of the Liberal Arts and Management Program in 2010, where she built strong connections to undergraduates and reaffirmed the power of the core value of a broad liberal arts education for work in the business and not-for-profit worlds. Pam was appointed chair of American Studies in 2015, helping to bring stability and a renewed commitment to studying and teaching about American values and institutions within a context of critical analysis and rigorous methodologies.

Pam has never believed in the university as an ivory tower, and in her personal life she has tried to bridge the divide between the academy and the community. With her husband, Scott, who is active in philanthropy throughout Bloomington, she has joined in efforts to build strong communities, whether in the Bloomington Developmental Learning Center when her sons were young, or in support for local efforts such as Middle Way House or Cutters Soccer. Pam enjoys spending time with her family, and was strongly committed with Scott to raising her two sons as feminists who are thoughtfully aware of inequalities in daily life. She has also pursued her own inclinations to become an expert seamstress and a power lifter, most recently winning national awards in her age class. In everything she has done, Pam has shown focus, discipline, and an unstoppable will to break through barriers.

*Jane McLeod  
Jean Robinson*

## SUSAN WHISTON

Where can a career take you? If you are Dr. Sue Whiston, the answer is: A career can take you on a long and exciting journey from Wyoming to Nevada to Indiana and then around the globe as a world-class researcher and educator specializing in vocational psychology. Dr. Whiston's journey began in the rugged Wyoming landscape with three degrees from the University of Wyoming—first a bachelor's degree in psychology, followed by a master's degree in counseling and guidance, punctuated by a Ph.D. in counselor education with a minor in psychological assessment.

With her formal education completed, Dr. Whiston's journey continued in the form of an exemplary career in academia. Her first stop was at the University of Nevada, Las Vegas, from 1986 to 2000, where she rose from assistant professor to full professor and then department chair. The next stop was as a professor at Indiana University Bloomington, where she has excelled in teaching, research, and service in the Department of Counseling and Educational Psychology from 2000 to 2018.

Dr. Whiston has distinguished herself in the field of vocational psychology, and was recognized by the prestigious John Holland Award for Outstanding Achievement in Career and Personality Research from the Society of Counseling Psychology (SCP), Division 17 of the American Psychological Association. The SCP and the American Psychological Association also recognized Dr. Whiston as a fellow, indicating that she has made outstanding and unique contributions in the field of psychology on a national and/or international level. Her expertise in vocational and career research has given her the opportunity to share her knowledge globally, as evidenced by the many presentations she has been invited to deliver at conferences around the world. It is a good thing that Dr. Whiston is an intrepid traveler and culinary adventurer, as her work has taken her to China, Japan, Switzerland, Turkey, France, Canada, Portugal, Italy, and Australia.



Dr. Whiston's contributions to the field of vocational psychology and counseling include more than 60 refereed journal articles; a bestselling textbook (*Principles and Applications of Assessment in Counseling*, now in its 4th edition); numerous book chapters; and countless conference presentations. She has served as an editorial board member for top-tier journals in her field such as the *Journal of Counseling Psychology*, *Journal of Career Assessment*, *The Career Development Quarterly*, and *Journal of Counseling and Development*. Dr. Whiston has also held major leadership positions within the American Psychological Association, including chair for the Society of Counseling Psychology Section for the Promotion of Psychotherapy Science, chair of the Society for Vocational Psychology, treasurer and executive board member of the Council of Counseling Psychology Training Programs, and member of the Committee on Psychological Tests and Assessment.

As a valued colleague, Dr. Whiston provided services above and beyond what most can offer. Somehow she made time for her students, colleagues, department, and various local, state, national, and international professional organizations. In her department, Dr. Whiston has served

as program director of the master's program and training director of the doctoral program. Her steadfast leadership, work ethic, commitment to mentoring students, and scholarly productivity are a model for all to follow.

As a researcher who has studied the challenges of work-life balance, I can say that this tribute would not be complete without mentioning that Dr. Whiston accomplished all of this while raising three beautiful children. Jen, Michael, and Matt are the light of her life, and they clearly adore their mother.

Despite her many outstanding accomplishments, Dr. Whiston is a humble journeyer whose genuineness and grit make her a beloved colleague. Retirement just means a new adventure awaits.

*Lynn Gilman  
Barry Chung*

## DAVID ZARET

David Zaret may be the only faculty member ever hired into IU's Department of Sociology without an on-campus visit. Ostensibly, the reason was a penurious chair or dean: in 1977, David was completing his D.Phil. at Oxford University, and the plane ticket round trip from England cost too much. The real reason was David's chutzpah, a disposition that has served him well throughout an accomplished career as scholar, teacher, and administrator—and in life.

It's no surprise that David is a New Yorker. He grew up on Long Island and spent time in the city after earning a B.A. magna cum laude from Amherst College in 1973. His Oxford years were formative, not just because of the claret swiped from the common room at St. Antony's College, but because David acquired the skills of both sociologist and historian. He cultivated an enduring interest in early modern England and the Puritans, and although David did not share their ascetic lifestyle, he learned enough about them to challenge the great Max Weber (daring for a young scholar). His first book, *The Heavenly Contract* (University of Chicago Press, 1985), reverses the causal sequence in Weber's famous Protestant Ethic theory: Puritans' engagement in nascent capitalist transactions gave rise to a covenant theology that presupposed an understanding of how contracts work. A prominent review of the book describes its argument as "imaginative, nuanced."

David's use of primary research materials led to a lifelong interest in collecting dusty old documents. He is on a first-name basis with sellers of rare books and manuscripts on both sides of the Atlantic, and has worked with IU's Lilly Library to augment its early modern collection. But he is hardly just a bookworm. For many years, David, his wife, Julie Knost, and their children, Anna and Max, have decamped for the North Carolina shore, where David digs clams and spends hours surfcasting for fish. His skills with rod and reel are matched by culinary talents. He and Max built a stone smoker in their backyard (for real barbecue) that resembled a small Scottish castle. David is an ace woodworker. When my wife and I were expecting our first child, David built the most solid changing table ever ("if it's worth doing, it's worth overdoing"), secure enough for our three



kids, his two kids, and standing ready for the soft bottoms of the next generation.

David's bibliophilic obsessions drew him naturally to the subject of his second book, *Origins of Democratic Culture: Printing, Petitions, and the Public Sphere in Early Modern England* (Princeton University Press, 2000). His meticulous analysis of how seventeenth-century print documents—broadsides, newspapers, chapbooks, and pamphlets—fomented open discussions of political matters and enabled the bold and exciting conclusion that a genuine public sphere appeared a century earlier and across the channel from the origin suggested by the great Jürgen Habermas. David always goes for big game. His paper on petitioning in the prestigious *American Journal of Sociology* (just one of 26 published papers) won the Barrington Moore, Jr. Prize for Best Article in Comparative-Historical Sociology (1997). Such accolades come easily to David, including department and university awards for teaching excellence and fellowships from the Lilly Endowment, the American Council of Learned Societies, and the National Endowment for the Humanities (thrice!).

David prepared himself for sustained administrative work first, by chairing the Budgetary Affairs Committee (no one can decipher an IU budget sheet faster and more accurately); second, by learning how to defuse tension or enliven boring meetings with perfectly timed wit and bawdy limericks (usually involving a man from Nantucket); and third, by

participating in a decades-long friendly game of chance with players from town and university. Camaraderie was always the point, but David hates so much to lose at poker that he would bring wadded up, torn, and otherwise disfigured dollar bills to throw in the pot just to unnerve others.

David is the longest-serving executive associate dean in the College of Arts and Sciences (six years) and served as its interim dean twice. A few of David's decisions may have been unpopular with some faculty, but all were principled and fair. He was senior advisor to the provost and has just completed seven years as vice president for international affairs (opening IU gateway offices in Europe, India, and China). The vast number of committees at all administrative levels that David has served on defies belief: Who knew that there was a committee to investigate the one percent tuition dedication plan?

Among the dozens of administrative and committee reports that David has authored so efficiently, one stands out as required reading: "White Paper on Administrative Assistants in the College." David's ever-present willingness to step in where needed has made life immeasurably better for IU faculty and students.

Neither his own scholarship and teaching nor onerous administrative work kept David from participating in scholarly communities beyond Bloomington. He assumed editorial responsibilities at leading journals in sociology and served on review panels for three federal funding agencies. He prepared print reviews of 38 books on social theory, culture, and social history (each of them a little gem of interpretive critique), while presenting his scholarly work at professional conferences and invited lectureships over 40 times.

What's next for David? Fewer emails, less travel abroad, no more meet-and-greets. In order to expand the woodshop in his garage, David punched through an exterior wall forcing removal of the stone smoker, which surely did not come down easily. A new smoker must be built, bigger and better, the enlarged woodshop must be put to good use, and that third book—on the history and sociology of petitioning in cultures throughout the world—must be written. No rest!

Tom Gieryn

## CHRISTINA ZARIFOPOL-ILLIAS

Professor Christina Zarifopol-Illias has contributed greatly to the Department of Classical Studies and the Department of Slavic and East European Languages and Cultures, which have had the good fortune to share her for nearly three decades. In her own words, “Teaching, whether it is Latin or Romanian, has always been a way of life for me: my vocation is my avocation.” Her two departments can attest to this and to her impact on generations of students.

In classical studies, Professor Zarifopol-Illias has made her mark both as instructor of elementary Latin and as teacher of, and mentor to, graduate students teaching in the Elementary Latin program. As a teacher of Latin, she has always sought to bring out the best in each of her students by providing a nurturing and stimulating classroom environment in which expectations are high. Professor Zarifopol-Illias has worked hard to help her students not only to master the complexities of the Latin language, but to sharpen their critical thinking skills and to become responsible, productive, and successful members of society. Her success in achieving these goals is evident in the teaching awards she has won and in the testimonies of the many students who express deep appreciation for her personal efforts to help them achieve their potential.

As a skilled teacher herself, Professor Zarifopol-Illias has been an ideal supervisor of the many graduate students in classical studies who have taught in the Elementary Latin program. Teaching others how to teach requires patience, wisdom, and strong communication skills, and Professor Zarifopol-Illias has demonstrated all of these in her training of graduate instructors of Latin. She has supported these instructors not only through workshops, class visitations, and one-on-one consultations, but by making herself available to them whenever they encounter a new problem or challenge. She has provided many of them with advice and letters of recommendation that have helped them find employment as teachers of Latin, whether in high schools or colleges and universities. The graduate students who have been trained by her, like the Latin students she has taught in

her own classroom, are grateful for her absolute commitment to them as students and as individuals.

Professor Zarifopol-Illias has also been the heart and soul of Romanian language studies at Indiana University for almost three decades. She was appointed at a time when interest in Eastern Europe was growing in the United States and when travel became easier to places like Romania, allowing her to use the country as a site for research and learning about that part of the world. Professor Zarifopol-Illias offered generations of undergraduate and graduate students the opportunity to learn the language and at the same time become immersed in the cultural specificities of Romania. Her courses were as much a political and literary salon, especially for students in the more advanced classes, as they were an opportunity to understand and master Romanian grammar, vocabulary, and syntax.

Her students’ backgrounds have ranged from linguistics to political science, anthropology, and history. Many of them came to IU initially during the summer, as students in the Summer Workshop in Eastern European Languages. They hailed from Georgetown, University of Illinois, Harvard, Oberlin, and many other public and private universities in the United States. Some returned for more language training or to pursue graduate studies here. Professor Zarifopol-Illias played an essential role in shaping their academic paths.

Starting in the early 2000s, Professor Zarifopol-Illias took a leading role in developing a Romanian studies fellowship at Indiana University, as a means to further advance her school’s appeal for exceptional graduate students. After several years of negotiation with the Romanian government, the fellowship was approved and four recipients of this fellowship completed either an M.A. or a Ph.D. with a focus on Romanian studies.

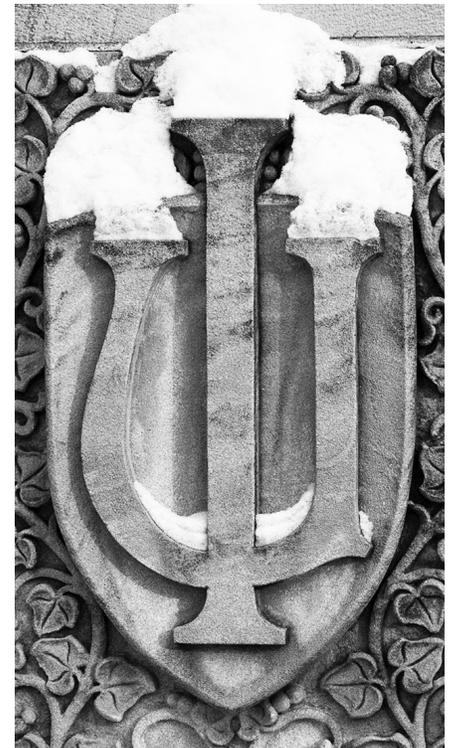
On campus, she has been active in inviting prominent scholars, politicians, and cultural figures from Romania, opening wonderful networking opportunities for our students in their professional development. Emil

Constantinescu was a guest at the invitation of Professor Zarifopol-Illias just days before announcing his candidacy for president in the election that he subsequently won.

In 2000, Professor Zarifopol-Illias helped bring to light an impressive collection of letters between the most prominent poet of Romania, Mihai Eminescu, and his best-known love interest, Veronica Micle. The volume brought great accolades to Professor Zarifopol-Illias and much-deserved visibility in every type of mass media in Romania. For her efforts to support Romanian culture, she was awarded the Romanian National Order of Faithful Service the same year. Her service to making Indiana University better known in Romania is equally notable.

As Professor Zarifopol-Illias retires, she leaves behind a legacy of achievement and accomplishment not only to the two departments she has served, but to the wider College of Arts and Sciences and university communities.

*Matt Christ  
Maria Bucur*



## MIRIAM ZOLAN

Miriam (Mimi) Zolan, a world-renowned scholar and teacher, retired from the Department of Biology after 42 years as a scientist and 29 years as a professor at Indiana University. Mimi is internationally recognized for her work on the functions of DNA repair genes in meiosis, using the mushroom *Coprinus cinereus* for her studies. As a teacher, she has inspired thousands of undergraduate and graduate students in a range of courses from introductory biology to advanced molecular genetics.

Mimi grew up in Fairfield, Connecticut. Her mother was a teacher, and Mimi always knew that teaching would be a part of her own life. Becoming a scientist was more of a surprise. Mimi entered Smith College with the intention of becoming a lawyer. However, she took a genetics course, fell in love with chromosomes, and embarked on a new path. After getting her A.B. degree in biology (1976), she spent a year as a technician before entering graduate school at Stanford University. There she found the perfect environment in the lab of Phil Hanawalt, a leader in the field of DNA repair, whose collaborative style of running a lab became the model for Mimi's own career. In Phil's lab, Mimi worked closely with Allen Smith, a senior research scientist, who influenced her approach to research and to mentoring others. As a third-year graduate student, Mimi made an exciting discovery of differential repair, in which different types of DNA sequences are repaired at different rates and to differing extents. Her results were published in top journals including *Cell* and *Nature*. After receiving her Ph.D. in 1983, she wanted to switch from working with cultured cells to an organism more amenable to genetic manipulation. By fluke, she was introduced to Pat Pukkila at the University of North Carolina at Chapel Hill, and made an instant connection. Pat's love of the mushroom *C. cinereus* to study meiosis was infectious. During her postdoc, Mimi identified radiation-sensitive mutants that provided a wealth of future projects for her own lab. Mimi chose her advisors well; Phil, Allen, and Pat have all provided advice, encouragement, and friendship throughout her entire career.

Mimi started her independent career as an assistant professor at the University of Michigan-Dearborn (1985–89) but moved to Indiana University in order to



make research central to her career. Upon establishing her lab, she focused on understanding the defects of radiation-sensitive mutants to determine the mechanisms of DNA repair and recombination in meiosis. Throughout her career, she gained an international reputation for her beautiful and careful work on understanding meiotic chromosome behavior, linking DNA replication, chromosome pairing, synaptonemal complex formation, and recombination. Having strong standing in the field, Mimi was chosen to organize the Gordon Research Conference on Meiosis, the top meeting in the field (2004, 2006). In addition, she was elected as a fellow of the American Association for the Advancement of Science (2007). She trained 10 Ph.D. students and one M.S. student. Mimi's graduate students recognize her as a brilliant mentor who provided a supportive environment that allowed them to grow as scientists. Mimi fondly remembers that the best times in her lab were when she would collaboratively interact with her students, research associates, and postdoctoral fellows.

Mimi chose to move to Indiana University because it was a top research university that valued teaching, a strong interest of hers. Throughout the years, she appreciated the support of Indiana University for fostering teaching. She frequently used the Center for Teaching and Learning to acquire new teaching techniques to further engage students. As she developed her teaching program, she shared her strategies by collaborating

with instructors from other departments and the Center for Teaching and Learning, publishing papers on teaching, giving teaching workshops, mentoring other faculty in teaching, and leading a graduate seminar in which students were able to discuss and practice various approaches to engaging students in active learning. She won numerous teaching awards including the Department of Biology Teaching Award (1990), the Senior Class Award for Teaching Excellence in Biology (1991), the Faculty Academy on Excellence in Teaching Award (1993), the Teaching Excellence Recognition Award (1997, 1998, 2000), and the Trustees' Teaching Award (2001, 2008).

Science has always been a family affair for Mimi. She met her husband, Jeff Palmer, in her first year of graduate school. They have shared the academic lifestyle and provided support to each other throughout their careers. Jeff is also a member of the Department of Biology as a Distinguished Professor. Although they worked in different research areas, their labs were side-by-side, connected both physically and, on one occasion, by collaboration between doctoral students from the two labs. Together, they have raised two boys, Nick and Mike. Nick and his childhood best friend were often found doing their homework behind the freezer alcove between the two labs. Both boys enjoyed having a scientist mother who would come to their schools to set up demonstrations and lab experiments.

In retirement, Mimi will continue making contributions to the field of meiosis. She will finish writing some exciting manuscripts and possibly get back to the bench to do more research. I am most looking forward to Mimi's attendance at my lab's group meeting and our meiosis brainstorming sessions over lunch, because she always asks the most insightful questions. Always a teacher, Mimi also plans to tutor undergraduates in genetics. She has a strong desire to help engage undergraduates in politics and will volunteer in voter registration. She also plans to frequently visit her son who lives in Europe, to further travel the world, and to rediscover her kitchen at home.

*Soni Lacefield*

