

A thank you to our writers



Reading these remarkable biographies, I am struck by how wonderfully warm our collegial relationships are 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

JUDITH H. ANDERSON

Chancellor's Professor of English, College of Arts and Sciences

EDWARD CHARLES BERNSTEIN

Professor of Studio Art, Henry Radford Hope School of Fine Arts, College of Arts and Sciences, and Resident Director of the Overseas Study Program in Venice, Italy

JACOB BIELASIAK

Professor and Director of Undergraduate Studies in Political Science and Adjunct Professor in the Jewish Studies Program, College of Arts and Sciences

JO BURGESS

Director of the Wylie House Museum and Associate Librarian, University Libraries

DANIEL J. CALLISON

Dean and Professor of Continuing Studies, Professor of Instructional Systems Technology, School of Education and Professor of Library and Information Science, School of Library and Information Science

REBECCA CAPE

Associate Librarian and Head of Public Services, University Libraries

ANN CARMICHAEL

Associate Professor of History, History and Philosophy of Science, College of Arts and Sciences and Associate Professor of Medicine

VIRGINIA CESBRON

Associate Professor of Music (Ballet), Jacobs School of Music

FWU-RANQ CHANG

Professor of Economics, College of Arts and Sciences

PETER CHERBAS

Professor of Biology, College of Arts and Sciences, Senior Fellow in the Indiana Molecular Biology Institute, and Adjunct Professor of Informatics

WILLIAM A. CORSARO

Professor of Sociology, College of Arts and Sciences

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Senior Lecturer in Kinesiology, School of Public Health

JESUS DAPENA

Professor of Kinesiology, School of Public Health

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Professor of Spanish and Portuguese and Adjunct Professor of Latino Studies, College of Arts and Sciences

ALAN DE VERITCH

Professor of Music (Strings), Jacobs School of Music

ANNA EASTON

Senior Lecturer, Department of Communication, Professional, and Computer Skills, Kelley School of Business

HASAN M. EL-SHAMY

Professor of Folklore and Ethnomusicology and Professor of Near Eastern Languages and Cultures, College of Arts and Sciences

THEODORE W. FRICK

Professor of Instructional Systems Technology, School of Education

ROBERT GOEHLERT

Librarian for Economics, Criminal Justice, Political Science, Global and West European Studies and Head of Social Sciences

JESSE H. GOODMAN

Professor of Curriculum Instruction, School of Education and Adjunct Professor of American Studies, College of Arts and Sciences

GWENDOLYN HAMM

Associate Professor of Kinesiology, School of Public Health

KAREN HANSON

Executive Vice President and Provost Indiana University Bloomington and Rudy Professor of Philosophy, Adjunct Professor of American Studies, Comparative Literature, and Gender Studies, College of Arts and Science

JEFFREY A. HART

Professor of Political Science, College of Arts and Sciences

ROBERT HEIDT

Professor of Law, Maurer School of Law

DAVID C. HOFF

Professor of Mathematics, College of Arts and Sciences

STEVEN D. JOHNSON

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Interim Executive Associate Dean of Academic Affairs and Professor of Law, Maurer School of Law

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Lawrence D. Glaubinger Professor of Business Administration and Chairperson of Undergraduate Program, Kelley School of Business

FEDWA MALTI-DOUGLAS

Martha C. Kraft Professor of Humanities, College Professor, Professor of Gender Studies and Comparative Literature, College of Arts and Sciences

AUDREY T. MCCLUSKEY

Professor and Director of Graduate Studies, African American and African Diaspora Studies and Adjunct Professor of American Studies, College of Arts and Sciences

B. BREON MITCHELL

Director of Lilly Library and Professor of Germanic Studies, Comparative Literature, and Libraries, College of Arts and Sciences

BETTY ROSE NAGLE

Professor of Classical Studies, College of Arts and Sciences

JAMES L. PERRY

Distinguished Professor and Chancellor's Professor of Public and Environmental Affairs, and Professor of Political Science

LEON E. PETTIWAY

Professor of Criminal Justice, College of Arts and Sciences

PHILIP PODSAKOFF

Professor and Mee Chair of Management, Kelley School of Business

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Associate Professor of Music (Music Theory) and Director of Undergraduate Studies, Jacobs School of Music

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GENE SHREVE

Richard S. Melvin Professor of Law, Maurer School of Law

JUNE SOLOMON

Senior Lecturer in Communication, Professional, and Computer Skills, Kelley School of Business

EDWARD J. STEPHENSON

Senior Scientist, Center for the Exploration of Energy and Matter

BEVERLY J. STOELTJE

Professor of Anthropology, Co-Director of Graduate Studies, Adjunct Professor of American Studies, Gender Studies, Communication and Culture, and Folklore and Ethnomusicology, College of Arts and Sciences

LARRY N. THIBOS

Professor of Optometry, School of Optometry

ELIZABETH (BEAU) VALLANCE

Associate Professor of Curriculum and Instruction, School of Education

LOIS R. WISE

Professor of Public and Environmental Affairs, School of Public and Environmental Affairs and Director of West European Studies, Director of European Union Center and Adjunct Professor of Political Science, College of Arts and Sciences

PATRICIA WISE

Professor of Music (Voice), Jacobs School of Music

JUDITH H. ANDERSON



After 38 years of teaching and service to Indiana University, Judith H. Anderson retires in May, 2013. She is a one-of-a-kind scholar, teacher, and colleague. She received her Ph.D. from Yale University and taught as an assistant professor at Cornell University before joining the English department as associate professor in Renaissance and early modern literature and culture. Judith was promoted to professor in 1979, received the 1999 Distinguished Scholar Award from the Office of Women's Affairs, was named Chancellor's Professor in 1999, and four times was recognized with the Trustees Teaching Award. Beyond the Sample Gates, she received nine national fellowships and the 2004 International Spenser Society Lifetime Achievement Award. These titles and awards befit her international stature as a scholar, her skillful generosity as a teacher of graduate and undergraduate students, and her service to both the university and the profession.

Judith's scholarly interests range broadly, yet they are unified by her attention to language, literary form and cognition, and allegory and metaphor. A multitude of authors have found homes in her five monographs and numerous essays, although she insistently returns to the writings of Spenser, Shakespeare, Milton, and Donne. Her readers value her command of literary issues, her depth of philological understanding, and her judicious attention to formal strategy, poetic nuance, and historical context. Her writings bring into play diverse literary and rhetorical theories, so that Aristotle, Cicero, and Augustine sit comfortably (or not) with Paul Ricoeur,

Jacques Derrida, and Julia Kristeva. One always comes away instructed.

With her first book, *The Growth of a Personal Voice* (1976), Judith had started a journey into allegory that centrally defines her work as a scholar. This journey culminates in *Reading the Allegorical Intertext* (2008), which won the Isabel MacCaffrey Prize for the best book on Spenser and Renaissance literature published in 2008–09. Recapitulating three decades of scholarship, the essays in this volume both assert allegory's broad literary and cultural reach in the intertextual ways it "encapsulates (and magnifies) the process of making meaning" and conceptualizes the intertext as allegorical. Her other studies are equally valuable to students of the period: *Biographical Truth* (1984) examines fictions of truth in representations of historical persons; *Words That Matter* (1996) explores linguistic perceptions in Renaissance England; and *Translating Investments* (2005) investigates the productive workings of metaphor (or *translatio*) within the dynamic of cultural change in Tudor and Stuart culture.

Besides all this, Judith has also given numerous invited talks and plenary lectures and has held high offices (including president and member of executive committees) at premier scholarly societies such as the Modern Language Association of America, the International Congress on Medieval Studies, and the international John Donne Society. She has served as editorial consultant for prestigious journals as well as external examiner and external referee for tenure, promotion, and distinguished appointment. This kind of intellectual labor speaks to her scholarly reputation and personal generosity.

Behind this reputation is someone who is always up for intellectual conversation and open to new ideas. Each of her five co-edited volumes extends an area of her interest into collaborative endeavor. Co-edited with Elizabeth Kirk, Talbot Donaldson's 1990 translation of William Langland's *Will's Vision of Piers Plowman* was a labor of love on behalf of an exemplary scholar. *Spenser's Life and the Subject of Biography* (1996) came out of mutual interest among fellow Spenserians in her favorite allegorist. Again, a shared interest in the figural force of language energizes a volume aptly titled *Go Figure* (2011), co-edited with her junior

colleague, Joan Linton. In *Shakespeare and Donne* (forthcoming in 2013), co-edited with former student Jennifer Vaught, literary connections between the two authors provide lenses into their working imaginations.

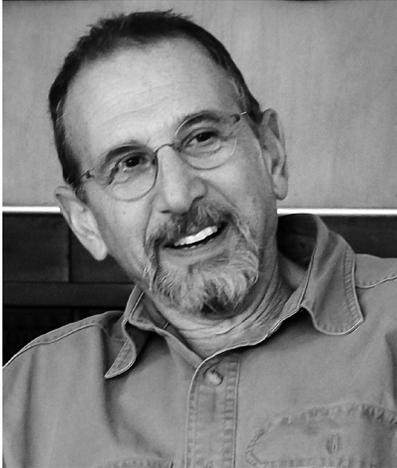
Intellectual conversation is integral to Judith's teaching and team teaching. She cares deeply what her students learn. She is not interested in teaching them what to think, but in helping them to develop the knowledge and skills that will ground their own independent, critical choices. Her detailed response to their writings models the meticulous attention that separates fine scholarship from mediocre and the sustained inquiry from which to build one's critical authority. This is especially crucial for students working toward careers in schools and universities. The many graduate students she has mentored and placed in desirable institutions, and who have gone on to establish themselves in the field, owe much to her open-handed guidance and support.

Besides directing dissertations, Judith has also productively mentored students in the teaching of literature as part of their professionalization. The shining example is her large lecture course for mostly freshmen on the uses of metaphor. Not only did Judith work with associate instructors in the design and delivery of the course, but their conversation led to a volume on pedagogy co-edited with Christine Farris, then the department's director of composition.

In all these ways Judith's presence will be missed, not to mention her contributions as director of graduate studies and acting chair. But most of all, we will miss the fun of engaging her wit, because you can be sure of a mental workout that is often productive, sometimes feisty, and always playful—and you can catch that mirth bubbling up from her into a chuckle!

Joan Pong Linton

EDWARD CHARLES BERNSTEIN



Edward Bernstein was born in New York City and raised on Long Island. He still has his passion for the East Coast and his New York accent. He first attended college at Miami University in Oxford, Ohio, where he received a B.A. in political science, with honors. Next, he attended the Rhode Island School of Design, earned a B.F.A. in painting (1968), and headed to Stanley William Hayter's world-renowned printmaking studio in Paris, Atelier 17, where he met Wendy, now his wife of 43 years. His formal education culminated here at Indiana University, where he received an M.F.A. in printmaking, with distinction (1973). He returned as a faculty member in 1991, regarding this opportunity as his "calling." Since then, he and I served as co-heads of printmaking until my retirement in 2011, a partnership that we formed to grow the program during our sabbaticals and other professional activities. Now, Professor Bernstein retires as head of printmaking, a well-deserved position that he could not have imagined 40 years ago.

During his 18 years away from Indiana, Professor Bernstein was establishing both a national and an international reputation. His first teaching job was at the University of Arkansas at Fayetteville, heading its printmaking program from 1973 to 1976, and again from 1981 to 1988. For 18 months he taught at the Ruskin School of Fine Art, Oxford University, as head of printmaking; set up its B.F.A. program; and returned there as a visiting artist from 1980 to 1981. In the spring of 1987, he was a visiting associate professor at the University of California, Berkeley.

Professor Bernstein has taught numerous and varied classes in printmaking, both traditional and innovative. He has conducted an in-depth investigation of photogravure for non-photographically-derived intaglio prints, which he has demonstrated at conferences and other universities in the United States and abroad. His "painterly printmaking technique" employs a water-based medium that can be readily reworked. This approach is popular with students, who fear spoiling expensive copper plates. Academically, Ed always encourages challenging discourse. His influential printmaking seminars on *Apocalypse and Beauty in Contemporary Art*; *Contemporary Art: Politics, Social Issues, and the Environment* (as related to printmaking); and *Nuts and Bolts* (maintaining and repairing printmaking presses and equipment) were not the usual fodder for M.F.A. students in printmaking programs.

But perhaps Professor Bernstein's most important contribution to the legacy of the printmaking program was creating opportunities for IU students to study printmaking abroad. In 2001 he became the director of the IU Venice Summer Program in Printmaking and Artists Books at the Scuola Internazionale di Grafica, which has provided many students with their first-ever opportunity to travel abroad. Ed chose the scuola not just because it was in Venice, but because an Italian institution provides a unique educational experience. Side trips to San Lazzaro degli Armeni, Padova, Verona, and the Venice Biennale offer students a rich diet in both older Western and cutting-edge international art. When Bernstein embarks on a new trajectory, be it his artwork, his teaching, or his personal undertakings, he immerses himself in all aspects of the adventure. As soon as he got the go-ahead from International Programs for Venice, Ed hired a tutor to improve his Italian. When he recently received a visiting scholars grant to teach and work in Brazil, he did the same to learn Portuguese.

As an artist, Bernstein is a meticulous craftsman, having mastered techniques in drawing, printmaking, and handmade paper—all in both two and three dimensions—as well as artists' books. He has used Byzantine, early medieval, and baroque art that he has seen on his many trips to Italy to create architectural metaphors. He

is also interested in the interface between technology and tradition, both technically and conceptually. His current work reflects his experiences and teaching in Minas Gerais, Brazil, in fall of 2010 and 2012. This work explores the discrepancy between the rich, the growing middle class, and the poor, using storm fencing as a metaphor. This creative research was awarded four Indiana Arts Commission Individual Artist Fellowships, an Arts and Humanities Initiative Grant, a Society of American Graphic Arts Award for Excellence, and an Honorarium from the Organization Committee for Olympic Fine Arts 2012 to travel and exhibit at the London Olympics.

No biography of Bernstein would be complete without mentioning a few of the many important exhibitions and collections in which he is represented. Collections: Museum Nacional de Belas Artes, Rio de Janeiro, Brazil; National Museum of China, Beijing; Microsoft Corporation; Nelson Atkins Museum of Art, Kansas City; Pushkin Museum, St. Petersburg; Ulster Museum, Belfast; and Center for Fine Print Research, University of the West of England, Bristol. Recent solo shows: Galeria Livrobjeto, Belo Horizonte, Brazil; Galleria Sottoportico, Venice; Anchor Graphics, Chicago; and N. Arizona University Art Museum, Flagstaff. Group shows: *The River Thames*, *The Great Wall of China—Embrace the World*, juried exhibition for the 2012 Summer Olympics, London Museum; *Commemoration of the 60 Years of Victory over Fascism*, National Art Museum of China, Beijing (Juror's Award); SNAP Edmonton (Canada) Print International; 3rd LUC Print Biennial Competition, Loyola University Chicago (Best of Show). His work also appears in several important books: *Printmakers Today* (2010), *The Complete Printmaker* (rev.), and *The Best of Printmaking* (1997).

Plans for retirement? To set up his own studio in Bloomington; visit his new granddaughter, Corryn, in Atlanta; return to Italy and Brazil; listen to Mahler, Shostakovich, and Chicago blues; and dance with Wendy to Brazilian traditional samba. "You know we like to boogie!"

Wendy Calman

JACOB BIELASIAK



After 39 years in the Department of Political Science at Indiana University Bloomington, Jack Bielasia retires on June 30, 2014. His friends, colleagues, and students salute Jack's distinguished contributions to research and teaching and his unstinting service to the university and the profession. We also celebrate Jack's unwavering commitment to social justice, a conviction born of his own experience and family history, confirmed by his scholarship on totalitarian politics, and displayed in his personal conduct. He is a humanitarian, in every sense of that term.

Jack earned a B.A. from CUNY's Brooklyn College in 1969 and entered the graduate program in government at Cornell University, from which he received an M.A. in 1972 and a Ph.D. in 1975. He joined the faculty at IU Bloomington in the fall of 1974, and has been a contributing member of political science ever since. The department is particularly grateful for Jack's six years of strong leadership as our director of undergraduate studies, which were temporarily interrupted by his service as interim chair of the department in fall 2009.

Jack's contributions extended beyond the department. He has been affiliated with the Jewish Studies Program since its inception, and with the European studies programs even longer. West European Studies, the Russian and East European Studies Institute, and the Polish Studies Center have all benefitted from his extraordinary service on advisory boards, executive committees, and programming teams. In fact, Jack directed the Polish Studies Center from 1986 to 1991.

Jack's participation in faculty

governance is also noteworthy. He has served on the most demanding committees of the Bloomington Faculty Council, including the committees on Faculty Affairs, Administrative Review, and Grievance, and he was an elected representative from 1982 to 1984 and from 2007 to 2011. On the council, Jack pursued fairness and justice in university decision making, as well as in IU Foundation investments. He urged divestment of funds benefitting Sudan, and was the faculty sponsor of Stand against Genocide in Darfur (STAND), a student organization that raised awareness of genocide in western Sudan.

A native of Poland, Jack was a founding member and the first president of the Polish Studies Association, a national organization of publishers, scholars, and journalists specializing in Polish affairs. He often returns to Poland during summers to teach and conduct research. In fall 2004 Jack was named Distinguished Fulbright Chair at Warsaw University's Center for East European Affairs. Just as importantly, he hosts visitors from Poland and mentors Polish graduate students in various programs, completing the exchange relation.

Early in his career, Jack's research focused on communism in Eastern Europe, with particular emphasis on Poland, where the Solidarity movement ultimately succeeded in overthrowing the ruling regime. A series of well-placed articles and the anthology *Poland Today: The State of the Republic* (1981) were the product of his shrewd analysis of this momentous change. The difficulties of transitioning to democracy were further explored in *Polish Politics: Edge of the Abyss*, a volume Jack edited when he was a National Fellow at Stanford University's Hoover Institution.

The development of democracy in post-communist societies became even more important after 1989. At this time, Jack's work shifted to a comparison of electoral systems that emerged in formerly communist countries, and to the ways in which these systems shaped, and were shaped by, the appearance of multiparty systems. The resulting patterns of political competition, and their implications for policy, required a new set of theories, concepts, methods, and databanks. In the process of acquiring them, Jack essentially reinvented his scholarly persona. He is now a prolific contributor to leading journals in the field of comparative

electoral systems, and to the larger literature on democratic transformations. His articles have appeared in every major journal in comparative and East European politics, as well as in the *American Political Science Review*, the premier journal in our discipline.

More recently, Jack has become interested in the Arab Spring and the parallels that may be drawn between democratic transformations in totalitarian and authoritarian regimes, respectively. This focus, plus his retrospective analysis of the ambiguous legacy of Solidarity, will undoubtedly occupy his attention in retirement. He will also continue his service on several Ph.D. committees.

A two-time winner of IU Bloomington's Trustees Teaching Award, Jack is a mainstay of our graduate training in comparative politics. He routinely leads the league in the number of committees for advising, examining, and supervising M.A. and Ph.D. students in political science and related programs. Jack has served on the research committees of more than 35 Ph.D. students in political science. Remarkably, he's chaired or co-chaired more than half of these dissertations. He has also served on dozens of M.A. and undergraduate honors thesis committees.

At the undergraduate level, Jack teaches courses on Comparative Revolutions, East European Politics, the Politics of Tyranny, and Dictatorship to Democracy. His innovative courses on The Politics of Genocide and The Holocaust and Politics have brought hundreds of students face-to-face with the political origins of evil in the world and its enormous consequences. Students have also learned about political efforts to limit genocide around the world. Some of these lessons were derived from Jack's 2010 sabbatical service with the Community Legal Development Center in Phnom Penh, Cambodia, where he assisted in the recovery from the genocidal rule of the Khmer Rouge.

Jack is a patron of the local arts, and knows the best table in every restaurant in town. Seafood is on the menu for retirement, possibly in conjunction with a Semester at Sea, with Jack serving the main course on democratization and political violence. A fusion cuisine, obviously!

Russell L. Hanson

JO BURGESS



Jo Burgess began her career with the IU Libraries in 1990 as a conservation coordinator in the preservation laboratory. Even then her work and outreach activities were noted by faculty and national organizations. It was natural, therefore, that Jo was appointed as head of Collections Conservation in 1992, followed by an additional appointment as acting assistant head of Preservation in 1993.

During this time in her career, Jo was involved in many interesting preservation activities, including working with a Hoagy Carmichael poster that was found between two walls during construction of downtown Bloomington's Fountain Square Mall. She was also instrumental in assisting the Kinsey Institute in establishing its own conservation area. Jo was a vital member of the committee that provided input and guidance on the planning of the Auxiliary Library Facility (ALF), a state-of-the-art facility that provides low-cost housing with conservation-level environmental controls for library materials.

Because of her dedication to the preservation of materials within the libraries and across campus, in 2000 Jo was given a temporary, two-year assignment as head of the Wylie House Museum, which had once been home to Andrew Wylie, the first president of Indiana University. Although it had been restored in the 1960s, Jo was charged with revitalizing the museum and undertaking long-range planning. The Wylie House Museum had been without a full-time director for many years, making the task a big undertaking. Jo faced the challenge with dedication, ambition,

optimism, and hard work. Her first two years were so successful that she was named permanent director of the Wylie House Museum in 2002.

Under Jo's direction, the museum underwent many aesthetic changes, including period paint colors and techniques for the walls, nineteenth-century style window dressings, the addition and restoration of antique furniture, and the painting of a scenic mural on the walls of the entry hall, which was based on nineteenth-century illustrations and drawings of various Bloomington buildings and the surrounding countryside. The improvements alone are impressive, but even more impressive was Jo's ability to engage others in helping with the projects. One of Jo's colleagues stated that one of her numerous strengths was the ability to find artisans and other community members willing to volunteer their time and talents to improve the museum. Her ability to inspire others was also evident in her relationships with descendants of Andrew Wylie, which resulted in gifts to the museum including family books, china, furniture, and even a 100-year-old Christmas cactus.

In addition to these changes, Jo worked tirelessly to highlight the museum in other ways. She reinvigorated its reference collection, recorded music played on the Wylie family's fortepiano, read and transcribed hundreds of Wylie family letters, digitized photographs, implemented museum management software, and worked with WTIU to produce a television documentary on the museum, *The Wylie House: Preserving Our Past*.

Probably Jo's greatest accomplishment at the museum was the creation of the Morton C. Bradley, Jr. Education Center. Jo spent six years prior to the 2009 groundbreaking helping to plan the center, which, in addition to holding part of the museum's collection, is a public space for hosting special exhibits, workshops, classes, and other programs.

Jo's contribution to the Wylie House Museum cannot be overstated. Pat Steele, the former Ruth Lilly Dean of University Libraries, noted that "since beginning her post as director in 2000, Jo has been an integral part of the museum's restoration and beautification as well as contributing to the fruition of the Morton C. Bradley, Jr. Education Center. By defining the

desired interpretation of the house, Jo led the transformation from bare bones to a wonderfully refurbished nineteenth-century home. Her dedication has helped the Wylie House become one of the university's most precious assets."

In addition to her regular work at the Wylie House, Jo has enjoyed mentoring and teaching throughout her career. Not only did she teach preservation courses for the School of Library and Information Science, she was always eager to share her knowledge and experience with interns at the Wylie House Museum. She found this experience very enriching and regards it as one of the best experiences of her career.

While preservation and her work at the museum have been the main focus of her career, Jo also has a great appreciation for traditional music. She served on the board of advisors for the Archives of Traditional Music for many years. In 2007 she completed a long-term research project on traditional music in Illinois: Jo was the co-compiler and editor of *Dear Old Illinois, Traditional Music of Downstate Illinois*. The book presents 750 pieces of traditional music from downstate Illinois, from two of the most significant collections on the subject, the David S. McIntosh and the Garry Harrison collections. She worked closely on the project with Mr. Harrison, who was Jo's dear friend and colleague throughout her career. It is the first significant book to document that particular musical tradition.

Jo will be missed by her colleagues and the numerous interns and docent volunteers she worked with over the years. The Wylie House Museum and its outstanding education center will stand as a legacy to her hard work and dedication.

Jennifer Chaffin

DANIEL J. CALLISON



A native Kansan, Danny Callison was lured to Indiana and has given Hoosiers the benefit of his energy, insight, and good humor for more than 30 years. His can-do attitude has made a difference for the IU School of Library and Information Science, the School of Continuing Studies, and the School of Education.

Danny started down the academic track in Kansas, earning a bachelor's degree with teaching certification in speech, drama, communication, political science, and language arts from Southwestern College in Winfield and a master of library science from Emporia State University. He served as director of School Library Media at Topeka High School which, under his leadership, qualified to become a demonstration library under the Elementary and Secondary Education Act Title II.

Shaking the Kansas dust into the wind, Danny and his wife, Patty, came to Bloomington in 1979. Danny completed his M.S. in public school administration and an Ed.D. in instructional systems technology (1982) in the School of Education. His dissertation investigated the use of multimedia video at the Children's Museum of Indianapolis.

In 1982 Danny interviewed for a faculty position in the School of Library and Information Science. His presentation was memorable for the ideas he was exploring regarding the interactive display of information and how children would use this novel technology. His enthusiasm won the day, and he would return to Kansas only as a visitor for many years to come.

At SLIS, Danny quickly took on responsibility for school media programs, including the certification requirements. He ushered hundreds of students through the byzantine requirements, preparing excellent professionals and instilling a commitment to the field. In 1999 the *U.S. News & World Report* survey ranked the SLIS program #7 in the nation. Administrative responsibilities pursued Danny within SLIS and he became associate dean in 1987, moving on to serve as acting dean from 1990 to 1991. He had a major impact on SLIS students through his service as director of internships and of the M.L.S. program.

Danny's reputation spread internationally, and he was invited to give presentations in locations near and far, from Ball State University to the University of Hawaii and to Charles Stuart University in Australia. He helped to organize two Treasure Mountain Research Retreats, where researchers in education, library and information science, communication, and ethnic and gender studies consider research on information literacy, student achievement and assessment, and information skills instruction.

He has been generous in his support for professional associations, editing the Indiana Library Federation's *Indiana Libraries* from 1986 to 1992 and the Association of Indiana Media Educators' *Indiana Media Journal* from 1992 to 1996. He was founding editor (1997–2006) for *School Library Media Research*, the online, refereed journal for the American Association of School Librarians. In 2008 the AASL board honored Danny for "transform(ing) the peer-reviewed journal into a top-ranked scholarly online publication."

In 2001 Danny took up the challenge to strengthen the M.L.S. program that the school was offering on the IUPUI campus. As the first executive associate dean, he developed and expanded the Indianapolis program and increased the delivery of courses through distance education. The program grew from two to nine full-time faculty, and from 130 M.L.S. students in 2000 to 318 in 2006.

Marilyn Irwin recalls, "Danny was my M.L.S. advisor, a member of my doctoral committee, and then my boss as executive associate dean in Indianapolis. In each role, he was a true mentor who was fair but

rigorous in his demands for excellence. He asked the most challenging questions, and he never sought credit for the numerous contributions he made to my work."

In 2007 Danny became dean of the School of Continuing Studies, where he made numerous contributions to lifelong learning and distance education. He played a very important role in establishing a broader articulation of courses between the Ivy Tech system and IU; his work helped secure a \$500,000 grant to implement an articulation agreement between the institutions and facilitated the transfer of Ivy Tech associate degrees to all of the IU campuses.

Danny helped initiate a widely used website that serves as a clearinghouse for online degrees, certificates, and programs offered at Indiana University. His expertise in distance education was instrumental in establishing the NCAA's full recognition and accreditation of IU distance education courses for athletes who need college transfer credit. In addition, he worked with instructional designers to convert and update numerous School of Continuing Studies courses to the IU Oncourse online system.

His expertise has made a difference on all IU campuses, especially at IU East, where an extensive online program was initiated in 2009. This highly successful online course delivery system has provided for the transfer of many School of Continuing Studies distance education degree students to a new academic home at IU East.

Danny is a wonderful family man who loves to spend time with Patty and their children and grandchildren. His family interests are also reflected in his love for genealogical research, which deepened after Danny came to IU and discovered that his great-great-grandparents were from Indiana. In his retirement, Danny plans to spend more time pursuing his genealogical interests.

We are happy to take this opportunity to wish Danny and Patty Callison all the best. We trust they will make excellent use of this opportunity to enjoy each other's company and to spend as much time as they wish in Kansas or any other state.

*Ralf Shaw, Frank Di Silvestro,
and Marilyn Irwin*

REBECCA CAPE



Becky Cape grew up near Franklin, Indiana, and attended Indiana University as an undergraduate. She earned an M.A. in Latin American Studies in 1972, and her entry into the world of special collections libraries began as her graduate studies concluded. Becky was working for Emma Simonson, Latin American Studies bibliographer at the IU Libraries, who asked her what her postgraduation plans were. Becky didn't have any plans, and Simonson told her, "Put on a dress and go talk to Elfrieda Lang." Dr. Lang, curator of manuscripts at the Lilly Library, hired Becky to catalog Latin American manuscripts from the Bernardo Mendel collection, an effort that occupied Becky for many years following.

Many of Becky's publications are concerned with Latin American resources. Her *Guide to Selected Latin American Manuscripts in the Lilly Library* (1974) appeared as part of the Latin American Studies working papers series. In 1975 Becky participated in an international exchange with the Biblioteca Manuel Orozco y Berra, which specializes in nineteenth-century Mexican history, and subsequently published a catalog of that library's manuscript holdings. She also collaborated with Roger E. Beckman on an exhibition drawn from Mendel materials, *Indians of Latin America: An Exhibition of Materials in the Lilly Library* (1976). For the anniversary

volume, *The Lilly Library: The First Quarter Century, 1960–1985*, she contributed a chapter on "Voyages, Exploration, and European Expansion."

Becky earned her M.L.S. from the IU School of Library and Information Science in 1984. The following year, she became assistant curator of manuscripts, a position she would hold for the next 10 years. In what was then the Lilly Library Manuscripts Department, Becky processed and cataloged a wide variety of manuscript collections, assisted students and scholars with reference inquiries, and computerized the department's recordkeeping on accessions, patron use, and image production. The collections she described during this period are among the most notable in the Lilly Library, including the papers of Sylvia Plath, John Ford, and Orson Welles.

After a Lilly Library reorganization in 1995, Becky became head of Reference and Public Services, where she has distinguished herself in promoting the use of the Lilly Library in teaching and learning. Her non-nonsense manner helps demystify special collections to students of all ages, and her enthusiasm for the collections is obvious and genuine. Becky has conducted hundreds of tours and class presentations over her career, everything from specialized tours for VIP campus visitors and prospective faculty to an annual introduction to primary resources for all 14 sections of S324 Introduction to the Study of Hispanic Culture. Numerous interns and junior colleagues have benefited from her mentorship.

Exhibition planning and curation is another major area in which Becky has distinguished herself at the Lilly Library. Becky and the Public Services Department have coordinated every Lilly Library exhibition for the past 18 years, including editorial work for labels as well as published catalogues. Becky has curated many exhibitions, large and small, including *The Wizard of Oz* (2000), *Not Just for Children: Pop-Up & Movable Books* (2005), and *Keeping Time: Books about Clocks and Time, Featuring Books from the Collection of Justice Warren Shepro* (2007).

Service to the Bloomington campus and her community are also hallmarks of Becky's career. She has a history of involvement with the Friends of the Owen County Public Library and currently serves on its board of directors. She is a longtime volunteer and has served on the advisory board for both WFIU and WTIU, where she garners particular thanks for many early shifts on fund drive phone banks. Becky will be missed by her colleagues at Indiana University, especially those at the Lilly Library, who have appreciated her salty perspective on life and her deep reservoir of knowledge about the Lilly Library's collections and history. We wish her congratulations on an outstanding career and best wishes on what we know will be a fulfilling and joyful retirement.

Erika Dowell



ANN CARMICHAEL



Ann Carmichael, hailing originally from Roanoke, Virginia, derives from a long line of teachers and physicians, so it was hardly surprising that her graduate career presented her with a dilemma: which route to take? With typical energy and enthusiasm, she took both, receiving both her Ph.D. and her M.D. from Duke University in 1978. She arrived at Indiana University in 1979 and remained here for the rest of her career as a scholar, teacher, editor, and administrator.

Not surprisingly, her scholarly contributions have been as a historian of medicine, a field she knows from both sides. Her 1986 book, *Plague and the Poor in Renaissance Florence* (New York: Cambridge University Press), explored the ways that plague, an indiscriminate disease normally transmitted by infected fleas to human beings, came to be characterized by Florentines as a contagious disease and one associated with poverty. In response, the Florentines established sanitary regimes that ensured that the poor would suffer disproportionately from epidemics. The review of her book in the *Annals of Science* makes clear how groundbreaking this work was: “Irrespective of further research on the subject, Carmichael’s book offers an attractive global interpretation of the beginning of sanitary legislation in late-medieval Europe. Her effort has to be praised not only for its magnitude (over 60,000 cases examined in the Florentine Books of the Dead), but also for its splendid results.”

Because of her book, Ann became widely known as a historian of plague. Her interests, however, are broader than

that, including all sorts of epidemics, such as smallpox; the practice of officially recording causes of death; the relationship between health, nutrition, and disease; and how people make sense of and remember epidemics. Her articles include “Contagion Theory and Contagion Practice in Renaissance Milan,” which won the William Nelson Prize awarded by the Renaissance Society of America in 1991; “Syphilis, Smallpox, and the Columbian Exchange: Was the New Disease Really New?” (1992); “The Last Past Plague: The Uses of Memory in Renaissance Epidemics” (1996); “Infectious Disease and Human Agency: An Historical Overview” (2006); “SARS and Plagues Past” (2006); and “Health and Disease,” in *A Cultural History of the Human Body in the Middle Ages* (2010).

Because of the nature of her work, Ann is that rare humanist who has been supported by grants from both the National Endowment for the Humanities and the National Institutes of Health. She has also served as the associate editor and then acting co-editor (with Ellen Dwyer) of the *American Historical Review*, has edited special editions of *Historical Methods* and *Continuity and Change*, has served a long term as the co-director of Indiana University’s Center for the History of Medicine, and has served as the webmaster for the American Association for the History of Medicine.

In retirement, her research continues on a project of long standing, a study tentatively entitled *Plagues and Environments in Early Modern Milan*, drawing on geography of disease; urban history and geography; history of nutrition; and Milanese registers containing hundreds of thousands of reports of physicians on causes of death, for which she has created a database. She has clearly not abandoned her first love for the fruits of the Italian archives. This study promises to be rich in the careful scrutiny of small details that reveal compelling portraits of human experience, an approach that has characterized all of her scholarly work. In particular, this project’s delineation of the relationship between environment and disease shows the ways in which Ann’s work has always addressed timely concerns while still illuminating universal human issues.

Although her retirement has freed her to complete this monumental project, her departure has left a host of disconsolate students. The courses she created in medical

history, particularly *The Black Death and Epidemics in History*, but also *Medicine and War* and, in her final year, *Drugs and Spices 1400–1900*, were resoundingly popular, drawing hundreds of students to the history department. The students came at first for the topics, which were appealing both to history students and to science students, but they stayed and recruited others because of her qualities as a teacher and her endless efforts to find ways to enhance the learning of her students. Over the years, she built a strong and loyal following among Indiana University students and brightened the history department’s enrollment numbers.

Having recently informed a student that she would not be able to take another course with Professor Carmichael because Professor Carmichael had just retired, I listened for five minutes as the student talked about how much she had loved the course she had just taken (*The Black Death*), and the teacher, and how disappointed she was that she could take no more. The tributes of such students are intangible monuments to a life in teaching, but no less real or significant for that. The history department should be disconsolate about Ann Carmichael’s retirement as well; her courses were a gateway for many students into the department. Still, we have many years of her scholarship to look forward to.

Leah Shopkow

VIRGINIA CESBRON

I have known Virginia Cesbron for many years, first as a student, then as a dancer, and later as a teacher who eventually became the chair of the Ballet Department at the Jacobs School of Music.

In her student years, Virginia was fortunate to be involved in a great moment in the history of ballet in America. I first encountered her when she was a scholarship student at the School of American Ballet (SAB), a “Fordie,” as we called them. In those days, I would teach for SAB (Virginia even took my class), and I would also scout for the newly awarded Ford Foundation grant. Multimillion dollar in size and 10 years in length, this grant was given in 1964 to the School of American Ballet, the school founded by George Balanchine and Lincoln Kirstein. It was because of the achievements of their work and its ethical dimensions that such a transformative gift was put in their care. Mr. Balanchine visited all the states in the country, identifying and funding schools and regional companies that showed promise of professional attainment and providing scholarships for dancers of exceptional talent. This grant triggered an explosion and transformation of ballet in America, and Virginia was right in the middle as one of the promising new “Fordies” at SAB. From this rich harvest of good teachers and the discovery of great dancers came



the future directors, teachers, and in many cases principal dancers of the important ballet companies in the United States. Now they have returned the compliment and are contributing back in no small way all across the country.

In 1964 in New York City, Virginia landed her first professional engagement as an apprentice with American Ballet Theatre in performances of *Swan Lake* at Lincoln Center. The following year, she joined the company of the Metropolitan Opera Ballet, under the direction of Dame Alicia Markova. Also at that time, Virginia performed with the Garden State Ballet Company in Newark, New Jersey. For the next five years, Virginia was a member of the Pennsylvania Ballet Company in Philadelphia. Following that period, she went on to perform in the United States and France as a guest artist until 1974. Throughout her performing career, Virginia continued to work with all the remarkable teachers and appeared in ballets by many of the great masters—e.g., Marius Petipa, George Balanchine, Antony Tudor, Anna Sokolow, John Butler, Norman Walker, and Ramon Segarra.

Virginia’s passion for dance extended well beyond her performing years and into a number of significant teaching and ballet mistress positions both in the New York area and in France. From 1971 to 1975, she was on the faculty of The Dance Movement in New York, and also was a guest faculty member at Connecticut College in New London. From 1975 to 1976, Virginia was a company teacher with Le Theatre du Silence Paris in Paris and La Rochelle, France. Then, from 1976 to 1978, she was a founding faculty member of the New Ballet School, under the artistic direction of Eliot Feld.

In 1977, Virginia joined Ballet Hispanico of New York as their ballet mistress and company teacher. She also served as a primary teacher for children’s classes, doing extensive work in the New York City Public Schools. Virginia remained with Ballet Hispanico until she was invited to Indiana University in 1986.

During her performing career, Virginia met Jacques Cesbron, and everyone knows that French charm is hard to resist. Jacques had been at the Paris Opera Ballet for his early career and was brought to Bloomington at the same time as Virginia

by the former chairman, Jean-Pierre Bonnefoux, and Professor Patricia McBride. Virginia and Jacques were grateful to have the opportunity to bring up their children, Jean-Jacques and Julie, in peace and harmony and with the wonderful trove of treasures that life in Bloomington afforded them. Now her son, Jean-Jacques, is raising his own family in New York, where he is the president of Columbia Artists Management (and very happy to have Virginia’s help during her retirement).

In 1986 Virginia joined the faculty of the Ballet Department and served in a number of capacities: director of the precollege ballet program, assistant to the department chair, academic advisor, and ballet mistress. Virginia choreographed dozens of new ballets for both the Ballet Department and the precollege students. Jacques also contributed much choreography to original scores by composers of the Jacobs School of Music, including Donald Freund and David Baker. From 1992 to 2006, Virginia and Jacques spent their summers directing an intensive ballet program at Swans Island, Maine.

In 1995 Virginia was appointed chair of the Ballet Department, a position she held until 2004. Virginia always worked tirelessly to take care of her multifaceted duties in the Ballet Department. She was a beautiful teacher with great love and respect for tradition, and as a choreographer, she had a gift of poetic and lyrical expression. Virginia, with her totally artistic personality, brought inspiration to every aspect of the department. She had a very motherly heart for all the students’ aspirations and anguishes. In her own words, Virginia described some of her unexpected experiences as chair, beyond the obvious ones:

“Dealing with. . . the lost and found, the lost students, giving advice, consolation, confidence, discipline, a shoulder to cry on, a hand to hold, a Kleenex, a Tylenol, an ice pack, an ear that listens sympathetically to ballet majors and anyone that dances through the department. . . .”

Violette Verdy

FWU-RANQ CHANG



Fwu-Ranq Chang arrived at Indiana University for the fall 1983 semester as a new assistant professor. He was a member of the Loyola University Management Science Department prior to signing with IU. Fwu-Ranq completed his doctorate in economics at the University of Chicago in 1985. He previously earned a Ph.D. in mathematics from the State University of New York at Stony Brook in 1976 before turning to economics full time. His baccalaureate degree was awarded by National Taiwan University. Fwu-Ranq received the first Outstanding Junior Faculty Award from IU in 1986, was subsequently awarded tenure in the Department of Economics, and was eventually promoted to full professor rank. He was also honored by an IU Trustees Teaching Award and by a CES Ifo Research Fellowship from the University of Munich and the Ifo Institute. Other prestigious

visiting positions include stints at Kyoto University and Nagoya University in Japan as well as a visiting scholar position at the University of Chicago.

Fwu-Ranq's research covers many fields in economic theory. His papers are oriented toward the use of mathematical models and varied in their technical sophistication, according to the needs of the economic problem. As a highly trained mathematician, Fwu-Ranq is able to work the economics out for complex models without compromising the underlying economic motivation or intuition that drives his research.

Modeling optimal economic growth under uncertainty first brought Fwu-Ranq to the Department of Economics' attention. He continued the broad theme of researching economic dynamics throughout his career and produced many fine papers on a range of topics. Indeed, he continues in retirement to attack difficult problems in the area of insurance theory, where decision makers face uncertain lifetimes, as we all do. Yet the mathematical modeling of this real world feature of our lives creates technical and conceptual problems that have not been fully understood. By continuing his research along these lines, Fwu-Ranq has taken on a substantial problem, one that requires his full mathematical prowess. Fwu-Ranq was not just an important researcher in economic dynamics—his paper on the inverse optimum problem published in the profession's most prestigious journal, *Econometrica*, is a classic of the field and has been reprinted in an anthology on growth theory. He also wrote on public and health economics in addition to his

substantial work in dynamics over the years. The latter subject reflected his deepest personal interests, based on his experiences confronting his own personal health problems with courage and dignity. His full commitment to research and teaching, even when battling health issues, is inspirational.

Fwu-Ranq integrated his research and advanced graduate teaching in his doctoral-level mathematical economics classes devoted to the economic applications of stochastic calculus. This is a notoriously difficult mathematical subject whose roots lie in rocket science. The best-known applications of stochastic calculus occur in financial economics. Fwu-Ranq's courses, and the book that flowed from them, *Stochastic Optimization in Continuous Time* (Cambridge University Press, 2004), showed the profession that those powerful techniques were suitable to many more economic models than just to pricing financial derivatives. Many of his colleagues "took" his classes and learned how to work with this demanding calculus. Masterly lectures loaded with economic intuition made difficult mathematics accessible to his students and colleagues and gave them a keen sense of how to employ those methods to resolve their research questions.

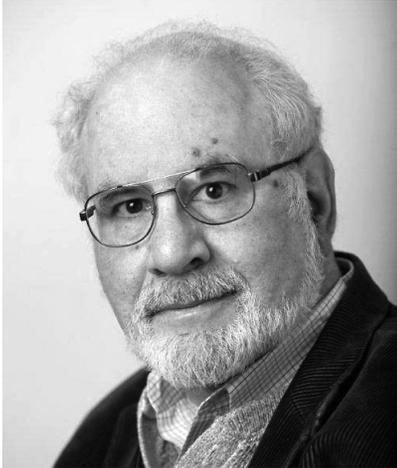
Fwu-Ranq taught undergraduate price theory classes for many years, as well as the first doctoral course in microeconomic theory. In all cases he put economic intuition first and concentrated on training students to think about fundamental economic analysis with mathematics employed only as needed, to first formulate and then work out a model's solution.

Fwu-Ranq's cheerful, thoughtful demeanor makes him a wonderful colleague. His associates are delighted that he continues to work on basic research questions and are happy to see him when he is working in his (shared emeritus) Wylie Hall office. His colleagues wish him all the best!

Robert A. Becker



PETER CHERBAS



Peter T. Cherbas retires from the Indiana University Department of Biology in June, 2013, after 28 years of service to IU. Peter's youth was spent in Philadelphia (eight years), Michigan (six years), and western Massachusetts (four years). His father was an engineer and most of Peter's non-scholastic science involved electronics and rockets, with his first forays into biology coming in high school when he and a friend started a mouse colony in an unused coal bin in his basement. He comments that all of the experiments that excited him and his compatriot about science (surgery on the mice, building an X-ray machine, and the associated chemistry) would now be illegal in any high school science fair! Alas, due to scheduling conflicts, he was not able to take a single biology class in high school.

In fact, it was not until his sophomore year at Harvard that Peter took his first biology class. Near the end of that course, as Peter remembers it, James D. Watson (of Watson and Crick fame) spoke about his work, volunteering that only some parts of biology were worth pursuing. For example, Watson stated, "if I had a son who wanted to do developmental biology, I'd kill him and commit suicide." Peter notes that he was ornery enough to take this as sufficient reason to declare himself a developmental biologist and he spent the following summer reading texts on embryology.

The next fall Peter enrolled in a course on developmental biology taught by Carroll Williams with a young assistant professor named Fotis Kafatos. An additional

fortuitous event for Peter in this course was that he met a young lady named Lucy Fuchsman. All three of these people were to be instrumental in Peter's scientific development and career. Williams's expertise was in insect hormones, while Kafatos was a young lion in the area of molecular genetics and development. Both felt that Harvard students could do anything, if they were only encouraged. When Williams discovered Peter's interests in development, he invited him into his lab, introduced him to many colleagues, and then let him do whatever Peter thought interesting. Peter notes that the notion that steroid hormones were just like the *lac* operon of *E. coli* was a topic of conversation, so that's where he focused. He graduated from Harvard in 1967 and in 1968 he and Lucy were married. After a brief postgraduate stint at Rockefeller University, Peter returned to Harvard, completing his Ph.D. in insect physiology in 1973.

Newly minted Ph.D. in hand, Peter proceeded to a yearlong postdoctoral study in Cambridge, England, with Michael Ashburner, to learn about fruit flies (*Drosophila*). He then returned to Harvard to work with Carrol Williams. Peter realized early on that determining the underlying action of steroid hormones would require developing a system that would allow the recovery of large amounts of homogeneous tissue. In order to accomplish this, in partnership with his wife and long-time scientific collaborator, Lucy Cherbas (née Fuchsman), he developed tools and culture conditions for *Drosophila* cells. They were able to show that these homogeneously cultured cells responded to the hormone, behaving similarly to the whole animal. The protocols that they developed are now in common use by the entire scientific community. When someone needs expert scientific advice on tissue culture, they invariably come to Peter and Lucy for help.

Understanding how steroid hormones exert their impact on cellular processes has remained an underlying theme of Peter's research until this day, even as he has expanded this research into genome-level analyses. Peter recognized earlier than most the need to develop genomic technologies at Indiana University. Peter thus founded two entities in the College of Arts and Sciences and the biology department: the Center for

Genomics and Bioinformatics (CGB) and the *Drosophila* Genomics Resource Center (DGRC). The CGB offers a range of next-generation sequencing and bioinformatic services that support the development of genome-enabled research programs. It is widely used by researchers here and outside of IU. The DGRC serves the *Drosophila* research community by collecting and distributing DNA clones and cell lines and consulting on their use. The services of the DGRC are extensively used by scientists at IU and around the world.

Peter's prominence in the genomics community played a substantial role in IU Bloomington's participation in the National Human Genome Research Institute's Model Organism ENCyclopedia of DNA Elements (modENCODE) Project, which made good use of Peter's cell cultures. The work performed by modENCODE offers an unprecedented functional annotation of the fly genome and will provide the foundation for countless future experimental and computational studies. Peter worked tirelessly through the years on this project and was an important reason for its resounding success.

One would be remiss not to mention that Peter and Lucy have a daughter, Kathy. She now resides in New York and is an accomplished cellist who, as her father likes to point out, has had "gigs" at Carnegie Hall, at Radio City Music Hall, and with several Broadway shows. Based on Peter's early encounters with the violin, it would appear that perhaps there is something to all this genetic research that has occupied Peter for all these years. Peter and Lucy are justifiably proud parents and, as one might expect, dote on their young grandchild. Peter's retirement will allow him more time for doting, although he will continue to do his science in the absence of obligations of teaching and committee work. We all wish him the best.

Thom Kaufman

GEOFFREY W. CONRAD



Geoffrey Wentworth Conrad obtained his doctoral degree from Harvard University in 1974. He served as exhibitions coordinator at the National Museum of Natural History, Smithsonian Institution, from 1974 to 1975, and re-curated the South American ethnology and archaeology hall during that time. He worked as an archaeologist for the Maryland Department of Transportation from 1975 to 1976, then returned to Harvard University as assistant professor of anthropology. While at Harvard, he served as an assistant curator, and subsequently associate curator, of South American archaeology at the Peabody Museum of Archaeology and Ethnology (1976–83).

His research focused on prehistoric populations of the Americas and encompassed archaeological fieldwork in Quebec, Labrador, Wyoming, Colorado, Maryland, the Peruvian Andes, and the Caribbean. Across his career, he published numerous articles and three books, including *The Andean Heritage: Masterpieces of Peruvian Art from the Collections of the Peabody Museum* (1982, Peabody Museum Press), with G. Bawden; *Religion and Empire: The Dynamics of Aztec and Inca Expansionism* (1984, Cambridge University Press) with A. Demarest; and an edited volume, *Ideology and Pre-Columbian Civilizations* (1992, School of American Research), also with A. Demarest. His recent research on the ancient Taino people of the Dominican Republic gained wide attention for expanding scholarly knowledge of pre-Columbian lifeways and the impacts of early Spanish contact.

Geoff came to Indiana University in 1983 to become the second director of the Mathers Museum of World Cultures. He joined the Department of Anthropology and became affiliated faculty with the Center for Latin American and Caribbean Studies. He served as director of the museum until his retirement in 2012, overseeing an era of professionalization and expansion. During his directorship, the museum acquired 8,738 artifacts from around the world, including a number of major collections such as the *Laura Boulton Collection of Ethnomusicological Materials* (acquired in conjunction with the Archives of Traditional Music), the *MacDonald Collection of African Material Culture*, and the *Major John White Collection of Tetela Art*. In addition, he welcomed the donation of research-based collections. These included a collection of Isthmus Zapotec dress, textiles, and material culture donated by anthropology professor Anya Royce, which was presented in an exhibit, *Clothes, Collections, and Culture... What is a Curator?* Another collection acquired by IU anthropologists Eduardo Brondizio and Andrea Siqueira documented the Caboclo people of the Amazon basin. In addition, Selina Morales, an IU Folklore graduate student, donated a collection of contemporary *botánica* materials. In the latter two cases, the collecting activity was integrated into exhibition development, resulting in a process that enabled the research and artifacts to be brought immediately before a public audience.

In all, the museum presented 217 exhibits during Geoff's directorship, ranging from *The Allure of Clothing to A World of His Own: The Uncommon Artistry of Chester Cornett*. During the last decade, Geoff oversaw the development of two major exhibits: *Thoughts, Things, and Theories... What Is Culture?* and *From the Big Bang to the World Wide Web: The Origins of Everything*, currently on display. The museum also showed materials beyond the campus, such as the exhibit *Images of Native Americans: The Wanamaker Collection at Indiana University*, which traveled to more than 40 venues throughout Indiana as part of the Movable Feast of the Arts Initiative (2007–09), reaching thousands of Hoosiers. Uncounted thousands more were served by more than 2,000 public programs offered in just the last 10 years of

Geoff's directorship. Under his leadership, the museum committed to offering tours for all ages, from kindergarten to adult. With Geoff's direction, the museum strengthened its reputation for holding workshops, lectures, concerts, seminars, symposia, and family-oriented activities that drew the general public as well as university students and faculty.

Geoff led the successful reaccreditation of the museum by the American Alliance of Museums (AAM) on three separate occasions. He served as peer reviewer for the AAM and as a representative for the Association of Academic Museums and Galleries. Just prior to his retirement, Geoff also served as director of the Glenn A. Black Laboratory of Archaeology.

One of Geoff's last museum initiatives was the development and implementation of the Faculty Research Curatorship program, an important effort catalyzing the museum's research agenda. As Geoff retires, he leaves in his wake an impressive record of education, service, museum expansion, and a number of major gifts and bequests from donors, including Virgil DeVault and Henry and Cecilia Wahl. Geoff and his wife, Karen Conrad, generously established an endowment for the museum, kindly agreeing to allow the museum to encourage new donors to contribute to this endowment fund in honor of Geoff's service to the university and the Mathers Museum of World Cultures.

While associated with the Mathers Museum, Geoff made important contributions across campus and compiled a remarkable record of service to the IU community. He served as chair of the Department of Anthropology (1991–95), associate vice provost for research (2004–11), and associate dean of faculties (2003–05). He was named a Fellow of the American Association for the Advancement of Science in 1994, and received the IU Bloomington Distinguished Service Award in 1999. He also served as the Martha Sharp Joukowsky Lecturer (President's Lecturer) of the Archaeological Institute of America from 1999 to 2000. Now that he has retired, he can finally indulge in his passion for birding and photography.

Catherine Tucker and Judith Kirk

WILLIAM A. CORSARO

Bill Corsaro's distinguished career began as an undergraduate at IU, where he majored in sociology and earned a B.A. with honors. Having grown up in Indianapolis, Bill first tried a year at Purdue, but quickly came to his senses and moved to IU. Bill left IU for graduate studies at the University of North Carolina at Chapel Hill, where he worked with two giants of social psychology and life course studies, Leonard Cottrell and Glen Elder, studying child socialization and child culture. After earning his Ph.D., Bill took a postdoctoral fellowship at the Child Study Center at the University of California, Berkeley, and then returned to IU in 1974 as assistant professor of sociology, rising through the ranks to become the Robert H. Shaffer Class of 1967 Endowed Chair. Although Bill has spent almost his entire life in Indiana, his research is truly global. His ethnographic sites included a nursery school at Berkeley, a Head Start Program in Indianapolis, and preschools in Italy and Norway. His work has defined the



sociological study of childhood worldwide and has been influential in shaping educational practices and policies in Brazil, Italy, Norway, and the United States.

Bill is a pioneer. He continues to shape what is now a flourishing area of inquiry: the study of children. Bill's mentor, Glen Elder, has noted that when Bill launched his dissertation work, sociologists did not take childhood seriously as a topic of study, viewing it largely as the domain of developmental psychologists. Bill has been instrumental in moving the study of children from an esoteric topic to a major subfield. In doing so, he also reframed how we think about that topic. To the extent that sociological theories entertained ideas about children at all, they did so through the lens of adult socialization, viewing children as empty vessels waiting to be molded as they matured into adults. Through his concepts of "interpretive reproduction" and "peer culture," Bill has shown us that adult ideas are not written onto children's minds, but rather are actively interpreted by children as they play and interact with one another. Bill's approach to childhood is fundamentally sociological: What matters is how kids manufacture their own peer culture out of materials they borrow from adults or create on their own. Bill's work has always been a model of interdisciplinarity, drawing from and informing fields of education, human development, psychology, and linguistics, long before it was popular or common to do so.

Bill has also pioneered *how* we study children. He is an ethnographer, in and of itself a rarity in mainstream sociology when Bill began his studies of children. Doing ethnography well requires that one become a part of the culture being studied, but for an adult researcher, gaining genuine access to the world of children is no easy matter. During his earliest studies at a nursery school in Berkeley, he became known as "Big Bill" among the children, who came to see him as just another playmate, despite his obvious bigness (and his recording equipment). Later, during field studies at a scuola materna (preschool) in Modena, Italy, Bill was able to exploit his nonnative grasp of the Italian language: the children would laugh at his grammatical mistakes, and

correct them. In both instances, Bill was able to get inside children's culture, to see the world as *they* are making it. Bill continues to get notes, pictures, and updates from the children he has watched grow up. His experiences working with children and his success in gaining entry to their worlds have served as models for ethnographers from multiple generations.

Bill has also been a pioneer in the sociology department. He arrived in the mid-1970s amid a cohort of new young sociologists who were, in Bernice Pescosolido's words, "rebels with a cause" and engaged in "a serious project of institutional social change," as well as a few pranks. Bill served as department chair from 1990 to 1994 and as interim chair in 2009, but his leadership and impact on the department spanned his entire tenure at IU. The department Bill joined in 1974 had a longstanding reputation as one of the world's best for quantitative methodology. Not only did Bill help to establish it as an equally strong department for qualitative methodology, but he did so in a way that was unheard of within the landscape of sociology at the time; he made it a place where colleagues using different types of data and different methodologies spoke to (not yelled at) one another and even read, informed, and evaluated one another's work. Bill understood that good research is good research. As someone who is deeply committed to outstanding teaching, and the first in our department to be awarded a university teaching award, Bill set an example, establishing the expectation that faculty become outstanding teachers as well as scholars. Finally, Bill has been instrumental in nurturing a strong culture of respect, fairness, and support throughout the department.

What makes Bill most angry is pretense and hypocrisy. He is a friend to many, generous with his encouragement, fiercely supportive of his graduate students, and ever so modest about his abundant scholarly achievements.

Eliza Pavalko and Tom Gieryn

LUCINDA COUSINS

In some circles, there seems to be some confusion over exactly what a “Hoosier” is. Those of us in the Department of Kinesiology have no such confusion. We know exactly what a Hoosier is: it is Lucinda Cousins. She retires this year after 40 years of serving and loving this university and its students.

Lucinda is a Bloomington native, and her love of IU began as a child. She earned her undergraduate degree in physical education from Indiana University, where she was a proud member of the first-ever women’s golf team in 1967. She went on to earn her master’s degree in physical education from Northern Illinois University and returned to IU in 1974 to serve on the faculty of the Department of Physical Education for Women, which over the years evolved into the Department of Physical Education and then into the current Department of Kinesiology. Through it all, Lucinda was a key figure in the department’s teaching and service.

One of her first assignments was to serve as the director of the university’s synchronized swim team, the Oceanides. She also co-produced the IU Homecoming water show, a tradition of homecoming week at that time. As one might guess from these two facts, Lucinda’s area of academic expertise is aquatics. She always carried a heavy teaching load for the department and for a number of years has been the instructor for all departmental classes that involve Red Cross certification. She worked closely with the local Red Cross and won numerous local and state-level teaching awards from that organization. Lucinda served on the state board of the Red Cross and helped author a pool-management book that was used across the state. More recently, Lucinda was part of a group that developed an academic minor in aquatics.

Lucinda is an excellent teacher, as evidenced by very high scores on both certification exam pass rates and course evaluations. She created a number of innovative additions to the mandated Red Cross curriculum to increase student learning and enjoyment. To be selected to serve as one of the “Cousins’ All-Star Victims” and earn a T-shirt from Lucinda

was a great honor! She is often teased by her students and colleagues for being an English teacher in the pool. Woe to the student who used a wrong verb tense or split an infinitive!

Her service contributions were many and varied. Members of the Bloomington community will know her as the IU Outdoor Pool coordinator, a role she held for 17 years. She served on too many committees to mention and always did so with professionalism and a positive spirit. At the university level, she was a longtime contributor to the athletic department, where she served as an advisor for many student athletes. In particular, she treasures her friendship and service with Coach Bob Knight, Coach Bill Mallory, and Coach Hobie Billingsley.

In preparing this biography, I asked current and retired faculty members for suggestions about what should be said about Lucinda. Every single person said something like, “She cared so much about the students.” Her true legacy will not be all the classes taught or committee work completed, as important as those have been to the success of the department, but the lives that she changed. The university title for her service is “academic advisor,” but what Lucinda actually did was to serve as a life advisor—who also helped students select and schedule classes. She literally changed lives for the better as she worked to help students achieve their dreams. Every December, her office mailbox fills up with Christmas cards from graduates long gone, who still keep in touch and want her to know how they are doing. The cards often include photos of the students and their families; these get lovingly displayed on Lucinda’s desk—right next to the Tom Selleck photo. He is the other love of her life, in addition to her husband, Gary.

Lucinda’s caring not only inspires many students to keep in touch, but occasionally inspires them to also write the dean to share their thanks for her above-and-beyond approach to advising. One such letter in Lucinda’s personnel file had this to say: “I have never written a letter like this, but I guess no one ever impressed me as much as she did.” The letter goes on to detail how the student was considering dropping out of school for a variety of reasons that seemed insurmountable, and Lucinda helped him sort out the issues and renew his commit-

ment to completing his degree—and he did. That same letter could have been written by many, many students over the years. Lucinda cared for them all.

In their retirement—and it is “their retirement,” since they are quite a team—Lucinda and Gary intend to get an RV and just generally “do what we want to do, when we want to do it,” as Lucinda sums up their plan. Wherever they are and whatever they are doing, they can rest assured that their time here at IU has been a difference maker. They will be missed by students and faculty alike. We promise to keep our lessons learned on what it means to be a Hoosier. Thanks, Lucinda.

Donetta Cotbran



JESUS DAPENA



Dr. Jesus Dapena was born in Marin, Spain, on November 12, 1949. He attended the Universidad Complutense (Madrid, Spain) from 1967 to 1973 and obtained the degree of licenciado in biological sciences in 1973. He attended the University of Iowa from 1974 to 1979 and received his Ph.D. in biomechanics in 1979 under the tutelage of Dr. Jim Hay, a renowned sport biomechanist. Dr. Dapena served as an assistant professor at the University of Massachusetts Amherst from 1979 until 1982 when he joined the faculty in the Department of Kinesiology at Indiana University. In 1996, Dr. Dapena was promoted to full professor.

Dr. Dapena's area of expertise is sport biomechanics research. The basis for the field of biomechanics is that the laws of mechanics apply to living organisms just as well as they do to inanimate objects. Biomechanics is a diverse interdisciplinary field with branches in various fields, including zoology, physical anthropology, orthopedics, bioengineering, and human performance. In all of these disciplines, the

general purpose of biomechanics is the same: to understand the mechanical cause-effect relationships that determine the motions of living organisms. Dr. Dapena's research has focused primarily on understanding the jumping and throwing motions of high-level athletes, with special emphasis given to the techniques used in the high jump, discus throw, and hammer throw. Between 1981 and 2007, he received funding from the United States Olympic Committee, USA Track & Field, and the International Olympic Committee for his research on Olympic-caliber athletes.

Dr. Dapena is internationally recognized as a leader in the field of sport biomechanics, as demonstrated by his receiving the Geoffrey Dyson Award of the International Society of Biomechanics in Sports and the Jim Hay Memorial Award for Research in Sports and Exercise Biomechanics. The Geoffrey Dyson Award, the most prestigious award offered by the International Society for Biomechanics in Sports, is awarded to an individual who through his/her professional career has demonstrated excellence in the study of biomechanics related to coaching, teaching, training, and performance of sport and exercise. The Jim Hay Memorial Award is the equivalent award from the American Society of Biomechanics. Other awards received by Dr. Dapena have included a scholarship from the Max Planck Institute (West Germany), 1973; a scholarship from the Ministerio de Educacion (Spain), 1973–74; the C.H. McCloy Scholarship Award, University of Iowa, 1978; the United States Olympic Committee Sports Medicine Research Associate Award, 1981–84; the Award for Meritorious Service by USA Track & Field, 1995; the International Olympic Committee Speaker's Appreciation Award, 1997; and a U.S. Olympic Committee

Certificate of Appreciation, 1999. Dr. Dapena has authored more than 80 sport biomechanics research articles, as well as an additional 64 technical research reports (both written and video) for the United States Olympic Committee and USA Track & Field. He is internationally recognized as a leader in modern sport biomechanics.

Dr. Dapena's wife, Char, recently retired from her position as designer of the *IU Alumni Magazine*. They have one daughter, Kara, who is a graduate of the University of Miami and currently resides in Florida, where she works as a designer for *The Miami Herald*. Jesus plans to devote his retirement days to a multitude of hobbies, including genealogical research, and perhaps do some consulting for sports organizations on the mechanics of elite athletes.

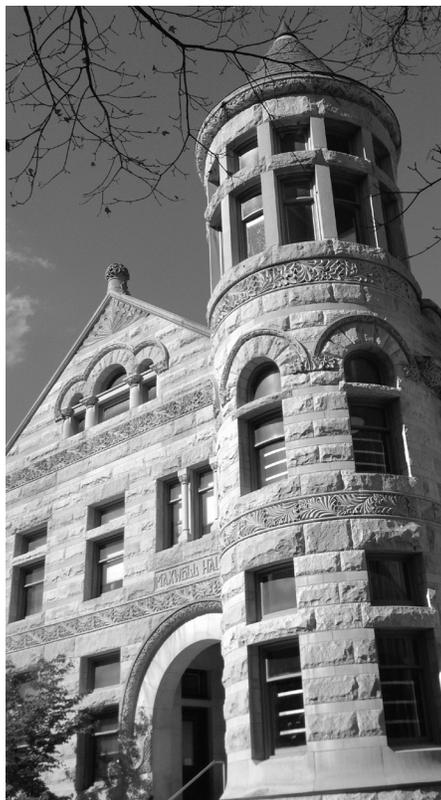
After his 30 years as a faculty member in the Department of Kinesiology at Indiana University, we congratulate Jesus on an outstanding career and will sincerely miss him as an exceptional colleague. Congratulations Jesus, and enjoy retirement!

David Kocaja

LUIS DÁVILA

Professor Luis Dávila devoted his entire professional teaching career to Indiana University Bloomington. He arrived in 1969 and continued teaching until his retirement 42 years later in December, 2011.

Luis was born and raised in San Antonio, Texas. His father was a political refugee who had fled Mexico in the 1930s following the Cristero War. At home, his mother kept the traditional language and customs thriving. Luis graduated magna cum laude from St. Mary's University in Texas with a B.S. in chemistry in 1960. After working full time as formula editor at Chemical Abstracts Services (a division of the American Chemical Society) in Columbus, Ohio, for three years, Luis committed to his passion for literature as his ultimate career focus. He entered the romance languages department at The Ohio State University to pursue his M.A. in Spanish and his Ph.D. in romance literatures and cultures (1970), with a dissertation on "The Antipoetry of Nicanor Parra," the great Chilean poet. Shortly after, Luis would be one of the first recipients of the prestigious National Endowment for the Humanities



Younger Humanist Fellowship (1972–73).

As a professor, Luis's scholarly and creative pieces appeared in the journals *Revista Chicano-Riqueña*, *Revista Iberoamericana*, and the *Journal of Hispanic Literatures*. He gave lectures all over the United States—from Boston to Honolulu—as well as in Canada, Mexico, France, Italy, and Spain. He was active in planning and serving on committees for many conferences over the years, but two symposia stand out as especially memorable to him: one on the works of Tomás Rivera and the other on Richard Rodriguez, both of whom were present at their respective events. He also served for Twayne Books as an editor of 18 scholarly volumes on Latin American literature.

At IU, he advocated for a separate program that studied U.S. Latino culture, language, and evolving literature. By 1973 the IU administration was aware of this need and the Chicano-Riqueño Studies Program was born. This unique combination of Puerto Rican and Mexican Latino studies was groundbreaking in the United States and was so recognized by many distinguished professionals and institutions. Luis served as the Chicano-Riqueño Studies Program director for 38 years and was also one of the founders of the *Revista Chicano-Riqueña*, a journal devoted to Latino cultures, which he co-edited with Nick Kanellos from 1973 to 1980. The journal raised interest in the Chicano-Riqueño Studies Program curriculum, with an accompanying boost in enrollment. His nine individually published "Meditaciones" in the journal brought him much praise from the U.S. Latino academic community. Several of these pieces have been anthologized in volumes and textbooks. As faculty advisor, Luis also strongly supported the journal *Chiricú*, one of the few U.S. Latino journals that was published from start to finish by graduate students.

Additionally, Luis was an active administrator beyond Chicano-Riqueño studies, serving as chair of the Department of Spanish and Portuguese between 1983 and 1989. For two of those years, he served concurrently as the director of graduate studies, providing guidance through some tumultuous years as the need for language requirements was being discussed and educational trends across the country were changing. Within the department, he

created eight new undergraduate courses and two new graduate courses.

During his tenure at IU, Luis directed 28 Ph.D. dissertations and served on many other Ph.D. dissertation, M.A., and undergraduate honors thesis committees. This intense advisory work on his part led to longstanding professional relationships that still exist with many of these students. Beginning in 1996, Luis served as the director of the department's Honors Program, an experience that led him to the Honors College, where he taught for seven years (1995–98 and 2002–06). Luis was also very active in study abroad initiatives: He served as faculty director of the IU Graduate Studies Seminar in Madrid for the academic year 1976–77, and he directed three student summer programs at the Universidad Iberoamericana in Mexico City (1972, 1990, and 1994).

At the university and professional level, Luis fulfilled important service roles: He served as a member of the Bloomington Faculty Council (1992–94, 1996–98, 2000–02, and 2005–07), of the University Faculty Council for four of those years, and of the Executive Committee for the Bloomington Chapter of the American Association of University Professors (AAUP) between 2005 and 2007.

Since early on, Luis has been a committed member of the local and state communities, serving as a member of the State of Indiana Civil Rights Commission (1973–75) and of the steering committee of the Chicano Art Exhibit at the Indiana State Museum in Indianapolis (2003). He volunteered as an enrichment teacher at Marlin Elementary School (1977–78), as a "Great Books" instructor to the young students at St. Charles Elementary School (1983–84), and taught alumni and other participants at the summer Lifelong Learning Mini University (1997, 2004, 2005, and 2006). He also recorded poetry readings for WFIU and answered telephones for their fundraising campaigns.

In 2008 the Latino Alumni Association awarded Luis the Distinguished Latino Faculty Award in recognition of his outstanding achievements at Indiana University and for the Indiana University Latino Community for over 30 years.

Steven Wagschal

ALAN DE VERITCH



Some individuals are blessed with an innate sense of musical artistry and beauty and, at the same time, are incredibly gifted at several other fields of endeavor. Such is the case of Alan de Veritch, retiring from the Indiana University Jacobs School of Music after 18 years as professor of viola.

The musical arts came very naturally to Alan, since his father, Victor, a noted concert violinist, had immigrated to the United States in 1939 with the outbreak of war in Europe. Alan was born on July 18, 1947, in Montclair, New Jersey, and by his first birthday the family had moved to Southern California. At the age of six he began studying basic stage skills (singing, tap dancing), and by the age of seven he had been featured on a number of popular children's television shows and toured as a member of a major USO performance group. His father decided that Alan had had enough of the lighter side of music by the age of eight, and pointed him toward the serious study of viola. At age 10 he began working with Vera Barstow, a noted teacher in the area. This was followed by a short stint with Sanford Schonbach, the principal violist of the Los Angeles Philharmonic. By the age of 13, after many successes in the Los Angeles area as a performer (including solo appearances with the L.A. Philharmonic), Alan was accepted into the studio of William Primrose, an internationally known pedagogue and performer. Alan's professional and personal relationship with arguably the greatest violist of the century continued until Primrose's death in 1982.

After attending Burbank High School

and graduating from the Buckley School in 1965, Alan followed Primrose to the IU School of Music. By that time Alan had a well-established reputation as an outstanding performer, having played chamber music with renowned artists such as Jascha Heifetz, Gregor Piatigorsky, Ralph Berkowitz, Josef Gingold, Pinchas Zuckerman, and Itzhak Perlman. After only two semesters at IU, Alan created the White House String Quartet and spent the next four years in the service of Presidents Johnson and Nixon. After military service, he continued his career as principal violist of the L.A. Philharmonic, becoming one of the youngest (at age 21) principal players in that orchestra's history. While recording for virtually every major record label and film studio (for more than 600 films), Alan also held faculty positions at the California Institute of the Arts, California State University, the University of Southern California, the Colburn School, and Idyllwild Arts Center. His former students can be found all over the globe, and several have made noteworthy concert careers—e.g., Paul Neubauer, James Dunham, and Nokuthula Ngwenyama.

By the age of 30, Alan had decided to transition to the world of business. He was fascinated by his own personal experiences with, and intensive study of, investment real estate. He quickly acquired a real estate broker's license from the State of California. Alan then created a high-end residential development firm and ultimately both a real estate sales/management organization and a mortgage company boasting a staff of more than 150. During the 10 years Alan served as president and CEO of his companies, he established himself as a leader in the industry, serving as president of his local association of realtors and local arts commission, as well as acting mayor of his community and member of the board of advisors for the Bank of Beverly Hills. He also became politically active, often traveling to Sacramento and Washington, D.C., to meet with legislators on behalf of private property rights and organized real estate. He sold his companies in 1990 and afterward served as a business consultant to numerous corporations.

He accepted a full professorship at the Jacobs School of Music in 1994. During his tenure at IU, his skills as a musician and

artist were evident in the caliber of students he mentored. His talents of organization and business insight were also put to good use. He served as acting chair of the string department as well as a member of many major committees of the school, including the Dean's Budgetary Advisory Committee. Add to these accomplishments the fact that Alan served from 1990 to 1994 as the president of the American Viola Society. In June 1995, Alan organized and co-hosted the 23rd International Viola Congress on the IU Bloomington campus. During the event, he was awarded the organization's Outstanding Achievement Award.

So what does an extremely active person like Alan do in retirement? Not to worry! He intends to complete a book with the intriguing title *The Art of Sensuality and Its Impact on Great String Playing*, along with a novel which does not yet have a title, and his autobiography. Alan is a notorious pack rat and collector; his antique collection (also a side business interest) is world class. He is hopeful that his freer schedule will now permit him to catalogue his personal memorabilia and musical items, paving the way for a sizable donation to the Primrose International Viola Archives based at Brigham Young University in Provo, Utah. He also will spend more time with his family (children and grandchildren) in all parts of the United States, and much more time at his beloved Jackson Hole, as well as at his property in Cabo San Lucas. He'll probably get to these places by air. After all, Alan holds a commercial pilot's license and is a certified flight instructor of the FAA. Alan has also accepted the position of director of business development for Innovative Surgical Designs, a med-tech company based in Bloomington that is recognized internationally for its minimally invasive spinal surgical technologies.

Not to worry, indeed!

Lawrence Hurst

ANNA EASTON



After 37 years of making an impact on hundreds of business students, Anna Lou Easton has decided to retire to spend more time with her husband, her daughter and family, and her son. She will also spend more time on the golf course, traveling, and attending youth baseball and basketball games.

Anna began her IU career in the business school teaching in the Department of Administrative Systems and Business Education. Over the years, as the department evolved into Business Communication, so did Anna's approach to teaching. She wanted to focus on providing students with a realistic business environment. In 1993 she and a colleague developed a successful hands-on course patterned after an actual company. When interviewed in *Focus on Business Communication*, a Prentice Hall publication about that innovative course, Anna stated, "[I] believed that the students should be active rather than passive participants, to allow them to see more than isolated communication situations, and to be responsible to themselves as well as to other people." Her students indicated that they actually enjoyed coming to class and that they were so involved that they did not "clock watch."

Anna also co-authored three publications for Prentice Hall, including a study guide, *Contemporary Business Communication*, and a comprehensive test item file that was used nationwide.

Anna took on a variety of service responsibilities as well. One that had great impact was serving as faculty coordinator of an intensive collaborative project with Target, Inc., that involved all business communication students. As the liaison with Target, she was instrumental in the ongoing success of the project. Anna spent hours behind the scenes, planning and coordinating to ensure that the students and Target had a flawless, professional experience together. When interviewed for the Kelley magazine as director of the project, Anna explained the impact of this Target partnership and the enthusiasm of the students. The partnership continues to thrive because of Anna's guidance over the course of 10 years. Attending communication conferences, serving on committees, and mentoring new faculty are also activities that Anna saw as part of her responsibility.

Anna has consistently been one of the first to volunteer for department activities. She can be depended on to carry through on the projects and always meets the deadlines. During her tenure, she has seen changes in department structure,

leadership, expectations, and procedures. Anna has willingly adapted and embraced the changes in order to strengthen her students' experiences and eventual success. A colleague who has shared an office with Anna for over 30 years attests to Anna's work ethic; her dedication to her students, the department, and the university; and to her professionalism.

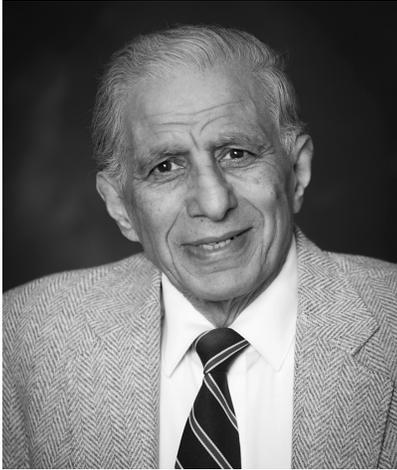
Dr. Earl Dvorak, professor emeritus of the Kelley School of Business, who taught Anna as a graduate student and worked with her as a colleague, said, "When I think of Anna Easton, I think of a teacher and person with class. She's been a superb role model for her students." Her students obviously share Dr. Dvorak's respect for Anna. One recently commented, "it is very obvious that you enjoy your profession; in turn, class was very enjoyable. I appreciate the positive attitude you brought to the classroom every day."

Anna's last project before retirement has been collaborating for the past year on a business communication e-text for the Communication, Professional, and Computer Skills area, which will be used in C204 classes beginning in the fall of 2013. Even though Anna will be enjoying retirement at that time, her impact on future business students will continue.

Judy Steiner-Williams



HASAN M. EL-SHAMY



Hasan M. El-Shamy has been affiliated with Indiana University since 1960 when he began graduate studies here. Completing his doctorate in 1967, he returned to Bloomington in 1972 and began moving through the professorial ranks. He thus becomes professor emeritus after 41 years of distinguished teaching, research, and service in the Department of Folklore and Ethnomusicology.

Born and schooled in Cairo, Hasan attended Ain Shams University, completing his B.A. in Arabic and Islamic studies in 1959. A further year of graduate work in psychology and education initiated Hasan's transition to the social sciences. A Fulbright Fellowship then enabled him to begin graduate studies in folklore at IU.

Integrating psychology, anthropology, and folkloristics, his dissertation rethought folklore vis-à-vis social learning theory and considered the experiences of Egyptian immigrants in New York. The study brought psychological perspectives to bear on central questions in folkloristics and inaugurated a career-long effort to bridge these fields.

Regrettably, folklorists regularly conflate psychoanalytic perspectives with psychological ones. While cognizant of psychoanalytic contributions, Hasan labored to broaden the range of psychological perspectives gathered into the folklorist's toolkit. Drawing upon scholarship on individual and social learning and on cognitive systems, his research seeks to understand folklore as learned behavior. While captivated by the expressive materials of folklore, Hasan holds that folklorists are obligated to develop robust theories of

psychological and sociocultural processes suitable to account for folklore as complex human activity.

With nuanced frameworks in place and unique materials to study, folklorists have an important role to play within the broader human sciences. In bringing a folklorist's interests to big questions, Hasan combines literary, ethnographic, historical, and comparative methodologies. His mastery of the field's comparative tools is unrivaled.

His research on kinship vis-à-vis folk culture, cultural psychology, and mental health illustrates his integrative "folkloric behavior" approach. His studies of the "brother-sister syndrome" in the Middle East, and of sibling relations generally, show how ethnological research sensitive to psychological issues and folkloristic data can challenge hidden biases in Western psychiatry while explicating key themes and tensions in particular cultures.

Retirement promises time to complete works long under way, but the fruits of his labors are already astounding. Hasan's oeuvre articulates a unified undertaking of lifelong scope. That project has involved deep understanding of Middle Eastern cultures as an end in itself and as a means to advance comparative folkloristics, while helping folklore studies retain awareness of its own historical accomplishments and its need for theoretical refinement.

While his dissertation charted his psychological concerns, his Chicago Folklore Prize-winning volume *The Folktales of Egypt* confirmed his preeminence as a student of Middle Eastern folklore. Based on extensive fieldwork, it broke new ground, situating Egyptian materials in historical, African, Middle Eastern, and world contexts and explicating broad trends in Egyptian life.

One key contribution is Hasan's demonstration of how folk cultures express basic ideas about humanity that have been codified as theory in the social sciences. Simultaneously an attack on ethnocentrism and an acknowledgment of the collective wisdom of humanity, this recognition brings folklore materials into direct dialogue with social theory and provides a means to categorize and assess folklore materials themselves. These themes underpin his *Folk Traditions of the Arab World*, which extends earlier historic-geographic frameworks, showing how folkloristics can adopt cognitive psychological and other theoretical

perspectives for comparative narrative analysis.

Hasan's *Tales Arab Women Tell and the Behavioral Patterns They Portray* interprets a rich body of women's narrative. This work articulates with his monumental *Types of the Folktale in the Arab World*. Here Hasan again refashioned inherited perspectives, characterizing all of Arab folk narrative while showing how typological tools—so often seen as stripping social context away from tales destined for comparative study—can be improved to take account of key factors such as narrator literacy, gender, and educational background.

A classic of world literature built around the theme of Middle Eastern storytelling, *The Thousand and One Nights* was an inevitable topic for Hasan's careful consideration. His study of folk narrative elements woven into this masterpiece resulted in the landmark volume *A Motif Index of The Thousand and One Nights*.

Another recent work is the ethnographic study *Religion Among the Folk in Egypt*. Published on the eve of monumental social and political change in his homeland, this study carefully examines the entire vernacular belief system characteristic of modern Egyptian Arabs. Thus, it offers perspectives that, if considered, would address the confusions of policy makers and elites seeking to understand the events unfolding daily on the streets of Egyptian cities.

The many honors bestowed upon Hasan include election to the Fellows of the American Folklore Society, two Fulbright Fellowships, and being named the 94th Great China Lecturer in 2011. Heir to the cosmopolitan tradition established at IU by Stith Thompson, Hasan has traveled the world introducing folkloristics to eager audiences. He has been a remarkable ambassador for the field and the university.

While recognized internationally for his scholarship, Hasan is known around Bloomington as a loving husband to Susan, a proud father of Jenny and Lyla, and a doting grandfather to Nadia and Ben. They and his colleagues congratulate him on his retirement and look forward to the further fruits of his boundless energy and commitment to scholarship.

Jason Baird Jackson

THEODORE W. FRICK



Few individuals can lay better claim to the title of “thought leader” in his field than Ted Frick. Throughout his nearly 40-year career at Indiana University he has done original, pioneering work over an unusually broad range of areas: research methodology, instructional theory, educational philosophy, and software development—attaining a rare trifecta of integrating theory, philosophy, and practice.

He began in 1974 as a research associate in IU’s Center for Innovation in Teaching the Handicapped, not a predictable job for a young man with a new degree in music education. But his mathematical bent led him to experiment with the emerging technologies of microcomputers and video recording for the preparation of special education teachers. On the side, he pursued doctoral studies in educational inquiry methodology.

After completing his Ph.D. in 1984, he assumed a faculty position in instructional systems technology. Filling a critical gap in the curriculum, Ted quickly took over leadership of the computer-based education curriculum in the department and joined School of Education and IU task forces on instructional computing. He became the first IU professor to use video projection of computer displays—to teach how to develop instruction on VAX minicomputers.

At the same time, he was developing a new research methodology, analysis of patterns in time (APT), and the computer software necessary to implement it. During the 1980s, he was also pursuing inquiry on computer-based testing, using expert systems reasoning to create adaptive tests,

and figuring out how to determine learner mastery with the fewest possible questions. The computer tutorials he developed in the 1980s on *How Computers Work* employed adaptive tests and were used by thousands of IU students as their introduction to computing.

Ted very early appreciated the potential of the Web for education, and in the mid-1990s led the I-Web project that linked Indiana schools. Meanwhile, he was developing techniques for improving website design through usability testing. He put this knowledge to practical use by designing the first website for the School of Education, which he continued to manage until 2005. How successful was he? If you do an Internet search today for “school of education,” the number one result is Indiana University School of Education—number one among one-and-a-half *billion* results! As an extension of this work, Ted in 2002 created a Web-based system for preparing IU’s application for the National Council for Accreditation of Teacher Education re-accreditation, for which he received the Dean’s Distinguished Service Award.

Ted approached his study of education from a disciplined philosophical base, adopting and adapting the SIGGS model, a comprehensive theory of education developed by his doctoral mentors, Elizabeth Steiner and George Maccia. This systems perspective informed all of his subsequent work; for example, developing a framework for classifying inquiry in education and, in the process, discovering some empty sets—worthwhile research objectives for which validated methods were lacking. Among his contributions are new methodologies to fill some of those boxes, such as formative research, developed with Charles Reigeluth, and the previously mentioned APT.

Ted has likewise been passionate about the integration of theory and practice, including the improvement of schooling. In the 1980s he led the establishment of the Bloomington Montessori elementary school program, which continues successfully today. His theoretical and practical work on improving schooling culminated in a commission from Phi Delta Kappa for what became a widely disseminated monograph, *Restructuring Education through Technology*.

As deeply as he was involved in theory, research, and development, Ted’s first commitment was to teaching, which he

approached diligently and enthusiastically. He designed new courses—Using Computers in Education, Computer-Mediated Learning, and Advanced Instructional Design and Development—in addition to teaching eight other graduate courses, many at the doctoral seminar level. All of these were updated to incorporate new technologies, such as hypermedia, webcasting, and simulation/gaming, as they emerged in the digital realm.

Students found Ted to have high expectations but also to offer sympathetic support in meeting those expectations. A devotee of the ensemble process he experienced in the School of Music, he championed the concept of students and faculty working collaboratively on real-world projects. Among them was a computer-based version of The Diffusion Simulation Game, which has been played by users in and out of classes by the thousands around the world. Another, an interactive web tutorial, How to Recognize Plagiarism, has been accessed nearly 17 million times and has granted over two million certificates to students who passed the proficiency test.

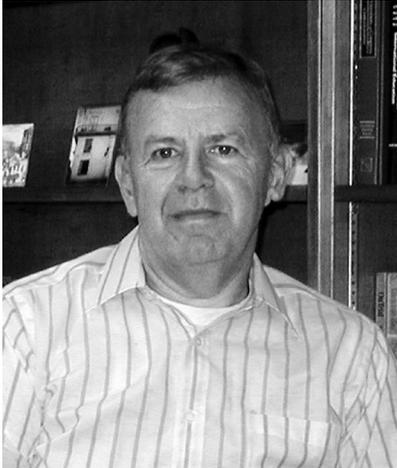
Ted’s doctoral teaching centered on research methods, and he served as the department’s methodology guru for two decades. He has been the methodology mentor for scores of students in addition to the 30 dissertations he directed, recently winning the student-selected School of Education award for mentoring. He quietly and ably served a research mentor role for newer faculty as well; in the words of one, “patiently working through my ideas with me ... and then tackling them alongside me so that I felt like a valued colleague instead of a clueless novice.”

Ted served as chair of the Instructional Systems Technology department for the last two years of his tenure, leading the development of the first online doctoral program at Indiana University, a fitting capstone for a career based on harnessing new technologies to improve learning.

In retirement, he expects to continue his work on a comprehensive theory of education but also to relax with the music, gardening, and photography hobbies he has cultivated over the years.

Michael Molenda

ROBERT GOEHLERT



Bob Goehlert began his career with Indiana University in 1975 as the economics and political science subject specialist. Although his initial appointment was visiting, it was not long before Bob's immense talent and dedication were recognized, which led to his permanent appointment just one year later, when the subject areas he represented were expanded to include criminal justice. He was promoted to full librarian in 1986.

In the course of his career, Bob was entrusted with oversight of the collections for many subject areas, including the Center for the Study of Global Change and West European Studies. Indeed, even toward the end of his career, he was appointed as the head of Social Sciences for the IU Libraries. Of his time in that role, his supervisor, the associate dean for Library Academic Services, said Bob's work was likely to have a significant and lasting impact on the future

of the IU Libraries.

Bob proved to be an outstanding leader; at numerous times during his career, the guidance he provided librarians with whom he worked was invaluable. At one point, the interim head of the Business/SPEA Information Commons, a newly hired visiting librarian, said of him, "I had the pleasure of working with Bob for a year while he managed the business and SPEA collection and funds, and I served as the interim head of the Business/SPEA Information Commons. A division of these duties can prove difficult, given that collections and public service/instruction activities are closely linked, but Bob's willingness to involve me in every step of the collection decision-making process allowed for open communication, smooth transitions, and success for our patrons. Furthermore, Bob gave freely of his time and experience, answering my numerous questions related to collection development, fund management, vendor relations, etc. The knowledge I gained from him has proved extremely valuable, and I am delighted to have been able to work alongside and be mentored by him prior to his retirement."

This was not the only time Bob's commitment to assisting his colleagues and acting as a mentor were evident. Angela Courtney, who is a collection manager, head of Arts & Humanities, and head of Reference Services for the libraries, stated, "I think that the libraries benefitted greatly from the work Bob did as a mentor to so many librarians who came to the IU Libraries after Bob. He was, for example, responsible for connecting many librarians

and SLIS students to the Center for the Study of Global Change to work on the center's extensive bibliography series. He was deeply involved in teaching on campus, and I was honored when he asked me to co-teach his course Global Odysseys with him in 2007. He encouraged my interest in Australia, which for me has turned into a conference presentation, a book publication, and an ongoing digital project." On a lighter note, Angela said one of the first bits of advice Bob gave her was that she might be well-advised to ignore any advice he gave her. She said that was the one and only time she did ignore him.

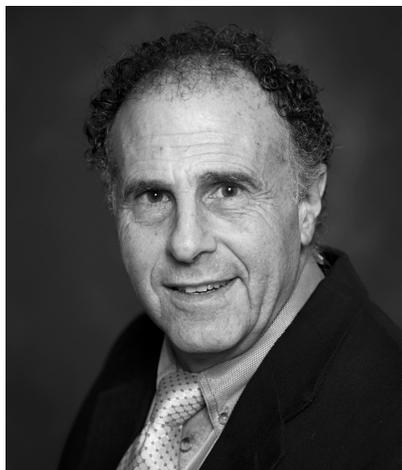
Jian Liu, head of the Public Health Library and head of Sciences for the IU Libraries, said, "Bob is a leader in a remarkable way. He has the ability to organize a special group for a special project. The two projects related to digitizing the materials in the League of Nations Archive in the United Nations Headquarters in Geneva come to mind. Both were complicated projects requiring vision, planning, organization, and actual implementation. Bob demonstrated his leadership skills in both projects, from the very beginning stage of thinking about them: who would be needed, what topics to explore, where to apply for funding, who would be the partners, who would be invited to participate in the projects, what each of the participants would be asked to do, what expertise would be needed, what hardware and software were available, how to get them to Geneva from Bloomington—the list goes on. The pre-production, the production, and the after-production each had its specific issues to be resolved. Bob was the leader for all these and I am not exaggerating at all when I say the projects would not have been successful without Bob's leadership. I was intimately involved with both projects and apart from learning a lot from the process, what impressed me the most was Bob's leadership."

It is evident that Bob has the respect and admiration of his colleagues across the IU Libraries and, quite certainly, across the university. Bob's contributions to the libraries and his profession will undoubtedly have a lasting impact and he will be missed.

Jennifer Chaffin



JESSE H. GOODMAN



In 1984 Dr. Jesse Goodman began a 28-year career at Indiana University. During this time, he earned the title of full professor of education and American studies; published two scholarly books and more than 70 articles and book chapters; presented over 100 papers at national and international conferences; and gave three keynote addresses overseas. His scholarship focused on several themes: curriculum and cultural studies, Western intellectual history (with a special interest in Dewey's pragmatism), teacher education, democracy and education, and school reform. He has been the recipient of numerous research grants (including one from the Spencer Foundation), teaching awards (at the state, university, and school levels), and five national awards for distinguished and outstanding research. However, lists of his accomplishments do not fully capture Jesse as a person, scholar, and educator.

Jesse was born in Chicago in 1948. The son of a small business owner, his first inclination upon entering university was to complete a degree in business. Influenced by the social movements of the late 1960s and early '70s, however, he soon grew concerned about issues of social inequity and initiated a life devoted to the promotion of progressive social change. He determined that the field of education offered the best realm in which he could make a contribution. He received a B.S. degree from the Department of English and School of Education in 1971; an M.S. from the School of Social Work and Policy

Studies in 1976; and, in 1982, a Ph.D. from the School of Education, all at the University of Wisconsin, Madison.

Friend and longtime colleague Dr. Lynne Boyle-Baise wrote, "Jesse loves history. As a pastime, he reads volumes of historical fiction and nonfiction. He has written scholarly pieces on curricular history and the teaching of history. Once attracted to Marxism, he read volumes on the subject. Eventually, he published his thoughts in the first chapter (of his second book). In that chapter, he discussed the limitations of Marxism as a tool to understand and promote school reform. In 2011 he wrote an extensive critique of Marxism as an intellectual tradition upon which to advocate progressive ideas in schools and society. For him, though, the point was joy in the project of historical investigation, not the publication of it."

A great deal of Jesse's work has been devoted to the application of progressive social and curricular theory to the real-life practices of education for democracy. In 1990 he became a founder and co-director of Harmony Education Center. The center includes an independent, progressive pre-K-12 school; Rhino's Youth Media Center, which offers adolescents nighttime entertainment and work in the field of media; and the National School Reform Faculty, devoted to the professional development of educators. His first book, *Elementary Schooling for Critical Democracy* (1992), grew out of an intensive ethnographic study of Harmony School. His second, *Reforming Schools: Working within a Progressive Tradition during Conservative Times* (2006), reflects back on both theory and the struggles of implementing progressive pedagogy in high poverty urban and rural schools. Both books have been praised for the ways in which they provide tangible images of how progressive teaching and curricula can be manifested in today's schools.

Jesse's service distinctions include work at the national level, such as his role as Division B (Curriculum Studies) program chair for the American Education Research Association, his membership on the board of the John Dewey Society, and his election as president of the Society of

Professors of Education, the oldest scholarly education organization in the United States. His work at the program level has been innovative. He initiated a merger of several department programs under the umbrella of Curriculum Studies, bringing together faculty and students to create a vibrant community of scholars. In 1991 he created the Elementary Certification Graduate Program (currently entitled the Elementary Certification Master's Program). Combining an emphasis on critical thinking about the complexities of education with extensive field experiences, its graduates are considered among the best in the country. During his final years in the department, Jesse assumed the role of department chair, and energetically applied his long experience to resolving ongoing issues and invigorating the working environment among the faculty and students.

In a recent conversation Jesse noted that, after retirement, he will miss teaching and working with colleagues. He is known as a committed student advocate, dedicated to helping students with not just their academic work, but with subsequent publications and employment as well. He has directed over 30 dissertations, many by international students.

Dr. Boyle-Baise noted that "Jesse Goodman is an inimitable individual. He eschews fashion, wearing the same leather cap today that he donned in graduate school. He proffers irreverent humor, laughing at himself and others in a critical, dry way. He tells you what he thinks, never skirting an issue because of tact. He is a friend indeed, standing up for colleagues and students, no matter what. It has been an honor to know and work with him."

Jesse's potential plans for retirement include everything from starting a business (a hot dog stand) to writing a novel based upon his great grandparents' lives. We wish Jesse all the best as he moves ahead, though doubt that he will slow down in this new phase of his life.

Lara Lackey
and Lynne Boyle-Baise

GWENDOLYN HAMM



Gwendolyn Croom Hamm graduated from Indiana University with a B.S. in physical education/dance option in 1970 and an M.S. in the School of Physical Education/dance option in 1972. She served as an associate instructor and lecturer before joining the Department of Physical Education as an assistant professor in 1975. She was promoted to associate professor in the Department of Kinesiology in 1981 and served as the acting Modern Dance Program coordinator in the Department of Kinesiology from 1984 to 1986 before transitioning to Modern Dance Program coordinator from 1988 to 1991.

The second of four children and the daughter of a steelworker and a homemaker, Gwen grew up on the Calumet side of East Chicago, Indiana. She attended high school at the Bishop Noll Institute in Hammond, where she was the first African American cheerleader in the school's history. Education was a priority in the Croom household, and Indiana University was Gwen's college of choice. When she was hired at IU, she was the first African American professor in dance and the first African American woman tenured in the (then) Department of Physical Education for Women.

Gwen continued her professional development in modern dance, ballet, jazz, and dance kinesiology with artists such as Bill Evans, Vera Orlock, Collette Kaufman, Gus Giordano, Lynette Schishla, and Madaline Scott. This wide-ranging dance education greatly influenced her teaching and creative activity. Her work with students has been very important, as evident in her highly respected undergraduate courses in

dance technique and pedagogy; beginning, intermediate, and advanced modern dance technique; jazz dance; dance pedagogy; dance methods; theory and practice of dance technique; and dance activities for physical education majors. Gwen enriched students' understanding of the discipline and helped them become stronger dancers and performers. She co-developed and taught courses with dance colleagues to augment the dance curriculum. She also diligently worked on several curriculum development and course revision committees to redesign the kinesiology dance major program with Professor Elizabeth Shea, in order to re-instate the program in the spring of 2005. As the undergraduate studies director for the Department of Kinesiology since 1995, Gwen counseled at least 200 dance and sports communication majors each semester. She also presented at state, regional, and national conferences, including the American Alliance for Health, Physical Education, Recreation, and Dance; the National Dance Education Organization; the American College Dance Festival (Mid-Atlantic Region); and the Bill Evans Summer Institute of Dance.

Gwen also continued her musical training at Indiana University's Jacobs School of Music. As a pianist at Second Baptist Church, she played for the senior and campus choirs. She provided musical accompaniment at friends' (or their children's) weddings and at the Nu Corinthian Baptist Church in Indianapolis, retiring from its music ministry in 2006.

Her research/creative activities at IU include at least 30 original and innovative choreographic pieces that have been presented in the Ruth N. Hall Theatre, the Buskirk-Chumley Theater, and the IU Auditorium. Gwen incorporated music elements from jazz, gospel, Afro Celtic, and classical genres in such pieces as *Amazing Grace, Suite Piece I & II, Rock in Jerusalem, Variations, Sweet Honey Suite*, and *Bluessuite*. She also restaged a work based on the well-known African American choreographer Donald McKayle, *Rainbow 'Round My Shoulder*, which premiered at the Ruth N. Halls Theatre with live accompaniment by the IU African American Choral Ensemble.

Gwen has been the recipient of many grants and awards, including the IU Bloomington New Frontiers Visiting Visionary grant, the HPER Cross-

Disciplinary Research Program Grant, the NEA American Masterpieces Dance—College Component, and the Fran Snygg Endowment Award. She also influenced the development of IU's now nationally known Contemporary Dance Program by helping to increase the opportunities for interdisciplinary and collaborative projects with students and dance colleagues. For example, in 2008 she and Laura Poole were awarded a grant-in-aid for creative activity to help support the reconstruction of Bella Lewitzky's master work, *Trio for Saki*. Lewitzky's daughter, Nora Daniels, a former principal dancer of the Bella Lewitzky Dance Company, was brought to IU to rehearse the work for a performance in the annual faculty concert.

Elizabeth Shea, the director of the Contemporary Dance Program, says that "Professor Hamm has been both a colleague and mentor during my tenure at IU. She was instrumental in the reinstatement of the dance major and her expertise as an administrator has been invaluable. Gwen is a master teacher, and the students have always gained so much from their studies with her. Her sense of pedagogy and thoroughness permeate all aspects of her work: teaching, artistry, and administration. Gwen will be sorely missed, and is uniquely irreplaceable."

God and family are paramount to Gwen. She has been married to Robert J. ("Bambi") Hamm Jr. for 41 years. He was an educator and administrator for 42 years in the Indianapolis Public School system and Perry Township. Their son, Loren, is currently a seventh grade social studies teacher in Franklin Township.

As she begins her retirement, Gwen leaves us with the following:

Life foundation scripture—Prov. 3:5–6:
Trust in the Lord with all your heart and lean not unto your own understanding (insight). In all your ways acknowledge Him and He will direct (make plain, make straight) your path.

Gwen has contributed immensely to the development and growth of the modern dance discipline at IU. We will miss her inspiring creativity and her subtle, calm, and strong mentorship.

Iris Rosa

KAREN HANSON



By the time I arrived at IU in the fall of 2002, I had known about Karen Hanson for a very long time. After graduating summa cum laude from the University of Minnesota with a B.A. in philosophy and mathematics in 1970, Karen had entered the Ph.D. program in philosophy at Harvard. She began her faculty career at IU in 1976 and was the first female faculty member in the Department of Philosophy. She became a full professor in 1991 and Rudy Professor of Philosophy in 2001.

I had met Karen briefly in Cambridge when she was finishing up her degree, but I mainly knew of her from afar as a scholar of American philosophy, and of American pragmatism in particular. (Her scholarship in this area actually makes up only a fraction of her output: one monograph; one edited volume; almost 50 articles and reviews; and countless talks on philosophy of mind, language, aesthetics, education, social philosophy, moral philosophy, and more.) And I knew her as a pivotal figure in what I regarded then and regard now as the one indispensable organization in the discipline: the American Philosophical Association.

Founded in 1900, the APA is the largest organization of professional philosophers in the United States. It runs the most important annual philosophy meetings in the English-speaking world. It polices (and is responsible for having made transparent) the job market in philosophy. Doing all that requires a lot of work, and no small amount of wisdom, on the part of the APA's key figures. I knew that the success of the APA was due in no small part to Karen Hanson's active presence among those wise key figures.

Even as she was performing important service to the American Society of Aesthetics, the Semiotic Society of America, the John Dewey Foundation, the Peirce Edition Project, and Phi Beta Kappa, Karen took on numerous critical committee assignments in the APA, serving (for example) as secretary-treasurer of the Central Division for five years and on the (national) board of officers for eight years. She would later step in as acting chair of the board of officers to save—I do not exaggerate—the APA from extinction in a time of crisis. I remember watching Karen on NBC's *Today Show* in the late spring of 1990. The conceit of the *Today* segment had been that what egg-headed philosophers do at an APA meeting was hilarious, and it was even more hilarious that they would choose to do it in New Orleans, where the meeting was held that year. Karen explained patiently and effectively (in her capacity as a member of the board of officers) what philosophers do, and why it is important. American philosophers could not have found a more eloquent, passionate, or able spokesperson that day. In 2011 the APA recognized Karen's outstanding service by awarding her the prestigious Philip Quinn Prize for Service to Philosophy and Philosophers.

Thus I was aware, well before I arrived at IU in the fall of 2002, of the enormous influence that Karen had had on philosophy in this country. And I was aware, having been recruited during Karen's second term as chair of the Department of Philosophy, of how she was carefully guiding the department through a challenging, and successful, time of rebuilding. What I didn't know was that she would be chosen in the summer of 2002 to be dean of the Honors College and that I would soon be the next department chair.

No one who has had any dealings with Karen will be the least surprised that Karen would proceed to share her intimate and extensive knowledge of IU with a greenhorn such as me—that she would invite me to visit her with questions in her Honors College office off Jordan Avenue. What few would have guessed is that, by the time she stepped down as dean, her office would be just six months away from a move to a beautiful new limestone Hutton Honors College building on Seventh Street. In 2004 Karen announced that Edward L. Hutton, one of the university's great benefactors, had

given \$9 million to establish an endowment for the Honors College's International Experiences Program, the interest income to be matched by IU. The renaming of the Honors College, and the project to build it its new home, followed.

Little wonder that Karen stepped down as dean in 2007 only to step up—as she was appointed executive vice president and provost of IU Bloomington. She was again entering the breach in a challenging time. Karen was a critical part of the team that restored stability and trust to the leadership of IU Bloomington after a period of crisis. As a forward-thinking leader, she reorganized the campus administrative structure to better serve both students and faculty.

What Karen has meant to Indiana University was evident in the celebration held in her honor at the IU Auditorium last spring. There IU President Michael McRobbie presented her the President's Medal for Excellence, with the remark, "For three and a half decades, Karen has been an outstanding teacher and scholar. By virtually any measure, Indiana University is a stronger academic institution thanks to her many contributions." It was clear that the large crowd that turned out for the event was there because they agreed.

Of course, those of us sitting in the seats were not alone in our opinion. The University of Minnesota had noticed what we had. The celebration had come on the heels of Karen's having been recruited to be Minnesota's next provost and executive vice president. We can only expect that, before she's done, Minnesota (following all the other organizations in which Karen has taken a leadership role) will be stronger too.

Mark Kaplan

JEFFREY A. HART



After 31 years at Indiana University Bloomington, Jeffrey A. Hart retired on December 31, 2012. His professional achievements and contributions to the Department of Political Science were celebrated by his colleagues, friends, and students at a reception, with many “virtual” participants extending their congratulations to Jeff and his wife, Joan, via Facebook.

After earning a B.A. in political science from Swarthmore College in 1969, Jeff entered the graduate program in political science at the University of California, Berkeley. He received his Ph.D. in 1975, working under the direction of Robert Axelrod, Ernst Haas, and Arthur Stinchcombe.

Jeff’s research focused on the politics of international competition. His first book, *The Anglo-Icelandic Cod War of 1972–1973: A Case Study of a Fishery Dispute* (1976), examined a militarized conflict between erstwhile allies over a shared natural resource. A later book, *Rival Capitalists: International Competitiveness in the United States, Japan, and Europe* (1992), linked variations in economic policy to underlying differences in relations among government, business, and labor in competing countries.

Competition between hemispheres was another of Jeff’s interests. He published *The New International Economic Order: Cooperation and Conflict in North-South Economic Relations, 1974–77* in 1983, followed by *Interdependence in the Post-Multilateral Era: Trends in US-European Trade Relations* (with Stephen Woolcock and Hans Van der Ven, 1985). Three subsequent volumes edited by Jeff and Aseem

Prakash extended the analysis, exploring globalization and global governance.

More recently, Jeff focused on international competitiveness in software, semiconductors, computer displays, and telecommunications. In 1996–98 he received a grant from the Alfred P. Sloan Foundation for research on flat-panel display technology. In *Managing New Industry Creation: Global Knowledge Formation and Entrepreneurship in High Technology* (with Thomas P. Murtha and Stefanie Ann Lenway, 2001), he analyzed how economic competition infused debates over the appropriate technical standards for international production.

An expert on matters of high technology and globalization, Jeff has consulted with the Motorola Corporation, Thompson Consumer Electronics, and the Electronic Industries Association in Washington, D.C. He has also advised public policy makers, including the National Academies and Office of Technology Assessment of the U.S. Congress. In fact, Jeff joined IUB in January 1981, after a stint on the President’s Commission for a National Agenda for the Eighties.

Jeff taught undergraduate courses on international relations, politics of multinational corporations, and international political economy. A popular textbook he wrote with Joan Edelman Spero, *The Politics of International Economic Relations* (2003), is now in its seventh edition. Jeff’s course on politics and film was a student favorite as was his senior seminar on the politics of the internet.

At a time when most faculty used transparencies and overhead projectors in the classroom, Jeff pioneered using new forms of instructional technology. He showed how effective PowerPoint can be when used wisely. He also created podcasts and used Facebook to communicate with students. Jeff used social media to stay in contact with students, too, forming a lively network of scholars, policy makers, and leaders with common interests in global affairs.

At the graduate level, Jeff specialized in international political economy, serving on more than 40 successful Ph.D. committees and chairing a dozen of them. Most committees involved scholars in the political science program, but others advised students in a joint program in public policy administered by political science and SPEA.

Jeff chaired the department from

2000 to 2003, when we recruited Aurelian Craiutu, Sumit Ganguly, and Abdulkader Sinno, prominent members of our research faculty. Jeff was always a mentor to young faculty and a keen interlocutor of visiting lecturers and job candidates. He also served as the department’s photographer, providing photographs of important visitors and events for our website and Facebook wall.

A longtime affiliate of the International Studies Program, Jeff advised in the design of the new School of Global and International Affairs. He was also a member of the Advisory Committee of the Rob Kling Center for Social Informatics, and a regular participant in its colloquium series.

A prolific book reviewer, Jeff served on the editorial boards of several leading journals, including *World Politics* and the *American Journal of Political Science*. He was associate editor for *World Politics* and *International Studies Quarterly*, and from 1995 to 1999 was editor of *ISQ*, the flagship journal of the International Studies Association (ISA). Currently, Jeff is the webmaster for the International Political Economy section of the ISA.

Like Jeff, Joan Hart earned a Ph.D. from the University of California, Berkeley, in art history and historiography, criticism, and conservation. She is an expert in antique textiles. For 12 years Joan served on the Board of School Trustees for the Monroe County Community School Corporation. She and Jeff are both active in the Monroe County chapter of Children and Adults with Attention Deficit/Hyperactive Disorder, a national nonprofit, tax-exempt organization providing education, advocacy, and support for individuals with ADHD.

Devoted patrons of the arts, Jeff and Joan frequent drama, dance, and music performances in Bloomington. They are often sighted at local and university exhibits of painting, sculpture, and textiles. The two are also connoisseurs of the local restaurant scene, so they are well prepared for the life of leisure before them. Joan and Jeff plan to travel, visiting family and friends across the country and around the world. But we still expect to see Jeff at his office in Woodburn Hall, and we’ll see Joan in a theatre, gallery, or favorite dining place.

Russell L. Hanson

ROBERT HEIDT



“Let us travel to 221B Baker Street so we can begin our investigation.” Donning his Sherlock Holmes hat and focusing through his handheld magnifying glass, Professor Heidt would thus begin one of his extensive investigations into his students’ preparation for a critical analysis of torts. Throughout his 31 years of teaching at the IU School of Law, Bob devoted a huge share of his energy to the goal of getting students to think more carefully about legal issues of doctrine and policy. He held them to high standards, as befits a president of the Indiana Association of Scholars and winner of an IU Trustees Teaching Award. Not by making life comfortable did he endear himself to students. Their evaluations testify to both cause and effect.

“Very challenging. Asks very thought-provoking questions which really help one understand not just the law, but also the economic principles which are behind the law.” “He pushes students and he certainly has mastered the material and effectively teaches it.” “We covered a lot. Very challenging.” “Great at making me think through theories.” “Very intense and very intimidating. This class scared the hell out of me. But I guess that’s okay.” “Class has been challenging and worthwhile. In-depth analysis.” “Excellent class. Excellent professor. It was brutal at times, but I feel that I’ve learned torts as thoroughly as I could have.” “Learned more about how to ‘think like a lawyer’ than in any other class.”

“I entered your class, in August, with a skull full of mush. Today, I will exit your class thinking like a lawyer.”

The student evaluations above paint a picture of Bob that reflects more of Sherlock Holmes than just the hat; he was “in his methods of thought ... the neatest and most methodical of mankind.” Bob’s unromanticized view of the law may have been born of the cold, hard winters of Wisconsin, which he enjoyed as a youngster. He attended the University of Wisconsin as an economics major and continued there at the law school, graduating second in the J.D. class of 1972. After graduation, he served as a law clerk for the Honorable John W. Reynolds, chief judge of the U.S. District Court for the Eastern District of Wisconsin. Next, Bob practiced law at the Antitrust Division of the United States Department of Justice, work which built up insights to be shared with many students in the decades to follow. After five years in antitrust litigation, he started teaching at the University of Nebraska, where he taught for four years. Indiana University brought him to Bloomington as an associate professor in 1982 and granted him tenure and full professor status in 1988. Bob has also taught in other forums while on the faculty here. As part of his duties as a consultant with the National Law Development Agency of Indonesia and with other third-world organizations, he taught legal drafting to third-world governments. At IU, his courses have included Antitrust, Torts, Law and Economics, Insurance Law, Products Liability, Legal Drafting, and Business Torts.

Bob has authored articles in those fields and others. His love of loud verbs and periods earned him offers of publication in the *Yale Law Journal* and other prestigious law reviews. He not only believes in academic freedom, he has lived it. His fearlessness in voicing contrarian ideas shows up, for example, in his provocative choice of title for one of his articles, “Maintaining Incentives for Bioprospecting: The Occasional Need for a Right to Lie.” One of his personal favorites is “The Avid Sportsman and the Scope for Self-Protection in Torts: When Exculpatory Clauses Should Be Enforced,” which urges courts to throw

out tort suits against vendors of recreational activities. The *Defense Law Journal* has selected four of his articles on torts for republication.

The breadth of Bob’s interest in cutting-edge perspectives on law was signaled decades ago by his attendance at early meetings of both the Conference on Critical Legal Studies (at Wisconsin in 1978) and the American Law and Economics Association (at Illinois in 1991). Although there were dozens of academics present at each event, the intersection of those two groups would have contained but a few. Bob brought this wide-ranging interest and iconoclastic attitude to our weekly law-and-economics lunches, which he rarely missed during the school year. Over the course of two decades, he was a generous contributor to and motivator of our discussions, raising questions ranging from how best to get a difficult point across to students to whether a generally accepted policy analysis had missed some key insight. He is willing to say what he thinks to anyone, and expects others to do the same.

Bob is, in some ways, a classic absent-minded professor. Once in the main hall of the law building, he asked me a question about property law. I responded as best I could, but before I was finished, Bob had heard enough either to resolve his question or to realize that I was not going to answer it to his satisfaction. So, pursuing the thread in his head, he turned and drifted off toward his office, lost deep in thought.

Bob will be missed by those of us at IU who were lucky enough to have witnessed his wit and relentless curiosity.

Jeff Stake

DAVID C. HOFF



David Hoff was born in Detroit, Michigan, in 1948. He received a B.S. in physics (1970) and an M.S. (1972) and a Ph.D. (1977) in mathematics from the University of Michigan. He did his Ph.D. work under the direction of Joel Smoller, with a dissertation titled “Stability and Convergence of Finite Difference Methods for Systems of Nonlinear Reaction-Diffusion Equations.”

After spending a year as a visiting member at the Courant Institute of Mathematical Sciences in 1977 to 1978, David joined Indiana University as Vaclav Hlavaty Assistant Professor in 1978. He has remained here as a central figure in the mathematics department and the Applied Mathematics/Partial Differential Equations Group for the ensuing 34 years, from 1978 to the present.

David was promoted to associate professor in 1984 and to full professor in 1989. He served as director of graduate studies from 1986 to 1988 and as chairman of the department from 2003 to 2006, and has continued to guide the department through his wise counsel in the following years. He has been a mainstay of qualifying and other departmental exams for many years.

Likewise, David has been a central figure in his field of nonlinear partial differential equations (PDE). The main object of his research has been to study global existence and asymptotic behavior for solutions to a variety of nonlinear evolution equations arising in physical applications, such as the Navier-Stokes equations of compressible fluid dynamics;

magnetohydrodynamics; combustion theory; and reaction-diffusion equations ubiquitous in pattern formation, population dynamics, chemical reactions, and more. David has published more than 74 influential papers that are frequently cited in the field (over 1,103 citations by 481 authors, according to MathSciNet). For example, his paper “Large Time Behavior of Solutions of Systems of Nonlinear Reaction-Diffusion Equations” (*SIAM Journal on Applied Mathematics*, 1978), written with Edward Conway and Jeff Smoller, can be regarded as an initial prototype for the rich field of attractor theory in dissipative partial differential equations. His paper “Global Solutions of the Navier-Stokes Equations for Multidimensional Compressible Flow with Discontinuous Initial Data” (*Journal of Differential Equations*, 1995), together with a simultaneous work by Fields medalist Pierre-Louis Lions, was a tremendous breakthrough, setting off a whole industry of existence theory for rough data that continues in full activity to this day. His work in general is marked by its innovation, technical difficulty, and depth of thought.

David has held visiting positions at the University of Michigan in 1983–84 and 1999–2000. An excellent expositor, he is a sought-after speaker in his field who has presented at numerous national and international conferences. David received

continuous research support from the National Science Foundation for 31 years, during the period 1979–2011.

David is known as an extraordinarily clear and inspiring instructor, beloved by several generations of students. Indeed, his expertise has been recognized by a number of IU teaching awards: the President’s Award for Teaching in 1996, the Trustees Teaching Award in 1997 and 1999, and the Rothrock Mathematics Faculty Teaching Award in 2008. He has guided eight students to Ph.D.’s, most of whom are now professors of mathematics themselves.

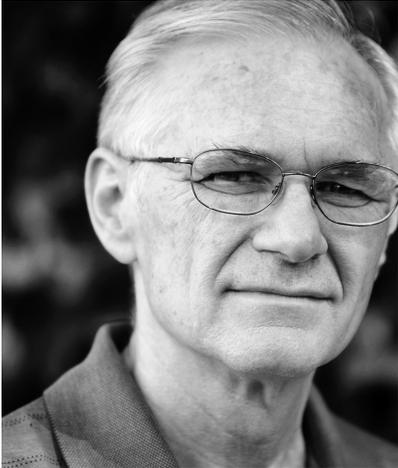
In his spare time, David is an avid runner, pianist, and gardener. With his wife, Nancy, he travels frequently to visit their children, Peter, Tom, and Mary, and their grandchildren. An accomplished raconteur, David has entertained his colleagues at tea time over the last decade with his uncannily consistent predictions of presidential election results, as well as nourished them with post-election donations of fruit.

David has made tremendous contributions to the Department of Mathematics and to the individuals who have passed through it over the years; we hope that he will continue in his retirement to grace us with his wisdom, humor, and lively discussions, mathematical and otherwise.

Kevin Zumbrun



ROBERT L. IVIE



Robert Lynn Ivie joined the faculty of the Department of Speech Communication in 1993, and in the intervening 20 years he has functioned as a model academic citizen, fulfilling the responsibilities of research, teaching, and service with energy and good will to all. Originally appointed as the chair of the Department of Speech Communication (1993–98), he led the organization of the Department of Communication and Culture in 1998 and served as its first chair through 2003. He has also served as the interim chair of the Department of American Studies (2010), and has participated actively as an adjunct faculty member in American Studies as well as the programs in Mythology Studies and Cultural Studies.

Bob earned his B.A. at the Hayward campus of California State University, East Bay (1967) and his M.A. and Ph.D. from Washington State University (1968, 1972). Bob enlisted in the Naval Air Reserve and was on active duty for two years during the Vietnam War (1968–70), where he attained the rank of petty officer third class. Initially an assistant professor at Gonzaga University (1972–74), he taught for one year at the University of Idaho (1974–75) before returning to his alma mater, Washington State University (1980–86). In 1986 he moved to Texas A&M University, where he served as the head of the Department of Speech Communication and Theatre Arts for three years (1990–93) before moving to Indiana University.

Bob has long been acknowledged as a leader in the field of rhetorical studies and

is recognized in particular for his work on metaphor and the rhetoric of war, peace, democracy, and dissent. He has authored or co-authored nearly 100 articles, book chapters, and reviews, as well as four books, including *Democracy and America's War on Terror* (2005) and *Dissent from War* (2007). These two most recent publications have been especially important in extending his theory of “productive criticism,” which has encouraged the development of a public scholarship that speaks not only to academic and disciplinary audiences, but to the larger citizenry as well. As a public scholar, Bob has frequently been interviewed or featured by media outlets such as CSPAN2, NPR, and *The Today Show*, and by publications such as *Newsweek*, the *New York Times*, the *Wall Street Journal*, the *Chicago Tribune*, the *Indianapolis News*, the *Guardian*, and *Jyllands-Posten* (Denmark's largest newspaper). It was his combined work on the rhetoric of democracy and engaged public scholarship that led to his current appointment as an honorary professor in rhetoric at the University of Copenhagen, Denmark (2010–15).

Bob is also recognized by his students and colleagues as an engaged and generous mentor and teacher. He is the type of professor who will drop everything to listen to a student who has been touched by a lecture and needs to process it afterwards. His courses on war propaganda and peace-building communication are highly sought and much praised by undergraduates; his graduate seminars on productive criticism (which feature the concept of the “trickster”), deliberative democracy, and the critique of war are equally valued by several generations of graduate students. A highly sought graduate advisor, Bob has directed 28 dissertations, 23 of them at Indiana University. This is one aspect of his career that will continue, as several of his advisees plan to defend their dissertations in the future.

Bob's service and leadership to both his disciplinary associations and to Indiana University were broad, consistent, and significant. Especially notable was his dedication as an editor. Serving as editor of an academic journal is an extraordinarily time-intensive and often underappreciated task, and only rarely do scholars subject themselves to the experience more than

once. Bob has done so three times, beginning with the *Western Journal of Communication* (1985–87). He edited the discipline's flagship journal, the *Quarterly Journal of Speech* (1993–95), and he was the founding editor of the highly regarded interdisciplinary journal *Communication and Critical/Cultural Studies* (2004–06).

His leadership and support for interdisciplinary scholarship were well known and appreciated across the university; they were essential to both the formation and early development of the Department of Communication and Culture and later, to the development of American Studies as it transitioned from being a program to a department. With the formation of the Department of Communication and Culture, he brought together scholars from three disciplines that were often regarded as disparate and disconnected—cultural anthropology, film and media studies, and rhetoric. The department quickly became successful both in terms of a skyrocketing number of majors and as a model that other departments around the country attempted to emulate. Bob guided the formation of the department and its early years with a sure hand and a generous spirit.

Bob likewise played a driving role in the departmentalization of American Studies, laying the groundwork for this move from the earliest days, as faculty started to conceive of this possibility, and through the subsequent transitions. His work in building the department through committee work, numerous discussions, drafting of the initial governance document, and far more, demonstrated his considerable administrative skills on top of his gifts as a distinguished scholar—a rare and welcome combination rooted in his sincere enjoyment of intellectual push and pull.

Administrator, scholar, teacher: Bob Ivie did it all. His legacy at Indiana University will stand for a long time.

*John Lucaites, Robert Terrill,
and Deborah Cohn*

STEVEN D. JOHNSON



Steven D. Johnson was born in 1948. He received an undergraduate degree from DePauw University in mathematics and Russian in 1977. He worked for two years at Bell Labs doing computer-aided design of digital circuits, a professional experience which informed his work throughout his career. He entered graduate school at IU in 1979 and, having anticipated state approval of a doctoral program in computer science, was IU's first recipient of a Ph.D. in the new program. His dissertation, "Synthesis of Digital Designs from Recursion Equations," won the distinguished Doctoral Dissertation Award of the Association for Computing Machinery in 1984.

Johnson's career interest is in formal methods for system design and implementation, wherein systems are formally derived from their specifications and thus are correct by construction. Computer hardware components, commonly known as "chips," are the most significant targets of this design approach for two reasons: because hardware specifications have the precision required for methods of formal logic, and because chips, once manufactured, cannot be modified to reflect discovered errors. Johnson is both a logician and, in spite of the fact that IU is not allowed to use the "E-word," an engin**r.

In addition to hardware design derivation, Johnson has longstanding interests in functional programming languages and parallel symbolic processing. These interests are reflected in the Daisy/DSI programming system, one of the

earliest implementations of a so-called "lazy" language (lazy only in the sense that unnecessary work is avoided). Here, a formal understanding of programming language semantics provides for more natural and correct programs and for better implementations. Johnson's methodological research in systems has also led to numerous experimental collaborations in robotics, most recently the ERTS (Embedded and Real-Time Systems) autonomous vehicle.

Johnson helped found the journal *Formal Methods for System Design*. He helped establish and subsequently chaired the International Federation for Information Processing (IFIP) Special Interest Group on Formal Design and Verification Methods for Correct Hardware-like Systems (SIG-CHARME). He has served on numerous program committees, most notably the IFIP Conference on Computer Hardware Description Languages and their Applications (CHDL, which he chaired in 1995), the CHARME conference, and the International Conference on Formal Methods in Computer Aided Design (FMCAD, which he co-chaired in 2000). Johnson was a visiting scholar at the University of Cincinnati in 1996, and a visiting scientist at the National Aeronautics Institute in 2003.

Johnson developed the framework for the Computer Science Department's first multimillion dollar Coordinated

Experimental Research grant, which brought in substantial equipment and built up our systems staff. The theme of this proposal was "a conduit from theory to practice," reflecting the approaches of Johnson and the entire department.

Johnson chaired the Indiana University Department of Computer Science from 1993 to 1995, during a time when we were under external pressures to eliminate some successful but nonconventional practices (some of which were related to the lack of an "E" school on campus).

One of the department's nonconventional practices was a strong educational program in computer hardware. These courses were originally developed by Professors Franklin Prosser and David Winkel. After they retired, Johnson kept the hardware courses going strong, developing new pedagogy to keep abreast of rapidly changing technologies and methodologies.

Johnson has directed eight Ph.D. dissertations. He served as graduate advisor early on in the Ph.D. program and established many of the advising policies—effectively, he was the first graduate director after the establishment of the Ph.D. program in which he received the first degree (perhaps another application of techniques for handling circular references in "lazy" programming languages).

Edward Robertson



ESTELLE R. JORGENSEN



Of the many books and articles written by Professor Estelle Jorgensen, the one whose title best describes her contributions to our department and our profession is *The Art of Music Teaching*. Estelle is one of those rare individuals who have the ability to elevate teaching to an art form. Her classes challenge and inspire, while her writing reflects on philosophical questions that lie at the heart of effective music education.

Estelle was born and grew up in Australia. After graduating from the University of Newcastle, New South Wales, she began her teaching career, eventually relocating to Canada, where she taught music in both junior and senior high schools. She received graduate degrees from Andrews University in Michigan (M.Mus.) and the University of Calgary (Ph.D.). Upon completing her doctorate, she was hired as assistant professor of education and coordinator of student teaching at Notre Dame University of Nelson, British Columbia. Estelle relocated to Montreal in 1977, becoming associate professor of music at McGill University. She remained at McGill for 10 years and served as both a member of the faculty and chair of the music department from 1977 to 1982.

Estelle arrived in Bloomington in 1986. She served as visiting associate professor for one year and was appointed professor of music in 1987. During her 27 years at Indiana University, her courses have become popular not only with music education students, but also with students pursuing other degrees in music. Her teaching approach takes advantage of her intelligence, wonderful sense of humor, and uncanny ability to ask questions that force students to think critically about their own values and beliefs. Her courses are characterized by engaging discussions regarding the purposes and goals of music education and by truly challenging assignments such as having students lead a class discussion only by asking questions.

While Estelle leaves a wonderful legacy of teaching excellence at Indiana University, her contributions to the field of music education extend across the globe. Estelle is one of most well-known scholars in the field of music education philosophy. Her books *In Search of Music Education* (1997), *Transforming Music Education* (2003), *The Art of Music Teaching* (2008), and *Pictures of Music Education* (2011) are considered standard reading for individuals hoping to pursue philosophical questions related to music teaching and learning. She has written articles for all of the major national and international journals in our profession and has given lectures and presentations at all major meetings and conferences related to her scholarly area.

Estelle has also worked tirelessly in order to increase the opportunities for both dialogue and scholarship in the area of music education philosophy. She is the founder of the Special Research Interest Group for the National Association for Music Education and the co-founder of the International Society for the Philosophy of Music Education. She is the editor of the *Philosophy of Music Education Review*, a journal she founded. She is also the general editor for

the *Counterpoints: Music and Education* series at Indiana University Press.

During her career, Estelle's work has been recognized through numerous awards. Most notably, she received honorary doctorates from Andrews University in Michigan and from the Sibelius Academy in Helsinki, Finland. Although she is retiring from Indiana University this year, her writing and scholarly activities will continue. She plans to devote herself to numerous writing projects while also making sure to spend time in her garden as she enjoys her new home in Cape Cod and her winter home in Sarasota, Florida.

Our department will miss Estelle because of the teaching excellence and academic rigor she modeled on a daily basis. But I know I speak for all of my colleagues when I say that we will miss her most as a colleague. In addition to her excellence as an academician, she is a wonderful friend, whose enthusiasm and collegiality added much to the life of our program. I look forward to seeing the new paths Estelle will navigate as she enters this next phase of her career and I thank her for the paths she has traveled with us at Indiana University.

Brent Gault

JULIA LAMBER



During her 38-year career on the Indiana University faculty, Professor Julia Lamber has been a pioneering scholar and teacher in discrimination law and a powerful advocate for women and other historically disadvantaged groups at Indiana University and elsewhere.

One of only nine female students in her class at the Maurer School of Law in the early 1970s, Professor Lamber developed an early interest in gender discrimination law when she discovered there was little established law and even fewer judicial cases in this area.

Her graduation in 1972, magna cum laude and Order of the Coif, coincided with passage of Title IX of the Education Amendments Act of 1972, which prohibits gender discrimination in education programs and activities at schools that receive federal financial assistance. She rapidly became one of the nation's leading authorities on this landmark law and on education and employment discrimination law more broadly.

Professor Lamber served as an assistant professor of business law at the Kelley School of Business, where she created one of the nation's first courses in employment discrimination, before joining the Civil Rights Division of the Department of Health, Education, and Welfare in Washington, D.C. In 1977 she became an assistant professor of law and assistant dean at the University of Nebraska, before returning to Indiana University in 1978.

Her earliest work focused on equal rights for women and coincided with the national debate over ratification of the

Equal Rights Amendment. In 1974 she published *Women and the Law*, with Terry Dworkin and Jean Sutton, one of the first volumes devoted to this then-emerging field. Over the next three decades, her research addressed a wide range of types of, and settings for, discrimination.

She has studied "reasonable accommodation" in both disability and religion law, as well as issues concerning affirmative action, age and race discrimination, reproductive rights and employment, hostile work environments, and the Family and Medical Leave Act of 1993.

Professor Lamber has written extensively about litigation strategies and statistical methods for proving discrimination on the basis of sex, race, religion, age, and disability, which are critical in discrimination cases. She also combined her professional expertise with her well-known love of sports in an extensive analysis of gender, Title IX, and collegiate athletics.

She is currently at work on a major interdisciplinary project, "Political Culture, Equality Talk, and Educational Policymaking," with Indiana University professors Jean Robinson and Pamela Walters. The work, funded by the Spencer Foundation, examines education reforms in three areas—Title IX, school funding equalization, and school vouchers—in an effort to understand the role of "equality talk" in the policy making process.

Colleagues describe her work as "ahead of the curve" and "prescient," and with good reason: Professor Lamber has both anticipated and influenced many of the major innovations in discrimination law and legal practice in the United States.

She has brought those same skills and insights to the classroom. At the Maurer School of Law, she pioneered courses in Employment Discrimination, Women and the Law, and Civil Rights Statutes, as well as teaching Administrative Law and Family Law, and overseeing the Federal Courts Clinic. As a result, the impact of her work is measured not only by scholarly publications, but also by the generations of students she has trained. In 1989 she was elected to a two-year term as chair of the Association of American Law Schools Employment Discrimination Section.

In addition to her work as a scholar, teacher, and advocate on the national stage, Professor Lamber has worked tirelessly

to enhance equality in employment and educational opportunities at IU. She has served in numerous roles, including as affirmative action officer for the Bloomington campus, dean for women's affairs, and interim director of the University Office of Affirmative Action. She was also instrumental in establishing the university's Women in Science Program. One colleague noted, "It is difficult to find anyone who has done more for women on the Bloomington campus."

Professor Lamber's administrative service at Indiana University has affected far more than women and the Bloomington campus. She served as senior advisor for statewide academic relations in the Office of the Executive Vice President for Regional Affairs, Planning, and Policy. She was the Maurer School of Law's first associate dean for clinical education, first co-director of the Center for the Study of Law and Society, and most recently served as interim executive associate dean. She has chaired or been a member of numerous school, campus, and university committees, including serving as chair of the Athletics Committee and of the IU Bloomington Tenure Advisory Committee.

Her numerous and distinguished appointments reflect her sound judgment; her low-key, no-nonsense approach to getting the job done; the high regard in which she is held by her peers; and her unstinting commitment to Indiana University. These qualities, along with her innate compassion and warmth, make her a superb and valued colleague and mentor.

She was married to Pat Baude, the Ralph F. Fuchs Professor of Law and Public Service Emeritus on the law school faculty, until his untimely death in 2011. Together, they trekked through Europe on countless gastronomic adventures over the years. They have two sons: Will is a fellow at the Constitution Law Center at Stanford Law School, and Jonathan is an actor and writer working in Chicago.

In 2003 Professor Lamber was named Office for Women's Affairs Distinguished Scholar. The selection committee spoke for generations of her students and colleagues when describing her as "modeling both the ideal teacher-scholar-administrator and the complete academic citizen."

Fred Cate

R. THOMAS LENZ



R. Thomas Lenz came to Indiana University in order to pursue his doctoral degree and never left. His decision to stay was a great benefit to our institution.

Born in Louisville, he received his B.S. from IU and his M.B.A. from the University of Illinois. He worked for a short time at GE, soon realizing that his real fascination lay in studying how organizations plan and organize themselves. Tom obtained his D.B.A. in 1978, at about the same time as the School of Business began to grow its presence in Indianapolis.

In the late 1970s, the School of Business was embarking on an interesting organizational experiment, creating a second unit in Indianapolis on the IUPUI campus, but separate administratively from IUPUI. The deans at the time believed that they could create cooperation and coordination between the two units such that they could operate as a single entity. They hired a group of young, energetic, and bright faculty members to initiate the Indianapolis group, of which Tom was one. Bloomington faculty members were required to teach in Indianapolis every few years; Indianapolis faculty members came to Bloomington to teach doctoral seminars. The curricula were very similar, with some adjustments made in response to student differences in the two locations: the traditional full-time undergraduate student typically lived on campus in Bloomington and the part-time commuter student in Indianapolis typically worked full time during the day and therefore required evening course meetings.

Organizationally, both units reached a milestone of maturity when Tom reached the rank of professor and could be tapped as the first local associate dean for Indianapolis, a position he held for many years.

During this time, Tom pioneered several strategic initiatives. He was instrumental in revamping the part-time M.B.A. program so students could graduate in a shorter period of time. He was involved in the effort to create an executive M.B.A. program. The new building was put into place, giving the School of Business an obvious presence on the Indianapolis campus for the first time. Finally, Tom reached out to other units on campus and to the business community, initiating important strategic partnerships. This was a time of huge growth in faculty size and student enrollments.

Tom next moved to the Bloomington campus and continued his efforts at building different programs with the newly named Kelley School of Business. His courses in executive education were highly sought after, and after several years teaching in various programs, Tom was asked by the dean to become the heir of executive education programs for Kelley. During this time he again reached out to important strategic partners, forging alliances with firms that wanted their managers to receive training from the Kelley School.

Tom was a gifted teacher in many programs, but he gained greatest prominence in the Honors Program, crafting a respected course in strategic management that enticed even the most hard-core quantitative students to recognize the importance of skills on the softer side of management, including how to lead employees, organize the firm into a workable structure, and forge the strategic alliances needed to help any firm survive in an increasingly competitive and turbulent environment.

He was rewarded for these efforts by a request from the dean to take on one of the most difficult jobs in the Kelley School: chair for the mammoth undergraduate program. At a time when undergraduate enrollments had mushroomed to their largest size ever despite no increase in classroom space, Tom and his staff strove to make sure that the best students got admitted to Kelley, graduated on time, and

found appropriate placement with the good services of the Career Services Organization, with which Tom's group worked closely. Dean Dan Smith then approached Tom with yet another request: revamp the undergraduate program, reinvigorating the "Integrated Core" (I-Core) at its heart and providing more international focus at a time when globalization was the key problem facing U.S. industry.

As a department chairperson of one of the largest departments, I was astonished by the breadth and depth of the changes that Tom envisioned. He created a task force and asked that both its members and his Undergraduate Policy Committee meet frequently, even in summer. Throughout this period, Tom was patient and respectful in working with the faculty. The resulting changes to the curriculum are massive and significant; they were made possible by the combined efforts of many people. But I remain convinced that they would not have been approved by the faculty without Tom's indefatigable efforts.

In the words of M. A. Venkataramanan, who was associate dean for academic programs during this time period, "Tom Lenz has been able to add value through his teaching, from CEOs to undergraduate students, by his exceptional performance across all the programs at Kelley. His passion to keep the undergraduate business curriculum at the cutting edge and commitment to that mission is exemplary. He led a dedicated team for two years with lots of hard work, to leave a lasting legacy on undergraduate business education."

Tom's research and teaching efforts have been important to Kelley, and his skill at building initiatives and partnerships has had a huge impact on our progress. We wish Tom, his wife Marla, and their two wonderful children many more years of happiness (and time for golf)!

Janet Near

FEDWA MALTI-DOUGLAS

Fedwa Malti-Douglas retires from Indiana University as College Professor Emerita of Gender Studies and Comparative Literature and Adjunct Professor Emerita of Law. Between 1995 and 2012, she held the highly prestigious Martha C. Kraft Chair in Humanities. More than any of that, however, Fedwa retires from Indiana University as a respected teacher, mentor, colleague, and friend—an individual whose reputation for kindness and intellectual generosity is rivaled only by the immensity of her professional accomplishments. One of the most distinguished scholars ever to have been associated with Indiana University, Fedwa is also one of the most humane. In reflecting upon her extraordinary career, we honor both her achievements and her personal traits.

Born in Lebanon, Fedwa was raised in Deir el-Qamar and Beirut. After earning her bachelor's degree at Cornell University in 1970, she headed west to pursue graduate training at the University of California, Los Angeles, where she earned a master's degree in 1973 and a doctorate in 1977. After a short time as a faculty member at the University of Virginia, Fedwa moved



to the University of Texas in 1980, where she earned tenure and then quickly rose through the ranks to become a full professor in 1990. She came to Indiana University shortly thereafter, in 1992, and has continued ever since to build upon her already well-established reputation as one of the most influential, innovative, and truly interdisciplinary feminist scholars of her generation.

There are many reasons why Fedwa is so widely respected within the profession. In fact, there are at least 200 of them if one counts her 10 scholarly monographs, three co-authored books, more than 100 book chapters and journal articles, three novels, and five major edited volumes—including the monumental *Encyclopedia of Sex and Gender* (2007). Then there is the Pulitzer Prize nomination, which Fedwa received in 1995 for *The Starr Report Disrobed*; and the Kuwait Prize, which she was awarded by the Kuwait Foundation for the Advancement of Sciences in 1997. And of course there is her 2004 election to the American Philosophical Society, an honor that has been bestowed upon just three other faculty members during Indiana University's entire institutional history—one of them being Indiana's legendary president, Herman B Wells.

These distinctions matter a great deal to Fedwa's students and colleagues, in terms of how we have come to think of her. But for those who have had the good fortune to work closely with her and get to know her personally, they matter considerably less than the fact that, despite her brilliance, Fedwa remains so utterly humble and without pretense that it is quite easy when speaking with her to forget that she is one of the most accomplished cultural critics in the world. Indeed, while her curriculum vitae inspires feelings of awe, the experience of being in Fedwa's company usually just inspires. Inevitably, one walks away from conversations with her feeling more confident about oneself, more capable of making a difference in the world, and more optimistic about the future than one was before. Encouragement is no small gift, and it is one that Fedwa has happily supplied to her students and colleagues on an almost daily basis for close to four decades.

At the same time, Fedwa's remarkable career has also served as a constant reminder to many that kindness alone is no kindness at all unless it is grounded in a stalwart commitment to certain ethical principles that should inform all human relationships, including the relationships that teachers build with students and that scholars build with one another. An outspoken and stunningly incisive feminist critic of much that is wrong with academe, Fedwa herself is a perfect example of many of the things that are right about it. She is a cosmopolitan intellectual in the very best sense of the term. She is conceptually innovative, she is personally and politically courageous, and she is a completely non-parochial thinker whose objects of study have ranged from the ostensibly ridiculous (comic books) to the actual sublime, and then back again. In fact, there seems to be no aspect of the human experience that has failed to interest Fedwa at one point or another. Nor is there any discernible limit on the lengths to which she will go in order to continue to deepen her understanding of that experience.

Although it is difficult to say what we will miss most about seeing Fedwa on a regular basis once she retires, we do know that we will miss her capacious intellect, her thought-provoking questions, and her truly unusual ability to help us see the value in our own personal and professional accomplishments. We will also miss her stories, because nobody has better stories than Fedwa does—about life in academe and life in general. As both a witness to history and a maker of it, Fedwa Malti-Douglas has indeed had an extraordinary career. It therefore gives us the greatest pleasure to commend our friend and colleague for all of her many accomplishments to date and to wish her continued success in all of her future endeavors.

Colin R. Johnson

AUDREY T. MCCLUSKEY



In her more than 20 years as a faculty member in the Department of African American and African Diaspora Studies as well as an adjunct professor of American Studies and African Studies, Audrey McCluskey has accumulated a number of titles and has achieved many professional and scholarly goals. She is a recognized teacher, researcher, mentor, and administrator as well as an engaged scholar. Audrey served as director of graduate studies in the department and is the immediate past director of the Neal–Marshall Black Culture Center. Prior to these appointments, she served a seven-year tenure as director of the Black Film Center/Archive (BFC/A).

Throughout her career, Audrey has been committed to research. It was important to her that the world have a different view of black women, African women filmmakers, black women school founders, and the role African Americans have played in the cultural production of knowledge, especially through film. Her research focuses on women's agency and leadership in education and on racialized representation in popular culture. Audrey's scholarly work appears in several noted journals, including *Signs: Journal of Women in Culture and Society*; *Feminist Frontiers*; *Journal of Women's History*; *Western Journal of Black Studies*; *Florida Historical Quarterly*; and *The Black Scholar*. Her books, published by Indiana University Press and the University of Illinois Press,

include: *Mary McLeod Bethune: Building a Better World*; *Imaging Blackness: Race and Representation in Film Poster Art*; *Richard Pryor: The Life and Legacy of a "Crazy" Black Man*; *The Devil You Dance With: Film Culture in the New South Africa*; and *Frame by Frame III: A Filmography of the Black Diasporan Image*. Her monograph, *A Sisterhood Like No Other: Black Women School Founders of the Early 20th Century*, is forthcoming from Rowman & Littlefield Publishing Group. Along with teaching longstanding departmental offerings, McCluskey developed and introduced several new courses, including Black Feminist Perspectives, Africana Women Filmmakers, and Black Divas of the Stage and Screen, along with graduate seminars on Black Popular Culture and on Race, History, and Memory. She is a recipient of teaching and mentoring awards, including the departmental TERA Award, and several awards from student organizations. In the department, she also edited *Atumpan*, the departmental newsletter; developed the Critical Issues Lecture Series that focused on global issues affecting the African Diaspora; and co-chaired both a faculty search committee and a chair search committee.

Audrey's work at the BFC/A and the Neal–Marshall Black Culture Center was quite engaged. She edited the journal *Black Camera* and initiated a filmmaker-in-residence series that brought filmmakers to campus. Other work at the BFC/A included a symposium on black women filmmakers and a film retrospective on Richard Pryor. In 2002 she was curator of the Indiana Art Museum exhibit *Imaging Blackness, 1915–2012: Film Posters*. At Neal–Marshall, she initiated student retention programs and several community outreach initiatives, including a newsletter, the Alumni Lecture Series, and the Black Family Reunion.

Audrey's hard work has led to national and international recognition. Nationally, her work has been recognized by a Ford Foundation Fellowship, by the editorial board of the *National Women's Studies Journal (Feminist Frontiers)*, and by the board of directors of the National Women's Studies Association. Internationally, her

work took her to the University of Ibadan and Obafemi Awolowo University in Nigeria; the University of Witwatersrand in Johannesburg, South Africa; and Ghana, West Africa.

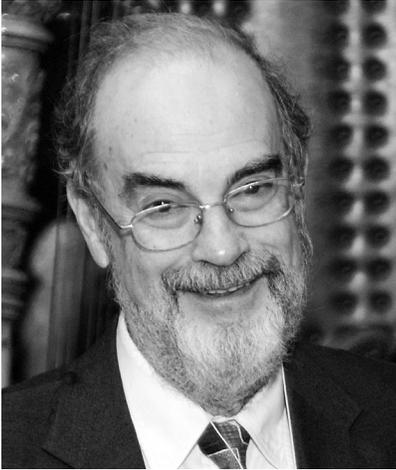
Always willing to stand up for what she believes, Audrey has been connected to many causes and programs. She chaired the Dr. Martin Luther King Jr. Celebration, organized a Women's Community Health Fair as part of her course on black women, coordinated Patten lectureships, co-chaired the Affirmative Action Committee, served on the Bloomington Faculty Council's Grievance Committee and its Mediation Committee, and contributed efforts as a member of the IU Institute for Advanced Study's board of trustees.

While remaining committed to scholarship and teaching, Audrey continued her work in the community. She has served on the YMCA Board of Directors and is president of the YMCA Endowment Committee. Other community engagement includes work with the Commission on the Status of Women and service as an active lifetime member of the NAACP. Audrey is the recipient of the Distinguished Service in Arts and Letters award by Clark Atlanta University, her alma mater, and the Living Legend award from her high school in Miami, Florida. Locally, she was honored at the Bloomington Legends Tea and in 2012 she gave the keynote address at the Women's History Month luncheon, titled "Lifting As We Climb: Women's Empowerment in Education."

Audrey leaves IU with a body of work that will help sustain this university and assist with its diversity mission. Her work will continue to be a source of strength for intellectual and activist communities in and outside of IU's Department of African American and African Diaspora Studies.

Valerie Grim

B. BREON MITCHELL



When Breon Mitchell and his wife, Lynda, arrived in Bloomington in 1968, the Department of German was the largest in America, with 32 full-time faculty and staff. A joint appointment in German and in the comparative literature program (one of the oldest in existence) allowed Breon the rare opportunity to teach almost anything he wished, from comparative arts for undergraduates to specialized studies in Anglo-German literary relations for graduate students. At 26, he was younger than many of his graduate students, and for the first few years he regularly sat in on courses offered by his distinguished colleagues to continue to learn from them.

Breon was delighted to discover other local sources of pleasure beyond the academic world. The football team had just won the Rose Bowl (who knew what the next 44 years would be like?), the soccer and swim teams were winning national championships at a steady clip, and before long Bobby Knight arrived to lead the basketball team to three national championships. Throughout his years at IU, Breon loved to watch sports, attended basketball practice regularly at Knight's invitation, and played tennis at least once a week with colleagues. He watched as Lynda advanced through the ranks to a fourth-degree black belt in Tai Kwan Do; opened her own yoga studio; and taught courses in yoga, martial arts, and meditation in the IU Department of Kinesiology. Today he still attends classes at Lynda's studio, where he specializes in floor yoga and chi gung.

A second source of unexpected pleasure came with the discovery of the Lilly Library,

one of the world's great repositories of rare books and manuscripts. Breon and Lynda had been active members of the Oxford University Society of Bibliophiles in graduate school and were already avid book collectors. They also studied bookbinding for three years at the Oxford College of Technology with one of the leading craft bookbinders in England. The Lilly became a second home for Breon. He came to the Lilly for coffee almost every morning and learned steadily from the outstanding staff. He was proud to co-found, with Gary Steigerwald, the Friends of the Lilly Library, and to serve as the chair of the Lilly advisory committee for many years. With Lynda, he assembled exceptional collections of authors such as Franz Kafka, Samuel Beckett, and J. M. Coetzee.

An early academic focus for Breon was literary translation. Together with his friend the future novelist Philip Kimball, Breon started a bilingual literary magazine in German and English while still an undergraduate at the University of Kansas. His love of translation continued throughout his career, which, in later years, guided by Lynda's editorial hand, turned increasingly toward the publication of works by Nobel Prize winners and other major writers. His friendships with many of these authors continued over decades. Breon was a charter member of the American Literary Translators Association and served as its president and longtime member of its executive board.

Breon's academic career also included a good deal of administrative work. He served for three years as associate dean for the humanities in the College of Arts and Sciences, gaining valuable insights into the inner workings of a major university and serving with some of the best administrators of the time. He left that position to become chair of comparative literature for 12 years and was proud of the outstanding faculty he was able to recruit and keep in Bloomington. He enjoyed contributing to the emergence of comparative literature as a major discipline, opening up new directions in scholarship both here and abroad.

Upon leaving departmental administration, Breon was asked to help found and develop the new Wells Scholars Program, which offered privately endowed scholarships to the very best students from Indiana and throughout the nation. His first task was to work with the IU Foundation

by speaking at fundraising events around the country. In his initial year, he made more than 50 special presentations to major donors in New York, Washington, D.C., San Francisco, Los Angeles, Detroit, and many smaller cities. Within 18 months, the IU Foundation had gathered pledges of over \$21 million and the program was underway. The first class arrived in 1990. Breon remained as director for 12 years.

Breon's final years at IU brought a welcome return to the Lilly Library, which he directed from 2001 until his retirement in 2012. At the Lilly, he was able to combine his love of rare books and manuscripts with a commitment to building research collections of international importance. In addition to continuing to support the Lilly's traditional areas of excellence, he sought to move in new directions, including a special emphasis on world languages and literatures and translation studies. For Breon, who has spent a lifetime with books in all of their aspects, his work at the Lilly Library was a particularly happy conclusion to his 44 years of service to Indiana University.

Joel Silver

BETTY ROSE NAGLE



Betty Rose Nagle was born in Washington, D.C., and raised inside the beltway in northern Virginia. After receiving a three-year B.A. in classics at the University of Pennsylvania (1970, *summa cum laude*), she came to Indiana University as a graduate student and faculty wife. She has spent her entire academic career here, from M.A. through full professor, with a few years off, she says with a wink, for good behavior—teaching at Smith College, on sabbatical at the National Humanities Center, and on leave in the mountains of east Tennessee as a faculty spouse.

If you ask what her desert island book would be, without hesitation she will reply, Ovid's *Metamorphoses*. That famous synthesis of classical mythology and other works by Ovid have been the focus of most of her scholarly career. Her dissertation developed out of a course on Ovid's love poetry with the late James Halporn, when she read the poet's plaintive autobiography in one of his poetic letters from exile in modern-day Romania. This study, *The Poetics of Exile*, launched several decades of reassessment of a misunderstood and neglected work. Her verse translation of *Fasti*, Ovid's poem about the Roman calendar, made that work more accessible to twenty-first century readers. It has been anthologized in Penguin's *Ovid in English* and used as a text in the core course on the city of Rome at the Intercollegiate Center there.

That translation project permanently reoriented her work toward outreach and a wider audience. Her blank verse rendering of the *Silvae*, occasional poetry written by Statius during the reign of Domitian, was

the first translation of that collection into English poetry. One reviewer called it an "example of verse translating verse that really works," which "conveys well the wit and liveliness of the original," and praised the translator's preface as a "model of good practice." Betty Rose has further developed her guiding principles in reviews; the editor of *Translation Review* described one of these as "beautifully written" and "extremely insightful." Her current project involves translating an entirely different kind of Latin work—an early nineteenth-century scientific prose treatise by J. F. Blumenbach, anatomist and proto-anthropologist, about his collection of human skulls from all over the world.

"College teacher" is the answer she gives anyone who asks about her occupation. She has taught the full range of courses in both Latin and Greek, from beginning through advanced courses and graduate seminars. She has frequently and generously volunteered for overload independent study courses, often in the summer. One was a yearlong introduction to classical Greek for a philosophy Ph.D. student living in Louisville, who had this say about it: "Teaching a class of one is going beyond the call of duty. The flexibility you afforded me made it a lot easier for a 30-something, commuting father of two to pursue graduate studies. I enjoyed it and hope to continue studying Greek." Another was a course in Roman lyric poetry for a high school Spanish teacher in Bedford getting certified to teach Latin. This same kind of generosity led an undergraduate student in one of her lecture courses to write that "although there are so many students in this course, if you take time to meet with her, she makes a point to remember you well and offer help and advice."

The two courses she has taught most often have allowed her to share her love for and expertise in Ovid's *Metamorphoses*. Latin 305 introduces that work in its original language; Classics 205 is a lecture survey of the myths that are its subject. A student in the latter course called Betty Rose "one of the best in the department. Her lectures were both informative and entertaining. The way she connected the myths to modern art, film, and literature was very interesting." A veteran of three courses reported that "I decided to take your Classical Mythology course just for fun and now after Classical

Epics and Classical Myth in the Movies, I have graduated with a classical studies degree. Thank you for your wonderful teaching and inspiration."

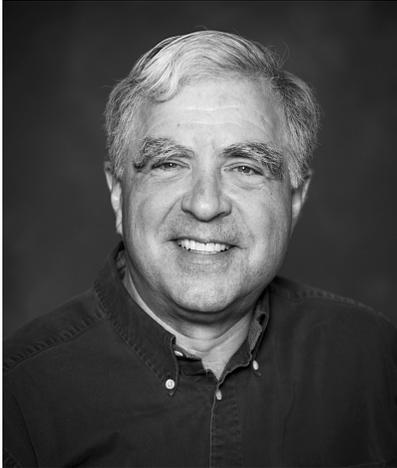
That course on myth in film was one that she developed in 2006 and has taught annually ever since. It reflects her interest in myth in all forms of popular culture, a natural subject for outreach to groups of younger and older undergraduates. She has been invited to give a keynote address on Titans to a convention of students in middle and high school, as well as several presentations for IU's Mini University, including one on myth in cartoons and commercials. (The delight she takes in the latter two art forms is not at all strictly academic.) Popular culture has also provided the subject for the last seven of her annual columns in the departmental alumni newsletter.

In retirement, Betty Rose looks forward to finishing the Blumenbach skull project, traveling to see a bucket list of wildlife (elephants and penguins and polar bears, oh my), and learning Hebrew. Readers of the *Herald-Times* will continue to find her letters on the opinion page, and fellow parishioners at Trinity Episcopal Church will continue to hear her sing in the choir. And of course, Jackie Katz and Dolly Shepherd will continue to rely on her as their personal assistant and activities director.

The Department of Classical Studies will remember Betty Rose as a committed and conscientious teacher inside and outside the classroom; as an acute and sensitive interpreter of the classics for professional and popular audiences; and as a clear-headed and cooperative colleague whose wit enlivened our faculty meetings and whose wisdom helped keep us on track in pursuing our common goals.

Matthew R. Christ

JAMES L. PERRY



James L. Perry joined the IU School of Public and Environmental Affairs in 1985 as a full professor from the Graduate School of Management, University of California, Irvine, where he began his academic career. Perry received his B.A. from the University of Chicago and his master's and Ph.D. degrees from the Maxwell School of Citizenship and Public Affairs, Syracuse University. At SPEA, Perry was named chancellor's professor in 1998 and distinguished professor in 2009. Since 2009 he has also been distinguished professor at Yonsei University, Seoul, South Korea.

As one of the lead “anchors” of SPEA’s

public administration group, Perry quickly became a national leader in public sector human resources management, particularly in the areas of motivation, performance, public service ideals, and public service values. Later in his career, he also branched out in civic engagement and public sector collaboration. Among the many books he has published are *Motivation in Public Management* and *Civic Service: What Difference Does It Make*, both award winners. Perry is also author, co-author, or editor of 10 additional books and more than 150 articles and book chapters.

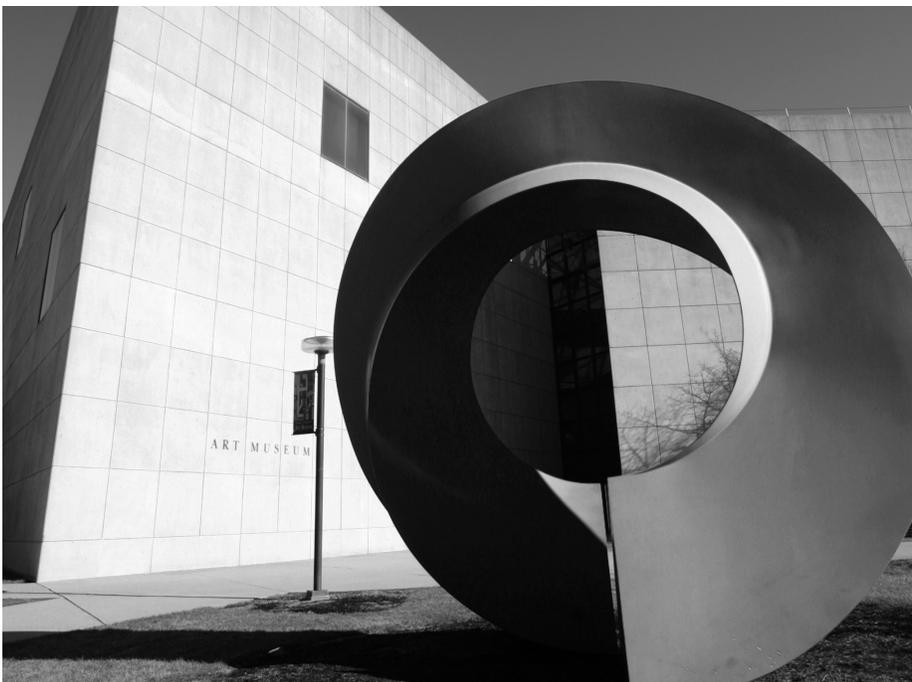
During Perry’s nearly three decades at IU, he held numerous service positions, including Ph.D. program director, policy and administration faculty chair, associate dean of SPEA at IUPUI, and director of IU’s American Democracy Project. His professional activity is extensive, highlighted by his service as editor of *Research in Public Administration* (1988–95), *Journal of Public Affairs Education* (1998–2000), and currently, editor-in-chief of *Public Administration Review* (since 2011). Among some 20 professional honors, Perry is an elected fellow of the National Academy of Public Administration.

Pedagogy has been an important part of Perry’s contribution to the university, including teaching courses in human resources and civic engagement and in

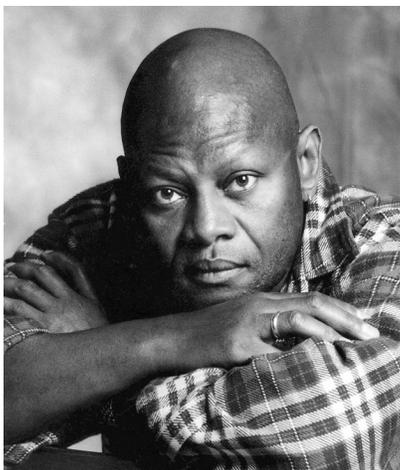
public administration theory and research. Perry has mentored 15 Ph.D. students as their committee chair, along with mentoring dozens of pre-service and mid-career M.P.A. students. Perry’s former students are leaders in public service in several countries and in leading universities, including Syracuse, Georgia Tech, and the University of Southern California.

Perry’s indefatigable collegiality will be missed around SPEA. A native of small-town Wisconsin, he has never lost that prodigious enthusiasm for practical-professional engagement. An interesting note is that Jim’s twin brother, John, mirrored Jim’s educational path at Chicago and then Maxwell, only then to become longtime city manager in the Chicago suburbs. Retirement will involve more time for Jim and his wife, Wendy, at their second home in Fish Creek in northeast Wisconsin. It will also mean more time for visits to their children and grandchildren in Massachusetts and locally. These activities will be blended with his ongoing professional work. His persistent energy and enthusiasm will continue to be valued among SPEA’s finest assets.

Robert Agranoff



LEON E. PETTIWAY



When Leon Pettiway was a boy growing up in racially segregated Durham, North Carolina, in the 1950s and early '60s, he could not have imagined that he would obtain a Ph.D. in geography from the University of Wisconsin and go on to retire as a full professor at Indiana University. Leon began his academic career at North Carolina Central University in Durham. There he was mentored by Dr. Theodore Speigner, one of a few African Americans with a Ph.D. in geography at that time in the United States. Professor Speigner has been credited with being responsible for sending more African Americans on to graduate school to obtain Ph.D.'s in geography than any other person. After graduating, Leon attended the University of Chicago, where he received a master's degree in sociology (1976). He then moved on to the University of Wisconsin to receive a Ph.D. in geography in 1979.

As a protégé of Harold Rose, a geographer who pioneered the application of geographical analysis to the study of social inequality and crime, Leon has been in the forefront of criminologists who use geographical frameworks as a means of examining the ecological patterning of criminal offending and victimization. For example, in the early phases of his research, Leon conducted groundbreaking studies examining the ecological patterning of arson, including differences in the spatial distribution of revenge-motivated arsons and financial-motivated arsons. This emphasis in his early work is best exemplified in two of his classic publications: "Arson for Revenge: The Role of Environmental Situation, Age, Sex, and Race," *Journal of Quantitative*

Criminology (1987); and "Urban Spatial Structure and Incidence of Arson: Differences between Ghetto and Nonghetto Environments," *Justice Quarterly* (1987).

A major turning point in Leon's academic career occurred in 1989 when he was the recipient of a \$964,995 grant from the National Institute on Drug Abuse (NIDA) to study drug use and the spatial patterns of crime. Leon has noted on many occasions that this research project was a major turning point in his approach to crime research because it drew on both quantitative and qualitative methods of data collection. What was unique about what became known as the "urban lifestyles project" was that it required Leon to establish and manage a storefront research site and to train ex-offenders and recovered drug users to conduct interviews with active drug users and criminal offenders residing in North Philadelphia. Leon's NIDA research project was informed by insights expressed in what many criminologists consider to be one of his most important contributions to criminological inquiry, his article "The Internal Structure of the Ghetto and the Criminal Commute," published in the *Journal of Black Studies* in 1985. This article has served to expand inquiry in the field of criminology by introducing the observation that it is common for criminal offenders to commute (travel) from various locations with the specific intent of committing criminal offenses. As a result of the urban lifestyles project, Leon published several research articles that examined the commuting (travel) behavior of active drug users: "Copping Crack: The Travel Behavior of Crack Users," *Justice Quarterly* (1995); "The Drug and Criminal Activities Patterns of Urban Offenders: A Markov Chain Analysis," *Journal of Quantitative Criminology* (1994); and "Participation in Crime Partnerships by Female Drug Users: The Effects of Domestic Arrangements, Drug Use, and Criminal Involvement," *Criminology* (1987).

An unexpected outcome of the urban lifestyles research project emerged as a result of the life-history interviews that were conducted, in which some of the research participants discussed their lives from childhood to the point of gaining independence and then into adulthood. The unanticipated outcome was that Leon, trained as a geographer and criminologist

committed to inquiry based on the use of quantitative methods, became enthralled by what could be learned about criminal motivation, criminal decision making, and the attribution of meaning to criminal involvement through the use of qualitative data collection methods. As a result of this insight, Leon published two important and groundbreaking books: *Honey, Honey, Miss Thang: Being Black, Gay, and on the Streets* (1996), which examined turning points in the lives of urban gay men actively involved in illegal drug use and criminal offending; and *Workin' It: Women Living through Drugs and Crime* (1997), which examined turning points in the lives of women who were actively involved in illegal drug use and criminal offending to support drug addiction. These works have garnered Leon national recognition for being among the first to examine the intersections of race, class, and gender in the life history, criminal careers, and lifestyles of drug-using criminal offenders.

The latter phase of Leon's academic career has been very much informed by his conversion to Buddhism and his subsequent full ordination as a Tibetan Buddhist monk. Influenced by the emphasis that Tibetan Buddhism places on seeking freedom from mental obstructions and by the Buddhist understanding of the nature of reality, Leon has been working over the past five years on a manuscript titled *Unraveling the Endless Knot of Deceptions: Afrocentric Reflections on Race, Crime, and Justice in the Construction of Criminological Thought*, in which he combines essential features of Buddhism and Afrocentric worldviews to construct a new paradigm for framing the relationship between race, crime, and the administration of justice in the United States.

From Durham, North Carolina, to Kathmandu, Nepal: what a journey for any professor.

William Oliver

PHILIP PODSAKOFF



Philip M. Podsakoff, the John F. Mee Chair of Management, will retire from Indiana University in 2013 after 31 years on the faculty of the Kelley School of Business. Phil crafted a career of scholarship, teaching, and student mentoring that stands among the most impressive of his generation. He is rightly considered an icon in the Kelley School, and his work is held in the highest regard among contemporary scholars in his discipline.

Born and raised in California, Phil earned his B.S. and M.B.A. from California State University, Fresno. During that time he married his high school sweetheart, Vernie. He has been blessed with her love and unwavering support for his entire career. In 1976 the couple headed east so that Phil could pursue his doctorate at IU. After posting a sterling doctoral record, Phil accepted his first academic appointment at The Ohio State University in 1980.

Recruited back to IU in 1982, Phil returned to amass a record of scholarly productivity that ranks at the very top of faculty in his discipline. He has published more than 70 research articles in the top-ranked journals in management, organizational behavior, leadership, applied psychology, and marketing. He has published numerous book chapters and co-authored a seminal book on organizational citizenship behavior (with IU colleagues Scott MacKenzie and Dennis Organ). Tim Baldwin, a faculty colleague for 25 years, notes that “Phil is certainly a brilliant scholar and a master teacher, but his most distinctive

characteristic is his *work ethic*. No one has ever worked harder at his craft—and over 30 years he never let up.”

It is in the more important dimension of research impact that Phil has the fewest peers. For example, he has been acknowledged by the Institute of Scientific Information (ISI) as one of the most highly cited authors in the economics/business category every year since 2003, when ISI first began recognizing authors in that category. He is also the only scholar to have co-authored two of the 15 most highly cited articles in the history of the field of organizational behavior/management. To put that in perspective, no other scholar in the field of management has more than one paper in the top 25. In 2005 Phil was the recipient of the William A. Owens Scholarly Achievement Award in recognition of the best publication in the field of industrial-organizational psychology during the preceding year. That paper has ultimately been recognized by Thompson Reuters as the most widely cited paper worldwide in the psychology and psychiatry category in 15 of the 24 time periods for which it has been eligible for such recognition.

As longtime friend and frequent collaborator Scott MacKenzie notes, “There’s no mystery to why Phil is one of the most influential scholars in the history of his discipline: he’s adept at identifying theoretically and managerially important gaps in the literature; his methodological skills are superb; and he strives for perfection in everything he does. That’s a tough combination to beat.”

Phil also contributed substantially in the areas of teaching, mentoring Ph.D. students, and service to the field. His teaching portfolio includes classes in every degree program in the Kelley School as well as over 500 executive education programs in North America and around the world. In his 30-plus years of teaching, he won 22 teaching awards and 21 dean’s citations. He is among the very few faculty members to win awards at every level of educational programming (national, university, alumni, executive education, Ph.D., M.B.A., honors, and undergraduate). Outside the classroom, Phil was the founder of the Leadership Development Institute at the Kelley School of Business.

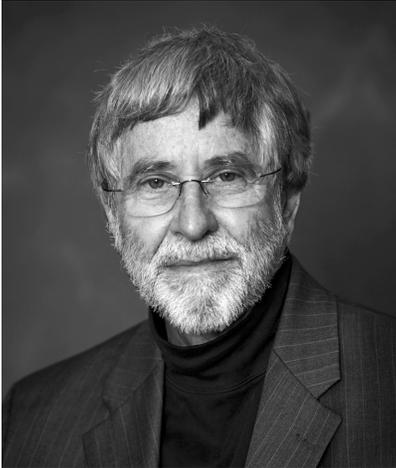
Perhaps the most tangible element of Phil’s legacy is represented by the doctoral students he taught and mentored—and who have gone on to have significant impact on the field themselves. Phil was a chair or member of many doctoral dissertation committees and he subsequently published articles with more than two dozen of his students. His doctoral course in research methods (Z798) is legendary among doctoral students and is often cited by those students as a hallmark of their Ph.D. education. Steven Whiting, a former doctoral student of Phil’s and now colleague on the Kelley School faculty, recalls, “Phil was a masterful teacher of research methodology, and his course had a profound impact on how I think and approach my work to this day. He set a very demanding standard, for which I’m grateful, but was also a kind and genuine mentor. I know he influenced the lives and careers of many students through his work in the classroom, but his devotion as a mentor and friend to me personally has been priceless.” Perhaps Phil’s proudest legacy, one he shares with Vernie, is that his own son, Nathan, followed him into academe and is now a faculty member in the Eller School of Business at the University of Arizona.

Above all, Phil is a man of integrity and character and has represented IU and the Kelley School in the most professional way. He has been named a fellow of both the Academy of Management and the Society of Industrial and Organizational Psychology (SIOP)—distinctions reserved for only those recognized at the very peak of the profession.

In short, Phil Podsakoff’s career at IU has been truly remarkable. Dennis Organ, a colleague of Phil’s since 1982 and a renowned management scholar in his own right, nicely captures Phil’s legacy: “When Phil retires from IU, he will leave huge footprints on the history of Indiana University and the Kelley School. And the shoes that left those prints will be nigh onto impossible to fill.”

Timothy T. Baldwin

GARY POTTER



Gary Potter has been an integral part of the life of the Jacobs School of Music since he came to IU as a student in 1963. During the 1960s he completed an M.M. and a Ph.D. in music theory and taught in the music theory department. He was also, as he has reported, exposed to a new world of jazz performance, particularly through working with David Baker. At the time Gary was an undergraduate at Oberlin College, jazz was not considered an appropriate subject for academic study

Also in the 1960s, Gary started on a lifetime of performance, composition, and arranging, producing more than 50 radio and television commercials and playing trombone and bass (and later keyboards) with performers such as Woody Herman, Fred Waring and the Pennsylvanians, Henry Mancini, and Johnny Mathis. After leaving IU in 1969, Gary spent time in Europe, touring with the German company of *Jesus Christ Superstar* and arranging and re-orchestrating music for the published recordings of *Hair* (by the Danish company, 1972) and *Udo Jürgens Live* (1972).

His extended teaching career began here at Indiana University, where he taught for a year (1977–78) before moving to California. There he taught a wide range of courses at several different schools near San Francisco, including music theory (including jazz theory), musicianship, arranging, counterpoint, improvisation, and performance. The School of Music

lured Gary back to Bloomington in 1984, where he became a beloved and well-known member of the music theory department. For years, Gary was the coordinator of undergraduate studies in music theory and taught freshman theory to hundreds of students each semester. He was also popular as a teacher of sight-singing and ear-training courses, in which he incorporated a varied music repertoire to thoroughly engage both undergraduate and graduate students. His graduate course in music theory pedagogy provided strategies for hundreds of students, who still employ many of Gary's ideas of musical learning and development in their own work as music faculty members and professionals.

Gary was also active pedagogically in university and national forums. He was an elected charter member of FACET (Faculty Colloquium on Excellence in Teaching) and was the chief and assistant chief reader for the Educational Testing Service for the GRE music examinations from 1987 to 2000. During the 1980s and 1990s he published a number of articles about the pedagogy of jazz and general musicianship, and presented papers on these subjects to regional and national conferences.

In 2000 Gary was appointed director of undergraduate studies at the Jacobs School of Music. He was the model of a caring and knowledgeable administrator, admired by faculty and students and much revered by his devoted staff. Gary knew the rules, policies, and procedures and worked to enforce them fairly. He also knew when to try to find ways within the stated policies to help students in trouble and to make a long-range plan for them to achieve their objectives. He was very active in departmental curriculum review and developed several procedures to improve the music undergraduate curriculum. As director of undergraduate studies, Gary was a voice of reason in many meetings of administrators, department chairs, and faculty, and always contributed thoughtful and workable ideas to every discussion.

In the Jacobs School of Music and throughout the IU Bloomington campus, Gary made extensive contributions as a member of dozens of committees in areas

such as admission and recruitment, financial aid, instructional policy, academic fairness, and campus educational policy, as well as at the Collins Living-Learning Center. He was particularly active in developing aspects of the current general education requirements and in coordinating international programs for music undergraduates. Gary had a following too in IU's Mini University, where he regularly presented programs on topics such as "Hoagy and Friends: Exploring American Popular Song," and of course in jazz venues around the city, state, and region. He continues to play alone (as a keyboard player) and in mixed groups of faculty and students, including a group with Fred Aman, former dean of the Maurer School of Law!

Gary's selfless commitment as a teacher and an administrator has been a very important part of the Jacobs School of Music since 1984. He has influenced hundreds of students and has been a unifying force for diverse groups across the entire Bloomington community. His solving of daily problems and his wise counsel will be missed by the whole music community. His wife, Christine, is heavily involved in organizations and performances of early music—locally, nationally, and internationally—and Gary now has the freedom to travel with her. We wish both of them well in a revised schedule that includes fewer meetings and more travel and performance, and we thank Gary Potter for his many years of dedicated service to the Jacobs School and the university.

Mary Wennerstrom

DAVID L. RANSEL



David Ransel is, in many ways, still a true Midwesterner: he was born in Gary, Indiana; graduated from Coe College in Cedar Rapids, Iowa; completed his M.A. at Northwestern in Evanston, Illinois; and—after a stint at Yale for his Ph.D.—taught at the University of Illinois at Urbana-Champaign before arriving at Indiana University in 1985. But he is also a scholarly globetrotter who has helped lead Indiana University in fostering a global outlook and in promoting international studies—the study of Russia and Eastern Europe in particular. David seems equally at home enjoying his Bloomington Hyde Park garden with his wife, Terry, sailing his boat on Lake Monroe, or speaking with women about reproductive issues in the villages of Tataria, where he conducted research for pioneering oral histories of women in Russia.

After completing his dissertation at Yale in 1969, David published his first book, on the political intrigues of the Panin family in Catherine the Great's court. This study, one of the first to unpack with sophistication and detail the competing power structures that existed within the late eighteenth-century tsarist court, demonstrated the extent to which Catherine's politics was dominated by familial patronage networks.

In subsequent works, David focused on more ordinary families. He edited *The Family in Imperial Russia*, which helped bring this important subject to the attention of Russian and Soviet scholars, most of whom were still focusing their attention on Kremlinology and revolutionary ideology. His own contribution to the volume, on foundlings and fosterlings, formed the basis

of his next monograph, *Mothers of Misery: Child Abandonment in Russia*, in which he exposed the problems of child abandonment and infanticide in pre-revolutionary Russia. Despite the disturbing topic, historian Reginald Zelnik lauded the book as framing its narrow topic within a much broader study of societal relations, calling it “a pleasure to read.”

David continued his research on the Russian family with a series of articles that led eventually to his acclaimed oral history, *Village Mothers: Three Generations of Change in Russia and Tataria*, which examines some of the most intimate aspects of village women's lives: courtship patterns, fertility choices, infant mortality, childcare, and family life. At a time when many Russians were reluctant to even talk to foreigners, rural women confided the most intimate details of their lives to him. His book stands as a testament to his abilities to appreciate the hopes, struggles, and successes of ordinary people and to empathize and find common ground with those, like the village women of Tataria, whose life experiences seem on the surface to be very different from his own. David's most recent work brings his interest in everyday life into the eighteenth century: the diary of Ivan Alekseevich Tolchenov he discovered proved to be a treasure trove of details about the everyday life of a Russian merchant.

In addition to these works, David also edited *Village Life in Late Tsarist Russia*; *Imperial Russia: New Frontiers for the Empire*; and *Polish Encounters, Russian Identity*, which came out of a conference he coordinated in Bloomington. His edited volume on everyday life in Russian history is forthcoming from Indiana University Press.

In addition to his own scholarly work, David has shepherded cutting-edge scholarship into print as editor of two of the flagship journals in his fields. From 1980 to 1985, he served as editor-in-chief of *Slavic Review*, the journal of the American Association for the Advancement of Slavic Studies (now the American Association for Slavic and East European Studies), promoting knowledge and understanding of Russia and Eastern Europe to American readers during the height of the Cold War. In 1985 he moved to Bloomington in order to assume a new position as editor of the *American Historical Review*, the official journal of the American Historical

Association. During his tenure, the journal expanded its focus to include international affairs and non-Western histories. David also saw an important role for the journal in soliciting the views of nonacademic professional interpreters of history, calling upon the likes of documentary filmmaker Ken Burns and writer Nicholas Lehmann to contribute. Four of the articles published when he was editor remain among the ten most-cited articles in the journal's 118-year history, including the all-time most-cited article.

David is a model university citizen, constantly looking for ways to collaborate with colleagues both at IU and around the world. In his nearly 30 years at IU, he contributed to the internationalization of the institution, a commitment for which he was recently honored with the John W. Ryan Award for Distinguished Contributions to International Programs and Studies. As director of the Russian and East European Institute from 1995 to 2009, David entertained visiting dignitaries, cultivated international partnerships, expanded the program's degree offerings, and introduced new languages into the curriculum. In 2000 he was named the first Robert F. Byrnes Professor of History.

As president of the American Association for the Advancement of Slavic Studies, David sought to foster a scholarly community of Russian and Western specialists. He has also been a strong supporter of the Midwestern Russian History Workshop, a biannual workshop for specialists from around the region. In addition to contributing his scholarly expertise to the workshop, David often brought along his classical guitar to perform with other talented Midwestern Russian historians.

Finally, and perhaps most importantly, he is a beloved teacher who has helped make the world beyond the Hoosier state feel a bit less foreign to countless students. As one of the anonymous students who rated him on ratemyprofessor.com wrote: “Best professor you will ever have. Hands down.”

Jeffrey Veidlinger

GEORGE V. REBEC



As he retires, George Rebec will have completed 36 years of outstanding service to Indiana University, to the Department of Psychological and Brain Sciences, and to the fields of psychology and neuroscience. George received his A.B. degree in 1971 from Villanova University. He earned his M.A. in 1974 and his Ph.D. in 1975 from the University of Colorado Boulder. George completed a postdoctoral appointment at the University of California, San Diego, and came to IU in 1977.

In his extensive research program, George has continued to adopt and develop techniques for examining the neurochemical mechanisms by which individual neurons process behaviorally relevant information. These techniques include electrochemical, electrophysiological, pharmacological, and behavioral methods to examine the role of forebrain neural circuits involved in motivation and movement. He has published extensively on issues pertaining to drug abuse, neurodegenerative disease, schizophrenia, and related biomedical topics. Some of his current projects focus on the neural mechanisms underlying relapse to drug-seeking behavior and the motor abnormalities of Huntington's disease. His research contributions are wide and deep. He has over 200 publications.

A productive scientist such as George would be expected to be successful in obtaining external support for his work, and George's record is exemplary. He has received continuous grant support for 35 years from the National Institutes of Health (NIH), the National Science Foundation (NSF), and private research foundations.

George's teaching extends the classroom into the laboratory in several ways. He has been a part of the Integrated Freshmen Learning Experience (IFLE) for more than 10 years. In teaching a portion of the yearlong seminar associated with the program, he brings the students into his lab to work on research projects. Literally hundreds of undergraduates have worked in his lab. Many of these students have gone on to careers in the sciences and in the professions, and many graduate students he has trained have gone on to distinguished careers. George has also had more than 25 postdoctoral fellows and visiting scientists work with him. The scientists who have worked closely with him comment on his quiet effectiveness and the care and effort he takes in training both fellow scientists and students; they label him "an outstanding mentor." With other faculty members, he has been involved in undergraduate science training through grants provided by the Howard Hughes Medical Institute and the Beckman Foundation. He has also been the project director for scores of undergraduate and graduate students on various training grants.

George is a person who listens more than he talks and has an understated way of expressing himself. Those who have not heard him deliver a colloquium or departmental talk might be surprised to discover what an outstanding classroom teacher he is. It may be that his early training as a radio announcer provided him with some of the skills needed to be an excellent classroom teacher. His popular undergraduate course *Drugs and the Nervous System* is always one of the first courses to fill. George is commended by his students for his clear approach to topics, his enthusiasm, and his commitment to his class. What stands out as a bit unusual is the historical approach that George takes. Students appreciate this ability to weave stories about the history of such things as drug development with current information about drugs and their effects. In recognition of his excellence, he has received more than half a dozen teaching awards, a Lilly Teaching Fellowship, and the President's Award for Distinguished Teaching.

George has made substantial contributions in service at both the campus and national levels. Notably, he has been director of the Program in Neuroscience

since 1984 and was the interim director of the Gill Center for Neuroscience from 2001 to 2004. In addition to serving on a number of NIH study sections and NSF panels, he serves on the editorial board of several of the major journals in his area and has been the president and treasurer of the Association of Neuroscience Departments and Programs. He is a fellow of both the American Association for the Advancement of Science and the American Psychological Society.

Fortunately for IU and the Department of Psychological and Brain Sciences, George will be continuing his research and starting a new project on viral medical gene transfer. When not in his lab, we expect to continue to see George every noon in the weightlifting room at Recreational Sports.

James C. Craig

CHARLES M. REIGELUTH



After a quarter-century of service at Indiana University, Charlie Reigeluth concludes an illustrious career of contributions to the field of educational technology. Among the 10 books he authored, co-authored, and edited, the three volumes on *Instructional-Design Theories and Models* stand as foundational works in instructional design, each having been recognized as “book of the year” by the major national association. The second volume, published in 1999, is one of the top 10 most-cited works in its field. This three-volume work, developed over three decades, also explored new ground in text formatting. With its extensive footnoting, cross-referencing, and deep editorial commentary, it is really a hypermedia work in print form. The subject of this trilogy, instructional design theory, is also an umbrella for virtually all of Charlie’s many scholarly contributions. He has an extraordinary ability to keep focused on the mission he has set for himself of revolutionizing the way we design instruction.

His career didn’t follow the standard academic trajectory; after graduating from Harvard he spent three years teaching economics and science at the secondary school level and three years managing a ranch in Argentina. These experiences helped impel him toward graduate study, and he decided to apprentice at Brigham Young University, where the most cutting-edge research was being done on instructional theory wedded with the emerging digital technologies.

Charlie’s first faculty appointment was at Syracuse University where, within 10 years, he became program chair. He

was recruited in 1988 to the Instructional Systems Technology (IST) program at IU. As the most frequently cited author in educational technology at that time, Charlie was appointed with full professor rank to help reestablish the department’s traditional scholarly leadership position, which had been weakened by the loss of several of its leaders through retirement. As a New Englander and a father with three teenage children, it wasn’t easy uprooting and moving, but the supportive environment—including a sterling group of graduate students—made the move conceivable, and ultimately successful.

Charlie first came to professional prominence—while a research associate at Brigham Young in the late 1970s—with his “elaboration theory of instruction,” a method of sequencing cognitive instruction that superseded earlier methods based in behaviorist views of instruction. He remained in the forefront of theory development in instructional design, devising new approaches to task analysis, the use of simulations in digital learning, project-based learning, and designing personalized educational systems. In collaboration with IU colleague Ted Frick, he developed a new research methodology, the Formative Research method, for testing and improving instructional theories.

The entire instructional design course sequence in IST is largely his creation, from the entry level course to the most advanced courses in instructional theory and educational systems design. He taught 10 different courses, most of which he developed. Much of this creative work was done around the time he served as IST chair, from 1990 to 1992, when he led the department through a long process of major curricular renovation. In a department noted for prolific and effective thesis advisers, Charlie stood out as an exemplar—endlessly patient and encouraging, prodding students toward the highest standards; he guided over 50 dissertations to successful completion at Indiana University.

As someone so focused on improving instruction, it’s not surprising that Charlie was an innovative teacher and a most diligent one. His classes were always student-centered and performance-based. Students constantly worked on projects and received quick and detailed feedback as they proceeded; they were encouraged

to continue revising until they met the standards of the course.

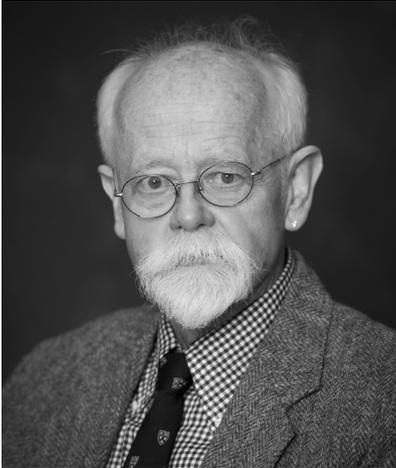
In addition to his 10 books, Charlie has contributed chapters to 47 other books and more than 100 articles to peer-reviewed journals, many co-authored with the doctoral students he was so ably mentoring. His expertise in instructional improvement has placed him in demand among corporate training organizations, research and development centers, school districts, and education authorities in Taiwan, Japan, Korea, Turkey, and the U.S. Army and U.S. Air Force’s research institutes.

Underlying Charlie’s individual accomplishments is a passionate determination to improve the everyday experiences of children and youth in schools, forged in his own unsatisfying experiences as a student and a secondary school teacher. To tie his instructional theories directly to practice, he has been commuting several times a month to the Decatur Township schools since 2001 to work with teachers and administrators on systemic change. This field experience led to the *School System Transformational Protocol*, a widely recognized guide to school improvement. It also stimulated Charlie to co-found the Systemic Change division of the Association for Educational Communications and Technology, and the Restructuring Public Education interest group in the American Educational Research Association, rallying points for scholars and practitioners serious about bringing about fundamental change in schooling.

He has now woven these strands together in a new book for popular consumption. His hope is that this book will convince educators and lay people that transformational change is necessary, is possible, and can be achieved through the methods he proposes. He will be promoting the book in retirement—when he’s not filleting erstwhile rivals on the racquetball court, or skiing, mountain climbing, and boating with his wife, three children, and a growing flock of grandchildren. Which raises the question of how Charlie remains so incredibly youthful...is there, in an attic somewhere in Boston, an aging picture of the real Charlie Reigeluth?

Michael Molenda

GENE SHREVE



Gene Shreve is universally admired for his scholarship and beloved as a teacher and colleague.

Gene graduated with honors from the University of Oklahoma in 1965. He then went on to the Harvard Law School. Upon graduation in 1968, he began his illustrious legal career as a staff attorney to then-Massachusetts Attorney General Elliot Richardson. In 1969 he served as a law clerk to the Honorable Sarah T. Hughes in Houston, Texas. He then joined the Boston Legal Assistance Project, where, from 1970 to 1973, he represented individuals in a wide variety of cases. He returned to Harvard as a teaching fellow in 1973 and was awarded an L.L.M. degree in 1975.

Gene began his academic faculty career in 1975 at the Vermont Law School, where he remained until 1981. He was a visiting professor at the George Washington University Law School from 1981 to 1983, and subsequently joined the faculty at the New York Law School as a full professor in 1984. He joined the IU law faculty in 1987, and was awarded the Richard A. Melvin Chair in law in 1994.

Throughout his academic career, Gene's commitments have reflected his deep experience with issues of equality, civil liberties, and the public interest. His teaching and scholarship are exciting—indeed, inspiring—precisely because these stakes are clearly in the foreground for Gene, even as he makes the classroom and written page spaces of open-minded analysis and debate. His teaching in civil

procedure, jurisprudence, and conflicts of law have prepared generations of students for the practice of law at the highest level. His writings have contributed enormously to the legal literatures in every area to which he has turned his powerful mind. Colleagues and students alike have benefitted from his classic treatises on civil procedure and conflicts of law: *A Conflict-of-Laws Anthology* (second edition, with Hannah L. Buxbaum, LexisNexis, 2011) and *Understanding Civil Procedure* (fourth edition, with Peter Raven-Hansen, LexisNexis, 2009).

A touchstone in Gene's writings is his theoretical engagement with the philosopher John Dewey—especially in relation to conflicts of law and other situations in which multiple legalities are in play. In the face of such complexities, Dewey's philosophy is, in Gene's words, "humane and optimistic." One might well identify Gene with his own characterization of Dewey as "a strong humanist with a lifelong belief in the capacity for progress of a democratic society." In his classic essay, "Fact, Value, and Action in Nonconceptual Jurisprudence," Gene formulates jurisprudence as a quest "to state something intellectually interesting and socially useful about the law and its effects that can withstand disproof." Gene's idea of nonconceptual jurisprudence depends on legal dialogue as "the crucible for testing theories," where "participants talk to rather than past each other." In "Symmetries of Access in Civil Rights Litigation: Politics, Pragmatism, and Will," Gene turns again to Dewey as a resource for his own innovative theory of statutory construction.

When I first walked into Gene's law school office over 20 years ago, I realized right away that I had crossed a bridge onto a special island of thought and imagination. Gene has, by far, the most interesting faculty office in the law school and, I would venture to say, in the entire university. To enter Gene's office is to enter an intensely personal space, a study in the literal sense of the term. His room is a living museum, reflecting his journeys as visiting scholar to Africa and Europe and his finely honed taste in antiques and indigenous arts. It is a magnificent display of artifacts from diverse times, cultures, and locations that is ever changing as Gene finds new arts to think with. Indeed, his artistic passions mirror

a legal mind that is always fresh, always exploring the boundaries of the law, asking tough questions and masterfully educating his students and his colleagues in the process. He sees beauty—and the potential for learning—in all its forms. The office gives an alert visitor a sense of what Gene is thinking about most seriously, including serious play. There are the Red Sox, in the form of two seats from the reserved section at Fenway Park, salvaged from its most recent remodeling. And there is a bust of John Dewey, sculpted by Gene himself.

Gene was elected to the American Law Institute in 1989 and the American Society for Political and Legal Philosophy in 1996. He was on the editorial board of the American Society of Comparative Law from 1995 to 2003. He has taught in China, France, and Africa. Many of his articles have been translated into Chinese. Students have recognized his teaching and overall contributions to the school many times—he won the Leon H. Wallace Teaching Award in 1994, the Trustees Teaching Award in 2009, and was awarded the prestigious Law School Gavel Award by the graduating classes of 1995 and 2002 for his overall contributions to the law school.

Gene's retirement from active classroom teaching will give him more time for his reading and writing. Indeed, Gene has embarked on a new and ambitious study of interdisciplinary legal scholarship—a project that is grounded in his philosophical approach to knowledge, as well as in his collegial experience in the legal community's recent dialogues concerning legal education, legal professionalism, and law's disciplinarity. Gene and his beloved wife, Maggie, are heading to Martha's Vineyard, where Gene's new study awaits amidst the beauty of that island and its ever-changing seascape. We wish him rich inspiration there—even as we celebrate what has made him a cherished colleague at IU: a creativity that is so rare, so needed, and so Gene.

Alfred C. Aman

JUNE SOLOMON

The two words that best describe June Solomon as a professional are *writer* and *teacher*. The two words that best describe June Solomon as a person are *fun-loving* and *creative*.

June joined the Kelley School of Business in 2001 as a lecturer in the Communication and Instructional Skills Office, now known as Communication, Professional, and Computer Skills. During the 11 years of her tenure at the Kelley School, she taught hundreds of students in Business Communication X204 how to write in a clear and concise manner. This was a natural fit for June, since she had previously taught in the Department of English at the University of California, Davis. This experience, coupled with her writing and editing positions with the School of Continuing Studies at Indiana University and the academic journal *Semiotica*, provided the perfect mix for a writing teacher.

June was a wonderful teacher. The best part about her teaching was not just what she did in the classroom, but also what she did for her students outside of the classroom. The most common thread on her teaching evaluations concerned her willingness to meet students and help them with their individual needs. There were many nights

when June's lights were still on well after the rest of us were home relaxing. As long as the students were willing to work, so was June. It was evident that her incredible work ethic was transferred to her students.

June's writing abilities were also passed on to her students. Her students were regularly in the Final Four of our highly competitive Business Communication Target Case Competition. June had high standards for her students; she was as critical of their writing as she was of her own. She wanted them to be the best, and they were.

Of course, June was not all work and no play; she was not afraid to have fun. When she was in the office, it was not unusual to hear laughter. If you know her, you know that she is smiling 99 percent of the time! At conferences, she would be ready and willing to socialize with old and new colleagues and make friends with folks from all over the country. Her storytelling abilities often had people mesmerized, whether she was describing a visit with an Indian dignitary or an interaction with a particularly unusual student. The stories June told were awesome because of her ability to embellish. She could make a relatively simple story come alive with her creative language and expressive delivery.

Business Communication and the Kelley School were lucky to have June as a part of our family. Now her biological family

will get to enjoy more of her. She and her husband, Rakesh, are enjoying the good life in Bloomington. They now have time to go to concerts and the theatre whenever they desire. They now have time to "discover" Bloomington and travel back to their home country of India more often. June recently told me that a high school teacher once told her she dreamed of reading a novel by June someday. Retirement is allowing that dream to unfold. She is writing for fun now; a novel is in the works!

It has been an honor and a pleasure to work with June. She has been an asset to our department and, more importantly, to the hundreds of students she has tutored. Her success in the classroom has helped countless Kelley students achieve success. We wish her all the best.

Sue Vargo



EDWARD J. STEPHENSON



Ed grew up in Birmingham, Alabama. He attended Indian Springs High School, a science- and math-oriented boarding school for gifted children. Ed studied music (piano and flute) and participated in glee club, which led eventually to choral conducting at Rice University, where he was the musical director of *Marat/Sade*. With excellent teachers at Indian Springs, especially a physics teacher who mentored him, Ed's passion for science began. Of critical importance to his career and personal development was Dr. Richard Shepard, a local heart surgeon who researched how to extend patient survival time on heart-lung bypass machines. Shepard hired Ed as an instrumentation technician and provided him with enormous independence and responsibility. Ed did many experiments from scratch, with much tinkering and troubleshooting. Ed could figure out how stuff works, and credits Shepard as the person who turned him into a scientist. He graduated from Indian Springs in 1965 and entered Rice University, where he majored in physics and math and continued his summer work with Dr. Shepard. Next he worked in an atomic physics lab. This was Ed's introduction to polarization physics, which has been a hallmark of his career.

In the fall of 1969, Ed entered the University of Wisconsin physics graduate program. On his first day on campus, he met Linda Mangum, a journalism major and fellow transplant from the South. They married in the summer of 1971. While at Wisconsin, Ed worked in the nuclear physics group with his advisor, Willy Haeberli, who specialized in nuclear polarization. Ed's

research areas included polarized deuteron elastic scattering and polarized (d,p) transfer reactions on ^{46}Ti and ^{52}Cr . As would characterize his research career, Ed's work at Wisconsin included both experiment and theory. Haeberli had a major impact on Ed's development through his high standards, commitment to excellence in writing, and insistence on publishing results in a timely manner. Ed received his Ph.D. in 1975.

Ed and Linda headed west, where he joined the Lawrence Berkeley Laboratory (LBL) 88-Inch Cyclotron as a postdoctoral physicist, working with "Stretch" Conzett on polarization studies in light nuclei. Ed also collaborated with Richard Muller from Luis Alvarez's research group, using the cyclotron as a high-resolution mass spectrometer to search for integrally charged quarks and stable, superheavy elements. Ed and Linda's son, Alan, was born just before they moved back to the Midwest for Ed's postdoctoral appointment at Argonne National Laboratory in Illinois (ANL). The highlight of Ed's work at ANL was the search at Los Alamos Meson Facility for reported resonances in pion-deuteron scattering. Ed designed and built a state-of-the-art, high-efficiency deuteron tensor polarimeter. Working with Roy Holt, Ed led the project. An analysis of results showed no resonances.

While Ed's work at LBL involved low-energy nuclear physics, at ANL he was introduced to intermediate-energy physics. This experience culminated in his joining the Indiana University Cyclotron Facility (IUCF) in 1979 as a research scientist. IUCF had just acquired a polarized-ion source, so Ed was able to continue using polarized protons and deuterons to explore nuclear physics topics at higher energies. During his 33 years at IUCF and the Center for Exploration of Energy and Matter (CEEM), Ed played leadership roles in many important research efforts:

- Proton elastic and inelastic scattering: Using high-resolution magnetic spectrometers and focal-plane detectors designed in-house, Ed and colleagues investigated polarization-transfer reactions for nuclear targets from ^{10}B to ^{208}Pb . The excitation of discrete nuclear states by the nucleon-nucleon (NN) interaction was measured with a precision far better than results from other labs.
- Connecting experiment and theory: In collaboration with nuclear theorists

(including IU's Malcolm MacFarlane), Ed designed and implemented a theoretical "pipeline" of computer programs to use high-resolution polarization-transfer data to test individual aspects of the NN interaction.

- Charge symmetry breaking: Using the IU Cooler storage ring, Ed and Andy Bacher measured pion production from deuteron-deuteron fusion, a reaction previously unobserved because it violates charge symmetry. The American Physical Society noted this as one of the two best nuclear physics experiments in 2003.
- Neutron beta decay: Ed is a leading collaborator in the aCORN experiment at the National Institute of Standards and Technology, which will measure the correlation between electron and antineutrino momenta directions following neutron beta decay. This work is a significant test of the electroweak theory of beta decay.
- Electric dipole moment: Ed is a leading collaborator in a multinational search for an electric dipole moment (EDM) on the proton and deuteron using the large electric fields present in a storage ring. At the COSY storage ring in Germany, Ed is leading feasibility studies for making high-sensitivity polarimeters and improving the spin coherence of polarized beams.

Continuing the outstanding mentoring he received throughout his career, Ed has supervised seven IU Ph.D. students, ten postdoctoral physicists, and twelve undergraduate physics majors working on research projects. Ed has always provided invaluable service to IUCF and other organizations. For many years, he was responsible for preparation of the IUCF annual report and chaired several international conferences on polarization.

Ed retired in 2012 and Linda retired from IU Creative Services in 2011. Ed is continuing his research efforts on the aCORN and EDM experiments, which involves frequent travel to Germany and elsewhere. It has been our pleasure to work with Ed for over three decades. We treasure his friendship, generosity, thoughtfulness, and good humor. We wish Ed and Linda the very best on the newest chapter in their lives!

*Andrew Bacher
and Catherine Olmer*

BEVERLY J. STOELTJE



Beverly Stoeltje is the quintessential international and interdisciplinary scholar. She began her teaching in the Department of English at the University of Texas at Austin after completing her Ph.D. in anthropology there in 1979. In 1986 she joined the faculty of Indiana University in the Department of Folklore and Ethnomusicology, and later shifted to the Department of Communication and Culture. Ultimately—and happily—she found her home in the Department of Anthropology, where she has mentored many international as well as domestic students and carried out research in different cultures.

She has brought her boundless energy to all facets of departmental life. To quote one of her students: “Secretly I believe that Professor Stoeltje must have more days in her weeks to overlay her research, teaching, and service work without slighting any of them.” Working tirelessly, she has chaired search committees, tenure committees, a symposium committee entitled “Rethinking Race,” served as director of graduate studies, mentored junior faculty, and contributed in a wide range of capacities as a valuable department member.

The study of festival as it relates to social and political issues has been among the prominent foci of Beverly’s research. Influenced by the work of Victor Turner, Kenneth Burke, and other students of ritual, festival, and performance, when she entered graduate school she turned to her native West Texas for her dissertation

research and produced a study of the four-day Texas Cowboy Reunion. From that work she has published articles on rodeo in American culture, including several widely cited articles on women in the West. In 1989, in conjunction with the IU African Studies Program, she launched her research in Ghana by establishing a United States Information Agency project on performance, linking Indiana University scholars with colleagues at the University of Ghana.

Her innovative African research began with a focus on Asante queen mothers and chieftaincy. The study of conflict and attendance in the Asante courts expanded her interest to the anthropology of law, resulting in an analytical perspective that she labels “performing litigation.” Finding that indigenous forms are embedded in politics as well as everyday life, Beverly also focuses on the complex relationship between modernity and custom in Asante culture. She has published her erudite scholarship in respected journals in the fields of folklore, anthropology, and African Studies; in book chapters; and in numerous reference works.

Beverly’s interest in gender and public performance also led to her research on beauty pageants. She co-edited a book, *Beauty Queens on the Global Stage*, the first serious cross-cultural study of beauty pageants, which has had broad influence. Her own contribution, entitled “The Snake Charmer Queen,” analyzes beauty pageants based on a study of one held at a Rattlesnake Roundup in West Texas. She has contributed entries to reference works on beauty pageants as well.

Beverly’s research has consistently focused ethnographic and theoretical attention on events and circumstances that are largely undocumented by scholars yet significant in the lives of particular peoples. She has been supported by funding from prestigious programs, including a Fulbright-Hays Research Scholar Grant and an American Research Weatherhead Fellowship (in Santa Fe, New Mexico).

Her boundless energy and broad vision have led her to hold several conferences on the IU campus, two of them on the subject “Women, Language, and Law in Africa,” which attracted international scholars to IU. Subsequently, she launched the plan

for an international symposium on legal pluralism in Africa and Latin America, jointly sponsored by African Studies, Latin American and Caribbean Studies, and the Maurer School of Law.

Beverly is noted for the critical and challenging scope of her classes, especially her graduate course, *Performing Nationalism*, and for her commitment to mentoring students. Some students claim that her mentoring has changed the course of their scholarly vision and their professional lives. Students have found their way to her from departments throughout the campus; and today many are pursuing academic careers in universities in Singapore, Korea, Botswana, Turkey, Uganda, South Africa, Israel, Hawaii, Canada, and, of course, the United States. Through her graceful mentorship, her intellectual generosity, and her deep intellectual and moral integrity, she has inspired graduates and undergraduates alike to pursue their scholarly dreams.

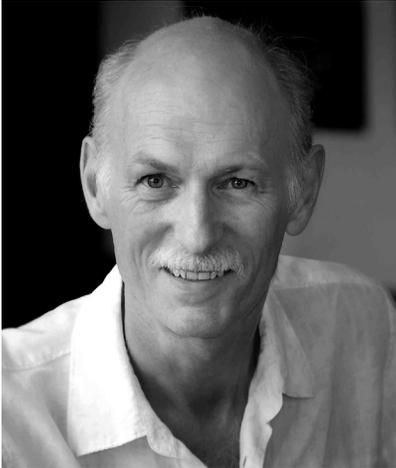
Not only has she influenced students at Indiana University, she has been invited to teach as a visitor at Bogazici University in Istanbul, at Colorado College in Colorado Springs, and at New York University, where her persuasive abilities have challenged students to explore and reconfigure their perspectives.

Equally significant, she has been invited to deliver lectures and has presented conference papers in Ghana, Senegal, Argentina, Brazil, Israel, China, Korea, Thailand, Turkey, Germany, Canada, and numerous places in the United States.

Beverly’s passion for justice, a strongly held belief in higher education, and a deep caring for friends, colleagues, and students motivate her extensive involvement in the scholarly endeavor. Her presence will truly be missed in all domains of our departmental life.

Paula Girshick

LARRY N. THIBOS



Professor Thibos—or Larry, to all who know him—was born in Michigan and, fortunately for IU, chose to return to the Midwest to make his mark on vision science and raise his family. His research and teaching career started with visual neuroscience, moved on to visual psychophysics, and of late concentrated on visual optics. Along the way, he published a large number of substantial research articles, wrote many scholarly book sections, authored innovative patents, and crafted numerous insightful editorials. His research is characterized by innovation, application of advanced quantitative methods, and clarity of thinking.

His articles have received several awards for “most cited.” The quality and quantity of this body of work have garnered Larry some of the most prestigious awards in his field: the Glenn Fray Award (from the American Optometric Foundation, 1997), the Distinguished Research Lecturer award (Indiana University, 1999), and the Charles F. Prentice Medal (American Academy of Optometry, 2012), among others. Individual research papers have also been acknowledged as “best paper,” “most frequently cited paper,” “best technical article,” “best invited paper,” and the list goes on. Very simply, his body of research is widely acknowledged to be among the very best in vision science; it has had a significant impact in advancing the science and practice of eye care.

In addition to the research produced in his National Institutes of Health and industry-funded lab at Indiana University, he has been a sought-after collaborator by many of the leading scholars in this field. Indeed,

a list of his collaborators reads like a “who’s who” of visual optics: Atchison, Applegate, Williams, Marcos, Montes-Mico, Webb, Schwiegerling, Lopez-Gil, Iskander, Burns, Miller, Harris, and Bradley, among others. The enthusiasm to collaborate with him confirms a reality familiar to all who know him: although he is a truly outstanding and capable scientist on paper, he is even better in person. Larry has a much-deserved reputation for his ability and willingness to support his colleagues around the world—especially junior colleagues—and for his generosity in sharing his time and extensive talents.

In addition to being a dedicated scientist, Larry has a true passion for teaching and a longstanding commitment to train the next generation of vision scientists to the most exacting standards. He has graduated 31 students (mostly Ph.D.’s) from his lab, and introduced a whole new generation of students to modern optics through his courses on Fourier analysis and visual optics. His expertise as a teacher has attracted outside institutions in Asia and Europe to invite him as a visiting lecturer, and universities in Australia, Canada, Hong Kong, and South Africa to invite him as an outside examiner of doctoral theses. His teaching skills have also garnered numerous awards at Indiana University.

Larry has shown maturity and leadership when faced with important and sometimes challenging administrative tasks. In the School of Optometry, he has been instrumental in nurturing the professional development of junior faculty. At the university level, he has been instrumental in advancing campus computing and is often recruited to guide important search and screen committees. It has been within the scientific community, however, that he has played his most significant administrative roles as journal editor, scientific meeting organizer, grant reviewer, external Ph.D. examiner, and contributor to the development of useful standards for reporting optical aberrations. Most within the profession have benefitted directly from Larry’s thoughtful and often detailed reviews of their submitted articles in his role as journal referee.

Larry’s family is a big part of who he is. He and his wife, Elspeth, raised two children, Cameron and Megan, in Bloomington, and when work and family

commitments peaked, Larry would take care of them all by simply going without sleep. Larry has one other passion that has dovetailed nicely with his research career—he loves to travel.

In his usual style, Larry has been working feverishly during his last semester before retirement, teaching two classes while working on numerous manuscripts and grants. He has written 10 research manuscripts in the past year, and has prepared and presented more than a dozen meeting presentations. He shows no signs of slowing down; if anything, he is speeding up. Needless to say, several of his colleagues around the world were quite surprised to hear of his retirement.

Some quotes from his friends and colleagues around the world provide insight into their reverence and genuine fondness for Larry: “Not only is Larry so smart and hardworking, he is a truly great guy, and we have all had the opportunity to appreciate his brilliance and generosity over the years” (USA). “He has made a huge contribution” (EU). “Larry has played a very important role for me” (Africa). “I was really lucky learning from a professor that dedicates most of his research time to his students” (EU). “I have admired the way that he has brought clarity to otherwise nebulous areas of visual optics” (AUS). A quote from one of his Ph.D. students nicely sums up a sentiment often heard: “I greatly appreciate the patience and generosity Larry provided me while at IU.”

This is our time to thank Larry for his long and dedicated service to IU, and to the vision science and eye care communities. He will be sorely missed.

It comes as no surprise to those who know him that as Larry transitions to emeritus professor and IU’s monopoly of his time is over, his 2013 work schedule is already being set with invitations from around the world to teach and collaborate on research. We wish him well in all his adventures to come.

Arthur Bradley

ELIZABETH (BEAU) VALLANCE



In fall 2006 Dr. Elizabeth (Beau) Vallance took up a position as associate professor of art and museum education in Indiana University's School of Education. By that time, she had already amassed a series of interesting, eclectic career experiences; built a national reputation for scholarship in the realms of curriculum studies and museum education; taken the reins as director of education at a major art museum; and achieved tenure at another university. Central to almost all her achievements has been a love for discovering the meanings and secret lives of interesting visual artifacts, and using them to inspire thought and learning. Beau brought this fascination with material culture to IU, and it is the thing for which she will be most missed as she steps away—along with her wonderful stories and her vibrant self.

Beau was born in Ohio, and has lived in nearly every Midwestern state as well as on the West Coast. For her first university degree, she majored in psychology at the University of Michigan. In the fall semester of her senior year, renowned scholar Jean Piaget was invited to the 150th-year celebration of the campus. As the only psychology major who spoke French, Beau was, remarkably, called on to spend a week with Piaget, acting as his guide and translator. She graduated with honors and was inducted into Phi Beta Kappa the same year. It was during her undergraduate days that she also discovered art history and the world of wonderful things.

Her next two degrees were from Stanford, where she completed a Master

of Arts in education (curriculum studies) and a Ph.D. in education with a minor in American studies. While at Stanford, she met and began working with Elliot Eisner, who became her dissertation director and with whom she would eventually edit a book. It was at Stanford that Beau realized she could marry her interests in visual objects and curriculum within Elliot's world of aesthetic education. Her dissertation was titled "Aesthetic Criticism and Curriculum Description."

After graduation, Beau accepted a series of research and administrative positions, but credits a Kellogg Foundation Fellowship she held while working as the director of academic outreach at Kansas State University with changing the direction of her career. The fellowship gave her release time from her administrative duties to continue studying art history and to work on a special project, *The Hidden Arts Curriculum of Small Towns*. This, she thinks, helped to solidify her credentials for the defining piece of her early career, a 15-year stint as the director of education at the Saint Louis Art Museum.

Although museum educators are not generally required to publish, Beau had a Ph.D. and chose to publish "just for fun." By the time she accepted her first tenure-track position (in 2000 at Northern Illinois University), she had already published more than 30 articles, most in prestigious journals and books. Throughout this period, she also presented extensively at education and museum conferences, establishing herself in both worlds. Beau received tenure at NIU in summer 2005.

By fall 2006 we had enticed Beau to come to Indiana University, where she immediately got to work building a wide museum network and crafting ways for students to explore museum issues and practices. She developed a shining new course for undergraduates, *Artifacts, Museums, and Everyday Life*, in which students visited different museum, gallery, or display sites (such as Target or town square shop windows) on a weekly basis. The course quickly developed a stellar reputation and quadrupled in size.

Edward Maxedon, Lucienne M. Glaubinger Curator of Education at the IU Art Museum, shared what a great privilege it has been to work with such a distinguished museum educator, noting that Beau not

only made gallery experiences central to her teaching, but stimulated dialogue and awareness about museums in higher education. She also strengthened relations between the university and community institutions through her enthusiastic service on museum boards in both realms. Ed wrote that "Dr. Vallance's many contributions, across the Bloomington campus and throughout the museum community, are obvious, significant, and permanent."

These few comments do not come close to describing Beau as a person and force, so here are just a few more points. When Beau walks in to commencement ceremonies, she wears her grandfather's robes, her father's hood, and her own cap. She is a kitty-lover extraordinaire; a dedicated, caring hospice volunteer; and a feisty political activist. Arguably her favorite place is her little cabin in Michigan where she goes every summer to bike and kayak, reporting back on personal records for distances achieved and finding new routes and destinations to explore. She meets her beloved sister there and goes with her husband, Jack, to the Traverse City Film Festival, where they delight in watching as many films as they can and seeing Michael Moore as they wait in lines.

She will be missed by me because she has been a wonderful colleague who always gave sound advice, editorial and otherwise, and by her students, who describe her mentoring as a true, deeply caring gift and treasure. Beau plans to phase out gently, remaining involved in aspects of our program and staying in touch with students, but has already put new plans in place. These include: reviving a passion for photography, trying her hand at nonacademic writing, volunteering at the Exotic Feline Rescue Center, and becoming a reviewer of new plays. We wish her only happiness and will be ever grateful for her willingness to move to Bloomington.

Lara Lackey

LOIS R. WISE



Professor Lois Wise began her career with the School of Public and Environmental Affairs as an adjunct faculty member in 1980, while she was completing her Ph.D. in political science from Indiana University Bloomington. She eventually joined the full-time faculty as a tenure-track assistant professor in January 1983. Her interests in organizational behavior in general, and specifically in human resources management, placed her in a unique position in SPEA at the time: a political scientist with a public management focus. During her time at IU, Lois provided a scholarly and administrative imprint that made her one of the most visible, respected, and impactful faculty members in SPEA's 40-year history.

Lois's experience as an accomplished social scientist began early in her life. She earned a Bachelor of Arts degree in social science from William Paterson College (now William Paterson University) in New Jersey and a Master of Science degree in political science from Indiana University. She received her Ph.D. in 1982. Studying public sector human resources management in a political science department in the early 1980s was not common, making Lois a trailblazer of sorts in the public affairs world. SPEA was thus the perfect school for Lois to undertake research about which she most cared—and research is indeed what

she did. She authored or co-authored more than 100 journal articles, chapters, and reports, including several that are viewed as seminal papers in public affairs research. Working with co-authors from across the United States and around the world, Lois is known internationally, particularly in Sweden, where she spent a great deal of time throughout her career, including a stint as a Fulbright Scholar. She has been associated with five different universities as a visiting professor, including three in Sweden. Evidence of her stature and influence can also be seen in her service on the editorial boards of the top-ranked academic journals in the field.

Lois held several important administrative positions for SPEA and IU. She served as director for SPEA's doctoral programs, creating a minority doctoral fellowship and improving the quality of the students during her service. She was chair of the SPEA faculty groups in Policy and Administration as well as Governance and Management. In 2008 she took over as director of West European Studies in the College of Arts and Sciences, securing critical funding for the center from the U.S. Department of Education.

Lois's research and service have been supported through consulting and numerous grants. She has provided consultation and advising to numerous organizations around the world, including the U.S. Department of Justice; state-level government agencies in Indiana; and government organizations and universities in Sweden, Ukraine, and Rio de Janeiro. Much of the assistance provided by Lois to these organizations has been in the public management and human resources field, including conducting studies and providing advice on job evaluation, position classification, salary reform, and the impact of diversity on governance. She has been and is a highly sought professor.

Lois's teaching reflects her research interests. She has taught numerous undergraduate and graduate courses in public management, human resources management, organizational behavior,

and organization theory, including a doctoral seminar in public organizations and management. She was instrumental in establishing a focus in the SPEA curriculum on workforce diversity by creating and teaching new courses on that topic. She also assisted many different international universities in establishing and reforming curricula. She won the Trustees Teaching Award in 2006, which is a testament to her dedication to providing tools and skills to Master of Public Affairs (M.P.A.) students. She has always been a champion for SPEA's degree programs, as expressed in her willingness to advise literally hundreds of students over the years. The informal advice she has provided to graduate students has resulted in more skilled M.P.A. students and better doctoral dissertations.

Lois's legacy transcends her own 30-plus years as a faculty member at SPEA. Indeed, Lois has worked with and mentored dozens of faculty at SPEA. She has helped other faculty feel comfortable at the university, assisted faculty in socializing to SPEA's norms, and provided advice to junior faculty that helped them navigate the often difficult process of reaching tenure and promotion.

There have been few faculty members at SPEA who have both experienced and assisted in making changes to the school, as Lois has done. SPEA and the university will not be the same without Lois Wise working regularly in her fourth floor office. Her wisdom is valued and will be missed.

Michael McGuire

PATRICIA WISE



Growing up in Kansas, soprano Patricia Wise came from a musical family and studied both piano and violin. But she had never seen an opera until age 19, when she saw *Madame Butterfly*, and she was hooked. By her mid-20s, she was singing leading roles at New York City Opera.

She launched her European career with a sensational debut at the Royal Covent Garden Opera as Rosina in *The Barber of Seville*. Guest appearances followed in all the major European opera houses, including Vienna, Munich, Berlin, Hamburg, Milan (La Scala), Barcelona, Geneva, and Paris, as well as in the festivals of Glyndebourne and Salzburg. In tandem with partners such as Domingo, Carreras, Araiza, Aragall, and Krauss—to name just the Spanish-speaking tenors—Patricia was a sought-after Lucia, Gilda, Nedda, Violetta, Juliette, Manon, Zerbinetta, Konstanze, Pamina, and Lulu—roles at the top of a long and varied list.

Among her recordings, her performance of the title role in Alban Berg's *Lulu* received this review in *Opera News*: “[Jeffrey] Tate is immeasurably aided by his Lulu, the expatriate American soprano Patricia Wise. Her sense of correct pitch is amazing—I have never heard the music *sung* better—and she has a way with the phrases and the words. She projects an almost preternatural innocence, which gives the character that sense of otherworldliness and unattainability so captivating to all around her.”

Again in *Opera News*, about her Lulu in Paris: “In the title role, Patricia Wise displayed dazzling vocal and dramatic skills, performing with amazing versatility and refined eroticism.”

Dividing her 30-year career between Europe and the United States, Patricia had some of her earliest successes in Vienna. Professor Gary Arvin offers this remembrance:

“The very first day I arrived in Vienna on my Fulbright grant (fall of 1982), every newspaper in Austria, not just Vienna, carried a photo of an opera singer named Patricia Wise in a hospital bed, cradling her newborn daughter. The photo and article were in top center position in every newspaper: it was the biggest news in all of Austria. I remember thinking it was very impressive and exciting that something to do with classical music/opera could make top headlines (which I thought could certainly never happen in the United States). Only with time did it become quite clear to me that Patricia Wise was indeed the toast of all Vienna, the belle of every ball, and one of the supremely reigning stars of the Vienna State Opera.

“My first year there I had the privilege to see her perform as Sophie in *Der Rosenkavalier*, Gilda in *Rigoletto*, Constanza in *Entführung von den Seraglio*, Norina in *Don Pasquale*, and Nanetta in *Falstaff*. There was a special level of applause from the opera public at her curtain calls. I also witnessed the long receiving lines at the stage door after these performances, including many handsome men in their 30s, 40s, and 50s.

“I eventually came to understand what a perfect match Pat was for the Viennese public with her tremendous grace, elegance, and charm, both on stage in her acting and her singing, and off stage in her interviews and public life. It really is no wonder that she was bestowed the honorary title of *Kammersängerin* by the Austrian government (1989).”

Appointed to the Indiana University voice faculty in 1995, Patricia brought that same grace, elegance, and charm to work with her every day. On behalf of the Jacobs School of Music, she testified eloquently

to the Indiana legislature on behalf of IU, advocating for support of the arts.

In her work with her students here, Patricia offered the knowledge and experience gained from performing more than 50 major operatic roles from the lyric and coloratura repertoire in opera houses of New York, Chicago, San Francisco, Houston, Vienna, Munich, Berlin, Milan, London, Paris, and many more. Her fans have posted numerous excerpts from live performances on YouTube.

Patricia teaches at the Salzburg Mozarteum Summer Academy and gives annual master classes at the Vienna Conservatory and the University for Music and Dramatic Arts. She was principal voice teacher of the Washington National Opera's Domingo-Cafritz Young Artist Program for two years and continues to accept invitations for master classes across the United States.

Today her students sing at the Vienna Staatsoper and the Metropolitan Opera; in the opera companies of Berlin, Munich, Paris, and San Francisco; and in many other opera houses and young artist programs.

In the fall, students, friends, and fans will find her on the upper west side of Manhattan, where Patricia is planning to enjoy a return to city life.

Mary Ann Hart